2012-2013 Academic Catalog

University of South Carolina Upstate

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University of South Carolina Upstate

I certify that this catalog is true and correct in content and policy and states progress requirements for graduation.

> Thomas F. Moore, PhD
> Chancellor, USC Upstate

The University of South Carolina Upstate catalog is published yearly in Spartanburg, South Carolina.

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Academic Calendar 2012-2013

Fall 2012

August 23	Thursday	Classes begin
September 3	Monday	Labor Day (no classes)
October 18 - 19	Thursday-Friday	Fall Break (no classes)*
November 6	Tuesday	General Election Day (no classes)
November 21 - 25	Wednesday-Sunday	Thanksgiving Break (no classes)
December 7	Friday	Classes end
December 10 - 14	Monday-Friday	Final exams
December 18	Tuesday	Convocation to honor December graduates*

Spring 2013

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day (no classes)
March 10 - 17	Sunday-Sunday	Spring Break (no classes)
April 29	Monday	Classes end
April 30 - May 6	Tuesday-Monday	Final exams
May 7	Tuesday	Graduation*

Summer dates to be announced.

tentative.

Welcome ...

Welcome to the University of South Carolina Upstate, one of the fastest growing universities in South Carolina and the second largest institution in the USC system. The University provides a vibrant mix of challenging, high-quality academic programs, delivered across the Upstate of South Carolina through engaging experiences in classrooms and beyond. Acclaimed, accredited academic programs enable students to build bridges to their futures through internships, field service, study abroad, and more. USC Upstate inspires students to grow intellectually, culturally, socially and emotionally, as they are challenged to develop critical, analytical, and creative capacities that prepare them for professional and personal challenges that lie ahead.

USC Upstate serves as academic home to 5,500 students from 38 states and 71 nations; students have the option of attending classes on our 330-acre residential campus in Spartanburg, the commuter-campus for junior- and senior-level students at the University Center of Greenville, or the George Dean Johnson, Jr. College of Business and Economics in downtown Spartanburg. We offer degree programs in the liberal arts and sciences, business administration, nursing and teacher education, as well as master's degrees in education. USC Upstate is committed to serving the dynamic I-85 corridor through a full range of exceptional facilities.

This Academic Catalog presents important information about all academic policies and degree requirements and will serve as your road map while a student at USC Upstate. Please remember that compared to the exciting life of this University, reading the catalog is like looking at a musical score rather than listening to a symphony. As you read through the Academic Catalog and find that you have questions, please call our Admissions Office at (864) 503-5246.

I welcome you to campus where you will experience the great Spartan spirit that engages students and transforms lives.

Thomas F. Moore, PhD
Chancellor

The University

The University of South Carolina Upstate (formerly USC Spartanburg), is a coeducational, public, comprehensive metropolitan institution that is located in Spartanburg along the thriving economic I-85 corridor between Atlanta and Charlotte. The University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change on June 30, 2004.

As a senior comprehensive public institution of the University of South Carolina, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand. We offer bachelor's degree programs in the liberal arts and sciences, business administration, nursing and teacher education, as well as master's degrees in education. And we continue to create a host of new academic majors each year, most recently information management and systems, nonprofit administration, special education, graphic design, and a master's degree in teaching the visually impaired.

Today, USC Upstate is among the fastest growing universities in South Carolina. Our thriving campus, which includes 330 acres, new roadways, an athletic complex, residential housing for 1,000, an enrollment of 5,500 students, a minority enrollment exceeding 33 percent, and a Health Education Complex, is much different from its early, rather humble beginnings. USC Upstate has a Greenville campus for commuting junior and senior level students, which enrolls more than 1,000 students each year. The George Dean Johnson, Jr. College of Business and Economics, in downtown Spartanburg, offers state-of-the-art amenities necessary for the business learning environment to more than 800 students.

The Spartanburg campus is a dynamic hub of activity. Magnolia House, which opened in fall 2009, is a co-educational facility housing freshmen students only. Its 87 suites will house up to 346 students in single or double rooms and handicap-accessible units. The Palmetto House is a co-educational facility housing a combination of freshman and upperclassmen students. Both housing facilities boast computer rooms, open areas, laundry facilities, keyless entry and wireless Internet. Students often gather at the Louis P. Howell Athletic Complex, one of the Southeast's top sports venues, to cheer on the Spartans in baseball, softball, tennis and soccer.

USC Upstate is home to 5,500 students from 38 states and 71 nations. It offers challenging, first-rate academic courses, small class sizes, personal experiences, remarkable diversity, an expansive international community, and a dynamic campus life. Our acclaimed and accredited academic programs create real opportunities for our students to build bridges to their future through internships, field service, study abroad, and more.

USC Upstate inspires its students to grow intellectually, culturally, socially and emotionally. Students are also challenged to think critically and to prepare themselves for the professional challenges that lie ahead. As a first-year student, we don't expect you to have all of the answers.

That's why we have an extensive network of academic support services to help guide the way, including our innovative Student Success Center, Opportunity Network, the Writing Lab and Career Center.

Just as it offers academic excellence, USC Upstate also offers a comprehensive athletics program competing on the NCAA Division I level as a member of the Atlantic Sun Conference. The Spartans field 17 varsity sports -- basketball, soccer, tennis, golf, cross country, and track and field for both women and men; baseball for men; and softball and volleyball for women. The USC Upstate athletics department is a diverse, dynamic, and widely successful arm of the university, one that promotes teamwork, leadership, and an overall sense of community both on campus and in the greater Upstate region of South Carolina.

Parallel to the growth and expansion of the University is the steadily climbing base of USC Upstate alumni. Forty-five years after its founding, USC Upstate boasts an alumni base of more than 20,500; 85 percent of whom remain in the Upstate to build their lives and careers.

Mission Statement

University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities … a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives

across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate's economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

Vision Statement

USC Upstate will emerge as "the metropolitan university of South Carolina" and one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity.

History

The history of the University of South Carolina Upstate is a chronicle of remarkable development. In 1967, the university was founded in response to efforts undertaken by G.B. Hodge, M.D., together with fellow members of the Spartanburg County Commission for Higher Education, and a remarkably strong founding faculty primarily to avert a serious health care labor shortage crisis when Spartanburg General Hospital announced plans to eliminate its diploma program for registered nurses. A citizen's committee investigated the situation and ultimately requested that Spartanburg be included in the University of South Carolina system.

The Spartanburg Regional Campus, as it was first known, opened its doors in the fall of 1967 to 177 students on the first floor of the Spartanburg General Hospital nursing residence. Enrollment continued to increase, which resulted in the school becoming a four-year university in 1975 and being renamed the University of South Carolina Spartanburg.

Since its founding, USC Upstate has grown from a small, two-year campus into one of the leading metropolitan universities in the Southeast. This growth has been a direct response to the needs of the Upstate — a tradition that began with the University's creation. The University has expanded well beyond nursing to include 40 bachelor's programs in the liberal arts, sciences, business, information management and systems, teacher education and nursing. In 1994, the University moved to the graduate level, with master's degree programs in elementary education and early childhood education. The University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change. On June 30, 2004, with USC Board of Trustees approval, USCS changed its name to the University of South Carolina Upstate.

Accreditation

The University of South Carolina Upstate is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033 or call 404-679-4500 for questions about the accreditation of USC Upstate. Business programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business (600 Emerson Road, Suite 300, St. Louis, Mo. 63141-6762; Telephone 314-872-8481). Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (1 Dupont Circle Northwest, Suite 530, Washington, D.C. 20036, 1-202-463-6903).

Undergraduate education programs are accredited by the National Council for Accreditation of Teacher Education (2010 Massachusetts Ave. N.W., Suite 500, Washington D.C. 20036-1023; Telephone 202-466-7496). The Bachelor of Science in Computer Science program is accredited by ABET—Accreditation Board for Engineering and Technology Inc. (111 Market Place, Suite 1050, Baltimore, Md. 21202-4002; Telephone 410-347-7700).

Public Service

In addition to academic excellence, USC Upstate is dedicated to public service activities. Among the University's initiatives in this area:

The Scholars Academy is a joint venture of the University of South Carolina Upstate and the seven Spartanburg County school districts to provide advanced learners with a quality education in a supportive learning environment. Its mission is to attract and graduate students with a life-long passion for learning and compassion for others, and enable them to translate academic study and personal concern into effective leadership and action in their communities and the world.

Ninth and tenth grade students are taught and supervised primarily by a cadre of selected Spartanburg county school teachers. In addition, students take some college coursework. Eleventh and twelfth graders enroll in a combination of mostly Advanced Placement and college courses. Students graduate with a high school diploma and as much as two years of college course credits.

Twenty-five students from seven Spartanburg county public high schools were invited to attend the Academy in its initial year of operation during the 2007-08 academic year. There is no charge for students to attend the Academy as the project is funded through the Voluntary Public School Choice Grant program. For additional information, interested parents and students may visit the Scholars Academy website at the following address: *http://www.uscupstate.edu/scholars_academy*.

USC Upstate administers **ACHIEVE**, a youth GED and employment program, in Cherokee, Spartanburg and Union counties. The program provides employability training and job placement, instruction and career activities for high school dropouts.

Thousands of public school students have participated in programs such as the **Piedmont Regional Science Fair,** an annual writing and art competition, and **History Day**.

Each year the University offers a wide range of art exhibits, special lectures, music concerts, plays, and other

special events for students and the community. Admission to these events is either free or at a nominal charge.

Center for International Studies

The Center for International Studies provides enhanced international experiences for USC Upstate students and faculty members as well as interaction between the University and the international community. The Center assists with language development and translation services on and off campus. Due to reciprocal agreements with various universities abroad, USC Upstate offers students and faculty opportunities to study or pursue projects abroad. For international students, the Center provides curricular, personal and cultural assistance. International students should contact the Center for International Studies shortly after their arrival on campus for orientation and information relevant to beginning their college careers.

Student Success Center

The Student Success Center houses the Academic Support Center, Career Center, and Opportunity Network. It also houses the office of the Assistant Vice Chancellor for Student Success. As a department, the Center provides a wealth of services designed to facilitate the success of every USC Upstate student from the first day of class until graduation.

Academic Support Center

The Academic Support Center is a comprehensive academic support office on campus to assist students. Its principal mission is to work with the USC Upstate community to promote student persistence by offering skilled advisement, tutoring, retention-related instruction, and other activities that clarify students' academic goals and enhance their ties to USC Upstate. The Center offers an array of services to assist students in their daily academic demands, such as free tutorial services, study skills and time management assistance, facilitation of study groups and Supplemental Instruction for difficult courses, one-on-one consultations with students, referrals to other USC Upstate services, and much more. The Center also works closely with faculty and staff through its University 101 program for freshmen, the Early Intervention Program, and with classroom presentations and workshops as requested.

Opportunity Network

Opportunity Network is a student support services program at USC Upstate made possible through a federal grant from the U.S. Department of Education. Earning an undergraduate degree can be extremely challenging, and Opportunity Network offers support to students as they transition from high school to college and beyond. The program provides a wide variety of services, programs and support to assist college students as they strive to achieve their educational goals. Some of the specific services available are academic advising, tutoring and mentoring, study skills workshops, cultural events, financial aid assistance and graduate school advising. First generation college students, low-income and/or students with a learning or physical disability may qualify for the program. Students who think they may be eligible to participate

should visit *http://www.uscupstate.edu/studentsuccess/ opportunitynetwork* for more information.

Career Center

The Career Center assists students in obtaining gainful employment during their tenure at the University as well as full-time placement after graduation. We provide valuable information regarding resume and cover letter preparation, interviewing techniques and other tips to assist students with their career goals. Students are encouraged to register with Spartan Career Link, a web-based Career Services program which links them online to placement assistance for on- and off-campus employment as well as internship opportunities.

Center for Undergraduate Research and Scholarship (CURS)

The Center for Undergraduate Research and Scholarship provides programs and incentives to enhance the educational and professional development of USC Upstate students by supporting student-based research, scholarly, or creative activities. This Center provides, on a competitive basis, logistic and monetary support for the pursuit of student projects performed under the guidance of USC Upstate faculty, staff, and/or community professionals from throughout the Upstate region. The Center also assists students in traveling to professional meetings to present their work/findings, assists faculty/staff who involve students in their research programs, and assists in arranging internships and directed studies for students in order to better prepare them for their future professional careers.

Veterans Affairs

Students eligible to receive veterans' educational benefits should contact the veterans' coordinator located in the records office. Students receiving veterans' benefits are required to report any changes in curriculum, including courses dropped or added, absences and withdrawal. Failure to report such changes results in termination of benefits.

Student Services

Bookstore

The USC Upstate Bookstore, located on the main level of the Health Education Complex, carries textbooks, supplementary materials and supplies, clothing, items featuring the university name and logo, software, computers, magazines, newspapers, and student identification cards. The bookstore maintains a Web page at *www.upstatebookstore.com* that provides e-commerce and news on events and specials.

Identification Cards

USC Upstate provides identification cards for all students. Each student will be provided the first ID card at no cost but each additional card will cost $10. Cards are automatically activated each semester when fees are paid. During a student's tenure at USC Upstate, the initial card is a valid one. ID cards are required to check out books in the library as well as for entry at certain events.

Child Care

Children from three months to six years of age can be enrolled at the NAEYC accredited Burroughs Child Development Center. The Center is open from 7:30 a.m. to 5:30 p.m. weekdays and serves children of students, staff and faculty. Full- and part-time care is available.

Dining Services

Food services management operations are contracted through Sodexo Campus Services. The Dining Services administrative office is located on the first floor of the Campus Life Center, adjacent to the cafeteria. Residential students are required to purchase a meal plan for anytime access and all-you-can-eat meals in the cafeteria, with five equivalencies at any of our other venues. For non-resident students, a variety of food choices are available and may be purchased with cash, a declining-balance plan, or with one of our other cost-saving commuter meal plans. A valid University ID is required for all meal plans or declining-balance purchases. In addition to the cafeteria, other venues include Sandella's Café and PowerBlendz Smoothie Bar located on the avenue in the Health Education Center, a food court located on the ground level of the Horace C. Smith Science Building, featuring Jazzman's Cafe and SubConnection.

A full-range of catering services is available for campus events, including those sponsored by the community. The Office of Dining Services offers employment opportunities for students, with flexible hours, free meals and good pay.

Intercollegiate Athletics

USC Upstate has a broad-based intercollegiate athletic program for men and women. USC Upstate teams compete in NCAA Division I Atlantic Sun Conference. The University fields 17 varsity teams — basketball, soccer, track and field, golf, tennis and cross country for men and women; baseball for men; and softball, volleyball, cheerleading and dance for women.

The Campus

Located conveniently along the thriving economic I-85 corridor between Atlanta and Charlotte, USC Upstate is set in the picturesque foothills of the Blue Ridge Mountains. The 330-acre campus features many new and sophisticated facilities.

John C. Stockwell Administration Building. Opened in 1969 and renovated in 1988, this 41,000-square-foot building was the first facility constructed on the USC Upstate campus. It houses administrative offices and Information Technology Services. The building is named for the chancellor emeritus of USC Upstate.

G.B. Hodge Center. Opened in 1973 and later expanded, the 45,000-square-foot Hodge Center houses classrooms, academic offices, a 1,650-seat gymnasium, an auxiliary gym, a weight room and athletics department offices. The building is named for the late Dr. G.B. Hodge, chairman emeritus of the Spartanburg County Commission for Higher Education.

Media Building. This 44,000-square-foot building, opened in 1978, houses classrooms, academic offices, and the studios of WRET-TV, a station of the South Carolina Educational Television Network.

College of Arts and Science Building. Opened in 1982, this 26,066-square-foot facility houses the offices and classrooms of the College of Arts and Sciences.

Health Services. Offers health care and education to all enrolled students on an outpatient basis. Located on University Way near Valley Falls Road.

Burroughs Child Development Center. Opened in 1976, the Center provides care for pre-school children, and gives students in the School of Education an opportunity to work with and observe young children. It is named for the late William J. Burroughs, who was a founding member of the Spartanburg County Commission for Higher Education in 1967.

Susan B. Jacobs Arboretum. The 12-acre arboretum, named for Susan B. Jacobs who is a graduate of The Mary Black School of Nursing at USC Upstate, is located north of the Campus Life Center along Pollywood Creek. It features a 300-seat amphitheater, lighted walkways, and foliage indigenous to the area. The Arboretum serves as the center of gravity for campus life and student activities and provides a place for relaxation, for the enjoyment and advancement of academic studies, for contemplation and reflection, and for cultural, social and entertainment events.

Palmetto House. The 105,000-square-foot facility opened in 2004 provides housing for 348 students. The complex consists of single and double occupancy rooms, open areas, and three recreation rooms. Each hall features a private study area and laundry facilities. This co-educational facility features controlled access, full sprinkler system, Internet access, cable television, computer lab, green space, and adjacent parking.

Magnolia House. Opened in Fall 2009, the Magnolia House is a housing facility exclusively for freshman, offering suite-style living and the same amenities of the Palmetto House.

Palmetto Villas. The University obtained ownership of this 12-building apartment complex in 1997. Each two-bedroom unit is furnished, air-conditioned, and has a kitchen with stove and refrigerator. All units are networked as part of the USC Upstate system. A recreation area with basketball and volleyball courts is available. Palmetto Villas houses 348 upperclassman.

John M. Rampey Center. Opened in 1992, this 6,200-square-foot facility houses the Center for Student Success, Academic Support Center, Career Center and Opportunity Network.

The Louis P. Howell Athletic Complex. The Athletic Complex is located in the northern section of the campus and includes the County University Soccer Stadium, Spartanburg County Youth Soccer Fields, Cleveland S. Harley Baseball Stadium, Cyrill Softball Stadium and Tennis Complex. These facilities are part of the recent construction and expansion efforts, which brings all athletic venues on campus, thus creating a greater sense of a campus community.

Outdoor Recreational Facilities. A 1.3-mile passage

of the Palmetto Trail begins at the Louis P. Howell Athletic Complex and leads into a wooded forest on the banks of the Lawson's Fork Creek. Only hikers and bikers may use this section of the trail. Several other trails wind through the campus and more are currently under development. The USC Upstate Challenge Course seeks to give students the opportunity to sharpen interpersonal skills through the facilitation of various activities and groups. Other recreation sites include intramural fields adjacent to the Palmetto House, and five fields used primarily for recreational soccer and similar use located on the west side of the campus.

University Readiness Center. Opened in 2003, this 50,000-square-foot facility is situated on a 12-acre site on the northern side of the campus. It provides office space for the South Carolina National Guard, multi-purpose meeting space, classrooms, hospitality rooms, full kitchen facilities, and dressing rooms for athletic teams using the Louis P. Howell Athletics Complex.

Olin B. Sansbury, Jr. Campus Life Center. This 55,000-square-foot facility is the center of campus activity and the focal point of future growth onto the North Campus. The CLC houses Dining Services, the Center for International Studies, Student Affairs, the Counseling Center, student organization offices, student publication offices, several meeting rooms, a computer lab and an automated teller machine. It is a gathering place for student organization and community meetings, receptions and other events. The building is named for USC Upstate's first chancellor.

P. Kathryn Hicks Visual Arts Center. Renovated in the summer of 2003, this facility provides space for art studios, graphic design, art imaging laboratory, sculpturing, printmaking, classrooms, faculty offices and exhibitions.

Humanities and Performing Arts Center. Opened in 1990, this building features a 450-seat theater with a hydraulic pit lift, superb acoustics, and a fully rigged fly loft. The 54,000-square-foot building also houses classrooms, academic offices, a music recital hall, private practice rooms, art studios, an art gallery, foreign language and journalism labs.

Horace C. Smith Science Building. Opened in 1985, the 60,000-square-foot facility is home to academic offices, science laboratories and classrooms.

Library. This 68,300-square-foot building, opened in 1977, houses a library with a collection of more than 235,000 volumes, academic offices and classrooms. On the lower level, with a separate entrance, is the Tukey Theater, a 140-seat lecture hall named for the late Richard E. Tukey, who as head of the Spartanburg Chamber of Commerce was one of the community leaders instrumental in the establishment of USC Upstate.

Health Education Complex. This 150,000-square-foot building opened in fall 2008. It houses the Mary Black School of Nursing, School of Education, Enrollment Services, Bookstore, and the Wellness Center – including a pool, racquetball and basketball courts, running track, climbing wall, and aerobics facilities – will provide first-rate recreation, exercise, and instructional and research

opportunities for the campus community.

Upstate Rotary International Peace Park. Dedicated in April 2008, future plans for the park include boardwalks, walking paths, a conifer collection, shrub roses and ornamental grasses.

George Dean Johnson, Jr. College of Business and Economics. Opened in 2010 in downtown Spartanburg and houses all of the classrooms, faculty and administrative offices for the College of Business. This 60,000 square-foot facility features a stock trading lab, smart classrooms, large tiered classrooms, conference rooms, an art gallery, and outdoor study areas. The building is named for George Dean Johnson, Jr., founder and chairman of Johnson Development Associates, Inc.

University Services Building. Located off Valley Falls Road, the building houses Postal Services and Shipping and Receiving. It opened in fall 2010.

(former) Support Facility. In spring 2011, this building will house University Public Safety, which includes University Police, Parking Services, Office of the Fire Marshal and Emergency Services, and Office of Risk Management. University Public Safety strives to provide a safe, secure, and peaceful environment for students, staff, faculty, and visitors. An array of safety measures and programs has been instituted to deal with issues of crime and personal security.

DIRECTIONS TO CAMPUS

From U.S. Hwy. 176/I-585 northbound – Take the East Campus Boulevard exit. Go right at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.

From U.S. Hwy. 176/I-585 southbound – Take the East Campus Boulevard exit. Go left at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.

From Business I-85 northbound – Use Exit 5-B, Milliken Road. Proceed along the frontage road parallel to Business I-85 to the Milliken Bridge over Business I-85, and turn left crossing over Business I-85. At the four-way STOP at the end of the bridge, continue straight onto North Campus Boulevard into campus.

From Business I-85 southbound – Use Exit 6, SC 9. Proceed along the frontage road for approximately 1/2 mile being careful not to re-enter Business 85. Turn right at the Milliken Bridge and follow North Campus Boulevard to the campus.

From I-85 in either direction – Use Exit 72 onto U.S. 176 toward Spartanburg. Take the East Campus Boulevard exit. Go left at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.
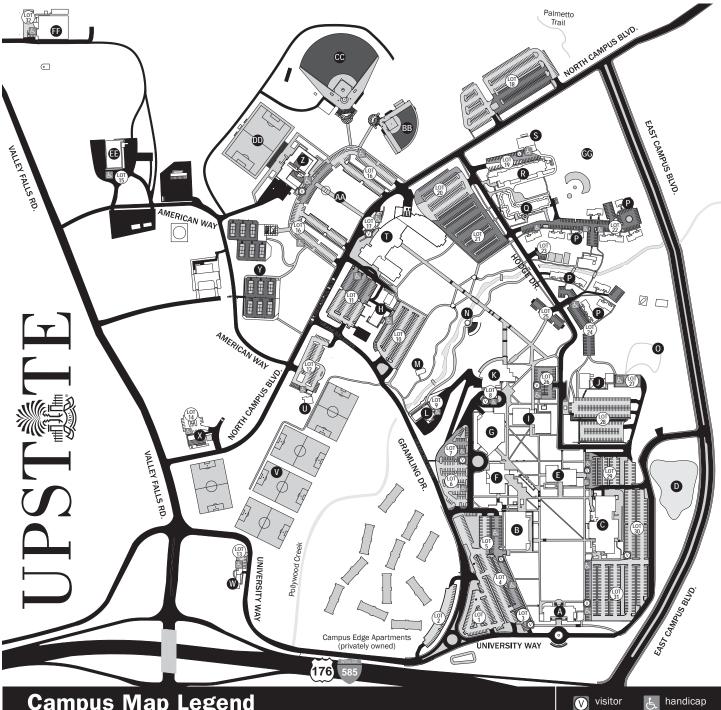
From I-26 in either direction – Exit onto I-85 northbound, and follow the above directions. Using I-85 instead of Business I-85 is the preferable route.

Campus map on next page

Campus Map Legend

A. John C. Stockwell Administration Building

B. Library/Honors Program Office (Lib 252)
Richard E. Tukey Theatre

C. G.B. Hodge Center/Arena

D. Upstate Rotary International Peace Park

E. Media Center
WRET-TV

F. Horace C. Smith Science Building

G. Humanities & Performing Arts Center
Curtis R. Harley Art Gallery

H. Academic Annex 1 and 2 (ACAD/ACAN)

I. College of Arts & Sciences Building

J. Burroughs Child Development Center

K. Olin B. Sansbury, Jr. Campus Life Center

L. The P. Kathryn Hicks Visual Arts Center

M. Dr. Lawrence E. Roël Garden Pavilion

N. Susan Jacobs Arboretum

O. Science Trail

P. The Villas

Q. Palmetto House

R. Magnolia House

S. John M. Rampey Center

T. Health Education Complex/Wellness Center
Mary Black School of Nursing
School of Education
Enrollment Management
Bookstore

U. Smith Farmhouse/Athletic Annex

V. Soccer Fields

W. Health Services

X. University Public Safety

Y. Tennis Complex

Z. University Readiness Center/SC National Guard

AA. Louis P. Howell Athletic Complex

BB. Cyrill Softball Stadium

CC. Cleveland S. Harley Baseball Park

DD. County University Soccer Stadium

EE. Facilities Management Complex

FF. University Services Building
Postal/Shipping & Receiving

GG. Intramural Field

Updated N

USC Upstate Greenville Campus

USC Upstate Greenville Campus

The University of South Carolina Upstate Greenville Campus is located at the University Center of Greenville, a nonprofit consortium of higher education institutions dedicated to increasing access to educational opportunities for the citizens of the Greater Greenville Metropolitan Area of South Carolina. Located at 225 South Pleasantburg Drive in McAlister Square, the University Center is a state-of-the-art teaching and learning center designed to serve traditional, undergraduate students as well as adults who want to pursue four-year or graduate-level degrees. Courses are offered in both day and evening.

In addition to the University of South Carolina Upstate, six universities are partners in the University Center: Clemson University, Furman University, Lander University, the Medical University of South Carolina, South Carolina State University and the University of South Carolina in Columbia.

If you have an associate's degree or if you're ready for junior or senior-level courses, you can complete a bachelor's degree in the degree programs listed below by attending USC Upstate Greenville Campus. Courses may be offered on-site, online, or by teleconferencing.

Degree Programs

Bachelor of Arts in Information Management and Systems — Late Afternoon and Evening Programs (includes on-site, online and teleconference courses)

The Bachelor of Arts in Information Management and Systems degree is designed to position graduates at the forefront of information creation, access, analysis, and dissemination. Graduates enjoy information systems management careers in areas such as business, healthcare organizations, government agencies, and educational institutions. The multidisciplinary degree integrates an understanding of computer science, information science, telecommunications, discipline-specific data, information administration, and an ability to recognize relationships between technical systems and social structures. Courses emphasize basic quantitative and qualitative techniques, business functions, effective communications skills, and proactive team interactions. Concentration areas allow students to focus on the application of technology in one of four fields—business, communication, education and healthcare.

Bachelor of Science in Nursing (Offering two tracks of study: RN to BSN, online and on-site at USC Upstate Greenville Campus and a Four-year degree) —Day Program

The Bachelor of Science in Nursing degree equips students to enter the field of professional nursing by emphasizing a strong clinical background, a comprehensive knowledge of theory and development in communication skills and compassion. The program offers two tracks of study.

Bachelor of Science in Nursing: Four-Year Course Sequence: This professional program prepares graduates to assume entry-level positions in a variety of health care settings. The program is divided into two components, entry as a pre-nursing major focused on meeting course pre-requisites and entry as a nursing major focused on the clinical and didactic portions of the nursing curriculum. Required pre-nursing courses provide a broad background in general education and form the foundation for the professional nursing component of the program. Courses taken in the last two years of the program provide the theoretical and practical basis for nursing practice in an increasingly complex health care system. In addition to focusing on the essentials of nursing in the hospital, the curriculum also emphasizes community based and primary care. Opportunities to provide care to diverse clients are provided. Use of technology is integrated throughout the program. The program prepares graduates for professional positions immediately after graduation and provides a firm foundation or graduate study. Students who earn the Bachelor of Science in Nursing degree are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

RN to BSN Course Sequence: Registered nurses who have previously earned diplomas or associate degrees in nursing are admitted to the undergraduate program to meet requirements for the Bachelor of Science in Nursing degree. Students are able to complete all degree requirements on a full time basis in one calendar year of study. The RN to BSN is available in its entirety on line and on site at USC Upstate Greenville Campus. The School awards 35 semester hours of validated nursing credit to each registered nurse for past nursing courses.

Bachelor of Science in Business Administration with concentrations in Managerial Accounting and General Business Administration —Day and Evening Program

The Bachelor of Science in Business Administration allows students the opportunity to work toward a variety of career goals in managerial accounting and general business administration. Quality across the curriculum is a priority, and to ensure that the highest standards are consistently met, the George Dean Johnson, Jr. College of Business and Economics completed the rigorous process of earning accreditation from AACSB International, The Association to Advance Collegiate Schools of Business. Accreditation by AACSB is regarded nationally as an indication of excellence in instruction and training. Fewer than 15 percent of business programs worldwide have earned this prestigious seal of approval.

Bachelor of Science in Engineering Technology Management

— Evening Program

The Bachelor of Science in Engineering Technology Management (ETM) was designed for engineering technology associate's degree holders who wish to earn a bachelor's degree with only an additional two years of coursework. Students enroll in the program if they possess or are near completion of an associate degree in engineering technology. The program is ideal for technicians who desire the management skills necessary to be an effective interface between technicians and upper managers. It uses a comprehensive blend of management, business, economics, and communications courses to build a layer of management knowledge and skills on students' technical foundation. ETM courses include cost analysis, work analysis, systems decision making, quality practices, and project management. Industry projects integrated with traditional coursework enable students to apply theory in realistic management situations. The ETM degree will open doors for advancement and give students the ability and confidence to step through those doors. Visit *www.uscupstate.edu/etm* for more information.

Bachelor of Arts in Communications with a concentration in Journalism

— Evening Program

The Bachelor of Arts degree in Communications with a concentration in Journalism includes courses in each of the disciplines in the Communications major and offers options in courses like Business, Film, Art and Information Management Systems. Students will take courses in Communication Studies, Journalism and Electronic Media, Public Relations and Theatre. Program delivery combines the traditional delivery system of face-to-face learning with online instruction.

Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies

—Day and Evening Programs

The Interdisciplinary Studies major provides a degree opportunity to students whose educational backgrounds or life and career plans are non-traditional. With the help of an advisor, students design individualized programs of study combining coursework in a variety of disciplines not possible in other degree programs and may take advantage of 35 elective hours to explore many different courses of study or to concentrate in one selected discipline.

Education Programs

USC Upstate in Greenville offers instruction in early childhood education, elementary education, middle grades education and special education: learning disabilities. Although the curriculum and requirements of each program are different, the overriding philosophy of each is common—to prepare students to be reflective practitioners of teaching, with the knowledge, skills, and dispositions necessary to meet the needs of all learners in today's public school classrooms. USC Upstate Greenville Campus students develop leadership skills to reinvigorate schools, promote business and school partnerships, and ensure quality education for all students.

Bachelor of Arts in Early Childhood Education

— Day Program

The Bachelor of Arts in Early Childhood Education provides preparation for teaching in four- and five-year kindergartens and in grades 1-3. The professional sequence provides content and direct opportunities for field experience. The final semester is a full-time student teaching assignment in a K-3 setting.

Bachelor of Arts in Elementary Education

— Day & Evening Programs

The Bachelor of Arts in Elementary Education prepares students to teach in grades 2-6. The program at USC Upstate in Greenville consists of professional educational preparation and direct opportunities for field experience. During the semester in which students are enrolled in directed teaching, they spend each school day for a period of 15 weeks in the elementary school to which they are assigned.

Bachelor of Arts in Middle Grades Education

— Day Program

The program in Middle Grades Education prepares students to teach in grades 5-8. This is achieved through the core of general liberal arts coursework, professional education coursework, clinical experiences, student teaching in middle school settings, and intensive study in two areas of academic concentration. The final semester is a full-time student teaching assignment in a middle school in both academic areas.

Bachelor of Science in Special Education: Learning Disabilities — Day Program

The Bachelor of Science in Special Education: Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both traditional classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required to facilitate participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program.

Information on each of the programs offered by USC Upstate in Greenville may be obtained by calling the USC Upstate Office Greenville Campus at 864-552-4242. An advisor will be available to provide transcript evaluation and to help students develop a program of study.

Admissions

Undergraduate Admission

The University of South Carolina Upstate seeks to enroll students who will benefit from and contribute to the University. USC Upstate encourages all qualified students to apply for admission. Candidates for admission should possess the academic background to indicate the potential for collegiate success. Admission to USC Upstate does not guarantee or imply admission to any university program. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. Requests for undergraduate application forms and catalogs should be addressed to the Office of Admissions. The Office of Admissions is open Monday through Friday and is located on mail level of the Health Education Complex.

Phone:	864-503-5246	Spartanburg
	864-271-9111	Greenville
	1-800-277-8727	Elsewhere
Fax:	864-503-5727	
E-mail:	admissions@uscupstate.edu	
Home Page:	*www.uscupstate.edu*	

Application Procedures

1. Application
Prospective students should submit a completed application to the Office of Admissions with a non-refundable $40 application fee.

2. Transcripts
All freshman applicants must submit transcripts of their high school record from the present or last high school attended. Applicants who attend a post-secondary institution while in high school or during the summer are classified as freshmen. However, official transcripts of the college work must be submitted. Transfer applicants must submit a transcript mailed directly to the USC Upstate Office of Admissions from *each* college attended. Transfer students with less than 30 semester hours of college credit are required to submit a high school transcript. It is the applicant's responsibility to have the required documentation forwarded to the Office of Admissions. All transcripts become permanent records of USC Upstate and will not be forwarded or returned.

3. Test Scores
All applicants who are 21 years of age or younger, with the exception of transfer applicants who have completed at least 30 semester hours of college credit, must submit results of the Scholastic Assessment Test (SAT) or the American College Testing program (ACT).

4. Interviews and Campus Visits
Although not required, students are encouraged to visit USC Upstate to meet with university representatives and tour the campus. Appointments should be scheduled by calling the Office of Admissions.

Each applicant will be notified when an application for admission is received by the Office of Admissions and an admission decision will be made upon receipt of required documents. Decisions for admission are made on a rolling basis.

Categories of Admission

I. DEGREE-SEEKING ADMISSION

A. Freshman Admission
a. High school diploma or equivalent (GED certificate)
b. Scholastic Assessment Test (SAT) scores or American College Testing Program (ACT) scores

Non-traditional or Adult Students
Applicants who are 22 years of age or older are not required to submit SAT/ACT scores. However, students should present evidence of ability for academic success.
Applicants who are interested in receiving credit by exam, military credit or credit for non-collegiate programs should refer to page 56 for more information.

Freshman High School Course Requirements
Students should prepare for the challenges at USC Upstate by taking a rigorous academic curriculum while in high school. Students who graduated from high school in 2011 or after are required to have completed the following high school units:

Area	Units	Description
English	4	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature (completion of college preparatory English I, II, III and IV will meet requirements).
Mathematics	4	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.
Laboratory Science	3	Two units must be taken in two different fields such as biology, chemistry or physics. The third may be from the same field as one of the first two or from any lab science where biology and chemistry is a prerequisite.
Foreign Language	2	Two units of the same foreign language. A third is strongly recommended.
U.S. History	1	
Social Studies	2	Economics and Government are strongly recommended.

Fine Arts	1	One unit in appreciation of, history of, or performance in one of the fine arts.
Physical Education or ROTC	1	
Electives*	1	One unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

Assessment of Academic Records

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high school curriculum, grades, and SAT or ACT scores. These factors will be used to determine the applicant's probability of success during the freshman year.

Exception to admissions requirements will be considered for applicants who can present extenuating circumstances. Where appropriate, the Admissions Office will refer such cases to the Student Services Committee. All freshmen admitted by the Student Services Committee will be required to enroll in the University 101 course during their first semester of attendance. Students must pass SUNV 101 in their freshmen year.

Typically, any student admitted with a high school course deficiency will be required to successfully complete an equivalent course in their first 30 semester hours of coursework at USC Upstate.

B. Transfer Admission

A transfer applicant is a student who has attended another post-secondary institution after graduation from high school regardless of the amount of credit earned at that institution. Applicants must submit transcripts of all previous college courses whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all colleges attended may constitute immediate cancellation of admission and/or registration. Transfer requirements are listed below.

    a.   A minimum 2.0 cumulative GPA in all previous college-level course work.*

    b.   Evidence that the applicant is academically and otherwise eligible to return to the last institution attended.

    c.   If fewer than 30 semester hours of college-level work have been completed, the applicant must meet both freshman and transfer requirements.

Specific degree programs may have additional GPA or other requirements for admission to the major.

USC-System change of campus:

All applicants for change of campus to USC Upstate from other USC system campuses will be required to meet transfer student requirements:

    a.   A minimum 2.0 cumulative GPA in all previous college-level course work.*

    b.   Evidence that the applicant is academically and otherwise eligible to return to the last institution attended.

    c.   If fewer than 30 semester hours of college-level work have been completed, the applicant must meet both freshman and transfer requirements.

Specific degree programs may have additional GPA or other requirements for admission to the major.

Transfer applicants who have not attended school for two years or longer and are at least 22 years of age, may be eligible for probationary admission even if they do not meet GPA requirements. Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended. Students who leave the University without completing a term of probation, and are absent for three or more years, will begin a new term of probation upon readmission.

Transfer students are informed by the Admissions Office, dean or division chair of their major of the amount of credit which will transfer, usually prior to enrollment, but at least prior to the end of the first academic term in which they are enrolled.

Transfer Credit

The transcript of a transfer student is evaluated by the dean, chair or designee of the school or college in which he or she matriculates. If no major or an undeclared major is indicated at the time of application, the transcript will be evaluated in the Office of Academic Advising.

USC Upstate does not limit the number of hours transferred for degree credit from a senior college that is accredited by a regional association such as the Southern Association of Colleges and Schools. A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution that is accredited by a regional accrediting association. USC Upstate requires that every student meet the academic residency requirements (page 59) before a degree is awarded.

A student transferring from a four-year institution not accredited by the appropriate regional accrediting association may validate hours earned at the nonaccredited

institution by successful completion of 15 hours at USC Upstate with a minimum 2.0 GPA. Credits earned at two-year nonaccredited institutions may be validated by examination. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Upstate.

As a general rule, some courses are not acceptable in transfer to USC Upstate or to the other campuses of the University of South Carolina. Included are occupational or technical courses, remedial courses, courses from a two-year college that are considered upper-level at the University, or courses from a two-year college that are not part of that institution's college transfer program. Exceptions to this rule may be made only by the dean of the student's school or college or by the vice chancellor for academic affairs. Exceptions are made only in specific cases where the courses being considered for transfer are judged to be uniquely relevant to the student's degree program.

A course completed at another college or university in which a student earns a grade below C cannot be transferred. USC Upstate uses all grades (with the exception of grades for remedial courses and courses taken on a pass-fail basis) listed on transcripts of other institutions in the calculation of the transfer GPA. Therefore, the GPA as calculated by USC Upstate may be different than the one appearing on the transcript of another institution. A GPA calculated by USC Upstate will be used in determining admission to USC Upstate or to a particular program.

TRANSFER: State Policies and Procedures

The South Carolina Course Articulation and Transfer System serves as the primary tool and source of information for transfer of academic credit between and among institutions of higher education in the state. The system provides institutions with the software tools needed to update and maintain course articulation and transfer information easily. The student interface of this system is the South Carolina Transfer and Articulation Center (SCTRAC) web portal: www.SCTRAC.org. This web portal is an integrated solution to meet the needs of South Carolina's public colleges and universities and their students and is designed to help students make better choices and avoid taking courses which will not count toward their degree. Each institution's student information system interfaces with www.SCTRAC.org to help students and institutions by saving time and effort while ensuring accuracy and timeliness of information.

ADMISSIONS CRITERIA, COURSE GRADES, GPA'S, VALIDATIONS

All four-year public institutions will issue a transfer guide annually in August or maintain such a guide online. Information published in transfer guides will cover at least the following items:

A. The institution's definition of a transfer student.
B. Requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

D. Information about course equivalencies and transfer agreements.
E. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended at his/her home institution, and so forth.
F. Information about institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they will also describe whether all coursework taken prior to transfer or only coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
G. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
H. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

SOUTH CAROLINA TRANSFER AND ARTICULATION CENTER (SCTRAC)

All two-and four-year public institutions will publish information related to course articulation and transfer, including but not limited to items A through D mentioned above, on the South Carolina Transfer and Articulation Center website (www.SCTRAC.org). Course equivalency information listing all courses accepted from each institution in the state (including the 86 courses in the Statewide Articulation Agreement) and their respective course equivalencies (including courses in the "free elective" category) will be made available on www.SCTRAC.org. This course equivalency information will be updated as equivalencies are added or changed and will be reviewed annually for accuracy. Additionally, articulation agreements between public South Carolina institutions of higher education will be made available on www.SCTRAC.org, will be updated as articulation agreements are added or changed, and will be reviewed annually for accuracy. All other transfer information published on www.SCTRAC.org will be reviewed at least annually and updated as needed.

STATEWIDE ARTICULATION OF 86 COURSES

The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions is applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have courses synonymous to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list. This list of courses is available online at www.che.sc.gov as well as on www.SCTRAC.org.

STATEWIDE TRANSFER BLOCKS

The Statewide Transfer Blocks established in 1996 will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs. Several Transfer Blocks were updated in March 2009: Arts, Humanities, and Social Sciences; Business; Engineering; and Science and Mathematics; the remaining Transfer Blocks, Teacher Education and Nursing, are currently being revised. The courses listed in each Transfer Block will be reviewed periodically by the Commission's Academic Affairs staff in consultation with the Advisory Committee on Academic Programs to ensure their accuracy, and the Transfer Blocks will be updated as needed.

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

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

For a complete listing of all courses in each Transfer Block, see *http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm*.

ASSURANCE OF TRANSFERABILITY OF COURSEWORK COVERED BY THE TRANSFER POLICY

Coursework (i.e., individual courses, transfer blocks, and statewide agreements) covered within this transfer policy will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above. However, the transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made. In addition, any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

Any coursework covered within this transfer policy will be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

ASSURANCE OF QUALITY

All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's coursework for transfer purposes will be evaluated by the staff of the Commission on Higher Education in consultation with the Advisory Committee on Academic Programs. After these claims are evaluated, appropriate measures will be taken to ensure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike.

CHIEF TRANSFER OFFICERS
Donette Stewart
Associate Vice Chancellor for Enrollment Services
864-503-5246, dstewart@uscupstate.edu

Star Jamison, Transfer Coordinator
864-503-5902, sjamison@uscupstate.edu

C. Readmission

Students whose undergraduate attendance at any USC campus has been interrupted for any reason for one or more major semesters (spring/fall) must apply for readmission. An application fee of $10 is required if you have attended USC Upstate. Readmission to USC Upstate and to the program in which the student was previously enrolled is not automatic. Former students who have attended other institutions after leaving the University of South Carolina are considered transfer students and should follow the procedures for transfer admission. Students who wish to return to the University after being suspended should refer to page 52 for more information. Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended. Students who leave the University without completing a term of probation, and are absent for three or more years, will begin a new term of probation upon readmission.

Registration
Upon readmission, students should contact the office of their major for an advisement and registration appointment.

D. International

Applicants who are citizens of a country other than the United States and who do not have permanent resident status are classified as international students. In addition to meeting general admissions requirements, applicants are required to:

a. submit official school records (transcripts, diplomas or certificates of study), translated to English; tran-

scripts must be evaluated by World Education Services (WES) to receive transfer credit, WES applications are available in the admissions office;

b. present a minimum Test of English as a Foreign Language (TOEFL) score of 500 (paper based) or 173 (computer based) or 61 (internet based); TOEFL is not required of students whose native language is English;

c. be academically and otherwise eligible to return to the last college attended;

d. have a minimum SAT score of 850;

e. provide documentation of health insurance;

f. meet freshman/transfer requirements if applicant has attended school in the United States; and

g. submit bank statements or certified statement of financial ability to pay all education expenses.

All applications, fees and credentials for international student admission must be received by December 1 for spring admission and July 15 for fall admission. A Certificate of Eligibility (FORM I-20) is issued to those applicants who meet all requirements for admission to a full-time degree program.

II. NON-DEGREE SEEKING ADMISSION

Applicants who wish to attend USC Upstate for one semester or on some limited basis, and who do not intend to pursue a degree at USC Upstate, may be approved to do so by submitting a Non-Degree Application for Admission and a $10 non-refundable application fee. The Office of Admissions reserves the right to determine the proper category of admission and to determine what credentials may be required. Applicants who have been officially denied admission are not eligible as non-degree candidates. Students wishing to take any economics (SECO) or business (SBAD) courses must meet the required prerequisites. These prerequisites will be verified by the Johnson College of Business and Economics in order for students to remain in class. Verification can include a transcript or grade reports.

A. Concurrent High School Seniors

High school seniors may enroll in university courses for college credit. To be considered for this program applicants must have a high school GPA of 3.0 or SAT score of 1000/ACT composite of 22 and obtain a written recommendation from their high school principal or guidance counselor indicating the courses to be taken at USC Upstate.

B. Upstate Scholars Academy Students

Scholars Academy students are academically talented high school students from Spartanburg County who are chosen to participate by a selection committee. These students enroll in university courses for college credit in a non-degree seeking status and may earn up to 60 hours of college credit.

C. Transient

Admission to undergraduate courses for one semester or summer school may be granted to students from other colleges and universities who are certified to be in good academic standing and whose program of study is approved by that institution.

D. Audit

Applicants who wish to take USC Upstate courses without earning credit may apply for admission as an audit student. Auditing is granted on a space-available basis only.

E. Undergraduates with a Bachelor's Degree

Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon sub- mission of a transcript showing graduation with a bachelor's degree or a copy of a college diploma. A transcript is needed if the applicant would like assistance in selecting appropriate courses. This category is designed for students who are seeking teacher accreditation or professional development.

F. Other

Students who would like to take courses for personal enrichment or professional enhancement may be admitted to take up to 30 semester hours of credit. After 30 semester hours of credit, a student may apply for admission as a degree candidate. Transcripts are required from the last institution attended to validate that the student is in good academic standing.

Registration

Applicants will be notified of registration procedures by the Office of Admissions.

III. SENIOR CITIZENS

Section 59-111-320 of the Code of Laws of South Carolina, 1976, as amended, authorizes state-assisted universities to permit South Carolina residents who have attained the age of 60 to attend classes on a space-available basis without payment of tuition if these persons do not receive compensation as full-time employees. The costs of any fees, charges, and/or textbooks normally associated with the course remain in effect and must be borne by the student. Applicants must submit an application and a $40 non-refundable degree-seeking application fee or a $10 non-refundable non-degree-seeking application fee. Candidates are required to meet admission standards and may take classes for credit or audit.

Immunization

All students are required to have a history of current immunizations on file prior to enrollment. This includes documentation of one of the following (1) receiving two doses of MMR [Rubeola (Red Measles), Mumps, and Rubella (German Measles) vaccine; or (2) positive serum titers (blood antibody tests) for Rubella and Rubeola; or (3) Birthdate before 1957 in order to qualify for an exemption from these immunizations. Proof of meningitis vaccination received after 2005 (with Menactra®) is REQUIRED for all incoming freshmen residing in University Housing, prior to moving into your assigned residential facility.

Tuberculosis Screening for International Students
Effective Fall, 2009, all incoming international students will be REQUIRED to have proof of (1) a negative (zero millimeters) tuberculin skin test within six (6) months of admission to the University; or (2) a negative chest X-ray, if known to have a history of a positive tuberculin skin test.

The Immunization Form is available by going to the "Freshmen Student Enrollment Checklist" and clicking on the link for "Submit immunization records" on the Enrollment Services Web site. Once these records have been completed and signed by your health care provider, you should mail these to the attention of the Health Services; fax to (864)503-5099; or hand-deliver these records to Health Services while visiting campus. **You cannot register for future courses until you have returned your forms and received an immunization clearance through Health Services.** Questions regarding immunization should be directed to Health Services at 864-503-5191.

Proof of Citizenship
Effective January 1, 2009, all USC students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy (ACAF 3.40) has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430. The University will do all it can to verify citizenship using other means, but many students will be contacted to complete a verification form and present proof of citizenship in the form of the following acceptable documents:

• Copy of the South Carolina driver's license if the student first became a licensed driver in the state after Jan. 1, 2002;
• A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States;
• Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
• Certificate of Naturalization - USCIS Form (N-550 or N-570);
• U.S. government issued Consular Report of Birth Abroad;
• Certificate of Citizenship (N-560 or N-561);
• Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)

NOTE: If name has changed since birth, student must present all legal documents (i.e., adoption records, marriage certificate, certificate of naturalization, and court ordered name change) supporting all name changes from the name which appears on the birth certificate or proof of citizenship to the present. To avoid relinquishing an original document, a student may present it in person. The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable. For more information, visit: *http://registrar.sc.edu/html/citizenshipverification.stm*.

New Student Services

Orientation and Registration
New freshman and transfer students will choose from several orientation and registration dates. Reservations are made through the Office of Admissions. During the session, students will meet with an advisor and register for classes. Special programs and campus tours are also provided.

Advisement Testing
New freshman are encouraged to complete math and English testing before orientation according to guidelines mailed to students after admission. Testing is required prior to registration. Foreign language testing is required for all new freshmen and some transfer students.

Transfer students should set up an appointment with the testing coordinator in the Office of Admissions to schedule any necessary advisement testing.

Housing
USC Upstate currently offers traditional-style housing for freshman and apartment-style housing for upperclassman.

Palmetto Villas is an on-campus, apartment style residential complex that is operated and supervised by the University. It houses 348 upperclassman in two-bedroom units that are furnished, air-conditioned, and has a kitchen with stove, refrigerator, dishwater and disposal. All units are networked as part of the USC Upstate system. A recreation area with pool, laundry and basketball and volleyball courts are available.

The Palmetto House and Magnolia House complexes consist of single and double occupancy rooms, open areas, and three recreation rooms. Each hall features a private study area and laundry facilities. In addition, there is a recreation room with three flat screen TVs, an assortment of games (billiards, ping-pong, foosball, air hockey) plus a vending area. This coeducational facility has controlled access, full sprinkler system, Internet access, cable television, green space, and adjacent parking.

Applications for housing are processed through the Housing Office. On-campus housing at USC Upstate is very popular and space is limited. Students are encouraged to apply as early as possible.

*Beginning in Fall 2011, all freshmen under the age of 20 are required to live on campus unless they are living with their parents or guardians.

Transfer Guide for South Carolina Technical Colleges

USC Upstate	Tech Colleges	Semester Hours	USC Upstate	Tech Colleges	Semester Hours
Accounting			**Computer Science**		
SBAD 225	ACC 101	3	SCSC 139	CPT 186	3
SBAD 226	ACC 102	3	SCSC 138	CPT 101	3
			SCSC 138	CPT 170	3
Anthropology			ELECTIVE	CPT 237	3
SANT 102	ANT 101	3	SCSC 234	CPT 286	3
			SCSC 239	CPT 286	3
Astronomy					
SAST 111 + L	AST 101	4	**Criminal Justice**		
ELECTIVE	AST 102	4	SCRJ 101	CRJ 101	3
			SCRJ 321	CRJ 115	3
Art			SCRJ 371	CRJ 125	3
SATH 101	ART 101	3	SCRJ 343	CRJ 210	3
ELECTIVE	ART 105	3	SCRJ 210	CRJ 224	3
SATH 105	ART 107	3	SCRJ 420	CRJ 236	3
SATH 106	ART 108	3	SCRJ 230	CRJ 242	3
SART 108	ARV 110 or 217	3			
SART 103	ARV 121	3	**Economics**		
SART 104	ARV 122	3	SECO 221	ECO 210	3
SART 110	ART 111	3	SECO 222	ECO 211	3
SART 202	ART 202	3	SECO 291	MAT 120	3
SART 204	ARV 244	3	SECO 292	MAT 220	3
SART 205	ARV 210	3	ELECTIVE	ECO 201	3
SART 206	ARV 205	3	ELECTIVE	ECO 205	3
SART 207	ARV 207	3			
SART 210	ART 112	3	**Education**		
SART 211	ART 211	3	SEDF 210	EDU 230	3
SART 214	ARV 261	3			
SART 228	ARV 230	3	**English**		
SART 261	ARV 114	3	SEGL 101	ENG 101	3
SART 311	ARV 241	3	SEGL 102	ENG 102	3
SART 314	ARV 262	3	SEGL 279	ENG 201	3
SART 318	ARV 227	3	SEGL 280	ENG 202	3
SART 361	ARV 214	3	ELECTIVE	ENG 203	3
SART 362	ARV 215	3	SEGL 289	ENG 205	3
ELECTIVE	CGC 278	3	SEGL 290	ENG 206	3
ELECTIVE	ARV 280	3	SEGL 275	ENG 208	3
ELECTIVE or SART 398	ARV 289	3	SEGL 275	ENG 209	3
ELECTIVE or SART 398	ART 290	3	ELECTIVE	ENG 214	3
			ELECTIVE	ENG 218	3
Biology			ELECTIVE	ENG 222	3
SBIO 110	BIO 101 or 105	4	ELECTIVE	ENG 228	3
SBIO 101&102	BIO 101 & 102	8	ELECTIVE	ENG 230	3
SBIO 232&242	BIO 210 & 211	8	SEGL 291	ENG 234	3
ELECTIVE	BIO 225	4	ELECTIVE	ENG 236	3
SBIO 232	BIO 215	4	SEGL 208	ENG 238	3
SBIO 242	BIO 216	4	ELECTIVE	ENG 260	3
ELECTIVE	BIO 210	4			
ELECTIVE	BIO 240	4	**French**		
ELECTIVE	BIO 241	4	SFRN 101	FRE 101	3
			SFRN 102	FRE 102	3
Chemistry			SFRN 201	FRE 201	3
SCHM 101	CHM 106	4	SFRN 202	FRE 202	3
SCHM 105+107L or 106+107L	CHM 107	4			
			Geography		
SCHM 109	CHM 105	4	SGEG 103	GEO 101	3
SCHM 111	CHM 110	4	ELECTIVE	GEO 102	3
SCHM 112	CHM 111	4	ELECTIVE	GEO 201	3
SCHM 112	CHM 112	4			
ELECTIVE	CHM 211	4	**German**		
ELECTIVE	CHM 212	4	SGRM 101	GER 101	3
ELECTIVE	CHM 227	4	SGRM 102	GER 102	3

USC Upstate	Tech Colleges	Semester Hours
Government & International Studies (Political Science)		
SGIS 101	PSC 201	3
ELECTIVE	PSC 205	3
ELECTIVE	PSC 215	3
ELECTIVE	PSC 220	3
History		
ELECTIVE	HIS 101	3
ELECTIVE	HIS 102	3
SHST 101	HIS 104	3
SHST 102	HIS 105	3
ELECTIVE	HIS 106	3
ELECTIVE	HIS 108	3
ELECTIVE	HIS 109	3
ELECTIVE	HIS 112	3
ELECTIVE	HIS 115	3
SHST 105	HIS 201	3
SHST 106	HIS 202	3
ELECTIVE	HIS 220	3
ELECTIVE	HIS 228	3
IDS		
ELECTIVE	IDS 101	3
Journalism		
ELECTIVE	JOU 101	3
Logic (See Philosophy)		
Mathematics		
SMTH 120	MAT 103	3
SMTH 102	MAT 120	3
SMTH 120	MAT 109	3
SMTH 121	MAT 109	3
SMTH 120	MAT 110	3
SMTH 121	MAT 110	3
SMTH 126	MAT 110	3
SMTH 127	MAT 111	3
SMTH 126+127	MAT 112	3
SPSY 225	MAT 220	3
SSOC 201	MAT 120	3
SECO 291	MAT 120	3
SECO 292	MAT 220	3
SMTH 122	MAT 130	3
SMTH 174	MAT 132	3
SMTH 202	MAT 220	3
SMTH 141	MAT 140	4
SMTH 142	MAT 141	4
SMTH 231	MAT 211	3
SMTH 232	MAT 212	3
SMTH 233	MAT 215	3
SMTH 241	MAT 240	4
SMTH 245	MAT 242	3
ELECTIVE	MAT 122	3
ELECTIVE	MAT 230	3
Music		
SMUS 110	MUS 105	3
Philosophy (Logic)		
SPHL 102	PHI 101	3
SLGC 207	PHI 105	3
SLGC 205	PHI 106	3
ELECTIVE	PHI 108	3

USC Upstate	Tech Colleges	Semester Hours
Philosophy (Logic) continued		
ELECTIVE	PHI 110	3
ELECTIVE	PHI 115	3
ELECTIVE	PHI 201	3
Physical Science		
SPHS 101+101L	PHS 101	4
Physics		
SPHS 201	PHY 201	4
SPHS 202	PHY 202	4
SPHS 211	PHY 221	4
SPHS 212	PHY 222	4
SPHS 212 or ELECTIVE	PHY 223	4
Political Science (See Government and International Studies)		
Psychology		
SPSY 225	MAT 220	3
ELECTIVE	PSY 115	3
SPSY 101	PSY 201	3
SPSY 302	PSY 203	3
SEDF 333	PSY 203	3
ELECTIVE	PSY 208	3
ELECTIVE	PSY 212	3
Religion		
ELECTIVE	REL 101	3
SREL 103	REL 201	3
Sociology		
SSOC 101	SOC 101	3
ELECTIVE	SOC 102	3
SSOC 201	MAT 120	3
SSOC 206	SOC 206	3
SSOC 210	SOC 210	3
SSOC 235	SOC 235	3
ELECTIVE	SOC 151	3
ELECTIVE	SOC 205	3
ELECTIVE	SOC 220	3
ELECTIVE	SOC 235	3
Spanish		
SSPN 101	SPA 101	3
SSPN 102	SPA 102	3
SSPN 101	SPA 105	3
SSPN 201	SPA 201	3
SSPN 202	SPA 202	3
Speech		
SSPH 201	SPC 205	3
ELECTIVE	SPC 208	3
ELECTIVE	SPC 209	3
ELECTIVE	SPC 210	3
ELECTIVE	SPC 200	3
Theatre		
STHE 161	THE 101	3
STHE 170	THE 105	3
STHE 260	THE 220 & 221	1
ELECTIVE	HSS 101	3

transfer courses are subject to change without notification.

Note: Some elective courses will transfer to meet general education requirements. Please contact Admissions with any questions.

Financial Aid

Purpose and Eligibility

USC Upstate offers a full range of financial assistance programs designed to assist students and their families with the cost of education. These programs provide financial aid resources in the form of grants, scholarships, loans and employment opportunities. These resources are awarded to students based on financial need, academic promise, leadership potential, special talents, or a combination of these criteria. Descriptions of these programs and their requirements may be found in the following pages of this catalog. In 2011-2012, more than $65-million in financial aid was awarded to USC Upstate students.

Eligibility for assistance based on financial need is determined by completing a federally approved needs analysis form, the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA electronically at *www.fafsa.ed.gov*. The Title IV school code for USC Upstate is 006951. The FAFSA calculates an expected family contribution or EFC. The difference between the FAFSA EFC and the cost of education is the student's financial need. USC Upstate seeks to identify and provide funds to meet the financial needs of its students, to the extent resources are available. It is intended that no student be denied an education because of financial need.

Financial assistance programs have individual requirements in addition to a demonstration of financial need through completion of the FAFSA. These requirements generally include, but are not limited to, enrolled in good standing in a program of study leading to a degree or teaching certificate, enrollment in a minimum number of hours each semester, and maintenance of satisfactory academic progress. Students receiving state, federal or institutional financial aid must be enrolled in 12 or more USC Upstate hours to be considered full-time for financial aid purposes.

Satisfactory Academic Progress

Institutions participating in Title IV federal financial aid programs are required by the U.S. Department of Education to establish institutional policies that define satisfactory academic progress. All students who receive federal, state or institutional financial assistance at USC Upstate are expected to maintain satisfactory progress toward completion of their programs of study in a reasonable period of time.

Financial assistance programs covered by this policy include all federal financial aid programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, TEACH Grant, Federal Subsidized and Unsubsidized Direct Loans, Federal Perkins Loans, Federal Supplemental Loans for Nursing Students, Federal Parent Loans for Undergraduate Students, and Federal Work-Study), Private Loans, South Carolina Teacher Loans, State Need Based Grant and institutional financial assistance programs (athletic grants, academic scholarships, stipends, minority incentive grants, and student employment).

The USC Upstate Financial Aid Committee has approved the following policy. Students are considered to be making satisfactory academic progress if they :
1. Are admitted and enrolled as a degree seeking or teacher certification student.
2. Maintain a cumulative USC system GPA of 2.0.
3. Complete requirements for a degree or certificate within a reasonable length of time as specified below: The total number of hours attempted at any post-secondary institution does not exceed 180 hours.
4. Earn at least 67% of all total attempted hours (including hours from all USC campuses and all other previous colleges).

Certification Students

Students seeking a teacher certification with an undergraduate degree are required to appeal. The student must explain why a career change is required, be accepted by the school or division to which the student is applying, and have an anticipated graduation date determined by the faculty advisor. If the student's plan is deemed reasonable and all documentation is provided, an extension of eligibility will be granted for a maximum of four full-time equivalency semesters or anticipated graduation date.

Transfer Students

Transfer students receiving unqualified admission to the University will be considered to be making satisfactory academic progress for financial aid at the time of enrollment unless the total number of hours attempted at all post-secondary institutions exceeds the equivalent of 180 hours.

Transfer students gaining admission through the Admissions and Petitions Committee must attain a minimum 2.0 grade point ratio on the first twelve hours attempted to maintain further financial aid eligibility. Eligibility for financial assistance is limited to a total of the equivalent of 180 hours of enrollment at all post-secondary institutions attended.

Academic Suspension

Students serving suspensions will not be eligible for financial aid during periods of open enrollment. Students not making satisfactory academic progress are not eligible for financial aid.

Appeal Process

If a student's ability to meet these standards was affected by extenuating circumstances, he or she may appeal this determination. Information concerning the appeals process is available in the USC Upstate Financial Aid Office. Students not meeting these standards at the end of spring term may attend summer school to meet satisfactory academic progress requirements. Incomplete appeals will be returned upon receipt. The committee's decision is final and cannot be further challenged.

Grants

Federal Pell Grants are designed to be the foundation of financial aid. Their purpose is to ensure that all eligible students use these funds to continue their education after high school. The amount of a Federal Pell Grant award depends on a student's financial need, the cost of the student's education, and the amount of time the student is enrolled during the school year.

Federal Supplemental Educational Opportunity Grants (SEOG) are awarded to a very limited number of students with the greatest financial need. The grants are restricted due to the shortage of appropriated federal funds, with preference to Federal Pell Grant recipients.

TEACH Grant Program. Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students are required to sign an agreement to serve. Please go to the USC Upstate Web site for additional information. Funding for the TEACH Grant Program will end after the 2011-2012 academic year.

Loans

Campus-based Loans

Federal Perkins Loans permit students to borrow money from the federal government through the University based on need as calculated from the FAFSA. Repayment and interest begin nine months after graduation, leaving school, or dropping below half-time enrollment. The interest rate is five percent per year, and repayment may be extended over a period of 10 years.

Federal Direct Loan Program

Federal Subsidized Direct Loan Program is a need-based program that allows students to borrow for educational expenses. The federal government pays the interest on these loans as long as students are enrolled on at least a half-time basis. Loan eligibility is based on financial need, class standing, and anticipated graduation date. Freshman students may borrow up to $5,500 annually ($3,500 subsidized, $2,000 unsubsidized). Students with sophomore class standing may borrow up to $6,500 annually ($4,500 subsidized, $2,000 unsubsidized) and those classified as juniors and seniors may borrow up to $7,500 annually ($5,500 subsidized, $2,000 unsubsidized).

Unsubsidized Federal Direct Loan Program is available for students who do not qualify, in whole or in part, for the Federal Subsidized Direct Loan. The terms for this loan are the same as those described for the Federal Subsidized Direct Loan Program with the following exceptions.

• The annual loan limits for dependent, undergraduate students are the same as those for the Subsidized Direct Loan. The annual loan limits for independent, undergraduate students are as follows (subsidized and unsubsidized): $9,500 for students who have not completed the first 30 hours of an undergraduate degree, $10,500 for students with sophomore class standing, and those students classified as juniors and seniors may borrow up to $12,500 annually.

Federal Parent Loans for Undergraduate Students (PLUS) allow parents to borrow up to the cost of education less other aid received each year without regard to income. A credit check is required of all parent borrowers. Repayment of principal and interest begins within 60 days after the final loan disbursement. The interest rate will be determined by the U.S. Secretary of Education according to the formula prescribed by Congress.

Alternate Sources of Assistance

American Opportunity (Hope) and Lifetime Learning Education Credits were created to assist families to offset tuition costs. Families who benefit are middle and lower middle-income families who do not receive enough gift aid to cover tuition payments. The American Opportunity tax credit is valued at $2500 per eligible student and available only for the first 4 years of undergraduate study. The Lifetime Learning Credit is valued up to $2000 per tax return and available for all years of postsecondary education, and for courses to acquire or improve job skills. To be eligible, a taxpayer must file a tax return and claim the student as an exemption. Additionally, married filers must file jointly. These credits phase out on modified adjusted gross income. Tax filers should consult their tax advisor for details.

The **Taxpayer Relief Act of 1997** provides other educationally related federal incentives including tax-free Educational IRAs, penalty-free withdrawing from IRAs and 401(k)s, and excludable contributions to prepaid tuition plans. Families are strongly advised to consult their tax advisor about these options.

State Financial Aid Programs

Legislative Incentives for Future Excellence (LIFE) Scholarships* is a renewable $5,000 scholarship for residents of South Carolina who are enrolled full time and seeking a first baccalaureate degree. Students must meet state residency requirements upon initial college enrollment. There is no scholarship application for the

LIFE scholarship. The award is granted by the Office of Financial Aid based on data provided by the Office of Admissions and the Office of the Registrar. Students must meet two of the following three criteria to qualify:

- earn a 3.0 GPA on a uniform grading scale
- score a minimum of 1100 SAT or 24 ACT
- rank in the top 30 percent of their graduating class

To retain the scholarship, recipients must have completed:

- first year students complete at least 30 hours and earn a minimum cumulative 3.0 GPA
- second year students complete at least 60 hours and earn a minimum cumulative 3.0 GPA
- third year students complete at least 90 hours and earn a minimum cumulative 3.0 GPA

NOTE: remedial work is not counted in the hours earned or the GPA.

Additionally, students must sign an affidavit certifying that they have been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies, or to any alcohol or drug-related offenses. Recipients must certify they are not default in any federal or stated educational loans and they do not owe an overpayment on any federal or state grants.

Certain majors may qualify up to $7500. Go to the financial aid page of the USC Upstate Web site for more information.

For complete information, you may access the Commission on Higher Education at *www.che.sc.gov*.

S.C. Hope Scholarship* offers a nonrenewable $2,800 scholarship for entering freshman that achieve academically, but are not eligible to received the LIFE Scholarship. Residency requirements and other restrictions are similar to the LIFE Scholarship, except eligibility is based solely on the grade point average. Entering freshmen must have:

- earned a 3.0 GPA on a uniform grading scale upon high school graduation.

Recipients who complete a minimum of 30 hours their freshman year and earn a minimum cumulative 3.0 GPA may be eligible for the LIFE Scholarship the following year.

Palmetto Fellows and LIFE recipients are not eligible for the HOPE scholarship.

Palmetto Fellows Scholarship* offers up to $6,700 in renewable scholarship assistance to outstanding freshman who are residents of South Carolina. Applicants must meet the following criteria:

- earn a 3.5 GPA on a uniform grading scale
- score a minimum of 1200 SAT or 27 ACT
- rank in the top 6 percent of their junior class OR
- earn a 4.0 GPA on a uniform grading scale
- score a minimum of 1400 SAT or 32 ACT

Students should contact their high school guidance counselor for application procedures. Recipients must complete a minimum of 30 credit hours each academic year and must earn a minimum 3.0 GPA for renewal of this award.

Recipients must certify that they have not been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies, or to any alcohol or drug-related offenses.

NOTE: remedial work is not counted in the hours earned or the GPA.

Certain majors may qualify up to $10,000. Go to the financial aid page of the USC Upstate website for more information.

For complete information, you may access the Commission on Higher Education at *www.che.sc.gov*.

South Carolina Income Tax Credit for College Tuition allows South Carolina residents to claim a refundable tax credit of up to $850 per student. Students must complete 15 credit hours each semester and may not receive the LIFE, Palmetto Fellow or any other state scholarship. The credit is available to offset out-of-pocket tuition payments only. Instructions are included in the S.C. income tax return.

Future Scholar 529 College Savings Plan allows families to save for college through a state-sponsored plan created under Section 529 of the Internal Revenue Code. These plans offer special tax benefits and have no income or age restrictions. Accounts can be used at almost any accredited school to pay for tuition, room, board, books and computers. For more information, call 1-888-244-5674 or visit *www.futurescholar.com*.

South Carolina Tuition Prepayment Program allows families to purchase an advance payment contract for tuition at a guaranteed level that can be used at public and accredited private colleges and universities. The program allows for federal tax deferral on contributions in accordance with IRS rulings. For more information, call 1-888-7SC-GRAD or visit *www.scgrad.org*.

S.C. State Need Based Grant* is designed for South Carolina residents who are enrolled full time seeking their first baccalaureate degree and have demonstrated financial need. Students must complete the FAFSA annually to apply. Priority is given to those students whose files are complete by the March 1 priority deadline. Students must certify that they have not been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies or to any alcohol or drug-related offenses. Continuing students must complete a minimum of 24 credit hours per academic year, and earn a minimum cumulative 2.0 GPA. Students may not receive the grant for more than eight semesters. For complete information, you may access the Commission on Higher Education at *www.che.sc.gov*.

S. C. Teacher Loan Program was established to provide loan assistance to qualified students in education. This may be cancelled at a rate of 20 percent or $3,000 whichever is greater for each full year of teaching in either an eligible critical subject area or a critical geographic area in South Carolina. Teaching in both types of critical areas increases the cancellation benefit to 33 percent or $5,000. Available only to South Carolina residents. Freshmen and sophomores may borrow $5,000 per year. Students who qualify as "career changers" may borrow up to $15,000 per year. Applicants should submit the S.C. Teachers Loan Application by April 1. Fund are limited with renewal applicants given priority. Additional information, including academic criteria and critical areas/critical subjects, is available from the S.C. Student Loan Corporation Web site at *www.scstudentloan.org*.

Teaching Fellows Program—In 1999, the S.C. General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children.

The scholarship provides up to $5,700 for tuition and board and $300 for summer enrichment programs (contingent on funding from the S.C. General Assembly) administered by the Center for Educator Recruitment, Retention, and Advancement (CERRA). A Fellow agrees to teach in South Carolina one year for every year he/she received the Fellowship.

Applications are available from high school guidance counselors, teachers, and counselors, and may be downloaded from the CERRA website at *www.cerra.org*.

*Changes may occur for these programs. Access the Commission on Higher Education website at www.che.sc.gov for the latest information available. Awards are contingent upon fund availability to be appropriated by the South Carolina legislature.

Work Opportunities

Job opportunities are available to USC Upstate students through a variety of programs: Federal Work-Study, Community Services Program, Job Location and Development Program, and the Student Assistant Program. The primary purpose of these programs is to provide a financial resource to students for educational expenses; however, these jobs may also provide valuable work experience. USC Upstate students work in a variety of jobs on and off campus. The pay scale is determined by the specific job description and the skills or experience of the student being hired. Students employed on campus are generally limited to working no more than 20 hours each week during periods of regular enrollment. To view job opportunities, go to *www.myspartanjob.com*.

Other Aid

VETERANS' AND DEPENDENTS' BENEFITS. Educational benefits are available to qualified veterans and children of deceased and disabled veterans. Inquiries should be made to the veterans' affairs office in the student's home county seat and the USC Upstate Office of Records, Registration and Veterans Affairs.

VOCATIONAL REHABILITATION. This award is to conserve the working usefulness of persons with impairments who have reasonable expectations of becoming employed. Students who might qualify for vocational rehabilitation assistance should contact the Office of Vocational Rehabilitation in their home county seats.

ATTENTION: All award notifications are sent electronically and may be viewed through VIP.

Out-of-State Fee Waivers

Students who are not residents of South Carolina and who receive USC Upstate Athletic or Foundation Scholarships, or USC Upstate Undergraduate Assistantships valued at $250 or more each semester may qualify for a waiver for out-of-state fees. The following conditions must be met to qualify for the fee waiver.

The award must be made in writing to the student before the end of late registration for each semester and prior to the student paying his tuition.

Notification of the award must be forwarded to the financial aid office prior to the end of late registration for each semester. Scholarships or undergraduate assistantships that are awarded after the end of late registration for each semester will not result in a refund of out-of-state fees.

Undergraduate Assistantships

Undergraduate assistantships are designed to attract students in areas such as publications, music, drama, debate and selected leadership positions. Eligible students may receive financial assistance ranging from $250 to the cost of tuition and books each semester based upon the activity, level of responsibility, and expected workload. Each recipient is required to sign a contract, which describes the position and its responsibilities. Assistantships are available for participation in the Gordon-Colloms Gospel Choir, University Singers, Shoestring Players (theater group), The Carolinian (newspaper), Debate Team, Writer's Inc. (literary magazine), USC Upstate Dance Team, Campus Activities Board and Student Government Association. Many of these assistantships require prior involvement in the activity or organizations. Please contact the Division of Student Affairs at 864-503-5106 for additional information.

Scholarships

USC Upstate strongly supports the recognition of students who possess the potential to return the benefits of a quality university education to our society. Scholarships are awarded to students based on demonstrated academic ability, career plans, educational goals and community service.

USC Upstate Scholars Program

The USC Upstate Scholars Program for new and continuing students assists academically talented individuals in their pursuit of higher education. The prestigious awards are given to students who have shown their potential through academic merit. USC Upstate and the Upstate region will benefit from the leadership and academic excellence these scholars bring to campus. Scholarships will be awarded to eligible students; however, the number of awards available will be determined by the University. Early application for admission to USC Upstate is encouraged for students to be considered for new student scholarships. Contact the Office of Admissions for more information.

CHANCELLOR SCHOLARSHIPS are awards of $7,500 (for boarding students) and $3,500 (for commuting students) given annually to entering freshmen who meet the following criteria: present a minimum SAT score of 1300 or ACT score of 29, rank in the top 10% of their high school class and have a minimum cumulative GPA of 3.75.

VALEDICTORIAN SCHOLARSHIPS are awards of $7,500 (for boarding students) and $3,500 (for commuting students) given annually to entering freshmen who are ranked first in their class at time of admission to the University or upon high school graduation. In addition, Valedictorian Scholars must present a minimum SAT score of 1000 or ACT score of 23.

UNIVERSITY SCHOLARSHIPS are $2,500 scholarships that are awarded annually to entering freshmen who meet the following criteria: high school graduate, present a minimum SAT score of 1200 or ACT score of 27, rank in the top 20% of their high school class with a minimum GPA of 3.50.

METROPOLITAN SCHOLARSHIPS are $1,500 scholarships that are awarded annually to entering freshmen who meet the following criteria: present a minimum SAT score of 1100 or ACT score of 24, rank in the top 30% of their high school class and have a minimum cumulative GPA of 3.25.

TRANSFER SCHOLARSHIPS are $2,000 scholarships that are awarded annually to entering transfer students (coming from two-year or technical colleges) who have earned 60 semester hours of transferable credit from a two-year or technical college OR an Associate of Arts or Associate of Science degree from an accredited college. Candidates must have a minimum cumulative GPA of 3.50. This scholarship is available to the recipient for two academic years (four semesters—fall and spring, not summer).

NATIONAL MERIT SCHOLARSHIPS are annual awards through the National Merit Scholarship Program. The competition for these awards begins when the students take the PSAT/NMSQT in their junior year of high school. Students eligible to continue in the National Merit competition are contacted by the National Merit Scholarship Corporation. At USC Upstate, Merit Scholarships are $500 annually and are renewable for four years of undergraduate study if the student maintains at least a 3.0 cumulative GPA. Students receiving other general USC Upstate scholarships may also receive a Merit Scholarship; the total general USC Upstate scholarship package for such students, however, may not exceed the resident, on-campus, cost-of-attendance figure. To be eligible, students must be accepted by USC Upstate, be designated a National Merit finalist, and have listed USC Upstate as their first choice on the National Merit application.

RENEWAL POLICY: Chancellor, Valedictorian, Metropolitan and University scholarships are renewable for seven additional consecutive semesters providing the student maintains a cumulative USC Upstate GPA of 3.0 and earns a minimum 24 USC Upstate semester hours during the fall and spring semesters. Transfer scholarships are renewable for three additional consecutive semesters providing the student maintains a cumulative USC Upstate GPA of 3.0 and earns a minimum of 24 USC Upstate semester hours during the fall and spring semesters.

USC Upstate Foundation Scholarships

Every year the USC Upstate Foundation scholarship application is available on the USC Upstate Financial Aid website from November 1-February1 at http://www.uscupstate.edu/foundationscholarships. Students are selected for the individual scholarships by meeting the specific criteria established by the donor of the fund with final selection being made by the designated discipline. Students will be notified of awards on or before July 1 for the following academic year by the office of Financial Aid.

COLLEGE OF ARTS AND SCIENCES:

CONTEC CHEMISTRY SCHOLARSHIP will be awarded to a student who is a declared Chemistry major with a minimum GPA of 3.2. The student must have completed organic (through CHM 332L) and quantitative analysis by the disbursement date of the scholarship. This scholarship will be funded in Fall 2013 with a $1000 annual award.

CURTIS R. HARLEY ART GALLERY SCHOLARSHIP provides support to a full-time art major, currently enrolled in art courses, graduate of a public Spartanburg County secondary school, and has at least 30 credit hours with a minimum 3.0 cumulative GPA. This scholarship awards $1000 per year.

FEATHERSTON FAMILY ENDOWED SCHOLARSHIP was established to provide financial assistance to a part-time or full-time student. The award is given to a student, who most closely meets the criteria of an arts and science major that is not eligible for any state merit based scholarship.

JOHN EDMUNDS SCHOLARSHIP honors Dr. John B. Edmunds, Jr. This annual award will be given to a student junior or higher standing, minimum 3.5 GPA, resident of the Upstate of South Carolina, declared major in Social and Behavioral Sciences, and plans to pursue graduate studies in a SSPH discipline (includes law and medicine).
A 1,500 word essay is required.

