

ACADEMIC PROGRAMS

Academic Programs

Undergraduate degree programs on the Columbia campus are offered through the McCausland College of Arts and Sciences (<https://academicbulletins.sc.edu/undergraduate/arts-sciences/>); Hospitality, Retail, and Sport Management (<https://academicbulletins.sc.edu/undergraduate/hospitality-retail-sport-management/>); Education (<https://academicbulletins.sc.edu/undergraduate/education/>); Molinaroli (<https://academicbulletins.sc.edu/undergraduate/engineering-computing/>) Engineering and Computing (<https://academicbulletins.sc.edu/undergraduate/engineering-computing/>); College of Information and Communications (<https://academicbulletins.sc.edu/undergraduate/information-communications/>); Nursing (<https://academicbulletins.sc.edu/undergraduate/nursing/>); Pharmacy (<https://academicbulletins.sc.edu/undergraduate/pharmacy/>); and Social Work (<https://academicbulletins.sc.edu/undergraduate/social-work/>) and through the School of Music (<https://academicbulletins.sc.edu/undergraduate/music/>), the Arnold School of Public Health (<https://academicbulletins.sc.edu/undergraduate/public-health/>), and the Darla Moore School of Business (<https://academicbulletins.sc.edu/undergraduate/business/>).

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

- Programs A-Z (<https://academicbulletins.sc.edu/undergraduate/programs-az/>)

Carolina Core Requirements

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

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

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

Visit the Carolina Core website for more information.

Code	Carolina Core Components	Carolina Core Learning Outcomes	Credit Hours
	I. Lower Division: Core Courses	Learning Outcomes to be met at foundational level of mastery	31-43 hours

CMW	Effective, Engaged, and Persuasive Communication: Written Component	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	6 Written component
ARP	Analytical Reasoning and Problem-Solving	Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.	6
SCI	Scientific Literacy	Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.	7
GFL	Global Citizenship and Multicultural Understanding: Foreign Language	Communicate effectively in more than one language.	0-6 (depending on placement test)
GHS	Global Citizenship and Multicultural Understanding: Historical Thinking	Use the principles of historical thinking to understand past human societies.	3
GSS	Global Citizenship and Multicultural Understanding: Social Sciences	Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	3
AIU	Aesthetic and Interpretive Understanding	Create or interpret literary, visual or performing arts	3

II. Lower Division: Stand-Alone or Overlay-Eligible Courses Up to two of these three Core requirements may be met in overlay courses that combine learning outcomes from two Core courses.

3-9 hours (depending on whether these three outcomes are met with stand-alone or up to two overlay courses)

CMS	Effective, Engaged, and Persuasive Communication: Spoken Component	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	0-3 Spoken component
INF	Information Literacy	Collect, manage and evaluate information using technology, and communicate findings.	0-3
VSR	Values, Ethics, and Social Responsibility	Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.	0-3
Integrative	III. Upper Division: Integrative Course in the Major	Upper division course in the major program of study includes learning outcomes from the Carolina Core. Students should refer to their program major for more information.	N/A

TOTAL Hours in Carolina Core		31-43 hours (depending on language placement tests and use of at most two overlay courses)
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Carolina Core Courses

- Foundational Courses (<https://academicbulletins.sc.edu/undergraduate/carolina-core-courses/>)
- Integrative Courses (<https://academicbulletins.sc.edu/undergraduate/carolina-core-courses/#integrativecoursestext>)

Other Requirements

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective.

Special Academic Opportunities

Special academic and cultural programs whose scope extends beyond the disciplinary field of any specific college, school, or department are offered at the University.

Cognates and Minors

The University recognizes the importance to students of in-depth study of an area to supplement their major field. Most colleges within the University require either a cognate or a minor in addition to the major as part of degree requirements. Some programs require neither.

A minor is a series of courses that display a distinct curricular pattern in one discipline that is different from the major. Undergraduate minors normally require a minimum of 18 credit hours of prescribed courses. Undergraduate minors appear on the transcripts, but not on the diplomas.

A cognate is a series of courses that display a distinct curricular pattern in one or more disciplines different from the major. Undergraduate cognates require a minimum of 12 credit hours in advanced level courses related to, but outside the major. Cognates are variable according to what is appropriate as determined by the student and the major advisor. Thus cognates do not appear on either the transcripts or the diplomas.

Students are advised to consult their academic dean as to whether a minor or cognate is required for their degree program. For a list of undergraduate minors visit Programs A-Z (<https://academicbulletins.sc.edu/undergraduate/programs-az/>).

