ACADEMIC PROGRAMS

Academic Programs


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 UofSC 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 UofSC Course.

Visit the Carolina Core website for more information.

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

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)
exchange students who attend UofSC, 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 UofSC 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 UofSC 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 presentations, 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 UofSC 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, pre-veterinary 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.