JOSEPH L. BALINTFY ENDOWED SCHOLARSHIP IN MATHEMATICS AND COMPUTER SCIENCE is awarded to a full-time student with junior standing. The student must be a declared major in an academic program specifically housed in the Department of Mathematics and Computer Science. The student must have at least a 3.0 GPA on coursework completed at USC Upstate. The donor requests that preference be given to an immigrant or first generation United States citizen. The applicant must submit a personal statement regarding this qualification. The scholarship recipient may receive the scholarship in both the junior and senior years of study if the 3.0 GPA is maintained in the mathematics or computer science major. This scholarship was established in memory of Lilly Lancaster Kohler's husband, Joseph L. Balintfy, a Hungarian immigrant.

MATHEMATICS SCHOLARSHIP FUND is awarded to an incoming freshman interested in pursuing a degree in mathematics. Recipient must have at least a 3.5 cumulative high school grade point average and SAT score of at least 1100. The scholarship is awarded to full-time students and may be renewable for up to seven semesters provided the student continues to major in mathematics, maintains a cumulative overall GPA of 3.0, and a cumulative GPA of 3.0 in mathematics courses.

NANCY P. MOORE SCHOLARSHIP was established to honor Dr. Nancy Moore for her commitment and teaching at USC Upstate and her service in the upstate community. Recipient must be a full-time English major who has sophomore or upper class standing with a minimum cumulative GPA of 2.5. Recipients must also be involved in some type of volunteer work. This scholarship awards $500 per year.

NATURAL SCIENCES AND ENGINEERING SCHOLARSHIP is awarded to a full-time student at USC Upstate engaged in a program of study in Biology, Chemistry or toward completion requirements for Pre-engineering, Engineering Technology Management or Pre-Pharmacy. The recipient must have completed 60 credit hours (30 of which must have been earned at USC Upstate) by the end of the semester of application, have a minimum cumulative GPA of 3.0, with involvement in campus and/or community activities. The $1000 scholarship is awarded once a year at the end of the spring semester to be used in any semester desired by the student. Recipients may not receive the NSE scholarship more than two times. Students must submit a separate application with the NSE office.

POLITICAL SCIENCE SCHOLARSHIP is awarded during the spring semester to a student who is a full-time junior political science major with an overall cumulative GPA of 3.25. Candidate must show potential for graduate work in a political science-related field. This scholarship awards $200 per spring semester.

WATER ENVIRONMENT ASSOCIATION OF SC (WEASC) "LEGACY OF LEARNING" SCHOLARSHIP was established to encourage students pursuing a career in an environmental field. The recipient should be pursuing a Bachelor Degree related to the environment; for example, Science, Biological, Mechanical, Electrical or Engineering Technology. The recipient must also be a SC resident, have a minimum GPA of 3.0 on a 4.0 scale, and can be a full-time or part-time student. This scholarship awards $1500.

GEORGE DEAN JOHNSON, JR. COLLEGE OF BUSINESS & ECONOMICS:

ARTHUR T. MEILINGER ANNUAL SCHOLARSHIP is awarded to a full-time business major, working at least 25 hours a week, a rising senior with over 90 credit hours, USC Upstate minimum 3.0 GPA, and a resident of South Carolina. This scholarship awards $750 per year.

BUDWEISER OF THE CAROLINAS SCHOLARSHIP is awarded to a South Carolina resident admitted into the upper division of the business-marketing program. It may be renewable provided a cumulative USC Upstate 2.25 GPA is maintained. The scholarship awards $1000 per year.

CLARY/DRUCKER ACCOUNTING SCHOLARSHIP established in honor of Diana Clary and Meyer Drucker, retired faculty members, for having made a positive impact in the USC Upstate accounting program and the Upstate community. The award is intended to assist a current student who is an accounting major, a rising senior, has a USC Upstate cumulative GPA of 3.0 or higher, and is a South Carolina resident. This scholarship awards $600 per year.

CLINTON RICHARD SMITH SCHOLARSHIP is awarded to a full-time Johnson College of Business student who has financial need. Preference is given to a married student whose parents are engaged in a local small business or industry. This scholarship awards $1000 per year.

CRAIG PRESSLEY GIEGERICH '02 MEMORIAL ACCOUNTING SCHOLARSHIP provides financial assistance to a full-time student that wants to pursue a career in the accounting field. Recipient must be a business major with emphasis in accounting, have completed 90 credit hours with a cumulative 3.2 GPA, expressed financial need, and be a S.C. resident.

DONALD W. YATES SCHOLARSHIP is awarded to a part-time or full-time business major, with an emphasis on marketing. The student must also have financial need (as defined by the U.S. Department of Education) and be a non-traditional student, rising senior with more than 90 hours of credit and a cumulative 3.0 GPA or higher. This scholarship awards $1000 per year.

EXTENDED STAY HOTELS ANNUAL SCHOLARSHIP provides financial assistance to an incoming freshman majoring in Business. Need based will be considered first and merit based second. This scholarship awards $1000 per year.

JERRY BENNETT SCHOLARSHIP is awarded to a transfer student from the state's technical college system, with preference given to students from Spartanburg Community College and Greenville Technical College, to help pursue a

major in accounting at USC Upstate. Recipient must be a full-time student, business major with financial need as defined by the Department of Education (must complete FAFSA).

JOHN S. POOLE FOUNDATION SCHOLARSHIP will provide financial assistance to a full-time student. The scholarship will be awarded to a full-time student who closely meets the criteria of: earned 60 or more hours with a Junior status, cumulative GPA of 3.0 or higher, declared Business Major, history or civic involvement, student athletes are given first consideration. Amount of the award will be based on available funds as determined by the USC Upstate Foundation or its designee.

RICK O'BRIEN MEMORIAL SCHOLARSHIP is awarded to a full-time junior or senior business administration major with a concentration in accounting. The recipient must have a cumulative 3.0 GPA and be employed a minimum of 10 hours per week. Preference is given to a student involved in community volunteer work. This scholarship awards $400 per year.

TD BANK SCHOLARSHIP is given to a Johnson College of Business student who meets the following criteria: full-time student; earned a minimum of 60 hours and has a 3.0 GPA; completed FAFSA form; and active in the Upstate community. This scholarship awards $1000 per year.

TED EILENBERG SCHOLARSHIP is awarded to a student enrolled in a degree program in the Johnson College of Busi¬ness and Economics. The recipient must be a junior or senior, have financial need, and a minimum cumulative GPA of 2.5.

WELLS FARGO BANK SCHOLARSHIP is awarded to a senior business major from South Carolina. In the event of a tie, the selection shall be based on demonstrated need, leadership and community service. This scholarship awards $1000 per year.

WESLEY K. WILBER SCHOLARSHIP is an endowment created to assist male, non-traditional students majoring in business, with financial need, and not eligible for state merit based scholarships. The student must complete the FAFSA, and can be enrolled full or part-time.

SCHOOL OF EDUCATION:

FIDELIS ALPHA CHAPTER OF ALPHA DELTA KAPPA provides financial assistance to a full-time education major that does not qualify for any state merit based scholarships. Student must also demonstrate financial need (as defined by U.S. Department of Education), be a rising senior with 90 or more credit hours, and be a South Carolina resident with a GPA of 3.0 or higher.

SONJA K. RUPPE MEMORIAL SCHOLARSHIP is given to a new freshman education major from Gaffney High School. This scholarship awards $500 per year.

MARY BLACK SCHOOL OF NURSING:

3M NURSING SCHOLARSHIP is given to a student in the Bachelor of Science in Nursing Degree Program with a 3.0 GPA or higher. The recipient will be invited to visit the 3M Greenville site. This scholarship awards $1000 per year.

AMBULATORY SURGERY CENTER OF SPARTANBURG NURSING SCHOLARSHIP provides financial assistance to (4) full-time students that want to pursue a career in Nursing. A student must be a declared major of the Mary Black School of Nursing; earned a minimum of 90 credit hours with a 3.5 GPA, active in the community and plans to build their career in Spartanburg. Preference is given to a male nurse for one of the awards. This scholarship awards $2500 per year per student.

CAREER CENTER NURSING SCHOLARSHIP provides financial support to an Upper division Nursing student.

CATHERINE ERVIN MEMORIAL SCHOLARSHIP was established by the family and friends of Cathy Ervin Overstreet, a graduate of USC Upstate. The proceeds from the endowment will be awarded to a student in the Mary Black School of Nursing, with preference given to a graduate of Broome High School in Spartanburg County School District Three and/or a student receiving limited funding from other grants and scholarships.

DENISE TONE MEMORIAL SCHOLARSHIP was established by the friends and family of Denise Tone. The proceeds from the endowment will be awarded by the scholarship committee of the Mary Black School of Nursing to students enrolled

in a nursing program in recognition of academic excellence.

FRANCES SMITH NURSING SCHOLARSHIP provides support to a full-time nursing student who has financial need. Preference is given to a non-traditional student. This scholarship awards $1000 per year.

HELEN P. BIEHL SCHOLARSHIP was established in honor of Ms. Biehl and her years of service as Dean of the Mary Black School of Nursing. This scholarship provides financial support to two students enrolled in the upper division of the Nursing School. The students must have financial need, cumulative GPA of 3.0, preference given to a first generation college student, demonstrated leadership in the University, and be accepted into the Nursing school. These funds award two $2000 annual scholarship.

HOSPICE OF SOUTH CAROLINA NURSING SCHOLARSHIP provides financial assistance to a full-time student with a ADN degree, accepted into the Mary Black School of Nursing, 3.0 GPA or higher, Spartanburg County resident with financial need (as determined by the Department of Education – completion of the FAFSA). This scholarship awards $1000 per year.

JACKIE SHERIFF FLOYD NURSING SCHOLARSHIP provides support for a full time student who meets the following criteria: a minimum 3.0 GPA or higher, a rising senior (over 90 credit hours) majoring in nursing and a resident of Upstate South Carolina.

LOIS W. MARRIOTT SCHOLARSHIP provides support for a student enrolled in the Upper Division of the Nursing School. The student must have financial need, cumulative GPA of 3.0, accepted into the Nursing program, resident of North Carolina, and record of service to the University and community. These funds award two $1000 annual scholarships.

MARJORIE BOURKE MEMORIAL NURSING SCHOLARSHIP assist a full-time student enrolled in the Mary Black School of Nursing, carrying 12 or more hours per semester with a USC Upstate minimum 2.5 GPA and completed the FAFSA.

MARY BLACK HEALTH SYSTEM-FALLEN ANGELS SCHOLARSHIP was developed by the Nursing Leadership Group at Mary Black Memorial Hospital in memory of two of their beloved nurses, Lori Clark, RN and Greg Lynch, RN '90, that passed away in 2009. This scholarship is a small way for them to be remembered for their passion for nursing. This annual scholarship is awarded to a nursing student with a 3.0 GPA or higher, and must be an employee of Mary Black Health System or a child or grandchild of a Mary Black Health System employee. This scholarship awards $500 per year.

MARY BLACK SCHOOL OF NURSING SCHOLARSHIP will award $750 to a full-time Senior nursing student who has financial need, has a record of service to the University and community, and a cumulative 3.0 GPA.

PAUL FOERSTER EXCELLENCE IN NURSING AWARD is awarded to a full-time senior nursing student enrolled in the BSN program who has financial need, has a record of service to the University and the community, and who has at least a 3.0 cumulative GPA. The award is given in honor of Paul F. Foerster's volunteer service to improve the health and wellness of the people and communities of Spartanburg County. This scholarship awards $300 per year.

PIEDMONT DISTRICT NURSES ASSOCIATION SCHOLARSHIP provides a $500 scholarship for a nursing major enrolled in at least six credit hours. Recipients must be a South Carolina resident with at least a 3.0 high school or college cumulative GPA.

SPARTANBURG COUNTY MEDICAL SOCIETY NURSING SCHOLARSHIP is awarded to a full-time declared Nursing student in the Mary Black School of Nursing, a Spartanburg County resident, minimum 3.0 GPA, who has completed 90 credit hours and has financial need as defined by the (Department of Education) completion of the FAFSA. This scholarship awards $2500 per year.

GENERAL:

BANNON SCHOLARSHIP is sponsored by the Bannon Foundation. The recipient must have genuine financial need, be a resident of South Carolina (residents living near Greenville or Spartanburg will be given preference), be of sound moral character, and be active in volunteer work. The recipient should be a student who qualified for but did not receive one of the USC Upstate Scholars Program award.

BERNARD F. ODASZ SCHOLARSHIP is awarded to a full-time student over 25 years of age, must maintain a 2.0 GPA in an acceptable course of study at USC Upstate and take a minimum of 30 hours of credit annually. This scholarship is to award $1,000 per year, and was established in honor of Mr. Odasz' commitment to higher education.

BILLIE WEISS-MCABEE SCHOLARSHIP was established to assist a full-time, non-traditional student. The recipient must complete the FAFSA form, carry 12 or more hours per semester and not be eligible for any state scholarships.

COLLEGE POINTE ENDOWED SCHOLARSHIP FUND provides an annual scholarship for an incoming or returning student who is a resident in good standing at College Pointe Apartments. The student must also be full time and demonstrate financial need.

DIANA AND MICHAEL IRVIN SCHOLARSHIP is awarded to a full time student who closely meets the criteria of: earned a minimum of 30 USC Upstate hours, minimum 3.0 GPA, financial need (as defined by the Department of Education – complete FAFSA) and not eligible for state scholarships.

D. L. SCURRY FOUNDATION SCHOLARSHIPS: Several $500 scholarships awarded to South Carolina residents who demonstrate academic ability, have a minimum cumulative GPA of 2.0, and have financial need.

EARL GORDON SCHOLARSHIP ENDOWMENTS are awards of varying amounts to sophomores and juniors who have a 2.0 cumulative GPA, service or involvement in school or community, and financial need.

EB AND MAGGIE BARNES MEMORIAL SCHOLARSHIP provides an annual award in memory of Dr. James "Eb" Barnes and his wife, Maggie Barnes to a USC Upstate student completing a degree at the University Center of Greenville. The award is given to a student who most closely meets the criteria of a non-traditional student, enrolled in a degree-completion program at UCG at least half-time, with established financial need. The award is given at an annual reception in honor of the recipient and the family of Eb and Maggie Barnes.

GAMMA BETA PHI SCHOLARSHIP is an award of $500 to a full-time student 23 years of age or older with a 3.5 cumulative GPA in at least 12 hours at USC Upstate.

HORACE C. SMITH SCHOLARSHIP ENDOWED FUND awards $1500 annually to three students who qualify as Metropolitan Scholars within the USC Upstate Scholars Program. The student must have a ranked top 10% of their high school class and have a minimum 1100 SAT score or 24 ACT score. A 3.25 GPA and South Carolina resident is also required.

JAMES B. GREER MEMORIAL SCHOLARSHIP is an award to a senior 23 year of age or older whose past education was interrupted by full-time employment, military service, or family responsibilities for a minimum of two years. Criteria include a 2.0 cumulative GPA and contributions to USC Upstate through service to student government, publications or the student affairs office.

MALIAKA AND LEON WILES FAMILY ENDOWED SCHOLARSHIP awards up to $750 to an incoming freshman with a 2.75 GPA or above; preference is given to a person active in their church or community and a resident of SC, Ohio or Oklahoma; must have demonstrated financial need according to FAFSA.

N. A. STIRZAKER SCHOLARSHIP is an award for a full-time USC Upstate junior with high academic standing. The award is renewable for the recipient's senior year if a cumulative 3.0 GPA or higher. Dr. Norbert A. Stirzaker was the first director of USC Upstate, and this scholarship was created by his colleagues and friends in tribute to his many years of service to the University.

P.E.O. SISTERHOOD AE CHAPTER SCHOLARSHIP provides financial assistance to a female student. This scholarship was developed by the women of the AE Chapter of the P.E.O. Sisterhood. This scholarship will award $500 annually, as funds are available.

SIMOTON SCHOLARSHIP provides $250 a year financial assistance to the president of the Black Student Leaders at USC Upstate. The recipient will also serve as an active member of the Executive Board of the East Spartanburg Branch of the NAACP.

SPARTANBURG COUNTY FOUNDATION SCHOLARSHIP provides a four-year scholarship of $1,000 each academic year to a new freshman. The recipient must reflect academic promise, financial need, be a resident of Spartanburg County and be a graduate of a Spartanburg County secondary school.

SPARTANBURG ROTARY CLUB SCHOLARSHIP is a $1,000 annual award to a full-time Spartanburg County resident who is from a non-Rotarian family, has financial need, and has proven scholastic aptitude.

SYDNEY ELIZABETH MCMAKIN MEMORIAL SCHOLARSHIP was created to memorialize her life and acknowledge the positive impact she made in the lives of her peers. This award will recognize a senior at James F. Byrnes High School who plans to attend the University of South Carolina Upstate. The scholarship will award $1000 per year.

USC UPSTATE ALUMNI ASSOCIATION SCHOLARSHIP was established by the Alumni Association and is given to the child of a USC Upstate Alumnus. The recipient must be a rising senior, South Carolina resident, and have a cumulative GPA of 3.0. This scholarship awards $1000 to two students annually.

ATHLETICS:

CHICK-FIL-A BASKETBALL SCHOLARSHIP awards to a male student basketball player with a 2.75 GPA or higher. The student must be determined as having need (does not require completion of FAFSA) and preference is given to either a partial or non-athletic scholarship recipient. The USC Upstate men's basketball coach will assist with the selection process. This scholarship awards $500 annually.

CONNIE AND ED WILDE ENDOWMENT SCHOLARSHIP is given to provide a $500 annual award to a player on the USC Upstate Men's Soccer team. The recipient must be a returning member of the men's Varsity Soccer Team, have demonstrated good character and achieved academically. Preference is given to a player who has been involved in community service.

ED WILDE WOMEN'S SOCCER SCHOLARSHIP goes to fund a $500 annual award to a player on the USC Upstate Women's Soccer team. The recipient must be a returning member of the Women's Varsity Team, should have demonstrated good character and achieved academically. Preference is given to a player who has been involved in community service.

OTHER SCHOLARSHIPS

UNIVERSITY OF SOUTH CAROLINA ALUMNI SCHOLARSHIPS are awards of varying amounts made to freshmen from the several judicial circuits in South Carolina and from metropolitan areas outside the state. The awards are based on academic ability and are renewable. Note: There is a specific application for this scholarship, and it must be sent to USC Alumni Association in Columbia, SC.

The **USC FACULTY/STAFF DEPENDENTS' SCHOLARSHIP** is open for application to any dependent child or spouse of a full-time University of South Carolina system employee. There is competition for this scholarship, and only a limited number of scholarships are awarded each year. To be eligible for consideration, the applicant must be enrolled or accepted for enrollment as a full-time undergraduate or graduate student on one of the University's eight campuses and have attained a minimum cumulative 3.0 GPA. Freshman eligibility is determined by high school class rank and SAT or ACT scores. The scholarship is renewable for up to four years for those students pursuing a baccalaureate degree provided the recipient maintains a minimum cumulative 3.0 GPA. In some cases, graduate students may receive the scholarship until receipt of their graduate degrees. Note: There is a specific application for this scholarship that must be sent to USC Columbia.

Many scholarships and stipends may be combined with other sources of financial assistance for which a student is eligible. However, a student may not receive more than one full-tuition University scholarship. Students wishing to be considered for scholarships must be unconditionally accepted for admission prior to deadlines. USC Upstate students who are awarded scholarships or stipends are required to be in good academic standing. These students must also be free of any current discipline code violation and may not be on disciplinary probation.

(Scholarship information is accurate at the time of publication. Availability of funds and other factors may change. For further information about scholarships and other financial aid, please contact the Financial Aid Office.)

Fees and Expenses

Academic Fees

Academic fees at the University of South Carolina Upstate are established by the University of South Carolina Board of Trustees. Tuition and fees printed in this publication are estimated for 2012-2013 (unless indicated otherwise), and are subject to change pending final Board approval. All fees are payable in full at the beginning of each term.

Application Fee

Every new degree-seeking student is charged a non-refundable application fee ($30 for electronic application, $40 for paper application). Exceptions to this charge may be made for certain special categories of admission. Non-degree-seeking students must pay a non-refundable application fee of $10. Applications for admission must be accompanied by the application fee.

International Students

International students must ordinarily pay non-resident fees for the duration of their enrollment, unless they qualify for permanent alien status. Their standing in this category and application for resident fees must be cleared with the residency officer in the admissions office.

Examination Fees

Special examinations to establish undergraduate college credit without class attendance, or to validate credits from a non-accredited college, cost $15 per semester hour.

Estimated Tuition and Fees

All fees are payable in full at the beginning of each term.

Undergraduate[1]
Full-time students (12-16 semester hours)
SC residents.........................$4,721 per semester
Non-residents ....$9,582 per semester
Full-time students (17 semester hours and above)
SC residents.....................$80 per semester hour
Non-residents ....$208 per semester hour
Part-time and summer school students
SC residents ....$403 per semester hour
Non-residents ....$815 per semester hour
Other Fees
Course/Lab Fees.......$60-100 per semester hour
Nursing Course Fee.........$40 per semester hour
Upper-level Business Fee..$45 per semester hour
University Center of Greenville
Education Fee (juniors/seniors)...$50 per course

Graduate *(fees shown as 2011-2012 rates – changes pending)*
Full-time students (12-16 semester hours)
SC residents.........................$5,458 per semester
Non-residents ....$11,722 per semester
Part-time and summer school students
SC residents ....$455 per semester hour
Non-residents ....$977 per semester hour
Certified Teachers
SC residents..................$320 per semester hour
Non-residents ....$350 per semester hour

Students taking courses at more than one University of South Carolina campus are charged the appropriate campus rate per hour for each course taken. These charges may be in addition to the maximum fees, if reached, at the student's home campus. For example, a student taking 12 hours (or more) at USC Upstate and three hours at Union will be charged the full-tuition rate for the USC Upstate courses **plus** the cost of the course taken at Union calculated at the Union rate per hour.

Course auditing
Course auditing fees are the same as courses taken for credit.

Senior citizens
Section 59-111-320 of the Code of Laws of South Carolina, 1976, as amended, authorizes state-assisted universities to permit South Carolina residents who have attained the age of 60 to attend classes on a space-available basis without payment of tuition if these persons do not receive compensation as full-time employees. The costs of any fees, charges, and/or textbooks normally associated with the course remain in effect and must be borne by the student. Applicants must submit an application and a $40 non-refundable degree-seeking application fee or a $10 non-refundable non-degree-seeking application fee. Candidates are required to meet admission standards and may take classes for credit or audit.

Meals[1]

Each resident living in University housing is required to purchase a meal plan. Equivalencies, available with the meal plan, can be used by students for food purchases in the Dining Hall and at on-campus eateries such as SubConnection and Sandella's. Fees are per semester, per student.

9 Meal Block/$250 Flex (Villas) $1,185
Unlimited/$200 Flex $1,375
Non-Residential Freshman/Sophomore Dining Fee....$50

For more information and additional meal plan options, visit www.uscupstatedining.com.

Housing[1]
Palmetto Villas
apartment-style complex for upperclassmen
Single room (per semester, per student)...$2,900
Double room (per semester, per student)...$2,000

Palmetto House
traditional-style complex for upperclassmen
Single room (per semester, per student)....$2,700
Double room (per semester, per student)..$2,250

Magnolia House
traditional-style complex for freshmen
Single room (per semester, per student)....$2,700
Double room (per semester, per student)..$2,250

Summer Term Housing
for freshmen and upperclassmen
(per Maymester term, per student) .. $275 - $330
(per summer term, per student) .... $330 - $475

NOTE: an advance room payment of $100 and $45 application fee are required for Magnolia House, Palmetto House and Palmetto Villas.

Insurance

Optional student health and accident insurance is available to all full-time students paying full fees. It may regularly be purchased only at the beginning of the fall semester, except in the case of new and transfer students. Contact the student affairs office for details on coverage and fees. International students are required to have adequate health insurance coverage. If proof of such coverage cannot be provided, students will automatically be charged for the University-approved plan for $437 for fall semester and $638 for spring/summer semester.

Other Fees[1]

Matriculation fee[2]	$75
Technology fee	$9 per credit hour (part-time)
	$140 per semester (full-time)
Health fee	$5 per credit hour (part-time)
	$50 per semester (full-time)
Replacement of diploma as originally issued	$25
Transcript fee (each copy)	$8
Reinstatement	$60
Replacement fee for student ID	$25

Parking: Students are charged a parking/security fee each semester as follows. Students must display a USC Upstate parking sticker on each vehicle, and comply with regulations as set forth on Page 45.

Single semester	$35
Summer term	$12

Estimated Expenses for One Academic Year[1]

Note: The following estimate represents a reasonable minimum for full-time enrollment; it does not include meals, travel, room and board and other incidental expenses.

South Carolina residents:

Academic fees, full-time ($4,721 per semester)	$9,442
Books (estimate: $600 per semester)	$1,200
Other fees	$450
Total	$11,092

Non-residents:

Academic fees, full-time ($9,582 per semester)	$19,164
Books (estimate: $600 per semester)	$1,200
Other fees	$450
Total	$20,814

Fines[1]

Bad checks or credit cards returned for any reason: $30 plus late fee if used for payment of enrollment fees.

Damage: Students are charged for damage to university property or equipment.

Parking:

Parking improperly	$25
Parking decal or permit not displayed	$25
Parking in no parking area	$25
Parking in loading or service zone	$25
Blocking sidewalks or driveways	$25
No parking permit for zone	$25
Parking at fire plug, in lane	$50
Parking on grass	$25
Parking along yellow curbs	$25
Parking in reserved spaces	$25
Failure to register vehicle	$25
Parking in handicap space (fine set by state law)	$400
Blocking space or curb cut	$400
Vehicle Immobilization	$75

Refunds

University charges are to be paid in full on the date they are incurred. Refunds are issued according to the schedules in this section to students who withdraw from the University, to part-time students who drop a course or courses, and to full-time students who are reclassified as part-time students as a result of dropping a course or courses.

Based on current federal regulations, students receiving federal Title IV financial assistance "earn" that assistance as they attend the University. All federal Title IV financial assistance is considered fully earned when the student has been enrolled past the 60% point of the enrollment term. If a student withdraws from the University prior to that 60% point, the unearned portion of the federal Title IV financial assistance must be returned to the source(s) of the funds. This is an obligation of **both** the University and the student.

The University is obligated to repay a calculated amount of the unearned portion of the student's Title IV financial aid, and this repayment is made from University funds. To the extent this repayment exceeds any applicable University policy refund, this amount is the financial obligation of

[1]*Fees are subject to change as approved by the USC Board of Trustees. Additional fees may be required in specific majors.*

[2] *A one-time fee paid by new degree-seeking students.*

the student to the University. To the extent total unearned federal Title IV financial assistance exceeds the portion repaid by the University, that amount is a financial obligation of the student to the lender and/or the Department of Education.

The return of the University's repayment is made in the following regulation prescribed priority sequence.
1. Unsubsidized Federal Direct loans
2. Subsidized Federal Direct loans
3. Federal Perkins loans
4. Federal PLUS loans received on behalf of students
5. Federal Pell grants
6. Federal SEOG program aid
7. Other Title IV funds

University policy refunds for withdrawing students who have received non-Title IV financial aid, will be applied to the source(s) of that financial aid before any refund is made to the student.

The University administers refund policies for Title IV financial aid recipients as required by the Federal Higher Education Act. Immediately following is the standard university refund schedule. Specific refund dates are published in the course schedule for each semester. Additional information regarding federal refund policies is available in the Cashier's Office.

	Complete Withdrawals[1]	Course Drops[2]
Fall and Spring Semesters		
By the last day of the late registration period		100%
By the end of the first week of classes	100%	100%
By the end of the 10% period of the enrollment period	90%	70%
By the end of the 16% period of the enrollment period	70%	70%
By the end of the 25% period of the enrollment period	50%	0%
By the end of the 50% period of the enrollment period	25%	0%
Summer Terms		
By the last day of the late registration period	100%	100%
By the end of the 10% period of the enrollment period	90%	40%
By the end of the 25% period of the enrollment period	50%	40%
By the end of the 36% period of the enrollment period	40%	40%
By the end of the 50% period of the enrollment period	25%	25%

State Residency Requirements

The University of South Carolina Upstate assesses tuition and fees upon the basis of state residency. The rules regarding the establishment of legal residency for tuition and fee purposes for institutions of higher education are governed by the South Carolina Code of Laws. A copy of this law in its entirety is available from the Office of Admissions.

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

The University reserves the right to alter any charges without notice. All charges are due and payable on the date that they are incurred, or the date indicated on the ticket, invoice or statement. Checks for the exact amount of the total charges should be made payable to the University of South Carolina Upstate.

Students failing to pay all required registration fees on or before the last date to change course schedule (as indicated in the university calendar) may be dropped from class rolls.

Students failing to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, stand final examinations, or be issued a transcript, diploma, degree or any other official statement.

[1]*Refunds for complete withdrawals cover tuition, fees, housing and meal plans at the appropriate percentage.*

[2]*Refunds for course drops cover tuition only at the appropriate percentage.*

Student Affairs

The co-curricular program at the University of South Carolina Upstate is committed to the total development of students as individuals. Comprehensive services and activities are provided to complement the students' academic experience. These activities are organized to promote the holistic development of university students.

The Division of Student Affairs

The Student Affairs division is an integral component of the University of South Carolina Upstate. Its programs and services are designed to support the overall mission of the University by enhancing the cognitive, moral, cultural, physical, social, civic and interpersonal development of the institution's students.

The Student Affairs Division sponsors programs and services that are designed to:
- assist students in the successful transition to and from college
- help students explore and clarify their values;
- encourage students to develop healthy relationships with others (i.e., parents, peers, faculty and staff)
- create opportunities for students to expand their aesthetic and cultural appreciation
- teach students how to resolve individual and group conflicts
- help students understand, respect and appreciate racial, ethnic, gender and other differences
- provide opportunities for leadership development
- offer programs that provide primary health care for students and encourage healthy living
- provide opportunities for recreation and leisure-time activities
- help retain students in school and promote their intellectual development and academic success
- provide opportunities for students to develop and model responsible citizenship behavior
- enable students to develop realistic educational and career goals
- promote the development of ethical and responsible conduct
- facilitate personal and interpersonal development through an increased capacity to understand one's self and relate effectively to others
- establish activities and programs that encourage students to reason; organize; plan and execute complex tasks; set goals; solve problems; make sound decisions; analyze complex situations, and manage time and resources effectively
- Ensure campus accessibility and protect the safety of all students, faculty and staff

The following offices and functions are included within the Student Affairs division:

Student Affairs Administration
- Division Administrative Compliance
- Overall Fiscal Management
- Performing Groups
- Discipline

Multicultural Student Services
- Diversity Training
- Multicultural Programs

Counseling Services
- Personal and Career Counseling
- Family and Couples Counseling
- Group
- Psychological testing (fee based)
- Psychiatric services
- Consultation
- Community referral
- Outreach programming
- MAT and Dantes administration

Alcohol and Drug Programs
- Individual Counseling
- Family and Support Counseling
- Alcohol Skills Training Seminars
- Alcohol and Drug Screening & Assessments
- Education
- Prevention and Early Intervention

Disability Services
- Services and Accommodations for Students with Disabilities
- Campus-wide Accessibility
- ADA and Section 504 compliance
- Academic Coaching
- Alternative Testing
- Sign Language Interpreters
- Captioning and Transcription
- Assistive Technology

Non-Traditional Student Services

Health Services
- Urgent care for illness/injury, laboratory testing, prescription medications and specialty referrals
- Health education and promotion programs
- Family planning/sexually-transmitted disease services
- Immunizations/vaccinations
- Screening/confirmatory testing for tuberculosis
- Physical examinations
- Consultation/collaboration for special needs (academic, dietary, disability, emotional/mental

health, etc.)
- Coordination of care with primary provider

Student Life
- Campus Activities Board (CAB)
- Community Service
- Multicultural Programs
- Campus Media
- Greek Life
- Student Organizations
- Leadership Programs
- Homecoming

Campus Recreation
- Intramural Sports
- Sports Clubs
- Aquatics
- Group Fitness Classes
- Outdoor Recreation
- Weight Room
- Exercise Equipment
- Basketball/Racquetball

Alcohol and Drug Programs

Alcohol and Drug Programs actively promotes low-risk, healthy choices regarding the use of alcohol and other drugs by providing confidential services to Upstate students. AOD offers individual, group, and family counseling as well as prevention, education, and standard outpatient treatment options to meet student needs. All services are provided or supervised by licensed, Master's level counselors with specific experience and training in alcohol and drug-related issues. For more information about Alcohol and Drug Programs please contact AOD at 864-503-5536 or visit the Campus Life Center, Suite 220. Office hours are Monday through Friday from 8:30am – 5:00pm.

Counseling Services

Counseling is available to assist students in reaching personal and educational goals. Counseling is short-term, solution based and provided in an atmosphere focusing on growth and change. The counseling staff includes counselors with advanced degrees and training, a staff psychologist and psychiatrist. Additional services include couples and group counseling, psychological testing (fee based), outreach programming, assistance in career exploration , and educational workshops. Counseling is confidential, unlimited and provided free of charge to all students. Services are available in the Campus Life Center, Suite 224, Monday through Friday, 8:30 a.m. - 5 p.m. Additional hours and on-site services in Greenville are available upon request. For more information about services, please contact the office at 864-503-5195.

Disability Services

Disability Services works to ensure that University programs, facilities, and services are accessible to all persons in the campus community. In accordance with the university's commitment to diversity, equality, and ADA and Section 504 guidelines, the office provides access based on individual and community-wide needs. Examples of possible individual accommodations include: sign language interpreting services, alternative test administration, note-taking services, textbooks, documents and tests in electronic or Braille format, and priority registration. For information about services, please call (864) 503-5199 or visit the Campus Life Center, Suite 107. Office hours are 8:30 a.m. – 5:00 p.m. Monday-Friday. The Alternative Testing Center and Assistive Technology Lab are open starting at 8:00 am. Additional extended hours are available for scheduled tests by advance appointment.

Health Services

Health Services provides students with quality individualized health care, as well as information to help students stay healthy. These services include urgent care, physical exams, family planning, vaccinations, minor laboratory tests, health screenings, health education and promotion. If necessary, referrals are made to area physicians and specialists. Services for students are either free or a minimal fee (physicals, laboratory tests, flu shots and other vaccines, CPR, etc.). For more information about services, please visit our Web site at www.uscupstate.edu/campus_services/health. To contact us directly, call (864) 503-5191 or visit Health Services located at the corner of University Way and Valley Falls Road. Office hours are 8:30 a.m. - 5 p.m., Monday-Friday.

Non-Traditional Student Services

Non-Traditional Student Services offers support to students who are in any of the following categories: 25 years of age or older, married and/or parents, veterans of the armed forces, working full-time and attending college, and college or university graduates returning to school. This service focuses on assisting Non-Traditional Students in transitioning to college and linking them with appropriate support services to meet their diverse needs. For information, contact a non-traditional student advocate. Advocates are located in the Campus Life Center Suite 224, (864) 503-5195, and are available from 8:30 a.m. - 5 p.m., Monday-Friday.

Student Life

Involvement in co-curricular activities is an important aspect of college life. The Office of Student Life in the Division of Student Affairs provides support for a wide variety of activities for the student body, including Greek Life, Leadership Programs, Community Service, Campus Media, and Student Programming.

Campus Activities Board

The purpose of the Campus Activities Board (CAB), is to involve students in planning social events for the campus community. CAB aims to provide a diverse range of programs for students that allow them to develop socially, while simultaneously attempting to create a more unified campus. CAB's goals include:
- Providing social and educational programming for the USC Upstate campus community
- Challenging members to be innovative when serving a diverse student population. By collaborating with other organizations, CAB can become diverse in its vision of events through an active student voice.
- Helping to educate and unite various groups in the production, promotion, and organization of programs, as well as in the recruitment and retention of CAB members. These programs include dances, live music, comedians, game nights, etc.

IMPACT Community Service Program

The purpose of IMPACT is to serve our campus and community by completing various service projects throughout the academic year, such as Spartan Day of Service, Haunted Hollow, Angel Tree, CSI, and many more. IMPACT also sponsors an alternative spring break trip for members to serve the greater community. If you are interested in making your mark in the world, join IMPACT, impact@uscupstate.edu.

Multicultural Programs

Multicultural Programs strives to educate, influence and cultivate campus community by offering cultural, educational, and outreach programs and services. Further, these programs and services give all students, faculty, and staff an opportunity to learn, develop and grow both personally and interpersonally as they are challenged to interact with individuals who are different from them.

Programs are structured to promote positive interactions among members of the campus community to foster intellectual and social development that invites the robust exchange of ideas. The office provides:
- Diversity Training - Our staff visits classrooms, staff training sessions, and workshops to facilitate discussions about how to become more aware of and appreciate the individual differences found within the campus community.

Greek Life

USC Upstate is home to 12 active Greek-lettered fraternities and sororities (6 men's organizations, and 6 women's organizations). For more information about becoming involved in Greek Life, contact the Office of Student Life at 503-5122.

Men's Organizations
Alpha Phi Alpha Fraternity, Inc.
Kappa Alpha Psi Fraternity, Inc.
Omega Psi Phi Fraternity, Inc.
Phi Beta Sigma Fraternity, Inc.
Pi Kappa Phi Fraternity
Sigma Alpha Epsilon Fraternity

Women's Organizations
Delta Sigma Theta Sorority, Inc.
Delta Zeta Sorority
Phi Mu Fraternity
Sigma Gamma Rho Sorority, Inc.
Zeta Phi Beta Sorority, Inc.
Zeta Tau Alpha Fraternity

Campus Media

The Carolinian, the campus newspaper, is published by students. It contains information pertaining to student life, club news, sports news and features.

WritersINC. is an annual literary and art magazine, edited by students, that publishes the work of students, faculty members and others.

Student Organizations

USC Upstate is home to over 90 registered student organizations, including Academic and Honorary groups, religious based organizations and other special interest organizations. For an up to date list of all registered student organizations, please contact the Office of Student Life at 503-5122.

Performing Groups

Art Gallery. The Curtis R. Harley Gallery schedules six or more exhibitions during the academic year that are accompanied by lectures, symposia, workshops, and field research. Each year the Gallery showcases the work of the graduating seniors in the visual arts program giving them an opportunity to present undergraduate research in a public setting.

Gordon-Colloms Gospel Choir. The USC Upstate Gordon-Colloms Gospel Choir is open to any student interested in gospel music. The choir meets on a regular basis to rehearse and presents several performances each year.

Shoestring Players. The Shoestring Players theatre group presents several major productions each year, plus

smaller presentations and original revues. Membership in the Players is open to all students interested in theatrical performance and production.

University Singers. The University Chorus performs traditional selections for chorus, as well as popular and jazz sections and holds an annual concert both in the fall and spring.

USC Upstate Jazz Band. The USC Upstate Jazz Band is comprised of students both majoring in music or playing as a hobby. They perform concerts each semester and feature classic jazz and contemporary music from artists such as Miles Davis, Steely Dan, Duke Ellington, the and Beatles.

Student Government Association

The Student Government Association is the official elected body that represents all USC Upstate students. SGA officers work to conduct student functions and to maintain lines of communication among the faculty, the administration, and the student body. Students are appointed to various university committees upon the recommendations of the SGA. Student organizations are chartered upon its recommendations.

Campus Recreation and the Wellness Center

Welcome to the Wellness Center at the University of South Carolina Upstate, which opened in February, 2009. The Wellness Center is located within the new 150,000 square foot Health Education Complex, a facility developed to impact the health, wellness, and economic development of the Upstate.

The mission of the Wellness Center is to provide a safe and accommodating environment for the students, faculty and staff of the University of South Carolina Upstate. We encourage the pursuit of a healthy lifestyle to enhance the academic and personal development of the student through physical activity and employment.

This 60,000 square foot facility, a vision of former students, is the home to the Department of Campus Recreation, which offers activities such as Intramural Sports, Outdoor Recreation, Group Fitness, Aquatics, and Sport Clubs. We also provide a Ropes/Challenge Course located at the Valley Falls entrance to campus. This course focuses on strengthening groups and energizing individuals through a variety of high and low ropes elements. Our knowledgeable staff can help you with any questions you have concerning the facility, programs, etc., so please contact us for more information.

The Wellness Center at the University of South Carolina Upstate offers an eight-lane, 25 yard recreational swimming pool for lap swimming. The pool can also be used for innertube water polo or basketball, dive-in movies, and water aerobics. We also provide the latest in cardio and strength equipment as well as various Group Fitness classes such as pilates, yoga and kickboxing.

Student Employment

We encourage students who are interested in working at the Wellness Center at USC Upstate to browse MySpartanJob.com for various employment opportunities we have available each semester. We have positions available throughout the facility including lifeguards, weightroom attendants, facility supervisors and facility attendants. We also hire student sports officials to officiate our Intramural games..

Student Memberships

Most students taking one or more semester hours automatically become Wellness Center Members when they register and pay their fees. For information on all of our programs please visit our website at www.uscupstate.edu/wellness. You may also contact us at our Front Desk at 864-503-5080 or e-mail at campusrecreation@uscupstate.edu.

Student Conduct Regulations

The University of South Carolina Upstate is an academic community preserved through the mutual respect and trust of the individuals who learn, teach and work within it. Inherent in the Code of Student Conduct is the belief in each individual's honesty, self-discipline and sense of responsibility.

Code of Academic Integrity

It shall be the responsibility of every student at USC Upstate to obey and to support the enforcement of the Academic Integrity Code, which prohibits lying, cheating or stealing. For details of the honor code, procedures for handling complaints, and penalties for violations, consult the *USC Upstate Student Handbook*.

Code of Student Behavior

It is also the responsibility of every student at USC Upstate to abide by the Code of Student Behavior, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the university community. All non-academic conduct that infringes upon the rights and welfare of others is thus embodied in the Campus Disciplinary Code. Violations are handled in the same manner as violations of the Academic Integrity Code. Consult the *USC Upstate Student Handbook* for details.

General Regulations

Alcohol Policy

USC Upstate enforces a strong alcohol policy in order to respect the academic environment and protect the welfare of individuals accessing the campus. The University complies with the Drug-Free Schools and Communities Act Amendment of 1989 in establishing and enforcing alcohol and drug policy. Consult the USC Upstate Student Handbook for a current copy of the Alcohol Policy.

Tobacco-Free Campus Policy

The University of South Carolina Upstate is concerned about the toll that smoking and tobacco use has on the health and well-being of the University community. As a public institution of higher education with departments that have interest in and treat the effects of smoking, second-hand smoke, and other tobacco use, USC Upstate believes it has an obligation to exercise leadership by promoting a healthy tobacco-free environment for its students, faculty, staff, and visitors.

By November 20, 2008, all USC Upstate campuses will follow a policy that provides for a tobacco-free environment. Civility and respect are expected by all members of the University community as we make this transition.

For a full review of the policy, please reference the USC Upstate Web site.

For Your Information

• **USC Upstate English Fluency Grievance Policy:** Students who feel that they are unable to understand the spoken and/or written English of an instructor at USC Upstate shall schedule a meeting with the dean of the respective school and make their concerns known. The dean will conduct an investigation and report to the complaining students his/her finding within ten working days of the complaint. In the event student charges are substantiated, the dean and the vice chancellor for academic affairs will take immediate action to rectify the problem. Such action may take the form of replacement of the instructor immediately, intensive remediation of the problem, or any other solution that protects the due process rights of faculty and students. Refer questions to the Academic Affairs Office.

• **Policy for Non-Academic Grievances**

A grievance is defined as a dissatisfaction occurring when a student thinks that any condition affecting him/her is unjust, inequitable or creates an unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any university employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, and discrimination based on handicaps,

as they relate to nonacademic areas of the University. The grievance procedure shall not be used for appeals of disciplinary decisions, residency classification decisions, traffic appeals decisions or any other type decision where a clearly defined appeals process has already been established. The procedure is as follows:

The initial phase of the student grievance procedure requires an oral discussion between the student and the person(s) alleged to have caused the grievance. This discussion must take place within ten working days of the incident that constituted the grievance.

If the student wishes to file an official grievance, a grievance form must be completed and filed with the immediate supervisor of the person alleged to have caused the grievance. The form must be filed with the person's immediate supervisor within five working days of the initial discussion referred to above. The supervisor shall immediately investigate the incident and render a decision. If the student feels the grievance is resolved, the process is complete.

If the grievance is unresolved, the student may bring the matter before the Grievance Committee by presenting a written statement within ten working days of the supervisor's decision.

The Dean of Students coordinates the grievance procedure for nonacademic areas and should be contacted for forms and assistance.

• **The Student Right-to-Know Act** requires higher education institutions that receive federal funds to report graduation rates for students who enter the institutions as first-time, full-time degree-seeking students. In the case of four-year institutions, the rate is based on the number of those students who graduate within six years of enrolling.

The graduation rate for first-time students who entered the University of South Carolina Upstate on a full-time basis in the fall of 1996 is 36.1%.

The figure does not include students who transferred from other institutions and graduated from USC Upstate, or those who transferred from USC Upstate to other four-year institutions and graduated from them.

The graduation rate is also affected by students who change from full-time to part-time status, those who discontinue studies and later return, as well as those who drop out permanently.

Academic Regulations

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations, at any time when, in the judgment of the faculty, the chancellor, the president or the board of trustees, such changes are for the best interest of the students.

The University assumes that students, through the act of registration, accept all published academic regulations appearing in this catalog, online course schedule, the University Web site, or in any other official announcement.

Unforeseen circumstances may interfere with the scheduling of any particular course or degree offering. Students are expected to take such developments into account as they arise, even if doing so means a delay in some of their academic goals or a modification of those goals. Each academic unit concerned works closely with students facing such problems in an effort to resolve them. Classes may be cancelled for extenuating circumstances such as insufficient enrollment.

Rights of Catalog

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force when he or she first enrolls in the University or under subsequent requirements published while the student is enrolled.

The following conditions apply to the selection of degree requirements:
1. A student has eight years continuous and inclusive to claim the requirements of a specific catalog.
2. A student who is absent for more than five years must select the catalog in effect at the time of his or her return.
3. The choice of requirements is restricted to a single bulletin.
4. A student may not appeal to requirements adopted and abandoned while he or she was not enrolled in the University.

A student who is absent from the University, for even a short time, may find that there have been drastic changes in curricula and programs. In such cases, there may be no choice for the student but to adopt the new program or a transitional program approved by the dean. USC Upstate is not responsible for providing programs or courses that were deleted during the student's absence.

Course of Study

Students are expected to follow the program outlined by their college or school as closely as possible, particularly in the first two years when they are satisfying general educa-

tion requirements and prerequisites for advanced work.

Students must complete courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the course for which they wish to enroll is not available.

Course Substitutions

Under unavoidable and exceptional circumstances, the faculty may permit a substitution or an exemption from the ordinary processes to complete the prescribed curricula. Students requesting a deviation from the prescribed course of study should consult with their academic advisor before preparing a petition listing the substitutions or exemptions sought and the reasons for the requests. Petitions are submitted on forms obtainable from the deans' offices or the Records Office. They must be returned to the dean of the school in which the student is enrolled.

Any deviation from degree requirements as published in the catalog must have the approval of the dean of the student's major. If the petition is denied, students may appeal to the senior vice chancellor for academic affairs. The petition must be approved before a student enrolls in the substitute course.

Students transferring from another college or university desiring to substitute courses taken elsewhere for courses prescribed at USC Upstate must submit a petition to the dean of the college or school in which they expect to receive a degree.

Change of Major

A student desiring to change his or her program of study is required to (1) obtain a change of major form from the University Web site, (2) have this form signed by the dean of the current college or school, (3) present the form for the approval of the dean of the college or school in which he or she plans to enroll along with a copy of the academic record obtained from the office of the former dean, and (4) return the completed form to the Records Office for processing. A change of major should be completed in advance of registration. Students are responsible for keeping their intended major current and accurate by processing a change of major when necessary.

Change of Name

A student wishing a name change must present to the Records Office proper legal documentation such as a marriage license, a court order approving a name change, or a divorce decree in which a name change is granted.

Change of Address

Students are obligated to notify the Records Office of any change of address and/or phone number. Failure to do so can cause serious delay in the handling of student records and notification of emergencies at home. Students change their address by using VIP. Returned mail due to an incorrect address will result in a "hold" being placed on a student's record, preventing registration.

Indebtedness

A student who is indebted to the university may be prohibited from attending class or registering for future

terms. Indebtedness to the University may also prevent conferring of a degree and issuance of a diploma or a transcript.

Students who have a repayment obligation for federal, state or loan funds (including but not limited to Pell Grant, SEOG, SCNBG, Perkins Loan, Stafford Loan, SC Life Scholarship, etc.) are not permitted to receive federal, state or institutional financial aid.

Change of Campus Within USC System

Students wishing to change campuses within the University of South Carolina system must be currently enrolled and may initiate the process in the Records Office. Eligibility is determined by the campus and major to which the student wishes to transfer, and is based on hours earned, GPA, and in some cases, specific courses. Students are responsible for meeting all requirements and deadlines and should verify eligibility prior to completing the form.

Registration

Official enrollment in the University occurs after the first day of class and requires that students be academically eligible, complete the registration process, and have made payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees and having an ID card made) on the dates prescribed in the university calendar. Failure to pay fees by the published deadlines may result in cancellation of the student's class schedule. To receive credit for a course at the end of the semester, students must be officially enrolled prior to the last day of late registration.

Academic Advisement

The purpose of academic advising is to facilitate students' progression in meeting educational goals. Students are assigned an advisor in their first semester of attendance.

Academic advising is a joint venture between the advisor and the student. The advisor's responsibilities include knowledge of the curriculum, of institutional policies, and of services available on campus. Advisors assist students in developing an educational plan including selection of courses, scheduling classes and evaluating progress toward the degree.

Students are responsible for making educational decisions, scheduling advisement appointments and initiating discussions concerning academic difficulty or changes in their plan of study. Students should read all university communication, both print and online, and meet published deadlines.

A scheduled advisement period is held during fall and spring semester before priority registration. Students are required to meet with an advisor prior to their registration appointment time. After advisement, a "hold" is lifted allowing the student to register through the web registration system.

Individual courses may be offered by distance learning. Please check the semester schedule for listings.

Advisement Testing

New freshman must take an advisement test in mathematics. Advisement into first-year English courses is based on the student's score on the writing portion of the SAT or ACT. Students who score 5 or below place in English 101A, students who score 6-10 place in English 101, and students who score 11 or 12 may be considered for English 101 Honors. Students who do not have SAT or ACT writing scores take the online writing placement test. Those who have not completed the math requirement for their USC Upstate major must take a placement test in math. Refer to the foreign language placement policy on page 63.

Course Load

Graduation from USC Upstate in four years assumes completing 30 semester hours of course work per year that can be applied to the degree program. Changing majors, repeating courses, or enrolling in less hours will delay graduation past four years.

A student may enroll in no more than eighteen hours during a fall or spring semester, three hours during Maymester, or six hours during a single summer session (seven hours if one course is a four-hour course) without permission of his or her dean. Permission will not be granted for enrollment in more than twenty-one hours in fall and spring semesters. In order to receive permission for an overload, a student must have an overall GPA of 3.0 or a 3.0 GPA on twelve or more hours for the previous semester. Forms to request permission for an overload are available on the University's Web site.

Semester Hours Enrollment:

Fall and Spring Semesters
Semester Hours
1-11   Part-time status
12   Full-time status/graduate in 5 years
15-18   Full-time status/possible to graduate in 4 years
19-21   Must have permission to overload

Over 21 Not Permitted

Summer

Term	Part Time	Full Time	Overload
Maymester	1-2	3	over 3
Summer I and II	1-5	6-7	over 7

Independent Study

A student who wishes to enroll in an independent study course may do so by engaging a supervising faculty member, completing a contract in association with that faculty member, securing approval of the dean, and registering through the Records Office. Independent studies forms should be completed no later than the first week of the semester.

Internship

A student who wishes to enroll in an internship may do so by engaging a supervising faculty member, completing a contract in association with that faculty member, securing approval of the dean, and registering through the Records Office. Internship forms should be completed no later than the first week of the semester in which the student is interning.

Auditing

Auditing a course means attending classes and listening without actively participating in the class. Students must meet course prerequisites. The auditor is not responsible for class assignments or examinations. No academic credit is earned for a course which is audited nor may it be earned later through examination. A student who has audited a course is not prohibited from taking the course later for credit.

A student who wishes to audit a course must be admitted to the University and enroll in the course as an auditor. However, students taking the class for credit are given preference over auditors where enrollment limits are a concern.

A student who is auditing a course, but who wishes to take the course for credit, may change his or her registration by the end of the late registration period.

Students wishing to audit a course or to change from credit to audit may do so only with permission of the instructor. Each instructor may set attendance conditions for the audit. Students not meeting those conditions will be withdrawn from the audit after the semester ends, with the withdrawal date listed on their transcript

1. Students who wish to audit or change from credit to audit should get an Audit form from the Records Office.

2. The form must be signed by the professor with any limiting attendance conditions specified.

3. The form is then signed by the student's advisor and turned into the Records Office. The last day to change credit to audit is the same day as the last day to withdraw without academic penalty.

At the end of the semester when the faculty submit grades, any student who has not met the conditions of the audit as reported by the faculty member will be withdrawn. Faculty will submit a Withdrawn from Audit form.

Pass-Fail Option

A student who has a cumulative GPA of at least 2.0 and who wishes to investigate fields of study other than those required by his or her degree program may choose the pass-fail option. The pass-fail option applies only to elective courses. No more than eight courses may be taken on a pass-fail basis during a student's academic career (excluded are credits granted for AP, CLEP, or ACT PEP). The option is offered on all courses at the undergraduate level, and normal prerequisites may be waived on these courses.

Enrollment for a course under the pass-fail option requires approval of the dean in the student's major. The option must be elected or revoked no later than the last day to withdraw without **academic** penalty.

Courses taken on a pass-fail basis do not count in the student's GPA nor toward the hours required for the Chancellor's or Dean's honor lists.

Repetition of Courses

Grades earned in a repeated course appear on the transcript and are calculated in the GPA (see Grade Forgiveness Policy). Students may receive transient credit

for courses previously attempted at USC Upstate. (See transient credit policy).

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

An undergraduate senior in his or her final semester may enroll in graduate courses under the following conditions:
1. The student has a cumulative GPA of 3.0.
2. The graduate course(s) do not create an overload.
3. Courses for graduate credit are not be used to meet undergraduate degree requirements.

Summer Sessions

Summer sessions normally consist of a three-week term (Maymester) and two four and one-half-week terms. Students regularly enrolled in the University may take work applicable to the degree during the summer session.

The maximum course load permitted in the Maymester is three semester hours. Six semester hours per term are permitted in the four and one-half-week sessions. A single extra hour may be carried if one of the courses involved is a four-hour course.

The University reserves the right to cancel any course in the case of inadequate enrollment. Registration in any course may be closed when the maximum enrollment for effective learning is reached.

Changes in Registration

A change in registration involves adding a course, dropping a course, withdrawing from a course, changing from one course section to another, changing the number of credits in a variable credit course, or changing course registration from audit to credit.

Any change involving adding a course, dropping a course, changing a section, changing the number of credits in a variable credit course, or changing from audit to credit must be completed by the end of late registration as published in the university calendar. Students may elect or revoke the pass-fail option no later than the last day to withdraw without penalty. Students are urged to consult with the academic unit in which they are enrolled concerning any change of registration.

With the permission of both instructors, students may make the following schedule changes during the first few weeks of the semester (assuming the availability of the course to which the student desires to move):

Biology 101 to/from 110
Chemistry 105 or 111 to/from 101
French, German, and Spanish 101 to/from 102, 102 to/from 201, 201 to/from 202 or 210 (French or German), 202 or 210 (French or German) to/from 310
Mathematics 120 to/from 121, 121 to/from 141,126 to/from 141, 127 to/from 141

Adding a Course, Dropping a Course, and Section Changes

Students may add a course, drop a course or make a section change through the last day of late registration through the internet (*https://vip.sc.edu*). Courses dropped

through this period are not recorded on the permanent record and are not entered into the computation of hours attempted, grade point hours or any other totals.

Course Withdrawal after late registration

Course withdrawal is allowed after late registration until the last day to drop without penalty (the last day of the tenth week of the regular semester) through VIP, with a grade of W recorded on the permanent record, the semester hours will not enter into the computation of hours attempted, grade point average or any other totals. In summer sessions or other shortened terms the time allowed to withdraw from a course is 72 percent to the total number of class days.

Course Withdrawal after last day to drop without academic penalty

Students who wish to drop a course after the last day to drop without penalty do so through VIP. A grade of WF is recorded. A WF is treated as an F in the computing of a student's grade point average. Exceptions to the assignment of a grade of WF are possible for verifiable, documented reasons. If a student must either drop a course for medical reasons or other acceptable cause after the last day to withdraw without penalty, the grade of W may still be assigned. A Request of W Grade for Extenuating Circumstances form originates with the dean of the student's academic major and if approved, must have a grade assignment by the course instructors, prior to being returned to the records office. Students return the completed form to the records office no later than the last day of class for the semester (before final exams begin).

Withdrawal from the University

Students wishing to withdraw officially from the University may obtain the form entitled Request for Semester Withdrawal from the Records Office or withdraw on VIP. Students who stop attending the University without following the withdrawal procedure will receive an F for each course which may prejudice any future attempt to reenter the University.

Students withdrawing from the University prior to the last day to withdraw without penalty have the withdrawal date and the courses posted on their transcript with a grade of W.

Students withdrawing after the last day to withdraw without penalty, but not later than the last day of class, receive a grade of WF for each course in which they were enrolled. Students may petition to receive a grade of W rather than WF by carrying out the procedures outlined under the section entitled "Course Withdrawal: Following the Last Day to Withdraw Without Penalty." Students who stop attending classes and fail to carry out the procedures for dropping or withdrawing from their courses will have final grades calculated on both completed and missed work. This typically results in a grade of F.

Post-Semester Withdrawal (Retroactive). A student who ceases attending classes due to medical or other extenuating circumstances so serious that the student was neither able to attend classes nor initiate withdrawal procedures, may request to have each final grade changed to a W to indicate that there was satisfactory performance before being forced to stop attending classes. An appeal to change a final grade is to be initiated within one year after the final grade is assigned. Exceptions to the one year deadline are made through petition to the Executive Academic Affairs Committee. Withdrawal must be from all courses.

Requests for post-semester withdrawal are initiated in the Records Office, where the necessary procedures are explained and the student is supplied with the form entitled Request for Withdrawal After the Penalty Date for Medical Reason or Extenuating Circumstances. This form and supporting documentation concerning the extenuating circumstances are presented to the dean of the student's major, who will make a determination as to the nature of the circumstances and the dates during which the student was unable to participate in classes. The dean makes a recommendation as to whether the student should be permitted a post-semester withdrawal from the University based on the findings of an investigation of the facts. The recommendation of the dean will be sent to the registrar, who will then forward the recommendation to the faculty member(s) for assignment of a final grade of W or WF. The final grade will be based upon the student's academic standing at the time of the initiation of the extenuating circumstances. If the instructor is no longer at USC Upstate, and a forwarding address is available, the student shall, within the time specified on the extenuating circumstances form, transmit copies of all necessary materials to the former faculty member by certified return receipt mail. If the instructor fails to assign a W or WF within three months of the date of the request, or if no forwarding address is available, the dean of the appropriate college or school shall appoint a faculty member to consider the request and assign a W or WF.

The decision of the dean of the student's major concerning being allowed a post-semester withdrawal from the University or the assignment of a final grade by the faculty member(s) may be appealed as follows: (1) To appeal the decision of the dean of the student's major, the student requests that the Executive Academic Affairs Committee review the facts of the case. The decision of this committee will be final. (2) To appeal the assignment of a grade of WF, the student will follow the procedure described in the catalog section entitled "Academic Grievances."

Class Attendance

The resources of the University are provided for the intellectual growth and development of the students who attend. The schedule of courses is provided to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

All instructors will, at the beginning of each semester, make a clear written statement to all their classes regarding their policies concerning attendance. Instructors are also responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each instructor. All

matters related to the student's absence, including the possible make-up of work missed, are to be arranged between the student and the instructor. Students should understand that they are responsible for all course content covered during their absences and for the academic consequences of their absences.

Examinations

Final Examinations

Final examinations are scheduled at the end of each semester and term. A calendar of examination times is published on the USC Upstate Web site. All final examinations must be administered during the time period designated in the calendar of examination times. Instructors may allow students to switch from one examination section to another when that instructor teaches multiple sections of the same course. Exceptions from this policy should be addressed to the Senior Vice Chancellor for academic affairs.

Laboratory examinations are normally scheduled during the last meeting of the lab.

A student who is absent from a final examination will receive a grade of F in the course if an excuse acceptable to the instructor is not offered. When the instructor excuses an absence from the examination, a grade of I (incomplete) is awarded until the examination is made up. Please see the section on incompletes on page 56. A student who is excused must take the examination at the convenience of the instructor. In any case, the examination must be made up within one year.

Reexamination or the assignment of additional work for the purpose of removing an F or for raising a grade is not permitted.

Tests

Faculty are restricted in the scheduling of tests only during the final week of classes of a regular semester. Restrictions are as follows:

Class Meetings Per Week	Testing Restrictions
1	No testing during the last class meeting
2	No testing during the last 2 class meetings
3	No testing during the last 2 class meetings
4 or more	No testing during the last 3 class meetings

These restrictions do not apply to laboratory examinations which may be administered during the last week of classes.

Academic Standing

All students enrolled at USC Upstate are subject to the same continuation standards. Administration of these regulations is the responsibility of the Senior Vice Chancellor for Academic Affairs and is coordinated by the Registrar's Office. Students seeking relief from these regulations must go through the appeal process (see Academic Suspension Appeal Process).

The following standards regarding scholastic eligibility are applicable to all undergraduate students.

Continuation Standards

Academic probation. The academic record of every student is reviewed at the end of the fall semester, the end of the spring semester, and at the end of the final summer session. Students who do not meet the following cumulative GPA standards will be placed on academic probation:

24 to 44 grade hours—a minimum cumulative GPA of 1.50 is required

45 to 59 grade hours—a minimum cumulative GPA of 1.75 is required

60 or more grade hours—a minimum cumulative GPA of 2.00 is required

A student who has been placed on academic probation must achieve a minimum GPA standard on courses attempted after being placed on probation. The GPA standard required of students who have been placed on academic probation is as follows:

0-11 grade hours—no minimum GPA required

12 or more grade hours—a minimum GPA of 2.00 is required

Academic probation may be removed in the following way:

1. Attempt 12 or more grade hours while on probation, and
2. Attain a minimum cumulative GPA that meets the above GPA standards.

Students who leave the University without completing a term of probation, and are absent for three (3) or more years, will begin a new term of probation upon readmission.

Academic suspension. A student who has been placed on academic probation but does not achieve the required minimum GPA standard will be placed on academic suspension. There are three levels of academic suspension.

Level	Length of suspension	How suspension may be removed
First	2 major semesters	1. Attend summer school at USC Upstate, enroll in at least nine grade hours, and achieve a minimum grade of C on all courses attempted, or 2. Successful appeal through the suspension appeal process, or 3. Serve the suspension
Second	4 major semesters	1. Successful appeal through the suspension appeal process, or 2. Serve the suspension.
Third	Indefinite	

A student who is serving a second suspension may attend summer school at USC Upstate. Grades earned in summer school may provide evidence of fitness for removal of the second suspension through the appeal process.

A student who has a third (indefinite) suspension may not enroll in classes at USC Upstate.

Suspended students will not be admitted or allowed to continue any program of the university for credit or GPA purposes. Grades based on credits earned at other institutions while under suspension will not be used to

remove the suspension. See suspension appeal process.

Academic Suspension Appeal Process

Students wishing to appeal academic suspension should obtain an appeal form from the University's Web site. Completed forms must be submitted to the Records Office to be considered prior to the start of the term.

1. The Student Services Committee of the faculty may grant students relief from academic suspension only in extraordinary circumstances.
2. Decisions of the Admissions and Petitions Committee may be appealed to the Senior Vice Chancellor for Academic Affairs.

Returning to the University. A student who reenters the University after having been suspended will begin a new term of probation. The conditions of that academic probation are those listed above. Students who have been granted relief through the suspension appeal process may have additional conditions imposed on them. Students will be notified of any additional conditions by letter.

When a student is granted relief from academic suspension through the appeal process, the suspension is not removed from the permanent record, but continues to appear on the record and to count as one of the three academic suspensions a student is allowed.

Academic Grievances

The University of South Carolina Upstate is committed to the judicious, fair and impartial resolution of conflicts which arise between an instructor and a student and of petitions from students who seek relief from university regulations related to their academic work. The process is designed to provide an objective review of student complaints regarding academic grievances, including acceptance into a program (for example, nursing or education), transfer credit, grades and other academic policies. Copies of the Academic Grievance Policy and the appeal form are available in the Records Office. Instructors are not bound by the grade appeal recommendations. Students wishing to appeal academic suspension should follow the procedure under "Academic Suspension Appeals Process."

Transfer Credit

Students wishing to transfer to USC Upstate should refer to the admissions section on page 17 of this catalog. All official transcripts must be sent directly to USC Upstate from each institution the student has attended, including summers, transient or concurrent enrollment, whether or not the credit is earned or applies to the degree sought. All work will be used in the calculation of the collegiate GPA.

Transient Credit

Degree-seeking students at USC Upstate are expected to follow the progression of courses described in their program of study, which builds academic skills through course sequencing. Students enrolled as degree-seeking candidates will receive a degree from USC Upstate and thus are expected to complete course work at USC Upstate. Continuing students are permitted to take courses at other institutions; however, not all courses offered at other colleges and universities are transferable and some may not count toward a student's degree program. Students seeking transfer credit must complete the following prior to enrollment:

- Obtain a Transient Credit from a division office, dean's office or the Records Office;
- Obtain approval signatures from the student's advisor and dean on the Transient Credit Form; and
- Submit the completed Transient Credit Form to the Records Office.
- To obtain transient credit for a course completed at another institution, students must:
- Earn a minimum course grade of C for courses completed at all non-USC system schools; and
- Request an official transcript from the transient institution be sent to the USC Upstate Records Office.
- As noted in the residency policy, the last twenty-five percent of the semester hours of the degree program must be completed in residence at USC Upstate. All grades earned in courses taken at other colleges or universities will count in the student's combined GPA.

Credit by Examination, Military Credit, and Credit for Non-collegiate Programs

Students with a strong background in a variety of basic subjects may be able to exempt courses and receive credit hours for courses based on their scores on Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT PEP), Defense Activity for Nontraditional Educational Support (DANTES), or by successfully passing a course challenge examination prepared at USC Upstate. Students may also seek credit for military schooling or training offered by certain non-collegiate organizations. Normally, a maximum of 30 semester hours earned in any combination of correspondence courses, AP, IB, CLEP, ACT PEP, DANTES, USC Upstate institutional credit by examination, military and other service schools, educational programs of non-collegiate organizations, off-campus extension classes, or while classified as a special student are accepted as partial fulfillment of the requirements for the baccalaureate. Exceptions to this 30-hour rule may be made at the discretion of the dean of the appropriate college or school. Students planning to pursue work at other institutions or planning to take correspondence courses or off-campus extension classes must complete this work before attaining senior classification (see academic residency requirements.)

AP, IB, CLEP, ACT PEP, DANTES, and USC Upstate institutional credit by examination do not enter into calculation of students' GPA.

USC Upstate accepts many, but not all, AP, IB, CLEP and ACT PEP, and DANTES subjects. Transfer students with AP, IB, CLEP , ACT PEP, or DANTES credits in subjects not listed below must submit those credits to the dean of the appropriate school for review. Students are not allowed to earn CLEP, ACT PEP, DANTES and/or USC Upstate institutional credit by examination for courses in which they have been previously enrolled either regularly or as an auditor.

Advanced Placement (AP)

All Advanced Placement courses and tests are administered by high schools and should be completed successfully before entering USC Upstate. An entering student who has passed 30 hours of AP credit may be granted sophomore standing upon enrollment.

In order to receive credit for courses, students must have an original AP score report sent directly to the USC Upstate Records Office.

The Advanced Placement courses accepted by USC Upstate are:

Government & Politics: United States: Three credits for Government and International Studies 101 with a minimum score of 3.

Art History: Three credits for Art History 101 with a minimum score of 3.

Studio Art: Drawing: Three credits for Art Studio 110 with a minimum score of 3.

Studio Art: 2-D Design: Three credits for Art Studio 103 with a minimum score of 3.

Studio Art: 3-D Design: Three credits for Art 104 with a minimum score of 3.

Biology: Eight credits for Biology 101 and 102, including laboratory credit, with a minimum score of 3.

Calculus AB: Four credits for Mathematics 141 with a score of at least 3.

Calculus BC: Eight credits for Mathematics 141 and 142 with a score of at least 3.

Chemistry: Four credits for Chemistry 111 with a score of 3; eight credits for Chemistry 111 and 112 with a score of 4 or 5.

Chinese Language & Culture or *Japanese Language & Culture:* Four hours of university credit with a score of 3. Eight hours of university credit with a score of 4 or 5.

Government & Politics: Comparative: Three credits for Government and International Studies 320 with a minimum score of 3.

Computer Science A: Three credits in SCSC 200 with a minimum score of 3.

English Language and Composition and *English Literature and Composition:* See chart at end of listing.

Environmental Science: Three credits for SBIO 270, Environmental Science, with a score of 3 or better.

European History: Three credits selected for History 111 with a score of 3.

French, German, Italian and *Spanish:* Six credits for 101 and 102 level courses with a score of 3 or 4. Nine credits for 101, 102 and 201 with a score of 5.

Human Geography: Three hours of SGEG 103 with a minimum score of 3.

Latin-Vergil: Four hours of university credit with a minimum score of 3. Seven hours of university credit with a score of 4 or 5.

Macroeconomics: Three credits for Economics 221 with a minimum score of 3.

Microeconomics: Three credits for Economics 222 with a minimum score of 3.

Music Theory: Three hours of university credit with a minimum score of 3.

Physics B: Four credits for Physics 201 with a score of 3; eight credits for Physics 201 and 202 with a score of 4 or 5.

Physics C: Mechanical: Four credits for Physics 211 with a minimum score of 3.

Physics C: Electricity and Magnetism: Four credits for Physics 212 with a minimum score of 3.

Psychology: Three credits for Psychology 101 with a minimum score of 3.

Spanish Literature: Six credits for Spanish 101 and 102 with a score of 3. Twelve credits for Spanish 102, 201, 202, and 301 with a score of 4 or 5.

Statistics: Three credits for Economics 291, Mathematics 102 or Sociology 201 with a minimum score of 3.

United States History: Three credits for History 105 with a score of 3 or 4; six credits (three for History 105 and three for History 106) with a score of 5.

World History: Three credits for History 102 with a score of 3 or 4; six credits (three for History 101 and three for History 102 with a score of 5).

AP Exam	Score 3 Credit	Score 4 Credit	Score 5 Credit
English Language and Composition	English 101 (3)	English 101 (3)	English 101 & 102 (6)
English Literature and Composition	English 101 (3)	English 101 (3)	English 101 & 102 (6)
Both Language and Composition and Literature and Composition	English 101 & 102 (6)	English 101 & 102 (6)	English 101 & 102 (6)

International Baccalaureate (IB)

The University of South Carolina Upstate recognizes the academic rigor of the International Baccalaureate (IB) Diploma Program. Students may be awarded college credit for completion of higher-level IB examinations, as determined by the appropriate academic schools or divisions. All International Baccalaureate (IB) courses and examinations are administered by high schools and should be completed successfully before entering USC Upstate.

In order to receive credit for higher-level IB examination scores, students must ask that official IB examination results be sent directly to the USC Upstate Records Office. Minimum scores for awarding credit for IB examinations are determined by academic units responsible for course content.

College Level Examination Program (CLEP)

Credit for subjects in which students are knowledgeable, but have no class standing, can be gained through successful completion of the CLEP tests.

Credit earned in CLEP may be applied to any program where the course normally would be accepted as earned

credit. CLEP credit is not granted for courses that have been failed previously, nor does CLEP credit raise a grade earned previously in any course. Repeat examinations are not allowed. USC Upstate does not give credit for the CLEP general examination.

The CLEP examinations accepted by USC Upstate are:

American Government: Three credits for Government and International Studies 101 with a satisfactory essay and minimum score of 50 on the objective section.

American Literature: Three credits for English 279 or 280 with satisfactory completion of the essay section and a minimum score of 46 on the objective section.

Analyzing and Interpreting Literature: Three credits for English 102 with a satisfactory essay and a minimum score of 49. Credit is given after completion of English 101 with a C or higher. If CLEP examinations for both Composition and Literature are successfully completed, six hours of credit for English 101 and 102 are awarded upon passing any 300 or higher level English with a grade of C or better.

Biology: Eight credits for Biology 101 and 102, including laboratory credit with a minimum score of 50.

Introductory Business Law: Three credits for Business Administration 347 with a minimum score of 51.

Calculus: Four credits for Mathematics 141 with a minimum score of 47.

Chemistry: Four credits for Chemistry 111 with a minimum score of 50.

College Algebra: Three credits for Mathematics 126 with a minimum score of 45.

Financial Accounting: Three credits for Business Administration 225 with a minimum score of 47; 6 credits for Business Administration 225 and 226 with a minimum score of 55.

Freshman College Composition: Three credits for English 101 with a satisfactory essay and a minimum score of 48 on the objective section. Credit is awarded after completion of English 102 with a grade of C of better.

Principles of Management: Three credits for Business Administration 371 with a minimum score of 47.

Principles of Marketing: Three credits for Business Administration 350 with a minimum score of 50.

Introductory Sociology: Three credits for Sociology 101 with a minimum score of 50.

Principles of Macroeconomics: Three credits for Economics 221 with successful completion of the essay section and a minimum score of 48 on the objective section.

Principles of Microeconomics: Three credits for Economics 222 with successful completion of the essay section and a minimum score of 47 on the objective section.

Introductory Psychology: Three credits for Psychology 101 with a minimum score of 50.

Excelsior College Examinations and UExcel Credit-by-Exam Programs

Credit for subjects in which students are knowledgeable, but have no college credit, can be gained through successful completion of the Excelsior College's exclusive series of examinations. USC Upstate students may earn up to 30 semester hours via ECE and UExcel exams.

Students wishing to take these tests should contact their chair or dean to find determine if the test is acceptable.

Defense Activity for Nontraditional Education Support (DANTES)

Credit for subjects in which students are knowledgeable, but have no class standing, can be gained through successful completion of the DANTES tests. The DANTES Program is a testing service conducted by Thompson Prometric for DANTES, an agency of the Department of Defense.

Credit earned in DANTES may be applied to any program where the course normally would be accepted as earned credit. DANTES credit is not granted for courses that have been failed previously, nor does DANTES credit raise a grade earned previously in any course. Repeat examinations are not allowed. Students wishing to take DANTES tests should contact counseling services for the necessary applications and notify their faculty advisor of their intention to take the test.

The DANTES examination accepted by USC Upstate is: *Lifespan Developmental Psychology*: Three credits for Psychology 302 with a minimum scaled score of 46.

Institutional Credit by Examination

Students enrolled in the University may obtain credit by examination for courses in which they have had no class attendance or semester standing. However, permission must be obtained from the dean of the college or school involved. A grade of not less than B on the examination is necessary to receive credit for the course. Examinations are not permitted in courses in which students previously have enrolled either regularly or as an auditor. Before the examination, applicants must pay the Cashier's Office a fee of $25 per semester hour. This fee is non-refundable. The Cashier's Office issues a receipt which must be shown to the dean of the college or school conducting the examination. The dean immediately reports the results of the examination to the Records Office. Credits earned under this regulation are recorded only as hours earned.

Military Service School Credit

Following enrollment, a student may obtain credit for experiences in the armed services. In order to receive credit the student must have an American Counsel in Education Registry Transcript. Students who feel they qualify should contact the Records Office, Veteran's Affairs Coordinator.

Following a review by the Records Office using *A Guide to the Evaluation of Educational Experiences in the Armed Services,* a recommendation for credit is made to the dean of the student's major area. The final decision as to the credit awarded is made by the dean of the school in which the student is enrolled.

Credit for Non-collegiate Programs

USC Upstate will consider credit awarded for non-collegiate educational programs as recommended by the American Council on Education. Documentation is required. Final determination is made by the dean of the college or school in which the student is enrolled.

Grading System

Grade Symbols

The grading system outlined below is in effect for all students at the University. Under this system, undergraduate course credit is granted only for earned grades of A, B+, B, C+, C, D+, D or S. Any of the following symbols (except NR) become a permanent part of students' academic records when assigned.

A, B, C, D and F carry the traditional academic connotations of excellent, good, average, poor and failing performance, respectively.

S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried on a pass-fail basis, as indicated in the course description, or in courses for which the pass-fail option is elected under the conditions detailed in the section entitled Pass-Fail Option. The grades of S and U do not enter into the calculation of the GPA nor are they used in evaluation for probation or suspension.

W is assigned for withdrawals after late registration through the last day to withdraw without penalty. W may be assigned, in exceptional cases, to indicate satisfactory performance in courses from which students withdraw after the last day to withdraw without penalty. The grade is used primarily in cases of withdrawal from the University or course withdrawal for medical reasons or other extenuating circumstances. See the catalog section on "Changes of Registration" for an explanation of the procedures necessary for the assignment of this grade. A grade of W is not used in the evaluation of probation or suspension conditions or GPA computation.

WF is assigned for withdrawal from a course after the last day to withdraw without penalty and is treated as F in the computation of GPA and in the evaluation of probation and suspension conditions.

"I," incomplete, is assigned at the discretion of the instructor when, in the faculty member's judgment, a student is faced with a significant disruption in his or her ability to complete some portion of the assigned work in a course. The grade of "I" cannot be used to give students additional time to complete course assignments unless there is strong, clear evidence that stated conditions or events prevented the student from submitting course assignments when they were due. The faculty member must transmit the prescribed on-line "Incomplete Justification Form" as part of grade submission. The student can access this information on VIP. By arrangement with the instructor and according to the conditions on the required form entered by the instructor, the student may have from one week up to 12 months from the date the "I" was given—in no case can this be longer than 12 months—to complete and submit the work. It is the responsibility of the student to ensure all arrangements for removal of the "Incomplete" have been made and that all work to rectify the "Incomplete" has been accomplished. If the instructor of record is no longer at USC Upstate, the student should, within the time specified on the incomplete grade form, transmit copies of all necessary materials to that instructor by certified return receipt mail. If the instructor fails to assign a grade within three months of the date of the request, if no forwarding address is available, the dean of the appropriate school or chair of the appropriate department/division shall appoint a faculty member to consider the request and assign a grade. When all required work has been completed and received, the instructor may initiate the appropriate "Make-up Grade for Incomplete" form and file it with the Records Office. If the student does not complete the necessary work by the agreed upon and stated deadline, the faculty member can submit a permanent grade change at that time. Automatically at the one year limit, the "I" will convert to an "F" or to a back-up grade if so designated by the instructor. The changing of an "I" to a letter grade requires notification and processing at various administrative levels. It may take several weeks before the letter grade and credits earned appear on the students's transcript, and in some cases, may delay approval for graduation. The grade of "I" does not affect the computation of GPA until a permanent grade is assigned. Students who receive an "I" must not register for the same course nor can they later withdraw from the course.