Graduation with Leadership Distinction

Graduation with Leadership Distinction (GLD) (<http://sc.edu/gld/>) is an academic program for students who demonstrate extensive, purposeful engagement beyond the classroom, understanding of course concepts in “real world” settings, and application of learning to make decisions and solve problems. There are five pathways to choose from: Community Service, Diversity & Social Advocacy, Global Learning, Professional & Civic Engagement, and Research. The program is open to all students pursuing an associate or baccalaureate degree in any major from USC Columbia, Lancaster, Salkehatchie, Sumter or Union. Students must submit an application (https://www.sc.edu/about/initiatives/center_for_integrative_experiential_learning/graduation_with_leadership_distinction/apply.php), complete the program requirements (https://www.sc.edu/about/initiatives/center_for_integrative_experiential_learning/)

graduation_with_leadership_distinction/degree_requirements/), and have a cumulative GPA of 3.0 or higher upon graduation to earn GLD. Recipients are recognized with graduation honor cords, and the distinction appears on the academic transcript and diploma.

South Carolina Honors College

South Carolina Honors College (http://www.sc.edu/study/colleges_schools/honors_college/) was established in 1978 as a means of encouraging gifted students to develop their full intellectual capacities. For additional information, please visit the South Carolina Honors College (<https://academicbulletins.sc.edu/undergraduate/honors/>) section of this bulletin

Study Abroad

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

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

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

University 101

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

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

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

Undergraduate Research

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

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

Service Learning

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

Leadership Learning

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

Career and Pre-Professional Counseling

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

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

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

the faculty advisor beginning with their freshman year in order to increase their chance for admission to a professional school.

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

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

Teacher Preparation

Programs that prepare students for PreK-12 teacher certification are housed in various colleges and departments. Upon admission to a degree program that leads to initial teacher certification, students are considered teacher candidates. While there may be different course requirements and progression rules for each program, there are some common requirements that must be met by all teacher candidates.

Admission to the Professional Program in Education

All teacher candidates must apply for and be admitted to the Professional Program prior to their program-specific deadline.

For admission to the Professional Program, undergraduate teacher candidates must complete at least 60 credit hours with a minimum overall GPA of 2.75; meet the South Carolina state basic skills testing requirement; pass the USC Education and Economic Development Act Assessment; pass a quiz on identifying and preventing bullying, harassment, and intimidation in an educational setting; successfully complete courses as specified by program area; and provide a statement regarding any prior arrests and convictions. Some arrests and convictions may prevent completion of a teacher preparation program.

Teacher candidates in graduate level initial teacher preparation programs must gain full admission to the USC Graduate School; pass the USC Education and Economic Development Act Assessment; pass a quiz on identifying and preventing bullying, harassment, and intimidation in an educational setting; and provide a statement regarding any prior arrests and convictions. Some arrests and convictions may prevent completion of a teacher preparation program.

Individual programs may have additional requirements for admission to the Professional Program in their respective areas. Candidates will receive information on how and when to complete these requirements from their advisor.

Admission to Field Experiences and Internship/Directed Teaching

All initial teacher certification programs require extensive field experiences in PreK-12 public schools. Before participating in any educator preparation program course that requires a PreK-12 experience, teacher candidates must have a cleared Tuberculosis (TB) test and a SC Law Enforcement Division (SLED) check on file with the College of Education. Teacher candidates with criminal convictions or pending charges may not be eligible for clinical experiences or courses taught on-site in PreK-12 settings. Candidates should consult with their advisor regarding any question of their eligibility status. This S.C. Department of Education requirement also applies to students not enrolled in a teacher

certification program who are seeking to participate in a field experience course in a PreK-12 public school setting.

In the last year of the program, teacher candidates must complete one or two semesters of extensive experience in PreK-12 public schools. The name of this experience varies by program but is usually referred to as Internship I and II, Internship A and B, or Directed Teaching. This experience includes the full-time clinical experience hours required for candidates to be recommended for teacher certification.

Before beginning the Internship/Directed Teaching phase of the program, teacher candidates must meet all progression requirements defined by their program. To be granted admission to Internship/Directed Teaching, at a minimum, all teacher candidates must be admitted to the Professional Program in Education, have a minimum overall GPA of 2.75, have received SC Department of Education clearance for student teaching by the program deadline, and have successfully completed courses as specified by program area.

Teacher candidates who do not successfully complete one of the Internship/Directed Teaching experiences are not automatically allowed to repeat the experience. If a teacher candidate wishes to attempt the internship/directed teaching semester again, they must follow a petition process and be approved prior to repeating the experience.

More details regarding field experience and internship/directed teaching rules and processes are outlined in the Clinical Experiences Manual which can be found on the teacher preparation Clinical Experiences webpage (https://sc.edu/study/colleges_schools/education/my_coe/gamecock_edquarters/clinical_exp/).

Certification

To receive a recommendation for initial teacher certification, all University teacher candidates must complete appropriate degree(s) and assessments required by the South Carolina Board of Education. Inasmuch as degree and certification requirements are linked, if state regulations change, degree requirements are also subject to change.

All teacher candidates seeking a recommendation for initial teacher certification must:

- successfully complete the requirements of the degree program;
- Submit an official score report for each program-appropriate exam (Praxis II series) to the College of Education.
- submit to an FBI and SLED check for prior felony convictions prior to full-time clinical experience;
- pay all certification fees as required;
- successfully complete ADEPT requirements earning a positive recommendation for certification.