AUD indicates the student was enrolled in a course on an audit basis.

NR, no record, is assigned by an instructor to indicate a registration or attendance problem. It is a temporary mark on the transcript and must be replaced by a grade. An NR is changed to a grade of F after one semester if no other grade can be obtained from the instructor by the appropriate dean.

Grade Point Average

The grade point average is computed on the basis of all semester hours attempted for credit within the University of South Carolina, except for hours carried on a pass-fail basis. The GPA is not affected by courses taken on a non-credit or audit basis.

The grade points earned in courses carried with a passing grade are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of A is earned, the factor is 4; for B+, 3.5; for B, 3; for C+, 2.5; for C, 2; for D+, 1.5 and for D, 1. The grade point average is determined by dividing the sum total of all grade points by the total number of hours attempted for credit (excepting hours carried on a pass-fail basis). No grade points are assigned to the symbols F, S, U, WF, W, I, AUD or NR.

Grade Reports

At the end of each semester, students may access final grades through VIP on the USC Upstate Web page.

Course Grade Forgiveness

It is the policy of the University of South Carolina that every currently enrolled, fully-admitted, degree-seeking undergraduate earning a D+, D, F or WF in a USC course may take up to two (2) undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

Eligible students wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during their undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student's undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must both be taken at the same USC campus. Courses transferred from other institutions are excluded from this policy.

This policy does not preclude students from repeating classes multiple times, in accordance with program requirements, but only the second attempt at the class may forgive the original grade of D+, D, F, or WF.

Only a regular letter grade can replace a forgiven grade. Grades of W, I, S, U, or AUDIT may not replace previous grades. Grades carrying an honor code violation sanction of X are not eligible for grade forgiveness.

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

Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean's or president's honor list), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted Academic Forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer the bulletin entry for Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA.

Transcripts

A transcript of students' records carries the following information: current status, a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, and system of grading. A permanent record of all failures, incomplete grades and penalties such as probation, suspension or other restrictions are also indicated. The transcript also contains references to other colleges or universities attended and the total credits accepted by USC Upstate.

No partial record is issued.

All requests for transcripts must be written. Students needing a copy of their transcript or a certified copy of the end-of-semester grade report must complete a transcript request form at the Records Office. All official transcripts are processed through USC Columbia. Transcript costs are $8.00 for each copy. No transcript is issued to students who are indebted to the University.

With the exception of copies made for internal university use, no copy of a student's records is released anywhere (including the state department of education) without the student's written consent, unless required by law or court order.

Academic Forgiveness

A former University of South Carolina undergraduate student who meets all of the following conditions may apply for academic forgiveness:
1. The student must have a cumulative GPA of less than 2.0 on all University of South Carolina course work.
2. The student was not enrolled at any University of South Carolina campus for at least 48 months.
3. The student must be readmitted to a degree program at the University of South Carolina and must complete at least 24 hours of approved graded course work prior to applying for academic forgiveness.
4. After readmission to the University, the student must earn a cumulative GPA of at least 2.0 and meet the progression requirements of his or her degree program.
5. The student has not previously been granted academic forgiveness.

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the school in which the student is enrolled. After verification of the student's eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

Once academic forgiveness has been granted, the following apply to the student's academic record:
1. All curriculum requirements will be in accordance with those in force at the time of or subsequent to the student's readmission.
2. The student may not receive academic honors upon graduation.
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the University.
4. Courses in which the student received a passing grade prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school, be used for academic credit, but are not used in the calculation of the grade point average.
5. The following statement shall appear on the academic record of any student granted

academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. No courses taken prior to (date of readmission) are used in the calculation of the GPA, but those in which the student received a passing grade may be used to meet degree requirements."

6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina.

7. A cumulative GPA of 2.0 is required on all work following academic forgiveness for purposes of graduation.

Classification of Students

Classification of students is based on the total number of semester hours earned. A student with less than 30 hours is considered a freshman. A student must have earned 30 semester hours to be classified as a sophomore, 60 for classification as a junior, and 90 for classification as a senior. Students are classified at the beginning of each semester.

Academic Honors

Honor Lists

Each semester, academic achievement is recognized by entering students' names on the chancellor's honor list and the dean's honor list. The chancellor's honor list requires a GPA of 4.0 earned on a minimum of 12 credited semester hours. The dean's honor list requires a grade point average of 3.5 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

No course carried on a pass-fail basis is counted toward the 12 hours required for either the chancellor's or dean's honor lists.

Graduation with Honors

Graduation with honors will be based on a cumulative GPA calculated on the basis of all work for college credit, including any attempted at other institutions at any time. This calculation includes all courses attempted, not just those submitted in fulfillment of graduation requirements.

In addition to their overall record, students with overall honors must show a GPA at USC which meets the level specified for the honors being sought.

The following designations indicate a consistently high level of academic achievement through the student's entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours applicable to the degree in residence at the University. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa cum Laude: A cumulative GPA of 3.95-4.00
Magna cum Laude: A cumulative GPA of 3.75-3.94
Cum Laude: A cumulative GPA of 3.50-3.74

For purposes of the graduation ceremony and program, academic honors are calculated on the student's previous semester.

Honor Societies

Students whose records demonstrate superior academic achievement may be invited to join several honor societies chartered on the USC Upstate campus. These organizations exist not only to recognize outstanding students but also to promote academic achievement in all areas of the University.

Alpha Kappa Delta, the International Sociology Honor Society, was founded in 1920. The Mu Chapter at USC Upstate was chartered in 2009. AKD recognizes students with outstanding academic achievements in sociology. Because the mission statement of AKD is "To investigate humanity for the purpose of service," students also engage in a number of service activities throughout the year. To be a member, students must be a sociology major or minor, have junior standing (completed at least 60 hours), have a grade point average of 3.0 or higher – both overall and in sociology, and must have completed at least four sociology courses at USC Upstate.

In 2005, the University of South Carolina Upstate was granted a chapter of **Alpha Sigma Lambda** National Honor Society, the oldest and largest honor society devoted to the recognition of non-traditional students pursuing higher education. Alpha Sigma Lambda National Honor Society was established in 1945 to honor superior scholarship of nontraditional students.

Alpha Mu Gamma, the national collegiate foreign language honor society, was founded in 1931 with the primary purpose of honoring students for outstanding achievement in foreign language study during college. Activities of the society are: biennial national conventions, regional conferences, chapter meetings and special chapter activities like sponsorship of National Foreign Language Week.

A chapter of **Gamma Beta Phi** national honor society was chartered at USC Upstate in 1978. Membership is open to students who rank in the top 15 percent of their class and who have completed 15 or more semester hours in residence at USC Upstate.

A chapter of **Kappa Delta Pi**, a national education honorary fraternity, was established at USC Upstate in the spring of 1978. It is open to juniors and seniors who have outstanding academic records and a strong commitment to the profession of education.

The **Mu Rho Chapter of Sigma Theta Tau**, the International Honor Society for Nursing, was chartered in March 1992. Membership is open to BSN students in the top 35 percent of the senior class with a minimum GPA of 3.0. This academic society strives to promote excellence and the advancement of nursing knowledge, research and leadership.

Omicron Delta Kappa is a leadership and scholarship honor society affiliated with Omicron Delta Kappa national fraternity. Membership is open to juniors and seniors who rank in the upper 20 percent of their class and who meet chapter criteria for leadership and service to the campus.

Phi Kappa Phi, dedicated to the recognition and promotion of academic excellence in all fields of higher education, is the nation's oldest and largest all-discipline honor society. Membership by in Phi Kappa Phi is by invitation only. Those invited to membership include the top 7.5 percent of last-term juniors and the top 10 percent of seniors, along with outstanding graduate students, faculty, professional staff, and alumni.

Pi Sigma Alpha is the national political science honor society. The Nu Kappa chapter was chartered at USC Upstate in 1982. Membership is open to students who attain a B average, both overall and in political science courses. Applicants must have completed 10 semester hours in political science and be ranked in the upper third of their college class.

Psi Chi, the National Honor Society in Psychology, was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The chapter at USC Upstate was chartered in 1993. To be eligible for membership, students must be psychology majors (or IDS bi-disciplinary psychology majors) who have completed at least three semesters of college work including nine hours of psychology. Eligible students must rank in the top 35 percent of their class and have a minimum GPA of 3.0 in psychology courses.

Graduation

Requirements and Procedures

Applicants for graduation are urged to confer with the appropriate chair or dean about their major program and degree requirements before the beginning of their last semester of residence at USC Upstate.

Academic Residency Requirements. The last twenty-five per cent of the semester hours of the degree program must be completed in residence at the University. In residence means that students are regularly enrolled in the University, are members of a class which is supervised by a faculty member of USC Upstate, and in other ways conform to the requirements that are normally connoted by the term in residence. In residence requirements may not be met by courses for which credit is earned by exemption or examination, or courses for which transfer credit was awarded. Students who have not established credit for the prescribed number of hours in residency are not eligible for graduation.

Residency Requirements in the Major. To receive a degree, students must complete at least 12 semester hours of major course credit at USC Upstate or at other campuses in the USC system.

Degree Applications. Candidates for degrees must file formal applications prior to the last academic term before graduation with the Records Office. Applications must be filed according to the deadlines published . In order to graduate for the term applied for, all academic work, including transfer credit, exemption exams and make up of incompletes, must be received in the Records Office prior to the end of the semester. Students who have ap-

plied for graduation but did not meet degree requirements must re-apply for a subsequent term.

Semester Graduating	Applications due in Deans/Division Offices	Applications due in Records Office	Ceremony
May (walk in May)	December 1	January 20	May
All course work completed by the end of the spring semester.			
August (walk in May)	February 15	March 1	May
All course work completed by the end of summer II semester.			
December (walk in December)	April 15	May 1	December
All course work completed by the end of fall semester.			

Graduation Requirements. Students submit to their dean a list of courses meeting all regulations and requirements of their school and major department which they claim for graduation and for which their overall GPA and their GPA on USC system course work is at least 2.0. This list, after verification, forms the basis for the dean's approval or rejection of students' applications for graduation. (This list contains only the courses in which students have performed at or above the required level. The list need not contain all courses attempted or passed, but only those which students wish to submit in fulfillment of graduation requirements.) Students who have been granted academic forgiveness must have an overall GPA of at least 2.0 since returning to USC Upstate. A minimum grade of C is required for any course submitted for fulfillment of general or intensive major requirements in most degree programs. Exceptions to this requirement are noted in the description of each academic program. The USC system does not grant degrees retroactively. Therefore, all academic requirements, including the making up of incompletes or posting of transient credit, must be on the academic record prior to the end of the term in which the student is attempting to graduate.

Second Undergraduate Degree

At times the University confers a second undergraduate degree upon candidates who have completed all requirements for the desired degree. A second degree is awarded provided that the additional requirements for the second degree include a minimum of 18 semester hours beyond those required for the first degree. Students may pursue both degrees simultaneously. A separate application is required for each USC Upstate degree.

Student Responsibility

The USC *Upstate Student Handbook* contains additional rules and regulations as well as the Code of Academic Responsibility. Students are responsible for obtaining a copy of the handbook from the Student Affairs Office upon registration.

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to

their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

(a) To school officials with legitimate educational interests;
  •A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
  •A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
(b) To officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of his/her record;
(c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

(d) In connection with a student's application for, and receipt of, financial aid;
(e) To comply with a judicial order or lawfully issued subpoena;
(f) To parents of dependent students as defined by the Internal Revenue Code, Section 152;
(g) To appropriate parties in a health or safety emergency; or
(h) To the alleged victim of any crime or violence of the results of any disciplinary proceedings conducted by the University.
(i) The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
(j) To students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion.

The University of South Carolina has designated the following items as **directory information**: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, majors and areas of concentration, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Directory information will be withheld from student directories and telephone books only if notification is received prior to the publication of these documents. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605.

Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the Registrar at 864-503-5220.

Academic Programs

Curricula

The curricula established for all bachelor's degrees include, usually, a set of courses that fulfill the general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate or minor, and several elective courses.

General Education

A competency based general education program offers students a common academic experience and stimulates an appetite for life-long education while serving the over-reaching purposes of general education—to collect and evaluate information, integrate and draw conclusions from this information, and communicate this new knowledge to others—providing students with the skills and abilities necessary to becoming responsible citizens. A competency based system is predicated on outcome-based education and the concept of focusing and organizing learning around what is essential for all students to be able to do successfully at the end of their learning experiences.

A set of general education requirements is included in each baccalaureate program. The purpose of such requirements is to provide a broadly based education foundation upon which an area of specialization may be developed. For this reason, students are encouraged to select various courses outside their major area of study.

To help ensure common educational competencies and skills in all students, the faculty has adopted: A) a set of general education competencies—the fundamental skills students will possess upon graduation from the University, and B) a general education course distribution—the courses a student must take to gain these competencies—that apply across all curricula of the University. However, the options provided in the general education course distribution have been limited and structured to meet the needs of each major. **Students are, therefore, advised to follow the specific requirements listed in the catalog under the individual majors.**

A. General Education Competencies

Competency 1: The USC Upstate graduate should demonstrate an ability to communicate in English, both orally and in writing.
1.1 Students are able to create and deliver coherent, grammatically correct oral presentations.
1.2 Students are able to create coherent, grammatically correct written responses to prompts and questions.

Competency 2: The USC Upstate graduate should demonstrate an understanding of and an ability to apply scientific investigation and quantitative and logical reasoning.
2.1 Students demonstrate an ability to apply scientific reasoning by drawing appropriate conclusions from scientific data.
2.2 Students demonstrate an ability to apply quantitative and logical reasoning by producing solutions to or analyses of appropriate problems.

Competency 3: The USC Upstate graduate should be able to integrate and critically evaluate information.

3.1 Students are able to evaluate strengths and weaknesses of varying points of view.
3.2 Students demonstrate the ability to distinguish between pertinent and irrelevant information.

Competency 4: The USC Upstate graduate should understand and demonstrate an awareness of distinctive features of language and cultures.
4.1 Students demonstrate knowledge of linguistic and cultural diversity and contributions of such diversity to society.

Competency 5: The USC Upstate graduate should demonstrate responsible and appropriate use of information technologies.
5.1 Students are able to gather and correctly process information through appropriate use of technological tools.
5.2 Students demonstrate the ability to use information technologies to communicate information to others.

B. General Education Course Distribution*

The general education requirements listed below are incorporated into all majors at USC Upstate. This distribution represents a minimum level of introduction to various subdivisions in the liberal arts, providing a common educational experience for all USC Upstate graduates. A course may be used to satisfy only one general education requirement.

I. **Communication Courses**
   English 6
   Speech 3

II. **Mathematics & Logic Courses**
   One mathematics course, ...3
   One course from math, logic or statistics 3

III. **Information Technology Course**
   One information technology course.....................3

IV. **Natural Sciences Courses**
   Two courses including one laboratory course
   Selected from the following: astronomy, biology, chemistry, geography, geology, physics........... 7-8

V. **Arts & Humanities Courses**
   One fine arts course: art history, music, theatre or African American studies.....................................3
   One course from the following:** 3
   Literature, African American studies, American studies, linguistics, film, philosophy, religion, theatre.
   **No more than three credit hours from a specific discipline will be accepted for the general education requirement under the Arts and Humanities distribution.

VI. **Foreign Language/Culture**
   The minimum acceptable level of competency is completion of the 102 level of a language. Students who place into the 201 or higher level of a language satisfy the language requirement but will have additional hours in electives, if hours are required by their degree program...3

VII. **History Course**
   History 3

VIII. Social and Behavioral Sciences Courses

Courses from two of the following, with two disciplines represented: 6

African American studies, Anthropology, Economics, Government & International studies, Geography, Psychology, Sociology, Women's studies

Total General Education Requirements
....43-46 Credit Hours

For specific courses that meet the major's distribution requirement, consult the degree worksheets.

Assessment Participation

The University of South Carolina Upstate is committed to offering programs and activities that encourage students to develop both academically and socially. In order to evaluate and continuously improve the effectiveness of our efforts, faculty, administrators, and staff conduct ongoing assessments. Also, many of the University's assessment activities are mandated by external agencies. Consequently, student, faculty, and staff participation in assessment activities is a University priority and responsibility.

Therefore, all students wishing to receive a degree from the University of South Carolina Upstate are required to participate in assessments of general education competencies, their major and/or area of concentration, and other programs and activities sponsored by the University. If a student fails to participate in a required assessment activity, a hold may be placed on the student's records. The results of any University assessment activity will be reported in aggregate and may not be used for the evaluation of a student's progress in a course or progress toward a degree.

For more information contact the Office of Institutional Effectiveness.

Foreign Language Placement Policy

I. Admission to the 102 level is reserved exclusively for those who have successfully completed the 101 course or been placed into 102 by the foreign language placement exam.

II. The following table summarizes credit awarded under the Advanced Placement (AP) Program. If a student has taken AP exams but has not yet received his/her results, he/she should register for courses based on assuming AP credit.

Language	Score	Credit Awarded for USC Upstate Course(s)	Credit Hours
French Lang	3,4	SFRN 101, 102	6
French Lang	5	SFRN 101, 102, 201	9
German Lang	3,4	SGRM 101, 102	6
German Lang	5	SGRM 101, 102, 201	9
Spanish Lang	3,4	SSPN 101, 102	6
Spanish Lang	5	SSPN 101, 102, 201	9
Spanish Lit	3	SSPN 101, 102	6
Spanish Lit	4,5	SSPN 102, 201, 202, 301	12

IV. Students who are multilingual, who have learned English as a foreign language, or who through family and/or cultural background have strong skills in a foreign language should see the chair of Languages, Literature, and Composition or the coordinator of foreign languages to determine if they will be exempt without credit from the foreign language requirement of their majors. An exemption form will be placed in each student's file and copy sent to records. Such students will, at the discretion of the chair or coordinator of foreign languages, be allowed to take upper division courses in their native language and receive credit.

V. While colleges and universities are not obligated to waive foreign language requirements for students with learning disabilities (according to Section 504 of the Rehabilitation Act of 1973), USC Upstate has made the following provision: students who are certified by the USC Upstate Office of Disability Services has having learning disabilities that may interfere with learning a foreign language, may fulfill their general education requirement in foreign languages by taking a course in English on the history, culture, civilization or literature of a non-English speaking country or countries.

Major Requirements

Each baccalaureate program includes courses to enable students to specialize in a particular area of interest. A minimum grade of C is required for any course submitted for fulfillment of a major requirement. Exceptions to this requirement are noted in the description of each academic program.

Senior Seminar

All baccalaureate programs will include a senior seminar course that will serve as a capstone experience for the program. This experience will allow students to integrate knowledge from their discipline and their General Education Program. Senior seminars must also critically evaluate related ethical issues and have students articulate relevant topics in written and oral presentations. Senior seminars must provide an opportunity for the assessment of program and general education goals. These courses are the culminating experience of students in a particular program and may follow a variety of formats such as student teaching or specific courses.

Cognates and Minors

Students seeking degrees in the College of Arts and Sciences are required to complete either a cognate or a minor. Neither a cognate nor a minor is required for professional degrees, (i.e., nursing, education, and business). Both cognates and minors are concentrated study in an area that complements work in the major. Courses may not be counted toward both a cognate and a minor; however, students may apply up to 6 hours of minor credit toward general education requirements. See each degree program for cognate or minor regulations specific to a degree program.

Students not pursuing a Business degree may earn a maximum of 29 semester hours in Business courses, excluding SECO 221, 222, 291, and 292, providing they meet the course prerequisites and have earned 54 credit hours before enrolling in 300-level and above courses.

Cognate

Cognate course requirements are selected by a student and the major academic advisor to meet the unique

needs and interests of the individual student. The cognate consists of 12 semester hours of a coherent selection of courses, typically 300-level or higher, approved in advance by the student's major advisor and supporting the course work in the major. A cognate may be from one or more disciplines outside the major field.

To assist students in the selection of coherent multidisciplinary cognates, the College of Arts and Sciences has suggested some options. Other multidisciplinary cognates may be planned with the advisor.

Courses usually eligible for consideration as cognate credit include all courses numbered 300 and above, as well as the following:

> Art History and Art Studies 200 and above
> Computer Science 210
> Foreign language 202 and above
> Geography 200 and above
> Mathematics 241 and above
> Philosophy 200 and above
> Physics 201 and above

Possible Multidisciplinary Cognates

Appropriate internship, topics, or independent studies courses may be used in any multidisciplinary cognate.

African/African-American Studies: Courses primarily about Africa, African-Americans, or race relations in art, history, literature, or sociology, including Sociology 431, Social Inequality: Class, Race and Gender in the United States.

Fine Arts: 200-level or higher art studio (SART), or art history (SATH); 300 level or higher theater or music.

German Studies: German 202, Intermediate German, and higher; History 340, Germany Since 1870.

Business: SBAD 350: Principles of Marketing; SBAD 371: Organizational Management and Behavior; SBAD 347: Legal Environment of Business; SBAD 351: Consumer Behavior; SBAD 369: Personal Finance; SBAD 374: Management of Human Resources; SBAD 390: Business Technology and Information Systems.

Quantitative Research: Statistics courses in mathematics; Psychology 402, Experimental Topics in Psychology; Sociology 401, Sociological Research Methods.

Physical Sciences: physics, 200-level; chemistry . and geology, 300-level or higher.

Political Philosophy: government and international studies course in political theory or thought, 300 level or higher including Government and International Studies 350, Women and Politics; ethics or history of philosophy, 200-level or higher.

Women & Gender Studies: 300-level or higher courses listed within women's studies (SWST) and courses primarily focused on women in areas such as art, English, history, literature, government and international studies, psychology, sociology, or criminal justice.

Minor

Minor course requirements are predetermined by academic disciplines or by multidisciplinary committees. The minor should develop a coherent basic preparation in a second field of study or introduce students to the interdisciplinary examination of an important area of learning. It is a minimum of 18 semester hours of prescribed courses with at least 12 semester hours at the 300 level or higher. No more than six semester hours may be earned in general education courses. A grade of C or better must be earned in each course used to satisfy the requirements of a minor.

While many degree programs include the option of a minor as part of the degree program, not all degree programs include the option of a minor. Even in these latter programs, however, any student pursuing a Bachelor of Arts or Bachelor of Science degree may also pursue a university-approved minor. Note that particular degree programs may have restrictions on choice of minors. Completing the degree with a minor may require more than the minimum 120 credit hours to graduate.

USC Upstate offers the following minors:

> African American Studies
> American Studies
> Art History
> Biology
> Business Administration
> Chemistry
> Child Advocacy Studies
> Commercial Music
> Communication Studies
> Computer Science
> Creative Writing
> Criminal Justice
> Economics
> English
> Film Studies
> French
> German Studies
> History
> Information Management & Systems
> International Studies
> Jazz Studies
> Journalism
> Mathematics
> Nonprofit Leadership
> Philosophy
> Political Science
> Psychology
> Religion
> Sociology
> Spanish
> Spanish Translation/Interpreting
> Sport Strength and Conditioning
> Theatre
> Women's and Gender Studies

Electives

Most degree programs allow students the opportunity to take a limited number of courses that do not fulfill any specific academic requirements. Normally, any course can be counted as an elective, but some restrictions may be imposed by particular degree programs. Elective credits for participation in group performance music activity courses (SMUS 126, 127, 128, 129, 131, and 327) may be counted up to a maximum of eight credits. Elective credits for special university courses (SUNV) may be counted up to a maximum of six credits.

Special Programs

Pre-Engineering

Engineering areas of study include Biomedical, Chemical, Civil, Computer, Electrical, Environmental, and Mechanical engineering. The pre-engineering program at USC Upstate is designed to provide up to one year of general coursework transferable to the USC College of Engineering. Students must transfer to the USC College of Engineering, or other engineering program, by their sophomore year to earn a degree in a specific engineering area of study. Admission to engineering degree-completion programs is competitive and completion of Calculus I with a grade of C+ or higher is required for transfer to the USC College of Engineering. For more information, please contact the chair of the Division of Natural Sciences and Engineering.

Health-related Fields

USC Upstate offers opportunities to students interested in pursuing health-related careers. Advisement tracks are available for pre-chiropractic, pre-medical, pre-dental, pre-occupational therapy, pre-optometry, pre-physical therapy, pre-speech pathology, and pre-veterinary medicine. A four-year baccalaureate degree in the sciences at USC Upstate is typically required before entering most postgraduate professional programs. A student must seek admission to a school that offers the desired professional degree. Entry into these professional programs is on a competitive basis and requirements for each professional program vary.

Specific information on health-related programs may be obtained from the Division of Natural Sciences and Engineering.

Pre-law [1]

USC Upstate provides advisement and information about various law school programs through the chair of History, Political Science, Philosophy and American Studies. Because most law schools do not prescribe a specific curriculum, USC Upstate does not offer a pre-law major. While students interested in law often major in political science, a variety of other disciplines such as history, English, economics, business and math provide excellent backgrounds. Law schools want students who have mastered written and spoken English and who have the ability to analyze and think critically. They prefer a variety of learning experiences since the practice of law encompasses knowledge in many fields. In addition to certain requirements in the general education program, such as speech, math, computer science, lab science, American

government, the following courses represent the broad base of knowledge preferred by most law schools:

- **Freshman and Sophomore Years**
  Psychology 101
  Foreign language
  Sociology 101
  Economics 221
  History 101
  Accounting (SBAD 225)

- **Junior and Senior Years**
  Logic 205 and 207
  International Law (SGIS 460)
  Literature Course
  Legal Environment of Business (SBAD 347)
  Judicial Process (SGIS 452)
  Constitutional Law (SGIS 450)
  Civil Rights and Civil Liberties (SGIS 451)

Students should understand that taking specific courses is not nearly as important in gaining entrance to law school as maintaining a solid grade point average (GPA) and attaining a respectable score on the Law School Aptitude Test (LSAT). Students in any major or program interested in attending law school should contact the chair of History, Political Science, Philosophy and American Studies for assignment of a pre-law advisor.

Pre-pharmacy

USC Upstate provides advisement services to pre-pharmacy students through faculty members in chemistry. Each fall, representatives of the South Carolina College of Pharmacy are invited to campus to meet with interested USC Upstate pre-pharmacy students. USC Upstate provides the course work required for admission into the South Carolina College of Pharmacy but does not award a degree in pharmacy. The South Carolina College of Pharmacy considers applications from students who complete a minimum of 67 semester hours of pre-pharmacy course work at USC Upstate. Pre-pharmacy students are encouraged to consider completion of a Bachelor of Science in Chemistry or Biology to improve their chances of admission into a pharmacy school. The following recommended sequence of courses has been developed through consultation between the South Carolina College of Pharmacy and USC Upstate.

Recommended Courses for the South Carolina College of Pharmacy

- **First Pre-pharmacy Year**
  Biology 101: Biological Science I
  Biology 102: Biological Science II
  Chemistry 111: General Chemistry
  Chemistry 112: General Chemistry and
             Qualitative Analysis
  English 101, 102: Composition and Literature
  Mathematics 141: Calculus I
  Psychology 101: Introduction to Psychology
  Electives (6 semester hours)

[1]*Students desiring a postgraduate professional degree should note requirements for the Three-Plus-One Program (Page 66).*

- **Second Pre-pharmacy Year**
  Biology 232: Human Anatomy
  Biology 242: Human Physiology
  Chemistry 331: Organic Chemistry
  Chemistry 331L: Organic Chemistry Laboratory
  Chemistry 332: Organic Chemistry
  Chemistry 332L: Organic Chemistry Laboratory
  Mathematics 102: Elementary Statistics
  Physics 201: General Physics I
  Physics 202: General Physics II
  Economics 221: Principles of Macroeconomics
  or Economics 222: Principles of Microeconomics
  Speech 201
  Electives (3 semester hours)

As soon as possible, students interested in pursuing a career in pharmacy should contact the chair of the Division of Natural Sciences and Engineering for assignment to a pre-pharmacy advisor.

Three-Plus-One Program

USC Upstate awards the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies to a student who has satisfactorily completed at least 90 semester hours of undergraduate work and one year (30 semester hours) of work in an approved accredited professional school, provided the applicant has:

- made application to the interdisciplinary studies program at USC Upstate;
- satisfied all general education and B.A. or B.S. option requirements for the interdisciplinary studies degree, with all minimum grade requirements met;
- completed a minimum of 15 semester hours of junior- and senior-level courses at USC Upstate;
- completed at least 30 semester hours of undergraduate work at USC Upstate;
- submitted a notice of intent, approved by the dean of the College of Arts and Sciences, prior to leaving USC Upstate to enter the professional, postgraduate school; and
- submitted official documents from the approved professional school demonstrating satisfactory completion of the first year of full-time study leading to a post-baccalaureate degree.

A degree other than interdisciplinary studies may be awarded if the combination of course work taken at USC Upstate and the professional school is equivalent to the work required for another bachelor's degree program at USC Upstate. In such a case, the school in which the degree is offered may recommend awarding that bachelor's degree.

Army Reserve Officer Training Corps (ROTC)

Participation in ROTC is voluntary. Semester hours earned with the department can be applied toward an academic degree program. Uniforms, textbooks and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and other expenses (see description under "Scholarships"). The ROTC program is normally four years of instruction; however, a two-year program is also offered. The four-year program of instruction is divided into the Basic Program and the Advanced Course.

The Basic Program. Acceptance may be considered when one of the following programs have been completed: six semester hours in the Basic Program, two years of active military duty with an honorable discharge, or three years of JROTC. Students must show leadership potential and meet the necessary physical and academic standards. Students participating in the Basic Program have no military service obligation.

The Advanced Program. Satisfactory completion of six semester hours in the Basic Program, substitute military experience (two years of active duty with an honorable discharge), or three years of JROTC qualifies students for entrance into the Advanced Program, if they have also shown leadership potential and have met the necessary physical and academic standards. The student must be an academic junior or senior with acceptance to graduate school to qualify for the advanced program.

Normally taken during the student's junior and senior years, the Advanced Program offers a maximum of 12 semester hours. It provides instruction in techniques of effective leadership, tactics, military law, logistics, administration, responsibility of the officer, and the exercise of command. It is designed to further the development of the student's leadership qualities. Advanced Program students receive a tax-free subsistence allowance of $150 per month for 10 academic months per year, and are paid approximately $800 for the five-week Summer Camp they are required to attend after completion of their junior year. The total subsistence and pay amounts to more than $3,000 while enrolled in the Advanced Program. Cadets graduating from the ROTC program receive a second lieutenant's commission upon completing their undergraduate degree requirements.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (R.F.D.) as means for fulfilling the incurred obligation for military service. Under the R.F.D. program, students are commissioned in either the National Guard or the U.S. Army Reserves for a total of eight years, during which time they attend monthly paid drill periods. This enables individuals to pursue civilian careers and serve their nation at the same time. The R.F.D. program can be guaranteed if the student desires. Moreover, students' preferences concerning the occupational specialty in which they wish to serve are taken into consideration prior to assignment. The options offered are numerous and attractive.

ROTC Activities. In addition to normal classroom instruction, the Military Science Department sponsors numerous extracurricular activities. These activities are designed to complement and reinforce classroom skills and techniques. Participation is voluntary and no academic credit is awarded. The activities presently offered are the rifle team, and the Rangers. A chapter of the National Military Honor Society of Scabbard and Blade is available for student participation. Adventure activities such as rappelling, orienteering, mountaineering and white water rafting are open for participation.

MAJORS, MINORS, AND PROGRAMS

Bachelor's Degrees

Art Education

Art Studio (Graphic Design)

Biology

Business Administration and Economics
(concentrations in accounting, management, economics/finance, marketing, general business and nonprofit leadership)

Chemistry

Communication *(with concentrations in theatre, communication studies, mass media and public relations)*

Commercial Music

Computer Information Systems

Computer Science

Criminal Justice

Early Childhood Education

Elementary Education

Engineering Technology Management

English

Health Information Management

History

Information Management and Systems

Interdisciplinary Studies

Mathematics

Middle Level Education

Nursing

Physical Education *(teacher education or excercise and sport science)*

Political Science

Psychology

Secondary Education *(concentrations in biology, chemistry, English, mathematics, social studies/history, and Spanish)*

Sociology

Special Education: Learning Disabilities

Spanish

Master's Degrees

Early Childhood Education

Elementary Education

Special Education: Visual Impairment

Certification

Early Childhood Education

Elementary Education

Middle Level Education

Physical Education

Secondary Education

Special Education: Learning Disabilities

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages

Minors

African-American Studies

American Studies

Art History

Biology

Business Administration

Chemistry

Child Advocacy Studies

Commercial Music

Communication Studies

Computer Science

Creative Writing

Criminal Justice

Economics

English

Film Studies

French

German Studies

History

Information Management & Systems

International Studies

Jazz Studies

Journalism

Mathematics

Nonprofit Leadership

Philosophy

Political Science

Psychology

Religion

Sociology

Spanish

Spanish Translation/Interpretating

Sport Strength and Conditioning

Theatre

Women's and Gender Studies

Pre-professional Programs

Pre-Chiropractic

Pre-Dental

Pre-Engineering

Pre-Law

Pre-Medical

Pre-Optometry

Pre-Occupational Therapy

Pre-Pharmacy

Pre-Physical Therapy

Pre-Physician Assisting

Pre-Speech Pathology

Pre-Veterinary Medicine

Honors Program

Vision

The USC Upstate Honors Program underscores the commitment of USC Upstate to academic excellence: excellent teaching, excellent learning, and excellent programming. The Honors Program cultivates academic excellence by offering enhanced educational opportunities tailored to the special needs, aspirations, and motivations of students with outstanding intellectual and creative abilities. The Honors Program enriches the honors learning experience by playing an active role in raising the intellectual and cultural caliber of the entire campus.

Mission Statement

The Honors Program creates a community of scholars that achieves the highest standards of academic excellence. The goals are as follows:

- to encourage an intellectual orientation by providing a challenging curriculum that emphasizes critical thinking, creative and active learning, integration of academic disciplines, in-depth exploration of new fields of study, and application of learning to other environments;
- to develop the skills and qualities necessary for leadership both at USC Upstate and in the larger community through an emphasis on service orientation; and
- to provide a center of identity to meet the needs of outstanding students and to cultivate a self-image as honors students.

Admission

Admission to the Honors Program is selective and competitive. Great care is taken to admit the best-qualified applicants.

Eligibility for Admission to the Honors Program

First year students, sophomore-level and above students, and transfer students are eligible for admittance in the Honors Program upon review and approval by the Director of the Honors Program and the Honors Faculty Council.

1. **A first-year student** is eligible to apply to the Honors Program if the student meets at least two of the following criteria:
   - a minimum SAT score of 1100 or ACT of 24;
   - a ranking in the top ten percent of high school graduating class;
   - a cumulative high school grade point average of at least 3.5 on a 4.0 scale;
   - a Merit Award Program finalist;
   - a Chancellor or Valedictorian Scholar;
   - evidence of motivation and commitment to academic excellence.

2. **A current USC Upstate sophomore or junior** is eligible to apply to the Honors Program if the student meets the following criteria:
   - a cumulative GPA of 3.25 or higher on a minimum of 30 hours from USC Upstate;
   - evidence of motivation and commitment to academic excellence.

3. **A transfer student** is eligible to apply to the Honors Program if the student meets the following criteria:
   - a cumulative GPA of 3.25 or higher from other academic institutions;
   - evidence of motivation and commitment to academic excellence.

Application Process

Students apply for the Honors Program by submitting the following:

- an application that includes student's academic record; significant extracurricular, community, and service activities (including employment); accomplishments, awards, and talents; and any involvement in academic research;
- a 500-word essay discussing the goals and aspirations for an honors college experience; and
- two letters of recommendation attesting to academic eligibility.
- an interview with the Director of the Honors Program may be required.

Exceptions to these requirements may be considered by the Director of the Honors Program.

Students who have not been admitted to the Honors Program but have a cumulative GPA of 3.25 may participate in honors courses with the permission of the Director of the Honors Program in consultation with the faculty member teaching the honors course.

Honors Credits from Other Institutions

Up to 9 credit hours or three courses from other National Collegiate Honors Council institutions may be accepted for honors credit into the USC Upstate Honors Program. These courses must be compatible with the USC Upstate Honors Program. A syllabus or complete description of courses offered for acceptance into the program may be required for review by the Director of the Honors Program. All credits must be approved by the Director of the Honors Program.

Completion Requirements

To complete the Honors Program, honors students must earn a USC Upstate degree, satisfy all major and Honors Program requirements, and remain in good standing throughout their college careers.

Honors students must
- maintain a minimum GPA of 3.00 each semester and achieve a cumulative GPA of 3.25 at the time of graduation;
- complete a minimum of two honors courses each year; and
- demonstrate significant contributions to honors activities either by serving on the Honors Student Council or by participating in the programming of the Honors Program.

Students who fall below the required minimum cumulative GPA of 3.0 in any semester are placed on honors probation. At the end of the probationary semester, students with a cumulative GPA of 3.0 or higher are returned

to regular honors status. Students with a cumulative GPA lower than 3.0 but with a semester cumulative GPA of 3.0 or higher remain on honors probationary status. Students whose probationary semester cumulative GPA is lower than 3.0 are dismissed from the Honors Program. Students may apply for readmission to the Honors Program if their cumulative GPA is 3.0 or higher.

Graduation Requirements

To graduate from the Honors Program, honors students must:
- complete the First Year Honors Experience in the case of first year honors students, or complete the Honors Colloquium in the case of other USC Upstate students and transfer students;
- complete at least 18 hours of honors credit and 3 hours of a senior thesis or project directed by an honors faculty member; the thesis or project must be presented to a public audience;
- complete a minimum of 60 hours of service learning or community service at the time of graduation. Honors students complete service learning or community service hours either as a course requirement or by serving the university or community, independent of coursework. Service learning or community service is approved by the Director of the Honors Program; and
- demonstrate significant contributions to honors activities either by serving on the Honors Student Council or by participating in the programming of the Honors Program.

Curriculum

To enroll in honors courses, students must be members of the Honors Program or granted approval by the Director of the Honors Program in consultation with the faculty teaching the course.

To teach an honors course, faculty members must apply to the Honors Program and be approved by the Faculty Honors Council (see section, Faculty, below). The honors course must also be approved by the Honors Council. The course application must include a description of the proposed honors course that emphasizes participatory classroom styles, intense and in-depth study of subject matter, the use of primary source material, team or group teaching, an interdisciplinary theme, and an element of independent study. Honors courses include intensive reading, writing, and research. Faculty are encouraged to offer courses encouraging civic responsibility, global awareness, service learning, or community service. All honors courses are limited to a maximum enrollment of 20 students.

Priority enrollment in honors courses is given to students in the Honors Program, but students meeting the admission criteria for the Honors Program may enroll in honors courses with permission of the Director of the Honors Program and the approval of faculty teaching the courses.

Honors Sections of Regular Courses or Labs
(0-4 credit hours)

An open call for honors courses is issued each semester to faculty. Proposals are reviewed by the Honors Faculty Council and approved through the course approval process outlined in the Faculty Manual.

Courses designated as honors courses can substitute for non-honors courses. Honors courses cover the same material as regular courses, but they must be different from regular courses by requiring coursework that is more challenging and enriching for honors students. Honors sections may involve a different teaching approach, additional readings, or special requirements. Course descriptions for honors sections must show greater rigor, more in-depth study, higher expectations, intensive reading, writing, and research than non-honors courses. Honors courses are not necessarily taught every semester, although some courses may be offered regularly.

Special Honors Courses (1-3 credit hours)

An open call for special, one-time-only honors courses is issued each semester to faculty. Proposals are reviewed and approved by the Honors Faculty Council and the standard approval process for one-time-only courses.

Special honors courses may substitute for regular courses or may be new courses. Special honors courses cover topics not covered in existing courses, allow faculty to experiment with new teaching methods, incorporate new ideas, take risks, introduce cutting-edge material, and develop individual research. Course descriptions must show greater rigor, more in-depth study, higher expectations, more intensive reading, writing, and research than non-honors courses.

Special honors courses may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to deans course substitutions that allow incorporation of honors courses into the curriculum.

HONS 101. First Year Honors Experience
(3 credit hours)

First Year Honors Experience is a facilitated seminar course taught by multiple faculty with an interdisciplinary theme. The First Year Honors Experience is required of all first year honors students. Faculty members propose the theme of the course and outline the format of the class. Courses must include intensive reading, writing, and research.

The First Year Honors Experience may meet general education, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to deans course substitutions that allow incorporation of honors courses into the curriculum.

HONS 301. Honors Colloquium
(300-level or higher) (3 credit hours)

The Honors Colloquium is a facilitated course taught by multiple faculty. The course has an interdisciplinary theme. Faculty members propose the theme of the course and outline the format of the class, give assignments, and evaluate students. Course must include intensive reading,

writing, and research. Upper-level and transfer students who do not complete the First Year Honors Experience must enroll in the Honors Colloquium. Honors students who complete the First Year Honors Experience may enroll in the Honors Colloquium for honors credit. The Honors Colloquium may be repeated once if the theme of the Colloquium changes.

The Honors Colloquium may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to chairs, deans, or the general education committee course substitutions that allow incorporation of honors courses into the curriculum.

HONS 399. Honors Independent Study (3-4 credit hours)

Directed research and reading of a complex and extensive nature in keeping with the student's major interests. A written report or work is required at the end of the term. Research involves both primary and secondary sources. Consent of the Director of the Honors Program. May be repeated with the consent of the Director of the Honors Program for a total of no more than eight hours of undergraduate Honors credit. A university contract must be completed with all required signatures.

HONS 401. Honors Thesis (3-6 credit hours)

To graduate from the Honors Program, a student must complete a final thesis or project as an independent tutorial directed by an appropriate faculty member chosen by the student and approved by the Director of the Honors Program. Students are eligible for the Honors thesis or project when they accumulate a minimum of 12 honors credits. Begun as early as the junior year, the thesis or project must be completed and submitted to the Director of the Honors Program in the senior year. After approval by the Honors Faculty Council, students must present the thesis or project to a public audience. Honors theses are filed in the Journal of Honors Papers.

The honors thesis or project may help to fulfill the requirement of the Senior Seminar in honors students' major disciplines; students work with faculty members directing the thesis or seminar and with the faculty member teaching the senior seminar to determine its feasibility.

The honors thesis or project may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend deans course substitutions that allow incorporation of honors courses into the curriculum.

Faculty members who act as advisors for honors students completing honors theses or projects receive course release time according to the university policy on faculty release time.

Orientation and Advising

The Director of the Honors Program assists the academic Chair or Dean in identifying at least one faculty advisor in each academic unit to advise honors students in the unit. The Honors Program provides an advising workshop to honors advisors each semester.

Extracurricular Activities

The Honors Program sponsors a full range of activities open to both honors students and the entire university community. Such activities include new honors student luncheons; guest lecturers and speakers; coffees with USC Upstate faculty lectures; field trips; cultural events; dinners at faculty houses; receptions; Honors Day ceremonies; and research symposia.

Special Benefits

Benefits for honors students include availability of the Honors Student Lounge, participation in honors activities, priority registration, faculty research mentors, library privileges, and the opportunity to attend Honorary Society meetings. Students graduating in the Honors Program receive special notation on their diplomas and transcripts, an Honors Certificate, and special recognition at graduation. Honors students are identified by a stole at graduation. The name of each honors graduate is engraved on a plaque displayed in the Honors Office.

Honors Student Council

The Honors Student Council is an honor student committee serving as a liaison with the Honors Faculty Council. The Honors Student Council represents the needs and concerns of honors students to the Honors Faculty Council and the Director of the Honors Program. The Honors Student Council assists the Director in arranging academic, social, cultural, and service activities.

Academic Centers

Center for Interdisciplinary Studies

The Center for Interdisciplinary Studies (IDS) offers the Bachelor of Arts and the Bachelor of Science degrees in interdisciplinary studies on the USC Upstate campus and on the USC Upstate Greenville campus. The IDS program is designed to respond to the growing economic and cultural diversity of the Upstate region of South Carolina as well as the increasing complexity of global issues. Expanding traditional academic boundaries, interdisciplinary studies provides students the opportunity to broaden their education by developing, in consultation with an advisor, a multi-disciplinary or individualized program of study to meet their educational and career goals. The IDS major is available to students at all levels of their academic careers—from the beginning freshman to the returning student who previously earned credits toward a particular major but has developed a new academic focus. A minimum of 30 semester hours must be completed in residence at USC Upstate after acceptance into the IDS program.

Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies
Student Worksheet

General Education Courses

I.   Communication

_____   SEGL 101 and SEGL 102   6

_____
_____   SSPH 201   3

II.   Mathematics

One math course: 3
_____   SMTH 120, 121, 122, 126, 127
          141, 142, 231

One course from math, logic or statistics: 3
_____   SECO 291; SLGC 205, 207; SMTH
          102, 121, 122, 126, 127, 141, 142,
          202, 231; SPSY 225; SSOC 201

III.   Information Technology

_____   SCSC 138, 150; SIMS 101   3

IV.   Natural Science

Two courses from the following: 7-8
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
          101/L, 106, 106L, 109/L, 111/L,
          112/L; SGEG 201, 202; SGEL 101/L,
          102/L, 103/L, 120, 121, 123/L, 131, 241;
          SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V.   Arts and Humanities

One fine arts course: 3
_____   SAAS 204; SATH 101, 105, 106;
          SMUS 110, 140; STHE 161, 170

One course from the following: 3
(No more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
          101, 105, 106; SEGL 250, 252, 275,
          279, 280, 283, 289, 290, 291; SFLM
          240; SMUS 110, 140; SPHL 102, 211;
          SREL 103; STHE 161, 170

VI.   Foreign Language and Culture

Foreign Language minimum 102 level   3
_____   SCHI 102; SFRN 102; SGRM 102;
          SSPN 102
          Placement in a 201 or higher level
          language course** (Students placing
          into 201 or higher level of a language
          have satisfied this requirement but
          will have additional hours in electives,
          if hours are required in the major).

VII. History

_____   SHST 101, 102, 105, or 106   3

VIII. Social and Behavioral Sciences   6
*Two courses from the following with
two disciplines represented:*
_____   SANT 102; SAAS 201; SECO 221,
          222; SGEG 101, 103; SGIS 101, 200
          320; SPSY 101; SSOC 101; SWST 101

(Continued on next page)

_____ Major Requirements[1]

Track 1

_____ SUNV 300: Introduction to   3
Interdisciplinary Studies

Discipline I   **15**

(15 upper division hours selected from one
discipline)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Discipline II   **9**

(9 upper division hours selected from one
discipline. The hours must be from a different
discipline than Discipline I)

_____ _____
_____ _____
_____ _____

_____ SUNV 490: Senior Seminar   3
in Interdisciplinary Studies

Minor   **18-27**

(All IDS majors must complete a minor.
The minor must differ from disciplines I and II.)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives**   **20-29**

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required**   **120**

Track 2 (Individualized Program)

*With the approval of the IDS Director, a student,
under extraordinary circumstances, may pursue
the Individualized Program.*

_____ SUNV 300: Introduction to   3
Interdisciplinary Studies

24 upper division hours   24

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ SUNV 490: Senior Seminar   3
in Interdisciplinary Studies

_____ **Cognate**   **12**
_____ _____
_____ _____
_____ _____
_____ _____

OR

_____ **Minor**   **18-27**
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives**   **20-35**
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required**   **120**

[1]*A minimum grade of C is required in all major and minor
courses.*

Center for Women's and Gender Studies

The Center for Women's and Gender Studies (CWGS) familiarizes students with an interdisciplinary theoretical framework in which gender is the central category of analysis. Courses and cultural events encourage critical thinking, writing, and speaking about gender throughout history, around the world, and across the disciplines. Through curricular and co-curricular programming, CWGS provides opportunities for the campus community to examine cultural assumptions about gender as it intersects with race, class, ethnicity, age, and sexual orientation, facilitating critical thinking about the interrelationship of gender and power. The CWGS serves as the coordinating site for coursework in Women's and Gender Studies. USC Upstate offers a minor in Women's and Gender Studies. Specific requirements are listed below. A major in interdisciplinary studies with a single area of focus in Women's and Gender Studies is also available. For more details on this opportunity, consult with the Directors of Interdisciplinary Studies and Women's and Gender Studies.

Minor in Women's and Gender Studies[1]
Student Worksheet

Introductory Course[2]   3

_____ SWST 101: Introduction to Women's & Gender Studies

Theory Course   3

_____ SWST 301: Feminist Theory and Methods

Additional Courses   12

12 credit hours from the following list, with no more than two courses from any individual discipline (except SWST), and no more than one course from within the students' major program (cannot be counted toward both the major and minor).[3]

❑   SATH 301: Women and Art
❑   SCRJ 382: Women and Crime
❑   SEGL 389: Gay and Lesbian Literature
❑   SEGL 437: Women Writers
❑   SGIS 350: Women and American Politics

❑   SGIS 420: Women and Politics: A Global Perspective
❑   SHST 351: Women in Early Modern Europe and America
❑   SHST 352: Women in Modern Europe and America
❑   SHST 496: Topics in Women's History
❑   SJOU 450: Women in the Media
❑   SPSY 442: Psychology of Women
❑   SSOC 337: Gender and Society
❑   SSOC 339: Women and Armed Conflict
❑   SWST 355: U.S. Women's Movement
❑   SWST 369: Gender and Autobiography
❑   SWST 398: Topics
❑   SWST 399: Independent Study
❑   SWST 490: Senior Seminar
❑   SWST 498: Outreach Practicum
❑   SWST 499: Internships

_____ **Total Hours Required**   18

[1]*Minimum grade of C for all courses required.*

[2]*Course may also be used to satisfy general education requirements. If used for general education, students will have satisfied the requirement for the minor and will be excused from the credit hour requirements for the preparatory course.*

[3]*With the written approval of the Director of Women's and Gender Studies, students may apply relevant special topics courses, one-time only courses, internships and independent studies to the minor.*

[4]*No more than six hours of SWST 498 and 499 in any combination may be used to satisfy minor requirements.*

Watershed Ecology Center

Serving the upstate metropolitan region of South Carolina, the Watershed Ecology Center collects, analyzes, and disseminates sound scientific information on the ecology of the region. The Center places special emphasis on watershed conservation, water quality, and the study of organisms living in the area encompassed by a watershed.

The Center serves as a repository for regional ecological information, providing education and research assistance to individuals, communities, and governmental organizations. The Center is also dedicated to providing research opportunities for the faculty and students at the University of South Carolina Upstate.

Watershed Ecology Center - *Research*

- Water Quality
  Pacolet River
  Lawson's Fork
  Upper Broad River

- Biodiversity Studies
  Cowpens Battlefield
  King's Mountain

- Population Studies
  Nerodia (Water Snakes)
  Turtles (Duncan Park, Spartanburg)

Watershed Ecology Center - *Service*

Education programs are provided for the Spartanburg Water System, Startex, Jasper, Duncan Water District, Greer Public Works and Spartanburg County.

Watershed Ecology Center - *Educational Programs*

Under the direction of Dr. Jack Turner, the Watershed Ecology Center began its educational outreach program in 2001, serving students in K-8th grade. Each year the Center contacts more than 10,000 students in Spartanburg County and offers a variety of water-related, grade-specific programs designed to meet and correlated to the South Carolina science standards, including:

Hurray for Habitats! *(First grade)*
This hands-on program uses live animals to introduce students to the concept of habitat and the need to preserve our local aquatic habitats.

Water, Water Everywhere *(Second grade)*
In this activity from *Access Nature*, participants raise their awareness about how little water is actually available for human use, discuss how humans use water, and formulate ideas to conserve water. Two hands-on activities reinforce concepts covered.

Marsh Munchers *(Third grade)*
This program uses a salt marsh as an example of the interconnectedness of aquatic ecosystems. The program teaches the concepts of food webs, camouflage, and mimicry through a fun *Project Wild Aquatic* game involving the entire class.

The Water Cycle - An Incredible Journey *(Fourth grade)*
Through the use of an engaging game from the *Project Wet* curriculum, students are challenged to answer questions like "Where will the water you drink today, be tomorrow?" in their quest to understand the water cycle.

Wise up About Watersheds *(Fifth grade)*
In this hands-on program, students learn about the watershed we live in and are introduced to the concept of non-point source water pollution. Using "Waste Not, Want Not" from the *Water Sourcebook* curriculum and the EnviroScape watershed model, students see how a watershed becomes polluted as each student is asked to add various pollutants to the models.

Talkin' Trash *(Sixth grade)*
Using an EnviroScape landfill model, students get an in-depth look at how a landfill is designed. They learn about what happens to their garbage when it leaves the curb. They will also be introduced to the innovative process of converting waste to energy used by BMW and Waste Management.

From H to OH! *(Seventh & eighth grades)*
In this activity from *Healthy Water Healthy People*, students simulate the creation of acids and bases; manipulate acidic and basic solutions and discuss how acid rain is formed. Students explore runoff pollution and how pH of water can affect weathering of the Earth's surface and stream health.

Other educational outreach programs of the Watershed Ecology Center include: **Rocks Speak, H2O Below, Macro What?** and **Green Driver,** where high school students learn about the environmental responsibilities associated with driving a car, with particular emphasis on changing their oil.

College of Arts and Sciences

The College of Arts and Sciences is comprised of the following academic units: Department of Fine Arts and Communication Studies; Department of Languages, Literature and Composition; Department of Informatics; Division of Mathematics and Computer Science; Division of Natural Sciences and Engineering; Department of Psychology; Department of History, Political Science, Philosophy and American Studies and Department of Sociology, Criminal Justice and Women's Studies. The College of Arts and Sciences, as the cornerstone of the University of South Carolina Upstate, provides curricula for the general education requirements and for diverse liberal arts and sciences majors. Consistent with the University's mission, the college provides opportunities for students to:

- acquire proficiency in communications and mathematics;
- develop the ability to reason, critically and ethically;
- obtain historical, scientific, social and cultural perspectives;
- attain a high level of scholarship in the humanities and sciences degree programs; and
- regard learning as a continuing process of intellectual growth.

Enrichment programs resulting from these educational endeavors of the College of Arts and Sciences benefit the intellectual and cultural life of the entire community.

Fine Arts and Communication Studies

The aim of the Department of Fine Arts and Communication Studies (FACS) is to support the overall mission of USC Upstate by enhancing the intellectual, ethical, cultural and professional development of fine arts and communication students. The faculty is committed to preparing students to become competent professionals in art, media arts, journalism and mass communication, music, speech communication and theatre. FACS offers the Bachelor of Arts degree in communication with concentrations in public relations, mass media, communication studies, and theatre as well as the Bachelor of Arts in art studio with an emphasis in graphic design, the Bachelor of Arts in art education, and the Bachelor of Arts in commercial music.

Bachelor of Arts
Major in Communication
Student Worksheet

General Education Requirements

I. Communication   9
_____   SEGL 101 and SEGL 102
_____
_____   SSPH 201

II. Mathematics & Logic   6-8
One math course:
_____   SMTH 120, 121, 122, 126, 127
          141, 142, 231

One additional math, logic or statistics course:
_____   SECO 291; SLGC 205, 207; SMTH
          102, 121, 122, 126, 127, 141, 142,
          202, 231; SPSY 225; SSOC 201

III. Information Technology   3
_____   SCSC 138, 150; SIMS 101

IV. Natural Science   7-8
Two courses from the following:
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
          101/L, 106, 106L, 109/L, 111/L,
          112/L; SGEG 201, 202; SGEL 101/L,
          102/L, 103/L, 120, 121, 123/L, 131, 241;
          SPHS 101/L, 201/L, 202/L, 211/L,
          212/L

V. Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
          SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
          101, 105, 106; SEGL 250, 252, 275,
          279, 280, 283, 289, 290, 291; SFLM
          240; SMUS 110, 140; SPHL 102, 211;
          SREL 103; STHE 161, 170

VI. Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
          SSPN 102 or placement in a 201 or
          higher level language course**
          (Students placing into 201 or higher
          level of a language have satisfied this
          requirement but will have additional
          hours in electives, if hours are required
          in the major).

VII. History   3
_____   SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   6
*Two courses from the following with two
disciplines represented:*
_____   SANT 102; SAAS 201; SECO 221,
_____   222; SGEG 101, 103; SGIS 101, 200
          320; SPSY 101; SSOC 101; SWST 101

(Continued on next page)

Major Requirements 18

All students must complete the following six courses with a minimum grade of C

_____   _____   SSPH 301: Theories and Principles of Human Communication
_____   SSPH 340: Voice and Diction
_____   SJOU 305: Mass Communication Theory
_____   STHE 301: Dramatic Theory and Criticism or STHE 385: Theatre History I or STHE 386: Theatre History II
_____   SCOM 375: Communication Research Methods
_____   SCOM 490: Senior Seminar

Students must complete the required credit hours from either Group A: Theatre, Group B: Communication Studies, Group C: Mass Media or Group D: Public Relations

Group A: Theatre
Students must take a minimum of 3 hours from each of the three following categories, an additional 3 hours from either the technical or performance areas, and an additional 9 hours from any of the categories for a total of 21 hours.

_____   History, Theory, Writing and Literature: 3-12
❑   STHE 301: Dramatic Theory and Criticism (if not used to satisfy the Communication core requirement)
❑   STHE 378: Playwriting
❑   STHE 385: Theatre History I (if not used to satisfy the Communication core requirement)
❑   STHE 386: Theatre History II (if not used to satisfy the Communication core requirement)
❑   SEGL 405: Shakespeare Survey
❑   SEGL 406: Studies in Shakespeare
❑   SEGL 422: Modern Drama

_____   Technical and Production: 3-15
❑   STHE 377: Stagecraft
❑   STHE 379: Lighting Design
❑   STHE 380: Scene Design
❑   STHE 381: Stage Management

_____   Performance: 3-15
❑   STHE 370: Voice for the Actor
❑   STHE 373: Play Directing
❑   STHE 374: Intermediate Acting
❑   STHE 376: Stage Movement
❑   STHE 382: Theatre for Youth
❑   STHE 383: Stage Combat
❑   STHE 401: Classical Styles in Acting
❑   STHE 402: Alternative Styles in Acting
❑   STHE 473: Advanced Play Directing

Note: *STHE 398: Selected Topics in Theatre or STHE 399: Internship or Independent Study in Threatre may be used in any category, if appropriate.*

Group B: Communication Studies
Students must complete a minimum of 6 hours from each of the following catagories and one additional course from the category list for a total of 21 credit hours.

_____   Writing and Presentation Skills: 6
❑   SIMS 345: Technical Presentation and Communication
❑   SSPH 333: Advanced Public Speaking
❑   SEGL 318: Writing and Computers
❑   SSPH 440: Argumentation & Debate
❑   SSPH 441: Debate Laboratory

_____   Culture and Communication: 6
❑   SSPH 312: Rhetorical Theory
❑   SSPH 313: Rhetorical Criticism
❑   SSPH 350: Communication and Gender
❑   SSPH 380: Intercultural Communication
❑   SSPH 450: Communication for Social Change

_____   Professional Practices: 6
❑   SCOM 399: Internship or Independent Study in Mass Communication
❑   SJOU 303: Law and Ethics of Mass Media
❑   SSPH 303: Ethics in Human Communication
❑   SSPH 309: Small Group Communication
❑   SSPH 310: Interpersonal Communication
❑   SSPH 448: Organizational Communication

_____   One additional course from the above categories   3

Note: *SSPH 398: Topics in Speech Communication may be used in any category with approval of advisor.*

Group C: Mass Media
Students must take all journalism core courses with a minimum of three hours from each of the following four catagories for a total of 21 credit hours.

_____   Journalism Core: 9
❑   SJOU 201: Survey of Mass Communication
❑   SJOU 303: Law & Ethics of the Mass Media
❑   SJOU 304: Writing for the Media

_____   Writing: 6-9
❑   SJOU 329: Public Relations Writing
❑   SJOU 333: Newswriting and Reporting
❑   SJOU 334: Writing for Broadcasting
❑   SJOU 335: Feature Writing

_____   History and Theory: 3-9
❑   SJOU 302: History of Journalism
❑   SJOU 310: Mass Media and Society
❑   SJOU 424: History of American Broadcasting
❑   SJOU 450: Women in the Media
❑   SJOU 480: Minorities and the Media

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_____ Film: 3-9
  ❑ SFLM 342: Film Genre
  ❑ SFLM 360: Film Directors
  ❑ SFLM 425: Film History to 1967
  ❑ SFLM 435: Film History since 1967
  ❑ SFLM 475: International Film
  ❑ SFLM 481: Cultural Diversity and
     Difference in Film
  ❑ SFLM 482: Film Theory and Criticism

Note: *SJOU 398: Special Topics in Journalism
may be used in any category if appropriate.*

_____ Professional Options: 3-12
  ❑ SJOU 325: Speech for Radio
     and Television
  ❑ SFLM 326: Motion Picture and
     Video Techniques
  ❑ SJOU 328: Public Relations and
     Persuasion
  ❑ SFLM 426: Advanced Video Production
  ❑ SJOU 430: Media Management
  ❑ SCOM 399: Internship (may be taken
     twice with appropriate consent)
  ❑ SBAD 350: Principles of Marketing
  ❑ SART 214: Graphic Design I
  ❑ SART 261: Introduction to Photography
  ❑ SART 314: Graphic Design II
  ❑ SART 315: Graphic Design III
  ❑ SART 361: Photography II
  ❑ SEGL 318: Writing and Computers
  ❑ SIMS 345: Technical Presentation in
     Communications
  ❑ SIMS 346: Communication and New
     Technology

Note: *SJOU 398: Special Topics in Journalism
may be used in any category if appropriate.*

Group D: Public Relations
**Students must take a minimum of 3 hours from
each of the following categories, and all electronic
media core courses for a total of 21 hours.**

_____ Electronic Media Core: 9
  ❑ SJOU 201: Survey of Mass
     Communication
  ❑ SJOU 303: Law & Ethics of
     Mass Media
  ❑ SJOU 304: Writing for the Media

_____ Media History & Theory: 3-9
  ❑ SJOU 310: Mass Media and Society
  ❑ SJOU 424: History of American Broadcasting
  ❑ SJOU 450: Women in the Media
  ❑ SJOU 480: Minorities in the Media

Note: *SJOU 398: Special Topics in Journalism
may be used in any category if appropriate.*

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_____ Film: 3-9
  ❑ SFLM 342: Film Genre
  ❑ SFLM 360: Film Directors
  ❑ SFLM 425: Film History to 1967
  ❑ SFLM 435: Film History since 1967
  ❑ SFLM 475: International Film
  ❑ SFLM 481: Cultural Diversity and
     Difference in Film
  ❑ SFLM 482: Film Theory and Criticism

Note: *SJOU 398: Special Topics in Journalism
may be used in any category if appropriate.*

_____ Professional Options: 6
  ❑ SJOU 325: Speech for Radio and Television
  ❑ SFLM 326: Motion Picture and Video
     Techniques
  ❑ SJOU 334: Writing for Broadcasting
  ❑ SFLM 426: Advanced Video Production
  ❑ SCOM 399: Internship or Independent Study
     in Mass Communication (may be taken twice)
  ❑ SIMS 345: Technical Presentations in
     Communication
  ❑ SIMS 346: Communication and New
     Technology

_____ **Cognate[1]**   12-21
(with approval of advisor) or Minor
  _____ _____
  _____ _____
  _____ _____
  _____ _____

_____ **Supporting Courses**
  _____ Any Foreign Culture course 200   3
     level or above

_____ **Electives**   **6-20**
  _____ _____
  _____ _____
  _____ _____
  _____ _____

_____ **Total Hours Required**   **120**

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Bachelor of Arts
Bachelor of Arts in Art Studio with Emphasis in Graphic Design
Student Worksheet

The Bachelor of Arts degree, major in Art Studio with an emphasis in graphic design, is intended to prepare students for careers in graphic design in a variety of settings. The program integrates the content areas of design theory, production, history, criticism, and aesthetics and utilizes traditional art and design techniques with industry standards in digital technology. Graduates from the BA program are prepared to locate employment in creative departments in corporations, retail establishments, advertising design and public relations firms, and print and Web publishing organizations.

Portfolio review is required for students seeking admission to the Graphic Design program, including all transfer students or students changing majors. Deadlines and submission requirements for the portfolio may be obtained from the USC Upstate Admissions Office and the Department of Fine Arts and Communication Studies.

General Education Courses

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics & Logic **6-8**
One math course:
_____ SMTH 120, 121, 122, 126, 127
    141, 142, 231
One course from math, logic or statistics:
_____ SECO 291; SLGC 205, 207; SMTH
    102, 120, 121, 122, 126, 127, 141,
    202, 231; SPSY 225; SSOC 201

III. Information Technology **3**
_____ SCSC 138, 150; SIMS 101

IV. Natural Science **7-8**
Two courses from the following:
(at least one with the associated lab)
_____ SAST 111/L; SBIO 101/L, 102/L,
_____ 110/L, 206, 240, 242/L, 270; SCHM
    101/L, 106, 106L, 109/L, 111/L,
    112/L; SGEG 201, 202; SGEL 101/L,
    102/L, 103/L, 120, 121, 123/L, 131, 241;
    SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts & Humanities **6**
One fine arts course:
_____ SATH 105 or SATH 106
One course from the following:
(no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SEGL 250,
    252, 275, 279, 280, 283, 289, 290, 291;
    SFLM 240; SMUS 110, 140; SPHL 102,
    211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture **3**
Foreign Language minimum 102 level
_____ SCHI 102; SFRN 102; SGRM 102;
    SSPN 102
    Placement in a 201 or higher level
    language course** (Students placing
    into 201 or higher level of a language
    have satisfied this requirement but
    will have additional hours in electives,
    if hours are required in the major).

VII. History **3**
_____ SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences **6**
Two courses from the following with two
disciplines represented:
_____ SANT 102; SAAS 201; SECO 221,
    222; SGEG 101, 103; SGIS 101, 200
    320; SPSY 101; SSOC 101; SWST 101

_____**Major Requirements**[1]
Art History
_____ SATH 105: History of Western   3
    Art: Pre-History-Middle Ages
    SATH 106: History of Western
    Art: Renaissance-Present
_____ SATH 306: History of 20th   3
    Century Art or (with advisor approval
    another upper-level art history may be
    substituted for SATH 306)
_____ Art history elective   3
    with advisor approval any 200-level
    or above SATH course not repeated
    from the major requirements

Art Studio
_____ SART 103: Fundamentals of   3
    Two Dimensional Design
_____ SART 104: Fundamentals of   3
    Three Dimensional Design
_____ SART 108: Computer Graphics I   3
_____ SART 110: Drawing I   3
_____ SART 201: Graphic Design Studies 3
_____ SART 203: Color & Composition   3
_____ SART 214: Graphic Design I   3
_____ SART 314: Graphic Design II   3
_____ SART 315: Graphic Design III[2]   3
_____ SART 318: Interface Design I   3
(Continued on next page)

[1]*A minimum grade of C is required in major courses.*
[2]*Students must successfully pass portfolio review to register for SART 315.*

Professional Options[1]   **9**

(Students choose 9 credits from the following list of courses OR any 200-level or above art studio courses with advisor's approval).

_____	SART 206: Illustration I	3
_____	SART 261: Intro to Photography OR	3
	SART 262: Digital Photography	
_____	SART 306: Illustration II	3
_____	SART 391: Motion Graphic Design	3
_____	SART 398: Special Topics in Art	3
_____	SART 414: Directed Projects in Graphic Design	3
_____	SART 418: Interface Design II	3
_____	SART 499: Art Studio Internship	3

_____ **Senior Seminar[1]**   **3**

_____ SART 490: Senior Seminar
Graphic Design

Students may complete a minor or complete their degree requirements with electives.

_____ **Minor Option**   **18-27**

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives** *(sufficient to reach 120 credit hours)*

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required**   **120**

[1]*A minimum grade of C is required in major courses.*
[2]*Students must successfully pass portfolio review to register for SART 314.*

Bachelor of Arts in Art Education
Student Worksheet

The Bachelor of Arts Degree in Art Education is intended to prepare students for careers as K-12 art teachers, for graduate work in art education and for employment in schools, museums, and community art organizations. During the semester that a student completes 60 hours, he/she must apply to the Department of Fine Arts and Communication Studies to be admitted to the professional art education program which comprises his or her junior and senior years. Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- Completion of English 101 and 102, Speech 201 and Art 103 or their equivalents, with grades of C or better;
- Successful completion of Math 121 or equivalent;
- GPA of at least 2.5 on at least 60 hours earned;
- The achievement of passing scores on all three sections of the Praxis Pre-Professional Skills Test (PPST);
- Two letters of recommendation from faculty
- Clear criminal record from South Carolina Law Enforcement Division.

When the student completes the required content course work and practicum hours, he/she will apply for admission to a directed (student) teaching course. The following criteria must be met:

- Admission to the Professional Program
- Minimum 2.5 GPA
- 90 semester hours completed (at end of the current semester)
- 100 hours of practicum in the schools
- A grade of C or better in the Professional Education courses
- FBI fingerprint card

Detailed guidelines and requirements may be obtained from the USC Upstate Admissions Office and the Department of Fine Arts and Communication Studies.

General Education Requirements:

I.   Communication   **9**
_____ English 101 and 102
_____ Speech 201

II. Mathematics & Logic   **6-7**
_____ SMTH 121: College Algebra
_____ SMTH 102, 122, 126, 127, 141, 142, 201,
        231; SLGC 205, 207; SECO 291; SPSY 225;
        SSOC 201

III. Information Technology   **3**
_____ Computer Science 138

IV. Natural Science   **8**
_____ Two courses from the following:
        SAST 111/L; SBIO 101/L, 102/L
        110/L, 242/L, 270; SCHM 101/L,
        106, 106L, 109/L, 111/L, 112/L;
        SGEG 201; SGEL 101/L, 102/L,
        103/L, 123/L; SPHS 101/L, 201/L,
        202/L, 211/L, 212/L

V. Arts and Humanities   **6**
One fine arts course:
_____ SATH 105

One course from the following:
_____ SAAS 204; SAMS 101, 102; SEGL 250, 252,
        275, 279, 280, 283, 289, 290, 291; SFLM 240;
        SMUS 110, 140; SPHL 102, 211; SREL 103;
        STHE 161, 170

VI.   Foreign Language and Culture   **3**
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
           SSPN 102
           Placement in a 201 or higher level
           language course (Students placing
           into 201 or higher level of a language
           have satisfied this requirement but
           will have additional hours in
           electives, if hours are required in the
           major).

VII.   History   **3**
_____   SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences   **6**
One courses from the following:
_____   SANT 102; SAAS 201; SECO 221,
           222; SGEG 101, 103; SGIS 101, 200
           320; SSOC 101; SWST 101
_____   SPSY 101

(Continued on next page)

Content Concentration* (39 hours)

____SART 103:	Fundamentals of Two Dimensional Design	3
____SATH 106:	History of Western Art: Renaissance-Present	3
____SATH 306:	History of 20th Century Art	3
____Art History elective 200 or above		3
____SART 104:	Fundamentals of Three Dimensional Design	3
____SART 108:	Computer Graphics I	3
____SART 110:	Drawing I	3
____SART 210:	Drawing II	3
____SART 211:	Introduction to Painting	3
____SART 207:	Printmaking I	3
____SART 229:	Introduction to Crafts	3
____SART 203:	Color and Composition	3
____Art Studio Elective		3

Professional Education* (39 hours)

____SEDF 200:	Teacher Education Colloquium	0
____SEDF 210:	Foundations of Education **	3
____SAED 330:	Foundations in Art Education**	3
____SEDF 333:	Educational Development of the Lifelong Learner**	3
____SATH 400:	Theory and Criticism	3
____SAED 429:	Art for Elementary and Middle Schools	3
____SAED 430:	Secondary Art Methods	3
____SAED 450:	School Art Program	3
____SEDF 341:	Education Procedures for Exceptional Children**	3
____SAED 460:	Directed Teaching	15

Total hours for major   **78**

Total credit hours for degree   **122-126**

*must have a "C" or above in the courses

** Does not have to be admitted to the Professional Program

Minor in Art History
Student Worksheet

Required Courses[1,2,3]

_____ SATH 105: History of Western Art: 3
Prehistory - Middle Ages
_____ SATH 106: History of Western Art: 3
Renaissance - Present

Select four courses from the following: 12
_____ SATH 301: Women and Art:
_____ SATH 304: Southern Folk Art
_____ SATH 305: American Art
_____ SATH 306: History of 20th Century Art
_____ SATH 308: History of Design

_____ SATH 309: History of Photography
_____ SATH 310: African Art
_____ SATH 350: Art History, Study Abroad
_____ SATH 352: Art History, Field Study
_____ SATH 398: Selected Topics in
Art History
_____ SATH 399: Art History Independent
Study
_____ SATH 400: Art Theory & Criticism
_____ SATH 450: Art History, Study Abroad II
_____ SATH 499: Art History Internship

_____ **Minimum Hours Required** **18**

1 Up to 6 hours of General Education (<300 level) may be used to
satisfy requirements of a minor.
2 Minimum grade of C is required for all coursework.
3 A minimum of 12 hours of upper division coursework is required.

Minor in Journalism
Student Worksheet

Required Courses[1]

_____ SJOU 201: Survey of Mass 3
Communication
_____ SJOU 303: Law & Ethics of the 3
Mass Media
_____ SJOU 304: Writing for the Media 3

Professional Options
(one of the following)
_____ SJOU 325, SFLM 326, SJOU 328, SJOU 398,
SCOM 399, SFLM 426, SJOU 430

History and Theory
(one of the following)
_____ SJOU 301, 302, 305, 310, 398,
424, 450, 480

Writing
(one of the following)
_____ SJOU 329, 333, 334, 335

_____ **Total Hours Required** **18**

[1]Minimum grade of C is required for all coursework.

Minor in Communication Studies[1]
Student Worksheet

Required Courses (6 credit hours)
_____ SSPH 301: Theories and Principles 3
of Human Communication
_____ SSPH 312: Rhetorical Theory 3

**Presentation Skills (3 credit hours: choose
one of the following)**
_____ SIMS 345: Technical Presentation and 3
Communication
_____ SSPH 333: Advanced Public Speaking 3
_____ SSPH 340: Voice and Diction 3
_____ SSPH 440: Argumentation & Debate 3

**Culture and Communication (6 credit
hours: choose two of the following)**
_____ SSPH 313: Rhetorical Criticism 3
_____ SSPH 350: Communication and Gender 3
_____ SSPH 380: Intercultural Communication 3

_____ SSPH 398: Special Topics in 3
Communication
_____ SSPH 450: Communication for Social 3
Change

**Professional Practices (6 credit hours:
choose two of the following)**
_____ SSPH 303: Ethics in Human 3
Communication
_____ SSPH 309: Small Group Communication 3
_____ SSPH 310: Interpersonal Communication 3
_____ SCOM 375: Communication Research 3
Methods
_____ SSPH 448: Organizational 3
Communication

_____ **Total Hours Required** **21**

[1]A minimum grade of C is required in all courses.

Minor in Theatre
Student Worksheet

Required Courses[1,2,3,4]

_____ STHE 161: Introduction to Theatre Art   3
_____ STHE 170: Fundamentals in Acting   3
_____ STHE 301: Dramatic Theory and   3
     Criticism or STHE 385: Theatre
     History I or STHE 386: Theatre History II
_____ STHE 377: Stagecraft   3
     or STHE 379: Lighting Design
     or STHE 380: Scene Design
_____ STHE 370: Voice for the Actor   3
     or STHE 376: Stage Movement for the
     Actor or STHE 383: Stage Combat or
     STHE 373: Fundamentals of Play Directing

_____ STHE 374: Intermediate Acting   3
     or STHE 401: Classical Styles in Acting
     or STHE 402: Alternative Styles in Acting
     or STHE 378: Playwriting

_____ **Minimum Hours Required**   **18**

[1] *Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2] *Minimum grade of C is required for all coursework.*
[3] *A minimum of 12 hours of upper division coursework is required.*
[4] *Any course taken to satisfy the requirements for the Communication major may not also be counted toward the requirements for the minor in Theatre.*

Minor in Jazz Studies[1,2,3]
Student Worksheet

Requirements

_____ SMUS 115: Commercial Music   3
     Theory and Aural Skills I

_____ SMUS 310: Jazz History   3

_____ SMUS 325: Jazz Theory   3

_____ (4) credits to be completed from: 4
     SMUS 327: Jazz Band (1) and/or
     SMUS 326: Vocal Jazz (1)

_____ (2) credits to be completed from   2
     SMUS 111 (1) and/or
     SMUS 311: Applied Music (1)

_____ One course from any of the following: 3
     SMUS 345. Jazz Improvisation I (3),
     SMUS 361: Music Business (3),
     SMUS 364: Music Entrepreneurship (3),
     SMUS 398: Selected Topics in Music (3)

_____ **Total Hours Required**   **18**

[1] *Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2] *Minimum grade of C is required for all coursework.*
[3] *A minimum of 12 hours of upper division coursework is required.*

Minor in Commercial Music[1,2,3]
Student Worksheet

Requirements

_____ SMUS 115: Music Theory   3

_____ SMUS 361: Music Business   3

_____ SMUS 364: Music Entrepreneurship   3

_____ One class selected from the following: 3
     SMUS 140: History of Rock Music [4]
     SMUS 310: Jazz History
     SMUS 302: Music History II

_____ Any 100- or 300-level music   3
     performance group (3 semesters
     for one credit each)

_____ 3 credits selected form the following: 3

     SBAD 350: Principles of Marketing
     SMUS 398: Selected Topics in Music
     SMUS 111/311: Applied Music (1-3)
     SMUS 325: Jazz Theory

_____ **Total Hours Required**   **18**

[1] *Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2] *Minimum grade of C is required for all coursework.*
[3] *A minimum of 12 hours of upper division coursework is required.*
[4] *Students taking SMUS 140 must take 300-level performance courses in order to meet the required 12 hours of upper-division coursework.*

Bachelor of Arts
Major in Commercial Music
Student Worksheet

The mission of the Bachelor of Arts in Commercial Music at USC Upstate is to provide an experiential learning environment that prepares the student for careers in performing, private instruction, music directing, career management, publishing, booking, or working with technology in contemporary and diverse professional music settings.

With the ever-growing array of opportunities available in performance, education, recording, publishing, and technology, the commercial music field demands skills that incorporate knowledge of practical music theory, ear training, contemporary music repertoire, pedagogy, composition, arranging, improvisation, technology, history, and music business. The curriculum of the Bachelor of Arts in Commercial Music at USC Upstate is structured to provide the student a thorough understanding of these skills.

A liberal arts philosophy in this field separates USC Upstate from other institutions by requiring involvement in both contemporary and traditional music styles combined with a wide range of academic study. This philosophy provides the student with a well-rounded understanding for the professional work of music and its diverse opportunities.

Audition requirements: contact the Department of Fine Arts and Communication Studies.

General Education Courses

I.　**Communication**　　　　　　　**9**
_____　SEGL 101
_____　SEGL 102
_____　SSPH 201

II.　**Mathematics and Logic**　　　**6**
_____　SMTH 102, 120, 121, 122, 126, 127 141, 142, 231
_____　SECO 291; SLGC 205, 207; SMTH 102, 120, 121, 122, 126, 127, 141, 142, 202, 231; SPSY 225; SSOC 201

III.　**Information Technology**　　　**3**
_____　SCSC 138, 150; SIMS 101

IV.　**Natural Science**　　　　　　**7-8**
Two courses from the following
(at least one with the associated lab)
_____
_____　SAST 111/L; SBIO 101/L, 102/L, 110/L, 206, 240, 242/L, 270; SCHM 101/L, 106, 106L, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V.　**Arts and Humanities**　　　　　**6**
_____　SMUS 110, 140

One course from the following:
_____　SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 292; SFLM 240; SPHL 102, 211; SREL 103; STHE 161, 170

VI.　**Foreign Language and Culture**　**3**
Foreign Language minimum 102 level
_____　SCHI 102; SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course (Students placing into 201 or higher have satisfied this requirement and will have additional hours in electives).

VII.　**History**　　　　　　　　　　**3**
One course from the following:
_____　SHST 101 or 102

VIII.　**Social and Behavioral Sciences**　**6**
Two courses from the following with two disciplines represented (Business Minors should take SECO 221 or 222):
_____　SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 101, 200 320; SPSY 101; SSOC 101; SWST 101

IX.　**Senior Seminar:** *see major requirements*

_____　## Major Requirements[1]

Music Core
_____　SMUS 115: Commercial Music　　3
　　　　　　Theory & Aural Skills I
_____　SMUS 116: Commercial Music　　3
　　　　　　Theory & Aural Skills II
_____　SMUS 215: Commercial Music　　3
　　　　　　Theory & Aural Skills III
_____　SMUS 216: Commercial Music　　3
　　　　　　Theory & Aural Skills IV
_____　SMUS 301: Music History I　　　3
_____　SMUS 302: Music History II　　　3
_____　SMUS 155: Group Piano　　　　2
_____　SMUS 156: Group Piano　　　　2
_____　100-level Applied Music　　　　4
_____　300-level Applied Music　　　　3
_____　100-level Ensemble　　　　　4
_____　300-level Ensemble　　　　　3
_____　Recital Attendance (six semesters)　0

Commercial Music Emphasis
_____　SMUS 361: Music Business　　　3
_____　SMUS 364: Music Entrepreneurship 3

Students choose 15 credits from the following list of courses with advisor's approval:

_____　SMUS 310: Jazz History　　　　3
_____　SMUS 325: Jazz Theory　　　　3
_____　SMUS 345: Jaxx Improvisation　　3
_____　SMUS 362: Music Technology　　3
_____　SMUS 365: Songwriting　　　　3
_____　SMUS 366: Composition　　　　3
_____　SMUS 367: Arranging for Ensembles 3
_____　SMUS 398: Selected Topics in Music 3
_____　SMUS 499: Internship in Com. Music 3

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

Senior Seminar

_____	SMUS 390: Senior Seminar	3

Electives   **8-20**

_____   _____

_____   _____

_____   _____

Cognate or Minor   **12-18***

_____   _____

_____   _____

_____   _____

_____   _____

Total Hours Required   120-121*

*Credit hours could be higher based on choice of minor.

Bachelor of Arts in Commercial Music
Recommended Student Course Sequence

Freshman Year - Fall (15 credits)

Recital Attendance	0
100-level Applied Music	1
100-level Ensemble	1
Commercial Music Theory & Aural Skills I	3
Informational Technology	3
English 101	3
Minor/Cognate/Elective	3
Elective	1

Freshman Year - Spring (15 credits)

Recital Attendance	0
100-level Applied Music	1
100-level Ensemble	1
Commercial Music Theory & Aural Skills II	3
Science w/ lab	4
English 102	3
Foreign Language and Culture	3

Sophomore Year - Fall (16 credits)

Recital Attendance	0
100-level Applied Music	1
100-level Ensemble	1
Commercial Music Theory & Aural Skills III	3
Music History I	3
Group Piano I	2
General Education Arts & Humanities	3
Speech 201	3

Sophomore Year - Spring (16 credits)

Recital Attendance	0
100-level Applied Music	1
100-level Ensemble	1
Commercial Music Theory & Aural Skills IV	3
Music History II	3
Group Piano II	2
Math 120 or higher	3
General Education Social and Behavioral Sciences	3

Junior Year - Fall (15 credits)

Recital Attendance	0
300-level Applied Music	1
300-level Ensemble	2
Music Business	3
Commercial Music Emphasis Course	3
Science (without lab)	3
Minor/Cognate	3

Junior Year - Spring (15 credits)

Recital Attendance	0
300-level Applied Music	1
300-level Ensemble	2
Commercial Music Emphasis Course	3
History	3
Minor/Cognate	3
Minor/Cognate	3

Senior Year - Fall (14 credits)

300-level Applied Music	1
300-level Ensemble	1
Commercial Music Emphasis Course	3
Music Entrepreneurship	3
Math (logic or statistics)	3
Minor/Cognate	3

Senior Year - Spring (15 credits)

General Education Social and Behavioral Sciences	3
Commercial Music Emphasis Course	3
General Education Arts & Humanities	3
Minor/Cognate/Elective	3
Senior Seminar	3

Languages, Literature and Composition

The Department of Languages, Literature and Composition in the College of Arts and Sciences offers the Bachelor of Arts degree with majors in English and Spanish and minors in African American Studies, Creative Writing, English, Film Studies, French, German Studies, International Studies, Spanish, and Spanish Translation/Interpreting. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in English
Student Worksheet

General Education Courses

I. Communication 9
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics 6
One math course:
_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics[1]:
_____ SECO 291; SLGC 205, 207; SMTH 102, 120, 121, 122, 126, 127, 141, 142, 202, 231; SPSY 225; SSOC 201

III. Information Technology 3
_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8
Two courses from the following:
(at least one with the associated lab)
_____ SAST 111/L; SBIO 101/L, 102/L, 110/L, 206, 240, 242/L, 270; SCHM 101/L, 106, 106L, 109/L, 111/L, 112/L; SGEG 201, 202; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131, 241; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SMUS 110, 140; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3
Foreign Language minimum 102 level
_____ SCHI 102; SFRN 102; SGRM 102; SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
_____ SHST 101, 105, or 106

VIII. Social and Behavioral Sciences 6
Two courses from the following with two disciplines represented:
_____ SANT 102; SAAS 201; SECO 221,
_____ 222; SGEG 101, 103; SGIS 101, 200, 320; SPSY 101; SSOC 101; SWST 101

_____ **Major Requirements[2]**
Core Courses **24**
The following courses are required for all majors:
_____ English 300 3
_____ English 301 3
_____ Any Shakespeare course 300 or above 3
_____ Any cultural diversity & difference 3 in literature course 300 or above
_____ Any linguistics course 300 or above 3
_____ Any writing course 300 or above 3
_____ English 459, 483 or Film 482 3
_____ English 490: Senior Seminar 3

Four additional English or Film Courses 12
at 300- or 400-level[2]

English majors may complete a general English major with any combination of upper-level English and film courses or may select one of five focus areas based on course topics or themes: American Literature, British Literature. Creative Writing, Applied Writing, or Film.

_____ _____
_____ _____
_____ _____
_____ _____

[1]*Statistics is recommended for majors who plan an Applied Writing Emphasis.*
[2]*A minimum grade of C is required.*

_____ **Cognate or Minor[2]**   12-18
      (in consultation with advisor)

      _____ _____
      _____ _____
      _____ _____

_____ **Supporting Courses[2]**   15

      _____ English 279 or English 289   6
      _____ English 280 or English 290
      _____ History 102   3
      _____ Foreign language 201 and 202   6
             or above (taught in target language)

_____ **Electives**   4-14

      _____ _____
      _____ _____
      _____ _____

_____ **Total Hours Required**   **120**

[1]*Statistics is recommended for majors with an Applied Writing Focus Area.*
[2]*A minimum grade of C is required.*
[3]*English 459 is required for majors with a Writing Emphasis. Film 482 is required for majors with a Film Emphasis. English 483 is required for all other English majors.*

Minor in English
Student Worksheet

Courses Required for the Minor[1,2,3,4]

_____ Two of the following: 6

       English 208, 245, 250, 252, 275, 279, 280, 283, 289, 290, 291, 300

       _____ _____
       _____ _____

_____ Four additional English courses at the   12
       300- or 400-level.

       English minors may complete any combination of upper-level English courses or may select one of four focus areas based on course topics and themes: American Literature, British Literature, Writing, or Literature and Culture.

       _____ _____
       _____ _____
       _____ _____
       _____ _____

[1]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2]*Minimum grade of C is required for all coursework.*
[3]*A minimum of 12 hours of upper division coursework is required.*
[4]*With approval, students may apply relevant SEGL special topics courses, one-time only courses, internships, and independent studies to the minor.*

Total Hours Required   **18**

Minor in Creative Writing
Student Worksheet

Courses Required for the Minor[1,2]
(you may also specify acceptable substitutions)

_____ SEGL 208: Introduction to Creative   3
       Writing *or*
_____ SEGL 308: Intermediate Workshop in
       Creative Writing
_____ Two courses chosen from the following: 6
_____ SEGL 308 (if not taken above)
       SEGL 364: Fiction Workshop
       SEGL 366: Poetry Workshop
       SEGL 368: Life Writing Workshop
       SEGL 370: Creative Nonfiction Workshop
       SEGL 397: Topics in Writing
       STHE 378: Playwriting
       SWST 369: Gender and Autobiography

_____ Two additional English classes numbered   6
_____ 300 or above. Courses from the list above, or
       from the following list are recommended.
       SEGL 319: Development of the Novel
       SEGL 320: Development of Short Fiction
       SEGL 329: Development of Poetry
       SEGL 330: Development of Drama
       SEGL 451: Introduction to Linguistics

_____ SEGL 468: Advanced Creative Writing   3

Total Hours Required   **18**

[1]*Minimum grade of C is required for all coursework.*
[2]*A course taken in the major cannot also be counted toward the minor.*

Minor in International Studies [1,2]
Student Worksheet

_____**General requirement**   3
   Select one from:
   SGIS 310: International Politics
   SGIS 320: Comparative Politics
   SGIS 330: International Organizations

_____**Language requirement** [3]   6
   Two courses (201 and 202) of either French,
   German or Spanish

_____**Other required courses**
   At least one course in each of the
   following areas:

   _____**History**   3
   Any 300- or 400-level history course examin-
   ing an international topic or country other than
   the United States

   _____**Culture & Cultural
   Understanding**   3
   SFRN 204: French Culture
   SGRM 204: German Culture
   or any other appropriate course approved by
   advisor and the director of Interdisciplinary
   Studies

   _____**Global Issues**   3
   SGIS 326: Middle East Politics
   SGIS 327: East Asian Politics
   SGIS 380: Environmental Policy

SGIS 420: Women & Politics: A Global Perspective
SGIS 460: International Law
or any other appropriate course approved by
advisor and the director of Interdisciplinary
Studies

_____**Experiential Learning
   Opportunity**   3
   Independent Study, Internship, Study Abroad
   or some other opportunity approved by advisor
   and the director of Interdisciplinary Studies

_____**Total Hours Required**   18-21[4]

[1]Up to 6 hours of General Education (<300 level) may be used to
   satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]This minor requires language proficiency at the 202 level or above.
   No language courses below the 201 level count toward the minor.
   Students may take courses through the 202 level or attempt a place-
   ment test in any foreign language. Students who test at the 201 level
   must take 202. Students who have already completed 202 or test at
   the 202 level have two options: take an additional language course
   (including culture course taught in a foreign language, conversa-
   tion course, translation course, etc.) or take an additional course
   from the accepted courses for the minor.
[4]Students exempt from the language requirement will need 18 hours.
   Otherwise the requirement will be 21 hours.

Minor in Film Studies[1,2,3,4,5]
Student Worksheet

Required Courses   **6**
   _____ SFLM 240: Introduction to Film
   _____ SFLM 425: Film History to 1967 or
          SFLM 435: Film History after 1967

Four courses from the following: **12**
   ❏   SFLM 326: Motion Picture and
       Video Techniques
   ❏   SFLM 341: Literature and Film
   ❏   SFLM 342: Film Genre (may be
       repeated for credit if topic changes)
   ❏   SFLM 360: Film Directors (may be
       repeated for credit if topic changes)
   ❏   SFLM 398: Special Topics in Film
       (may be repeated for credit if topic
       changes)
   ❏   SFLM 425: Film History to 1967 (if
       not taken as a requirement)
   ❏   SFLM 426: Advanced Video Production
   ❏   SFLM 435: Film History after 1967 (if
       not taken as a requirement)
   ❏   SFLM 475: International Film

   ❏   SFLM 480: Interdisciplinary
       Approaches to film (may be repeated
       for credit if topic changes)
   ❏   SFLM 481: Cultural Diversity and
       Difference in Film (may be repeated
       for credit if topic changes)
   ❏   SFLM 482: Film Theory & Criticism

   _____ _____
   _____ _____
   _____ _____
   _____ _____

_____ **Total Hours Required**   **18**

[1]Up to 6 hours of General Education (<300 level) may be used to
   satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]A minimum of 12 hours of upper-division coursework is required.
[4]With approval of advisor, students may apply relevant courses to the
   minor if the topic relates to film; special topic courses; one-time only
   courses, internships; and independent studies.
[5]A course taken in the minor cannot also be counted toward the major.

Minor in French[1]
Student Worksheet

The minor in French will require 18 hours with 12 hours of upper division courses: 3 credit hours from one of the following courses: SFRN 202, SFRN 204, SFRN 210 (Can be exempted by placement test or consent of the instructor); 15-18 credit hours from the 300 level French courses or above.

One of the following (may be exempted by placement test or consent of instructor):

_____ French 202: Intermediate French	3
_____ French 204: French Culture	3
_____ French 210: French Oral Communication	3

Five (or six if 200-level exempted) of the following:

_____ French 308: Business French	3
_____ French 309: French Grammar and Composition	3
_____ French 310: French Conversation	3
_____ French 320: French Civilization	3
_____ French 330: Survey of French Literature I	3

_____ French 331: Survey of French Literature II	3
_____ French 250 or 350: Selected French Studies Abroad	3
_____ French 398: Topics in French Language or Literature	3
_____ French 399: Independent Study or Internship	3
_____ French 402: Masterpieces of French Drama	3
_____ French 403: Masterpieces of the French Novel	3
_____ Total Hours Required	**18**

[1]*A minimum grade of C is required.*

Minor in German Studies[1]
Student Worksheet

The minor in German Studies will require a minimum of 18 hours with 12 hours of upper division courses: 6 credit hours from SGRM 202 and SGRM 210; 12 credit hours from SGRM 204 or 300 level German courses.

Required Courses   6

_____ German 202: Intermediate German	
_____ German 210: German Oral Communication	

Four of the following   12

_____ German 204: German Culture	3
_____ German 250 or 350: Selected German Studies Abroad	3
_____ German 308: Business German	3

_____ German 310: German Conversation	3
_____ German 325: Modern German Literature in Translation	3
_____ German 398: Topics in German Literature/Language	3
_____ German 399: Independent Study or Internship	3
_____ Total Hours Required	**18**

[1]*A minimum grade of C is required.*

Minor in African American Studies[1,2,3,4,5,6,7]
Student Worksheet

Minor Requirements

_____ SAAS 201: Introduction to African American Studies	3
_____ SAAS 204: African American Culture	3
_____ One of the following: SEGL 391: African American Literature or SEGL 429: Harlem Renaissance	3
_____ One of the following: SHST 310: African American History to 1865 or SHST 311: African American History Since 1860	3

Two of the courses selected from the following disciplines:

_____ SAAS 398: Topics in African American Studies	3
_____ SATH 210: African Art	3
_____ SATH 304: Southern Folk Art	3
_____ SCRJ 380: Minorities, Crime and Criminal Justice	3
_____ SCRJ 451/SGIS 451: Civil Rights and Civil Liberties	3

_____ SEGL 391: African American Literature or SEGL 429: Harlem Renaissance[7]	3
_____ SHST 495: Topics in African American History or SHST 310: African American History to 1865 or SHST: African American History since 1860.	3
_____ SJOU 480: Minorities in the Media	3
_____ SMUS 310: Jazz History	3
_____ SSOC 433: Race and Ethnic Relations	3
_____ Total Hours Required	**18**

1Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.

2Minimum grade of C is required for all coursework.

3A minimum of 12 hours of upper division coursework is required.

4English 102 must be completed before taking courses in the minor.

5There are additional pre-requisites for courses in Criminal Justice, Sociology, and Government which may be met with general education or elective credit.

6Topics courses numbered 398 may be used when the subject matter pertains to African American Studies.

7Students may not use the same course to satisfy both the specified requirements and a selected requirement.

Bachelor of Arts
Major in Spanish
Student Worksheet

General Education Courses

I.   Communication   **9**
_____   SEGL 101 and SEGL 102
_____
_____   SSPH 201

II.   Mathematics   **6-8**
One math course:
_____   SMTH 120, 121, 122, 126, 127
          141, 142, 231

One course from math, logic or statistics:
_____   SECO 291; SLGC 205, 207; SMTH
          102, 120, 121, 122, 126, 127, 141,
          202, 231; SPSY 225; SSOC 201

III. Information Technology   **3**
_____   SCSC 138, 150; SIMS 101

IV.   Natural Science   **7-8**
Two courses from the following
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
          101/L, 106, 106L, 109/L, 111/L,
          112/L; SGEG 201, 202; SGEL 101/L,
          102/L, 103/L, 120, 121, 123/L, 131, 241;
          SPHS 101/L, 201/L, 202/L, 211/L,
          212/L

V.   Arts and Humanities   **6**
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
          SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
          101, 105, 106; SEGL 250, 252, 275,
          279, 280, 283, 289, 290, 291; SFLM
          240; SMUS 110, 140; SPHL 102, 211;
          SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   **3**
Foreign Language minimum 102 level
_____   SSPN 102

VII. History   **3**
_____   SHST 101 or 102

VIII. Social and Behavioral Sciences   **6**
Two courses from the following with two
disciplines represented:
_____   SANT 102; SAAS 201; SECO 221,
          222; SGEG 101, 103; SGIS 101, 200,
          320; SPSY 101; SSOC 101; SWST 101

Major Requirements[1]

_____ **Core Courses**   **15/21**
(The following courses are required for all majors)
❑   SSPN 201 (or appropriate placement)
❑   SSPN 202 (or appropriate placement)
❑   SSPN 301
❑   SSPN 309
❑   SSPN 310
❑   SSPN 314
❑   SSPN 490 (Senior Seminar)

_____ **Any 7 courses from the following:**   **21**
(including at least one from each area of emphasis
and at least one course overall at the 400-level)
Language
❑   SSPN 300, 311, 312, 315, 350, 398 (language topic)
     451, 453, 454
Culture
❑   SSPN 320, 321, 350, 398 (culture topic)
Literature
❑   SSPN 330, 331, 332, 333, 398 (literature topic), 420, 431

_____ **Cognate or Minor**   **12-18**
(in consultation with advisor)

_____   _____
_____   _____
_____   _____
_____   _____

_____ **Supporting Courses**   **9**
Two semesters of a second foreign language
(or exemption due to placement) and one course
related to the study of language or Hispanic
culture, which must be selected in consultation
with advisor.

_____   _____
_____   _____
_____   _____

_____ **Electives**   **8-20**

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

_____ **Total Hours Required**   **120**

[1]A minimum grade of C is required for all coursework.

Minor in Spanish[1,2,3]
Student Worksheet

The minor in Spanish will require 18 hours, with at least 15 hours of upper division courses: 3 credit hours from SSPN 202 (may be exempted by placement test or consent of the instructor); 15 credit hours from upper division courses.

Required Course (may be exempted by placement test or consent of instructor):

_____ Spanish 202: Intermediate Spanish   3

Any five 300 or 400 level courses
(except Spanish 451)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

[1]*A minimum grade of C is required.*
[2]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[3]*With approval, students may apply relevant Spanish special topics courses, one-time-only courses, internships, and independent studies to the minor.*

_____ **Total Hours Required**   **18**

Minor in Spanish Translation/Interpreting[1,2,3,4,5]
Student Worksheet

Required Courses   **9**

_____ SEGL 245: Professional Writing   3
or SEGL 252: Understanding
English Grammar
_____ SSPN 311: Introduction to Non-   3
Literary Translation
_____ SSPN 312: Introduction to   3
Interpreting

One of the following: **3**

_____ SEGL 318: Writing & Computers   3
_____ SEGL 345: Advanced Professional   3
Writing
_____ SEGL 346: Technical Writing   3
_____ SEGL 352: Text Editing   3
_____ SEGL 371: Grant Writing   3
_____ SEGL 245: Professional Writing   3
or SEGL 252: Understanding
English Grammar (if taking both)
_____ SSPN 309: Advanced Spanish   3
Language
_____ SSPN 399: Internship   3

Two of the following: **6**

_____ Any two upper division Spanish courses
_____ 300-level or higher not counted previously

_____ **Total Hours Required**   **18**

[1]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2]*Minimum grade of C is required for all coursework.*
[3]*A minimum of 12 hours of upper-division coursework is required.*
[4]*SSPN 311, 312, and other upper division Spanish courses require SSPN 202 as a prerequisite.*
[5]*Classes counted for the Spanish major cannot count toward the minor in Spanish Translation/Interpreting*

Department of Informatics

The Bachelor of Arts in Information Management and Systems is a multidisciplinary degree integrating an understanding of computer technology, information management and processing technology, communications, discipline-specific knowledge, information resources administration, and the ability to recognize relationships between technical systems and social structures (informatics). The program prepares graduates to design, implement, analyze, and manage information resources and use information technology to solve problems in health, industry, government, and educational settings. The curriculum for the B.A. in Information Management and Systems includes 43-44 hours in general education, 45 hours in the information technology core, 9 hours in digital media, and 18 hours in an application area or 18-27 hours in a departmental recommended minor. The application areas provide instruction in the application of technology in one of three fields: healthcare, communications, and business.

Bachelor of Arts
Major in Information Management and Systems
Student Worksheet

General Education Courses

I.   Communication   9
_____   SEGL 101 and SEGL 102
_____   SSPH 201

II.   Mathematics   6
One math course:
_____   SMTH 121, 122, 126, 127, 141, 142,
One statistics course:
_____   SECO 291; SMTH 102; SPSY 225;
           SSOC 201

III.   Information Technology   3
_____   SCSC 138, 150; SIMS 101

IV.   Natural Science   7-8
Two courses from the following:
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
           101/L, 106, 106L, 109/L, 111/L,
           112/L; SGEG 201, 202; SGEL 101/L,
           102/L, 103/L, 120, 121, 123/L, 131, 241;
           SPHS 101/L, 201/L, 202/L, 211/L,
           212/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
           SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
           101, 105, 106; SEGL 250, 252, 275,
           279, 280, 283, 289, 290, 291; SFLM
           240; SMUS 110, 140; SPHL 102, 211;
           SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
           SSPN 102
           Placement in a 201 or higher level
           language course (Students placing
           into 201 or higher level of a language
           have satisfied this requirement but
           will have additional hours in electives,
           if hours are required in the major).

VII.   History   3
_____   SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences   6
Two courses from the following with two disciplines represented:
_____   SANT 102; SAAS 201; SECO 221,
           222; SGEG 101, 103; SGIS 101, 200
           320; SPSY 101; SSOC 101; SWST 101

_____ Major Requirements[1]

_____ Information Technology Core   45

Foundation

_____   SIMS 201: Concepts of   3
           Information Management & Systems
_____   SCSC 139: Visual BASIC   3
           Programming I
_____   SIMS 211: Microcomputer   3
           Organization
_____   SIMS 307: Systematic Innovation   3

Informatics

_____   SIMS 303: Organizational   3
           Informatics and IT Platforms
_____   SIMS 305: Social Informatics   3

Networking Technology

_____   SCSC 315: Networking Technology 3
_____   SIMS 415: E-Commerce and the   3
           Internet

(Continued on next page)

Database Technology

_____	SCSC 325: Fundamentals of Relational Databases	3
_____	SIMS 421: Data Warehousing and Decision Support Systems Technology	3

IT Management

_____	SIMS 441: IT Project Management	3
_____	SIMS 450: Executive IT Managment	3

Capstone

_____	SIMS 499: Senior Seminar	3

Technical Electives (choose two)   6

_____	SIMS 399: Independent Study	3
_____	SIMS 498: Experiential Learning	3
_____	SIMS 422: Knowledge-Based Systems	3
_____	SIMS 423: Human/Machine Interaction	3
_____	SIMS 440: Workflow & Business Process Re-Engineering	3
_____	SHIM 417: Healthcare Information Security	3

_____Digital Media & Comm. Core   9

_____	SEGL 245: Professional Writing	3
_____	SIMS 345: Technical Presentation	3
_____	SIMS 347: Web Page Construction	3

(Student chooses one Application Area or a Minor)

_____Application Areas [1]

_____Business Informatics   18

_____	SBAD 225: Financial Accounting	3
_____	SBAD 226: Managerial Accounting	3
_____	SBAD 371: Organizational Management and Behavior	3
_____	SBAD 390: Business Information Systems	3
_____	SIMS 440: Workflow & Business Process Re-Engineering	3
_____	Choose one upper level business or economics course	3

_____Health Informatics   18

_____	SHIM 201: Understanding Healthcare Organizations	3
_____	SHIM 301: Healthcare Information Systems	3
_____	SHIM 302: Information Trends in Healthcare Systems	3
_____	SHIM 413: Network Applications for Healthcare	3

Choose two courses from the following:

_____	SHIM 412: Ethics and Risk Management in Healthcare Info Syst.	3
_____	SHIM 417: Healthcare Information Security	3
_____	SHIM 450: Healthcare Database Systems and Information Retrieval	3
_____	SIMS 422: Knowledge-Based Systems	3

_____Media Informatics   18

_____	SSPH 301: Theories and Principles of Human Communication	3
_____	SJOU 201: Survey of Mass Communication	3

Choose four courses from the following:

_____	SSPH 303: Ethics in Communication	3
_____	SSPH 310: Interpersonal Communication	3
_____	SSPH 448: Organizational Communication	3
_____	SSPH 450: Communication for Social Change	3
_____	SJOU 303: Law and Ethics of the Mass Media	3
_____	SJOU 310: Mass Media and Society	3
_____	SJOU 326: Motion Picture and Video Techniques	3
_____	SJOU 328: Public Relations and Persuasion	3
_____	SEGL 318: Writing and Computers of the Mass Media	3
_____	SEGL 345: Advanced Professional Writing	3
_____	SEGL 346: Technical Writing	3

_____Minor Option[1] (Discipline)   18-27

_____Supporting Course[1]   3-6

_____	Cultural Studies selected with approval of advisor or foreign language 101	3

_____Electives   0-2

_____ _____

_____Total Hours Required   120-128

[1]*A minimum grade of C is required.*

Bachelor of Arts
Major in Information Management and Systems
Accredited Track in Health Information Management

Students who have received an associate degree from an accredited health information management program and hold the registered health information technician (RHIT) certification (or take and successfully pass the registry exam within six months of entrance into this program) may enroll in the accredited health information management program. This program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education [CAHIIM]). Students must complete a separate application, provide a written sample, and interview with the program director prior to entry in the program. Upon completion of this degree, students are eligible to take the registered health information administrator (RHIA) certification exam. This program prepares students for management careers in health information systems, electronic medical records, and insurance coding.

Student Worksheet

General Education Courses

I.   Communication   9
_____   SEGL 101 and SEGL 102
_____   SSPH 201

II.   Mathematics[1]   6
One math course:
_____   SMTH 121, 122, 126, 127, 141, 142
One statistics course:
_____   SPSY 225

III.   Information Technology   3
_____   SIMS 101; SCSC 138, 150

IV.   Natural Science   7-8
Two courses from the following:
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
             101/L, 106, 106L, 109/L, 111/L,
             112/L; SGEG 201, 202; SGEL 101/L,
             102/L, 103/L, 120, 121, 123/L, 131, 241;
             SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
             SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
             101, 105, 106; SEGL 250, 252, 275,
             279, 280, 283, 289, 290, 291; SFLM
             240; SMUS 110, 140; SPHL 102, 211;
             SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
             SSPN 102
             Placement in a 201 or higher level
             language course (Students placing
             into 201 or higher level of a language
             have satisfied this requirement but
             will have additional hours in electives,
             if hours are required in the major).

VII.   History   3
_____   SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences   6
Two courses from the following with two
disciplines represented:
_____   SANT 102; SAAS 201; SECO 221,
             222; SGEG 101, 103; SGIS 101, 200
             320; SPSY 101; SSOC 101; SWST 101

_____ **Major Requirements[1]   39**

_____ **Information Technology Core   21**
Foundation
_____   SIMS 303: Organizational   3
             Informatics and IT Platforms
Networking Technology
_____   SCSC 315: Networking Technology   3
_____   SIMS 415: E-Commerce and the   3
             Internet

Database Technology
_____   SCSC 325: Fundamentals of   3
             Relational Databases
_____   SIMS 421: Data Warehousing   3
             and Decision Support Systems
             Technology
IT Management
_____   SIMS 441: IT Project Management   3
_____   SIMS 450: Executive IT Managment   3

_____ **Technical Electives[1]** (choose four)   **12**
_____   SIMS 201: Concepts of   3
                 Information Managment
_____   SIMS 211: Microcomputer   3
                 Organization
_____   SIMS 305: Social Informatics   3
_____   SIMS 345: Technical Presentation   3
_____   SIMS 307: Systematic Innovation   3
_____   SIMS 347: Webpage Construction   3
_____   SHIM 417: Information Security   3

_____ **Capstone Courses   6**
_____   SHIM 498: Practicum in   3
             Healthcare Information Managment
_____   SIMS 499: Senior Seminar   3

_____ **HIM Electives[1]**		**18**
_____ _____		3
_____ _____		3
_____ _____		3
_____ _____		3
_____ _____		3
_____ _____		3

_____ **Health Informatics**   **21**

_____ SHIM 201: Understanding Healthcare Organizations   3

_____ SHIM 250: Department Administration in the Healthcare Setting   3

_____ SHIM 301: Healthcare Information Systems   3

_____ SHIM 302: Information Trends in Healthcare Systems   3

_____ SHIM 412: Ethics and Risk Management in Healthcare Information Systems   3

_____ SHIM 413: Network Applications for Healthcare Systems   3

_____ SHIM 450: Healthcare Database Systems and Information Retrieval   3

_____ **Total Hours Required**   **121-122**

Minor in Information Management and Systems[1]
Student Worksheet

Foundation   **9**

_____ SCSC 139: Visual BASIC Programming I   3

_____ SIMS 201: Concepts of Information Management & Systems or SIMS 211: Microcomputer Organization   3

_____ SIMS 303: Organizational Informatics or SIMS 305: Social Informatics   3

Networking Technology   **3**

_____ SCSC 315: Networking Technology   3

    [1]*A minimum grade of C is required.*

Database Technology   **3**

_____ SCSC 325: Fundamentals of Relational Database Management Systems   3

One Course from the following   **3**

_____ Preferred: SIMS 441: Project Management; or SIMS 450: Executive IT Management; *or* any SIMS 400-level or SHIM 400-level course.

_____ **Total Hours Required**   **18**

Mathematics and Computer Science

The Division of Mathematics and Computer Science in the College of Arts and Sciences offers the Bachelor of Science degree in mathematics, the Bachelor of Arts in computer information systems and the Bachelor of Science degree in computer science (ABET accredited). Minors are offered in mathematics and computer science.

Bachelor of Science
Major in Mathematics
Student Worksheet

_____**General Education Courses**

I. Communication   **9**

_____   SEGL 101 and SEGL 102

_____
_____   SSPH 201

II. Mathematics[1]   **8**

_____   SMTH 141: Calculus I
_____   SMTH 142: Calculus II

III. Information Technology   **3**

_____   SCSC 150

IV. Natural Science   **8**

_____   SBIO 101/L, 102/L; or SCHM 111/L, 112/L; or SPHS 211/L, 212/L

V. Arts and Humanities   **6**

One fine arts course:

_____   SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)

_____   SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture   **3**

Foreign Language minimum 102 level

_____   SCHI 102; SFRN 102; SGRM 102; SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**

_____   SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**

Two courses from the following with two disciplines represented:

_____   SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 101, 200 320; SPSY 101; SSOC 101; SWST 101

_____**Major Requirements[1]**   **18**

_____   SMTH 315: Statistical Methods I   3
_____   SMTH 340: Mathematical Structure and Proof   3
_____   SMTH 344: Linear Algebra   3
_____   SMTH 346: Introduction to Modern Algebra   3
_____   SMTH 354: Real Analysis I   3
_____   SMTH 599   3

Choose one of the following 3 areas of focus: Pure Mathematics, Computational and Applied Mathematics, or Applied Statistics.[1]

Pure Mathematics: **15**

Two courses :

SMTH 544: Linear Algebra II
SMTH 546: Algebraic Stuctures
SMTH 554: Real Analysis II

One additional 300-level or higher and two additional 400-level or higher mathematics or statistics courses:

_____   SMTH/SSTA _____   3
_____   SMTH/SSTA _____   3
_____   SMTH/SSTA _____   3

Computational and Applied Mathematics: **15**

Two courses :
SMTH 345: Applied PDEs
SMTH 444: Elements of Optimization
SMTH 560: Numerical Analysis I

One course:
SMTH 544: Linear Algebra II
SMTH 561: Numerical Analysis II

One additional 300-level or higher and one additional 400-level or higher mathematics/ computer science courses:

_____	SMTH/SCSC _____	3
_____	SMTH/SCSC _____	3

Applied Statistics   **15**

_____	SSTA 410: Introduction to Probability Theory	3
_____	SSTA 413: Introduction to Stochastic Processes	3
_____	SSTA 512: Mathematical Statistics	3
_____	SSTA 516: Statistical Methods II	3

One additional 300-level or higher mathematics/ statistics courses:

_____	SMTH/SSTA _____	3

_____   **Cognate[1]or Minor[1]   12-21**

Mathematics & Statistics Areas of Focus:

Cognate courses totaling 12 hours require approval by major advisor. Minors may require 18-21 hours, of which 6 hours may be applied toward general education requirements.

_____ **Supporting Courses[1]   13**

Mathematics Focus
(Pure, Computational & Applied)

_____	SMTH 241: Calculus III	4
_____	SMTH 245: Elementary Differential Equations	3
_____	SMTH 255: MATLAB Programming	3
_____	SMTH 374: Theory of Discrete Mathematics	3

Applied Statistics Focus

_____	SMTH 241: Calculus III	4
_____	SSTA 301: Statistical Computing	3

Two courses:

SMTH 320: Mathematical Modelling
SMTH 374: Theory of Discrete Mathematics
SCSC 200: Computer Science I
SEGL 245/252/346, SJOU 301/304/335

_____ **Electives[5]**   7-16

_____	_____
_____	_____
_____	_____
_____	_____

_____ **Total Hours Required   120**

[1]*A minimum grade of C is required in each course indicated.*

Minor in Mathematics[1]
Student Worksheet

The mathematics minor may be utilized by students in any major.

Mathematics   **8**
(General Education Requirement)

_____	Mathematics 141	4
_____	Mathematics 142	4

Minor Requirements

_____	four courses numbered 241 or above	12-13
_____	_____	
_____	_____	
_____	_____	
_____	_____	

_____ **Total Hours Required   20-21**

[1]*A minimum grade of C is required.*

Bachelor of Arts
Major in Computer Information Systems
Student Worksheet

_____**General Education Courses**

I.   Communication   9
_____   SEGL 101 and SEGL 102
_____
_____   SSPH 201

II.   Mathematics[1]   6
_____   SMTH 102
_____   SMTH 126

III.   Information Technology[1]   3
_____   SCSC 150

IV.   Natural Science   7-8
Two courses from the following:
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
          101/L, 106, 106L, 109/L, 111/L,
          112/L; SGEG 201; SGEL 101/L,
          102/L, 103/L, 120, 121, 123/L, 131, 241;
          SPHS 101/L, 201/L, 202/L, 211/L,
          212/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
          SMUS 110; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAAS 204; SAMS 101, 102; SATH
          101, 105, 106; SEGL 250, 252, 275,
          279, 280, 283, 289, 290, 291; SFLM
          240; SMUS 110; SPHL 102, 211;
          SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102; SSPN 102
          Placement in a 201 or higher level
          language course** (Students placing
          into 201 or higher level of a language
          have satisfied this requirement but
          will have additional hours in
          electives, if hours are required in the
          major).

VII.   History   3
_____   SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences   6
Two courses from the following with two
disciplines represented:
_____   SAAS 201; SANT 102; SECO 221,
          222; SGEG 101, 103; SGIS 101, 200
          320; SPSY 101; SSOC 101; SWST 101

_____**Core Major Requirements[1]   42**
_____   SCSC 200: Computer Science I   3
_____   SCSC 234: Visual BASIC
          Programming or SCSC 238: C++
          Programming   3
_____   SCSC 300: Computer Science II   3
_____   SCSC 311: Information Systems   3
          Hardware and Software
_____   SCSC 321: Computer Science III   3
_____   SCSC 412: Computer Networks I   3
_____   SCSC 455: Computer Security   3
_____   SCSC 520: Database System   3
          Design
_____   SCSC 521: Database Implementation,   3
          Application & Administration
_____   SBAD 371: Organizational Mgmt.   3
          and Behavior
_____   SEGL 245/252/346   3
          or SJOU 201/304/335
_____   SMTH 174: Discrete Mathematics   3
_____   SMTH 202: Elemtry. Statistics II   3
          or SMTH 315: Statistical Methods I
          or SMTH 127: Pre-Calculus II
_____   SCSC 599: Senior Seminar   3

One of the following Areas of Focus:

_____**Networking and Information Security[1]   24**
_____   SCSC 512: Networking II   3
_____   SCSC 555: Advanced Computer   3
          Security & Information Assurance
Two courses to be selected from the following: 6
          SCSC 355: Digital Forensics; or
          SCSC 356: Cryptography; or
          SCSC 515: Wireless Networking
          SCSC 516: Distributed and Network
                   Programming; or
          Any SCSC 300 level or above course
          for majors[2]:

_____ _____

_____ _____

(Continued on next page)

[1]*A minimum grade of C is required.*
[2]*Excluding SCSC 315, 325 and 441.*

Twelve hours from the following: 12
    SBAD 347: Legal Environment of Business: or
    SCRJ 101: Intro to Criminal Justice; or
    SCRJ 420[3]: Criminal Procedure; or
    SCRJ 325[3]: Criminal Trial Practice; or
    SCRJ 301[3]: Crime in America; or
    SCRJ 321[3]: Criminal Law; or
    Required courses for Computer Technology
     programs at technical/community colleges; or
    Advisor approved courses selected from
     Computer Science

    _____ _____

    _____ _____

    _____ _____

    _____ _____

_____ **System Analysis[1]**   **24**
    _____ SCSC 450: E-Business Web   3
    Application Development
    _____ SCSC 540: Software Engineering   3
    _____ Any two upper level SCSC courses for   6
    majors[2]
    _____ SBAD 225: Financial Accounting   3
    _____ SBAD 226 or any upper level   3
    Business or Economics course

_____ **Automation[1,4]**   **24**
    _____ SCSC 314: Industrial Robotics   3
    _____ SCSC 441: Experiential Learning   3
        (robotics internship) OR
    SCSC 399: Independent Study (in robotics)
    _____ SCSC 580: Introduction to   3
        Artificial Intelligence OR
    SCSC 585: Intro to Computer Vision
    _____ SBAD 372: Operations Managment   3
    _____ SETM 320: Engineering Cost Analysis   4
    _____ SETM 330: Engineering Work Analysis   4
    _____ SETM 410: Engineering Teams Theory   4
        and Practice

Two additional 300 level or above SBAD courses   6

_____ _____

_____ _____

_____ **Electives**   10-11

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **120**

[1]*A minimum grade of C is required in each course indicated.*
[2]*Excluding SCSC 315, 325 and 441.*
[3]*SCRJ 101 is required as a prerequisite.*
[4]*Students focusing in Automation must take SPHS 201/202 General Physics I and II to fulfill their IV Natural Science requirements.*

Bachelor of Science
Major in Computer Science
Student Worksheet

_____**General Education Courses**

I.   Communication   **9**
  _____   SEGL 101 and SEGL 102

  _____
  _____   SSPH 201

II.   Mathematics[1]   **8**
  _____   SMTH 141
  _____   SMTH 142

III.   Information Technology[1]   **3**
  _____   SCSC 150

IV.   Natural Science   **8**
  _____   SBIO 101/L, 102/L; or SCHM 111/L,
            112/L; or SPHS 211/L, 212/L

V.   Arts and Humanities   **6**
  One fine arts course:
  _____   SAAS 204; SATH 101, 105, 106;
            SMUS 110; STHE 161, 170

  One course from the following:
  (no more than 3 credit hours from a specific discipline)
  _____   SAAS 204; SAMS 101, 102; SATH
            101, 105, 106; SEGL 250, 252, 275,
            279, 280, 283, 289, 290, 291; SFLM
            240; SMUS 110; SPHL 102, 211;
            SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   **3**
  Foreign Language minimum 102 level
  _____   SCHI 102; SFRN 102; SGRM 102;
            SSPN 102
            Placement in a 201 or higher level
            language course (Students placing
            into 201 or higher level of a language
            have satisfied this requirement but
            will have additional hours in electives,
            if hours are required in the major).

VII. History   **3**
  _____   SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**
  Two courses from the following with two
  disciplines represented:
  _____   SAAS 201; SANT 102; SECO 221,
            222; SGEG 101, 103; SGIS 101, 200
            320; SPSY 101; SSOC 101; SWST 101

_____**Core Major Requirements[1]**   **33**
  _____   SCSC 200: Computer Science I   3
  _____   SCSC 210: Computer   3
            Organization
  _____   SCSC 234: Visual BASIC   3
            Programming or SCSC 238:
            C++ Programming
  _____   SCSC 300: Computer Science II   3
  _____   SCSC 310: Introduction to   3
            Computer Architecture
  _____   SCSC 321: Computer Science III   3
  _____   SCSC 421: Design & Analysis of   3
            Algorithms
  _____   SCSC 511: Operating Systems   3
  _____   SCSC 530: Programming   3
            Language Structures
  _____   SCSC 540: Software Engineering   3
  _____   SCSC 599: Senior Seminar   3

One of the following three areas of focus[1]   **9**

_____   *Scientific Computing:*
  Three courses from the following:
  _____   SCSC 314: Industrial Robotics
  _____   SCSC 370: Fundamentals of
            Bioinformatics
  _____   SCSC 525: Knowledge Discovery
            & Data Mining
  _____   SCSC 580: Introduction to Artificial
            Intelligence
  _____   SCSC 585: Introduction to Computer
            Vision
            SCSC 399: Independent Study or
  _____   SCSC 499: Directed Research

_____*Enterprise Solutions:*
  Three courses from the following:
  _____   SCSC 412: Computer Networks I
  _____   SCSC 450: E-Business Web
            Application Development
  _____   SCSC 455: Computer Security
  _____   SCSC 520: Database System Design
  _____   SCSC 525: Knowledge Discovery
            & Data Mining

(Continued on next page)

[1]*A minimum grade of C is required in each course indicated.*
[2]*Excluding SCSC 315, 325 and 441.*

_____ *General[2]:*

Any three SCSC 300-level or above for majors

_____ _____

_____ _____

_____ _____

_____ **Electives**   6-7

_____ _____

_____ _____

_____ _____

_____ **Cognate [1]**   12

_____ _____ 3

_____ _____ 3

_____ _____ 3

_____ _____ 3

_____ **Total Hours Required**   **120**

_____ **Supporting Courses[1]**   13-14

_____ SMTH 174: Elements of Discrete   3
Math

_____ SMTH 315: Statistical Methods I   3

_____ Math Elective (241 or higher)   3-4

_____ SBIO 101 or SCHM 111 or   4
SPHS 211

[1]*A minimum grade of C is required.*
[2]*Excluding SCSC 311, 315, 325, 441.*

Minor in Computer Science[1]
Student Worksheet

Mathematics

_____ Mathematics 121 with a B   3
or higher, or Math 126

_____ Mathematics 174   3

Computer Studies

_____ Computer Science 200   3

Minor Requirements

_____ Computer Science 300   3

_____ Computer Science 321   3

_____ SCSC 234 or SCSC 238   3

Computer Science courses 300-level or   9
above

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **27**

[1]*A minimum grade of C is required.*

Natural Sciences and Engineering

The Division of Natural Sciences and Engineering, in the College of Arts and Sciences, offers the Bachelor of Science degree in biology and chemistry and engineering technology management. Minors are also offered in biology and chemistry. Courses are offered in the areas of engineering, geology, physical science, physics and astronomy. Students interested in the following professional programs typically pursue coursework under this division: chiropractic, dental, engineering, medical, optometry, occupational therapy, pharmacy, physician assisting, physical therapy, speech pathology, and veterinary medicine.

Bachelor of Science
Major in Biology
Student Worksheet

General Education Courses

I.   Communication   **9**

    _____   SEGL 101 and SEGL 102

    _____
    _____   SSPH 201

II. Mathematics[1]   **6**

    _____   SMTH 126
    _____   SMTH 127

III. Information Technology   **3**

    _____   SCSC 138, 150; SIMS 101

IV. Natural Science   **8**

    _____   SCHM 111/L
    _____   SCHM 112/L

V.   Arts and Humanities   **6**

One fine arts course:
    _____   SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
    _____   SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SMUS 110, 140; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture   **3**

Foreign Language minimum 102 level
    _____   SCHI 102; SFRN 102; SGRM 102; SSPN 102
    Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**

    _____   SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**

Two courses from the following with two disciplines represented:
    _____
    _____   SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 101, 200 320; SPSY 101; SSOC 101; SWST 101

---

[1]*The successful completion of Mathematics 127 with a minimum grade of C fulfills Group II requirements. The additional three hours are made up as electives.*

Major Requirements[2,3,4,5]

_____	Biology 101, 102	8
_____		
_____	Biology 301, 302	8
_____		
_____	Biology 350	4
_____	One Field or Organismal Course selected from: SBIO 305, 310, 315, 320, 360, 380, 525, 531, 534, 570	4

Biology   15-16
(four courses at the 300/500 level excluding Biology 399). At least three of the four courses must have an associated lab.

_____ _____

_____ _____

_____ _____

_____ _____

_____	Biology 599: Senior Seminar	3

Supporting Courses   14

_____	Chemistry 331 + 331L	4
_____	Chemistry 332 + 332L	4
_____	Statistics (Mathematics 102 or Psychology 225)	3

[2]A minimum grade of C is required.

[3]A biology course used to meet biology major requirements may not be taken more than twice. Attempts include receiving a "W," "WF," and "Audit." Appeals to this policy may be made to the Chair of Natural Science and Engineering.

[4]To receive a biology degree, students must complete at least 15 hours of major course credit at USC Upstate.

[5]A minimum of two 500-level courses (excluding 599) must be completed. A maximum of 4 hours from SBIO 581, 583L or 582 may be counted as major credit. A total of 11 courses in the major are required.

[6]A cognate is required for all students not fulfilling requirements for a minor that has been approved by their advisor.

[7]Up to 6 hours (8 hours if lab courses) of general education (less than 300-level) may be used to satisfy requirements of a minor.

Biology majors may select a cognate (12 hours) OR a minor (18-24 hours)

_____	**Cognate[2,6]** (with approval of advisor)	0 or 12

Physics 201 + 202 recommended	8
Other	4

_____ _____

_____ _____

OR

_____	**Minor[2,6,7]** (with approval of advisor)	0 or 18

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____	**Electives**	0-11

_____ _____

_____ _____

_____ _____

_____ _____

_____	**Total Hours Required**	**120-122**

Minor in Biology
Student Worksheet

Required Courses[1,2]

_____	SBIO 101 + SBIO 101L	4
_____	SBIO 102 + SBIO 102L	4
_____	SBIO 301 + SBIO 301L	4
_____	SBIO 302 + SBIO 302L	4
_____	500-level Biology + lab	4

_____	**Total hours required**	**20**

[1]Up to 6 hours (8 hours if lab courses) of General Education (<300 level) may be used to satisfy requirements of a minor.

[2]A minimum grade of C is required for all coursework.

Bachelor of Science
Major in Chemistry
Student Worksheet

General Education Courses

I.   **Communication**   **9**
         _____   SEGL 101 and SEGL 102
         _____
         _____   SSPH 201

II.   **Mathematics[1]**   **8**
          _____   SMTH 141 and SMTH 142

III.   **Information Technology**   **3**
           _____   SCSC 138, 150; SIMS 101

IV.   **Natural Science[1]**   **8**
          _____   SCHM 111/L and SCHM 112/L

V.   **Arts and Humanities**   **6**
         One fine arts course:
         _____   SAAS 204; SATH 101, 105, 106;
                   SMUS 110, 140; STHE 161, 170

         One course from the following:
         (no more than 3 credit hours from a specific discipline)
         _____   SAAS 204; SAMS 101, 102; SATH
                   101, 105, 106; SEGL 250, 252, 275,
                   279, 280, 283, 289, 290, 291; SFLM
                   240; SMUS 110, 140; SPHL 102, 211;
                   SREL 103; STHE 161, 170

VI.   **Foreign Language and Culture**   **3**
          Foreign Language minimum 102 level
          _____   SCHI 102; SFRN 102; SGRM 102;
                    SSPN 102
                    Placement in a 201 or higher level
                    language course (Students placing
                    into 201 or higher level of a language
                    have satisfied this requirement but
                    will have additional hours in electives,
                    if hours are required in the major).

VII.   **History**   **3**
           _____   SHST 101, 102, 105, or 106

VIII.   **Social and Behavioral Sciences**   **6**
            Two courses from the following with two
            disciplines represented:
            _____   SANT 102; SAAS 201; SECO 221,
                      222; SGEG 101, 103; SGIS 101, 200
                      320; SPSY 101; SSOC 101;
                      SWST 101

_____ Major Requirements[1,2]

_____	Chemistry 331, 332:	6
_____	Organic Chemistry	
_____	Chemistry 331L, 332L:	2
_____	Organic Chemistry Laboratory	
_____	Chemistry 321:	3
	Quantitative Analysis	
_____	Chemistry 321L:	1
	Quantitative Analysis Laboratory	
_____	Chemistry 397: Junior Seminar	1
_____	Chemistry 511: Inorganic	3
	Chemistry	
_____	Chemistry 541, 542:	6
	Physical Chemistry	
_____	Chemistry 541L, 542L:	2
	Physical Chemistry Laboratory	
_____	Chemistry 581: Biochemistry I	3
_____	Chemistry 599: Senior Seminar	3
_____	Four hours selected from	4
	the following:	

- ❑ Chemistry 522: Instrumental Analysis
- ❑ Chemistry 530: Spectrometric Identification of Organic Compounds
- ❑ Chemistry 582: Biochemistry II
- ❑ Chemistry 583L: Biochemistry Laboratory
- ❑ Chemistry 534: Introductory Polymer Chemistry

_____ Supporting Courses

_____	Mathematics 241	4
_____	Mathematics 315	3
_____	Physics 201 and 202	8
_____	or Physics 211 and 212	

(Continued on next page)

[1]*A minimum grade of C is required.*
[2]*To receive a chemistry degree, students must complete at least 15 hours of major course credit at USC Upstate.*

**Chemistry majors may select
a cognate (12 hours) OR
a minor (18-24 hours)**

_____ **Cognate[1]**   **12**
Upper division courses selected with
advisor's approval

_____ _____

_____ _____

_____ _____

_____ _____

OR

_____ **Minor[1,2]**   **18-24**
12 hours must be upper-division coursework

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Electives**   **1-13**

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **120**

[1]*Minimum grade of C is required for all coursework.*
[2]*Up to 6 hours of General Education (less than 300 level) may be
used to satisfy requirements of a minor.*

Minor in Chemistry
Student Worksheet

Minor Requirements[1,2,3]

_____	Chemistry 111, 111L	4
_____	Chemistry 112, 112L	4
_____	Chemistry 331	3
_____	Chemistry 332	3

**Students must take a minimum of 10 hours
from at least three of five fields below:**

_____ Organic Chemistry
❑ Chemistry 331L: 1
Organic Chemistry I Lab
❑ Chemistry 332L: 1
Organic Chemistry II Lab
❑ Chemistry 530: Spectroscopy   3
❑ Chemistry 534: Polymer Chemistry   3

_____ Biochemistry
❑ Chemistry 581: Biochemistry I   3
❑ Chemistry 582: Biochemistry II   3
❑ Chemistry 583L: Biochemistry Lab   1

_____ Analytical Chemistry
❑ Chemistry 321:   3
Quantitative Analysis
❑ Chemistry 321L: 1
Quantitative Analysis Lab
❑ Chemistry 522 and 522L: 4
Instrumental Analysis

_____ Physical Chemistry
❑ Chemistry 541:   3
Physical Chemistry I
❑ Chemistry 541L: 1
Physical Chemistry I Lab
❑ Chemistry 542:   3
Physical Chemistry II
❑ Chemistry 542L: 1
Physical Chemistry II Lab

_____ Inorganic Chemistry
❑ Chemistry 511:   3
Inorganic Chemistry

_____ **Total Hours Required**   **24**

[1]*Up to 6 hours of General Education (less than 300 level) may be
used to satisfy requirements of a minor.*
[2]*Minimum grade of C is required for all coursework.*
[3]*A minimum of 12 hours of upper division coursework is required.*

Bachelor of Science
Major in Engineering Technology Management[1]
Student Worksheet

This Bachelor's program requires an ABET Accredited associate degree in Engineering Technology before full acceptance into the degree program. The Engineering Technology Management program is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD.

General Education Requirements[2]

I.   Communication   9
_____   SEGL 101 and SEGL 102

_____

_____   SSPH 201

II.   Mathematics[3]   7
_____   SMTH 127
_____   SMTH 141

III.   Information Technology   3
_____   SCSC 138, 150; SIMS 101

IV.   Natural Science   8
Two courses from the following:
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 242/L; SCHM 101/L, 109/L,
            111/L,112/L; SGEL 101/L, 102/L,
            103/L; SPHS 101/L, 201/L, 202/L,
            211/L, 212/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
            SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)

_____   SAAS 204; SAMS 101, 102; SATH
            101, 105, 106; SEGL 250, 252, 275,
            279, 280, 283, 289, 290, 291; SFLM
            240; SMUS 110, 140; SPHL 102, 211;
            SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
            SSPN 102
            (Students placing into 201 or higher
            level of a language have satisfied this
            requirement but will have additional
            hours in electives, if hours are required
            in the major).

VII.   History   3
_____   SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences[4,5]   6
*Two courses from the following with two
disciplines represented:*
_____   SANT 102; SAAS 201; SECO 221,
            222; SGEG 101, 103; SGIS 101, 200
            320; SPSY 101; SSOC 101; SWST 101

1 Program Entry Requirements: Students must possess an ABET Accredited associate degree in Engineering Technology. Students may be admitted to the program, but may take no more than 12 hours of SETM courses without the ABET accredited associate degree in Engineering Technology.

_____ Major Requirements[1,2,6,7]

_____ Technical courses in discipline[8]   31
(transfer in block with Associate's Degree)

_____ Eng. Tech Mgt. 320: Engineering   4
Cost Analysis

_____ Eng. Tech Mgt. 330: Engineering   4
Work Analysis

_____ Eng. Tech Mgt. 370: Systems   4
Decision Making

_____ Eng. Tech Mgt. 410: Engineering   4
Teams Theory and Practice

_____ Eng. Tech Mgt. 415: Quality   4
Practices

_____ Eng. Tech Mgt. 420: Engineering   4
Project Mgt.

_____ Eng. Tech Mgt. 499: Senior Seminar   3
Senior Seminar

_____ Supporting Courses   9
_____ Economics 291: Probability and   3
Statistics
_____ Economics 292: Statistical Inference   3
_____ Technical Communications Course[9]   3

_____ Cognate[5,6]   12
*Four courses from the following (with at least
two SBAD courses):*
_____ SBAD 347, 348, 350, 351, 352, 371,
         372, 374, 377, 378, 452, 456, 457,
         458, 471, 475, 476; SECO 321, 326;
         SEGL 345, 371; SGIS 370, 380, 571,
         572; SIMS 346, 347; SPSY 311;
         SSOC 347; SSPH 315, 380, 448
OR

_____ Minor in Business Administration[4,5,6] 18

_____ Total Hours Required   124-130

[2] *A maximum of 76 hours, including 31 hours of technical courses, may be transferred from a technical college curriculum. All courses transferred for degree credit must be a minimum grade of "C."*

[3] *The successful completion of Mathematics 141 with a minimum grade of C fulfills Group II requirements. The additional hours are electives.*

[4] *SECO 221 or SECO 222 is recommended for a Social and Behavioral Sciences elective for students choosing to complete a minor in Business Administration.*

[5] *SECO 222 is recommended for a Social and Behavioral Sciences elective for students planning to take SECO 321 and/or 326 for the cognate or minor in Business Administration.*

[6] *A minimum grade of C is required.*

[7] *To receive an Engineering Technology Management degree, students must complete at least 15 hours of major course credit at USC Upstate.*

[8] *Technical content transfers in from the associate degree in an Engineering Technology area.*

[9] *College-level technical communications course (e.g., SEGL 346 Technical Writing or SIMS 345 Technical Presentation & Communication).*

Bachelor of Science in Engineering Technology Management
Suggested Course Sequence

Freshman and sophomore level courses are taken as part of a required ABET Accredited associate degree in engineering technology. A grade of "C" or better is required for all courses transferred for degree credit.

Freshman and Sophomore Years (57 semester hours)

The following courses are typically completed during the Freshman and Sophomore years in Engineering Technology programs. Consult your technical college course schedule for specific engineering technology program requirements and optimum course sequencing.

English 101..3
Speech 201 or English 102 or Technical Communications.............................3
Precalculus II..3
Information Technology..3
Natural Science..4
Natural Science..4
Fine Arts (art, music, theater)..3
Social and Behavioral Science..3
Technical content..Minimum of 31

Junior Year (34 semester hours)

An ABET Accredited associate degree in Engineering Technology must be completed within 12 semester hours of admission to the B.S. degree program.

Fall (17 hours)

Technical Communication *(or Speech 201 if Tech. Comm. already completed)*..........3
Calculus I (SMTH 141)...4
Probability and Statistics (SECO 291).....................................3
Cognate..3
Engineering Cost Analysis (SETM 320)......................................4

Spring (17 hours)

English 102 *(or Speech 201 if English 102 already completed)*.......................3
Statistical Inference (SECO 292)..3
Cognate..3
Engineering Work Analysis (SETM 330)......................................4
Systems Decision Making (SETM 370)..4

Senior Year (33 hours)

Fall (17 hours)

Arts and Humanities..3
Social and Behavioral Science..3
Cognate..3
Engineering Teams Theory and Practice (SETM 410)..........................4
Quality Practices (SETM 415)..4

Spring (16 hours)

Foreign Language 102...3
History 111 or 112...3
Cognate..3
Engineering Project Management (SETM 420).................................4
Senior Seminar (SETM 499)...3

Psychology

The Department of Psychology, in the College of Arts and Sciences, offers the Bachelor of Science and the Bachelor of Arts degrees in psychology. A minor is also offered in psychology. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Science and Bachelor of Arts[1]
Major in Psychology
Student Worksheet

General Education Courses

I.   Communication

_____   SEGL 101[2] and SEGL 102[2]   6

_____
_____   SSPH 201   3

II.   Mathematics

One math course: 3-4
_____   SMTH 121, 122, 126, 127,
     141, 142

One course from math, logic or statistics: 3-4
_____   SMTH 102, 122, 127, 141, 142,
     202; SLGC 205, 207

III.   Information Technology

_____   SCSC 138, 150; SIMS 101   3

IV.   Natural Science

Two courses from the following   7-8
(at least one with the associated lab)

_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
     101/L, 106, 106L, 109/L, 111/L,
     112/L; SGEG 201, 202; SGEL 101/L,
     102/L, 103/L, 120, 121, 123/L, 131, 241;
     SPHS 101/L, 201/L, 202/L, 211/L,
     212/L

V.   Arts and Humanities*

**no more than 3 credit hours from a specific
 discipline will be accepted for the General
 Education Requirement under Arts & Humanities*

One fine arts course: 3
_____   SAAS 204; SATH 101, 105, 106;
     SMUS 110, 140; STHE 161, 170

One course from the following   3
_____   SAAS 204; SAMS 101, 102; SATH
     101, 105, 106; SEGL 250, 252, 275,
     279, 280, 283, 289, 290, 291; SFLM
     240; SMUS 110, 140; SPHL 102, 211;
     SREL 103; STHE 161, 170

VI.   Foreign Language and Culture

Foreign Language minimum 102 level   3
_____   SCHI 102; SFRN 102; SGRM 102;
     SSPN 102
     or placement in a 201 or higher level
     language course** (placement in a
     higher level language course satisfies
     this requirement but does not provide
     3 hours of credit toward graduation)

VII.   History

_____   SHST 101, 102, 105 or 106   3

VIII.   Social and Behavioral Sciences

Two courses from the following with two   6
disciplines represented:
_____   SAAS 201; SANT 102; SECO 221,
_____   222; SGEG 101, 103; SGIS 101, 200
     320; SSOC 101; SWST 101

_____Major Requirements[3,4,5]

_____   Psychology 101   3
_____   Psychology 225   3
_____   Psychology 325   4
_____   Psychology 402   3

_____   At least FIVE CORE courses   15
     from the following:

_____   One from the Experimental Core
❑   Psychology 303: Psychology
     of Learning and Memory
❑   Psychology 304: Cognitive Psychology
❑   Psychology 305: Sensation and
     Perception
❑   Psychology 308: Physiological
     Psychology

_____   One from the Social Core
❑   Psychology 302: Developmental
     Psychology
❑   Psychology 307: Social Psychology
❑   Psychology 309: Personality Psychology
❑   Psychology 310: Abnormal Psychology
❑   Psychology 311: Industrial and
     Organizational Psychology

(Continued on next page)

[1]*Normally students will receive a Bachelor of Science degree. Students who wish to pursue a Bachelor of Arts degree must complete foreign language 201 and 202.*
[2]*A minimum grade of C is required.*
[3]*A minimum grade of C is required in all major courses.*
[4]*18 credit hours of psychology (12 credit hours from core courses, three credit hours from courses at the 400 -level and three credit hours from senior seminar) applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.*
5*A psychology course used to meet major requirements may not be attempted more than twice. Attempts include receiving a "W." Appeals to this policy may be made to the Psychology Academic Affairs Committee.*

Three additional core courses

_____ _____
_____ _____
_____ _____

Elective psychology courses   9
selected from core and/or other psychology
courses

_____ _____
_____ _____
_____ _____

_____   Senior Seminar:[1]   3
       SPSY 502

Psychology majors may select either a cognate (12 hours) OR a minor (18-21 hours)

_____ **Cognate Option[2]**   **12**
(Courses selected in conjunction with psychology advisor. See Cognate section of catalog for description)

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Minor Option[2]**   **18-21**
See Minor section of catalog for description and requirements

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives**   **13-25**
(for a B.A. degree 6 hours of elective credit must be Foreign Language 201-202)

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required[3]**   **120**

[1] In order to enroll in senior seminar, a student must have completed all the prerequisite courses with a minimum grade of C.

[2] A minimum grade of C is required.

[3] 18 credit hours of psychology (12 credit hours from core courses, three credit hours from courses at the 400-level and three credit hours from senior seminar) applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.

Minor in Psychology[1,2]
Student Worksheet

Required Courses

_____ Psychology 101   3

_____ One Courses from the Experimental Core   3
       (courses numbered 303, 304, 305, 308)

_____ One Courses from the Social Core   3
       (courses numbered 302, 307, 309, 310, 311)

_____ Two Additional Core Courses from   6
_____ either group listed above

_____ Two Elective Courses at the 300-level   6
_____ or above

Total hours required   21

[1] A minimum grade of C is required for all courses.

[2] Nine credit hours of psychology (including at least three credit hours from experimental core and three credit hours from social core) applied toward graduation must be awarded by USC Upstate.

Minor in Child Advocacy Studies
Student Worksheet

Required Courses[1]

_____ Choose one of the following courses: 3
       SPSY 101: Introduction to Psychology
       SSOC 101: Introduction to Sociology
       SCRJ 101: Introduction to Criminal Justice
_____ SCAS 301: Introduction to Child Maltreatment   3
_____ SCAS 401: Child Advocacy I: System   3
       Responses to Child Maltreatment
_____ SCAS 402: Child Advocacy II: Prevention   3
       and Intervention Strategies
_____ SCAS 499: Child Advocacy Internship   3

Course Options[1]
Choose two of the following courses   **6**
_____ SPSY 302: Developmental Psychology
_____ SSOC 341: Sociology of Families
_____ SCRJ 384: Child Sexual Exploitation and the Internet
_____ SCRJ 325: Criminal Trial Practice
_____ SCAS 398: Topics in Child Advocacy (may be repeated when topics vary)

Total hours required   21
[1] A minimum grade of C is required for all coursework.

History, Political Science, Philosophy and American Studies

The Department of History, Political Science, Philosophy and American Studies in the College of Arts and Sciences offers the Bachelor of Arts degree in history and political science. Minors are offered in history, political science, philosophy and American studies. Courses are also offered in the areas of anthropology, logic, military science and religion. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in History
Student Worksheet

General Education Courses

I.   Communication   9
_____   SEGL 101 and SEGL 102

_____
_____   SSPH 201

II.   Mathematics   6-8
One math course:
_____   SMTH 120, 121, 122, 126, 127
          141, 142, 231

One course from math, logic or statistics:
_____   SECO 291; SLGC 205, 207; SMTH
          102, 120, 121, 122, 126, 127, 141,
          202, 231; SPSY 225; SSOC 201

III.   Information Technology   3
_____   SCSC 138, 150; SIMS 101

IV.   Natural Science   7-8
Two courses from the following
(at least one with the associated lab)
_____   SAST 111/L; SBIO 101/L, 102/L,
_____   110/L, 206, 240, 242/L, 270; SCHM
          101/L, 106, 106L, 109/L, 111/L,
          112/L; SGEG 201; SGEL 101/L,
          102/L, 103/L, 120, 121, 123/L, 131, 241;
          SPHS 101/L, 201/L, 202/L, 211/L,
          212/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106;
          SMUS 110; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____   SAMS 101, 102; SEGL 250, 252,
          275, 279, 280, 283, 289, 290, 291;
          SFLM 240; SPHL 102, 211;
          SREL 103

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102;
          SSPN 102 or placement in a 201 or
          higher level language course.

VII.   History   3
_____   SHST 102[1]

VIII.   Social and Behavioral Sciences   6
Two courses from the following with two
disciplines represented:
_____   SAAS 201; SANT 102; SECO 221,
          222; SGEG 101, 103; SGIS 101, 200;
          SPSY 101; SSOC 101; SWST 101

Major Requirements[1,2]
_____   SHST 300   **3**

History courses numbered 301 or higher   **21**
At least one course must be taken in each
of the following areas:

❑   United States history (courses
     numbered 301-323, 351-352, 492,
     495, 496)
❑   European history (courses numbered
     330-355, 493, 496)
❑   Non-Western history (courses
     numbered 313, 360-391, 494, 496

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ History 500: Senior Seminar   **3**

(Continued on next page)

[1]*A minimum grade of C is required in all major courses.*
[2]*Fifteen credit hours of history, including senior seminar, applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all the prerequisites with a minimum grade of C.*

History majors may select a cognate (12 hours) OR a minor (18-21 hours)

_____ **Cognate**[1]   **12**

     _____ _____

     _____ _____

     _____ _____

     _____ _____

OR

_____ **Minor**[1]   **18-21**

     _____ _____

     _____ _____

     _____ _____

     _____ _____

     _____ _____

     _____ _____

[1]*A minimum grade of C is required in all cognate or minor courses.*
[2]*A minimum grade of C is required for all major courses.*

_____ **Supporting Courses**

     _____ History 101[2]   **3**

     _____ Government and International   **3**
               Studies 320

     _____ History 105[2]   **3**

     _____ History 106[2]   **3**

     _____ One course selected from   **3**
               the following: American literature;
               American Studies; art; English
               literature, linguistics, or literary
               theory; history; literature in a
               foreign language; music; philosophy;
               religion; speech, theatre; world
               literature

_____ **Electives**   **11-23**

     _____ _____

     _____ _____

     _____ _____

     _____ _____

     _____ _____

     _____ _____

     _____ _____

_____ **Total Hours Required**   **120**

Minor in History[1]
Student Worksheet

Minor Requirements

     _____ History 105 or 106[2]

     _____ History 101 or 102[2]

Five history courses   15
at 300-level or above.
     At least one course must be taken in each
     of the following areas[3]:

     ❑   United States history
           (courses numbered 301-323,
           351-352, 492, 495)

     ❑   European history
           (courses number 330-355, 493)

     ❑   Non-Western history
           (courses number 313, 360-391, 494)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **21**

[1]*A minimum grade of C is required in all courses.*
[2]*Courses may also be used as general education credit.*
[3]*With approval, students may apply relevant 400-level special topics courses, one-time-only courses, internships, and independent studies to the minor.*

Bachelor of Arts
Major in Political Science
Student Worksheet

General Education Courses

I. Communication   **9**

_____ SEGL 101 and SEGL 102

_____
_____ SSPH 201

II. Mathematics   **7-8**

One math course:
_____ SMTH 120, 121, 122, 126, 127
        141, 142, 231
One additional math, logic or statistics:
_____ SECO 291; SLGC 205, 207; SMTH
        102, 121, 122, 126, 127, 141, 142,
        231; SPSY 225; SSOC 201

III. Information Technology   **3**

_____ SCSC 138, 150; SIMS 101

IV. Natural Science   **7-8**

Two courses from the following
(at least one with the associated lab)
_____ SAST 111/L; SBIO 101/L, 102/L,
_____ 110/L, 206, 240, 242/L, 270; SCHM
        101/L, 106, 106L, 109/L, 111/L,
        112/L; SGEG 201, 202; SGEL 101/L,
        102/L, 103/L, 120, 121, 123/L, 131, 241;
        SPHS 101/L, 201/L, 202/L, 211/L,
        212/L

V. Arts and Humanities   **6**

One fine arts course:
_____ SATH 101, 105, 106

One course from the following:
(no more than 3 credit hours from a specific discipline)
_____ SEGL 252; SPHL 102, 211;
        SREL 103

VI. Foreign Language and Culture   **3**

Foreign Language minimum 102 level
_____ SCHI 102; SFRN 102; SGRM 102;
        SSPN 102 or placement in a 201 or
        higher level language course

VII. History   **3**

_____ SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**

Two courses from the following with two
disciplines represented:
_____ SECO 221 or SECO 222
_____ SGIS 101[1]

_____ **Major Requirements[1]**

_____ SGIS 200   3
_____ SGIS 210   3
_____ SGIS 300, 349, 385, OR 403   3
_____ SGIS 310 or 320   3
_____ One course from three   9
        of the following four sub-fields
☐ American Politics
   (SGIS 238, 312, 324, 350, 360, 361,
   363, 364, 365, 450, 451, 452, 462 or
   463)
☐ International and Comparative
   Politics (SGIS 310, 320, 325, 326,
   327, 330, 340, 400, 420 or 460)
☐ Public Administration (SGIS 370,
   374, 380, 390, 445, 571 or 572)
☐ Political Theory (SGIS 385, 386, 403,
   481)

Other SGIS courses   12

_____ _____
_____ _____
_____ _____
_____ _____
_____ SGIS 500: Senior Seminar   3

**Political Science majors may select either a
cognate (12 hours) OR minor (18-21 hours).**

_____ **Cognate Option[1]**   12

_____ _____
_____ _____
_____ _____
_____ _____

(Continued on next page)

[1]*A minimum grade of C is required.*

_____ **Minor Option[1] (Discipline)**   18-21

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

_____ **Supporting Courses**

_____   An additional 100-level history   3
        course or American Studies course
_____   Three courses selected from   9
_____   the following: history, philosophy,
_____   American studies, religion,
        economics, sociology, anthropology,
        psychology

_____ **Electives**   5-16

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required**   120

[1]*A minimum grade of C is required.*

Minor in Political Science[1]
Student Worksheet

Introductory Course

_____   SGIS 101 American National Government   3

Required Course

_____   SGIS 200 Introduction to Political Science   3

Course Options   12

12 credit hours from the following list, with no more than two courses from any subfield.

_____   American Government
- ❑   SGIS 350: Women and American Politics
- ❑   SGIS 363: Southern Politics
- ❑   SGIS 364: State and Local Government
- ❑   SGIS 380: Environmental Policy
- ❑   SGIS 450: Constitutional Law
- ❑   SGIS 451: Civil Rights & Civil Liberties
- ❑   SGIS 463: The American Presidency
- ❑   SGIS 491: Topics in Political Science[2]

_____   International and Comparative Politics
- ❑   SGIS 310: International Politics
- ❑   SGIS 320: Comparative Politics
- ❑   SGIS 325: African Politics
- ❑   SGIS 326: Middle East Politics
- ❑   SGIS 327: East Asian Politics
- ❑   SGIS 330: International Organizations
- ❑   SGIS 420: Women and Politics: A Global Perspective
- ❑   SGIS 460: International Law
- ❑   SGIS 491: Topics in Political Science[2]

_____   Political Process
- ❑   SGIS 340: U.S. Foreign Policy
- ❑   SGIS 361: Political Behavior
- ❑   SGIS 452: Judicial Process
- ❑   SGIS 462: Legislative Process
- ❑   SGIS 491: Topics in Political Science[2]

_____   Political Theory
- ❑   SGIS 300: Intro to Political Theory
- ❑   SGIS 385: American Political Thought
- ❑   SGIS 403: History of Western Political Thought
- ❑   SGIS 491: Topics in Political Science[2]

_____   Public Administration
- ❑   SGIS 370: Intro to Public Administration
- ❑   SGIS 374: Intro to Public Policy
- ❑   SGIS 390: Urban Planning and Policy
- ❑   SGIS 491: Topics in Political Science[2]

_____   **Total Hours Required**   18

[1]*A minimum grade of C is required in all courses.*
[2]*With written permission from a Political Science faculty member, students may apply SGIS 491: Topics in Political Science to any appropriate subfield. This course may be repeated as topics vary.*

Minor in American Studies[1,2]
Student Worksheet

Note: a minimum grade of C is required in all courses. A minimum of 12 hours of upper-level coursework is required.

Minor Requirements

_____	SAMS 101 or 102[1]	3-6
_____	Any SAMS Course numbered 300-level or above[2]	3-9

Additional Coursework **3-12**

No more than 6 hours from a single group. Only one course from the student's major, and the course cannot be counted for both major and minor credit.

Group A: History
SHST 301, 302, 303, 304, 305, 306, 307, 310, 311, 312, 313, 320, 321, 322, 323, 380, 381

Group B: Literature
SEGL 307, 342, 383, 391, 425, 426, 427, 428, 429, 430, 447, 455, 480, 481, 482, 483

Group C: Fine Arts, Journalism and Languages
SATH 205, 206, 304; SJOU 302, 303, 360, 424, 425; SMUS 310; SSPN 204, 332, 333; STHE 301

Group D: Social and Other Sciences
SANT 102; SGEG 340, 424; SGEL 120, 121, 241; SCRJ 310, 320, 321, 342; SECO 301; SGIS 300, 340, 350, 361, 363, 364, 374, 385, 386, 450, 463; SNPA 301; SSOC 301, 310, 311, 320, 321, 323, 325, 327, 328, 329, 330, 333, 335, 337, 341, 343, 345, 347, 351, 353, 355, 357, 372; SWST 301, 355

_____ **Total Hours Required** **18**

[1] *Students may take both SAMS 101 and 102 if all other coursework is at the 300-level or above.*
[2] *SAMS 398, Topics may be used more than once with a change of topic.*

Minor in Philosophy[1]
Student Worksheet

Required Courses

_____	Logic (Either SLGC 205 or 207)	3
_____	History of Philosophy (Either SPHL 201 or SPHL 202)	3
_____	Ethics (Either SPHL 211 or SPHL 311)	3

Additional Philosophy Courses 9
(numbered 201 or above)

_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **18**

[1]*A minimum grade of C is required.*

Minor in Religion[1]
Student Worksheet

Required Courses

_____	SREL 103: Comparative Religion	3
_____	SREL 300: Asian Religious Traditions	3
_____	SREL 301: Western Religious Traditions	3
_____	SREL 399: Topics in Religion (May be repeated when topics vary)	3

Additional Courses 6
Two courses from the following:

_____	SREL 360: Modern Islam	3
_____	SREL 399: Topics in Religion (May be repeated when topics vary)	3
_____	SPHL 211: Contemporary Moral Issues or SPHL 311: Ethics	3
_____	SSOC 345: Sociology of Religion	3

[1]*A minimum grade of C is required.*

_____ **Total Hours Required** **18**

Sociology, Criminal Justice and Women's & Gender Studies

The Department of Sociology, Criminal Justice and Women's & Gender Studies in the College of Arts and Sciences offers the Bachelor of Arts degree in sociology and the Bachelor of Science degree in criminal justice. Minors are offered in sociology, criminal justice, and women's and gender studies. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in Sociology
Student Worksheet

General Education Courses

I. Communication   9

    _____   SEGL 101 and SEGL 102

    _____   SSPH 201

II. Mathematics   6

One math course:
    _____   SMTH 120 or SMTH 121

One course from math, logic or statistics[1]:
    _____   SLGC 205 or SLGC 207

III. Information Technology   3

    _____   SCSC 138 or SIMS 101

IV. Natural Science   7-8

Two courses from the following:
(at least one with the associated lab)
    _____   SAST 111/L; SBIO 110/L, 206, 240,
    _____   270; SCHM 101/L, 106, 106L, 109/L; SGEG 201, 202; SPHS 101/L

V. Arts and Humanities   6

One fine arts course:
    _____   SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)
    _____   SAAS 204; SAMS 101, 102; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SPHL 102, 211;SREL 103; STHE 161, 170; SATH 101, 105, 106; SMUS 110, 140

VI. Foreign Language and Culture   3

Foreign Language minimum 102 level
    _____   SCHI 102; SFRN 102; SGRM 102; SSPN 102
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   3

    _____   SHST 101 or 102

VIII. Social and Behavioral Sciences   6

Two courses from the following with two disciplines represented:
    _____   SANT 102; SAAS 201; SECO 221,
    _____   222; SGEG 101, 103; SGIS 200, 320; SPSY 101; SWST 101

_____ Major Requirements[1]

    _____   Five core sociology courses   15
- ❑ Sociology 101
- ❑ Sociology 201
- ❑ Sociology 301
- ❑ Sociology 302
- ❑ Sociology 499: Senior Seminar

_____ Seven additional upper-level sociology   21
courses

    _____ _____
    _____ _____
    _____ _____
    _____ _____
    _____ _____
    _____ _____
    _____ _____

[1]*A minimum grade of C is required.*

Sociology majors may select either a cognate (12 hours) OR minor (18-21 hours).

_____ **Cognate Option**   **12**

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Minor Option[2,3]**   **18-21**

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Supporting Courses**

_____ SGIS 101   3

_____ SANT 102 or SWST 101   3

_____ Two courses from the following   6

_____ with two disciplines represented: Anthropology; Literature; History; Religion; Art History; Political Science; Women's and Gender Studies; African American Studies

_____ **Electives**   **4-20**

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **120**

[1]*A minimum grade of C is required.*
 Note: 15 credit hours of sociology (beyond SSOC 101) including senior seminar, applied toward graduation, must be awarded by USC Upstate.
[2]*18 hours minimum.*
[3]*12 hours of upper division coursework.*

Minor in Sociology
Student Worksheet

_____ **Minor Requirements[1]**

_____ SSOC 101: Introductory Sociology   3

_____ SSOC 301: Sociological Theory   3

_____ SSOC 302: Sociological Research Methods   3

Three upper-level sociology courses (303 or above)   9

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required**   **18**

[1]*A minimum grade of C is required in all coursework.*

Bachelor of Science
Major in Criminal Justice
Student Worksheet

General Education Courses

I.	**Communication**	**9**

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II.	**Mathematics**	**6**

One math course:
_____ SMTH 120 or SMTH 121

One course from math, logic or statistics:
_____ SLGC 205 or SLGC 207

III.	**Information Technology**	**3**

_____ SCSC 138 or SIMS 101

IV.	**Natural Science**	**7-8**

Two courses from the following:
(at least one with the associated lab)

_____ SAST 111/L; SBIO 110/L, 206, 240,
_____ 270; SCHM 101/L, 106, 106L,
109/L; SGEG 201, 202; SGEL 101/L,
102/L, 103/L, 120, 121, 123/L, 131, 241;
SPHS 101/L

V.	**Arts and Humanities**	**6**

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106;
SMUS 110, 140; STHE 161, 170

One course from the following:
(no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH
101, 105, 106; SEGL 250, 252, 275,
279, 280, 283, 289, 290, 291; SFLM
240; SMUS 110, 140; SPHL 102,
SREL 103; STHE 161, 170

VI.	**Foreign Language and Culture**	**3**

Foreign Language minimum 102 level
_____ SCHI 102; SFRN 102; SGRM 102;
SSPN 102
Placement in a 201 or higher level
language course (Students placing
into 201 or higher level of a language
have satisfied this requirement but
will have additional hours in electives,
if hours are required in the major).

VII.	**History**	**3**

_____ SHST 106

VIII.	**Social and Behavioral Science**s	**6**

_____ SPSY 101
_____ SSOC 101

_____ Major Requirements[1]

_____	SCRJ 101: Introduction to Criminal Justice	3
_____	SCRJ 102: Criminal Justice Writing Laboratory	3
_____	SCRJ 210: Policing in America	3
_____	SCRJ 220: The Criminal Courts	3
_____	SCRJ 230: Introduction to Corrections	3
_____	SCRJ 361: Criminal Justice Research Methods	3
_____	SCRJ 371: Criminological Theory	3
_____	SCRJ 501: Criminal Justice Senior Seminar	3

Additional upper-level   15
criminal justice courses
(A maximum of 6 hours may be earned from SCRJ 490: Internship)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

(Continued on next page)

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

Note: *Fifteen credit hours of criminal justice (beyond SCRJ 101), including senor seminar, applied toward graduation must be awarded by USC Upstate.*

_____Supporting Courses   **12**

      _____ SGIS 101: American National Government

      _____ Statistics[1]: SCRJ 362 or SMTH 102 or SPSY 225 or SSOC 201

      _____ Ethics: SCRJ 403 or SPHL 211, 311, or 321

      _____ One course from the following: SANT 102; SEGL 275; SGEG 121, 212, 340; SGIS 310, 320, 325, 326, 327, 330, 340; SHST 335, 338, 340, 341, 360, 361, 370, 371, 380, 381; SREL 103

Criminal justice majors may select a cognate (12 hours) OR a minor (18-21 hours)

_____ Cognate [1]   12

      _____ _____

      _____ _____

      _____ _____

      _____ _____

[1]*A minimum grade of C is required.*

_____Minor [1] (Discipline)   18-21

      _____ _____

      _____ _____

      _____ _____

      _____ _____

      _____ _____

      _____ _____

      _____ _____

_____Electives   **1-14**

      _____ _____

      _____ _____

      _____ _____

      _____ _____

      _____ _____

_____   **Total Hours Required**   **120**

Note: 15 credit hours of criminal justice (beyond SCRJ 101). including senior seminar, applied toward graduation must be awarded by USC Upstate.

Minor in Criminal Justice
Student Worksheet

Minor Requirements[1]   **15**

      _____ SCRJ 101: Introduction to Criminal Justice   3

      _____ SCRJ 210: Policing in America   3

      _____ SCRJ 220: The Criminal Courts   3

      _____ SCRJ 230: Introduction to Corrections   3

      _____ SCRJ 371: Criminalogical Theory   3

Additional upper-level Criminal Justice courses   **6**
A maximum of 3 hours may be earned from SCRJ 490: Internship

      _____ _____

      _____ _____

_____   **Total Hours Required**   **21**

[1]*A minimum grade of C is required.*

Minor in Women's & Gender Studies[1]
Student Worksheet

Introductory Course[2]   **3**

_____ SWST 101: Introduction to Women's
and Gender Studies

Theory Course   **3**

_____ SWST 301: Feminist Theory
and Methods

Additional Courses   **12**

12 credit hours from the following list, with no more than two courses from any individual discipline (except SWST), and no more than one course from within the students' major program (cannot be counted toward both the major and minor).[3]

- [ ] SATH 301: Women and Art
- [ ] SCRJ 382: Women and Crime
- [ ] SEGL 389: Gay and Lesbian Literature
- [ ] SEGL 437: Women Writers
- [ ] SGIS 350: Women and American Politics
- [ ] SGIS 420: Women and Politics: A Global Perspective
- [ ] SHST 351: Women in Early Modern Europe and America
- [ ] SHST 352: Women in Modern Europe and America
- [ ] SHST 496: Topics in Women's History
- [ ] SJOU 450: Women in the Media
- [ ] SPSY 442: Psychology of Women
- [ ] SSOC 337: Gender and Society
- [ ] SSOC 339: Women and Armed Conflict
- [ ] SWST 355: U.S. Women's Movement
- [ ] SWST 369: Gender and Autobiography
- [ ] SWST 398: Topics
- [ ] SWST 399: Independent Study
- [ ] SWST 490: Senior Seminar
- [ ] SWST 498: Outreach Practicum[4]
- [ ] SWST 499: Internships[4]

_____ **Total Hours Required**   **18**

[1]*Minimum grade of "C" for all courses required.*

[2]*Course may also be used to satisfy general education requirements. If used for general education, students will have satisfied the requirement for the minor and will be excused from the credit hour requirements for the preparatory course.*

[3]*With the written approval of the director of Women's and Gender Studies, students may apply relevant special topics courses, one-time only courses, internships and independent studies to the minor.*

[4]*No more than six hours of SWST 498 and 499 in any combination may be used to satisfy minor requirements.*

George Dean Johnson, Jr.
College of Business & Economics

Accreditation

Business programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business (600 Emerson Road, Suite 300, St. Louis, Mo. 63141-6762; Telephone 314-872-8481).

Vision

The vision of the Johnson College of Business and Economics (JCBE) is to become the school-of-first-choice for an excellent baccalaureate business administration education for students of the Upstate of South Carolina.

Mission

USC Upstate's Johnson College of Business and Economics provides and delivers excellent undergraduate business education to a diverse student population. In support of this mission,

- Our educational programs prepare graduates to enter and succeed in a variety of business careers in an expanding global environment through a focus on current and ethical business practices.
- Our faculty is engaged in intellectual pursuits that focus primarily on applied scholarship and teaching excellence.
- Our community and service activities are developed in partnership with business and professional constituencies to enhance the quality of life and economic well being in the upstate metropolitan region.
- As a school, we hold our faculty, staff and students accountable for practicing a high degree of personal and professional excellence, integrity and civility.

Program Goals

The goals of the JCBE for the accomplishment of the mission are to:

- Provide an excellent education to a diverse student body
- Implement the curriculum with a high quality faculty

Degree Programs

The Johnson College of Business and Economics offers programs leading to the degree of Bachelor of Science in Business Administration. Minors in business administration and economics are also offered. In addition to the Spartanburg downtown campus on East St. John Street, courses are also offered at the Greenville campus. Students are invited to visit the Johnson College of Business and Economics to explore career opportunities.

All Johnson College students are required to take the specified general education courses. All students then take a common business and economics core sequence, spanning the full range of business functions. Finally students select a concentration.

Students should begin with the recommended curriculum as early as possible. This sequence includes a combination of business, economics and general education courses suggested for each semester in which the student is enrolled. It is imperative that students begin their mathematics/statistics sequence in the first semester of their freshman year and continue this sequence each semester to make adequate progress in any of the business concentrations. Students in business administration and economics are advised by the faculty from the Johnson College of Business and Economics.

Students not pursuing a Business degree may earn a maximum of 29 semester hours in Business courses, excluding SECO 221, 222, 291, and 292, providing they meet the course prerequisites and have earned 54 credit hours before enrolling in 300-level and above courses.

Students pursuing a Bachelor of Science degree in Business may also pursue any university approved minor except the economics minor and the business administration minor. Students pursuing a concentration in nonprofit leadership may not pursue a nonprofit leadership minor. See catalog section concerning minors. Usually, completing the degree with a minor will require more than the minimum 120 credit hours to graduate.

Admission to the Professional Program (Upper Division)

Students seeking a degree in business must be admitted to the Professional Program (upper division) before enrolling in 300-level or above business administration (SBAD) and economics (SECO) courses.

Application Process

The professional program application form may be obtained from the Johnson College of Business and Economics (JCBE) Office of Student Services or on the Upstate Web site. The application must be filed with the JCBE Office of Student Services no earlier than the term in which students anticipate completing 54 credit hours.

Application Deadlines

Students must be accepted into the professional program before they are eligible to register for upper level (300 and above) business and economics courses.

Admission Requirements

Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- Successful completion of 54 credit hours
- Cumulative GPA of at least 2.0
- Completion with a C or better: SEGL 101, SEGL 102, SSPH 201, and SMTH 122
- Successful completion of SBAD 225 and SECO 221 or 222

Conditional Approval

Students are conditionally approved for professional program admission during the semester of application to facilitate registration for the following semester. If the student's final academic performance for the semester does not meet the admission requirements, it is the student's responsibility to make the necessary schedule adjustments.

Transfer Students and Conditional Approval

Transfer students who have met the 54-credit hour and GPA requirements at time of admission may be granted conditional admission for one semester in order to complete the specific course requirements.

Graduation Requirements

In addition to meeting the curriculum requirements for a degree in business administration, graduation requires a minimum cumulative GPA of 2.0 and a minimum grade of C (S in SBAD 499) on all upper division Business courses. (A grade of D or higher is acceptable for meeting a course prerequisite requirement unless otherwise specified in the catalog course description.) The highest grade earned on any course in business and economics is applied toward the degree. At least 50 percent of the business and economics credit hours applied toward graduation must be awarded by USC Upstate.

Bachelor of Science in Business Administration
Student Worksheet

The Johnson College of Business and Economics is accredited by AACSB International. The Bachelor of Science in Business Administration offers concentrations in Accounting, Economics/Finance, General Business Administration, Management, Marketing, and Nonprofit Leadership.

General Education Courses

I.   Communication   9
_____   SEGL 101 and SEGL 102   6
_____
_____   SSPH 201   3

II.   Mathematics   6-7
_____   SMTH 122 or SMTH 141
Students not placing into SMTH 122 or 141 must complete the prerequisites before taking the required math class. The college level prerequisite(s) will count as free elective(s).
_____   SECO 291

III.   Information Technology   3
_____   SCSC 138

IV.   Natural Science   7-8
Two courses from the following
(at least one with the associated lab)
_____
_____   SAST 111/L; SBIO 110/L, 206, 240, 270; SCHM 101/L, 106, 106L, 109/L; SGEG 201/L, 202; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131, 241; SPHS 101/L, 201/L, 202/L

V.   Arts and Humanities   6
One fine arts course:
_____   SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170

One course from the following representing a different discipline from the above fine arts course.
_____   SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SMUS 110, 140; SPHL 102, 211; SREL 103; STHE 161, 170

VI.   Foreign Language and Culture   3
Foreign Language minimum 102 level
_____   SCHI 102; SFRN 102; SGRM 102; SSPN 102
Students not placing in the 102 level of a foreign language must complete the prerequisite (101). This prerequisite will count as a free elective. Students who place into the 201 or higher level of a foreign language are exempt from the foreign language/culture general education requirement but will have additional hours in electives.

VII. History   3
_____   SHST 101 or 102

VIII. Social and Behavioral Sciences   6
_____   SECO 221

One course selected from the following
_____   SAAS 201; SANT 102; SGEG 101, 103; SGIS 101, SPSY 101; SSOC 101; SWST 101

_____   Major Course Requirements

Business Core (required in all concentrations)
_____ SBAD 225: Financial Accounting   3
_____ SBAD 226: Managerial Accounting   3
_____ SBAD 290: Intro to Business Info Systems   3
_____ SBAD 347: Legal Environment of Business   3
_____ SBAD 350: Principles of Marketing   3
_____ SBAD 363: Business Finance   3
_____ SBAD 371: Principles of Organizational Mgmt. 3
_____ SBAD 372: Operations Management   3
_____ SBAD 478: Senior Seminar: Business Strategy 3
_____ SECO 222: Principles of Microeconomics   3
_____ SECO 292: Statistical Inference   3
_____ course in international business as defined   3
       by the concentration:
       Accounting: SECO 303 or SBAD 461;
       Economics/Finance: SECO 303;
       General Business: SECO 303, SBAD 452,
                   SBAD 461 or SBAD 378;
       Management: SBAD 378 or SECO 303;
       Marketing: SECO 303, SBAD 452, SBAD 461
                   or SBAD 378
       Nonprofit Leadership: SECO 303, SBAD 452,
                   SBAD 461 or SBAD 378

Concentration Areas

_____ *Accounting*[1]
❑ SBAD 331: Intermediate Accounting I   3
❑ SBAD 332: Intermediate Accounting II   3
❑ SBAD 333: Accounting for Decision-making   3
             and Control
❑ SBAD 335: Individual Tax Planning   3
❑ SBAD 433: Accounting Controls Systems   3

(Continued on next page)

❑ SBAD 435: Auditing   3
❑ one of the following four courses: 3
    SBAD 336: Governmental & Not-for-profit
        Accounting
    SBAD 348: Issues in Commercial Law
    SBAD 432: Advanced Federal Taxation
    SBAD 437: Advanced Accounting

_____*Economics/Finance*

❑ SECO 301: Money and Banking   3
❑ SECO 322: Intermediate Macro Theory   3
❑ SECO 326: Managerial Economics   3
❑ SBAD 333: Accounting for Decision-making   3
    and Control
❑ two of the following: 6
    SECO 311: Issues in Economics
    SECO 499: Topics in Economics
    SBAD 364: Financial Institutions and Markets
    SBAD 365: Principles of Investments
    SBAD 390: Strategic Mgmt. of Info Systems
    SBAD 461: International Business Finance

_____*General Business Administration*
❑ SBAD 333: Accounting for Decision-making   3
    and Control
❑ SBAD 351: Consumer Behavior   3
❑ SBAD 374: Mgmt. of Human Resources   3
❑ SECO 326: Managerial Economics   3
❑ SBAD 398: Topics in Metro Bus. Studies   3
❑ one of the following: 3
    SBAD 335: Individual Tax Planning
    SBAD 365: Principles of Investment
    SBAD 390: Strategic Mgmt. of Info Systems
    SBAD 457: Marketing Research
    SBAD 471: New Business Enterprise
    SBAD 499: Business Internship

_____*Management*

❑ SBAD 374: Mgmt. of Human Resources   3
❑ SBAD 377: Advanced Organizational Behavior 3
❑ SBAD 390: Strategic Mgmt. of Info Systems   3
❑ SBAD 471: New Business Enterprise   3
❑ SBAD 475: Advanced Operations Mgmt.   3
❑ one of the following: 3
    SBAD 333: Accounting for Decision-making
        and Control
    SECO 326: Managerial Economics
❑ one of the following, if not taken to   3
  fulfill above requirements:
    SBAD 333: Accounting for Decision-making
        and Control
    SBAD 378: International Business Enterprise
    SBAD 398: Topics in Metro. Business Studies
    SBAD 452: International Marketing
    SBAD 461: International Business Finance

SBAD 476: Process Improvement
SBAD 499: Business Internship
SECO 303: International Economics
SECO 326: Managerial Economics

_____*Marketing*
❑ SBAD 351: Consumer Behavior   3
❑ SBAD 352: Marketing Communications   3
❑ SBAD 457: Marketing Research   3
❑ SBAD 458: Marketing Management   3

❑ Three of the following: 9
❑ SBAD 377: Adv. Organizational Behavior
❑ SBAD 390: Strategic Management of
        Information Systems
    SBAD 353: Marketing Channels
    SBAD 455: Topics in Marketing
    SBAD 456: Business Marketing
    SBAD 459: Personal Selling & Sales Mgmt.
    SBAD 471: New Business Enterprise
    SBAD 499: Business Internship

_____*Nonprofit Leadership*[3]
❑ SNPA 301: The Nonprofit Sector in the U.S. 3
❑ SNPA 302: Nonprofit Leadership   3
❑ SBAD 336: Government and Not-for-Profit   3
    Acct.
❑ SBAD 374: Mgmt. of Human Resources   3
❑ SNPA 499: Field Experience in Nonprofit   3
    Leadership
❑ one of the following: 3
    SNPA 304: Fundraising for Nonprofit Org.
    SNPA 401: Topics in Nonprofit Leadership

_____ **Electives**   18-23

_____ _____
_____ _____
_____ _____

_____ **Total Hours Required**   **120**

[1]*To be eligible to take the CPA exam in South Carolina, a person must have 120 semester credit hours, including 24 hours of accounting and 24 hours of other business courses. To qualify for the CPA license in South Carolina, a person must have 150 semester credit hours with a baccalaureate or higher degree with 36 hours in accounting (with at least 24 hours at the junior level or above) and 36 hours of other business courses. Please see an accounting advisor concerning additional requirements.*
[2]*Students planning to take the Certified Public Accountant examination should take SBAD 437 Advanced Accounting in addition to the accounting concentration courses.*
[3]*Students planning to work toward the Certified Nonprofit Leadership Alliance designation (CNP) should take SNPA 201: Nonprofit Leadership Workshop, in addition to the concentration courses.*

Minor in Economics[1]
Student Worksheet

Required Courses[1]

_____	SECO 221: Principles of Macroeconomics[2]	3
_____	SECO 222: Principles of Microeconomics[2]	3
_____	SECO 322: Intermediate Macroeconomic Theory	3
_____	SECO 326: Managerial Economics	3

[1]Minimum grade of C in all courses
[2]6 hours may be used to satisfy general education credit

Six additional credit hours to be selected from Economics 301, 303, 311, or 499   6

_____ _____
_____ _____

_____ **Total Hours Required**   **18**

Minor in Business Administration
Student Worksheet

Required Courses[1,2,3]

_____	SBAD 225: Financial Accounting	3
_____	SBAD 221: Principles of Macroeconomics or SECO 222: Principles of Microeconomics	3
_____	SBAD 350: Principles of Marketing	3
_____	SBAD 371: Principles of Organizational Management	3

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C in all coursework.
[3]A minimum of 12 hours of upper division coursework is required.

Two additional courses to be selected from 300-level SBAD or SECO courses   6

Recommended courses: SBAD 347, 351, 369, 374, and 390

_____ _____
_____ _____

_____ **Total Hours Required**   **18**

Minor in Nonprofit Leadership
Student Worksheet

Required Courses[1,2,3]

_____	SNPA 301: The Nonprofit Sector in the U.S.	3
_____	SNPA 302: Nonprofit Leadership	3
_____	SNPA 499: Field Experience in Nonprofit Leadership	3
_____	SSOC 101: Introduction to Sociology	3

_____ one of the following: 3
    SNPA 304: Fundraising for Nonprofit Org.
    SNPA 401: Topics in Nonprofit Leadership

_____ one course to be selected from: 3
    SSOC 311, 323, 341, 343 or SSPH 301, 333, 448, 450

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C in all coursework.
[3]A minimum of 12 hours of upper division coursework is required.

_____ **Total Hours Required**   **18**

Bachelor of Science in Business Administration
Recommended Curriculum Schedule

Freshman Year—Fall
English 101
Mathematics 121 or 122
Computer Science 138
Foreign Language
History 101 or 102

Freshman Year—Spring
English 102
Mathematics 122 or elective
Natural Science
Foreign Language or free elective
Fine Arts

Sophomore Year—Fall
Speech 201
Economics 221
Economics 291
Business 225
Business 290

Sophomore Year—Spring
Arts and Humanities
Economics 222
Economics 292
Business 226
Free elective

Junior Year—Fall
Natural Science
Business 350
Business 371
Business concentration course
Free elective

Junior Year—Spring
Social Science elective
Business 347
Business 363
Business 372
Business concentration course

Senior Year—Fall
Free elective
Free elective
Business international course
Business concentration course
Business concentration course

Senior Year—Spring
Business 478
Free elective
Free elective
Business concentration course
Business concentration course

Scholarships for Business Students

Due to the generosity of a number of individuals and business organizations, 14 USC Upstate Foundation Scholarships are available only to students majoring in business. Applications are accepted for these scholarships November 1 through February 1 each year through the Office of Financial Aid. Information on the application process is available at *http://www.uscupstate.edu/foundationscholarships*.

ARTHUR T. MEILINGER ANNUAL SCHOLARSHIP is awarded to a full-time business major, working at least 25 hours a week, a rising senior with over 90 credit hours, USC Upstate minimum 3.0 GPA, and a resident of South Carolina. This scholarship awards $750 per year.

BUDWEISER OF THE CAROLINAS SCHOLARSHIP is awarded to a South Carolina resident admitted into the upper division of the business-marketing program. It may be renewable provided a cumulative USC Upstate 2.25 GPA is maintained. The scholarship awards $1000 per year.

CLARY/DRUCKER ACCOUNTING SCHOLARSHIP established in honor of Diana Clary and Meyer Drucker, retired faculty members, for having made a positive impact in the USC Upstate accounting program and the Upstate community. The award is intended to assist a current student who is an accounting major, a rising senior, has a USC Upstate cumulative GPA of 3.0 or higher, and is a South Carolina resident. This scholarship awards $600 per year.

CLINTON RICHARD SMITH SCHOLARSHIP is awarded to a full-time Johnson College of Business student who has financial need. Preference is given to a married student whose parents are engaged in a local small business or industry. This scholarship awards $1000 per year.

CRAIG PRESSLEY GIEGERICH '02 MEMORIAL ACCOUNTING SCHOLARSHIP provides financial assistance to a full-time student that wants to pursue a career in the accounting field. Recipient must be a business major with emphasis in accounting, have completed 90 credit hours with a cumulative 3.2 GPA, expressed financial need, and be a S.C. resident.

DONALD W. YATES SCHOLARSHIP is awarded to a part-time or full-time business major, with an emphasis on marketing. The student must also have financial need (as defined by the U.S. Department of Education) and be a non-traditional student, rising senior with more than 90 hours of credit and a cumulative 3.0 GPA or higher. This scholarship awards $1000 per year.

EXTENDED STAY HOTELS ANNUAL SCHOLARSHIP provides financial assistance to an incoming freshman majoring in Business. Need based will be considered first and merit based second. This scholarship awards $1000 per year.

JERRY BENNETT SCHOLARSHIP is awarded to a transfer student from the state's technical college system, with preference given to students from Spartanburg Community College and Greenville Technical College, to help pursue a major in accounting at USC Upstate. Recipient must be a full-time student, business major with financial need as defined by the Department of Education (must complete FAFSA).

JOHN S. POOLE FOUNDATION SCHOLARSHIP will provide financial assistance to a full-time student. The scholarship will be awarded to a full-time student who closely meets the criteria of: earned 60 or more hours with a Junior status, cumulative GPA of 3.0 or higher, declared Business Major, history or civic involvement, student athletes are given first consideration. Amount of the award will be based on available funds as determined by the USC Upstate Foundation or its designee.

RICK O'BRIEN MEMORIAL SCHOLARSHIP is awarded to a full-time junior or senior business administration major with a concentration in accounting. The recipient must have a cumulative 3.0 GPA and be employed a minimum of 10 hours per week. Preference is given to a student involved in community volunteer work. This scholarship awards $400 per year.

TD BANK SCHOLARSHIP is given to a Johnson College of Business student who meets the following criteria: full-time student; earned a minimum of 60 hours and has a 3.0 GPA; completed FAFSA form; and active in the Upstate community. This scholarship awards $1000 per year.

TED EILENBERG SCHOLARSHIP is awarded to a student enrolled in a degree program in the Johnson College of Busi¬ness and Economics. The recipient must be a junior or senior, have financial need, and a minimum cumulative GPA of 2.5.

WELLS FARGO BANK SCHOLARSHIP is awarded to a senior business major from South Carolina. In the event of a tie, the selection shall be based on demonstrated need, leadership and community service. This scholarship awards $1000 per year.

WESLEY K. WILBER SCHOLARSHIP is an endowment created to assist male, non-traditional students majoring in business, with financial need, and not eligible for state merit based scholarships. The student must complete the FAFSA, and can be enrolled full or part-time.

School of Education

The School of Education is a nationally accredited professional school with the chief responsibility of preparing teachers for early childhood, elementary, middle and secondary school certification. The School of Education exercises responsibility for decisions directly affecting the teacher education curriculum and each major aspect of the teacher education process. The School of Education offers programs in early childhood education, elementary education and middle level education leading to the Bachelor of Arts degree, in physical education and special education leading to a Bachelor of Science degree, and in secondary education leading to either the Bachelor of Arts or Bachelor of Science degree. The unit offers Master's of Education degrees in early childhood education, elementary education and special education with a concentration in visual impairment. In addition to their basic responsibility of teaching professional education coursework, the faculty of the School undertake research projects that contribute to improvement in the theory and practice of teacher education. Faculty members conduct research, publish scholarly articles, and engage in service activities designed to assist teachers, students, administrators, and other educators. They sponsor various workshops and conferences planned specifically for the staffs of elementary, middle and secondary schools; often these are cooperative efforts with other agencies. They also cooperate with a number of bureaus and clinics developed to augment public school programs and to provide specialized educational services to the community.

USC Upstate has formed a partnership with USC Sumter to serve students in the Sumter area who are interested in pursuing a baccalaureate degree in either early childhood or elementary education. Students interested in becoming certified teachers will complete their first two years of general education at USC Sumter and then complete the professional education program of USC Spartanburg. Junior- and senior-level professional education courses will be offered either on the USC Sumter campus via distance education technology or in the public schools in the Sumter area.

The School of Education maintains a curriculum resources center for the use of USC Upstate students, faculty, staff and area public school teachers. This facility provides curriculum aids for instructors at all levels.

The Burroughs Child Development Center gives students an opportunity to observe and to work with children ages three months to six years in a laboratory setting. It offers high quality child care to students and citizens of the community.

USC Upstate School of Education Conceptual Framework Summary

According to the National Council for the Accreditation of Teacher Education (NCATE), a conceptual framework is: "...an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability."

The following are components of the USC Upstate School of Education conceptual framework:

The USC Upstate School of Education Vision

The USC Upstate School of Education aims to be recognized nationally for its outstanding teacher prepa-

ration programs whose graduates are excellent, learner-centered practitioners and professionals.

The USC Upstate School of Education Mission

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

The USC Upstate School of Education Goals

- The faculty and candidates of the USC Upstate Professional Program demonstrate reflective teaching practice,
- The faculty and candidates of the USC Upstate Professional Program demonstrate learner-centered pedagogy,
- The faculty and candidates of the USC Upstate Professional Program demonstrate performance-based assessment,
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to diversity
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to professional responsibility.

The USC Upstate School of Education Philosophy

The faculty members and administrators of the SOE have developed a set of consistent principles and values that serves as the foundation of the school's approach to curriculum, pedagogy and program development.

- A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions.
- A specific exposure to the most up-to-date pedagogical theories and practices.
- A set of ethical principles, values, and dispositions.
- A commitment to the principle of equality of educational opportunity for all students regardless or group or individual differences.
- A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other.

Theoretical Underpinnings of the USC Upstate School of Education Program

The philosophy of the SOE is consistent with the tenants of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on how to think not what to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning;
- Preparation of all students for full participation in a democracy.

Guiding Principles of the USC Upstate School of Education

In accordance with its mission, philosophy, and theoretical orientation, the SOE follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC) and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- demonstrate competence as effective long-range in-

structional planners;
- demonstrate competence as effective daily instructional planners;
- demonstrate competence in the areas of student assessment and reflective self-assessment;
- establish high expectations for all learners;
- are knowledgeable of and capable of implementing a variety of instructional strategies which utilize state of art instructional technology;
- possess thorough and accurate knowledge of the content they teach;
- effectively monitor student learning and provide meaningful feedback to students;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, firmness, and fairness;
- strive to develop as a teacher both professionally and personally.

Guiding Principles of USC Upstate
Graduate Education Programs

Using the model teacher paradigm captured in the propositions of the National Board for Professional Teaching Standards, USC Upstate graduate programs are built around these propositions. Teachers completing USC Upstate graduate programs:
- demonstrate reflective teaching practice.
- demonstrate learner-centered pedagogy.
- demonstrate performance-based assessment.
- demonstrate a commitment to and affirm diversity.
- demonstrate a commitment to professional responsibility

Multicultural/Diversity Perspectives in USC Upstate
Teacher Education Programs

Its mission, philosophy, principles and organizing themes serve as the root of the USC Upstate School of Education's commitment to multicultural education. Graduates of SOE programs as reflective teachers:
- believe that all children can learn;
- create a learning environment that is anti discriminatory;
- understand, respect, and accommodate for group and individual differences;
- instruct for empathy and tolerance;
- instruct for altruism;
- to promote justice, empathy and tolerance.

Performance Assessment in USC Upstate
Teacher Education Programs

The USC Upstate SOE assessment systems monitor and measure candidate progress through both the undergraduate and graduate programs on a continuous basis. At both levels, portfolios are the major tool used to assess both the performance of the candidates and the quality of programs. Portfolios for undergraduate students, introduced in SEDF 200: Teacher Education Colloquium, are aligned with INTASC and ADEPT standards; undergraduate portfolios are developed over the course of programs and finally completed during the student teaching semester. Graduate portfolios, introduced during the Portfolio Introduction and Training Session, are aligned with propositions of the National Board for Professional Teaching Standards (NBPTS). Graduate portfolios are presented and defended before a five-member panel during the respective seminar classes; a successful defense is required for graduation.

Technology in the School of Education
Professional Program

Guided by the standards of the International Society for Technology in Education (ISTE) USC Upstate teacher education majors at both the undergraduate and graduate levels:
- Demonstrate a sound understanding of technology operations and concepts;
- Plan and design effective learning environments supported by technology;
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- Understand the social, ethical, and legal implications of technology

Admission to the Professional Program

Students must apply to the School of Education for admission to the professional program, which covers the junior and senior years. The professional program application form may be obtained from the school office and must be filed with that office at the conclusion of the term in which students complete 60 semester hours of study.

Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:
- completion of English 101 and 102 and Speech 201 or their equivalents, with grades of C or better;
- successful completion of the prerequisites for Math 121;
- successful completion of SEDF 200: Teacher Education Colloquium;
- grade of C or better in support courses completed;
- cumulative GPA of at least 2.5 on at least 60 hours earned;
- the achievement of passing scores on the Praxis Pre-professional skills test (PPST) or received a South Carolina State Board of Education approved score on the SAT or ACT examination;
- Standards for Professional Conduct & Dispositions form signed
- two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty; and
- personal affirmation of non-criminal background

Action is taken on a student's application for admission to the professional program as soon as the academic records are available. Students who are accepted enter the professional program. Students whose applications are denied are advised of their alternatives.

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the University should consult with the dean of the School of Education. The dean assigns an advisor in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early as possible in the student's undergraduate career to ensure adequate familiarity with teacher education requirements. Students enrolled in other schools of the University should take particular care to inquire about the School of Education and state certification requirements.

Education courses at the 400-level and above may be taken only after admission to the professional program. Students who complete the professional program, pass the Praxis II Content Area Examination, complete observations using the Assistance, Development, and Evaluation of Professional Teaching (ADEPT) instrument, and receive FBI fingerprint clearance fulfill initial certification requirements of the South Carolina State Board of Education.

Post-Baccalaureate Work toward Teacher Certification

Students with a baccalaureate degree attending USC Upstate to complete South Carolina requirements for initial teacher certification (referred to as "certification only students") have their record of college/university coursework evaluated by the Associate Dean of the School of Education. Credit is granted for all general education courses (with the exception of general education mathematics coursework for the Early Childhood, Elementary, and Special Education programs). For all students evidence of a "C" or better must appear on the student's transcript for a two-course English composition sequence and public speaking. All Early Childhood and Elementary majors must satisfactorily complete a course in Children's Literature. All Special Education: LD majors must satisfactorily complete a course in Children's Literature or Adolescent Literature. In addition "certification only students" must complete ALL specific requirements in professional education and, for middle grades and secondary majors, ALL specific requirements in the area(s) of academic content concentration. The Dean may exercise his/her prerogative in accepting coursework.

An individual holding a baccalaureate degree who wishes to earn certification through the USC Upstate "certification only" program, must have a cumulative undergraduate GPA of 2.5 and have passed all parts of PRAXIS I.

An individual holding a baccalaureate degree with a cumulative GPA between 2.0 and 2.5 may be considered for conditional admission to the "certification only" program if (1) the degree was awarded three or more years earlier and (2) the individual has passed all three parts of PRAXIS I. To gain full admission, the individual must earn a 2.5 GPA on the first 12 hours of coursework and complete all other requirements for admission to the professional program. To continue in the professional program, candidates must maintain a minimum GPA of 2.5.

Admission to Directed Teaching

Students who wish to enroll in directed teaching must apply a year in advance of the intended semester of student teaching. The following are requirements for all students admitted to directed teaching:
- prior admission to the professional program;
- completion of all content concentration course work with a grade of C or better in each course completed (exceptions approved by the dean with faculty advisor's recommendation);
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 cumulative GPA;
- completion of all education methods courses with a grade of C or better in each; and

- completion of Mathematics 231, 232 and 233 with a grade of C or better for early childhood education majors, elementary education majors and special education: learning disabilities majors;
- successful presentation of portfolio;
- submission of an FBI fingerprint card and receive clearance prior to student teaching;
- completion of a South Carolina Department of Education application for teacher certification.

In addition to these general requirements, there are specific course prerequisites for each major field. No education course may serve as a prerequisite for a subsequent education course until it has been completed with a grade of C or better. These prerequisites may be changed from time to time at the discretion of the school.

Students are responsible for enrolling in the appropriate corequisite coursework with directed teaching. It is the responsibility of students to secure from the school office an updated list of prerequisites for directed teaching in their major and to arrange their courses of study with their education advisor so as to meet those prerequisites.

Transfer Admission

Transfer students with fewer than 60 semester hours of credit may take courses in the School of Education if they meet all university admission requirements. Transfer students who have earned 60 hours or more must meet the admission criteria for the professional program at the time of their initial application for admission to the School of Education as a major. Criteria are available in the school office. Only 64 semester hours of credit may be accepted for transfer from a two-year institution and applied toward the professional degree.

Undergraduate Transfer Credit

Education majors from other colleges and universities wishing to transfer courses into any of the education programs must have all transcripts evaluated by the dean or associate dean in the School of Education. The dean and associate dean, following the USC Upstate School of Education Policy Manual guidelines, determine the courses accepted to fulfill requirements of any undergraduate education program. Any **professional education courses** considered for transfer must have been completed within seven years of matriculating at USC Upstate. Professional education courses more than seven years old will not be accepted for transfer.

Continuation Standards

After being admitted to the professional program, students must maintain at least a 2.5 GPA for retention in the program; this is in excess of the minimum GPA required by the University for continuing enrollment. Students who do not maintain a 2.5 GPA cannot enroll in any education courses above the 400-level.

Academic Requirements

No education course may serve as a prerequisite for a subsequent education course until it has been successfully completed with a grade of C or better.

A minimum grade of C is required for any course submitted for fulfillment of professional education, major concentration and support course requirements.

Students who fail to achieve a minimum grade of C in any professional education course will be dismissed

from the program. Students may reapply to the program by submitting a letter of petition for readmission to the Dean of the School of Education for consideration by the School of Education Appeals Committee. Readmitted students who subsequently receive a second grade of below C in any professional education course will be permanently dismissed from the program.

Evaluation

In addition to evaluations described in course syllabi, students' competencies relative to national, state, and School of Education objectives and criteria are evaluated both in professional education courses and during directed teaching. Every applicant for admission to the professional program undergoes an appraisal by the advisor. This appraisal provides a source of evaluation on non-academic as well as academic factors relative to teaching potential. Portfolio assessment provides further evidence of each student's professional growth and development over time.

Degree Programs

The School of Education has developed curricula leading to the baccalaureate in six broad fields: early childhood, elementary, middle grades, secondary, physical, and special education. Although the number of credit hours required for graduation varies to some extent with the subject that the student prepares to teach, a minimum of 120 hours is required for any baccalaureate in the School of Education. Students are assigned an advisor with whom they should plan in advance their program of study for each semester or summer session.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill national accreditation and state certification requirements. Students must periodically request updated information from the school.

Early Childhood Education. The early childhood education program provides preparation for teaching in four- and five-year kindergartens and in the primary grades (PK-3). A substantial portion of the curriculum consists of course work in the liberal arts to establish a broad educational background prior to the professional sequence of courses. The professional sequence provides content and direct opportunities for field clinical experience. The final experience is a semester-long student teaching assignment.

Elementary Education. The program prepares students to teach in grades 2-6. The program consists of a general liberal arts background, professional educational coursework and clinical field experiences.

During the semester in which students are enrolled in directed teaching (SEDL 468), they spend all of each school day for a period of fifteen weeks in the elementary school to which they are assigned.

Middle Level Education. The program in middle level education prepares students to teach in grades 5-8. The program emphasizes the particular physical, emotional, attitudinal, and intellectual needs of adolescents as well as the organizational, curricular, and pedagogical practices of the middle school. This is achieved through a core of general liberal arts coursework, professional education coursework (which includes field-based practicum experiences in middle schools), student teaching in middle school settings, and intensive coursework in two areas of academic concentration.

Secondary Education. The program in secondary education prepares students to teach in grades 9-12 and does so through a core of general liberal arts course work, professional education course work, including field-based clinical experiences, a student teaching experience, and intensive course work in a specific area of subject specialization. The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree, depending upon the chosen area of subject specialization. The Bachelor of Arts degrees in English and in social studies education require two semesters of foreign language study. Areas of subject specialization in secondary education at USC Upstate include biology, chemistry, English, history, mathematics and Spanish.

Special Education: Learning Disabilities. The Bachelor of Science in Special Education/Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program.

Practicum experiences begin the first semester of the professional program and continue throughout the program. Content disabilities instructors and their students collaborate with regular education content methods instructors and their students, modeling the collaboration expected in professional settings. Students have two seven-week field placements: one placement in a special education resource setting, the other placement in a regular education classroom that includes students with learning disabilities.

Physical Education. The Physical Education major has two areas of concentration. The Physical Education Teacher Education (PETE) concentration prepares students to teach physical education in grades K-12. In addition to a core program in the liberal arts, students undertake studies in the professional education area as well as in-depth study in physical education. Directed teaching for PETE majors is arranged at both the elementary and secondary levels.

For students desiring a degree in physical education that is not oriented toward K-12 classroom teaching, the School of Education offers the concentration in Exercise and Sport Science. Students choosing the Exercise and Sport Science concentration are trained for a variety of careers, including fitness specialist, personal training, and strength and conditioning specialist. With graduate training, students can pursue careers in sport nutrition, exercise physiology, cardiac rehabilitation, and physical therapy. Preparation for both the NSCA's Certified Strength and Conditioning Specialist exam and the ACSM's Health Fitness Specialist exam is built into the curriculum, and students passing one of these national exams can expect enhanced job opportunities. See www.acsm.org or www.nsca-lift.org for more information.

Bachelor of Arts in Education
Major in Early Childhood Education
Student Worksheet

_____ **General Education Requirements**

I. Communication   **9**
    _____ SEGL 101 and SEGL 102
    _____
    _____ SSPH 201

II. Mathematics and Logic   **6**
    _____ SMTH 121 and 231
    _____

III. Information Technology   **3**
    _____ SCSC 138

IV. Natural Sciences   **8**
    _____ SBIO 110/L
    _____ SPHS 101/L or SCHM 101/L,
          106, 106L, 109/L

V. Arts and Humanities   **6**
One course selected from:
    _____ SATH 101, 105, 106; SMUS 110;
          STHE 161
One course from the following:
    _____ SPHL 102, 211; SAMS 101, 102;
          SREL 103; or SEGL 250, 252, 275,
          279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture   **3**
    _____ SCHI 102; SFRN 102; SGRM 102; or
          SSPN 102
    Placement in a 201 or higher level language course
(Students placing into 201 or higher level of a language
have satisfied this requirement but will have additional
hours in electives, if hours are required in the major).

VII. History   **3**
    _____ SHST 101 or 102

VIII. Social and Behavioral Sciences   **6**
    _____ SGIS 101
    _____ SSOC 101

_____ **Professional Education**

    _____ SEDF 200: Teacher Education   0
          Colloquium
    _____ SEDF 210: Foundations of Education   3
    _____ SEDF 333: Educational   3
          Development of the Life-long
          Learner

    _____ SEDF 341: Introduction to   3
          Exceptional Learners/Special Education
    _____ SEDF 485: Diversity, Management
          and Assessment   3
    _____ SEDC 300: Resources and   3
          Technology in Teaching
    _____ SEDE 410: Clinical I in Early   2
          Childhood Education
    _____ SEDE 420: The Young Child: 3
          Behavior and Development in Early
          Childhood
    _____ SEDE 422: Survey of   3
          Early Childhood Education
    _____ SEDE 424: Parent Family Involvement 3
          in Early Childhood Education
    _____ SEDE 440: Clinical II   2
          in Early Childhood Education
    _____ SEDE 445: Language Development   3
          and Communicative Skill
    _____ SEDE 446: Math for the   3
          Young Child
    _____ SEDE 447: Social Studies   3
          for the Young Child
    _____ SEDE 448: Science for the   3
          Young Child
    _____ SEDE 449: Creativity and Play   3
    _____ SEDR 414: Emergent and   3
          Early Literacy
    _____ SEDE 468 Education of the   3
          Young Child: An Ecological
          Approach
    _____ SEDE 469: Directed Teaching   12
          in Early Childhood Education

_____ **Support Courses**
    _____ SMTH 232 and SMTH 233   6
    _____ SEGL 484: Children's Literature   3
    _____ SHED 221   3
    _____ SPSY 101   3
    _____ One additional arts and humanities   3
          course, not repeating discipline
          selected from general ed. requirements
          (SATH 101, 105 or 106; SMUS 110; or
          STHE 161)

_____ **Total Hours Required**   **123**

Final resposibility for satisfying degree requirements
as outlined in the USC Upstate Academic Catalog rests
with the student.

Bachelor of Arts in Education
Major in Elementary Education
Student Worksheet

_____ **General Education Requirements**

I.   Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic **6**
_____ SMTH 121 and 231
_____

III. Information Technology **3**
_____ SCSC 138

IV. Natural Sciences **8**
_____ SBIO 110/L
_____ SPHS 101/L or SCHM 101/L,
        106, 106L, 109/L

V.   Arts and Humanities **6**
One course selected from:
_____ SATH 101, 105, 106; SMUS 110;
        STHE 161
One course from the following:
_____ SPHL 102, 211; SAMS 101, 102;
        SREL 103; or SEGL 250, 252, 275,
        279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture **3**
_____ SCHI 102; SFRN 102; SGRM 102; or
        SSPN 102
    Placement in a 201 or higher level language course
(Students placing into 201 or higher level of a language
have satisfied this requirement but will have additional
hours in electives, if hours are required in the major).

VII. History **3**
_____ SHST 101 or 102

VIII. Social and Behavioral Sciences **6**
_____ SGIS 101
_____ SSOC 101 or SPSY 101

_____ **Professional Education**

_____ SEDF 200: Teacher Education   0
        Colloquium
_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development 3
        of the Life-long Learner

_____ SEDF 341: Introduction to   3
Exceptional Learners/Special Education
_____ SHED 331: Health and Physical   3
Education for the Elementary
School Child
_____ SEDL 441: Elementary School   3
Curriculum and Organization
_____ SEDC 300: Resources and   3
Technology in Teaching
_____ SEDF 483: Organization and   3
Management of the Diverse Classroom
_____ SEDL 447: Teaching Social   3
Studies in the Elementary School
_____ SEDL 450: Fine Arts   3
in the Curriculum
_____ SEDL 455: Clinical I in   2
Elementary Education
_____ SEDR 442: Literacy I: 3
Learning to Read and Write
_____ SEDF 487: Student, Teacher,   3
and School Assessment
_____ SEDL 446: Teaching Math   3
in the Elementary School
_____ SEDL 448: Teaching Science   3
in the Elementary School
_____ SEDL 460: Clinical II in   2
Elementary Education
_____ SEDR 443: Literacy II: 3
Reading and Writing to Learn
_____ SEDR 444: Literacy III: 3
Addressing Reading & Writing Problems
_____ SEDL 468: Directed Teaching   15
in the Elementary School

_____ **Support Courses**
_____ SMTH 232 and SMTH 233   6
_____ Geology or Astronomy   4
_____ SEGL 484: Children's Literature   3
_____ One additional arts and humanities   3
course, not repeating discipline
selected from general ed. requirements
(SATH 101, 105 or 106; SMUS 110; or
STHE 161)

_____ **Total Hours Required**   **124**

Final resposibility for satisfying degree requirements
as outlined in the USC Upstate Academic Catalog rests
with the student.

Bachelor of Arts in Education
Major in Middle Level Education
Student Worksheet

_____ **General Education Requirements**

I. Communication   9
        _____ SEGL 101 and SEGL 102
        _____
        _____ SSPH 201

II. Mathematics and Logic   6-7
        _____ SMTH 120, 121, 122, 126, 127,
                141, 142
        _____ SMTH 102[1]; SPSY 225; or SSOC 201

III. Information Technology   3
        _____ SCSC 138 or SIMS 101

IV. Natural Sciences   8
        _____ SBIO 110/L
        _____ SAST 111/L; SCHM 101/L, 106, 106L,
                109/L; SGEL 101/L, 102/L, 103/L;
                SPHS 101/L, 201/L, 202/L; 211/L, 212/L

V. Arts and Humanities   6
        One course selected from:
        _____ SATH 101, 105, 106; SMUS 110, 140;
                or STHE 161
        _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture   3
        _____ SCHI 102; SFRN 102; SGRM 102; or
                SSPN 102
        Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   3
        _____ SHST 101 or 102

VIII. Social and Behavioral Sciences   6
        _____ SPSY 101
        _____ SSOC 101

_____ **Professional Education**
        _____ SEDF 200: Teacher Ed. Colloquium 0
        _____ SEDC 300: Resources and   3
                Technology in Teaching
        _____ SEDF 210: Foundations   3
                of Education
        _____ SEDS 333: Middle Level/Secondary   3
                Education Adolescent Development
        _____ SEDF 341: Introduction to   3
                Exceptional Learners/Special Education
        _____ SEDS 342: Clinical I in Middle   1
                Level/Secondary Education
        _____ SEDR 418: Literacy in the Middle 3
                and Secondary Schools

        _____ SEDS 440: Clinical II in Middle   1
                Level/Secondary Education
        _____ SEDS 441: Middle Level   3
                Curriculum and Methodology
        _____ Middle Level Methods #1*   3
        _____ Middle Level Methods #2*   3
                *Select from SEDS 445 (language
                arts), SEDS 446 (mathematics), SEDS
                447 (social studies) and SEDS 448
                (science) to match Concentration Area
                #1 and Concentration Area #2
        _____ SEDS 443: Middle Level/Secondary   2
                Educational Assessment
        _____ SEDS 444: Middle Level/Secondary   2
                Managing the Classroom Environmt.
        _____ SEDS 450: Clinical III in Middle 1
                Level/Secondary Education
        _____ SEDS 485: Senior Seminar   3
        _____ SEDS 480: Directed Teaching in
                Middle Level   12

_____ **Content Concentration[2,3]   15**
        Area #1 _____
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3

_____ **Content Concentration[2,3]   15**
        Area #2 _____
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3
        _____ _____ 3

_____ **Support Courses**
        _____ SHED 221: Lifelong   3
                Health and Wellness

_____ **Total Hours Required   123-124**

Note: Revisions are projected for Spring 2013 for middle level and all secondary education curricula. Students should consult with their advisors to make sure they are enrolling in the appropriate courses. The total number of hours in these programs will not be changed.

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

[1]*Math 102 required for students with math concentration.*
[2]*Coursework is determined in accordance with requirements available from student's academic advisor.*
[3]*For Social Studies concentration, SHST 101 and 102 are required. Course may not duplicate VII History general education course.*

Bachelor of Arts or Science in Education
Major in Secondary Education (English)
Student Worksheet

_____ **General Education Requirements**

I. **Communication**   **9**
    - _____ SEGL 101 and SEGL 102
    - _____
    - _____ SSPH 201

II. **Mathematics and Logic**   **6-7**
    - _____ SMTH 120, 121, 126, 127, 141, 142
    - _____ SMTH 102; SPSY 225; or SSOC 201

III. **Information Technology**   **3**
    - _____ SCSC 138 or SIMS 101

IV. **Natural Sciences**   **8**
    - _____ SBIO 110/L
    - _____ SAST 111/L; SCHM 101/L, 106, 106L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. **Arts and Humanities**   **6**
    - _____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161
    - _____ SPHL 102 or SPHL 211

VI. **Foreign Language/Culture**   **3**
    - _____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102

    Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. **History**   **3**
    - _____ SHST 101 or 102

VIII. **Social and Behavioral Sciences**   **6**
    - _____ SPSY 101
    - _____ SSOC 101

_____ **Professional Education**

- _____ SEDF 200: Teacher Ed. Colloquium   0
- _____ SEDC 300: Resources and   3
  Technology in Teaching
- _____ SEDF 210: Foundations of Education   3
- _____ SEDF 333: Educational Development   3
  of the Lifelong Learner
- _____ SEDF 341: Introduction to   3
  Exceptional Learners/Special Education
- _____ SEDS 342: Clinical I in Middle   1
  Grades/Secondary Education
- _____ SEDS 440: Clinical II in Middle   1
  Grades/Secondary Education
- _____ SEDS 442: Secondary School   4
  Curriculum and Methodology
- _____ SEDR 418: Literacy in the Middle   3
  and Secondary School

- _____ SEDS 445: Teaching Middle and   3
  Secondary English/Language Arts
- _____ SEDS 450: Clinical III in Middle   1
  Grades/Secondary Education
- _____ SEDS 473: Directed Teaching   15
  in Secondary School English

_____ **Content Concentration**

- _____ SEGL 275: Masterpieces   3
  of World Literature
- _____ SEGL 291: African American   3
  Literature or other approved
  course in minority literature
- Genre or period elective   3
  (300 level or above)

  _____ _____

- _____ SEGL 300: Introduction to the   3
  Study of Literature
- American Literature   6
  (300 level or above)

  _____ _____

  _____ _____

- British literature   3
  (300 level or above)

  _____ _____

- _____ SEGL 405: Shakespeare's Early   3
  Plays or SEGL 406:
  Shakespeare's Late Plays
- _____ SEGL 451: Introduction to the   3
  Study of Language, SEGL 455:
  Language Study Applications,
  or SEGL 252: English Grammar
- _____ SEGL 453: Development of the   3
  English Language
- _____ Writing course   3
  (200 level or above)

  _____

- _____ SEGL 485: Adolescent Literature   3
- _____ SEGL 490: Senior Seminar   3

_____ **Electives**   3

_____ _____

_____ **Total Hours Required**   **126-128**

Note: Revisions are projected for Spring 2013 for middle level and all secondary education curricula. Students should consult with their advisors to make sure they are enrolling in the appropriate courses. The total number of hours in these programs will not be changed.

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

Bachelor of Arts in Education
Major in Secondary Education (Spanish)
Student Worksheet

_____ **General Education Requirements**

I. Communication   **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic   **6-7**
_____ SMTH 120, 121, 126, 127, 141, 142
_____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology   **3**
_____ SCSC 138 or SIMS 101

IV. Natural Sciences   **8**
_____ SBIO 110/L
_____ SAST 111/L; SCHM 101/L, 106,
        106L, 109/L; SGEL 101/L, 102/L,
        103/L; SPHS 101/L, 201/L, 202/L,
        211/L, 212/L

V. Arts and Humanities   **6**
_____ SATH 101, 105, 106; SMUS 110, 140;
        or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture   **3**
_____ SCHI 102; SFRN 102; SGRM 102; or
        SSPN 102

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**
_____ SHST 101 or 102

VIII. Social and Behavioral Sciences   **6**
_____ SPSY 101
_____ SSOC 101

_____ **Professional Education**
_____ SEDF 200: Teacher Education   0
        Colloquium
_____ SEDC 300: Resources and   3
        Technology in Teaching
_____ SEDF 210: Foundations   3
        of Education
_____ SEDF 333: Educational   3
        Development of the Lifelong Learner
_____ SEDF 341: Introduction to   3
        Exceptional Learners/Special Education
_____ SEDS 342: Clinical I in Middle   1
        Grades/Secondary Education
_____ SEDS 440: Clinical II in Middle 1
        Grades/Secondary Education

_____ SEDS 442: Secondary School   4
        Curriculum and Methodology
_____ SEDR 418: Literacy in the Middle 3
        and Secondary Schools
_____ SEDS 449: Teaching Foreign   3
        Language in Secondary Schools
_____ SEDS 450: Clinical III in Middle 1
        Grades/Secondary Education
_____ SEDS 474: Directed Teaching in   12
        Secondary School Foreign Language
_____ SEDS 485: Middle Level and   3
        Secondary Education Issues & Trends

_____ **Content Concentration**
_____ SSPN 321: Latin American   3
        Civilization
_____ SSPN 202: Intermediate   3
        Spanish or a Spanish literature
        course
_____ One or two courses selected   3-6
_____ from the following:
        SSPN 310: Spanish Conversation
        SSPN 315: Spanish for Professions
        SSPN 250 or 350: Selected
        Studies Abroad
_____ SSPN 309: Spanish Grammar   3
        and Composition
_____ SSPN 301: Introduction to   3
        Spanish Lit

Two Spanish literature courses   6
_____ _____
_____ _____

_____ SSPN 320: Spanish Civilization   3
_____ SSPN 451: Second Language   3
        Acquisition
_____ SSPN 453: Introduction   3
        to Romance Linguistics or
        SSPN 454: Introduction to
        Spanish Linguistics
_____ SSPN 490: Senior Seminar   3

_____ **Support Courses**
_____ SEGL 275: Masterpieces   3
        of World Literature
_____ SEGL 451: Introduction to   3
        Linguistics

_____ **Total Hours Required   123-127**

Note: Revisions are projected for Spring 2013 for middle level and all secondary education curricula. Students should consult with their advisors to make sure they are enrolling in the appropriate courses. The total number of hours in these programs will not be changed.

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

Bachelor of Science in Education
Major in Secondary Education (Biology)
Student Worksheet

_____ General Education Requirements

I.	**Communication**	**9**
	_____ SEGL 101 and SEGL 102	
	_____	
	_____ SSPH 201	
II.	**Mathematics and Logic**	**6**
	_____ SMTH 126	
	_____ SMTH 102; SPSY 225; or SSOC 201	
III.	**Information Technology**	**3**
	_____ SCSC 138 or SIMS 101	
IV.	**Natural Sciences**	**8**
	_____ SBIO 101/L	
	_____ SCHM 111/L	
V.	**Arts and Humanities**	**6**
	_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161	
	_____ SPHL 102 or SPHL 211	
VI.	**Foreign Language/Culture**	**3**
	_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII.	**History**	**3**
	_____ SHST 101 or 102	
VIII.	**Social and Behavioral Sciences**	**6**
	_____ SPSY 101	
	_____ SSOC 101	

_____ Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDS 333: Middle Level/Secondary Education Adolescent Development	3
_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDS 342: Clinical I in Middle Level/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Level/Secondary Education	1
_____ SEDS 442: Secondary School Curriculum and Methodology	3
_____ SEDS 443: Educational Assessment	2
_____ SEDS 444: Managing the Classroom Environment	2
_____ SEDR 418: Literacy in the Middle and Secondary School	3
_____ SEDS 448: Teaching Middle and Secondary Science	3
_____ SEDS 450: Clinical III in Middle Level/Secondary Education	1
_____ SEDS 481: Directed Teaching in Secondary School Natural Science	12
_____ SEDS 485: Middle Level and Secondary Education Issues & Trends	3

_____ Content Concentration

_____ SBIO 102: Biological Science II	4
_____ SBIO 301: Introduction to Ecology & Evolutionary Biology	4
_____ SBIO 302: Introduction to Cell & Molecular Biology	4
_____ SBIO 310: Invertebrate Zoology	4
_____ SBIO 315: Comparative Vertebrate Anatomy	4
_____ SBIO 320: Botany or SBIO 380: Plant Geography or SBIO 525: Plant Taxonomy	4
_____ SBIO 330: Microbiology	4
_____ SBIO 350: Genetics	4

_____ Support Courses

_____ SPHS 201: General Physics I	4
_____ SGEL 101: Physical Geology	4
_____ SCHM 112: General Chemistry and Quantitative Analysis	4

_____ Total Hours Required   127

Note: Revisions are projected for Spring 2013 for middle level and all secondary education curricula. Students should consult with their advisors to make sure they are enrolling in the appropriate courses. The total number of hours in these programs will not be changed.

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

Bachelor of Science in Education
Major in Secondary Education (Chemistry)
Student Worksheet

_____ **General Education Requirements**

I. Communication   9
_____ SEGL 101 and SEGL 102

_____
_____ SSPH 201

II. Mathematics and Logic   7
_____ SMTH 142
_____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology   3
_____ SCSC 138 or SIMS 101

IV. Natural Sciences   8
_____ SBIO 101/L or SBIO 110/L
_____ SPHS 201/L

V. Arts and Humanities   6
_____ SATH 101, 105, 106; SMUS 110, 140;
        or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture   3
_____ SCHI 102; SFRN 102; SGRM 102; or
        SSPN 102

Placement in a 201 or higher level language course
(Students placing into 201 or higher level of a language
have satisfied this requirement but will have additional
hours in electives, if hours are required in the major).

VII. History   3
_____ SHST 101 or 102

VIII. Social and Behavioral Sciences   6
_____ SPSY 101
_____ SSOC 101

_____ **Professional Education**
_____ SEDF 200: Teacher Ed. Colloquium   0
_____ SEDC 300: Resources and   3
        Technology in Teaching
_____ SEDF 210: Foundations of   3
        Education
_____ SEDS 333: Middle Level/Secondary   3
        Education Adolescent Development
_____ SEDF 341: Introduction to   3
        Exceptional Learners/Special Education
_____ SEDS 342: Clinical I in Middle   1
        Level/Secondary Education
_____ SEDS 440: Clinical II in Middle   1
        Level/Secondary Education

_____ SEDS 442: Secondary School   3
        Curriculum and Methodology
_____ SEDS 443: Educational Assessment 2
_____ SEDS 444: Managing the   2
        Classroom Environment
_____ SEDR 418: Literacy in the Middle 3
        and Secondary Schools
_____ SEDS 448: Teaching Middle and   3
        Secondary Science
_____ SEDS 450: Clinical III in Middle   1
        Level/Secondary Education
_____ SEDS 481: Directed Teaching   12
        in Secondary School Natural Science
_____ SEDS 485: Middle Level and   3
        Secondary Ed. Issues & Trends

_____ **Content Concentration**
_____ SCHM 111: General Chemistry   4
_____ SCHM 112: General Chemistry   4
        and Qualitative Analysis
_____ SCHM 321: Quantitative Analysis   3
_____ SCHM 321/L: Quantitative   1
        Analysis Lab
_____ SCHM 331: Organic Chemistry I   3
_____ SCHM 331/L: Organic   1
        Chemistry I Lab
_____ SCHM 332: Organic Chemistry II   3
_____ SCHM 332/L: Organic   1
        Chemistry II Lab
_____ SCHM 541: Physical Chemistry I   3
_____ SCHM 541/L: Physical   1
        Chemistry I Lab
_____ Chemistry 581: Biochemistry   3

_____ **Support Courses**
_____ SPHS 202: General Physics II   4
_____ SMTH 241: Calculus III   4

_____ **SCHM ELECTIVE**   4

_____ **Total Hours Required**   128

Note: Revisions are projected for Spring 2013 for middle
level and all secondary education curricula. Students should
consult with their advisors to make sure they are enrolling in
the appropriate courses. The total number of hours in these
programs will not be changed.

Final resposibility for satisfying degree requirements as outlined
in the USC Upstate Academic Catalog rests with the student.

Bachelor of Science in Education
Major in Secondary Education (Mathematics)
Student Worksheet

_____ **General Education Requirements**

I.   Communication   9
_____   SEGL 101 and SEGL 102
_____
_____   SSPH 201

II.   Mathematics and Logic   6
_____   SMTH 127
_____   SMTH 174

III. Information Technology   3
_____   SCSC 138 or SIMS 101

IV.   Natural Sciences   8
_____   SBIO 110/L
_____   SAST 111/L; SCHM 101/L
         106, 106L, 109/L; SGEL 101/L,
         102/L, 103/L; SPHS 101/L, 201/L,
         202/L, 211/L, 212/L

V.   Arts and Humanities   6
_____   SATH 101, 105, 106; SMUS 110, 140;
         or STHE 161
_____   SPHL 102 or SPHL 211

VI.   Foreign Language/Culture   3
_____   SCHI 102; SFRN 102; SGRM 102; or
         SSPN 102
    Placement in a 201 or higher level language course
(Students placing into 201 or higher level of a language
have satisfied this requirement but will have additional
hours in electives, if hours are required in the major).

VII. History   3
_____   SHST 101 or 102

VIII. Social and Behavioral Sciences   6
_____   SPSY 101
_____   SSOC 101

_____ **Professional Education**
_____   SEDF 200: Teacher Ed. Colloquium 0
_____   SEDC 300: Resources and   3
         Technology in Teaching
_____   SEDF 210: Foundations   3
         of Education
_____   SEDF 341: Introduction to   3
         Exceptional Learners/Special Education
_____   SEDS 333: Middle Level/Secondary 3
         Education Adolescent Development
_____   SEDS 342: Clinical I in Middle   1
         Level/Secondary Education
_____   SEDS 440: Clinical II in Middle 1
         Level/Secondary Education
_____   SEDS 442: Secondary School   3
         Curriculum and Methodology
_____   SEDS 443: Educational Assessment 2
_____   SEDS 444: Managing the   2
         Classroom Environment
_____   SEDR 418: Literacy in the Middle 3
         and Secondary Schools
_____   SEDS 446: Teaching Middle   3
         and Secondary Mathematics
_____   SEDS 450: Clinical III in Middle 1
         Grades/Secondary Education
_____   SEDS 478: Directed Teaching   12
         in Secondary School Mathematics
_____   SEDS 485: Middle Level and   3
         Secondary Education Issues & Trends

_____ **Content Concentration**
_____   SMTH 141: Calculus I   4
_____   SMTH 142: Calculus II   4
_____   SMTH 241: Calculus III   4
_____   SMTH 315: Statistical   3
         Methods or SMTH 512:
         Probability and Statistics
_____   SMTH 340: Mathematical
         Structures and Proof   3
_____   SMTH 531: Geometry   3
_____   SMTH 344: Linear Algebra I   3
_____   SMTH 346: Introduction   3
         to Modern Algebra
_____   SMTH 501: History   3
         of Mathematics
_____   SMTH 599: Senior Seminar   3

_____ **Support Course**
_____   SEGL 275: Masterpieces   3
         of World Literature

_____ **Electives**   3
_____   _____

_____ **Total Hours Required   123**

Note: Revisions are projected for Spring 2013 for middle
level and all secondary education curricula. Students should
consult with their advisors to make sure they are enrolling in
the appropriate courses. The total number of hours in these
programs will not be changed.

Final resposibility for satisfying degree requirements as outlined
in the USC Upstate Academic Catalog rests with the student.

Bachelor of Arts or Science in Education
Major in Secondary Education (Social Studies/History)
Student Worksheet

_____ **General Education Requirements**

I. Communication   **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic   **6**
_____ SMTH 120, 121, 122 or 127
_____ SMTH 102; SPSY 225 or SSOC 201

III. Information Technology   **3**
_____ SCSC 138 or SIMS 101

IV. Natural Sciences   **8**
_____ SBIO 110/L
_____ SAST 111/L; SCHM 101/L, 106, 106L,
109/L; SGEL 101/L, 102/L, 103/L;
SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities   **6**
_____ SATH 101, 105, 106; SMUS 110, 140;
or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture   **3**
_____ SCHI 102; SFRN 102; SGRM 102; or
SSPN 102

    Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**
_____ SHST 101

VIII. Social and Behavioral Sciences   **6**
_____ SPSY 101
_____ SSOC 101

_____ **Professional Education**
_____ SEDF 200: Teacher Ed. Colloquium   0
_____ SEDC 300: Resources and   3
Technology in Teaching
_____ SEDF 210: Foundations   3
of Education
_____ SEDF 333: Educational   3
Development of the Lifelong Learner
_____ SEDF 341: Introduction to   3
Exceptional Learners/Special Education
_____ SEDS 342: Clinical I in Middle   1
Level/Secondary Education
_____ SEDS 440: Clinical II in Middle   1
Level/Secondary Education
_____ SEDS 442: Secondary School   4
Curriculum and Methodology

_____ SEDR 418: Literacy in the Middle   3
and Secondary Schools
_____ SEDS 447: Teaching Middle   3
and Secondary Social Studies
_____ SEDS 450: Clinical III in Middle   1
Level/Secondary Education
_____ SEDS 475: Directed Teaching   12
in Secondary School Social Studies
_____ SEDS 485: Middle Level and   3
Secondary Education Issues & Trends

_____ **Content Concentration**
_____ SHST 102: World History II   3
_____ SHST 360 or 361: History of Africa   3
_____ SHST 370: History of China or   3
SHST 372: History of India or
or SHST 371: History of Japan
_____ American history (300 level or above)   3
_____ SHST 105: American History I   3
_____ SHST 106: American History II   3
_____ European History (300-level or   3
above)
_____ SGEG 103: Introduction   3
to Geography or SGEG 121:
Principles of Regional Geography
_____ Economics 221: Principles   3
of Macroeconomics or Economics
222: Principles of Microeconomics
_____ SSOC 329: Social Change;   3
SSOC 330: Social Inequality;
SSOC 333: Race and Ethnic Relations
or SSOC 335: Sociology of Women
_____ SGIS 101   3
_____ Psychology or Sociology elective   3

_____ History 500: Senior Seminar   3

_____ **Support Course**
_____ SEGL 275: Masterpieces   3
of World Literature

_____ **Total Hours Required**   **126**

Note: Revisions are projected for Spring 2013 for middle level and all secondary education curricula. Students should consult with their advisors to make sure they are enrolling in the appropriate courses. The total number of hours in these programs will not be changed.

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

Bachelor of Science in Education
Major in Physical Education
Physical Education Teacher Education
Student Worksheet

_____ General Education Requirements

I. Communication   **9**
       _____ SEGL 101 and SEGL 102
       _____
       _____ SSPH 201

II. Mathematics and Logic   **6**
       _____ SMTH 120
       _____ SMTH 102

III. Information Technology   **3**
       _____ SCSC 138

IV. Natural Sciences   **7-8**
       _____ SBIO 110/L
       _____ SAST 111/L; SBIO 206, 240, 242/L, 270;
SCHM 101/L, 106, 106L, 109/L, 111/L, 112/L; SGEG
201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131;
SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities   **6**
       One course selected from:
       _____ SAAS 204; SATH 101, 105, 106;
              SMUS 110, 140; STHE 161, 170
       *One course from the following (no more than
       3 credit hours from a specific discipline)*
       _____ SAAS 204; SAMS 101, 102; SATH 101,
105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290,
291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE
161, 170

VI. Foreign Language/Culture   **3**
       _____ SCHI 102; SFRN 102; SGRM 102; or
              SSPN 102
       Placement in a 201 or higher level language course
(Students placing into 201 or higher level of a language
have satisfied this requirement but will have additional
hours in electives, if hours are required in the major).

VII. History   **3**
       _____ SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**
       _____ SPSY 101
       _____ One course from the following:
              SAAS 201; SANT 102; SECO 221,
              222; SGEG 101, 103; SGIS 101, 200,
              320; SSOC 101; SWST 101

_____ Professional Education

       _____ SEDF 200: Teacher Ed. Colloquium 0
       _____ SEDC 300: Resources and   3
              Technology in Teaching
       _____ SEDF 210: Foundations of Education 3
       _____ SEDF 333: Educational   3
              Development of the Lifelong
              Learner or SPSY 302:
              Developmental Psychology
       _____ SPED 460: Issues and Trends in   3
              Physical Education
       _____ SPED 312: Teaching Secondary   4
              Physical Education
       _____ SEDR 418: Reading in Secondary   3
              Schools
       _____ SPED 405: Teaching Elementary   4
              Physical Education
       _____ SPED 462: Physical Education   3
              for the Exceptional Child
       _____ SPED 479: Directed Teaching   12
              in Physical Education

Content Concentration
       _____ SHED 170: First Aid   1
       _____ SHED 221: Lifelong Health   3
              and Wellness
       _____ SHED 334: The School   3
              Health Program
       _____ SPED 175: Teaching Team Activities 1
              or SPED 180: Swimming
       _____ SPED 200: Foundations of Physical 3
              Education
       _____ SPED 235: Dance and Gymnastics   3
       _____ SPED 301: Exercise Physiology   4
       _____ SPED 302: Biomechanics   3
       _____ SPED 304: Motor Learning   3
       _____ SPED 320: Team Sports I   3
       _____ SPED 415: Individual Sports   3
       _____ SPED 420: Team Sports II   3
       _____ SPED 445: Measurement and   3
              Evaluation
       _____ SPED 453: Organization and   3
              Administration of Physical Education

_____ **Support Course**
       _____ SBIO 232: Human Anatomy   4

_____ **Total Hours Required   124-125**

Final responsibility for satisfying degree requirements
as outlined in the USC Upstate Academic Catalog rests
with the student.

Bachelor of Science in Education
Major in Physical Education: Exercise and Sport Science Concentration
Student Worksheet

_____ General Education Requirements

I.   Communication   **9**
  _____ SEGL 101 and SEGL 102

  _____
  _____ SSPH 201

II. Mathematics and Logic   **6**
  _____ SMTH 120
  _____ SMTH 102

III. Information Technology   **3**
  _____ SCSC 138

IV. Natural Sciences   **8**
  _____ SBIO 110/L or SBIO 101/L
  _____ SCHM 109/L or SCHM 111/L

V.   Arts and Humanities   **6**
  One course selected from:
  _____ SAAS 204; SATH 101, 105, 106;
       SMUS 110, 140; STHE 161, 170
  One course from the following (no more than 3 credit hours from a specific discipline)
  _____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE 161, 170

VI. Foreign Language/Culture   **3**
  _____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102
  Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**
  _____ SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences   **6**
  _____ SPSY 101
  _____ One course from the following: SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 101, 200, 320; SSOC 101; SWST 101

_____ Major Requirements[1]
  _____ SPED 120: Conditioning   1
  _____ SPED 128: Aerobics   1
       or SPED 180: Swimming
       or SPED 280: Swimming/Water Safety
  _____ SPED 301: Exercise Physiology   4
  _____ SPED 302: Biomechanics   3
  _____ SPED 320: Team Sports I   3
  _____ SPED 390: Field Experience   3
  _____ SPED 415: Individual/Dual Sports   3
  _____ SPED 455: Fitness Assessment and   4
       Prescription

  _____ SPED 457: Ess. Strength & Conditioning 3
  _____ SPED 459: Sport Nutrition   3
  _____ SPED 480: Internship   6
  _____ SPED 485: Senior Seminar   1

_____ Supporting Courses

  _____ SPED 270: Introduction to Athletic Training 3
  _____ SHED 170: First Aid   1
  _____ SHED 221: Lifelong Health & Wellness   3
  _____ SBIO 232: Human Anatomy   4
  _____ SBIO 242: Human Physiology   4

_____ Minor Option[1,2,3] _____ 18-24
  _____ _____
  _____ _____
  _____ _____
  _____ _____
  _____ _____
  _____ _____

  OR

_____ Cognate Option[1,4]   12
  _____ _____
  _____ _____
  _____ _____
  _____ _____
  _____ _____
  _____ _____

_____ Electives[5]   2-14
  _____ _____
  _____ _____
  _____ _____
  _____ _____

_____ Total Hours Required   **120**

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

[1]*A minimum grade of C is required in all coursework.*
[2]*Approved minors include: Biology, Business Administration, Chemistry, Sociology, or Psychology.*
[3]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[4]*Cognates must be approved by the program coordinator in advance of their implementation.*
[5]*Students completing a minor in business may not take more than 6 hours of electives in Johnson College of Business and Economics courses.*

Bachelor of Science in Special Education
Major in Learning Disabilities
Student Worksheet

_____ General Education Requirements

I. Communication   **9**
_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics and Logic   **6**
_____ SMTH 121
_____ SMTH 231

III. Information Technology   **3**
_____ SCSC 138

IV. Natural Sciences   **8**
_____ SBIO 110/L
_____ SPHS 101/L; SCHM 101/L, 106, 106L, 109/L

V. Arts and Humanities   **6**
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102, 211; SAMS 101, 102; SREL 103; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture   **3**
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History   **3**
_____ SHST 101 or 102

VIII. Social and Behavioral Sciences   **6**
_____ SPSY 101
_____ SGIS 101

_____ Professional Education

_____ SEDF 200: Teacher Ed. Colloquium 0
_____ SEDF 210: Foundations of Education 3
_____ SEDF 341: Introduction to 3
Exceptional Learners/Special Education
_____ SELD 410: Methods of Teaching 3
Students with LD
_____ SELD 412: Characteristics of 3
Students with LD
_____ SELD 411: Practicum in 1
Learning Disabilities I
_____ SEDC 300: Resources and 3
Technology in Teaching
_____ SELD 414: Individualized 3
Curriculum Students with Disabilities
_____ SELD 415: Reading Disorders and 3
Reading Methods

_____ SEDR 442: Literacy I: 3
Learning to Read and Write
_____ SEDR 443: Literacy II: 3
Reading and Writing to Learn
_____ SELD 440: Practicum in the 2
Instruction of Students with Disabilities
_____ SELD 445: Language Disorders and 2
Language Arts Methods
_____ SELD 425: Practicum in Reading 1
and Language
_____ SELD 446: Math Disabilities 3
and Math Methods
_____ SELD 449: Issues and Trends 3
in Exceptionalities
_____ SELD 483: Assessment of Students 3
with Disabilities
_____ SELD 485: Behavior Managment 1
in Special Education
_____ SEDF 483: Organization and 3
Management of the Diverse Classroom
_____ SELD 470: Directed Teaching 12
of Learners with Learning Disabilities

_____ Concentration   **9**
_____ SPSY 302: Developmental Psychology

The remaining 6 hours must be from the following courses: SPSY 303; SPSY 304; SPSY 305; SPSY 307; SPSY 310; SPSY 351; SCAS 301; SEDL 448[1] or 447[1]

_____ _____
_____ _____

_____ Supporting Courses

_____ SEGL 484: Children's Literature 3
or SEGL 485: Adolescent Literature
_____ SMTH 232: Basic Concepts of 3
Elementary Mathematics II
_____ SMTH 233: Geometry and 3
Measurement
_____ One additional arts and humanities 3
course not repeating the discipline
selected from the general education
requirement: SATH 101, 105, or 106;
SMUS 110; STHE 161

_____ Total Hours Required   **123**

Final resposibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

[1]Required for add-on Elementary Education certification.

Minor in Sport Strength and Conditioning[1,2,3]
Student Worksheet

_____	SBIO 232: Human Anatomy	4
_____	SPED 120: Strength and Conditioning Techniques	1
_____	SPED 301: Exercise Physiology	4
_____	SPED 302: Biomechanics	3
_____	SPED 390: Field Experience	3
_____	SPED 457: Essentials of Strength and Conditioning	3
_____	SPED 459: Sport Nutrition	3

Register for CSCS[4] Certification Exam

_____ (verify with P.E. department)

_____ Total Hours Required   21

[1]*Completion of the minor does NOT guarantee certification.*
[2]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[3]*Minimum grade of C is required for all coursework.*
[4]*Certified Strength and Conditioning Specialist exam offered by the National Strength and Conditioning Association.*

Mary Black School of Nursing

Bachelor of Science in Professional Nursing

History

The Mary Black School of Nursing is named in honor of Mrs. Mary Black Phillips and the late Miss Rosa Black in appreciation for the generosity of the Black Family for their role in securing funds for the building that houses the School of Nursing. The School began offering the Associate Degree in Technical Nursing in 1967 with the beginning of the University. This program closed in 2005. The Bachelor of Science in Nursing program began in 1977 as an upper division program for registered nurses. In 1986, the first generic four year track began.

In 2003 the University of South Carolina Upstate opened an additional campus for the University in Greenville, South Carolina at the University Center (UCG). Classrooms, computer laboratories, a learning resource center and faculty offices support the undergraduate program at the Greenville site.

Mission

The primary mission of the Mary Black School of Nursing as part of the University of South Carolina Upstate, is to serve the citizens of upstate South Carolina by providing educational programs in nursing that are of the highest quality. A variety of teaching modalities are used for students who are diverse in background, age, race, ethnicity, gender, educational experiences and needs. Programs are founded upon strong inter-institutional articulation agreements as well as partnerships with the community, including health care organizations and health care providers in Upstate South Carolina and surrounding regions.

The faculty of the Mary Black School of Nursing are committed to excellence in teaching, advising and in providing experiential learning opportunities that empower students to become competent professionals who give high quality nursing care to diverse populations. The faculty provide leadership in addressing nursing educational needs and in promoting the health and welfare of the citizens of Upstate South Carolina through educational outreach, scholarship and professional service.

Philosophy

Baccalaureate nursing education at the Mary Black School of Nursing prepares individuals for professional nursing practice to serve the people of Upstate South Carolina and beyond. The Baccalaureate Nursing Program's philosophy reflects the vision, mission and goals of the University of South Carolina Upstate and the Mary Black School of Nursing. This philosophy includes the faculty's beliefs about human beings, the environment, health, nursing, baccalaureate nursing education, the teaching-learning process, and characteristics of the professional nurse.

The faculty believe that human beings (individuals, families, groups, aggregates, and communities) are complex, interrelated, and interdependent open systems composed of multiple subsystems. Humans are integral with and cannot be separated from their environment. They continuously receive and process inputs from their environment and provide outputs to that environment. Outputs are the result of the transformation of inputs and are influenced by a human's biological, cognitive, psychological, social, cultural, and spiritual subsystems. Human beings strive to achieve higher levels of functioning and complexity through developmental processes. Human beings are greater than and different from the sum of their parts. This holistic view of human beings focuses on the dynamic interaction, pattern, organization, and relationship of subsystems and supra-systems.

The faculty believe that environmental concerns are global in nature. The environment includes but is not limited to the political, social, economic, technologic, genetic, and ecological systems that influence or are influenced by human beings. The environment is the context in which nursing occurs.

The faculty believe that health is a dynamic process constantly changing and existing on a continuum of wellness to illness from birth to end-of-life. The mutual interaction of biological, cognitive, psychological, social, cultural, and spiritual subsystems results in health. Culturally based beliefs, values and lifestyles, natural and social environments, genetic background, and developmental level all affect the client's experience and definition of health. Optimal wellness is achieved through self-care behaviors, partnerships with families and communities, and interventions with health care providers.

The faculty believe that nursing, a subsystem of the health care delivery system, is an open system. The scope of professional nursing practice includes health promotion, maintenance, restoration, rehabilitation, as well as the prevention and detection of health alterations. Caring is integral to professional nursing practice and extends to self and others in the provision of humanistic health care. Professional nursing practice is both a caring art and an applied science based upon synthesis of knowledge from nursing and the liberal arts and sciences. Through partnerships, nursing creates a sociopolitical force that promotes and enhances health and health care.

The faculty believe that teaching-learning occurs from interactions and transactions between and among students, faculty, and clients. Learners are diverse in their biological, cognitive, psychological, social, cultural, and spiritual characteristics. Learning is a continuous process facilitated by self-assessment, technology, and a variety of teaching methods that accommodate diverse learning styles and individual learning needs.

The faculty believe that baccalaureate nursing education is broad-based and consists of professional nursing, liberal arts, and science courses. The baccalaureate program prepares the student to synthesize, think critically, and make clinical judgments within ethical, moral, and legal frameworks. The program provides opportunities for students to assume responsibility for the total scope of nursing practice for diverse individuals, families, groups, aggregates, and community clients in structured and unstructured settings. Students learn to function in a variety of roles such as: providers of care, consumers of research, collaborators, advocates, educators, leaders, and managers. The goal of baccalaureate nursing education is to prepare innovative leaders in nursing practice. It prepares students to integrate cutting-edge knowledge such as genetics, environmental health, and community-focused health care. Baccalaureate nursing education prepares students to access, critique, and examine research for its impli-

cations and utilization in evidence-based nursing practice and provides the foundation for graduate education in nursing.

The faculty believe that the baccalaureate graduate synthesizes and applies broad knowledge from the liberal arts, sciences, and nursing to provide theoretical and evidence-based nursing care. Drawing upon cognitive, affective, and psychomotor domains of learning, the professional nurse uses critical thinking strategies to provide holistic care to diverse clients with simple and/or complex health needs. The professional nurse is accountable for nursing care and acts in independent, interdependent, and dependent roles to provide and coordinate health care. The use of complex communication skills by the baccalaureate graduate facilitates interpersonal relationships and enhances therapeutic nursing interventions to effect change. Through life-long learning, the professional nurse incorporates new knowledge and technologies to improve care and advance nursing practice. The baccalaureate graduate, as a leader and responsible citizen, creates the social, economic, and political systems that impact global health.

Undergraduate Program Objectives

At the completion of the program, the graduate will be:
1. A critical thinker who uses clinical nursing judgement and ethical decision making to design/manage/coordinate nursing care based on evidence and current research, a broad knowledge base and standards of nursing practice.
2. An effective communicator who uses various modalities to provide caring, competent and holistic nursing care to diverse populations across the lifespan.
3. A competent provider of nursing care who delivers safe, holistic, therapeutic nursing interventions with individuals, families and communities in a variety of settings.
4. A professional role model who assumes responsibility and accountability for personal and professional behaviors, ethical practice and client advocacy.

Accreditation

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and is also approved by the South Carolina Board of Nursing. Inquiries can be made to the CCNE at:

Commission on Collegiate Nursing Education
1 Dupont Circle Northwest, Suite 530
Washington, D.C. 20036
1-202-463-6903

Inquiries may also be made to the South Carolina Board of Nursing at:
PO Box 12367
Columbia, South Carolina 29211-2367
803-896-4550

Bachelor of Science in Nursing Program (BSN)

This professional program prepares graduates to assume entry-level positions in a variety of health care settings. The program is divided into two components; entry as a pre-nursing major focused on meeting course pre-requisites, and entry as a nursing major focused on the clinical and didactic portions of the nursing curriculum. Required pre-nursing courses provide a broad background in general education and form the foundation for the professional nursing component of the program. Courses taken in the last two years

of the program provide the theoretical and practical basis for nursing practice in an increasingly complex health care system. In addition to focusing on the essentials of nursing in the hospital, the curriculum also emphasizes community based and primary care. Opportunities to provide care to diverse clients are provided. Use of technology is integrated through out the program. The program prepares graduates for professional positions immediately after graduation and provides a firm foundation for graduate study. Students who earn the Bachelor of Science in Nursing degree are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Bachelor's Degree for Registered Nurses (RN to BSN)

Registered nurses who have previously earned diplomas or associate degrees in nursing are admitted to the undergraduate program to meet requirements for the Bachelor of Science in Nursing degree. Students are able to complete all degree requirements on a full time basis in one calendar year of study.

The School awards 35 semester hours of validated nursing credit to each registered nurse for past nursing courses.

Distance Learning

The mission of the School is to provide excellence in teaching and as such is dedicated to providing unique opportunities and creative flexible programs for students, faculty and the community. Distance learning and the use of other new educational technologies are part of the future in the continuing mission. The School offers the RN to BSN program in two modalities: traditional classroom and web. For further information and class offerings, please contact the School of Nursing Office at the Greenville campus, 864-552-4248.

Facilities

The School of Nursing utilizes the facilities and resources of the entire university, the community and upstate health care agencies. The School of Nursing has two campuses that offer the undergraduate program in nursing, one at the main campus at the University of South Carolina Upstate (USC Upstate) and one on the Greenville campus at the University Center at Greenville (UCG). Both campuses are equipped with state of the art classrooms, computer labs in addition to a separate Learning Resource Center.

The School on the main campus is located in the new Health Education Complex housing state-of-the-art educational technology. The Learning Resource Centers assist students to learn in multiple modalities, including human patient simulators.

The School of Nursing offers a diversity of clinical sites for student experiences. The Mary Black Hospital, Spartanburg Regional Medical Center, Greenville Hospital University Medical Center, and Bon Secours St. Francis Hospital are some of the primary sites used for clinical experiences. The School has contracts with over 60 additional health care agencies in the upstate supporting the variety of clinical learning experiences for all students.

Transportation

Clinical learning experiences are varied in settings and are located in both Spartanburg and Greenville and surrounding counties. Students are expected to travel to and from all

clinical experiences. Students are responsible for providing their own transportation and carrying appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps during the students' commute.

Responsibilities to Clinical Agencies

Students are responsible for complying with policies and procedures required by clinical agencies. Failure to meet these requirements may lead to exclusion from required clinical educational experiences and prevent progression in the program.

Computer Literacy

The School of Nursing acknowledges that health care delivery systems are evolving at an accelerated rate and becoming increasingly reliant on computer technology. Computer literacy is rapidly becoming a basic communication skill. Prior to enrolling in nursing courses, it is required that students familiarize themselves with basic computer skills. Students should be able to use a computer to log onto their e-mail account to communicate with other students and faculty. They should be able to log on to the Internet to access class content. Ability to use a word processing program and perform Internet searches for health care related materials are also required skills.

Advising and Assistance

The focus of advising in the School of Nursing is to assist students to successfully progress toward their educational objectives. The baccalaureate degree program is divided into two components: the lower division and the upper division. All lower division students will be advised by personnel in the Office of Nursing Student Support Services. All upper division students are advised by Nursing faculty. It is very important that you meet with your assigned advisor each semester. Your advisor will speak with you about your academic plan of study as well as future employment and educational goals.

Admission Policies
Admission as a Freshman

Entering USC Upstate freshman interested in nursing as a career must meet general entrance requirements of the university. Each student declaring nursing as a major are noted as "pre-nursing students" and are advised in the Office of Nursing Student Support Services. Students enrolled in the lower division of the school should meet with an advisor in planning an appropriate program of study. The program of study will ensure that each student registers for the correct prerequisite courses for the upper division courses. Students must meet with a nursing advisor each semester prior to registration. Students must complete all prerequisites prior to enrolling in the upper division of nursing. For information or assistance, call the School of Nursing (864) 503-5441.

Admission into the nursing major is competitive. A separate application for the final two years of the nursing major must be submitted by published dates on the forms available on the University Web site (www.uscupstate.edu); select Academics, and then select Mary Black School of Nursing. The School admits applicants for the non-licensed portion of the upper division twice a year for each campus for the fall and spring semesters. Each semester's junior class is selected from all applicants who meet all the minimum requirements.

Admission to the Upper Division

The final two years of the nursing curriculum are composed of professional nursing courses. In order to be considered for admission to the professional nursing major, students enrolled at USC Upstate must complete a separate application form which is available through the School of Nursing Web site. Transfer students must first apply to USC Upstate through the Office of Admissions and then complete a separate application available through the School of Nursing Web site.

A faculty committee reviews all applications and admits students to the program based on the stated requirements. Admission is competitive and is based on the applicant's cumulative grade point average (GPA) for the pre-requisite courses as well as available space in the admitted class.

Applications for admission for non-licensed students must be submitted to the School of Nursing by published dates for Fall and Spring semesters. Students typically apply for admission into the upper division during the first semester of their sophomore year.

Applications for admissions for the registered nurse program (RN to BSN) must apply by published dates prior to the fall semester in which they will plan to begin the program.

Admission of Students

Application for admission to the upper division for non-registered nurses is competitive. Each semester's class is selected from applicants who meet the minimum requirements:

a) Admitted to the University of South Carolina Upstate.

b) Completion of all pre-requisite courses (lower division general education studies) with a grade of C or better.

c) Minimum GPA of 2.75 on a 4.0 scale.

d) Only one nursing course or required science course (SBIO 232, 242, 330, and SCHM 109) may be repeated to earn a grade of C or better. If courses are repeated, both grades will be included in the calculation of the GPA.

Students with a cumulative GPA of less than 2.75 but meeting all other admission requirements MAY be considered for possible admission to the program. If admitted, the student will be placed on probationary status and must successfully complete the semester with a "C" or better in all attempted coursework. Failure to achieve a minimum of a C in all courses will result in removal from the program.

Admission of Registered Nurse Students

Application for admission to the upper division for registered nurse students is selective. Each year's class is selected from students who meet the minimum requirements:

a) Minimum grade of C on all required prerequisite courses.

b) Completion of all lower division course requirements as listed on the Bachelor of Science Nursing Curriculum RN Track Student Worksheet.

c) Graduation from an associate degree or diploma program in nursing.

d) Hold an unencumbered license. Clinical experiences in states other than South Carolina require an active license in that state.

Enrollment and Progression Policies
Southern Council on Collegiate Education for Nursing (SCCEN) Core Performance Standards

The Mary Black School of Nursing requires all applicants and continuing students to meet core performance standards as defined by the Southern Council on Collegiate Education for Nursing (SCCEN). These core performance standards

are defined as follows:

Standard 1: Critical Thinking and Related Mental Abilities: Must have critical thinking ability sufficient for clinical judgment. Examples of necessary functional abilities associated with this standard include (not an all inclusive list): ability to interpret, investigate, communicate, and comprehend complex situations; identify cause and effect relative to clinical situations; ability to make decisions and assess situations under varying degrees of stress; ability to read and comprehend detailed charts, reports, journal articles, books, etc; and capable of performing all arithmetic functions (addition, subtraction, multiplication, division, ratios and simple algebraic equations).

Standard 2: Communication and Interpersonal Abilities: Must be able to read, write, speak and comprehend English with sufficient skill to communicate effectively verbally and non—verbally; must have interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Examples of necessary functional abilities associated with this standard include (not all inclusive): ability to establish rapport with clients and their families, peers, agency personnel and faculty, explain treatment procedures; initiate health teaching, and document and interpret nursing actions and client responses.

Standard 3: Physical activities. Must have physical abilities sufficient to move from room to room and maneuver in small spaces with gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples of necessary functional abilities associated with this standard include (not all inclusive): move around a client's room, work spaces, treatment areas and administer CPR; calibrate and use equipment; position and transfer clients; capable of lifting up to 50 pounds independently; pushing up to 200 pounds independently; reaching 18 inches above head without the use of mechanical devises to elevate themselves; capable of sitting, standing, walking for extended periods of time; experience no limitation when bending, stooping, sitting, standing, walking (i.e. uses no mechanical devices to assist themselves which would impede the safety of a client); ability to move to and respond to an emergency situation in a timely manner and able to document in a clear, legible manner.

Standard 4: Hearing: Must have auditory ability sufficient to monitor and assess health needs. Examples of necessary functional abilities associated with this standard include (not all inclusive) ability to hear auscultatory sounds, monitor alarms and emergency signals; ability to hear soft whispers of clients and families and able to tolerate loud noise for extended periods of time. Assistive devices must correct hearing to this degree and be worn at all times during clinical experiences.

Standard 5: Visual: Must have the visual ability sufficient for observation, assessment and intervention necessary for nursing care. Examples of necessary functional abilities include (not all inclusive): observe client responses; accurately read equipment, gauges and monitors; vision correctable to 20/40, normal depth perception and ability to distinguish colors; ability to tolerate offensive visual situations.

Standard 6: Smell: Must have smelling ability to monitor and assess health needs. Examples of necessary functional abilities include (not all inclusive); ability to differentiate between various types of smells and odors and ability to tolerate offensive odors.

Please note that students will be accommodated in accord with the American with Disabilities Act.

Criminal Background Checks

Clinical agencies are requiring all students to have a criminal background check (CBC). This CBC must be submitted with the application for the upper division of the nursing program. The CBC must be conducted within sixty days of the due date for applications. The federal and state CBC policy for USC Upstate Mary Black School of Nursing has been developed based on DHEC Procedures for Conducting State and Federal Criminal Background Checks for Direct Caregivers. If a student has been found guilty or has plead no contest to substance abuse, child or adult abuse, sexual assault, assault with a deadly weapon, neglect or mistreatment of residents/patients/clients or misappropriation of resident/patient/clients property, the facility cannot permit that student to work as a direct caregiver. The criminal background checks are done for a seven year retrospective screen. The student assumes the cost of these requirements.

Drug Screens

Clinical agencies require students to submit to a drug screen prior to caring for patients. For obvious health and safety concerns, nurses must conduct health care and educational activities fully in control of their manual dexterity and skills, mental faculties, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes or impairs the judgment or motor coordination of nursing students in a health care setting poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Preventing and/or detecting substance abuse, as defined below, is particularly critical in the Mary Black School of Nursing's Upper Division of the BSN program, where students spend a considerable amount of time learning patient care in a variety of clinical settings. The Mary Black School of Nursing recognizes its responsibility to endeavor to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities.

Therefore, the following policy has been adopted to:

a. Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Policy, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;

b. Identify students in the upper division of the BSN program who may have a drug or alcohol-related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;

c. Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate Mary Black School of Nursing officials.

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained;

any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing student while on University or affiliated clinical site premises or while participating in any University-or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Students in the Upper Division of the BSN program will be required to provide (among all other items of information) a signed statement that he or she does or does not engage in substance abuse activities as defined herein. Further, he or she must indicate any legal convictions pertaining to the manufacture, use, possession, sale or other distribution of illegal or legally controlled substances; pertaining to or related to the abuse of alcohol or any other chemical substance; and the consequences of any such conviction(s).

Failure to provide the above-required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the program. However, prior legal convictions related to chemical substances will be considered along with all other information pertaining to the individual, and will not produce automatic dismissal from the program. Discovery that false or fraudulent or misleading information was provided prior to matriculation will be grounds for dismissal from the program.

Students who engage in substance abuse while currently enrolled in the program will be subject to dismissal from the School of Nursing.

Physical Examinations

Each nursing student must have a physical examination by a physician or a certified nurse practitioner. You may choose to have your physical examination through you personal health care provider or through the USC Upstate Health Service Office (1-864-503-5197). Reports of this examination must be submitted on forms provided from the Mary Black School of Nursing and must be received by the School of Nursing by published deadlines. Individual clinical agencies may require additional documentation for specific health requirements which must be met by each student attending that agency.

Immunizations and Titers

To comply with clinical agency contracts, each student must provide proof of a series of immunizations and/or titers. Some of this same information *must* also be sent to Health Services on the form sent to you by the USC Upstate Admissions Office. We highly recommend that nursing students receive the Hepatitis B Vaccine to develop immunity to this form of viral hepatitis. A series of three doses is required to achieve immunity. Students who do not take the Hepatitis B Vaccine are required to sign a waiver stating such refusal. The USC Upstate Health Service Office can administer the vaccine for the published fee. Students must submit proof of the following immunizations:

- Tetanus Diphtheria Booster (within last 10 years)
- Varicella vaccine or positive titer
- Mumps
- Rubella vaccine or positive titer
- Tuberculosis (negative), PPD (2 step) or a negative chest x-ray
- Hepatitis B vaccine (see above)

Nursing students will be caring for clients whose HIV status is unknown and all students and faculty use universal precautions when caring for any client. Nursing students who believe themselves to be at risk for transmission of HIV/AIDS are urged to voluntarily inform the University Office of Disability Services who will collaborate with faculty to determine if modifications in clinical courses can be reasonably accommodated.

Health Insurance

Clinical agencies require students to possess health insurance. Proof of coverage is required to attend nursing courses. Hospitals and health agencies provide emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies. Treatment for illness will be at the expense of the students. Treatment for injuries will be covered through Workman's Compensation. The University pays all fees for enrollment in Workman's compensation emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies.

Cardio-pulmonary Resuscitation (CPR)

To be in compliance with clinical agency contractual agreements, all students must be certified in CPR (Adult and Child/Infant) through the American Heart Association. This certification must be active for the entire time you are enrolled in nursing courses at USC Upstate. Please check requirements, some CPR certifications require annual recertification and some programs require recertification every two years. A CPR course is offered at USC Upstate Health Services for a nominal fee.

Liability Insurance

Each student is covered for malpractice liability under the auspices of the University of South Carolina Upstate. It is strongly suggested that registered nurses continue to maintain their own liability policy.

Occupational Safety & Health Administration (OSHA)

Students must be current with the standard OSHA requirements of infection control, fire safety, management of hazardous materials, and back safety. Annual testing of this information is required for enrollment progression.

Health Insurance Portability and Accountability Act (HIPAA)

Each student must successfully complete the HIPAA program and test in order to assure compliance with HIPAA regulations. Some clinical agencies may require students to complete agency specific HIPAA programs and tests also.

Progression Policies

1. Any student who fails to take nursing courses in sequence will be removed from the program.
2. Students must achieve a grade of C or higher in every nursing course to progress in the program. Students who fail to achieve a minimum grade of C in any nursing course (classroom course or clinical/lab course) will be dismissed from the program. Students may apply for readmission to the program and if readmitted, will be required to repeat that course prior to enrolling in any subsequent course. Re-admitted students who subsequently receive a second grade of below "C" in any nursing course will be permanently dismissed from the program.
3. Students who receive a grade less than C in any nursing course will be required to repeat that course prior to enrolling in any subsequent course. Students can enroll in or continue in courses that are on the same level as long as the course that needs to be repeated is not a prerequisite or corequisite. All 300-level courses must be completed satisfactorily before enrolling in any 400-level courses.
4. Students must complete the program of required nursing course within four years of initial entry into the program. Students who exceed the four year time limit may be dismissed from the program.

Readmission Policies: Students who are unsuccessful in receiving a grade of "C" in any nursing course must reapply for admission to the School of Nursing. Students must submit another admission application to the School of Nursing and attach a letter of petition for readmission. Students will be readmitted to the School of Nursing pending space available.

Graduation Requirements: Students must meet all requirements for graduation as stated in this academic catalog. Students graduating with a degree in nursing must have a minimum GPA of 2.0 in all required nursing courses.

Transfer of Credit: Students wishing to transfer to the baccalaureate program from other institutions will have their transcripts evaluated to determine the comparability with courses at USC Upstate and applicable to the nursing program of study.

Auditing of Nursing Courses: USC Upstate guidelines are followed related to auditing of courses. After admission to the nursing program, the following courses may be audited: SBSN 301: Nutrition, SBSN 306: Introduction to Professional Nursing, SBSN 420: Current Topics, SBSN 375: Pharmacology, SBSN 430: Leadership, SBSN 425: Nursing Research, and SBSN 497: Nursing Issues. Students may not audit a nursing course with a corequisite practicum. No nursing practica may be audited.

Credit by Examination: Some general education and supporting courses may be exempted by having successfully passed Advanced Placement (AP) tests in high school, College Level Examination Program (CLEP) tests, Defense Nontraditional Education Support (DANTES) tests or challenge examinations prepared at USC Upstate (see Credit by Examination section of this catalog). More specific information may be obtained form the Counseling and Career Development Center. Licensed practical nurses may obtain credit for SBSN 301, SBSN 310, SBSN 320P and SBSN 325P by successfully completing the required validation examination.

College Level Examination Program (CLEP or the Defense Activity for Nontraditional Education Support (DANTES): Following general university policy, a combination of CLEP and/or DANTES examinations may be taken to obtain up to 30 hours of credit. Junior and senior level nursing courses cannot by validated by CLEP or DANTES. CLEP or DANTES examinations are not acceptable for physiology, anatomy, chemistry or microbiology.

Professional and Pre-professional Organizations
Student Nurses Association (SNA)

The Student Nurses' Association of the Mary Black School of Nursing welcomes pre-nursing and nursing students who are enrolled in the baccalaureate nursing program and the RN to BSN program Through their participation in various activities, students develop awareness of professional accountability and ethical standards mandated by the nursing profession. Planned, organized monthly meetings that focus on the provision of quality health care and advances in nursing education contribute to the student's knowledge base. By participation in SNA the students develop a leadership potential that will enable them to be future leaders in the nursing profession.

Sigma Theta Tau International Honor Society, Mu Rho Chapter

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people. They support the learning and professional development of members, who strive to improve nursing care worldwide.

The Mu Rho chapter of Sigma Theta Tau was chartered in March 1992. Membership is open to those students in the top 35 percent of the senior class who have attained a minimum cumulative GPA of 3.0. The specific purposes of the Honor Society of Nursing, Sigma Theta Tau International membership are to:
* Recognize superior achievement;
* Recognize the development of leadership qualities;
* Foster high professional standards;
* Encourage creative work; and
* Strengthen commitment to the ideals & purposes of the profession.

Bachelor of Science in Professional Nursing Curriculum Four-Year Track
Student Worksheet

_____ **General Education Requirements**[1]

I. **Communication**   **9**
_____ SEGL 101 and SEGL 102
_____ SSPH 201

II. **Mathematics**   **6**
_____ One math course:
SMTH 120, 121[2], 126
_____ One additional math, logic, or statistics
course: SMTH 102; SPSY 225[2]; SSOC 201

III. **Information Technology**   **3**
_____ SCSC 138 or SIMS 101

IV. **Natural Science**   **8**
_____ SBIO 242/242L
_____ SCHM 109/109L

V. **Arts and Humanities**   **6**
*No more than 3 credit hours from a specific
discipline will be accepted for the general
education requirement under Arts and
Humanities.*
_____ One fine arts course: SAAS 204; SATH
101, 105, 106; SMUS 110, 140; STHE
161, 170
_____ One additional course from the following:
SAAS 204; SAMS 101, 102; SATH 101,
105, 106; SEGL 250, 252, 275, 279, 280,
283, 289, 290, 291; SFLM 240; SMUS 110,
140; SPHL 102, 211; SREL 103; STHE
161, 170

VI. **Foreign Language/Culture**[3]   **3**
Foreign language minimum 102 level
_____ SCHI 102; SFRN 102; SGRM 102;
SSPN 102
or placement in a 201 or higher level
language course.**
*(**Students placing into the 201 or higher level of a language have satisfied this requirement and will not have additional hours in electives.)*

VII. **History**   **3**
_____ SHST 101, 102, 105 or 106

VIII. **Social and Behavioral Sciences**   **6**
The following two courses representing two
disciplines:
_____ SPSY 101
_____ SSOC 101

_____ **Major Requirements**[1]

_____ SBSN 306: Intro to Professional   **4**
Nursing
_____ Pathophysiology   **2-3**
One course from the following:
SBSN 308 (2) or SBIO 370 (3)
_____ SBSN 310: Health Assessment   **3**
_____ SBSN 320P: Foundations of Nursing   **3**
Practicum
_____ SBSN 325P: Integrated Nursing   **3**
Practicum
_____ SBSN 330: Health Alterations I   **6**
_____ SBSN 330P: Health Alterations I   **0**
Practicum **OR**
SBSN 331P: International Health   **0**
Alterations I Practicum
_____ SBSN 340: Nursing of Childbearing   **5**
Families
_____ SBSN 340P: Nursing of Childbearing   **0**
Families Practicum **OR**
SBSN 341P: Internatioanl Nursing of   **0**
Childbearing Families Practicum
_____ SBSN 360: Child Health Nursing   **5**
_____ SBSN 360P: Child Health Nursing   **0**
Practicum **OR**
SBSN 361P: International Child   **0**
Health Nursing Practicum
_____ SBSN 375: Pharmacology   **2**
_____ SBSN 410: Health Alterations II   **6**
_____ SBSN 410P: Health Alterations II   **0**
Practicum **OR**

[1]*All courses must be completed with a minimum grade of C or better*
[2]*SMTH 121 or higher is the required prerequisite for SPSY 225*

[3]*If the foreign language 101 course is required, it may be counted as an elective. If the student places at the 201 level, the foreign language/culture competency has been fulfilled and the student will not be required to take an additional foreign language course or elective and can complete the BSN program with 125 credit hours.*

_____	SBSN 412P: International Health Alterations II Practicum	0
_____	SBSN 425: Nursing Research	3
_____	SBSN 430: Leadership in Nursing Practice	3
_____	SBSN 441: Psychiatric Mental Health Nursing	6
_____	SBSN 441P: Psychiatric Mental Health Nursing Practicum **OR**	0
	SBSN 442P: International Mental Health Nursing Practicum	0
_____	SBSN 450: Health Alterations III	5
_____	SBSN 450P: Health Alterations III Practicum **OR**	0
	SBSN 451P: International Health Alterations III Practicum	0
_____	SBSN 461: Community & Public Health Nursing	6
_____	SBSN 461P: Community & Public Health Nursing Practicum **OR**	0
	SBSN 471P: International Community & Public Health Nursing Practicum	0
_____	SBSN 497: Issues in Professional Nursing (Senior Seminar)	2
_____	SBSN 499P: Senior Practicum in Professional Nursing	3

_____	**Supporting Courses[1]**	
_____	SBIO 232/232L	4
_____	SBIO 330/330L	4
_____	SPSY 302	3

_____	**Electives[1]**	5-6[3,4]

(SBSN 301: Nutrition is recommended)

_____ _____

_____ _____

_____	**Total Hours Required**	**128**

[1]All courses must be completed with a minimum grade of C or better

[2]SMTH 121 or higher is the required prerequisite for SPSY 225

[3]If the foreign language 101 course is required, it may be counted as an elective. If the student places at the 201 level, the foreign language/culture competency has been fulfilled and the student will not be required to take an additional foreign language course or elective and can complete the BSN program with 125 credit hours.

[4]Number of elective hours depends upon whether the student takes the SBSN 308 or the SBIO 370 pathophysiology course.

Bachelor of Science in Nursing Suggested Course Sequence Outline: Four-Year Track

Other course sequences are also possible; students should seek guidance regarding prerequisites. SMTH 121 or higher is the required prerequisite for SPSY 225: Psychological Statistics. Part-time study in nursing is available but nursing courses must be completed within a maximum of 8 semesters; students should consult with their advisor for proper course sequencing.

Freshman Year

Fall

SEGL 101	3
SBIO 232/L	4
SMTH 120, 121, or 126	3
SCSC 138 or SIMS 101	3
Elective	3
Semester total	**16**

Spring

SEGL 102	3
SCHM 109/L	4
SHST 101, 102, 105, or 106	3
SPSY 101	3
Fine Art (see list of approved courses)	3
Semester total	**16**

Sophomore Year

Fall

SBIO 242/L	4
SPSY 302	3
SSPH 201	3
SSOC 101	3
Elective	3
Semester total	**16**

Spring

SBIO 330/L	4
SCHI 102 or SFRN 102 or SGRM 102 or SSPN 102	3
SMTH 102 or SPSY 225 or SSOC 201	3
Humanities (see list of approved courses)	3
Semester total	**13**

Junior Year *(Admission to the BSN program is required to enroll in SBSN courses 301 and higher).*

First semester

SBSN 306	4
SBSN 308 or SBIO 370	2-3
SBSN 310	3
SBSN 320P	3
SBSN 325P	3
Semester total	**15-16**

Second semester

SBSN 330	6
SBSN 330P or 331P	0
SBSN 340	5
SBSN 340P or 341P	0
SBSN 360	5
SBSN 360P or 361P	0
SBSN 375	2
Semester total	**18**

Senior Year

First semester

SBSN 410	6
SBSN 410P or 412P	0
SBSN 425	3
SBSN 430	3
SBSN 441	6
SBSN 441P or 442P	0
Semester total	**18**

Second semester

SBSN 450	5
SBSN 450P or 451P	0
SBSN 461	6
SBSN 461P or 471P	0
SBSN 497	2
SBSN 499P	3
Semester total	**16**
Total Hours Required	**128**[3]

Curriculum Option for Registered Nurses

The registered nurse track (RN/BSN) is designed for graduates of associate degree and diploma programs in nursing. It is comprised of courses in nursing, sciences and liberal arts. Registered nurses, who have completed successfully the elective, general education, and supporting courses, and who have met the admission requirements, may complete the program in one calendar year of study as outlined in the course sequence. Courses are offered at the University Center of Greenville and via the Internet. Didactic classes at UCG will be held one day per week, while Internet courses are offered in the asynchronous mode. All registered nurse track students will complete clinical practica at times convenient to them and their preceptors. Students desiring part-time study or completion of the program of study on the USC Upstate campus will require a longer period of time to complete the program.

All policies related to the Bachelor of Science in Nursing four-year track program apply to the registered nurse track unless specifically identified as four-year track policies.

Admission Requirements
See Admission Requirements in this section.

Continuation Standards
See Continuation Standards in this section.

Academic Residency
RN-BSN track students are required to meet the USC Upstate academic residency requirement. The last 25% (32 semester hours) of the curriculum must be courses offered through USC Upstate.

RN-BSN Track One-Year Option Suggested Course Sequence Outline
(Part-time study is also possible; students should seek guidance regarding required sequencing.)

Prerequisite Credit:
General Education Support Courses, Electives 61
Advanced Placement Credit for Nursing Courses 35

First Semester
SBSN 310..3
SBSN 350..3
SBSN 350S 3
SBSN 430..3

  Semester total **12**

Second Semester
SBSN 420..3
SBSN 425 3
SBSN 435..3
SBSN 498..3

  Semester total **12**

Summer
SBSN 461 6
SBSN 461P or SBSN 471P...0
SBSN 497.. 2

  Semester total **8**

  Total Hours Required...**128**

Bachelor of Science in Professional Nursing Curriculum RN-BSN Track
Student Worksheet

_____ **General Education Requirements**[1]

I.   Communication   **9**
    _____ SEGL 101 and SEGL 102
    _____ SSPH 201

II.   Mathematics   **6**
    _____ One math course:
        SMTH 120, 121[2], 126
    _____ One additional math, logic, or statistics
        course: SMTH 102; SPSY 225[2];
        SSOC 201

III.   Information Technology   **3**
    _____ SCSC 138 or SIMS 101

IV.   Natural Science   **8**
    _____ SBIO 242/242L
    _____ SCHM 109/109L

V.   Arts and Humanities   **6**
    *No more than 3 credit hours from a specific
    discipline will be accepted for the general
    education requirement under Arts and
    Humanities.*
    _____ One fine arts course: SAAS 204; SATH
        101, 105, 106; SMUS 110, 140; STHE
        161, 170
    _____ One additional course from the following:
        SAAS 204; SAMS 101, 102; SATH 101,
        105, 106; SEGL 250, 252, 275, 279, 280,
        283, 289, 290, 291; SFLM 240; SMUS 110,
        140; SPHL 102, 211; SREL 103; STHE
        161, 170

VI.   Foreign Language/Culture[3]   **3**
    Foreign language minimum 102 level
    _____ SCHI 102; SFRN 102; SGRM 102;
        SSPN 102
    or placement in a 201 or higher level
    language course.

VII.   History   **3**
    _____ SHST 101, 102, 105, or 106

VIII.   Social and Behavioral Sciences   **6**
    _____ SPSY 101
    _____ SSOC 101

_____ **Major Requirements**[1]

    _____ SBSN 350: Professional Nursing   3
        Role Transition
    _____ SBSN 350S: Professional Nursing   3
        Role Transition Seminar
    _____ SBSN 310: Health Assessment   3
    _____ SBSN 420: Current Topics in Nursing 3
    _____ SBSN 425: Nursing Research   3
    _____ SBSN 430: Leadership in Nursing   3
        Practice
    _____ SBSN 435: Professional   3
        Nursing Role Transition
    _____ SBSN 461: Community & Public   6
        Health Nursing
    _____ SBSN 461P: Community & Public   0
        Health Nursing Practicum OR
    _____ SBSN 471P: International Community   0
        & Public Health Nursing Practicum
    _____ SBSN 497: Issues in Professional   2
        Nursing Practice (Senior Seminar)
    _____ SBSN 498: Professional   3
        Nursing Role Transition Project

_____ **Supporting Courses**[1]
    _____ SBIO 232/232L   4
    _____ SBIO 330/330L   4
    _____ SPSY 302   3

Advanced Placement
    _____ **Advanced Placement credit for   35
    RN-BSN track students who meet the
    advanced placement requirement**

    _____ **Electives**[1]   **6**[3]
    _____ _____
    _____ _____

_____ **Total Hours Required**   **128**

[1]*All courses must be completed with a minimum grade of C
or better*
[2]*SMTH 121 or higher is the required prerequisite for
SPSY 225*

[3]*If the foreign language 101 course is required, it may be
counted as an elective. If the student places at the 201 level,
the foreign language/culture competency has been fulfilled
and the student will not be required to take an additional
foreign language course or elective and can complete the
BSN program with 125 credit hours.*

Course Descriptions

Descriptions

Descriptions of all courses offered for undergraduate credit are arranged alphabetically by academic discipline on the following pages. Not all courses are available every term. A schedule of classes is available before the registration period for each term as an announcement of course offerings. Students are advised to consult these schedules prior to registration. The University reserves the right to withdraw any course on the grounds of insufficient enrollment.

Course Numbering

USC Upstate courses numbered from 001 to 599 may be taken for undergraduate credit. The following distinctions are made among course numbers:

101-299 Lower division courses primarily for students with freshman and sophomore standing.
300-499 Upper division courses primarily for students with junior and senior standing.
400-599 Upper division courses primarily for students with senior standing.

With consent of the advisor, a student may take courses numbered above or below the level normally taken by their academic classification (freshman, sophomore, junior or senior).

Course Credit

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

Prerequisites

Students may be removed from any class for which prerequisites or other defined requirements have not been met.

Distance Learning

Individual courses may be offered by distance learning. Please check the semester schedule for listings.

AFRICAN AMERICAN STUDIES (SAAS)

SAAS 201. Introduction to African American Studies (3) An introduction to the methods and themes of African American Studies. Topics include the development of the discipline, major frameworks, research and writing in the subject area. Prerequisite: SEGL 102.

SAAS 204. African American Culture (3) An introduction to the ideas and customs of African Americans including but not limited to artistic, anthropological, psychological, linguistic, and culinary dimensions. Prerequisite: SEGL 102.

SAAS 398. Topics in African American Studies (3) Intensive study of selected topics. Prerequisite: SEGL 102.

SAAS 399. Independent Study (1-3) An individualized, contracted program of work planned in conjunction with a faculty member. Prerequisite: consent of instructor.

AMERICAN STUDIES (SAMS)

SAMS 101. American Studies, 17th-19th Century (3) A survey of the historical, political, social, economic and cultural forces that shaped American life from the early seventeenth to the late nineteenth century.

SAMS 102. American Studies, 20th Century (3) A survey of the historical, political, social, economic and cultural forces that have shaped American life in the twentieth century.

SAMS 398. Topics in American Studies (3) Interdisciplinary reading and research on selected aspects of American culture. May be taken more than once if the topic is different. Prerequisite: SAMS 101 or 102, junior or senior standing, or consent of instructor.

SAMS 399. Independent Study (1-3) An individualized, contracted program of study planned in conjunction with a faculty member. Prerequisite: consent of instructor.

ANTHROPOLOGY (SANT)

SANT 102. Understanding Other Cultures (3) Introduction to the concepts, methods and data of sociocultural anthropology and anthropological linguistics.

ART EDUCATION (SAED)

SAED 330. Foundations of Art Education (3) Introduction to art education as a profession through theories, historical references and philosophies. Current initiatives in the field will be reviewed through educational research. Prerequisites: Minimum grade of C in SART 103 and 110.

SAED 429. Elementary and Middle School Methods for Art Education (3) Instructional strategies to construct appropriate curriculum for K-8 schools. The topics are artistic growth of children, responding to art works, studio production and classroom management. A portion of the course includes a 30 hour practicum component. Prerequisites: SAED 330 and admission to the professional program.

SAED 430. Secondary Methods for Art Education (3) Curriculum designs for secondary visual arts classroom.

The development of instructional skills for various student populations is included in the course of study as well as research and current initiatives. The course includes a 30 hour practicum component in the schools. Prerequisites: SAED 429 and admission to the professional program.

SAED 450. School Art Program (3) Developing and working with essential components of visual arts programs in the schools, including the national and state standards with assessment methodology. Also a supervised clinical experience in the school art classrooms of 40 hours provides strategies to teach art in grades K-12. Observation and participation in classroom settings is required to focus on classroom management and conflict resolution. Prerequisites: SAED 429 and admission to the professional program in art education.

SAED 460. Directed Teaching in Art Education (15) A supervised clinical experience consisting of 15 weeks in school setting, normally with 50% in elementary level and the remaining 50% in the middle or secondary level. In addition to teaching in the K-12 school classroom, candidates participate in regular seminars where they (1) analyze problems relating to their K-12 experiences; (2) explore ethical and legal issues and trends in K-12 education; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application of directed teaching. Pass/Fail.

ART HISTORY (SATH)

SATH 101. Introduction to Art (3) Formal, historical and iconographic analysis of architectural monuments, paintings and sculpture; aspects of various theories of art and architecture.

SATH 105. History of Western Art: Prehistory-Middle Ages (3) Survey of the visual arts from Paleolithic times to the Medieval period, with emphasis on the major civilizations of Egypt, the Ancient Near East, Rome, Byzantium and Medieval Europe.

SATH 106. History of Western Art: Renaissance-Present (3) Survey of the visual arts in Western civilizations from the Renaissance to the present.

SATH 301. Women and Art (3) Art by women and about women as it relates to issues of gender and sexual identity and how these intersect with social and historical constructions of race and class. Emphasis is on reading, research and written material. Prerequisite: SEGL 102.

SATH 304. Southern Folk Art (3) Techniques and traditions of Southern folk art concentrating on artists of South Carolina. Prerequisite: SEGL 102.

SATH 305. American Art (3) Colonial era to the present. Particular attention is paid to the relationship of the visual arts to social and political history and to the way visual culture shaped early ideas about nationhood. Emphasis is on reading, research and written material. Prerequisite: SEGL 102.

SATH 306. Twentieth Century Art (3) Major developments in art of the past century. International perspectives are stressed as are social, political and intellectual contexts. Emphasis is on reading, research and written material. Prerequisites: SATH 106 or SATH 305 or consent of instructor.

SATH 308. History of Design (3) From the Industrial Revolution to the present. The social, cultural, economic, political, technical and aesthetic contexts of design are explored. Emphasis is on reading, research and written material. Prerequisites: SATH 106 or 305 or consent of instructor.

SATH 309. History of Photography (3) How photographs create meaning in and are given meaning by their social and historical contexts from the 1830s to the present. Emphasis is on reading, research and written material. Prerequisites: SATH 106 or 305 or SJOU 201 or 302.

SATH 310. African Art (3) Prehistory to the present. Particular attention is paid to the complexity of African cultures and to the social roles that art fills in the lives of its makers and consumers. Emphasis is on reading, research and written material. Prerequisite: SEGL 102.

SATH 350. Art History Study Abroad (3-6) Travel in selected regions outside the United States, and field study of historical and contemporary art and artists, with emphasis on art history.

SATH 352. Art History Field Study (3) Critical examination of major developments in contemporary art involving travel to major metropolitan areas in the United States. Course may be taken twice if the city is different. Emphasis is on reading, research and written material. Prerequisite: three hours of art history credit or consent of instructor.

SATH 398. Selected Topics in Art History (3) Intensive study of selected topics in art history.

SATH 399. Independent Study (3) Design and development of research projects of a complex and extensive nature. A student may repeat SATH 399 with a different independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing and consent of the instructor.

SATH 400. Art Theory and Criticism (3) Philosophical and historical underpinnings of art history, theory and criticism. Advanced readings address traditional analytical models and new theories generated by modernism and

postmodernism. Emphasis is on reading, research and written material. Prerequisites: six hours of art history credit or consent of instructor.

SATH 450. Art History Study Abroad II (3-6) Travel in selected regions outside the United States, and advanced field study of historical and contemporary art and artists, with emphasis on art history. Prerequisite: six credit hours of art or consent of the instructor.

SATH 499. Art History Internship (3-6) Supervised work experience in an art history related environment, resulting in a meaningful project/activity for the employing firm and a scholarly project for the student. For three internship credit hours, a minimum of 135 hours of scheduled work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, the dean of the college is mandatory. Standard grading. A student may repeat SATH 499 with a different internship description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing with six hours in art history or consent of the instructor.

ART STUDIO (SART)

SART 103. Fundamentals of Two Dimensional Design (3) Introduction to visual thinking and principles of two-dimensional design, including line, form, space, texture, color and basic technical skills.

SART 104. Fundamentals of Three Dimensional Design (3) Introduction to visual thinking and principles of three-dimensional design, including form, volume and space.

SART 108. Computer Graphics I (3) Introduction to the hardware and software used in creating graphic design and illustration.

SART 110. Drawing I (3) Introduction to the materials and techniques of drawing, emphasizing visual perception and drawing skills.

SART 201. Graphic Design Studies (3) Social, cultural, political, technical, and artistic frameworks that comprise the discipline of graphic design. Emphasis on reading, research and written material. Prerequisite: SEGL 101 or consent of instructor.

SART 202. Ceramics I (3) Process of forming, decorating, glazing and firing. Prerequisite: SART 104 or consent of instructor.

SART 203. Color and Composition (3) Color theory and compositional systems. Prerequisite: SART 103 or consent of instructor.

SART 204. Three Dimensional Studies II (3) Materials and techniques of three dimensional design and sculpture beyond the introductory level. Prerequisite: SART 104 or consent of instructor.

SART 205. Digital Art I (3) Creative approaches to developing fine art projects at the intermediate level using raster and vector computer graphics. Projects emphasize image development, two and three-dimensional design solutions and content. Prerequisites: SART 108 or consent of instructor.

SART 206. Illustration I (3) Introduction to illustration with an emphasis on visual problem solving, creativity, effective communication and aesthetics. Visual skills are defined through exploration of various media resulting in appropriate visual solutions for illustration communication. Prerequisite: SART 103, SART 210, or consent of instructor.

SART 207. Printmaking I (3) Materials and techniques of major printmaking processes in historical and contemporary application. Techniques include relief, intaglio, lithography and monotype. Prerequisite: SART 203 or consent of instructor.

SART 210. Drawing II (3) Materials and techniques of drawing beyond the introductory level. Prerequisite: SART 110 or consent of instructor.

SART 211. Introduction to Painting (3) Materials and techniques of painting, emphasizing color theory, compositional structures, content, and expression. Prerequisite: SART 203 or consent of instructor.

SART 214. Graphic Design I (3) Creative problem-solving with emphasis on 2-D solutions to conceptual problems; translation of concept into form using word, image and layout; introduction to history of graphic design and typography. Prerequisites: SART 108. Prerequisite or corequisite: SART 110 or consent of the instructor.

SART 228. Business for the Visual Artist (3) Aspects of business relevant to the visual artist, emphasizing basic accounting and taxes; marketing and promotion; copyrights; sales by artist, gallery, or agent; and contracts. Feedback is received through class discussions and exercises, written examinations, and a final team project. Prerequisites: six hours of art history and/or art studio or consent of instructor.

SART 229. Introduction to Crafts (3) Traditional craft media: techniques, design and contemporary concepts.

SART 231. Introduction to Life Drawing (3) Emphasis on visual perception and skills of life drawing from the live model in a variety of media, using both clothed and unclothed male and female models. Prerequisite: SART 210 or consent of instructor.

SART 255. Art Practicum (1) Participation in art production and activities, including art gallery and art exhibition preparation and maintenance, exhibition publicity and announcement design and distribution, studio and equipment preparation maintenance and monitoring, art information services including art department and art gallery web site design and maintenance. No formal class meetings. Requires 30 contact hours per semester. May be repeated for a total of four credits.

SART 261. Introduction to Photography (3) Techniques and procedures of photography, including processing. Prerequisite: SART 103 or consent of instructor.

SART 262. Digital Photography (3) Technical, aesthetic and conceptual procedures of digital photography including composing, shooting, processing, manipulation and printing. Prerequisite: SART 108 or consent of instructor.

SART 302. Ceramics II (3) Ceramic processes and techniques and technical investigation in clay bodies and glazes with emphasis on the wheel throwing technique. Prerequisite: SART 202 or consent of instructor.

SART 305. Digital Art II (3) Creative approaches to developing fine art projects at the advanced level using raster and vector computer graphics. Projects emphasize personal image development, two and three-dimensional design solutions, and content. Prerequisite: SART 205 or consent of instructor.

SART 306. Illustration II (3) Continued exploration of visual communication with an emphasis on concept and professional quality of work. Prerequisite: SART 206 or consent of instructor.

SART 307. Printmaking II (3) Intermediate application of materials and techniques of major printmaking processes in historical and contemporary application. Emphasis is on content, individual expression, and series development. Prerequisite: SART 207 or consent of instructor.

SART 311. Painting II (3) Intermediate application of materials and techniques of painting processes using representational and non-representational subject matter. Emphasis is on content and individual expression. Prerequisite: SART 211 or consent of instructor.

SART 314. Graphic Design II (3) Continuation of translation of concept into form with emphasis on typography, letterforms, typographic syntax and type specification. Prerequisite or corequisite: SART 214 or consent of instructor.

SART 315. Graphic Design III (3) Advanced design problems with emphasis on individual development and exploration of contemporary design issues. Prerequisite:

SART 214, SART 314 and successful completion of portfolio review or consent of instructor.

SART 318. Interface Design I (3) Introduction to technical and aesthetic concepts and problem solving of interface design including but not limited to web design, CD ROM design, collection and preparation for basic assets (graphics, video, sound). Prerequisite: SART 214 or consent of instructor.

SART 350. Art Study Abroad (3-6) Travel in selected regions outside the United States, and field study of historical and contemporary art and artists with emphasis on studio techniques.

SART 361. Photography II (3) Technical, historical and aesthetic aspects of photography. Projects allow the development of personal imagery and technique. Prerequisite: SART 261 or consent of instructor.

SART 391. Motion Graphic Design (3) Introduction to animated interface design as applied to the graphic design and communications industry. Prerequisite: SART 318 or consent of instructor.

SART 398. Special Topics in Art (3) Intensive study of selected topics in art. Prerequisites: junior level standing with six hours in art or consent of the instructor.

SART 399. Independent Study (1-6) Opportunities to design and develop projects of a complex and extensive nature in keeping with the student's major creative interests. A student may repeat SART 399 with a different independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisite: Junior level standing and consent of instructor.

SART 414. Directed Projects in Graphic Design (3) Graphic problem solving in the community/business environment; advanced production techniques for the graphic designer; research of critical design issues. Prerequisite: SART 314 or consent of instructor.

SART 418. Interface Design II (3) Intermediate interface design with emphasis on individual development and exploration of contemporary technical and aesthetic design issues including but not limited to web design, CD ROM design, collection and preparation of basic assets (graphics, video, sound). Prerequisite: SART 318 or consent of instructor.

SART 450. Art Study Abroad II (3-6) Travel in selected regions outside the United States, and advanced field study of historical and contemporary art and artists, with emphasis on studio techniques. Prerequisite: six credit hours of art or consent of the instructor.

SART 490. Senior Seminar Graphic Design (3) Portfolio finalization, preparation of student identity systems, oral presentation, and exploration of current ethical and occupational issues. Prerequisite: SART 315 and nine credit hours from the SART professional options courses or consent of instructor.

SART 499. Art Studio Internship (3-6) Supervised work experience in an art environment, resulting in a meaningful project/activity for the employing firm and a scholarly project for the student. For three internship credit hours, a minimum of 135 hours of scheduled work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, and the dean of the college is mandatory. Standard grading. A student may repeat SART 499 with a different internship description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing with 6 hours in art or consent of the instructor.

ASTRONOMY (SAST)

SAST 111. Descriptive Astronomy (3) The universe: physical processes and methods of study. (SAST 111L is available for additional credit.)

SAST 111L. Descriptive Astronomy Laboratory (1) Demonstrations, exercises and night viewings. Three hours per week. Prerequisite or Corequisite: SAST 111.

BIOLOGY (SBIO)

SBIO 101. Introductory Biology I (4) Fundamental principles of biology, including the scientific method, biochemistry, cellular respiration, photosynthesis, genetics, and cellular and molecular biology. Designed for science majors. Three class and three laboratory hours per week.

SBIO 102. Introductory Biology II (4) Fundamental principles of biology, including population genetics, evolution, systematics, and the diversity of life. Dissection of preserved specimens is required in laboratory. Prerequisite: SBIO 101. Designed for science majors. Three class and three laboratory hours per week.

SBIO 110. General Biology (4) Current principles of cell biology, biochemistry, genetics, reproduction, development, and plant and animal diversity, as well as societal concerns. Not for major credit. Three class and three laboratory hours per week.

SBIO 205. Introduction to Field Ornithology (3) Basic morphology, ecology, behavior, evolution, identification, and natural history of birds with emphasis on the major groups and species found in South Carolina. Local and regional weekly field trips, including a weekend long trip focused on coastal and marine species identification and their natural history, are required. Biology 205/305 will be offered concurrently. Projects for students enrolled in SBIO 305 will be more in depth and the standard for grading will be more demanding. Students may not receive credit for both courses. Biology 205 cannot be taken for major credit. Prerequisites: Consent of instructor.

SBIO 205L. Introduction to Field Ornithology Laboratory (1) Additional hours in the application of avian field identification techniques and in the observation of the natural history traits and characteristics of the common and important birds of South Carolina and vicinity. Biology 205L/305L will be offered concurrently. Projects for students enrolled in SBIO 305L will be more in depth and the standard for grading will be more demanding. Students may not receive credit for both courses. SBIO 205L cannot be taken for major credit. Pre- or Corequisite: SBIO 205 or consent of instructor.

SBIO 206. Genetics and Society (3) Fundamentals of genetics, with an emphasis on human genetics; relevance of recent advances and concerns in contemporary society related to genetic technology. Not for major credit.

SBIO 232. Human Anatomy (4) Gross and microscopic structure of the systems of the human body including essential technical terminology. Not for major credit. Three class and three laboratory hours per week.

SBIO 240. Human Biology and Society (3) Fundamentals of functional human biology; development of a relevant knowledge of medical issues and concerns in contemporary society such as cloning, emerging diseases, genetic testing, cancer, emphysema, organ transplants and cardiovascular disease. Not for major credit.

SBIO 242. Human Physiology (4) Functions of systems of the body emphasizing homeostasis, biochemistry and control mechanisms. Three class and three laboratory hours per week. Not for major credit. Prerequisite: SBIO 232, and SCHM 109 or SCHM 111.

SBIO 270. Environmental Science (3) The interrelationship of humans and their environment emphasizing the impact of pollution on human health. Not for major credit.

SBIO 301. Introduction to Ecology and Evolutionary Biology (4) Basic, applied, and theoretical ecology and the foundations of evolutionary biology. Laboratories illustrate lecture concepts and provide experience with fundamental skills of biostatistics, hypothesis testing, and scientific writing. Three classes and three laboratory hours per week. Prerequisites: SBIO 101 and 102 with a C or better.

SBIO 302. Introduction to Cell and Molecular Biology (4) Basic principles of the origin, evolution, function and diversity of cells. Emphasis is placed on molecular level approaches to the scientific study of eukaryotic cell function, physiology, metabolism, ultrastructure, and evolution, as well as the use of cells relevant to medical, biosocial, and bioenvironmental issues. Three class and three laboratory hours per week. Prerequisite: SBIO 101, 102, SCHM 111 with a minimum grade of C.

Note: All SBIO upper-division courses (with the exceptions of SBIO 330, 581 and 582) require the completion of SBIO 101, 102, 301 and SBIO 302 with a grade of C or better as a prerequisite.

SBIO 305. Field Ornithology (3) Basic morphology, ecology, behavior, evolution, identification, and natural history of birds with emphasis on the major groups and species found in South Carolina. Local and regional weekly field trips, including a weekend long trip focused on coastal and marine species identification and their natural history, are required. Biology 205/305 will be offered concurrently. Projects for students enrolled in SBIO 305 will be more in depth and the standard for grading will be more demanding. Students may not receive credit for both courses. Biology 205 cannot be taken for major credit. Prerequisites: SBIO 301 and 302 with a grade of C or better.

SBIO 305L. Field Ornithology Laboratory (1) Additional hours in the application of avian field identification techniques and in the observation of the natural history traits and characteristics of the common and important birds of South Carolina and vicinity. Biology 205L/305L will be offered concurrently. Projects for students enrolled in SBIO 305L will be more in depth and the standard for grading will be more demanding. Students may not receive credit for both courses. SBIO 205L cannot be taken for major credit. Pre- or Corequisite: SBIO 305 or consent of instructor.

SBIO 310. Invertebrate Zoology (4) Phylogenetic and comparative aspects of anatomy, physiology, ecology, reproduction and embryology of the invertebrates. Dissection of preserved specimens is required. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a grade of C or better.

SBIO 315. Comparative Vertebrate Anatomy (4) Phylogenetic and comparative aspects of structure, development, and evolution. Dissection of preserved specimens is required. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better, or consent of instructor.

SBIO 320. General Botany (4) Phylogenetic survey of the morphology, anatomy, and taxonomy of the major plant divisions. Three lecture and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 330. Microbiology (4) Introduction to bacteria and viruses, emphasizing morphology, pathogenic microbes, antigen-antibody relationships, and antimicrobial agents in chemotherapy. Three class and three laboratory hours per week. Prerequisites: four hours of biological science and SCHM 109 or SCHM 111 or consent of instructor.

SBIO 350. Genetics (4) Basic principles of transmission, molecular and population genetics. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 360. Comparative Animal Physiology (4) Comparative aspects of physiological processes underlying animal form and function. Emphasis placed on understanding physiological responses and adaptations used by animals. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better, completion of SBIO 315 recommended but not required.

SBIO 370. Pathophysiology (3) Disruptions of normal physiology, processes that bring about disruptions, and manifestations of disruptions. Prerequisites: SBIO 301 and 302 with a C or better and SBIO 360.

SBIO 375. Evolutionary Biology (4) Historical development of evolutionary theory; natural and sexual selection; micro and macroevolution; mass extinctions; current concepts of phylogeny and systematics; human evolution. Laboratories illustrate lecture concepts as well as readings from the primary literature. Three class and three laboratory hours per week. Prerequisite: SBIO 301 and 302 with a C or better.

SBIO 380. Biogeography (4) The distribution of plant and animal species and the ecological, biological and geographic phenomena controlling such patterning. Labs may include weekend field trips. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 390. Gross Human Anatomy (3) An investigation of human anatomy using cadaver dissection in a laboratory setting. Prerequisite: SBIO 301 and 302 with a C or better and SBIO 315.

SBIO 395. Internship in Biological Science (1-3) Supervised work experience in biological science. A minimum of three hours work per week is required for each credit hour. A contractual agreement signed by the supervisor, the student, the instructor, and the division chair is required. Prerequisite: junior or senior standing, SBIO 301 and 302 with a C or better. Pass/fail credit.

SBIO 398. Topics in Biology (1-3) Intensive study in selected areas. Individual topics are announced. Prerequisite: SBIO 301 and 302 with a C or better.

SBIO 399. Independent Study (1-3) Directed research project. Prerequisite: SBIO 301 and 302 with a C or better. Not for major credit.

SBIO 507. Developmental Biology (4) Morphogenetic patterns of embryonic development along with their molecular and cellular bases; and mechanisms of differentiation. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 525. Plant Taxonomy (4) The major classes of vascular plants found in South Carolina with an emphasis placed on plant reproductive biology, evolutionary relationships among groups, and species identification skills. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 530. Histology (4) The microscopic anatomy of human cells, tissues and organs. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better and SCHM 112.

SBIO 531. Parasitology (4) Parasites of animals, with emphasis on the immunological, clinical and epidemiological aspects of human parasitism. Dissection of specimens is required. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better, SCHM 112.

SBIO 534. Animal Behavior (4) Identification and classification of behavior patterns exhibited by various species of animals; the development of behavior; proximate and ultimate causes of behavior. Three hours class and three hours laboratory per week. Prerequisites: SBIO 301 and 302 with a C or better and SPSY 101.

SBIO 535. Neurobiology (4) Introduction to neuroanatomical-functional relationships. Topics include the anatomical organization of major nuclei and tracts, neurochemical mechanisms, and neural integration of behavior. Three class and three laboratory hours/week. Prerequisites: SBIO 301 and 302 with a C or better.

SBIO 540. Immunology (4) Introduction to the molecular and cellular basis of the immune response. Topics include anatomy of the lymphoid system, and innate immune response, lymphocyte biology, antigen-antibody interactions, humoral and cellular effector mechanisms; control of immune responses, and the evolution of immunodefense mechanisms. Three class and three laboratory hours per week. Prerequisites: SBIO 301, 302 and SCHM 112 with a C or better. Pre- or Corequisite: SBIO 330 or 350.

SBIO 550. Molecular Cell Biology (4) Structure and functions of nucleic acids and proteins; molecular arrangement of prokaryotic, and eukaryotic genomes; the processes of DNA replication, DNA repair, gene transcription, and protein translation; control and coordination of gene activity as they relate to cellular processes in normal and disease states. Techniques used in contemporary molecular biology labs including recombinant DNA, electrophoresis of nucleic acids and proteins, Western blotting, and bioinformatics are covered in the laboratory. Three class and three laboratory hours per week. Prerequisites: SBIO 301 and 302 with a C or better, and eight hours of chemistry.

SBIO 570. Principles of Ecology (4) Interactions of organisms and the environment; ecosystems structure and functions. Three class and three laboratory hours per week. Prerequisite: SBIO 301 and 302 with a C or better.

SBIO 581. Biochemistry I (3) (=SCHM 581) Structure and function of the major classes of biological compounds and biological membranes. Content includes a kinetic and equilibrium based approach to biological transport and catalysis, signaling, and an introduction to bioenergetics. Prerequisite: SCHM 332 or consent of instructor.

SBIO 582. Biochemistry II (3) (=SCHM 582) Chemistry of biological information pathways. DNA, RNA, and protein metabolism, organization of genes on chromosomes, regulation of gene expression, and applications of these topics to biotechnology problems are covered. Prerequisite: SBIO 581/SCHM 581 or consent of instructor.

SBIO 583L. Biochemistry Laboratory (1) (=SCHM 583L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: SBIO/SCHM 581 or 582.

SBIO 599. Senior Seminar (3) Integration of biological knowledge at an advanced level and exploration of ethical issues. Prerequisites: statistics, SSPH 201, and a minimum grade of C in SBIO 301, 302, and 12 hours of additional biology coursework at the 300 level or above.

BUSINESS ADMINISTRATION (SBAD)

SBAD 225. Financial Accounting (3) Principles of external financial reporting for business entities, including income measurement and determination of financial position. Prerequisites: SMTH 120 or 121 or 126.

SBAD 226. Managerial Accounting (3) Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions. Prerequisite: SBAD 225.

SBAD 290. Introduction to Business Information Systems (3) Fundamental information systems concepts and overview of information technology. Topics include: computer hardware, software, database management systems, telecommunications and networks, Internet concepts, decision support systems, electronic commerce, systems development, and information technology careers. Prerequisites: SCSC 138 or 141.

SBAD 298. Gateways to Business (3) Nature of business and business skills required for success in the twenty-first century. Business environments in the Upstate are discussed in relation to individual career goals.

Note: Students seeking a degree in business must be admitted to the Professional Program (Upper Division) before enrolling in 300-level and above business administration and economics courses. Students not majoring in business must have 54 credit hours earned to take 300-level and above business administration and economics courses. Additional prerequisites are included in individual course descriptions. Students not majoring in business can enroll in no more than 29 semester hours of Johnson College of Business and Economics courses, excluding SECO 221, 222, 291, and 292.

SBAD 331. Intermediate Accounting I (3) Financial accounting theory and practice as they relate to generally accepted accounting principles and the accounting standard codification. Included are external financial reports with emphasis on the balance sheet and the income statement. Emphasis is placed on differences between US and international standards. Prerequisites: 54 credit hours earned and SBAD 226.

SBAD 332. Intermediate Accounting II (3) Expands upon the financial accounting concepts and principles in Intermediate Accounting I and the accounting standard codification. Key concepts include current liabilities, bonds, earnings per share, pensions, leases, and stockholders' equity. Emphasis is placed on differences between US and international standards. Prerequisites: 54 credit hours earned and SBAD 331 with a minimum grade of C.

SBAD 333. Accounting for Decision-making and Control (3) Application of cost accounting concepts and information used by business organizations to make strategic organizational and operational decisions. Topics include the role of planning and control in attaining organizational goals and objectives; the relationship among cost structures, cost behavior, and operating income; differential analysis in decision-making and ethical issues for accountants. Prerequisites: 54 credit hours earned and SBAD 226.

SBAD 335. Individual Tax Planning (3) Federal income tax law as it relates to planning individual transactions to minimize income taxes. Includes preparation of individual tax returns. Prerequisites: 54 credit hours earned and SBAD 226.

SBAD 336. Governmental and Not-for-profit Accounting (3) Principles and procedures of accounting for the various funds of governmental and not-for-profit organizations and budgetary accounting for planning and controlling revenues and expenditures. Prerequisites: 54 credit hours earned and SBAD 225.

SBAD 347. Legal Environment of Business (3) Legal system; crimes and torts; consumer law, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters. Prerequisite: 54 credit hours earned.

SBAD 348. Issues in Commercial Law (3) Corporations, bankruptcy, and the Uniform Commercial Code. Prerequisites: 54 credit hours earned and SBAD 347.

SBAD 350. Principles of Marketing (3) Exchange relationships between buyers and sellers in a dynamic global marketplace. Focus areas include: environmental analysis, marketing research, buyer behavior, marketing strategy, business ethics, and the societal impacts of marketing activity of integrated marketing organizations. Prerequisite: 54 credit hours earned.

SBAD 351. Consumer Behavior (3) Consumer decision-making processes in a dynamic global marketplace. Selected concepts from psychology, sociology, economics, anthropology, and other behavioral disciplines are examined to develop a managerial perspective on predicting and interpreting consumer responses to marketing strategies. Prerequisites: 54 credit hours earned and SBAD 350.

SBAD 352. Marketing Communications (3) Selection and implementation of promotional strategies in a dynamic global marketplace. Focus areas include: integrated marketing communication processes, psychological, sociological and cultural factors influencing promotion decision making. Prerequisites: 54 credit hours earned and SBAD 350.

SBAD 353. Marketing Channels (3) Integration of business objectives with specific institutional characteristics to demonstrate marketing channel management as fundamental to success of the business enterprise. Research and the use of models in selected areas of channel management are emphasized. Prerequisite: SBAD 350.

SBAD 363. Business Finance (3) Basic concepts of finance related to decision-making. Prerequisites: 54 credit hours earned, SBAD 225 and SECO 291.

SBAD 364. Financial Institutions and Markets (3) Financial institutions, various debt, equity, foreign exchange and derivative markets and instruments. Topics include

security valuation, measures of risk, financial market innovation; the structure and role of commercial banks and other financial institutions, including types of risk financial institutions bear; utilization of financial markets, institutions, and instruments to manage risk. Prerequisite: 54 credit hours earned, and SBAD 363.

SBAD 365. Principles of Investments (3) The conceptual and analytical framework for formulating investment policies. An overview of the traditional securities markets for stocks, bonds, options, and non-traditional investment such as financial futures, commodities, and international markets is emphasized. Prerequisite: 54 credit hours earned and SBAD 225.

SBAD 369. Personal Finance (3) Life insurance, health insurance, wills, trusts, social security, stocks, bonds, real estate, mutual funds, and other uses of funds. Prerequisite: 54 credit hours earned.

SBAD 371. Principles of Organizational Management (3) Survey of functions of management as they pertain to organizational efficiency and effectiveness using written assignments and class discussions to focus on group and individual dynamics, ethics, culture, leadership, decision-making, globalization, employee engagement, innovation and entrepreneurship, organizational change and workforce diversity. Prerequisite: 54 credit hours earned.

SBAD 372. Operations Management (3) Managing the direct resources required by the firm to create value through the production of goods, services and information. There is a strong emphasis on supporting the decision-making process throughout organizations with quantitative tools and techniques. Topics may include process selection, quality tools including an introduction to statistical process control, inventory management techniques and JIT systems, project management, simulation techniques, and waiting lines analysis. Prerequisites: 54 credit hours earned, SECO 291 and SMTH 121 or equivalent.

SBAD 374. Management of Human Resources (3) Principles, concepts, and techniques for effective and efficient utilization of personnel including human resource planning, recruiting, selecting, training, developing, appraising, compensating, and legal issues. Prerequisite: 54 credit hours earned.

SBAD 377. Advanced Organizational Behavior (3) The study of the impact of individuals, groups and structure on behavior in a business organization in order to improve organizational performance. Prerequisites: 54 credit hours earned, and SBAD 371.

SBAD 378. The International Business Enterprise (3) Forces and forms in international business: globalization, multinationals, entrepreneurship, environment, culture,

strategy, impact and future. Prerequisites: 54 credit hours earned and SBAD 371.

SBAD 390. Strategic Management of Information Systems (3) Strategic management and use of information systems (IS) in organizations. Topics include strategic use of IS resources, organizational impacts of IS use, IS and the design of work, IS and business processes, IS sourcing, IS governance, funding IS, managing IS projects, and IS related ethical issues. Prerequisites: 54 credit hours earned, SBAD 290 or SCSC 300 or SIMS 201.

SBAD 398. Topics in Metropolitan Business Studies (3) Intensive study in contemporary areas of business such as corporate responsibility, cultural diversity and ethics. Topics are selected to meet current industry, faculty and student interest. Experiential learning is emphasized. May be repeated with permission of advisor. Prerequisite: 54 credit hours earned and SBAD 371.

SBAD 399. Independent Study (1-6) Prerequisite: 54 credit hours earned.

SBAD 432. Advanced Federal Income Tax (3) Estates and trusts, partnerships, corporations, foreign income, gift, and social security taxes. Prerequisite: SBAD 335.

SBAD 433. Accounting Control Systems (3) Skills, tools and procedures needed to evaluate EDP controls. Program, system and business level controls are presented to show how the accounting, ethical and legal considerations should be integrated into the design of business accounting and auditing systems. Prerequisites: (SBAD 331 or SBAD 333) and (SBAD 290 or SIMS 201).

SBAD 435. Auditing (3) Application of the basic concepts that underlie the financial statement audit process. The application of those concepts to audit and assurance services as well as the reporting requirements of the independent auditor are examined. Prerequisites: SECO 292, SBAD 332; Prerequisite or Corequisite: SBAD 433.

SBAD 436. Advanced Auditing (3) Applications of auditing through case studies and computerized practice sets. Topics include audits of small businesses, forecasts, projections, compilations and the emerging nature of international auditing. Prerequisites: SBAD 435. Only offered in the summer.

SBAD 437. Advanced Accounting (3) Accounting for business combinations, consolidated financial statements, international transactions, including the use of derivatives in international business; accounting for partnership establishment and liquidation. Prerequisites: SBAD 332.

SBAD 438. Accounting Theory (3) Focused research using databases from the Financial Accounting Standards

Board, the Securities and Exchange Commission, and the International Accounting Standards Board to interpret accounting problems. Prerequisites: SBAD 332 and senior standing. Only offered in the summer.

SBAD 452. International Marketing (3) Selection of markets and the development of marketing strategy in a dynamic global marketplace. The influences of different demographic, political, legal, cultural, competitive economic, technological, and natural environments are highlighted in order to conduct business across political borders. Prerequisites: SBAD 350.

SBAD 455. Topics in Marketing (3) Study in selected current topics in marketing. May be repeated with permission of advisor. Prerequisites: SBAD 350.

SBAD 456. Business Marketing (3) Industrial, governmental, and non-for-profit sector markets as distinguished from personal household consumption. The methods used by marketers to create marketing strategies throughout an integrated supply-chain in a dynamic global marketplace. Prerequisites: SBAD 350.

SBAD 457. Marketing Research (3) Research methods and procedures used in the marketing process. Particular emphasis is given to the sources of market data, sampling, preparation of questionnaires, collection and interpretation of data and the relation of market research to the policies and functions of the business enterprise. Emphasis is placed upon differences in life-style, beliefs and attitudes, and their influences upon the marketing decisions of the firm. Prerequisites: SBAD 350 and SECO 291 or equivalent.

SBAD 458. Marketing Management (3) Strategic marketing decision-making in integrated organizations competing in the dynamic global marketplace. Focus areas include: the policy areas of an organization, marketing research, marketing strategy, buyer behavior, forecasting, cost and profit analysis, and total quality management. Prerequisite: SBAD 350, 351 and one of the following: SBAD 352, SBAD 452, SBAD 455, SBAD 456, SBAD 457 or SBAD 459.

SBAD 459. Personal Selling and Sales Management (3) Development of personal selling skills and management of sales function. Focus areas include: preparation, prospecting, interviewing, trial closes, handling objections, closing after-sales support, recruitment, selection, motivation, training, and development, compensation, supervision, and other managerial topics. Prerequisites: SBAD 350.

SBAD 461. International Business Finance (3) Financial management of a multinational business enterprise. Topics include subsidiary working capital management, financial analysis of overseas ventures, sources of international capital, funds remittance policies, trade finance,

exchange risk management policies, and techniques of financial control. Prerequisite: SBAD 363.

SBAD 471. New Business Enterprise (3) Combining business concepts for creation of new enterprises; experiential focus of developing description of product and/or services, marketing and operational plans, and structuring management and organization of the entity. Competencies include compilation of pro-forma financial statements, startup expenses, capitalization, balance sheet and capital structure, and projections of revenues, expenses, and cash flows. Culminates in the presentation of a comprehensive business plan. Prerequisite: 54 credit hours earned and SBAD 350, 363, 371.

SBAD 475. Advanced Operations Management (3) Theory and application of contemporary methods of managing production and service operations. Topics may include linear programming, forecasting, master planning, material requirements planning, aggregate planning, an introduction to lean systems, supply chain management, product and process innovation, and competitive strategies in a global market. Prerequisite: SBAD 372 and SECO 292 or equivalent.

SBAD 476. Process Improvement (3) Best practices for identifying, controlling, and improving the processes with which manufacturing and service organizations produce value. Topics may include problem solving, statistical process control, process capability, process improvement philosophy and strategies, advanced tools and applications for lean systems, and the Six Sigma methodology. Prerequisites: SECO 292 or equivalent and SBAD 372.

SBAD 478. Senior Seminar: Business Strategy (3) Understanding how the success of organizations relates to their "strategic level" decisions with an emphasis on risk management. Students experience hands-on application with case studies of actual businesses through team and individual exercises and individual presentations. Prerequisites: Senior standing and a grade of C or better in all JCBE upper-division business core courses.

SBAD 499. Business Internship (1-6) Supervised work experience in the business environment resulting in a meaningful product for the employing firm and a scholarly project for the student. A minimum of 42 hours of scheduled work per one hour of academic credit, periodic class meetings, and individual consultation with the instructor is required. A contractual agreement signed by the employer, the student, the instructor, and the dean is mandatory. Prerequisite: 54 credit hours earned—A student must have earned a minimum of 36 credit hours in business and economics courses and have an overall GPA of 2.5 or higher or a 2.5 GPA on twelve or more hours for the previous semester. Pass/fail credit.

CHEMISTRY (SCHM)

Note: Occupational Safety and Health Administration (OSHA) regulations require that everyone who enters chemistry laboratories wear safety goggles.

SCHM 101. Fundamental Chemistry I (4) Survey of inorganic and solution chemistry. Non-science majors only. Three class, one recitation, and two laboratory hours per week.

SCHM 106. Chemistry and Society (3) General chemical fundamentals and how these principles apply to societal issues such as the environment, genetics and health. Recurring themes include critical evaluation of information from the media and the web, consideration of the risks and benefits of recent scientific advances for society. Non-science majors only. (SCHM 106 laboratory is available for additional credit.)

SCHM 106L. Chemistry and Society Laboratory (1) Experiments, exercises, and demonstrations to accompany SCHM 106. Three laboratory hours per week. Non-science majors only. Prerequisite or corequisite: SCHM 106.

SCHM 109. Chemistry of Living Things (4) Chemical principles including the structure of and energy associated with living matter; quantitative kinetic and equilibrium analysis of chemical and physical processes. The structure and function of biological macromolecules and the molecular basis of inheritance are surveyed. Non-science majors only. Three lecture, one recitation, and two laboratory hours per week. Prerequisite: SMTH 120 or higher, except statistics, or higher placement in SMTH. Prerequisite or corequisite: SCSC 138 or consent of instructor.

SCHM 111. General Chemistry (4) Chemical principles with emphasis on stoichiometry, atomic structure, bonding, and molecular structure. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite: SMTH 121 or higher, except statistics or consent of instructor.

SCHM 112. General Chemistry and Qualitative Analysis (4) Chemical equilibrium, acids and bases, oxidation-reduction, and inorganic qualitative analysis. Three class, one recitation, and three laboratory hours per week. Prerequisites: SCHM 111.

SCHM 211. Introduction to Organic Chemistry I (4) Survey of the chemistry of carbon compounds and introduction to the basic principles of organic chemistry. (Not for major credit in chemistry or biology).

SCHM 212. Introduction to Organic Chemistry II (4) A continuation of SCHM 211. Survey of the chemistry of carbon compounds and introduction to the basic principles of organic chemistry. (Not for major credit in chemistry or biology).

SCHM 321. Quantitative Analysis (3) Principles of gravimetric, volumetric, and basic instrumental methods of analysis. Three class hours per week. Prerequisite: SCHM 112.

SCHM 321L. Quantitative Analysis Laboratory (1) Practice of volumetric, gravimetric, and simple instrumental methods of analysis. Three laboratory hours per week. Corequisite: SCHM 321.

SCHM 331, 332. Organic Chemistry (3,3) Nomenclature, reactions, and syntheses of carbon compounds with emphasis on reaction mechanisms. Three class hours and one recitation hour per week. Prerequisite for 331: SCHM 112 or consent of instructor. Prerequisite or corequisite for 332: SCHM 331.

SCHM 331L, 332L. Organic Chemistry Laboratory (1,1) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. Prerequisite or corequisite for 331L: SCHM 331. Prerequisites for 332L: SCHM 331L and SCHM 332 or concurrent enrollment in SCHM 332.

SCHM 395. Internship in Chemistry (1-3) Supervised work experience in chemistry. A minimum of three hours per week is required for each credit hour. A required contractual agreement is signed by the supervisor, the student, the instructor, and division chair. Prerequisite: junior or senior standing. Pass/fail credit.

SCHM 397. Junior Seminar (1) Searching and reading chemical literature and presentation of papers in a journal club format. Class meets with the chemistry Senior Seminar (SCHM 599) and presentations by SCHM 599 students will be observed. Prerequisite: SCHM 331, 331L. Corequisite: SCHM 321, 332, 332L.

SCHM 499. Undergraduate Research (1-3) Directed research project introducing the student to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Research involves laboratory and/or library work as determined by the instructor. The student can sign up for 1-3 hours of research each semester with a maximum of 9 hours total credits for undergraduate research. (Not for major credit). Prerequisite: consent of instructor.

SCHM 511. Inorganic Chemistry (3) Atomic structure, molecular orbital theory, coordination compounds, redox chemistry, crystal structures, and a systematic study of the periodic table. Prerequisites: SCHM 321 and SCHM 331.

SCHM 512L. Inorganic Chemistry Laboratory (1) Syntheses with high pressure reactions, the use of unfamil-

iar solvents, high temperature and inert atmosphere, and the application of infrared, ultraviolet, nuclear magnetic resonance, and mass spectroscopy to inorganic chemistry. Three laboratory hours per week. Prerequisite: SCHM 331L. Prerequisite or corequisite: SCHM 511.

SCHM 522. Instrumental Methods of Analysis (4) Theory, instrumentation, and applications of modern instrumental techniques. Three class and three laboratory hours per week. Prerequisite: SCHM 321.

SCHM 530. Spectrometric Identification of Organic Compounds (3) Development and application of methods of obtaining and interpreting spectrometric data in terms of structural organic chemistry. Topics include infrared, ultraviolet, visible, and nuclear magnetic resonance spectroscopy. Prerequisite: SCHM 332 or consent of instructor.

SCHM 534. Polymer Chemistry (3) Fundamentals of macromolecular science with an emphasis an synthesis and characterization. Prerequisite: SCHM 332.

SCHM 541. Physical Chemistry I (3) Macroscopic systems including thermodynamics and chemical equilibrium. Prerequisites: SCHM 321, SMTH 241 and SPHS 202. Co-registration in SPHS 212 is an alternative to having completed SPHS 202.

SCHM 541L. Physical Chemistry I Laboratory (1) Applications of physical chemical techniques to thermodynamics, chemical equilibrium and chemical kinetics. Three laboratory hours per week. Prerequisite: SCHM 321L. Corequisite: SCHM 541.

SCHM 542. Physical Chemistry II (3) Microscopic systems including quantum theory and its applications to electronic structure and spectroscopy. Prerequisite: SCHM 541.

SCHM 542L. Physical Chemistry II Laboratory (1) Applications of physical chemical techniques to quantum mechanics and spectroscopy. Three laboratory hours per week. Prerequisite: SCHM 541L. Corequisite: SCHM 542.

SCHM 581. Biochemistry I (3) (=SBIO 581) Structure and function of the major classes of biological compounds and biological membranes. Content includes a kinetic and equilibrium based approach to biological transport and catalysis, signaling, and an introduction to bioenergetics. Prerequisite: SCHM 332 or consent of instructor.

SCHM 582. Biochemistry II (3) (=SBIO 582) Chemistry of biological information pathways. DNA, RNA, and protein metabolism, organization of genes on chromosomes, regulation of gene expression, and applications of these topics to biotechnology problems are covered. Prerequisite: SBIO 581/SCHM 581 or consent of instructor.

SCHM 583L. Biochemistry Laboratory (1) (=SBIO 583L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: SCHM 581 or 582.

SCHM 599. Senior Seminar (3) Integration and assessment of chemical knowledge at an advanced level, exploration of ethical issues, research, and oral presentation. Prerequisites: SSPH 201, SCHM 321, SCHM 332, SCHM 541 and one course from SCHM 511, 522, 530, 534, 581, 582.

CHILD ADVOCACY STUDIES (SCAS)

SCAS 301. Introduction to Child Maltreatment (3) Survey of major issues in child abuse and neglect. An overview of the impact of child maltreatment, prevention and intervention strategies, system response, and child advocacy are included. Prerequisites: SSOC 101 OR SPSY 101 OR SCRJ 101, and at least sophomore standing; or consent of instructor.

SCAS 401. Child Advocacy I: System Responses to Child Maltreatment (3) Child advocacy, and the response of child welfare and criminal justice professionals to child abuse and neglect. Identifying, investigating, and prosecuting child maltreatment are included. Supervised field experiences are required. Prerequisites: SCAS 301; or consent of instructor.

SCAS 402. Child Advocacy II: Prevention and Intervention Strategies (3) Intervention strategies, and multidisciplinary approaches to prevention, advocacy, and treatment of child maltreatment victims and survivors. Supervised field experiences are required. Prerequisites: SCAS 301 or consent of instructor.

SCAS 499. Child Advocacy Internship (3) Supervised work experience in a community agency working with victims and survivors of child maltreatment, and/or their families. Prerequisites: SCAS 301, SCAS 401, SCAS 402, senior standing, and consent of instructor.

CHINESE (SCHI)

SCHI 101. Introductory Chinese I (3) Fundamentals of the Mandarin Chinese language and culture through speaking, listening, reading and writing.

SCHI 102. Introductory Chinese II (3) Fundamentals of the Mandarin Chinese language and culture through speaking, listening, reading and writing. Prerequisite: SCHI 101.

COMMUNICATION (SCOM)

SCOM 375. Communication Research Methods (3) Fundamentals of communications research methods and applications. Topics include survey research, observational and experimental studies, primary research data-gathering techniques, secondary research sources, data analysis, message, market, competitive and audience research measures. Prerequisites: SJOU 201 and SSPH 201; or consent of the instructor.

SCOM 399. Internship or Independent Study in Mass Communication (1-3) Supervised professional experience of research outside of the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours, for one credit, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SCOM 399 once with a difference internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: SJOU 301, GPA 2.0 overall, 2.5 in major and consent of faculty supervisor.

SCOM 490. Senior Seminar in Communications (3) Reading and research on selected topics in journalism, speech, and theatre designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: SCOM 375.

COMPUTER SCIENCE (SCSC)

SCSC 138. Introduction to Computer Technology (3) Introduction to graphical user interface, word processing, spreadsheet, database, Internet, cross-platform training, computer components and peripherals, input/output concepts, storage concepts, and computer buyer's guide considerations.

SCSC 139. Visual BASIC Programming I (3) Visual user interface design, event-driven programming using controls, variables, constants, calculations, decision structures, loop control structures, arrays, creating menus. Prerequisites: SCSC 138 or SBAD 290 or consent of instructor. **Not** for Computer Science major credit.

SCSC 150. Introduction to Computer Science (3) Current application, security and systems software, hardware devices, social and ethical issues in computing and information technology, propositional logic, search engines, and computer programming concepts. Basic problem solving, logic, and computer programming are introduced through an active learning environment. Prerequisite or Corequisite: SMTH 126 or consent of instructor.

SCSC 200. Computer Science I (3) Design, analysis and testing of algorithms and classes, including programming from an Object-Oriented perspective, simple data types, control structures, arrays, file I/O, and complexity analysis. Prerequisite: C or better in SCSC 150 or consent of instructor.

SCSC 210. Computer Organization (3) Computer organization, logic gates and expressions, circuits, CPU, memory, numbering systems, assembly language programming, instruction formats, and addressing modes. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 234. Visual BASIC Programming (3) Basic and advanced programming in **the Visual BASIC language including visual object** design, active-X objects, access to database objects, dynamic data exchange, and object linking and embedding. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 238. C++ Programming (3) Introduction to C++ as a second object-oriented language with concepts of OO programming, data abstraction, polymorphism, inheritance, graphical user interface design with MFC, and memory management issues. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 239. Visual BASIC Programming II for Non-Majors (3) Modular programming, algorithmic design, string manipulation, array processing, sequential and random file processing in the BASIC language. **Not** for Computer Science major credit. Prerequisites: SCSC 139 or consent of instructor.

SCSC 300. Computer Science II (3) Advanced design, analysis and testing of algorithms and classes, including inheritance, polymorphism, UML, complexity analysis, recursion, search and sorting techniques, linked lists, stacks and queues. Prerequisite: C or better in SCSC 200 or consent of instructor. Corequisite: SMTH 174 or consent of instructor.

SCSC 310. Introduction to Computer Architecture (3) Computer organization and architecture, basic processor design, hard wired and microprogrammed control, ALU, memory organization, data paths, pipelining, and interfacing and communications. Prerequisite: C or better in SCSC 210 or consent of instructor.

SCSC 311. Information Systems Hardware and Software (3) An introduction to computer and systems architecture and operating systems for system development personnel. Topics include CPU architecture, instructions sets, memory, registers, input/output, and operating system modules such as process management, memory and file management. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 314. Industrial Robotics (3) Fundamental concepts of industrial robotics including kinematics, 3D coordinate transformation, robot motion, robot control and sensing, robot programming, and computer vision. A review of new technologies for computer-integrated manufacturing, computer-aided design and computer-aided manufacturing, automated material handling, and flexible manufacturing systems is included. Students are required to write programs in order to demonstrate the laboratory projects. Prerequisites: C or better in SCSC 200 and SMTH 127, or consent of instructor**.**

SCSC 315. Networking Technology (3) Basic concepts of computer networks, data telecommunication and distributed applications, including network topology, hardware, software, protocol, security, and the implications of network technologies on the deployment and implementation of networked systems. **Not** for CS or CIS major credit. Prerequisites: SCSC 300 or SIMS 305 or consent of instructor.

SCSC 321. Computer Science III (3) Design, analysis and testing of advanced data structures, including priority queues, trees, binary search trees, tree traversals and balancing techniques, hashing, and graph theory. Prerequisites: C or better in both SCSC 300 and SMTH 174 or consent of instructor.

SCSC 325. Fundamentals of Relational Database Management Systems (3) Basic architecture, structures, and query languages. Topics include design and implementation of RDBMS, relational data models, conceptual modeling, data independence, specification of data requirements, normalization, recovery and security. **Not** for CS or CIS major credit. Prerequisites: SCSC 300 or SIMS 305 or consent of instructor.

SCSC 355. Digital Forensics (3) Methods, tools and techniques used to maximize efficiency in investigations that involve digital devices, including malicious code analysis, techniques of evaluation of the physical memory of a compromised machine, digital forensics tools, challenges of anti-forensics phenomena, and use and management of storage area network technology for evidence storage. Prerequisites: C or better in SCSC 300 and SCSC 311; or consent of instructor.

SCSC 356. Cryptography (3) Historical and modern techniques of encryption and decryption, classical cryptosystems, public-key cryptosystems, authentication, anonymity, zero-knowledge protocols, smart cards and other everyday applications of cryptographic algorithms, prime numbers, elementary number theory and algorithms that support efficient arithmetic on large integers. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 370. Fundamentals of Bioinformatics (3). Computational methods, tools and techniques used to analyze, correlate, and extract information from biological, chemical and biomedical databases, including algorithms for sequence comparison, data mining for disease diagnosis, prediction of protein structure and function, and database management for biomedical data. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 399. Independent Study (1-9) As needed.

SCSC 412. Computer Networks I (3) Introduce the basic concepts needed to design, implement, and manage networks. Transmission media, topologies, local area and wide area network technologies, communication protocols, standards, network architectures, security, and network operating systems are examined. Prerequisite: C or better in SCSC 300, or consent of instructor.

SCSC 421. Design and Analysis of Algorithms (3) Concepts and fundamental strategies of algorithm design; the analysis of computing time and memory requirements; the theory of computational complexity (NP-hard and NP-complete); graph manipulation algorithms (connected components, minimum spanning trees, traveling salesman, cycles in a graph, and coloring of graphs); search algorithms (depth-first, breadth-first, best-first, and alpha-beta minimax); and computational algorithms (matrix multiplication, systems of linear equations, expression evaluation, and sorting). Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 441. Experiential Learning in Computer Science (3) Experience in a business, educational, or non-profit computing environment. May not be used for major credit in any major in computer science. Prerequisite: approval of the instructor. Pass/fail credit.

SCSC 450. E-Business Web Application Development (3) A project-oriented course involving the complete application development of an online commercial Web site. Basic Web page design, including HTML and Style Sheets is covered, but the focus is on what happens behind the scenes of a business Web site, including client versus server-side information processing, CGI and Event-Driven programming, data transmission, storage and compressions, risk analysis, and security issues. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 455. Computer Security (3) A survey of the fundamentals of information security, including risks and vulnerabilities, policy formation, controls and protection methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 499. Directed Research (3) An investigation of technical papers from the instructor's area of research.

The composition and presentation of technical papers that either survey the existing literature or make an original contribution to the research area is required. Prerequisites: C or better in SCSC 300 or consent of instructor.

SCSC 509. Topics in Computer Science (3) Selected topics of special interest in computer science. May be repeated for credit. Prerequisite: consent of instructor.

SCSC 511. Operating Systems (3) Introduces the fundamentals of operating systems design and implementation, including an overview of the components of an operating system, mutual exclusion and synchronization, I/O, interrupts, implementation of processes, scheduling algorithms, memory management, and file systems. Prerequisites: C or better in SCSC 210 and SCSC 321 or consent or instructor.

SCSC 512. Computer Networks II (3) Advanced topics in telecommunications, location positioning systems and computer networking, including wireless and mobile computing, integration of wireless and wired networks, design issues, packet transmission, datagram encapsulation and fragmentation, media access control, data transmission and retransmission, routing, bridging, switching, addressing error handling, flow control, data security, and local and wide-area networks. Prerequisites: C or better in SCSC 412 or consent of instructor.

SCSC 515. Wireless Networks (3) Fundamental concepts and techniques employed in wireless and mobile networks such as cellular networks, wireless LANs, and ad-hoc networks. Topics include wireless communication basics, access technologies, medium access control, naming and addressing, routing, mobility support and management, security, and power management. Prerequisite: C or better in SCSC 412 or consent of instructor.

SCSC 516. Distributed and Network Programming (3) Design and implementation of distributed application and network communication programs, including network application development with UCP and TCP/IP protocols, introduction to distributed systems and computing , RIM, socket programming, client/server models, and communication primitives, such as datagrams, packet retransmission, routing, addressing, error handling, and flow control. Prerequisite: C or better in SCSC 321 or consent of the instructor.

SCSC 520. Database System Design (3) Database Management System (DBMS) architecture and organization, design and implementation of DBMS, data models, internal databases structures, conceptual modeling, data independence, data definition language, data manipulation language, normalization, transaction processing, recovery, and security. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 521. Database Implementation, Application, and Administration (3) Design and implementation of database and client/server applications, in-depth treatments of embedded queries and stored procedures, database triggers, database extended languages, architectures and design patterns of distributed application, transaction processing, performance tuning, recovery and backups, auditing, and security. Prerequisite: C or better in SCSC 520 or consent of instructor.

SCSC 525. Knowledge Discovery and Data Mining (3) Extraction and discovery of knowledge from large databases, data integration and data warehousing, data mining algorithms, models, and applications including association rule mining information retrieve (IR) and mining of text databases, decision tree, decision rules, classification techniques, cluster analysis, and evaluation, visualization, and interpretation of patterns. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 530. Programming Language Structures (3) Paradigms and fundamental concepts of programming languages, such as scope, binding, abstraction, encapsulation, typing, and language syntax and semantics. Functional and logic programming paradigms are also introduced through sample programming languages. Prerequisites: C or better in SCSC 210 and SCSC 321 or consent of instructor.

SCSC 540. Software Engineering (3) Methods and tools of software engineering, software life cycle, iterative development processes including the Agile Method and Unified Process, object oriented analysis and design of software, software testing, cost and effort estimation, project management, risk analysis, and documentation. A relatively large software system is developed in a team environment. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 555. Advanced Computer Security and Information Assurance (3) Cryptography, telecommunication and network security, applications and system development security, Business Continuity Planning (BCP), cybercrimes and countermeasures. The hands-on laboratories provide extensive practices on firewalls, Virtual Private Networks (VPN), Intrusion Detection Systems (IDS), and other computer security tools. Prerequisite: C or better in SCSC 412 and SCSC 455; or consent of instructor.

SCSC 560. Numerical Analysis (3) (=SMTH 560) Difference calculus, direct and interactive techniques for matrix inversion, eigen value problems, numerical solutions of initial value problems in ordinary differential equations, stability, error analysis, and laboratory applications. Prerequisites: SMTH 245 and 344, and programming competency.

SCSC 580. Introduction to Artificial Intelligence (3) Intelligent agents, expert systems, heuristic searching,

knowledge representation and reasoning, artificial neural networks, ontologies, and natural language processing. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 585. Introduction to Computer Vision (3) Processing and analyzing features in still digital images, camera calibration, stereopsis, object recognition, the processing of edges, regions, shading and texture, and introductory video processing techniques. Prerequisites: C or better in SCSC 321 and SMTH 141 or consent of instructor.

SCSC 599. Computer Science Senior Seminar (3) Integration of knowledge at an advanced level, a review of recent developments in theoretical and applied computer science, the exploration of ethical issues, along with research and oral presentation. Prerequisites: 12 hours of 300 level or above computer science courses and consent of instructor.

CRIMINAL JUSTICE (SCRJ)

NOTE: All criminal justice majors are required to complete SCRJ 102 prior to enrolling in any SCRJ course numbered 300 and above. This prerequisite does not apply to non-criminal justice majors.

SCRJ 101. Introduction to Criminal Justice (3) Survey of the law enforcement, judicial, correctional, and juvenile systems; interrelationships between criminal justice agencies and the community.

SCRJ 102. Criminal Justice Writing Laboratory (3) Mechanics and skills of research writing applied to topics in criminal justice. Emphasis is placed on collecting and communicating criminal justice research literature in writing style appropriate for the social sciences. For criminal justice majors only. Prerequisite or Corequisite: SCRJ 101.

SCRJ 210. Policing in America (3) Police organizations; the recruitment, training, and socialization of police officers; the role of police in society; and critical issues in policing. The problem of coercive power as it relates to policing is also examined. Prerequisite: SCRJ 101.

SCRJ 220. The Criminal Courts (3) The administration of criminal justice in the American federal and state court systems. The nature and concept of justice, court personnel, functions, jurisdictions, policies, procedures, discretion, and current developments in court technology and organization will be reviewed. Prerequisite: SCRJ 101.

SCRJ 230. Introduction to Corrections (3) Penology emphasizing the history, philosophy, programs, policies, and problems associated with correctional practice. Topics include probation, prisons, jails, parole, community corrections and alternative sanctions. Prerequisite: SCRJ 101.

SCRJ 301. Crime in America (3) Contemporary issues related to manifestations of crime, offenders, victims, justice system response, and societal trends. Emphasis placed on debunking misconseptions of crime and its correlates in media and society. Prerequisite: SCRJ 101.

SCRJ 317. Policing: Theories and Programs (3) The development of police organizational theories, practices and methods from the turn of the twentieth century to the twenty-first century. Major emphasis is on development and implementation of new programs and application to urban policing. Prerequisite: SCRJ 101 and 210.

SCRJ 321. Criminal Law (3) Origin and development of criminal law in America along with basic elements of crime and defenses. Prerequisite: SCRJ 101.

SCRJ 325. Criminal Trial Practice (3) The criminal trial, including the rules of evidence, trial strategy, opening statements, the presentation of evidence, arguing objections, closing arguments, and a critical analysis of the entire process. Prerequisites: SCRJ 101 or consent of instructor.

SCRJ 330. Institutional Corrections (3) Functions, structure, procedures and philosophy of American correctional institutions; constitutional limitations and the impact of law on correctional practices. Prerequisite: SCRJ 101 and 230.

SCRJ 333. Community-Based Corrections (3) Development and impact of community programs, halfway houses, group homes, work-release, and educational release programs, including the role of the community and citizens in the correctional process. Prerequisite: SCRJ 101 and 230.

SCRJ 343. The Juvenile Justice System (3) History, philosophy, and evaluation of the juvenile court, juvenile court practices and procedures; the role of the police, correctional alternatives, prevention and intervention strategies in the juvenile justice process. Prerequisite: SCRJ 101 and either SCRJ 210, SCRJ 220, or SCRJ 230, or consent of instructor.

SCRJ 345. Juvenile Delinquency (3) (=SSOC 355) Social factors in the development, identification and treatments of delinquents and juvenile delinquency in the context of juvenile justice systems. Prerequisite: SSOC 101 and SCRJ 101.

SCRJ 350. Victimology (3) Forms of victimization, the role of victims in crimes, their treatment by the criminal justice system, their decisions to report crimes and help prosecute offenders, victim-offender mediation, and victim compensation. The national crime survey regarding patterns and trends in victimization is introduced. Prerequisite: SCRJ 101.

SCRJ 361. Criminal Justice Research Methods (3) Quantitative, qualitative and comparative methods used in criminal justice research, focusing on research design, data collection and analysis, and ethical issues. Prerequisites: SCRJ 101, SCRJ 210, SCRJ 220 and SCRJ 230.

SCRJ 362. Criminal Justice Statistics (3) Basic principles of descriptive and inferential statistics as applied to topics in criminal justice, including correlation, probability, measures of central tendency and variability, hypothesis testing, and estimation. For criminal justice majors only. Prerequisites: SCRJ 101 and SMTH 120 or higher.

SCRJ 371. Criminological Theory (3) Analysis and critical assessments of traditional and contemporary crime and theories of criminal behavior. Prerequisites: SCRJ 101, SCRJ 210, SCRJ 220, and SCRJ 230.

SCRJ 380. Special Populations and the Criminal Justice System (3) The experience of special populations including racial, ethnic and other historically marginalized groups in various roles within the criminal justice system. Prerequisite: SCRJ 101 and either SCRJ 210, 220 or 230.

SCRJ 381. Alcohol, Drugs, and Public Policy (3) History and theories of alcohol and other drug use, types and effects of drugs, crime associated with drugs, prevention and treatment of abuse, and efforts to control and regulate drug use. Both past and present public policies for the control of licit and illicit drugs will be evaluated. Prerequisite: SCRJ 101 or SPSY 101 or SSOC 101.

SCRJ 382. Women and Crime (3) The traditional and contemporary explanations of female delinquency and criminality, the differential treatment accorded female defendants and victims, the nature of crime against women, the quality of state and federal correctional systems for women, and the status of females as criminal justice professionals. Prerequisite: SCRJ 101.

SCRJ 383. Comparative Criminal Justice Systems (3) International criminal justice systems, their legal foundations, current structures, and strategies of crime control. Prerequisite: SCRJ 101.

SCRJ 384. Child Sexual Exploitation and the Internet (3) Child sexual abuse and technology. Characteristics of sexual predators of children, their methods, the system response, and legal issues are included. Prerequisites: SSOC 101 or SCRJ 101; or consent of instructor.

SCRJ 385. Violence in Society (3) Theories, causes, consequences and prevention of violent acts. Topics include trends and patterns, violent offenders, typologies of violent behavior, social construction of violence, and criminal justice system response. Prerequisites: SCRJ 101 and either SCRJ 210, SCRJ 220, or SCRJ 230.

SCRJ 399. Independent Study (1-3) A planned individual study program in conjunction with a Criminal Justice faculty member. Course may be repeated once with consent of advisor. Prerequisite: SCRJ 101 and consent of instructor.

SCRJ 401. Criminal Justice Administration (3) Problems, processes, and theories of communication, decision making, and control in criminal justice agencies. Prerequisite: SCRJ 101, SCRJ 210, SCRJ 220, and SCRJ 230.

SCRJ 402. Civil Liability in Criminal Justice (3) Liability of criminal justice practitioners, agencies, municipalities, and other criminal justice entities including types of actions, defenses, damages, injunctions and other remedies for civil wrongs as mandated by state and federal law are included. Prerequisites: SCRJ 210, SCRJ 220, SCRJ 230.

SCRJ 403. Criminal Justice Ethics (3) Ethical issues confronted by criminal justice personnel and organizations. Standards and professional responsibilities of criminal justice practitioners are examined within the context of ethical dilemmas. Prerequisites: SCRJ 101, SCRJ 210, SCRJ 220, and SCRJ 230.

SCRJ 420. Criminal Procedure (3) Laws and constitutional safeguards that govern the processing of criminal offenders from police investigation through post-conviction relief. Prerequisite: SCRJ 101.

SCRJ 474. Social Deviance (3) (=SSOC 351) Theories, methods, and substantive issues in the creation, involvement, recognition, and control of deviance. Pertinent research data is integrated in the context of contemporary societal issues. Prerequisite: SSOC 101 and SCRJ 101.

SCRJ 484. Selected Current Topics (3) A seminar for advanced students. May be repeated once with the consent of the adviser. Prerequisites: SCRJ 101, SCRJ 210, SCRJ 220, and SCRJ 230; or consent of instructor.

SCRJ 490. Criminal Justice Internship (3-6) A planned program of observation, study and work in selected criminal justice and related agencies. Prerequisites: SCRJ 101, SCRJ 210, SCRJ 220 and SCRJ 230; minimum of 75 earned credit hours with at least 15 of these hours from USC Upstate, minimum GPA of 2.25 and consent of instructor.

SCRJ 501. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas related to crime and the criminal justice system. The specific topics covered vary depending upon the instructor. Prerequisites: One statistics course, SCRJ 101, SCRJ 210, SCRJ 220, SCRJ 230, SCRJ 361, and SCRJ 371.

ECONOMICS (SECO)

SECO 221. Principles of Macroeconomics (3) Causes and effects of changes in economic aggregates, including gross domestic product, personal income, unemployment, and inflation. The role of economics in contemporary society and the effect of monetary and fiscal policy on the functioning of a free market system are explored. Prerequisite: SMTH 120 or 121 or 126.

SECO 222. Principles of Microeconomics (3) Consumer demand, supply, and price in a free-market system. The economics of the firm is presented within the context of different market structures. Prerequisite: SMTH 120 or 121 or 126.

SECO 291. Probability and Statistics (3) Concepts of probability, probability distributions, and sampling theory. Prerequisite: SMTH 121.

SECO 292. Statistical Inference (3) Methods of statistical inference, including additional topics in hypothesis testing, linear statistical models, and time series analysis. Prerequisite: SMTH 122 and SECO 291.

Note: Students seeking a degree in business must be admitted to the Professional Program (Upper Division) before enrolling in 300-level and above business administration and economics courses. Students not majoring in business must have 54 credit hours earned to take 300-level and above business administration and economics courses. Additional prerequisites are included in individual course descriptions. Students not majoring in business can enroll in no more than 29 semester hours of Johnson College of Business and Economics courses, excluding SECO 221, 222, 291, and 292.

SECO 301. Money and Banking (3) History, structure, functions and operations of the American commercial and central banking system. Emphasis is placed on the influence and operations of the Federal Reserve System. Prerequisites: 54 credit hours earned, SECO 221, and SBAD 363.

SECO 303. International Economics (3) Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates. Prerequisites: 54 credit hours earned, SECO 221 and 222.

SECO 311. Issues in Economics (3) Nature and causes of major economic problems facing the nation and its communities and policy alternatives designed to solve them, including the philosophy and methodology of economics in social problem solving. Prerequisites: 54 credit hours earned, SECO 221 and 222.

SECO 322. Intermediate Macroeconomic Theory (3) Classical, Keynesian, and post-Keynesian models. These models provide a framework for monetary and fiscal policy prescriptions to economic problems. Prerequisites: 54 credit hours earned and SECO 221.

SECO 326. Managerial Economics (3) Application of the economic theory of profits, competition, demand, and costs to the analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered. Prerequisites: 54 credit hours earned, SECO 222 and 292 or equivalent.

SECO 499. Topics in Economics (3) Selected topics in economics. Topics vary depending on available staff and interests of students. This course may be repeated for credit. Prerequisites: 54 credit hours earned, SECO 221 and 222.

EDUCATION

CURRICULUM AND INSTRUCTION (SEDC)

SEDC 300. Resources and Technology in Teaching (3) Proper and effective use of computer technology and audiovisual resources in education, including navigation of portfolio software, construction of materials, location of resources, and operation of equipment. Prerequisite: SCSC 138 or consent of the instructor.

SEDC 490. Curriculum and Instruction Senior Seminar (12-15) A fourteen-week supervised internship experience in selected placement setting. Completion of this course does not qualify student for teacher certification recommendation. Prerequisite: Approved application for student teaching and permission by the School of Education Dean. Corequisite: Early Education majors SEDE 468; Special Education majors SELD 449; and PE majors SPED 460.

EARLY CHILDHOOD EDUCATION (SEDE)

SEDE 398. Topics in Early Childhood Education (1-3) Prerequisite: junior standing and consent of instructor.

SEDE 399. Independent Study (3) Prerequisite: junior standing and consent of instructor.

SEDE 410. Clinical I in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on observing children's development and language use, observing types of programs, and assessing management styles and techniques. Seminars and group discussions included. Four laboratory hours per

week. Prerequisite: admission to the professional program. Corequisite: SEDE 420, 422, 424, 445 and SEDF 485.

SEDE 420. The Young Child: Behavior and Development in Early Childhood (3) Intellectual, physical, social, and emotional development, prenatal through grade four, within ecological context. Critical thinking, creative expression, the parenting role and developmental diagnosis including assessment of development, normal and abnormal, will be addressed. Prerequisites: SEDF 333 or SPSY 302; admission to the professional program or consent of the instructor. Corequisites: SEDE 410, 422, 424, 445 and SEDF 485.

SEDE 422. Survey of Early Childhood Education (3) Programs for young children and the historical, social, economic, and philosophical influences on education. Attention is given to learning activities, materials, and equipment for kindergarten and primary grades. The assessment of readiness and maturation and the relationship of various subject areas to the child's development are emphasized. Prerequisite: admission to the professional program. Corequisites: SEDE 410, 420, 424, 445 and SEDF 485.

SEDE 424. Parent and Family Involvement in Early Childhood Education (3). Principles, practices, and content of family dynamics including practices for evolving parents in early childhood settings. Corequisites: SEDE 410, 420, 422, 445 and SEDF 485.

SEDE 440. Clinical II in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on math, science, reading, social studies and creative arts. Seminars and group discussions included. Four laboratory hours per week required. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 446, 447, 448 and 449.

SEDE 445. Language Development and Communicative Skill (3) The relationship of language development and thinking to teaching the communicative skills to young children. Included are activities designed to develop oral language facility, writing (handwriting, spelling, functional, and creative writing), listening, and specific techniques dealing with diagnosis of language development. Students participate in a field based experience at a selected school site. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 410, 420, 422, 424 and SEDF 485.

SEDE 446. Math for the Young Child (3) Materials and programs for teaching mathematics and the methods and theories for developing mathematics programs. Competence is gained in the selection, preparation, and presentation of materials. Prerequisite: SMTH 231, SMTH 232, SMTH 233 and admission to the professional program. Corequisites: SEDR 414, SEDE 440, 447, 448 and 449.

SEDE 447. Social Studies for the Young Child (3) The selection, appropriate utilization, facilitation of development, and application of social science concepts to social problems and the socialization of children. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 440, 446, 448 and 449.

SEDE 448. Science for the Young Child (3) Materials and programs for teaching science and the methods and theories of developing science programs. Competence is gained in the selection, preparation, and presentation of materials. Prerequisite: admission to the professional program. Corequisite: SEDR 414, SEDE 440, 446, 447 and 449.

SEDE 449. Creativity and Play (3) Theories of play and the development of play as central to children's learning. Knowledge and skills in structuring the classroom environment and curriculum experiences which will support and enrich a child's social, creative, and physical development in preprimary and primary school settings will be acquired. Multicultural perspectives and needs of exceptional children addressed. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 440, 446,447 and 448.

SEDE 468. Education of Young Children: An Ecological Approach (3) An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children are addressed. Prerequisite: admission to the professional program. Corequisite: SEDE 469.

SEDE 469. Directed Teaching in Early Childhood Education (12) A supervised clinical experience, consisting of 14 weeks in an early childhood grades (4K-3) placement in a public school. This experience includes an exploration of legal and ethical issues, research through analysis and evaluation of teaching, and completion of a professional portfolio. Prerequisite: approved application for directed teaching. Corequisite: SEDE 468. Pass/fail credit.

ELEMENTARY EDUCATION (SEDL)

SEDL 398. Topics in Elementary Education (1-3) Prerequisites: junior standing and consent of instructor.

SEDL 399. Independent Study (3) Prerequisites: junior standing and consent of instructor.

SEDL 441. Elementary School Curriculum and Organization (3) The entire school program, including grouping, grading, placement, and organization of both the children and the school for optimal learning. Prerequisite: admis-

sion to the professional program. Corequisites: SEDF 487, SEDL 447, SEDL 450, SEDL 455, SEDR 442.

SEDL 446. Teaching Mathematics in the Elementary School (3) Materials, resources, programs and methods for teaching mathematics in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program and SMTH 231, SMTH 232, SMTH 233, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDR 443, SEDR 444.

SEDL 447. Teaching Social Studies in the Elementary School (3) Materials, resources, programs, and methods for teaching social studies in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 450, SEDL 455, SEDR 442.

SEDL 448. Teaching Science in the Elementary School (3) Materials, resources, programs, and methods for teaching science in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 460, SEDF 483, SEDR 443, SEDR 444.

SEDL 450. Fine Arts in the Elementary School Curriculum (3) Exploring both content and methods for enriching all subject areas in the elementary classroom through the visual arts, drama, dance/movement, and music. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 447, SEDL 455, SEDR 442.

SEDL 455. Clinical I in Elementary Education (2) Supervised clinical experience in elementary settings. Observation and participation in diverse classroom settings is required with a focus on observation of students and teachers, analysis of classroom organization and management, use of technology to enhance learning, and implementation of lessons. Seminars and group discussions included. Four laboratory hours per week. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 447, SEDL 450, SEDR 442.

SEDL 460. Clinical II in Elementary Education (2) Supervised clinical experience in elementary settings. Requires assessment of K-12 students with interpretation of assessments, lesson planning based on assessments, implementation of lessons in science, math, and literacy with attention to reading and writing in the content areas. Reflections on teaching and K-12 student learning explored in group discussions and seminars. Four laboratory

hours per week required. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 446, SEDR 443, SEDR 444; or candidacy in the Learning Disability Program.

SEDL 468. Directed Teaching in the Elementary School (15) A fifteen week supervised clinical experience with 50 percent in grades two or three and 50 percent in grades four, five or six. In additional teaching in a K-12 school classroom, candidates will participate in regular seminars where they will (1) analyze problems relating to their K-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

FOUNDATIONS OF EDUCATION (SEDF)

SEDF 200. Teacher Education Colloquium (0) Introduction to the teacher education program policies, assessment system procedures, and professional dispositions. Required before admission to the Art, Early Childhood, Elementary, Middle Level, Learning Disability, Physical Education, and Secondary Education Programs.

SEDF 210. Foundations of Education (3) The art and science of teaching. A comprehensive examination of the social, historical, and philosophical influences that have shaped educational policies and practices in the USA with special emphasis on legal and ethical aspects of education. Supervised practicum experiences to promote reflective practice in a variety of settings are included.

SEDF 333. Educational Development of the Lifelong Learner (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical and intellectual development, and their relationship to teaching of children, adolescents, and adults.

SEDF 341. Introduction to Exceptional Learners/Special Education (3) Theoretical and practical approaches to the education of the young exceptional child with emphasis on current remedial procedures. Included are alternative administrative arrangements and sources of academic therapy. Supervised field experiences are included.

SEDF 483. Organization and Management of the Diverse Classroom (3) Structuring of physical, social, and instructional environment to maximize learning in a diverse classroom. Candidates develop a comprehensive understanding of both practice and reactive approaches to management with attention to culturally diverse settings. Behaviorist and constructivist approaches, inclusive education and conflict resolution are components of

this course. Prerequisites: Admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDR 444, SEDL 460, SEDL 446, SEDR 443; or candidacy in the Learning Disability Program.

SEDF 485. Diversity, Management, and Assessment (3) The dynamic relationships among classroom diversity, management, instruction, and assessment. Through field experiences and reflection, students develop knowledge and skills in the interaction of these classroom elements. Prerequisite: Admission to the professional program. Corequisites: SEDE 410, 420, 422, and 445 for Early Childhood majors only.

SEDF 487. Student, Teacher, and School Assessment (3) Formal and informal assessment of elementary age students as well as teachers and schools. Attention is given to the appropriate uses of standardized testing as well as teacher made assessments with particular emphasis on the interpretation of test results and their relationship to instructional goals. Consideration is also be given to the issue of accountability and appropriate options for evaluating teachers and schools. Prerequisite: Admission to the professional program. Corequisites: SEDL 441, SEDL 455, SEDL 447, SEDL 450, SEDR 442.

READING EDUCATION (SEDR)

SEDR 414. Emergent and Early Literacy (3) Theoretical and instructional issues relating to challenges children encounter when learning to read and write. Research on the expected development of such behaviors through stages typically found in the preprimary and primary school years are explored. Procedures, materials, programs, and assessment techniques for developing literacy are investigated. Prerequisite: admission to the professional program. Corequisites: SEDE 440, 446, 447, 448, 449.

SEDR 418. Literacy in the Middle and Secondary School (3) The significance of literacy as it relates to all content areas. The focus is on strategies for making any text material more accessible to the student, and attention is given to matching the learner and the learning. Prerequisites: Admission to the professional program. Corequisite: SEDS 440, SEDS 441 or 442, SEDS 443, SEDS 444; for candidates in physical education, SPED 312 or SPED 405.

SEDR 442. Literacy I: Learning to Read and Write (3) Scaffolding reading and writing development for the young child. Teaching candidates review the essentials of language development and focus on the transition from oral language to initial reading and writing. Effective strategies and materials for nurturing literacy development of children ages 5-7 are emphasized. Prerequisites: admission

to the professional program and SEGL 484. Corequisites: SEDL 441, SEDL 455, SEDL 447, SEDL 450, SEDF 487; or candidacy in the Leaning Disability program.

SEDR 443. Literacy II: Reading and Writing to Learn (3) Scaffolding reading and writing development of the elementary and middle grades student. Teaching candidates focus on the transition from initial reading and writing to reading and writing in the content areas. Effective strategies and materials for nurturing literacy development in children ages 8-12 are emphasized. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDL 446, SEDR 444; or candidacy in the Learning Disability Program and SEDR 442.

SEDR 444. Literacy III: Addressing Reading and Writing Problems (3) Scaffolding reading and writing development for learners experiencing difficulty. Teaching candidates investigate assessments, strategies, and programs appropriate for children with literacy problems including learners from diverse backgrounds and children with special needs. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDL 446, SEDR 443.

SECONDARY EDUCATION (SEDS)

SEDS 333. Middle Level/Secondary Education Adolescent Development (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical and intellectual development and their relationships to teaching adolescent learners.

SEDS 342. Clinical I in Middle Grades/Secondary Education (1) Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on diversity including the physical, social, and educational development of the grades 5-12 learner. Emphasis is on family and community involvement in educational settings. Observation during advisory, lunch, recess, transition times, as well as formal instructional time as appropriate. Corequisite: SEDF 341.

SEDS 398. Topics in Secondary Education (1-3) Prerequisites: junior standing and consent of instructor.

SEDS 399. Independent Study (3) Prerequisites: junior standing and consent of instructor.

SEDS 440. Clinical II in Middle Level/Secondary Education (1) Supervised clinical experience in middle or secondary school setting. Observation and participation in

classroom settings is required with a focus on assessment including formal, informal, authentic, high stakes (PASS, end-of-course exams, etc.), and collaborative (team meeting) assessments as appropriate. Seminars and group discussions included. Prerequisites: SEDF 341, SEDS 342, and admission to the professional program. Corequisites: SEDS 441 or 442, SEDS 443, SEDS 444 and SEDR 418.

SEDS 441. Middle Level Curriculum and Methodology (3) An overview of the major concepts, principles, theories and research related to effective curriculum, instruction, and assessment to meet the varying abilities and learning styles of middle school students. Students explore a variety of teaching, learning and assessment strategies along with developmentally responsive materials and resources used to facilitate appropriate learning experiences in middle school settings. The focus is on curriculum needs for middle grades, the transitional function of the middle school, and middle school organization and management. Core topics include unit and lesson planning, evaluation of student performance, multicultural educational issues and teacher effectiveness evaluation. Prerequisites: SEDF 341, SEDS 342, and admission to the professional program. Corequisite: SEDS 440, SEDS 443, SEDS 444, SEDR 418.

SEDS 442. Secondary School Curriculum and Methodology (3) An overview of the major concepts, principles, theories and research related to effective curriculum, instruction, and assessment to meet the varying abilities and learning styles of secondary school students. Students explore a variety of teaching, learning and assessment strategies along with developmentally responsive materials and resources used to facilitate appropriate learning experiences in secondary school settings. Curriculum needs for secondary grades, the newly emerging function of the high school in work/post-secondary education preparation, and secondary school organization and management are addressed. Core topics include unit and lesson planning, evaluation of student performance, multicultural educational issues and teacher effectiveness evaluation. Prerequisites: SEDF 341, SEDS 342 and admission to the professional program. Corequisite: SEDS 440, SEDS 443, SEDS 444, SEDR 418.

SEDS 443. Middle Level/Secondary Educational Assessment (2) An overview of educational assessment including types, characteristics, scoring and appropriate uses of assessments. Understanding measurement theory and assessment related issues. Interpretation and communication of results of assessments. Prerequisites: SEDF 341, SEDS 342 and admission to the professional program. Corequisite: SEDS 440, SEDS 441 or 442, SEDS 444.

SEDS 444. Managing the Middle Level/Secondary Classroom Environment (2) Principles of effective classroom management and strategies to promote positive relationships, cooperation, and purposeful learning. Prerequisites: SEDF 341, SEDS 342 and admission to the professional program. Corequisite: SEDS 440, SEDS 441 or 442, SEDS 443.

SEDS 445. Teaching Middle and Secondary English/Language Arts (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 446. Teaching Middle and Secondary Mathematics (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 447. Teaching Middle and Secondary Social Studies (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442, and admission to the professional program. Corequisite: SEDS 450.

SEDS 448. Teaching Middle and Secondary Science (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 449. Teaching Foreign Language in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 450. Clinical III in Middle Level/Secondary Education (1) Supervised clinical experience in middle or

secondary school setting. Observation and participation in classroom settings is required with a focus on classroom management and conflict resolution. Seminars and group discussions included. Prerequisites: SEDS 440, SEDS 441 or SEDS 442, SEDS 443, SEDS 444, SEDR 418 and admission to the professional program. Corequisites: SEDS 445, 446, 447, 448 and/or 449.

SEDS 473. Directed Teaching in Secondary School English (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 474. Directed Teaching in Secondary School Foreign Language (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 475. Directed Teaching in Secondary School History and Social Studies (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 478. Directed Teaching in Secondary School Mathematics (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 480. Directed Teaching in the Middle School (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 5-8 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and

trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 481. Directed Teaching in Secondary School Natural Science (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Corequisite: SEDS 485. Pass/fail credit.

SEDS 485. Middle Level/Secondary Education: Issues and Trends (3) Capstone experience intended to provide an opportunity for teacher candidates to examine legal and ethical issues as well as current issues and trends in middle level/secondary education. Candidates will reflect upon what was learned. Major project required. Prerequisites: admission to the professional program, approved application for directed teaching. Corequisite: SEDS 473, 474, 475, 478, 480 or 481.

EDUCATION AND TECHNOLOGY (SEDT)

SEDT 420. Information Systems in Education (3) The application of information systems to a variety of educational settings. Topics include policy issues directing the design and implementation of education information systems, particularly data collecting and reporting protocols required for compliance with local, state, and federal mandates. Prerequisites: SEDF 210 SEDF 333, SEDF 341; or consent of instructor.

SEDT 430. Instructional Design and Methods for Information Systems Training (3) Design and delivery of training programs for users of information systems and related technologies. Activities include the production of training materials, management of instructional time and selection of appropriate resources. Methods for the assessment and evaluation of the instructional materials and outcomes are an integral part of this course. Prerequisites: SEDF 210, SEDF 333, SEDF 341; or consent of instructor.

SEDT 497. Information Systems Education Internship (3) Supervised work experience in a district office and other administrative school sites. Emphasis is on the design, implementation, and service of information systems integral to the sponsoring school and district . The individualized course of study is designed to meet pre-established learning objectives. A "work practice" plan is required and must be approved by the sponsoring organization and the course instructor. Prerequisites: SEDF 210, SEDF 333, SEDF 341; or consent of instructor.

SPECIAL EDUCATION: LEARNING DISABILITY (SELD)

SELD 410. Methods of Teaching Students with LD (3)
Instructional strategies and practice for teaching learners with LD. Prerequisite: admission to professional program. Corequisites: SELD 411, SELD 412.

SELD 411. Practicum in Learning Disabilities I (1)
Application of teaching methods in a special education classroom setting. Prerequisite: admission to professional program. Corequisites: SELD 410, SELD 412.

SELD 412. Characteristics of Students with LD (3)
Characteristics of students who have learning disabilities which are manifested in instructional settings. Specific characteristics that are factors in developing comprehensive, longitudinal individualized programs as well as guidelines regarding LD referral, assessment and placement procedures will be presented. Prerequisite: admission to the professional program. Corequisite: SELD 410, SELD 411.

SELD 414. Individualized Curriculum for Students with Disabilities (3) The various etiologies of conditions affecting students with mild/moderate disabilities. Cognitive characteristics of learners with mild/moderate disabilities and the impact on language development, academic performance, social skills, and emotional behavior will be included. Prerequisite: SELD 412. Corequisites: SEDC 402; SELD 483; SELD 440.

SELD 415. Reading Disorders and Reading Methods (3) Specific methods designed to facilitate the development of reading skills of students with learning disabilities. A practicum experience is required. Prerequisite: Admission to the professional program. Corequisites: SELD 425 and 445 for LD program majors.

SELD 425. Practicum in Reading and Language (1)
Linguistic and reading needs in the special education classroom setting. Prerequisite: admission to professional program. Corequisites: SELD 415, SELD 445.

SELD 440. Practicum in the Instruction of Students with Disabilities II (1-3) Sequencing, implementing, and evaluating individual learning objectives in a professional setting. Students will select, adapt, and use instructional strategies and materials according to characteristics of the learner. Prerequisite: Admission to the professional program. Corequisites: SELD 414, SELD 483, SELD 485.

SELD 445. Language Disorders and Language Arts Methods (2) Specific methods designed to facilitate the development of oral and written language skills among students with learning disabilities. Prerequisite: Admission to the professional program. Corequisite: SELD 415 and 425.

SELD 446. Math Disabilities and Math Methods (3)
Learning disability specific methods designed to facilitate the development of mathematics concepts and skills. A practicum experience is required. Prerequisites: SMTH 231, SMTH 232, SMTH 233 and admission to the professional program. Corequisites: SELD 410; SELD 412.

SELD 449. Issues and Trends in Exceptionalities (3)
The philosophical, historical, and legal foundations of special education that connect with current issues and trends in special education. Prerequisite: admission to professional program. Corequisite: SELD 470.

SELD 470. Directed Teaching of Students with Learning Disabilities (12) A supervised clinical experience, consisting of 14 weeks with 50 percent in a special education resource classroom and the remaining 50 percent in an inclusive regular classroom. The experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: approved application for directed teaching. Corequisite: SELD 449. For pass/fail credit.

SELD 483. Assessment of Students with Disabilities (3) The techniques and practices of diagnostic assessment, including ethical concerns and legal provisions/guidelines. Emphasis is on identifying typical, delayed, and disordered communication and reasoning patterns of individuals with exceptional learning needs. Prerequisite: SELD 412. Corequisites: SEDC 402; SELD 414; SELD 440.

SELD 485. Behavior Management in Special Education (1) Functional assessments, behavior intervention plans and positive social, emotional, and behavioral support strategies. Prerequisite: Admission to professional program.

ENGLISH LANGUAGE AND LITERATURE (SEGL)

*Note: The completion of SEGL 102 or the equivalent is prerequisite to enrollment in all **higher level** English courses.*

*Advanced standing in freshman English classes may be achieved through appropriate scores on Advanced Placement (AP) tests, passing of appropriate College Level Examination Program (CLEP) tests, or institutional credit by examination. Details may be found in appropriate sections of this catalog or in consultation with the chair of the **Department of Languages, Literature, and Composition**.*

Courses are offered in rotation. If you are interested in a particular course, check with the department chair to see when it will be offered.

SEGL 101. Composition I (3) Instruction and practice in academic writing, critical reading and research. Attention is given to planning, drafting, revising, and editing

a variety of texts. For students whose placement testing indicates a need for more intensive study, English 101A with a noncredit lab is mandatory to provide supplemental instruction and practice in writing.

SEGL 101H. Honors Composition (3) Thematic studies designed by English faculty specifically for honors students. Its focus may vary depending on the instructor's area of interest. Intensive reading, writing, research, and a service component are included. Prerequisite: Admission to honors program as a first year student or permission of director of honors program. Students who earn an F in SEGL 101 H may not re-enroll in SEGL 101H. Students who pass SEGL 101 H with a D are not eligible to enroll in SEGL 102H.

SEGL 102. Composition II (3) Continued instruction in composition, building on skills introduced in English 101. Attention is given to writing for specific audiences, reading and analyzing challenging texts, and synthesizing academic sources in writing. Prerequisite: SEGL 101.

SEGL 102H. Honors Composition and Literature (3) Study of works of literature and their social and historical contexts designed by English faculty specifically for honors students. Its focus may vary depending on the instructor's area of interest. Intensive reading, writing, research, and a service component are included. Prerequisites: SEGL 101H with a C or better and admission to honors program or permission of director of honors program. Students who earn an F in SEGL 102H must successfully complete SEGL 102.

SEGL 208. Introduction to Creative Writing (3) Beginning writing workshop. Writers gain experience in genres of poetry, fiction, and non-fiction.

SEGL 245. Business Writing (3) Developing communication skills for the successful professional. Students reflect and apply principles of appropriate content, style and format for memos, letters, reports, resumes, interviews and presentations.

SEGL 250. Selected English Studies Abroad (3-6) A selection of British writing, together with immersion in British culture.

SEGL 252. Understanding English Grammar (3) Intensive review of grammatical principles and mechanics of English with emphasis on exploration and discovery of principles of English grammar usage.

SEGL 275. Masterpieces of World Literature (3) Selections from the literature of western and non-western cultures from ancient to modern times.

SEGL 279. Survey of American Literature I (3) American poetry, drama, and prose from colonial times to 1865.

SEGL 280. Survey of American Literature II (3) American poetry, drama, and prose from 1866 to the present.

SEGL 283. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. SEGL 283/SEGL 383 will be offered concurrently. The reading and writing assignments for students taking SEGL 383 will be longer and the standard for grading will be more demanding. Students may not enroll for both courses.

SEGL 289. Survey of British Literature I (3) British poetry, drama, and prose from the Old English Period to 1797.

SEGL 290. Survey of British Literature II (3) British poetry, drama, and prose from 1798 to the present.

SEGL 291. African American Literature (3) A survey of writings by African American authors. The literary types studied may vary. English 291/391 will be offered concurrently. The reading and writing assignments for students enrolled in SEGL 391 will be longer and the standard for grading will be more demanding. Students may not receive credit for both courses.

SEGL 300. Introduction to the Study of Literature (3) Terminology and methods for the study of literature and criticism, involving the scrutiny of primary and secondary text as well as independent research. Required for English majors. Students who wish to major in English should complete this course before enrolling in English courses above 301.

SEGL 301. Mythical, Classical, and Biblical Backgrounds (3) Central myths and stories of classical and biblical traditions. Myths, characters, narrative patterns, archetypes, and the ways classical texts have shaped imaginative literature are addressed. Required for English majors. Students who wish to major in English should complete this course before enrolling in English courses above 301.

SEGL 308. Intermediate Workshop in Creative Writing (3) Further experience in writing poetry, fiction, and non-fiction. Prerequisite: SEGL 208 or consent of instructor.

SEGL 318. Writing in Digital Environments (3) Using and evaluating a variety of digital tools to research, draft, revise, edit, and publish texts in diverse media. Prerequisites: SCSC 138 or SEDC 120.

SEGL 319. Development of the Novel (3) A critical and historical study of the novel surveying major novels and novelists and illustrating the characteristics of the genre, its historical development, and its reflection of significant literary periods and movements.

SEGL 320. Development of Short Fiction (3) A critical and historical study of short fiction surveying the genre and illustrating its characteristics, historical development, and reflection of significant literary periods.

SEGL 322. Contemporary Literature (3) Comparative works by contemporary world writers.

SEGL 325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisite: consent of instructor.

SEGL 329. Development of Poetry (3) The development of poetry as a genre and art form. Major periods, movements, and poets from Western and world canons illustrate the richness of the poetic tradition.

SEGL 330. Development of Drama (3) The development of plays and playwrights. Plays from the classical period are explored, and the development of drama through its major movements to the present time is charted.

SEGL 345. Advanced Business Writing (3) Advanced training in developing communication skills for the workplace. Particular emphasis is placed on conducting primary and secondary research, on proposal and report writing, and on writing as a member of a group. Prerequisite: SEGL 245 or consent of instructor.

SEGL 346. Technical Writing (3) The writing of informative text and techniques for presenting it in appropriate formats. Particular emphasis is placed on creating concise texts which use pictures, charts, graphs, and other visuals to convey information to readers in fields such as computer science, engineering, medicine, industrial technology, and other professions.

SEGL 350. Advanced Selected English Studies Abroad (3-6) Role of locale in a selection of British writing, together with immersion in British culture.

SEGL 352. Text Editing (3) Training in preparing text for publication. Included are an intensive grammar review and the practical application of the principles of grammar, punctuation, and usage to create effective texts.

SEGL 368. Life Writing Workshop (3) The practice, reading, and criticism of writing autobiographical prose.

SEGL 370. Creative Nonfiction Workshop (3) The practice, reading, and criticism of writing artistic nonfiction prose.

SEGL 371. Grant Writing (3) Writing effective expository text for grants and proposals. The skills of writing for a particular purpose and audience; conforming to stated guidelines; and using clear, concise language are emphasized.

SEGL 373. Writing Workshop for Teachers (3) Application of research informing the teaching of writing. The class is conducted as a writing workshop, and students learn to teach writing by exploring and refining their own composing processes.

SEGL 383. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. SEGL 283/SEGL 383 will be offered concurrently. The reading and writing assignments for students taking SEGL 383 will be longer, and the standard for grading will be more demanding. Students may not enroll for both courses.

SEGL 387. Topics in Literature, Culture and Difference (3) Literature of groups that represent the diversity of authors writing in English with a thematic emphasis on cultural identity. With each offering, a different group is selected and may include postcolonial writers, immigrant writers, writers with disabilities, women writers, or writers from regions of the English-speaking world beyond the U.S. and England. The literature selected varies based on the instructor's area of interest and expertise. This course may be taken twice if the topic is different.

SEGL 389. Gay and Lesbian Literature (3) Literature by gay and lesbian authors with a major thematic focus on sexual identity.

SEGL 391. African American Literature (3) A survey of writings by African American writers. The literary types studied may vary. SEGL 291/391 will be offered concurrently. The reading and writing assignments for students enrolled in SEGL 391 will be longer and the standard for grading will be more demanding. Students may not receive credit for both courses.

SEGL 395. Narrative Poetry, Epic and Heroic (3) Selected readings (in translation) from the epic and heroic poetry of the world.

SEGL 397. Topics in Creative Writing (3) Intensive experience and practice in writing selected types of poetry or prose.

SEGL 398. Topics in Language and Literature (3) Intensive study of selected topics.

SEGL 399. Independent Study (1-3) Directed research and reading project outside the classroom of a complex and extensive nature in keeping with the student's major creative and/or scholarly interests. In addition to writing required for a particular independent study project, a written report on work accomplished is required at the end of the term.

Research involves both primary and secondary sources. May be repeated with the consent of the instructor and advisor for total of no more than six hours of undergraduate credit. Prerequisites: Junior or senior standing. GPA 2.0 overall, 2.5 in English courses. A minimum of six hours in English courses numbered 300 and above. Consent of the instructor and advisor. A university contract must be signed with all required signatures.

SEGL 400. A Survey of Literature of Medieval England (3) A representative selection of early literature from the British Isles in English (Old and Middle), Latin, Irish, Welsh, and French during the Middle Ages.

SEGL 401. Chaucer (3) Chaucer's works, with special attention to *The Canterbury Tales*.

SEGL 405. Shakespeare Survey (3) A selection of comedies, histories, tragedies, and romances. Plays from the early and late periods of Shakespeare's career, including not only his most famous works but also his lesser known plays, are surveyed.

SEGL 406. Studies in Shakespeare (3) A critical approach to thematic, topical, or theoretical aspects of certain plays, narrative poems, and sonnets. The specific themes and area of focus may vary.

SEGL 408. Milton (3) *Paradise Lost* and other poetry. Prerequisite: junior standing or permission of instructor.

SEGL 409. English Literature, 1500-1660 (3) Poetry and prose of major Renaissance and Commonwealth writers.

SEGL 412. British Literature, 1616-1798 (3) Poetry, prose and drama of the Restoration and eighteenth century.

SEGL 417. Romanticism (3) The 18th century transition from classicism to romanticism, and the 19th century masters: Wordsworth, Coleridge, Byron, Shelley and Keats.

SEGL 419. Victorian Literature (3) Poetry and prose of major Victorian writers.

SEGL 422. Modern Drama (3) British, American and continental drama beginning with Ibsen and Strindberg.

SEGL 423. British Literature, 1900-1950 (3) Poetry, prose and drama of major writers.

SEGL 424. British Literature, 1950-to the Present (3) Poetry, prose and drama of major writers.

SEGL 425. American Literature, Beginnings to 1830 (3) Colonial and revolutionary American writing with special attention to literary types and to the influence of religion and politics.

SEGL 426. American Literature, 1830-1865 (3) Readings in representative works.

SEGL 427. American Literature, 1865-1910 (3) Readings in representative works.

SEGL 428. American Literature, 1910-1950 (3) Readings in representative works.

SEGL 429. Literature of the Harlem Renaissance (3) Philosophy and literature of the New Negro movement of the 1920s, including works by Hughes, Hurston, Cullen, Fauset and McKay.

SEGL 430. American Literature, 1950-Present (3) Readings in representative works.

SEGL 436. Science Fiction Literature (3) Representative science fiction from the beginnings of the genre to the present.

SEGL 437. Women Writers (3) Representative works written by women.

SEGL 447. Southern Literature (3) An historical and critical survey of selected works of Simms, Lanier, Cable, Harris, Wolfe, Faulkner, O'Connor, Johnson, Wright, McCullers, and other southern writers.

SEGL 451. Introduction to Linguistics (3) An overview of language and linguistics oriented toward language as a reflection of the structure of the human mind and human society. Phonetics, phonology, morphology, syntax and semantics and how they relate to linguistic theory, to issues of language use, to questions of language in the social context, and to issues of language acquisition and language learning are emphasized.

SEGL 453. Development of the English Language (3) History and evolution of the English language reflecting changes in phonetics, semantics, morphology, and syntax, as well as assembly of dictionaries.

SEGL 455. Introduction to Sociolinguistics (3) Introduction to sociolinguistics and the study of language variation in speech communities around the world. Attention is given to the social context of linguistic diversity including dialectology, language and gender, language and ethnicity, pidgins and creoles, new varieties of English, cross-cultural communication, discourse analysis, and applied sociolinguistics.

SEGL 459. Theories of Composition (3) The theory and principles of rhetoric and the application of these principles in the student's own thinking and writing.

SEGL 468. Advanced Creative Writing (3) An intensive course in one genre (poetry, fiction, creative non-fiction,

among others) to be announced by the instructor in advance. The genre selected will vary based on the instructor's area of interest and expertise. This course can be taken more than once if the genre is different. Prerequisite: SEGL 308.

SEGL 483. Theory of Literary Criticism (3) Various theories of literary criticism with the aim of establishing standards of judgment. Practice in criticism of literary works.

SEGL 484. Children's Literature (3) Representative works in children's literature appropriate for the elementary school child.

SEGL 485. Adolescent Literature (3) A survey of literature written for adolescent readers, especially the realistic problem novel. Special attention is placed on defining the characteristics of the field and on developing critical standards for evaluating the works.

SEGL 490. Senior Seminar (3) The integration of knowledge; the exploration of ethical issues; and the application of the skills of research, analysis, and writing about literature at an advanced level. Completion of an academic portfolio, self-directed research and writing, and formal oral presentations are required. The specific focus of the course is designed by faculty and may vary depending on the instructor's area of interest and the students' areas of concentration. Prerequisites: Senior standing; SSPH 201; SEGL 300; and 15 hours of SEGL courses numbered 300 or above, including either 459, 482, or 483.

SEGL 499. Internship (1-3) Supervised professional experience or research outside of the classroom, involving a meaningful project or activity for the employing firm or organization and a scholarly project for the student. For three credit hours, a minimum of 135 hours of supervised work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, and the dean of the college is mandatory. A student may repeat SEGL 499 once with a different internship contract description for a total of no more than six hours of undergraduate credit. Prerequisite: Junior or senior standing; a minimum of six hours in major courses numbered 300 and above; GPA 2.0 overall, 2.5 in English courses; and consent of the faculty supervisor and advisor.

ENGLISH AS A SECOND LANGUAGE (SESL)

SESL 101. Writing I for Non-native Speakers of English (3) Developing in improving the writing skills of the non-native English speaker. Confidence in writing abilities is built through a systematic approach to the understanding of writing as a process.

ENGINEERING TECHNOLOGY MANAGEMENT (SETM)

Note: Admission to the SETM program requires a 2.0 grade point average for all college-level coursework attempted prior to program admission. Students majoring in ETM must be within 12 hours of earning an associate degree in an approved engineering technology field to enroll in 300-level SETM courses. Students majoring in ETM must hold an associate degree in an approved engineering technology field prior to enrollment in any 400-level SETM courses. ETM courses may be taken by IDS or CIS majors with the consent of the ETM program coordinator.

SETM 320. Engineering Cost Analysis (4) Engineering economics and financial analysis of prospective alternatives. Lab includes analysis techniques, use of modeling tools, and applications of techniques toward real-world problems. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisite: Admission to ETM program (within 12 hours of Associate degree completion) or consent of Program Coordinator.

SETM 330. Engineering Work Analysis (4) Techniques for operation analysis, work measurement, and work sampling. Major topics include human factors, work design principles, work environment, economic justification, work measurement and the design process. Predetermined basic motion-time systems and standard data development are introduced. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisite: Admission to ETM program (within 12 hours of Associate degree completion), or consent of Program Coordinator.

SETM 370. Systems Decision Making (4) Systems analysis mathematical models, environmental factors, operations research methodologies, dynamic systems and the application of a variety of computer tools. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 320, SECO 291, SMTH 141 or consent of Program Coordinator.

SETM 410. Engineering Teams Theory and Practice (4) Methods of understanding, planning, and presenting information in oral and written formats while working in an engineering team setting. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 320, SETM 330 or consent of Program Coordinator. Pre- or Corequisite: technical communication support course or consent of Program Coordinator.

SETM 415. Quality Practices (4) Techniques for controlling quality of work processes and assuring delivered or received product quality. Topics include cost of quality, customer/focused quality, quality diagnostic tools, total quality management, quality assurance and quality standards. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 330 and SECO 291 or consent of Program Coordinator.

SETM 420. Engineering Project Management (4) Planning, scheduling, control of engineering projects, and applications of project management tools. Occasional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisite: SETM 410 or consent of Program Coordinator.

SETM 499. Senior Seminar (3) Integration of engineering technology management at an advanced level, the impact of engineers on society, and exploration of ethical issues. Written and oral presentation required. Prerequisites: SETM 370, SETM 410, SETM 415. Pre or corequisite: SETM 420.

FILM STUDIES (SFLM)

SFLM 240. Introduction to Film (3) A survey of the basic elements of cinema including mode of production, narrative structure, stylistic design, camera and marketing. Prerequisite: SEGL 102.

SFLM 326. Motion Picture and Video Techniques (3) Production techniques used in preparing film and videotape. Prerequisite: SEGL 102.

SFLM 341. Literature and Film (3) Adaptations of novels, short stories and/or plays into cinema. Historical and cultural contexts of production and reception of books and films are emphasized. Prerequisite: SEGL 102.

SFLM 342. Film Genre (3) Characteristics of one or more established movie genres such as documentary, film noir, science fiction, new wave cinema, horror, comedy and others. The genre selected may vary based on the instructor's area of interest or expertise. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 360. Film Directors (3) Screening and analysis of feature-length films from the works of an individual director or a small group of directors. Analysis involves subject matter, themes, and content as well as technical choices and style, marketing, distribution, and reception of the motion pictures. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 398. Special Topics in Film (3) Reading, viewing, and research in a selected film period, style, or other matter of cinema. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 399. Independent Study (1-3) An individualized, contracted program of work planned in conjunction with a faculty member. Prerequisite: consent of instructor.

SFLM 425. History of Film to 1967 (3) The motion picture industry from the silent era to 1967. American and foreign films and film clips are analyzed to emphasize chronological, technical, structural, economic, thematic and cultural connections. Prerequisite: English 102.

SFLM 426. Advanced Video Production (3) Crew assignments during on-air taping and independent group projects involving per-production, production, and post-production. "Hands on" experience is augmented by demonstrations, lectures, and readings. This course is held in the WRET studio in the USC Upstate Media Building. Prerequisite: SEGL 102 and SFLM 326 or previous video or photography experience and permission of Chair, Fine Arts and Communication Studies.

SFLM 435. Film History after 1967 (3) American and foreign films and film clips are analyzed to emphasize chronological, technical, structural, economic, thematic, and cultural connections. Prerequisite: SEGL 102.

SFLM 475. International Film (3) Representative films from countries other than the United States. Major directors, movements, and periods of Africa, Asia, Australia, Central and South America, and Europe are covered. Prerequisite: SEGL 102.

SFLM 480. Interdisciplinary Approaches to Film (3) Cinema explored from the perspective of a specific academic area in addition to film studies. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 481. Cultural Diversity and Difference in Film (3) The representation of race, gender, ethnicity, class, sexuality, age, or other matter of cultural difference in films. Critical and theoretical readings provide framework to interpret cinema in a variety of genres. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 482. Film Theory and Criticism (3) Various methodologies of film interpretation described and applied, including early definitive entries to the field and some or all of the following: auteur, genre, star studies, psychoanalysis, feminism, viewer response, semiotics, narratology, new historicism, and cultural studies. Prerequisites: SEGL 102 and SFLM 240.

FRENCH (SFRN)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SFRN 101, 102. Introductory French (3, 3) Fundamentals of the language and culture through speaking, listening, reading and writing. Prerequisite for 102 is SFRN 101 or placement through testing.

SFRN 201. Intermediate French (3) Review of the basic principles of the language, with emphasis on reading, writing and oral skills. Prerequisite: SFRN 102 or placement through testing.

SFRN 202. Intermediate French (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SFRN 201 or placement through testing.

SFRN 210. French Oral Communication (3) Enhancement of oral expression through group discussions, oral presentations, and vocabulary development. Prerequisite: SFRN 202 or placement through testing.

SFRN 250. Selected French Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SFRN 102 or consent of instructor.

SFRN 308. Business French (3) Fundamental elements of the language and exercises in composition centering on business communication skills. Prerequisite: SFRN 202 or consent of instructor.

SFRN 309. French Grammar and Composition (3) Fundamental elements of the language and exercises in composition. Prerequisite: SFRN 202 or consent of instructor.

SFRN 310. French Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: SFRN 210 or placement test.

SFRN 320. French Civilization (3) Culture and civilization of the French-speaking world, with major emphasis on France. Prerequisite: SFRN 202 or consent of instructor.

SFRN 330. Survey of French Literature I (3) A selection of medieval and Renaissance French literature through the sixteenth century. Prerequisite: SFRN 202 or consent of instructor.

SFRN 331. Survey of French Literature II (3) A selection of works from the seventeenth century through the present. Prerequisite: SFRN 202 or consent of instructor.

SFRN 350. Selected French Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SFRN 202 or 210 or 250 or consent of instructor.

SFRN 398. Topics in French Language or Literature (1-3) Prerequisite: SFRN 202 or consent of instructor.

SFRN 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SFRN 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language course and consent of faculty supervisor.

SFRN 402. Masterpieces of French Drama (3) Selected works from the beginning of French theatre through the present. Prerequisite: SFRN 202 or consent of instructor.

SFRN 403. Masterpieces of the French Novel (3) Selected works from the beginning of the French novel through the present. Prerequisite: SFRN 202 or consent of instructor.

GEOGRAPHY (SGEG)

SGEG 101. The Upstate (3) Uses the landscape approach to study the 10-county area of Northwestern South Carolina. Spatial, economic, social, cultural, demographic and natural traits of the contemporary urban, suburban and rural landscapes are examined after an introduction to the landscape approach.

SGEG 103. Introduction to Geography (3) Principles and methods of geographical inquiry.

SGEG 121. Principles of Regional Geography (3) Description of the regional method and an analysis of the region forming processes. Emphasis is on the distinctive features of large areas of the world.

SGEG 201. Introduction to Physical Geography (4) The spatial significance of land forms, water bodies, and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three class and two laboratory hours per week.

SGEG 202. Introduction to Weather and Climate (3) The interrelationship of weather elements and controls and the spatial distribution of climate and vegetation.

SGEG 212. Introduction to Economic Geography (3) Factors in location and production of commodities, commerce and manufacturing.

SGEG 340. Geography of Population, Settlement and Migration (3) (=SSOC 327) Births, deaths, migration and the distribution of human populations, and the analytical methods used in the study of each of these topics.

SGEG 398. Special Topics (3) Geographic dynamics and characteristics at the local, regional or global level. May be taken twice if the topic is different. Prerequisite: Any lower division geography course or consent of instructor.

SGEG 424. Geography of North America (3) Physical and cultural geography of North America with emphasis on the United States.

GEOLOGY (SGEL)

SGEL 101. Physical Geology (4) Methods and procedures of science for interpretation of the earth. The natural processes and their products — the minerals, rocks, fossils, structure and surface forms of the earth are considered. Emphasis is placed on the interplay between hypothesis, experiment, and observable fact which characterize productive physical science. Three class and three laboratory hours per week.

SGEL 102. Historical Geology (4) The practice of geology as an historical science with emphasis on the methods of analysis, nature of the record, and guiding principles that have allowed geologists to decipher the history of the earth. Three class and three laboratory hours per week.

SGEL 103. Environmental Earth Science (4) Analysis of the basic energy cycles of the earth the interaction of human activity with earth processes to affect the environment. Three class and three laboratory hours per week.

SGEL 104. Natural Disasters (3) Investigates the geologic aspects of several types of natural disasters (earthquakes, volcanoes, floods, etc.) and emphasizes both impacts of natural hazards and ways of mitigating risk from the hazards. Case studies of specific events are used to highlight the social, economic, environmental and human impacts of natural disasters.

SGEL 120. Geology of the Southeast (3) Investigation of the geological processes responsible for the land forms and natural resources of the southeastern United States. Three class hours per week and field trips are required.

SGEL 121. Geology of North America (3) Analysis of the geological history and development of the North American landmass, regions and resources. Comparison of similarities among regions, though formed at widely separated periods in earth history, will be emphasized. Three class hours per week and field trips are required.

SGEL 123L. Geology of National Parks - Field Study (1) Developing field techniques in a national park setting. Principles of geology are reinforced in the classroom component followed by travel to a national park for geological research and the development of appropriate field notes. Prerequisite: SGEL 121 or consent of instructor.

SGEL 131. Earth Resources (3) Mineral, earth and water resources, with particular attention to their occurrence and use, and the interaction between geology and economics as limiting factors on resource development. Three class hours per week and field trips are required.

SGEL 241. Environmental Geology of South Carolina (3) An investigation for the environmental geology of South Carolina focusing on specific case studies including water issues, beach management, waste disposal, energy production and use. Prerequisites: Sophomore standing or consent of the instructor.

SGEL 310. Paleobiology (4) Taxonomy and morphology of fossil organisms. Three class and three laboratory hours per week. Prerequisite: SGEL 102 or SBIO 102 or consent of instructor.

SGEL 399. Independent Study (1-6) Directed research project depending on student interest and needs. Prerequisite: consent of instructor.

GERMAN (SGRM)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SGRM 101, 102. Introductory German (3,3) Fundamentals of the language and culture through speaking, listening, reading and writing. Prerequisite for 102 is SGRM 101 or placement through testing.

SGRM 201. Intermediate German (3) Review of the basic principles of the language, with emphasis on reading, writing, and oral skills. Prerequisite: SGRM 102 or 121 or placement through testing.

SGRM 202. Intermediate German (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SGRM 201 or placement through testing.

SGRM 210. German Oral Communication (3) Enhancement of oral expression through group discussion, oral presentations, and vocabulary development. Prerequisite: SGRM 202 or placement through testing.

SGRM 250. Selected German Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SGRM 102 or 121 or consent of instructor.

SGRM 308. Business German (3) Elements of language centering on written business communication skills. Prerequisite: SGRM 202 or consent of instructor.

SGRM 310. German Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: SGRM 210 or placement through testing.

SGRM 325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisites: SEGL 102 or consent of instructor.

SGRM 350. Selected German Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SGRM 202 or 210 or 250 or consent of instructor.

SGRM 398. Topics in German Literature/Language (1-3) Prerequisite: SGRM 202 or consent of instructor.

SGRM 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SGRM 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language course, and consent of faculty supervisor.

GOVERNMENT AND INTERNATIONAL STUDIES / POLITICAL SCIENCE (SGIS)

Please note that Government and International Studies is in the process of transitioning to Political Science. At this time, both references are interchangeable.

SGIS 101. American National Government (3) The formation and development of the national government, its organization and powers.

SGIS 200. Introduction to Political Science (3) An introduction to ideas important in the study of politics. Topics include the concept of power and the nature of the state as seen in the ideologies of totalitarianism, fascism, socialism, communism, liberalism and pluralism.

Note: SGIS 200 must be completed prior to enrolling in upper division SGIS courses. Written consent of a Political Science instructor can override this requirement when deemed appropriate.

SGIS 210. Research Methods in Political Science (3) Various approaches to the rigorous study of political phenomena. The emphasis is upon the critical thinking and evaluative skills necessary to the understanding of politics. Among the techniques to be considered are surveys, charts and graphs, case studies, and statistical summaries.

SGIS 238. Fundamentals of Political Behavior (3) Interpretation of the basic concepts relative to American political behavior. Focus on political ideology, political culture, including political socialization, and both individual and group political behavior.

SGIS 300. Introduction to Political Theory (3) A survey of various concepts in western political philosophy such as political obligation, freedom, equality, justice, rights, authority, and power.

SGIS 310. International Politics (3) An introduction to the basic factors influencing nation-state behavior in the world: the nation-state system, nationalism and imperialism, national power, and the present world crisis. The role of the United States in the world community is emphasized.

SGIS 312. Race and Ethnicity in American Politics (3) Impact of race and ethnicity on political participation, representation, institutions, and the evolution of public policy.

SGIS 320. Comparative Politics (3) An introduction to the analysis of the major types of political systems utilizing examples drawn from democratic, communist and underdeveloped nation-states. Problems, approaches and methods associated with the comparative field are emphasized.

SGIS 324. Campaigns and Elections (3) The function, organization, actors, and consequences of campaigns and elections in American politics. Particular races and campaigns will be featured as examples for research into how campaigns work and why they matter.

SGIS 325. African Politics (3) Comparative study of political processes within African countries and their relations with other states, particularly former colonial powers.

SGIS 326. Middle East Politics (3) Comparative study of political processes within Middle Eastern countries and their relations with other states, particularly the United States.

SGIS 327. East Asian Politics (3) Comparative study of political processes within East Asian countries and their relations with other countries, particularly the United States.

SGIS 330. International Organizations (3) An introduction to the structure and functions of international political and economic organizations. Particular attention is given to the United Nations and its specialized agencies and to emerging regional communities.

SGIS 340. United States Foreign Policy (3) Formulation of American foreign policy, problems of security, trade and diplomacy. Policies related to specific nation-states and regions will be emphasized.

SGIS 350. Women and American Politics (3) The participation of women in American political life and their influence in electoral politics and issue-based movements.

SGIS 360. American Political Parties (3) The functions, history and future of political parties in the United States. Emphasis is on the development of political parties and the consequences of that development upon the party as an organization, the party as an electorate, and the party in the government.

SGIS 361. Political Behavior (3) Political participation in the United States through such activities as interest groups, political protest, contacting officials, voting, running for office. Who participates and why, and the consequences of participation for policy decisions and for society are also examined.

SGIS 363. Southern Politics (3) Selected political patterns and trends within the eleven states of the American South including historical developments since 1950.

SGIS 364. State and Local Government (3) The institutions, functions, policy making processes, and politics of state and local governments including an examination of the relations between state and local government, and the relations between state and local government and the national government.

SGIS 365. Politics and Media (3) Interpretation of the pivotal role of media in contemporary American politics. Familiarizes the student with fundamental concepts regarding the pervasive role of media in how it shapes our life, political ideology, political culture and political behavior.

SGIS 370. Introduction to Public Administration (3) The basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

SGIS 374. Introduction to Public Policy (3) Social, political, and technical forces in policy making including various theories of public policy and inquires into selected policy areas. Current policy issues are included and integrated into the larger theories of decision making.

SGIS 380. Environmental Policy (3) An investigation of American national and international issues relating to the ecological basis of human living. Special attention is on environmental issue-areas including air, water, forests, soil erosion, and wildlife as well as the impact of population, the economy, and technology on the quality of the environment.

SGIS 385. American Political Thought (3) A survey of American political theorists from the colonial period to the present with an examination of the social, cultural, historical and scientific developments that have contributed to the nature of American political thinking.

SGIS 386. Art and Politics (3) A presentation of the connection between art and political thought. The course focuses on architecture, painting, and music as they express political values and attitudes.

SGIS 390. Urban Planning & Policy (3) Urban planning as an area of public policy. Emphasizes identifying urban sprawl and studying its effects on the social, psychological, environmental, physical, and financial well-being of cities and city residents.

SGIS 399. Independent Study (1-6)

SGIS 400. Terrorism and Political Violence (3) Forms, causes, and consequences of political violence with special attention to terrorism.

SGIS 403. History of Western Political Thought (3) A survey of political theories propounded by western political philosophers from Plato to Nietzsche.

SGIS 420. Women and Politics: A Global Perspective (3) Women's status and political activism around the globe. The focus is on similarities and differences and the bases for them. Prerequisite: SGIS 320 or consent of instructor.

SGIS 445. Public Policy Seminar: K-12 School Reform (3) Examination of current K-12 school reform efforts as public policy initiatives. Analysis of various models and approaches as appropriate methods of stabilizing and changing public schools as institutions fundamental to American society.

SGIS 450. Constitutional Law (3) The evolution of governmental powers focusing on the judiciary, the presidency, congress, the states, and intergovernmental relations.

SGIS 451. Civil Rights and Civil Liberties (3) Freedom of religion, freedom of speech and association, due process, equal protection, and criminal procedure.

SGIS 452. The Judicial Process (3) The growth of law, the lawmaking of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

SGIS 460. International Law (3) History and basic principles of law among nation-states. Emphasis is upon the scope of international law and the extent to which law shapes the behavior of international actors.

SGIS 462. The Legislative Process (3) Structure, organization, powers, functions and problems of legislative bodies.

SGIS 463. The American President (3) The constitutional powers and political roles of the president with lesser emphasis upon state governors. Emphasis is placed on the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.

SGIS 481. The Politics of Inequality (3) The progress made by, and relationship between, the struggles for racial, gender, and economic equality in America. Topics include theories of justice, the nature of oppression, political participation, and the philosophical and legal development of equal rights.

SGIS 491. Topics in Political Science (1-3) May be repeated once as topics change.

SGIS 495. Political Science Internship (1-6) Supervised work experience in a political or governmental environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from SGIS 495 and 496.

SGIS 496. Public Administration Internship (1-6) Supervised work experience in a public administration environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from SGIS 495 and 496.

SGIS 500. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas in both the subject matter and the profession of political science with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary . Prerequisites: 12 hours of SGIS at the 300-level or above, or consent of instructor.

SGIS 571. Public Financial Administration (3) Principles and practices of financial administration including organization, budgeting, assessment, treasure management, and debt.

SGIS 572. Public Personnel Management (3) Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

HEALTHCARE INFORMATION MANAGEMENT AND SYSTEMS (SHIM)

SHIM 201. Understanding Healthcare Organizations (3) Introduction to origins and evolution of current healthcare delivery systems and organizational structures, healthcare terminology and language structures, common usage, acronyms, and basic uses of information in a variety of healthcare settings. Topics also include introduction to levels of information users and information needs within a variety of healthcare organizations. Prerequisites: SCSC 138, or SCSC 150, or SIMS 101, or consent of instructor.

SHIM 250. Department Administration in Healthcare (3) Management, communication, and problem-solving as they relate to human resources, quality assurance, finance, budgeting and reimbursement in a healthcare setting. Prerequisite: Sophomore standing or consent of instructor.

SHIM 301. Healthcare Information Systems (3) Introduction to healthcare information systems to include management and administration information systems, clinical information systems, business information systems, decision support, critical care applications, information systems in education, and emergent system applications. Particular emphasis is placed on automation required for the emerging "paperless" environment and computer-based records. Prerequisite: SHIM 201 or consent of instructor.

SHIM 302. Information Trends in Healthcare Systems (3) Data, knowledge, and information structures, terminological control, index language functions, regula-

tory determinants of data collected/stored (ex. JCAHO/ HIPPA, etc.), including study of language development in healthcare systems evolution. Prerequisite: SHIM 301 or consent of instructor.

SHIM 412. Ethics and Risk Management in Healthcare Information Systems (3) Selected ethical issues, confidentiality, preservation and conservation of sensitive data, data maintenance and integrity preservation. Prerequisites: SPHL 211 or SPHL 310 or SPHL 311 or SPHL 321; and SHIM 302; or consent of instructor.

SHIM 413. Network Applications for Healthcare Information Systems (3) Network configurations and functions including the latest developments and applications in electronic health records (EHR) and the implementation of the EHR in the healthcare industry. Prerequisite: SHIM 302 or consent of instructor.

SHIM 417. Healthcare Information Security (3) Infrastructure assessment, business protection practices, and compliance management based on the International Information Systems Security Certification Consortium's 10-domain model for healthcare information technology systems. Prerequisite: SCSC 315 or consent of instructor.

SHIM 450. Healthcare Database Systems and Information Retrieval (3) Database formats and structures, query techniques, document classification, managing large data collections, statistical applications in data management. Emphasis is placed on the discovery of methods to capture data as an important institutional resource through efficient management of databases and data repositories, and on the importance of data collections that provide accurate outcome assessment. Prerequisite: SIMS 421 or consent of instructor.

SHIM 496. Special Topics (3) Study reflective of current issues/topics related to the field of healthcare information management. Topics might include (but are not limited to) emergent technology in healthcare settings such as user interface design, expert system evolution, virtual environments, soft computing/fuzzy logic applications, artificial intelligence. Topics chosen for study in a given semester will be determined by the sate of the science at the time of the offering. Prerequisite: Completion of 12 hours SHIM courses.

SHIM 498. Practicum in Healthcare Information Management (3) Supervised professional practice involving information management in a healthcare organization. Prerequisite: Senior standing in the accredited health information management application area.

HEALTH EDUCATION (SHED)

SHED 170. First Aid (1) Instruction leading to basic certification in standard first aid and cardiopulmonary resuscitation. Discussion of HIV/AIDS and back injury prevention is also included.

SHED 221. Lifelong Health and Wellness (3) Wellness and fitness trends in America. Self-assessment of health status concepts, human sexuality, health promotion strategies (physical fitness, stress management, nutrition, weight control) and health maintenance of major life style diseases (Cardiovascular disease, cancer, diabetes mellitus, HIV, substance abuse).

SHED 331. Health and Physical Education for the Elementary School Child (3) Methods and materials for teaching health and physical education in the elementary school including integration and correlation of materials with other subjects at primary and intermediate grade levels.

SHED 334. The School Health Program (3) Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and method and materials of teaching health are included. Prerequisites: SHED 221 and SBIO 232.

HISTORY (SHST)

SHST 101. Introduction to World History I (3) World history to 1500. Using a global approach, emphasis is placed on major political, social, economic, and cultural trends.

SHST 102. Introduction to World History II (3) 1500 to the present. Using a global approach, emphasis is placed on major political, social, economic, and cultural trends.

SHST 105. History of the United States to 1877 (3) The indigenous peoples, the era of discovery, and the nation from Independence to the end of Reconstruction, emphasizing major political, economic, social, and intellectual developments.

SHST 106. History of the United States from 1865 (3) The rise of modern America after the Civil War, emphasizing the political, social, economic, and intellectual trends that contributed to the development of contemporary society.

SHST 198. Current History (1) Major events in the news with emphasis on their historical context and likely long-range significance. May be taken up to three times for credit.

Note: the prerequisite for all upper division history courses is any 100-level history course or the consent of the instructor.

SHST 300. Introduction to Historical Studies (3) Methods of historical inquiry. Particular attention is given to primary and secondary sources, document analysis, citation methods, research paper skills, and historical writing.

SHST 301. Early North America (3) The history of North America from its earliest inhabitants, the exploration and colonization of North America through the end of the Seven Years' War. The subject matter includes Native American societies, background on the Europeans and Africans who would migrate to the colonies, the collision of cultures, family life and labor, colonial administration, and the development of international rivalries in North America.

SHST 302. History of the Revolutionary Era (1763-1789) (3) Era from the end of the Seven Years' War through the ratification of the United States Constitution including the social, political, economic, cultural, and geographic development of the new nation out of the struggle for independence.

SHST 303. History of the Early American Republic (1789-1820) (3) The ratification of the United States Constitution through the first three decades of American independence, including the social, political, economic, cultural, and geographic development of the new nation through this period.

SHST 304. The Age of Jackson (1820-1848) (3) The Jacksonian Era from 1820 through 1848, including the social, political, economic, cultural, and geographic development of the new nation under this period.

SHST 305. Sectionalism and Civil War (1848-1877) (3) The Civil War Era from 1848 through 1877 including the social, political, economic, cultural, and geographic development of the nation during this period, with a concentration on the rise of sectionalism in the country, the military and social conflicts during war, and the tribulations of the Reconstruction era.

SHST 306. Gilded Age and Progressive Era America (1877-1917) (3) The Gilded Age and the Progressive Era between 1877 and 1917 including the social, political, economic, cultural, and geographic development of the nation during this period.

SHST 307. The United States and the World at War, 1914-1945 (3) The era from 1914 to 1945, focusing on the social, political, economic, cultural, and geographic development of the nation during this period including the American involvement in the two World Wars, the Roaring Twenties, and the Great Depression.

SHST 308. U.S. History Since 1945 (3) The history of the United States during the period from 1945 to the present. Subjects included will be the social, political, economic, cultural, and geographic development of the nation during this period.

SHST 310. African-American History to 1865 (3) The African background, origins of slavery, the rise of the free black community, and African Americans as actors in the political, economic, social, and cultural history of the United States to the end of the Civil War.

SHST 311. African-American History since 1860 (3) The African American role in the Civil War. Emancipation, Reconstruction, and the development of the black community since 1860. Major topics include African Americans' struggle for autonomy and equal rights in the political and economic arenas, the impact of race in American society, and the intellectual and cultural traditions of African Americans.

SHST 312. American Military History (3) United States involvement in armed conflicts from the colonial period to the present. Subjects covered include the evolution of warfare, the place of the military in society, and the development of professionalism in American forces.

SHST 313. The Vietnam War (3) The causes, major events, and impact of the Vietnam War viewed in a cross-cultural context.

SHST 318. Native American History (3) Pre-Columbian times to the present in North America. Emphasis is placed on economic, political, military and social changes in native cultures over time in response to European and then American encroachment.

SHST 320. The South to 1865 (3) The southern United States from the colonial era to the end of the Civil War, emphasizing the development of regionally distinct political, social, economic, and cultural characteristics and institutions.

SHST 321. The South since 1865 (3) The southern United States from the era of Reconstruction to the present. Topics include the tension between an increasingly national focus in economics and politics and the desire to maintain local social control. The question of the persistence of a southern identity is central.

SHST 322. History of South Carolina, 1670 to the Present (3) The origins and development of South Carolina from colonial times to the present with emphasis on the unique role the state has played in the nation's history.

SHST 323. Our Past: Upstate History (3) Local history, focusing on Greenville, Spartanburg, and Cherokee Counties. Public/applied history techniques and projects are included.

SHST 330. Early Mediterranean Empires (3) Peoples in trade, politics, culture, and society in the Mediterranean region through the rise of the Byzantine Empire. Significant attention is given to the Egyptian, Persian, and Byzantine Empires with the main emphasis on Greece and Rome.

SHST 332. Renaissance and Reformation in Europe (3) Economic, political, social and cultural developments in Italy in the fourteenth and fifteenth centuries; their spread north and collision with the new ideas released in the Protestant revolt of the sixteenth century. Significant attention is given to the religious wars of the late 1500s and early 1600s.

SHST 333. Absolutism and Enlightenment in Europe (3) Social, economic, intellectual, cultural and political transformation of Europe from Louis XIV to the French Revolution. Significant attention is given to Absolutism, Louis XIV, Peter the Great, Frederick the Great, Maria Theresa, Catherine the Great and the new ideas of the Enlightenment.

SHST 335. Twentieth Century Eastern Europe (3) Eastern Europe from Austro-Hungarian, Russian and German domination to present. Significant attention is paid to nationalism, national self-determination, World Wars I and II, economic and political struggles, communist domination, and independence.

SHST 336. Nineteenth Century Europe (3) Europe from the French Revolution to the end of the nineteenth century. Significant attention is paid to the French Revolution, the Napoleonic Era, industrial development and its consequences, new ideologies, imperialism, and the rise of Italy and Germany.

SHST 337. Age of the World Wars (3) World War I, the Inter-war years, and World War II. Particular attention is given to the causes and events of World War I, the Paris Peace Conference of 1919, the struggles of the Inter-war period, the rise of Adolf Hitler, and the causes and events of World War II.

SHST 338. Europe's Cold War (3) The Cold War experience in Europe from 1945 to the early 1990s, from a political, social, cultural, economic and military perspective. Significant attention is given to European recovery, the creation of the Soviet Bloc as well as its demise, and European unity.

SHST 340. Germany since 1870 (3) Cultural, political, intellectual and social impact of unification, World War I, the Weimar Republic, the Third Reich, East and West Germany, and reunification.

SHST 341. History of Modern Russia (3) Political, economic, social and cultural developments from the mid-nineteenth century through the present.

SHST 347. Medieval Britain 1066-1399 (3) Political, social, economic, religious, and intellectual development in Britain during the High Middle Ages, from the Norman Conquest to the fall of Richard II.

SHST 348. Early Modern Britain 1399-1750 (3) British social, political, religious, cultural, and economic development in the early modern period. Topics will include Henry VIII, Bloody Mary, Elizabeth, the English Civil War and the Glorious Revolution.

SHST 349. Modern Britain 1750-Present (3) British social, political, religious, cultural and economic development in the modern period, including the rise of industrialization, imperialism, and the two World Wars.

SHST 350. Genocides in Europe (3) Causes, comparisons, and consequences of ethnic cleansing and genocide from the late nineteenth century through the present. Significant attention is paid to the Jewish Holocaust in World War II.

SHST 351. Women in Early Modern Europe and America (3) Changing notions of the female body and women's roles as lovers, housewives, mothers, philosophers, consumers, workers, saints and potential citizens in pre-industrial, commercial and early industrial Europe.

SHST 352. Women in Modern Europe and America (3) Industrialization, changing images of the female body, radical and reform movements, war, economic depression, citizenship, race, professionalization, women's unwaged as well as wage labor, and effect of occupational choice upon women's social roles.

SHST 353. History of Science (3) The development of natural philosophy from the ancient Greeks through the Scientific Revolution and Enlightenment to the rise of modern science.

SHST 354. Birth of Europe 300-1000 (3) European political, social, economic, religious, and intellectual development from the establishment of Christianity as an officially sanctioned religion to the dawn of the feudal age. Topics will include the Germanic kingdoms, Charlemagne's Empire and the Viking invasions.

SHST 355. Medieval Civilization 1000-1400 (3) European political, social, economic, religious, and intellectual development during the High Middle Ages. Topics will include feudalism, the Crusades, and the Black Death.

SHST 360. Africa to 1800 (3) Traditional culture, early civilizations, rise of Islam, Sudanic empires, and the slave trade era.

SHST 361. Africa since 1800 (3) Commercial and religious revolutions of the 19th century, partition, colonial rule, post-independence, and South Africa.

SHST 370. History of China (3) The cultural, economic, social, and political development of China with emphasis

on the transformation of traditional Chinese society from 1644 to the present.

SHST 371. History of Japan (3) The cultural, economic, social, and political development of Japan with emphasis on the transformation of traditional Japanese society from 1600 to the present.

SHST 372. History of India (3) The cultural, economic, social, and political development of India with emphasis on Hindu and Islamic influences, the rise of nationalism during the period of British rule, and post-independence India.

SHST 373. Pre-modern East Asia (3) Political, cultural, and economic development in China, Japan, and Korea before 1600 with an emphasis on interactions of different regions in East Asia.

SHST 375. Revolutions in Modern China (3) Political history of China between the late 19th century and the early 21st century, including the emergence of Chinese nationalism, the spread of Marxism, the rise of the Chinese Communist Party, democratic movements in mainland China and Taiwan, and political and economic reforms.

SHST 380. Latin American to 1830 (3) Indigenous cultures, the Spanish and Portuguese presence in the Caribbean, South America and Mesoamerica through independence.

SHST 381. Latin American since 1810 (3) Independence, the national period, the struggles for political stability and democracy and against militarism and authoritarianism, economic development, issues of ethnic identity and culture.

SHST 390. Foundations of a Global Society to 1800 (3) Early interaction among major world areas; the beginning of European maritime expansion in the fifteenth century; the establishment of colonial and commercial empires; the slave trade era; and the political, economic, and cultural consequences of these developments to the early nineteenth century.

SHST 391. Emergence of a Global Society since 1800 (3) Developments since the late eighteenth century, including the impact of population increase and migration, the imperialism of the later nineteenth century and the nature and consequences of the colonial era that followed, the transition to independence, continuing technological innovation and the interconnectedness of the contemporary world.

SHST 399. Independent Study (1-6)

SHST 491. Topics in History (3) Reading and research on selected historical subjects. Prerequisite: Any lower division history class or consent of instructor.

SHST 492. Topics in United States History (3) Reading and research on selected historical subjects related to the history of the United States. Prerequisite: U.S. history at the 300-level or consent of instructor.

SHST 493. Topics in European History (3) Reading and research on selected European subjects.

SHST 494. Topics in Non-Western History (3) Reading and research on selected Non-Western subjects.

SHST 495. Topics in African-American History (3) Reading and research on selected historical subjects related to the African-American experience. Prerequisite: SHST 310, SHST 311, or consent of instructor.

SHST 496. Topics in Women's History (3) Reading and research on selected subjects in women's history. Prerequisite: Any lower division history class or consent of instructor.

SHST 500. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas in both the subject matter and the profession of history with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary. Prerequisite: 12 hours of SHST at the 300-level or above with a minimum grade of C, or consent of instructor.

HONORS COURSES (HONS)

HONS 101. First Year Honors Experience (3) Study of a particular theme taught by faculty across disciplines. Intensive reading, writing, and research. Prerequisite: Admission to Honors Program as a first year student; or permission of director of honors program.

HONS 250. Honors Travel (1-3) Visits to and study of international or US sites of historic, cultural, and/or literary significance. Content and itinerary will vary depending on the instructor's area of interest. Prerequisite: Admission to Honors Program or permission of honors program director.

HONS 301. Honors Colloquium Study (3) Examination of a particular theme taught by faculty across disciplines. Intensive reading, writing, and research. Prerequisite: Admission to Honors Program as a sophomore, junior or transfer student; or permission of director of honors program.

HONS 350. Honors Travel (3) Visits to and study of international or U.S. sites of historic, cultural, scientific, and/or literary significance. The focus and work product for the course vary depending on the instructor's area of interest. Prerequisite: Admission to Honors Program or overall GPA of 3.25 at USC Upstate or accredited institution with permission of the Director of the Honors Program.

HONS 399. Honors Independent Study (3-4). Directed research and reading of a complex and extensive nature in keeping with the student's major interests. A written report or work is required at the end of the term. Research involves both primary and secondary sources. Consent of the Director of the Honors Program. May be repeated with the consent of the Director of the Honors Program for a total of no more than eight hours of undergraduate Honors credit. A university contract must be completed with all required signatures.

HONS 401. Honors Thesis (3) Independent original scholarship completed under the supervision of an honors faculty member. Work completed is an original essay, annotated creative work or performance, scientific report, or other special project. One meeting hour per week and independent research. May be repeated for credit once. Prerequisite: Admission to Honors Program; 12 honors credits, permission of director of honors program.

INFORMATION MANAGEMENT AND SYSTEMS (SIMS)

SIMS 101. Survey of Information Technology (3) Use of information technology to collect, analyze, and transform data into knowledge using desktop software and commonly available Internet-based resources and the evaluation of information sources for accuracy, suitability, safety, security, societal and ethical issues.

SIMS 201. Concepts of Information Management and Systems (3) Theoretical foundations of organization of information; cognitive structures and processing of data, information, knowledge, and understanding information uses and users. The integrated and interdisciplinary nature of information science and computer science is introduced and developed through case studies and examples from concentration disciplines: business, education, communication, and healthcare settings. Prerequisite: SCSC 138.

SIMS 211. Microcomputer Organization (3) Introduction to the major features of operating system software, the primary functions of CPU's, bus architectures, secondary storage devices, peripheral devices, hardware and software configuration. The goal is the assembly and disassembly of microcomputer systems and installation of operating systems, network operating systems, and applications software. Prerequisite: SCSC 138 or consent of instructor.

SIMS 303. Organizational Informatics and IT Platforms (3) Needs, uses and consequences of information in organizational contexts, information technology platforms, architectures and infrastructures, functional areas and processes, information-based products and services, the use of and redefining role of information technology, sociotechnical structures, and the rise and transformation of information-based industries. Prerequisite: SIMS 201 or consent of instructor.

SIMS 305. Social Informatics (3) Key social research and perspectives on the use of information and communication technologies, information ethics, relevant legal frameworks, popular and controversial uses of technology, digital divides, and multicultural issues of information management. Prerequisites: SIMS 303 or equivalent or consent of instructor.

SIMS 307. Systematic Innovation (3) Methodologies, tools, skills, and knowledgebase supporting a repeatable, structured, and disciplined approach to innovative problem solving, brainstorming, and alternative thinking included, but not limited to: useful/harmful feature analysis, problem formulator diagraming, selection and application of innovation operators, and the innovation situation questionnaire. Prerequisites: 24 credit hours or consent of instructor.

SIMS 345. Technical Presentation and Communication (3) Communication technologies in the workplace such as Power Point, Lotus, Freelance and HTML. Prerequisites: SCSC 138 and SSPH 201.

SIMS 346. Communication and New Technology (3) Understanding the components of various technologies and their importance in information management and dissemination within and outside the organization. Prerequisite: SCSC 138.

SIMS 347. Web page Construction (3) Design of user-layer Web pages using HTML, Java script, Flash, and Dreamweaver, featuring graphic preparation, layout and effective presentation of information. Prerequisites: SIMS 305 or SIMS 303 or consent of instructor.

SIMS 399. Independent Study in Informatics (1-6) Directed and self-guided research into topics of interest in the field of informatics. May be repeated for a maximum of 6 credit hours. Prerequisite: Consent of instructor.

SIMS 415. E-Commerce and the Internet (3) Coordination and cultural challenges, value creation opportunities, and information management issues associated with various forms of electronic commerce including electronic data interchange, the World Wide Web, and the Internet in today's global economy. Prerequisite: SCSC 315 or consent of instructor.

SIMS 421. Data Warehousing and Decision Support Systems Technology (3) Data warehousing, online analytical processing, and decision support systems. Topics include design and architectural issues, cost effectiveness, management concerns, data integrity, deployment, and maintenance issues. Prerequisite: SCSC 325 or consent of instructor.

SIMS 422. Knowledge Inference Systems & Applications (3) Knowledge representation, intelligent decision systems, uncertainty and inexact knowledge, principals of rule-based systems, action rules, interestingness measures, usability evaluation. Select study of actual systems and applications in specific domains such as: medicine, business, communications, and education. Prerequisite: SIMS 421 or consent of instructor.

SIMS 423. Human-Machine Interaction (3) Concepts of interaction and how people acquire, store and use data including interface analysis and creation, human factors in perception, pattern recognition, speech recognition, attention, memory and expectation. Prerequisite: Senior standing or consent of instructor.

SIMS 440. Business Process Re-engineering & Workflow (3) Information technology and communication requirements of, and cultural or social issues pertaining to, the flow of work through distributed information management processes in business and other organizations. Students in the Healthcare Informatics application area focus on applications in the healthcare setting. Prerequisites: SIMS 415 and senior standing or consent of instructor.

SIMS 441. IT Project Management (3) Breakdown, estimation, leadership of a diverse team, and the use of tools to ensure the completion of deliverables within budget and on schedule. Students in the Healthcare Informatics application area focus on applications in the healthcare setting. Prerequisites: SIMS 415 and senior standing or consent of instructor.

SIMS 450. Executive IT Management (3) Issues and challenges facing IT executives including IT alignment and governance, consensus, executive leadership, oversight, return-on-investment analysis, project management, and risk management. Students in the Healthcare Informatics application area focus on applications in the healthcare setting. Prerequisite: Senior standing and SIMS 345, or consent of instructor.

SIMS 496. Special Topics in Informatics (1-6) Current trends, events, software, hardware, and issues in informatics, information technology, and information management. May be repeated for a maximum of six credit hours. Prerequisites: Senior standing and consent of instructor.

SIMS 498. Experiential Learning in Information Management and Systems (3) The application of learning in a professional setting. To complement and strengthen the Information Management and Systems academic program, students will complete a planned program of observation, study, and work in selected organizations with information management and systems offices. Student will have an opportunity to apply and articulate what they have learned in the classroom. Prerequisites: IMS major, senior standing and approval of instructor. Pass/fail credit.

SIMS 499. Senior Seminar in Information Management and Systems (3) Integration of knowledge in information management and systems. Students will study and evaluate current innovations in technology and current applications of these systems. Case studies involving information systems technology will be used. Students will research and present new trends in technology. Students will experience an intensive and practice exercise in scholarship production. Class discussion will foster effective and creative implementation of research strategies, writing abilities, documentation procedures, portfolio development, and presentational skills. Students in the Healthcare Informatics application area focus on applications in the healthcare setting. Prerequisite: Senior standing or consent of instructor.

JOURNALISM (SJOU)

SJOU 201. Survey of Mass Communications (3) Survey of the principles, philosophies, policies and practices of the mass media with an overview of the print media, the broadcast media, and advertising/public relations. Prerequisite: SEGL 102.

SJOU 302. History of Journalism (3) The development of mass media from the colonization of America to the present. The interrelationships between print media and American social, cultural, economic and political issues are explored, with some examination of how these interrelationships influenced the development of twentieth century non-print media. Prerequisite: SEGL 102.

SJOU 303. Law and Ethics of the Mass Media (3) South Carolina and federal law relating to mass communications, the Internet, and the ethics of the journalistic profession. Prerequisite: SJOU 201 or consent of instructor.

SJOU 304. Writing for the Media (3) Writing for print, broadcasting, public relations, the Internet, both news and non-news. Using word processors, students prepare exercise and copy both in class and out of class on set deadlines. Prerequisite: SEGL 101.

SJOU 305. Mass Communication Theory (3) The role of communication models such as the social learning theory, agenda setting, and cultivation theory in explaining the processes and effects of mass communications. Prerequisite: SEGL 102.

SJOU 310. Mass Media and Society (3) How mass media function and influence today's world. The interaction of mass media and contemporary culture is explored through an analysis of media examples. Prerequisite: SEGL 102.

SJOU 325. Speech for Radio and Television (3) Principles, standards and skills for broadcast speech in varied formats. Focus areas include pronunciation, enunciation, rate of delivery, pitch, inflection, and use of appropriate terminology in scripted and ad lib delivery. Prerequisite: SSPH 201.

SJOU 328. Public Relations and Persuasion (3) An analysis of the influencing of public opinion by business, government, consumer groups, minorities, environmentalists, and others. Prerequisite: SEGL 102.

SJOU 329. Public Relations Writing (3) Preparation of publicity, events information, profiles, operational plans, and agency-centered news and feature stories intended for varied audiences. Prerequisite: SEGL 102.

SJOU 333. Newswriting and Reporting (3) Practices in print journalism. Students prepare copy in class against set deadlines. Prerequisite: SJOU 201.

SJOU 334. Writing for Broadcasting (3) Writing commercials, news stories, interview programs, documentaries for radio, television and film. Using word processors, students prepare copy in class against deadlines. Prerequisite: SJOU 201.

SJOU 335. Feature Writing (3) Focus on producing specialized articles on topics selected from such areas as public or community affairs, business, entertainment, science, sports, medicine and education. Using word processors, students prepare copy in class against set deadlines. Prerequisite: SJOU 201.

SJOU 350. New and Emerging Media (3) Practical and theoretical overview of the impact of Web 2.0 technologies on newswriting and reporting. Topics include: creating and integrating new media tools such as blogs; wikis; social bookmarking; mapping and satellite tools; podcasts; screencasts; and social networks such as Facebook, YouTube, and Twitter into their multimedia news reports. Prerequisite: SEGL 102 or consent of instructor.

SJOU 398. Special Topics in Journalism (3) A specific area or media field is explored relating to the professional responsibilities of the journalism student looking toward the career marketplace. Prerequisite: SJOU 201.

SJOU 424. History of American Broadcasting (3) The American system of broadcasting, with emphasis on the chronological, structural, economic, social, and cultural development of radio and television. Prerequisite: SEGL 102.

SJOU 430. Media Management (3) Procedures, problems, and concerns relating to the administration and management of media agencies -- print, broadcast, advertising, and public relations. Prerequisite: SEGL 102.

SJOU 450. Women in the Media (3) Roles women play in media production, and the portrayal of women in mass media genres including advertising, cartoons, day-time and prime-time dramas, films, video games, sports programs, political campaigns, and news. Emphasis is placed on the effects of media portrayals on women and solutions for countering negative media constructions of women. Prerequisite: SEGL 102 or consent of instructor.

SJOU 480. Minorities in the Media (3) Media's depiction of groups marginalized based on race, and/or class. The interactions and relationships among professional terminology, cultural implications, message construction, media analysis and community perceptions are explored. Prerequisite: SEGL 102 or consent of instructor.

LOGIC (SLGC)

SLGC 205. Introduction to Logic and Rhetoric (3) (= University 301) The identification and evaluation of reasoning as it occurs in natural language uses. The techniques of careful reading and clear writing are demonstrated through the production of critical essays. Two lecture and one laboratory hour per week. Prerequisite: SEGL 102.

SLGC 207. Deductive Logic (3) An examination of deductive arguments through the use of Aristotelian logic and propositional logic.

SLGC 307. Advanced Symbolic Logic (3) Advanced study of formal logic using propositional logic and predicate calculus. Prerequisite: SLGC 207 or consent of instructor.

MATHEMATICS (SMTH)

Note: The appropriate entry level in mathematics is determined by the student's intended major and a mathematics placement examination given to all entering freshmen. Placement testing is also required for transfer students who have not completed their general education mathematics requirements.

Majors in the natural or computer sciences or mathematics who have completed three years of college preparatory mathematics and have demonstrated competence on the mathematics placement examination; should enroll in Mathematics 121, 126 or 127 as appropriate. Students who need both college algebra and trigonometry have the option of taking Mathematics 121 (with a grade of B or better) or 126, and Mathematics 127. Those who have demonstrated competence in college algebra can take Mathematics 127 to meet the calculus prerequisite. Upon

successful completion of one of the precalculus options, students should enroll in Mathematics 141. Those who have completed four years of college preparatory mathematics, including trigonometry, and have demonstrated competence on the mathematics placement examination, should enroll in Mathematics 141.

Students not majoring in the natural or computer sciences, who have successfully completed high school Algebra I and II, and have demonstrated competence on the mathematics placement examination, should enroll as follows: business administration majors in the Mathematics 121, 122 sequence; elementary, early childhood, and special education majors in Mathematics 121, and 231; other majors in a mathematics course determined by their advisors.

SMTH 102. Elementary Statistics (3) The fundamentals of modern statistical methods, descriptive and inferential statistics, probability and sampling; primarily for students in fields other than mathematics who need a working knowledge of statistics. Prerequisites: high school Algebra I and II, or equivalent.

SMTH 120. College Mathematics (3) Linear equations and inequalities, exponential equations, mathematics of finance, fundamental set theory, fundamentals of probability and statistics. This course may not be used to satisfy any prerequisite requirement for higher-numbered mathematics courses. Prerequisites: appropriate score on placement test and high school Algebra I and II.

SMTH 121. College Algebra (3) Equations and inequalities, graphing, polynomial, rational, exponential, logarithmic, and other functions; matrices and systems of equations. Only one of SMTH 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and high school Algebra I and II. For students who need a more intensive study, an expanded version of college algebra (SMTH 121A) is available. SMTH 121A is open to students who have an appropriate score on the placement test, have completed SMTH 120 with the mandatory lab, or if the student, in consultation with his or her advisor, determines that extra instruction is needed in order to succeed in SMTH 121.

SMTH 122. Calculus for Management and Social Sciences (3) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions; maxima, minima, rate of change, area under a curve, and volume. Problems and examples are drawn from a variety of areas which include economics, psychology, biology, geography, and geology. Prerequisite: SMTH 121, 126 or eligibility for exemption from SMTH 121.

SMTH 126. Precalculus I (3) Subsets of the real number line; polynomial, rational, absolute value, exponential and logarithmic relations and functions. Only one of SMTH 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and three years of college preparatory mathematics; or a C or better in Mathematics 099 and three years of college preparatory mathematics.

SMTH 127. Precalculus II (3) Trigonometric functions, trigonometric identities, solution of equations and triangles, inverse trigonometric functions, vectors, polar coordinates; analytic geometry. Prerequisite: appropriate score on placement exam or consent of instructor. Prerequisite or Corequisite: SMTH 126.

SMTH 141. Calculus I (4) Limits, continuity, the derivative, differentiation with applications in the natural sciences and engineering, antiderivatives, basic integrals with applications. Prerequisites: appropriate score on placement test and four years of college preparatory mathematics including trigonometry; or C or better in both SMTH 126 and 127; or consent of instructor.

SMTH 142. Calculus II (4) Applications of integration, techniques of integration, differential equations, parametric equations, and finite sequences and series. Prerequisite: SMTH 141 or its equivalent.

SMTH 174. Elements of Discrete Mathematics (3) Topics in basic logic; proof techniques; sets, relations, and functions; counting; and elementary number theory. Prerequisite: high school precalculus, or SMTH 126 or equivalent, or consent of the instructor.

SMTH 202. Elementary Statistics II (3) An expansion of topics taught in the first semester of elementary statistics such as hypothesis testing; inferences; correlation and regression. Additional topics to be covered include: multinomial experiments and contingency tables; analysis of variance; statistical process control; and individual projects. Prerequisites: SMTH 102, or SECO 291, or SSOC 201, or SPSY 225.

SMTH 231. Basic Concepts of Elementary Mathematics I (3) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in early childhood, elementary, middle grades, or special education. Prerequisite: Grade of C or better in SMTH 121 or higher, not including statistics, or consent of the instructor.

SMTH 232. Basic Concepts of Elementary Mathematics II (3) A continuation of the development of the real number system and its subsystems, basic concepts of probability, and elementary data analysis. Open only to students in early childhood, elementary, middle grades,

or special education. Prerequisite: Grade of C or better in SMTH 231 or consent of the instructor.

SMTH 233. Geometry and Measurement (3) A study of properties and relationships of shape, size, and symmetry in two and three dimensions; explorations of concepts of motion in two and three dimensions through transformations. Open only to students in early childhood, elementary, middle grades, or special education. Prerequisite: SMTH 231 or higher with a grade of C or better, or consent of the instructor.

SMTH 241. Calculus III (4) Vectors and geometry of space, vector functions, partial derivatives, multiple integration, vector calculus and second order differential equations. Prerequisite: C or better in SMTH 142 or its equivalent; or consent of instructor.

SMTH 245. Elementary Differential Equations (3) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solutions of differential equations; applications to the physical sciences and engineering. Prerequisite: SMTH 241.

SMTH 255. MATLAB Programming (3) Programming language and techniques designed specifically for programs that rely on the application of mathematics for solution. Topics include variables, assignment statements, expressions, vectors and matrices, MATLAB scripts, input and output, selection statements, flow control, program organization, M-files, optimizing M-files, string manipulations, data structures, advanced functions, plotting, symbolic math toolboxes, variable precision arithmetic, and tricks and tips in MATLAB programming. Prerequisites: SMTH 141 or consent of instructor.

SMTH 315. Statistical Methods I (3) Review of descriptive statistics, testing statistical hypothesis, introduction to correlation, regression and linear regression models, model building, variable selection and model diagnostics. Prerequisite: SMTH 102 or 141, or SECO 291, or SSOC 201, or SPSY 225, or consent of the instructor.

SMTH 320. Mathematical Modeling (3) Graphs of functions as models, modeling using proportionality and geometric similarity, model fitting and models requiring optimization, experimental modeling, modeling using the derivative and interactive dynamic systems. Prerequisite: SMTH 141.

SMTH 340. Mathematical Structures and Proof (3) Topics in set theory, logic, elementary application of logic, methods of mathematical proofs, equivalence relations and partial orderings, functions and mappings, and number systems. Prerequisite: SMTH 142.

SMTH 344. Linear Algebra I (3) Matrices, systems of linear equations, vectors, Euclidean vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisites: SMTH 142 or consent of instructor.

SMTH 345. Applied Partial Differential Equations (3) Basic linear Partial Differential Equations (PDEs) of hyperbolic, parabolic, and elliptic types used in mathematical modelling of physical, chemical, biological and other phenomena, systems, technical devices and financial markets. Selected topics such as the boundary value and initial value problems are covered. Prerequisite: C or better in SMTH 245 or consent of instructor.

SMTH 346. Introduction to Modern Algebra (3) Introduction to groups, rings and fields. Topics covered include permutations, Lagranges' theorem, the fundamental homomorphism theorem, Cayley's theorem, polynomial rings, and Abelian groups. Prerequisites: SMTH 340 or consent of instructor.

SMTH 354. Real Analysis I (3) Ordered field properties of the real number system; completeness; theory of limits of sequences, series and functions; continuity (including uniform continuity); introduction to theory of the derivative. Prerequisites: SMTH 340; or Corequisite: SMTH 340 and consent of instructor.

SMTH 374. Theory of Discrete Mathematics (3) Topics selected from theoretical Boolean algebra, algebraic structures, theory of computing, advanced set theory, and recursive functions. Prerequisites: SMTH 142, SMTH 174, or consent of the instructor.

SMTH 399. Independent Study (1-9)

SMTH 444. Elements of Optimization (3) The methods of the numerical solutions of optimization problems arising in operational research, logistics, economics, etc. Emphasis is on the simplex and Karmarkar's polynomial-time method. Prerequisites: C or better in both SMTH 241 and SMTH 344 or consent of instructor.

SMTH 501. History of Mathematics (3) A survey of the major developments and procedures of mathematics, from its origins to the modern era, relating development with the diverse cultures and the aspects of mathematics they contributed. Prerequisites: SMTH 142 or consent of instructor.

SMTH 531. Foundations of Geometry (3) Geometry as a logical system based upon postulates and undefined terms; fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates; some topics from non-Euclidean geometry. Prerequisite: SMTH 340 or consent of the instructor.

SMTH 544. Linear Algebra II (3) Vector spaces, and subspaces; bases and dimension; change of basis; linear transformations and their matrices; diagonalization; canonical forms; bilinear forms; eigenspaces. Prerequisite: SMTH 340, SMTH 344.

SMTH 546. Algebraic Structures (3) Advanced topics in groups, rings and fields. These topics include polynomial rings, ideals, integral domains, extension field, isomorphism theorems for groups, and p-groups. Prerequisite: SMTH 346.

SMTH 552. Complex Variables (3) Complex numbers and functions, complex integration, Taylor and Laurent series, residues, and conformal mapping. Prerequisite: SMTH 340 or consent of the instructor.

SMTH 554. Real Analysis II (3) Further development of the theory of differential and integral calculus including properties of the derivative and integral, Fundamental Theorem of Calculus, sequences and series of functions. Prerequisite: SMTH 354.

SMTH 560. Numerical Analysis I (3) (=SCSC 560) Difference calculus; direct and iterative techniques for matrix inversion; eigenvalue problems; numerical solutions of initial value problems in ordinary differential equations; stability; error analysis; laboratory applications. Prerequisites: SMTH 245, 344 and programming competency.

SMTH 561. Numerical Analysis II (3) The finite-difference and finite element methods for the numerical solution of basic linear Partial Differential Equations (PDEs) arising in mathematical modelling of physical, chemical, biological and other phenomena, systems, technical devices and financial markets. Prerequisites: C or better in both SMTH 345 and SMTH 560; or consent of instructor.

SMTH 579. Introduction to Industrial Mathematics (3) Basic applications of PDEs, numerical methods for PDEs and scientific computing to applied problems arising in the natural sciences, industry, and financial engineering. Emphasis is on the formulation and solution of problems of heat transfer and diffusion equations, Maxwell's equations and differential equations governing the financial derivatives. Prerequisite: C or better in both SMTH 345 and SMTH 561 or consent of instructor.

SMTH 598. Topics in Mathematics (3) Intensive study in an area of pure or applied mathematics such as mathematical modeling. Topics are selected to meet current faculty and student interest. Prerequisite: SMTH 241 and consent of the instructor.

SMTH 599. Seminar in Mathematics (3) Recent developments in pure and applied mathematics at an advanced level; ethical issues; and experience in research and oral presentation. Prerequisite: Senior Standing. Prerequisites or corequisites: SMTH 344, SMTH 346, and either SMTH 315 or SMTH 512.

MILITARY SCIENCE (SMIL)

Note: Military Science offers a Basic Program and Advanced Program. There are no prerequisites for the courses offered under the Basic Program. Courses may be taken in any order, but it is recommended that the 100-level courses be taken prior to the 200-level courses. Prerequisites for entering the Advanced Program include one of the following: satisfactory completion of six semester hours in the Basic Program, 90 contact hours in ROTC activities, substitute military experience (Basic Training/Advanced Individual Training), or three years of JROTC. Successful completion of the Advanced Program, together with a college degree, qualifies the graduate for either a Reserve or Regular Army Commission as a Second Lieutenant in the U.S. Army. Advanced Program students are required to participate in the weekly Military Science Lab. Students in the basic program are encouraged to participate in the department's adventure training.

Basic Program

SMIL 101. Introduction to Leadership I (1) Competencies critical for effective leadership. Cadets learn life skills, such as critical thinking, goal setting, time management, physical fitness, and stress management related to leadership, officership, and the army profession. Focus is on developing basic knowledge and comprehension of army leadership dimensions while gaining an understanding of the Reserve Officer Training Course (ROTC), its purpose for the army, and its advantages for the cadet. Open to all freshmen.

SMIL 102. Introduction to Leadership II (1) Leadership fundamental such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Open to all freshmen.

SMIL 141. Leadership Lab (1) Application of skills acquired in assigned military science classes. Leadership labs meet for three hours per week at varying off-campus locations to maximize training opportunities. The labs are sequential and progressive in nature, and correspond with every level of the military science classes. Lab participation is mandatory for all contracted cadets regardless of academic classification. Open to all students enrolled in military science courses. Course may be repeated for additional credit.

SMIL 201. Foundations of Leadership I (2) Dimensions of creative and innovative tactical leadership strategies and styles. Cadets study team dynamics and historical leadership theories that form the basis of the army leadership framework and learn techniques of personal motivation and team building in the context of planning, executing and assessing team exercises. Cadets are encouraged to participate in leadership labs to demonstrate comprehension of class materials. Focus is on continues development of the knowledge of leadership values and attributes through an understanding of rank, structure, and duties, and basic aspects of tactics and land navigation. Open to all sophomores.

SMIL 202. Foundations of Leadership II (2) Team-building and leadership theory, personal communications skills, team goal-setting and time-management skills. Cadets will explore the conduct of tactical operations at small unit levels. As potential army officers, cadets will be challenged to study, practice, and execute army leadership and values as they become more familiar with the army. Participation in leadership labs is highly encouraged for all enrolled cadets. Open to all sophomores.

Advanced Program

SMIL 301. Tactical Leadership (3) The study, practice, and evaluation of adaptive leadership skills as they are presented with the demands of preparing for the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets analyze and evaluate their own leadership attributes, skills, and actions. Primary attention is given to preparation for LDAC and development of leadership abilities. Open to contracted juniors and seniors only. Prerequisites: SMIL 202 or consent of Professor of Military Science.

SMIL 302. Applied Leadership (3) Intense situational leadership challenges to build cadet awareness and skills in leading tactical operations. Cadets review aspects of combat, stability, and support operations. Cadets also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating and developing skills in decision making, persuading, and motivating team members in the contemporary operating environment. Open to contracted junior and graduate students only. Prerequisites: SMIL 301 or consent of Professor of Military Science.

SMIL 401. Developmental Leadership (3) Planning, executing, and assessing complex operations. Cadets function as staff members and provide leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide mentorship to subordinate cadets. Participants are responsible for analyzing and evaluating the leadership values, attributes, skills, and actions of military sci-

ence cadets while simultaneously evaluating their own leadership skills. Attention is given to preparation for future military assignments. Open to contracted seniors and graduate students only. Prerequisites: SMIL 302 or consent of Professor of Military Science.

SMIL 402. Adaptive Leadership II (3) The dynamics of leading in complex ongoing military operations in the current operating environment. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with governmental organizations, civilians on the battlefield, and host nation support, Significant emphasis is on preparing cadets for their first units of assignment. Pen to contracted senior and graduate students only. Prerequisites: SMIL 401 or consent of Professor of Military Science.

MUSIC EDUCATION (SMUE)

SMUE 354. Music for Elementary and Middle Schools (3) The integration of music into the elementary and middle school curriculum. An holistic approach to music as personal expression, aesthetic perception, critical analysis, and music as it influences cultural heritage.

MUSIC (SMUS)

SMUS 100. Recital Attendance (0) Appreciation of music styles through attendance at USC Upstate and community music performances. Required of music majors for six semesters.

SMUS 110. Introduction to Music (3) Comprehensive appreciation of music through intelligent listening to representative masterpieces of the various periods of musical composition. No previous study of music is required. Three class hours per week.

SMUS 111A. Applied Music in Bass (1) Individual study in bass performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111B. Applied Music in Trombone (1) Individual study in trombone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111D. Applied Music in Percussion (1) Individual study in percussion performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111G. Applied Music in Guitar (1) Individual study in guitar performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Performance ability commensurate with music to be performed and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111P. Applied Music in Piano (1) Individual study in piano performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111S. Applied Music in Saxophone (1) Individual study in saxophone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111T. Applied Music in Trumpet (1) Individual study in trumpet performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 111V. Applied Music in Voice (1) Individual study in voice performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 115. Commercial Music and Aural Skills (3) Elements of music including intervals, triads, seventh chords, melodic development, and related ear training, with an emphasis on composing and analysis of both classical and contemporary music styles.

SMUS 116. Commercial Music Theory and Aural Skills II (3) Basic chromatic harmony, part writing, modulations, and related ear training with an emphasis on composition and analysis of both classical and contemporary music styles. Prerequisite: SMUS 115 or consent of instructor.

SMUS 126. Vocal Jazz Ensemble (1) Performance and instruction in the vocal jazz idiom. Rehearsals, clinics, and performances are designed to increase the students knowledge of the jazz language. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Auditions may be required. May be repeated for additional credit.

SMUS 127. Jazz Band (1) Rehearsal and performance of jazz literature. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Auditions may be required. May be repeated for additional credit.

SMUS 128. Gospel Music Workshop (1) The directed performance of traditional and contemporary gospel music. No audition or prior experience is necessary.

SMUS 129. University Singers (1) Performing chorus for men and women. No previous experience required.

SMUS 131. Guitar Ensemble (1) Rehearsal and performance of guitar ensemble literature including jazz, pop, and classical genres. Students gain experience through rehearsals, clinics, and live performance. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Students must provide their own instruments. Auditions may be required. May be repeated for additional credit.

SMUS 132. Chamber Choir (1) Rehearsal and performance of vocal and choral literature that is representative of various musical eras. Students will rehearse and study various techniques required for performance of choral literature not normally associated with larger choirs. Prerequisite: Performance ability commensurate with music to be performed and consent of instructor. Auditions may be required.

SMUS 133. Pep Band (1) Rehearsal and performance of pep band literature including traditional and contemporary genres. Students gain experience through rehearsals, clinics, and live performance. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Auditions may be required.

SMUS 140. History of Rock Music (3) Representative artists, cultural significance, and classic recordings in the development of rock music.

SMUS 145. Group Guitar (2) Guitar instruction in a group setting focusing on traditional and contemporary

music styles. Students provide their own instrument. May be repeated for additional credit.

SMUS 155, 156, 255, 256. Group Piano (2,2,2,2) Piano technique including sight-reading, rhythmic studies, and piano literature from simple to advanced. The individual needs of students are considered in the levels of materials studied and performed.

SMUS 165, 166, 265, 266. Class Voice (2,2,2,2) Vocal technique including tone production, diaphragmatic breathing, technical studies, and song literature. The individual needs of students are considered in the levels of material assigned and performed. Corequisite: SMUS 129.

SMUS 215. Commercial Music Theory and Aural Skills III (3) Countermelody, borrowed chords, modes, enharmonic modulations, and related ear training with an emphasis on composition and analysis of both classical and contemporary music styles. Prerequisite: SMUS 116 or consent of instructor.

SMUS 216. Commercial Music Theory and Aural Skills IV (3) Harmonic principles of jazz, blues, binary and ternary forms, twentieth-century composition techniques, and related ear training, with an emphasis on composition and analysis of both classical and contemporary music styles. Prerequisite: SMUS 215 or consent of instructor.

SMUS 265, 266. Class Voice (2,2) Vocal techniques including tone production, diaphragmatic breathing, technical studies, and song literature. The individual needs of students are considered in the level of material assigned and performed. Corequisite: SMUS 129.

SMUS 301. Music History I (3) A review of music from the Middle Ages through the classic era of the early nineteenth century focusing on composers and musical genres. Prerequisite: SEGL 102 or consent of instructor.

SMUS 302. Music History II (3) A review of music from the early nineteenth century through contemporary music focusing on composers and musical genres. Prerequisite: SEGL 102 or consent of instructor.

SMUS 310. Jazz History (3) Origin, development, and styles of jazz music and its exponents. Cultivation of special listening techniques. Prerequisite: SEGL 102.

SMUS 311A. Applied Music in Bass (1) Individual study in bass performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311B. Applied Music in Trombone (1) Individual study in trombone performance requiring weekly 30-minute lessons for 12 weeks and additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311D. Applied Music in Percussion (1) Individual study in percussion performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311G. Applied Music in Guitar (1) Individual study in guitar performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311I. Applied Music in Improvisation (1) Individual study in music improvisation requiring weekly 30-minute lessons for 12 weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311P. Applied Music in Piano (1) Individual study in piano performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311S. Applied Music in Saxophone (1) Individual study in saxophone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311T. Applied Music in Trumpet (1) Individual study in trumpet performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 311V. Applied Music in Voice (1) Individual study in voice performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 325. Jazz Theory (3) Technical aspects of jazz improvisation including harmonic substitutions, chord/scale relationships, analysis of harmonic progressions and solos, forms, piano voicings, and ear training. Prerequisite: Basic music reading ability.

SMUS 326. Vocal Jazz Ensemble (1) Performance and instruction in the vocal jazz idiom. Rehearsals, clinics, and performances are designed to increase the student's knowledge of the jazz language. Prerequisite: Intermediate music reading skills and performance ability commensurate with music to be performed. Auditions may be required.

SMUS 327. Jazz Band (1) Rehearsal and performance of jazz literature. Prerequisite: Intermediate music reading, performance ability commensurate with music to be performed, and consent of instructor. Auditions may be required. May be repeated for additional credit. Intended for students pursuing a Jazz Studies minor.

SMUS 328. Gospel Music Workshop (1) The directed performance of traditional and contemporary gospel music. Prerequisite: Previous gospel choir experience and performance ability commensurate with music to be performed. Auditions may be required.

SMUS 329. University Singers (1) Performing chorus for men and women.

SMUS 331. Guitar Ensemble (1) Rehearsal and performance of guitar ensemble literature including jazz, pop, and classical genres. Prerequisite: Intermediate music reading skills and performance ability commensurate with music to be performed. Auditions may be required.

SMUS 332. Chamber Choir (1) Small performing vocal group for men and women. Prerequisite: Intermediate music reading and performance ability commensurate with music to be performed. Auditions required.

SMUS 333. Pep Band (1) Rehearsal and performance of pep band literature, including traditional and contemporary genres. Students gain experience through rehearsals, clinics, and live performance. Prerequisite: Intermediate music reading skills and performance ability commensurate with music to be performed. Auditions may be required.

SMUS 345. Jazz Improvisation I (3) Principles of improvisation including idiomatic chord progressions, blues scales, patterns, melodic development, and tune styles. This is primarily a lecture class; however, students may be required to demonstrate improvisational skills on their instrument. Prerequisite: SMUS 325 or consent of instructor.

SMUS 346. Jazz Improvisation II (3) Advanced principles of improvisation including idiomatic chord progressions, formal analysis of tunes, modal scales, melodic development, and aural skills. This is primarily a lecture class; however, students may be required to demonstrate improvisational skills on their instrument. Prerequisite: SMUS 345 or consent of instructor.

SMUS 361. Music Business (3) Publishing, licensing, booking, copyrights, contracts, artist management, promotional materials, royalties, and press kits applicable to the music industry. Prerequisite: SEGL 102 or consent of instructor.

SMUS 362. Music Technology (3) The use of industry-standard software to record, compose, and self-publish music. Prerequisite: Basic music reading skills, SCSC 138, SIMS 150, or consent of instructor.

SMUS 364. Music Entrepreneurship (3) Career choices and portfolio development in the commercial music industry. Prerequisite: Junior or senior class standing or permission of instructor.

SMUS 365. Songwriting (3) Methods of creating melodies, lyrics, and chord progressions with an emphasis on contemporary commercial music styles. Ability to read music not required. Prerequisite: Junior standing or consent of instructor.

SMUS 366. Composition (3) Developing thematic material with contemporary and traditional techniques. Ability to read music required. Prerequisite: SMUS 216 or SMUS 325 or consent of instructor.

SMUS 367. Arranging for Ensembles (3) Methods and resources needed to create music for jazz bands, vocal groups, and other ensembles with an emphasis on both traditional and contemporary music styles. Prerequisite: SMUS 216 or SMUS 325 or consent of instructor.

SMUS 398. Selected Topics in Music (3) Reading and research on selected topics in music. Prerequisite: SEGL 102.

SMUS 399. Independent Study in Music (3) An individualized program of study in the student's area of interest and in consultation with a faculty member. Prerequisite: Consent of instructor.

SMUS 490. Senior Seminar in Commercial Music (3) Research and study on selected music topics designed to integrate knowledge, develop a career portfolio, use technology, and gain experience in public presentation. The study topic will be presented as a lecture presentation and/or music recital. Only open to approved Commercial Music majors. Prerequisite: Senior standing and must have already completed 15 credits in upper division Commercial Music Emphasis.

SMUS 499. Internship in Commercial Music (1-3) Supervised work experience in commercial music outside the classroom. For three credit hours, a student is to work 135 hours; for two credit hours, 90 hours; for one credit hour, 45 hours. A contract must be signed by the student and appropriate faculty/administrators. Only open to Commercial Music majors or minors. Prerequisite: Junior or senior standing, minimum cumulative GPA 2.0, minimum 2.0 in major, and consent of the faculty supervisor.

NONPROFIT ADMINISTRATION (SNPA)

SNPA 201. Nonprofit Leadership Workshop (1) Application of knowledge and skills reflecting essential nonprofit competencies of the Nonprofit Leadership Alliance Certification (CNP), practical experience in nonprofit organizations, leadership abilities, and meaningful service. Course is offered pass/fail and may be repeated for a maximum of 4 semester hours.

SNPA 301. The Nonprofit Sector in the United States (3) The importance of the nonprofit sector in the United States emphasizing the history, the relationship to business and government and the place of the nonprofit sector within American society generally. Prerequisite: Sophomore standing (30 semester hours).

SNPA 302. Nonprofit Leadership (3) The fundamentals of nonprofit administration to include leadership, legal foundations, board development, the role of volunteers, nonprofit advocacy and ethics.

SNPA 303. Nonprofit Financial Administration (3) Financial management within the nonprofit sector emphasizing strategic planning, budgeting, accountability, risk management and control. Prerequisite: SNPA 302 or consent of instructor.

SNPA 304. Fund Raising for Nonprofit Organizations (3) Fundamentals of resource development in the nonprofit sector including strategic planning, principles of philan-thropy, proposal writing, event planning, and charitable trusts. Prerequisite: SNPA 302 or consent of instructor.

SNPA 399. Independent Study (1-4) An individualized, contracted program of study planned in conjunction with a faculty member. Prerequisites: SNPA 301 and consent of instructor.

SNPA 401. Topics in Nonprofit Leadership (3) Study in selected topics in nonprofit administration. Emphasis upon competencies necessary for emerging leaders in the nonprofit sector. May be repeated with permission of advisor. Prerequisites: 54 credit hours earned, SNPA 301 and SNPA 302.

SNPA 495. Nonprofit Senior Seminar (3) A capstone course in nonprofit administration emphasizing research and oral presentations. Prerequisites: SNPA 301, SNPA 302, SNPA 303, SNPA 499.

SNPA 499. Field Experience in Nonprofit Leadership (1-6) Supervised work experience in a nonprofit organization. Forty-five hours of work for each credit hour are required. Prerequisites: SNPA 301, junior or senior standing and consent of instructor. Pass/fail credit only.

NURSING (SNUR)

SNUR 398. Nursing Externship (3-8) A concentrated preceptored experience in nursing enabling the student to expand previous clinical practice experiences and further develop skills in clinical reasoning, critical thinking, organization, and prioritization. For three externship credit hours, a minimum of 135 hours of scheduled clinical experiences, weekly seminars, and consultation with the instructor are required. A minimum of 45 hours for each additional credit hour is required. A student may repeat SNUR 398 once in a different clinical setting for a total of not more than eight hours of undergraduate credit. Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, and 370. Pass/fail credit.

BACCALAUREATE NURSING (SBSN)

SBSN 301. Nutrition (2) Nutritional needs across the life span and related strategies for promotion and maintenance of health. Concepts include nutrients, food groups, nutritional guidelines, and common diet modifications.

SBSN 306. Introduction to Professional Nursing (4) Concepts and theories that have shaped professional nursing practice. Critical thinking skills in the decision-making process will be introduced. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track.

SBSN 308: Pathophysiological Topics in Health Care (2) Expansion of critical thinking and understanding of the human disease process. Prerequisites: Admission to the Baccalaureate Nursing Program.

SBSN 310. Health Assessment (3) Comprehensive health assessment of well individuals across the life span. Emphasis is on data collection and the application of concepts and skills used in the comprehensive health assessment of patients as a basis for critical thinking in nursing practice. Practicum required. For Four-Year track, Prerequisite: Admission to Baccalaureate Nursing Program; Prerequisite or Corequisite: SBSN 306. For RN track, Prerequisite: Admission to the Baccalaureate Nursing Program, or consent of instructor.

SBSN 320P. Foundations of Nursing Practicum (3) Application of knowledge and skills to implement basic nursing care. Practicum experiences provide for application of cognitive and psychomotor skills. Six practicum hours per week. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track; Prerequisites or Corequisites: SBSN 301, 306, 310; Corequisite: SBSN 325P.

SBSN 325P. Integrated Nursing Practicum (3) Implementation of nursing process in health care environments for beginning integration of nursing knowledge and skills from health promotion, health assessment, nursing foundations, and introduction to professional nursing. Six practicum hours per week. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track; Prerequisites or Corequisites: SBSN 301, 306, 310; Corequisite: SBSN 320P.

SBSN 330. Health Alterations I (6) Evidence-based nursing practice with adults experiencing health alterations, moving from simple to complex states of health and levels of care. Prerequisites: SBSN 308 or SBIO 370, SBSN 310, 320P, 325P. Prerequisite or Corequisite: SBSN 330P/331P, 375.

SBSN 330P. Health Alterations I Practicum (0) Implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. A minimum of 84 practicum hours required. Corequisite: SBSN 330.

SBSN 331P. International Health Alterations I Practicum (0) Implementation of evidence-based nursing practice, progressing in complexity, in an international setting with adults experiencing health alterations. A minimum of 84 practicum hours required. Language course preparation may be required. Corequisite: SBSN 330.

SBSN 340. Nursing of Childbearing Families and Women's Health (5) Evidence-based nursing practice for women and parent-newborn dyad. Focus is on nursing interventions that promote, maintain and restore health of well and high-risk families during the childbearing process and women's health throughout the life span. Prerequisites: SBSN 306, SBSN 308 or SBIO 308, SBSN 310, SBSN 320P, SBSN 325P; Corequisite: SBSN 340P or SBSN 341P.

SBSN 340P. Nursing of Childbearing Families and Women's Health Practicum (0) Implementation of concepts and skills to provide for families throughout the childbearing process and women throughout their life span. Practica are in traditional and non-traditional facilities. A minimum of 56 practicum hours required. Corequisite: SBSN 340.

SBSN 341P. International Nursing of Childbearing Families and Women's Health Practicum (0) Implementation of concepts and skills to provide for families throughout the childbearing process and women throughout their life span in an international setting. A minimum of 56 practicum hours required. Language course preparation may be required. Corequisite: SBSN 340.

SBSN 350. Professional Nursing Role Transition (3) Theories of nursing, systems, family, teaching-learning, practice, education, role and change that are central to current professional nursing practice. Prerequisite: Admission to the RN-BSN track. Corequisite: SBSN 350S.

SBSN 350S. Professional Nursing Role Transition Seminar (3) Web-based seminar focusing on role development in health promotion strategies and technology including development of teaching plans, plans of care, and family assessment. Prerequisite: Admission to the RN-BSN track. Corequisite: SBSN 350.

SBSN 360. Child Health Nursing (5) Evidence-based nursing practice for children. Emphasis is on health promotion, maintenance, and restoration, using a family-centered approach. Prerequisites: SBSN 306, SBSN 308 or SBIO 308, SBSN 310, SBSN 320P, SBSN 325P; Corequisite: SBSN 360P or SBSN 361P.

SBSN 360P. Child Health Nursing Practicum (0) Implementation of evidence-based nursing practice for children and their families, in both acute care and community settings. A minimum of 56 practicum hours required. Corequisite: SBSN 360.

SBSN 361P. International Child Health Nursing Practicum (0) Implementation of evidence-based nursing practice for children and their families in an international setting. A minimum of 56 practicum hours required. Language course preparation may be required. Corequisite: SBSN 360.

SBSN 375. Pharmacology (2) Concepts underlying the pharmacotherapeutics of major drug classifications, in-

cluding pharmacokinetics, pharmacodynamics, adverse drug reactions, and fundamental nursing decision making situations as related to pharmacology. Drug dosage computation is included. Prerequisite: SBSN 308 or SBIO 370, SBSN 306, 310, 320P, 325P. Prerequisite or Corequisite: SBSN 330/330P or 331P, 340/340P or 341P and/or 360/360P or 361P.

SBSN 399. Independent Study (1-3) An individual learning experience in an area of special interest planned in conjunction with a nursing faculty member. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P; or consent of instructor. For RN-BSN track, Prerequisite: SBSN 350; or consent of instructor.

SBSN 410. Health Alterations II (6) Builds upon Health Alterations I and continues to focus on evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations, moving from simple to complex states of health and levels of care. Prerequisites: SBSN 330, 330/331P, 340, 340/341P, 360, 360/361P, 375. Corequisite: SBSN 410P or 412 P.

SBSN 410P. Health Alterations II Practicum (0) Builds upon Health Alterations I and related practicum and continues implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. A minimum of 56 practicum hours required. Corequisite: SBSN 410.

SBSN 411P. Nursing Internship (2-4) A guided practicum experience utilizing clinical decision-making skills in a health care setting. For two internship credit hours, a minimum of 90 hours of scheduled clinical experiences, seminars, and consultation with faculty are required. A minimum of 45 hours for each additional credit hour is required. For Four-Year track, Prerequisites: SBSN 330, 330/331P, 340, 340/341P, 360, 360/361P. For RN-BSN track, Prerequisites: SBSN 310, 350.

SBSN 412P. International Health Alterations II Practicum (0) Builds upon Health Alterations I and related practicum and continues implementation of evidence-based nursing practice, progressing in complexity, in an international setting with adults experiencing health alterations. Minimum of 84 practicum hours required. Language course preparation may be required. Corequisite: SBSN 410.

SBSN 420. Current Topics in Nursing (3) Intensive study in a specialized area of professional nursing or a topic related to current health care practice. Selected area or topic is based on student interest and faculty expertise. Experiential learning activities may be required. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 425; Prerequisites or Corequisites: SBSN 410, 410P. For RN Completion track, Prerequisites: SBSN 350, 350S, 310; Prerequisite or Corequisite: SBSN 425.

Selected topics may be of interest to non-nursing majors. Non-nursing majors who have completed at least 60 credit hours, including completion of six hours of Group VIII General Education Requirements and one course which includes basic research methodology, and who have a collegiate summary GPA of 2.5 or higher may enroll with consent of the instructor.

SBSN 425. Nursing Research (3) Introduction to the language and underlying concepts as a basis for reading, understanding, and utilizing research as a source of evidence for guiding practice. For the Four-Year track, Prerequisites: all required 300-level nursing courses. For the RN-BSN Completion track, Prerequisite: SBSN 350, or consent of instructor.

SBSN 430. Leadership in Nursing Practice (3) Principles of leadership, management, and followership as they relate to the role of the professional nurse within the sociopolitical health care system. Emphasis is on first level management, team leadership, client advocacy, communication, critical thinking, decision making, role development within the profession, theoretical models, cultural diversity, and ethical leadership issues. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 375; Corequisites: none. For RN-BSN Completion track, Prerequisite: Admission to the BSN Program; Prerequisite or Corequisite: SBSN 350.

SBSN 435. Professional Role Transition (3) Provides opportunities to expand the current level of practice by focusing on the concepts of leadership, management, and clinical role development. Identification of a project focus, analysis of professional roles and incorporation of evidence-based practice are included. Prerequisite: SBSN 350, 350S, 430. Prerequisite or Corequisite: SBSN 425.

SBSN 441. Psychiatric Mental Health Nursing (6) Evidence-based psychiatric mental health nursing practice. Emphasis is on the promotion of mental health and prevention of mental illness, and on nursing interventions related to primary mental health alterations across the life span. Prerequisites: SBSN 330, 330/331P, 340, 340/341P, 360, 360/361P, 375. Corequisite: SBSN 441P or SBSN 442P.

SBSN 441P. Psychiatric Mental Health Nursing Practicum (0) Implementation of evidence-based psychiatric mental health nursing practice in a variety of settings. Emphasis is on promotion of mental health and prevention of mental illness and on nursing interventions with individuals and groups of clients experiencing mental health alterations. Minimum of 84 practicum hours required. Corequisite: SBSN 441.

SBSN 442P. International Psychiatric Mental Health Nursing Practicum (0) Implementation of evidence-based psychiatric mental health nursing practice in an interna-

tional setting. Emphasis is on promotion of mental health and prevention of mental illness and on nursing interventions with individuals and groups of clients experiencing mental health alterations. Minimum of 84 practicum hours required. Language course preparation may be required. Corequisite: SBSN 441.

SBSN 450. Health Alterations III (5) Builds upon Health Alterations I & II and continues to focus on evidence-based nursing practice with adults experiencing health alterations, moving from simple to complex states of health and levels of care. For Four-Year track, Prerequisites: SBSN 410, 410/412P, 425, 430, 441, 441/442P; Corequisite: SBSN 450P or SBSN 451P.

SBSN 450P. Health Alterations III Practicum (0) Builds upon Health Alterations Practica I & II and continues implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. Minimum of 56 practicum hours required. Corequisite: SBSN 450.

SBSN 451P. International Health Alterations III Practicum (0) Builds upon Health Alterations Practica I & II and continues implementation of evidence-based nursing practice, progressing in complexity, in an international setting with adults experiencing health alterations. Minimum of 56 practicum hours required. Language course preparation may be required. Corequisite: SBSN 450.

SBSN 461. Community and Public Health Nursing (6) Evidence-based nursing with individuals across the life-span, families and other diverse population groups. Levels of prevention are explored in relationship to epidemiology and the effects of environment and life-style on client health. For Four-Year track, Prerequisites: SBSN 425; Prerequisite or Corequisite: SBSN 450, 450P, 497; Corequisite: 461P or SBSN 471P For RN-BSN track, Prerequisites: SBSN 310, 350, 350S, 425; Corequisite: SBSN 461P or SBSN 471P.

SBSN 461P. Community and Public Health Nursing Practicum (0) Implementation of evidence-based community and public health nursing practice in health promotion, maintenance, and restoration in individuals across the life-span, families, and other diverse population groups in community settings. Minimum of 84 practicum hours required. Corequisite: SBSN 461.

SBSN 471P. International Community and Public Health Nursing Practicum (0) Implementation of evidence-based community and public health nursing practice in health promotion, maintenance, and restoration in individuals across the life-span, families, and other diverse population groups in an international setting. Minimum of 84 practicum hours required. Language

course preparation may be required. Prerequisites: For Four-Year track students: completion of all first semester junior courses and consent of instructor. Corequisite: SBSN 461.

SBSN 497. Professional Nursing Issues (2) Critical exploration of interrelated historical, sociopolitical, and cultural issues impacting the professional nurse and the quality and delivery of health care. Prerequisite: final semester of the curriculum or consent of instructor.

SBSN 498. Professional Nursing Role Transition Project (3) Synthesis of knowledge from nursing, arts, and sciences through completion of a change project for a health care setting. Prerequisite: SBSN 435.

SBSN 499P. Senior Practicum in Professional Nursing (3) Capstone practicum, in a precepted setting, that provides opportunities to synthesize and apply knowledge and skills necessary to function as a beginning professional nurse. Emphasis is on the application of evidence-based knowledge in planning, delivering and evaluating nursing practice consisting of 124 hours of practicum. Prerequisites: SBSN 410, 410P/412P, 425, 430, 441/442P/441P. Prerequisites or Corequisites: SBSN 450, 450P/451P, 461, 461P/471P, 497. Pass/fail credit.

PHILOSOPHY (SPHL)

SPHL 102. Introduction to Philosophy (3) Introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers are read.

SPHL 201. History of Ancient Philosophy (3) Introduction to the development of philosophy in the ancient world.

SPHL 202. History of Modern Philosophy (3) Introduction to the development of post-Renaissance philosophy with primary emphasis on the seventeenth and eighteenth centuries.

SPHL 211. Contemporary Moral Issues (3) Moral issues confronting men and women in contemporary society. Topics vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

SPHL 309. Philosophy of Mind (3) A study of traditional problems pertaining to understanding the concept of mind, for example, the mind-body relation, personal identity, and theories of consciousness.

SPHL 311. Ethics (3) The moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty and obli-

gation. The ethical works of influential philosophers are analyzed in terms of these concepts.

SPHL 319. Epistemology (3) The nature and foundations of knowledge with consideration of skepticism and problems of perception.

SPHL 321. Ethics of Computer and Information Technology (3) Moral issues raised by the use of computer and information technology. Topics include privacy, property rights, freedom of expression, and social justice. Prerequisite: Junior level standing or permission of the instructor.

SPHL 390. Topics in Philosophy (3) Selected topics in philosophy, planned around areas of interest. Prerequisite: junior or senior standing or consent of instructor.

PHYSICAL EDUCATION (SPED)

SPED 120. Strength and Conditioning Techniques (1) Comprehensive resistance training techniques including free weights, machine weights, powerlifting, plyometrics and functional training. Corequisite: SPED 457 or consent of instructor.

SPED 121. Golf (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 122. Tennis (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 123. Snow Skiing (1) Basic maneuvers of conditioning, turning stopping, and selection and care of equipment and clothing. Pass/fail credit.

SPED 124. Walk/Jog/Run (1) Develop and carry out a personalized walking, jogging or running program by applying information on equipment selection, physiology, mechanics, psychology, training principles, conditioning, program guidelines, environmental concerns, nutritional guidelines, and injury prevention. Pass/fail credit.

SPED 125. Combatives (1) Skill development, strategy, knowledge of rules, scoring, and tournament competition in wrestling, judo, karate, and boxing. Pass/fail credit.

SPED 126. Introduction to SCUBA Diving (1) Basic techniques and skill development, care of equipment, and the principles and practices of safe SCUBA diving. Prerequisite: Ability to swim. Pass/fail credit.

SPED 127. Handball and Racquetball (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 128. Aerobics (1) Participation and development of impact and low-impact aerobic routines. Selection of exercises and music are included. Pass/fail credit.

SPED 129. Yoga (1) Flexibility training and strength development through participation in low impact movements with an emphasis on mind-body fitness. Pass/fail credit.

SPED 130. Bowling (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 131. Badminton (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 132. Basketball (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 140. Adult Recreational Sports (1) Methods and materials for teaching activities of carry-over value adaptable to junior and senior high facilities. Such activities as boating, fishing, hunting, camping, backpacking, skiing, and recreational games are included. Pass/fail credit.

SPED 141. Adventure Programming on a Ropes Course (1) Participation and development of specific group and individual attitudes and skills through the use of low and high elements of the USC Upstate ropes course. Pass/fail credit.

SPED 142. Advanced Ropes Course Skills and Standards (1) Advanced certification as ropes course facilitator. Knowledge and experience in the setup, spotting, and safety practices employed in state-of-the-art ropes course uses. Prerequisite: SPED 141. Pass/fail credit.

SPED 143. Outdoor Climbing and Rappelling (1) Skill development, safety, spotting, safety practices, and knowledge of and use of proper equipment. Pass/fail credit.

SPED 175. Team Building Activities (1) Team work development in critical motor skills in a physical education curriculum. Prerequisites: Physical Education majors only, or consent of instructor. Pass/fail credit.

SPED 180. Swimming (1) Skill development, basic strokes, elementary diving, knowledge of water and pool safety. Pass/fail credit.

SPED 200. Foundations of Physical Education (3) The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications.

SPED 223. Advanced Snow Skiing (1) Pole plant location, moguls, planning line, constant turns, and advanced trail skiing. Prerequisite: ability to snow ski. Pass/fail credit.

SPED 235. Dance and Gymnastics (3) Skills analysis, methods and techniques for organizing and teaching dance, gymnastics and tumbling, including opportunities for peer teaching experience. Prerequisite or corequisite: SPED 200 or SREC 200 or consent of instructor.

SPED 242. Principles of Recreation (3) The significance and meaning of leisure in modern society, theories of play, the recreational movement in the U.S., and programs of recreation in the school, community and industry.

SPED 265. Officiating of Sports (3) Rules, officiating techniques, and problems arising in officiating, with emphasis on major team sports. Students are encouraged to obtain official's rating.

SPED 270. Introduction to Athletic Training (3) Safety precautions, injury prevention, laboratory experiences, and legal issues in physical education and athletics. Prerequisite: SBIO 232.

SPED 280. Swimming and Water Safety (1) The teaching of swimming and water safety, skill mastery, lifesaving, pool hygiene, management, and safety. For advanced swimmers. Pass/fail credit.

SPED 301. Exercise Physiology (4) Physiological function of muscular, cardiovascular, and respiratory systems during exercise. Includes discussion of the metabolic systems that produce energy needed to perform vigorous exercise, the cardiovascular, muscular, and hormonal adaptations that result from various forms of training and the effects of various environmental conditions on human performance. Three class and two laboratory hours per week. Prerequisites: SBIO 232, and SBIO 242, or permission of instructor.

SPED 302. Biomechanics (3) Functional anatomy, kinematic and kinetic analysis of body movement during sports activities. Prerequisite: SBIO 232.

SPED 304. Motor Learning and Development (3) Processes associated with acquisition of psychomotor skill and the neuromuscular function involved in the control of movement. The application of the developmental processes as it relates to motor learning is also explored. A practicum is required. Prerequisite: SPED 200.

SPED 312. Teaching Secondary Physical Education (4) Orientation to teaching physical education in grades 6-12. Emphasis is on teaching styles, methods and curriculum. A practicum in the public schools is required. Prerequisites: SPED 200, SHED 221, junior standing, and Physical Education majors only, or consent of instructor.

SPED 320. Team Sports I (3) Skills for basketball, flag football, and team building games. Students will learn proper skill progressions, techniques that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex game play. Prerequisites: SPED 200, Physical Education majors only, or consent of instructor.

SPED 390. Field Experience (3) School or community experiences related to aspects of physical education. 100 hours of field work are required. Prerequisites: sophomore standing and consent of adviser, instructor and dean.

SPED 399. Independent Study (1-3) Topics assigned and approved by adviser, instructor and dean.

SPED 405. Teaching Elementary Physical Education (4) Orientation to teaching physical education in grades PreK-5. Emphasis is on teaching styles, methods and curriculum. A practicum in the public schools is required. Prerequisites: Admission to the professional program and SPED 312, or consent of instructor.

SPED 415. Individual Sports (3) Skills for golf, tennis, and inline skating. Students will learn proper skill progressions, techniques that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex game play. Prerequisites: SPED 200, admission to the professional program, or consent of instructor.

SPED 420. Team Sports II (3) Skills for volleyball, softball and soccer. Students will learn proper skill progressions, techniques that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex game play. Prerequisites: Admission to the professional program, SPED 200, or consent of instructor.

SPED 445. Measurement and Evaluation of Physical Education (3) History, basic statistical techniques utilized in scoring and interpreting tests, evaluation of measures now available in the field, and the administration of a testing program. Prerequisites: Admission to the professional program and SMTH 201 or SPSY 225 or SSOC 220.

SPED 450. Clinical Experience (1) A supervised clinical experience in a selected physical education setting designed to address any deficit in the required 100 hours of pre-student teaching practicum experience. Prerequisites: SEDF 210, SPED 304, SPED 312, SPED 405, and the permission of the instructor.

SPED 453. Organization and Administration of Physical Education (3) Organization and management of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the selection and evaluation of activities. Prerequisites: Admission to the professional program.

SPED 455. Fitness Assessment and Prescription (4)
Principles of exercise testing and prescription as they apply to fitness and performance, including the role of the health related components of fitness in performance, and/or physical fitness of normal and special populations, and the significance of cardiovascular programs through the life cycle. Prerequisites: SPED 301, SPED 302, and senior standing.

SPED 457. Essentials of Strength and Conditioning (3)
The scientific foundations of strength training and athletic conditioning, program design for both power and endurance athletes, performance-enhancing substances, performance testing, and facility organization and management. Prepares students to sit for the NSCA's Certified Strength and Conditioning Specialist exam. Prerequisites: SPED 301, SPED 302, and junior standing. Corequisite: SPED 120.

SPED 459. Sport Nutrition (3) Impact of optimal nutrition on exercise performance. Important topics include digestion, thermoregulation, metabolism and fuel usage, sports supplements, and weight control. Prerequisites: SPED 301, and junior standing.

SPED 460. Issues and Trends in Physical Education (3) Student reflection on the incorporation of accumulated knowledge into their student teaching clinical through the creation of the Teacher Work Sample. Prerequisite: Admission to Directed Student Teaching. Corequisite: SPED 479.

SPED 462. Physical Education for the Exceptional Child (3) Programs of developmental activity and guidance for students with restrictive disabilities. Included are techniques for appraising students with faulty body mechanics, orthopedic defects, and other atypical physical conditions along with methods of handling, within the regular physical education class, the various handicaps commonly found in the schools. Prerequisite: Admission to the professional program.

SPED 479. Directed Teaching in Physical Education (12) A supervised clinical experience normally consisting of seven weeks in an elementary school and seven weeks in a secondary school. The experience includes exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisite: SPED 460. Pass/fail credit.

PHYSICS (SPHS)

SPHS 101. Introduction to Physical Science (3) Introduction to the concepts, ideas, and methods of physical science with emphasis on the principles of classical and modern physics and chemistry. Prerequisite: SMTH 120 or higher, except statistics or higher placement in SMTH.

SPHS 101L. Introduction to Physical Science Laboratory (1) Experiments, exercises, and demonstrations to accompany SPHS 101. Prerequisite or corequisite: SPHS 101.

SPHS 201, 202. General Physics I & II (4,4) Mechanics, heat, sound, wave motion, electromagnetism, optics, and modern physics. Three class, one recitation, and two laboratory hours per week. Prerequisite for 201: SMTH 127 or consent of instructor. No previous background in physics is assumed. Prerequisite for 202: SPHS 201. SPHS 201.

SPHS 211, 212. Essentials of Physics I & II (4,4) Mechanics, heat, wave motion, electromagnetism, optics, and modern physics taught from a calculus level. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite for 211: SMTH 142. Prerequisite for 212: SPHS 211.

POLITICAL SCIENCE
See Government and International Studies.

PSYCHOLOGY (SPSY)

Note: Psychology 101 is a prerequisite for all other psychology courses unless otherwise specified.

SPSY 101. Introduction to Psychology (3) Survey of major topics in psychology (learning, perception, motivation, intelligence, etc.), and an introduction to methods used in psychological investigation.

SPSY 225. Psychological Statistics (3) Statistical principles, including measures of central tendency, variability, relative standing, probability, techniques of regression and correlation, statistical hypothesis testing, analysis of variance and nonparametric statistics with applications in the social sciences. Prerequisites: SPSY 101, placement in SMTH 121 or higher.

SPSY 300. Topics in Psychology (3) Survey of a selected topic planned around an area of faculty interest. Prerequisite: SPSY 101 or consent of instructor.

SPSY 302. Developmental Psychology (3) Introduction to life span developmental psychology providing an overview of cognitive, social, emotional, and physical development from conception to senescence. Prerequisite: SPSY 101 or consent of instructor.

SPSY 303. Psychology of Learning and Memory (3) Introduction to basic principles and theories of learning and memory including such topics as habituation, classical and instrumental conditioning, verbal learning, social learning theory, behavior modification, and modeling. Prerequisite: SPSY 101 or consent of instructor.

SPSY 304. Cognitive Psychology (3) Higher mental processes including such topics as pattern recognition, attention, memory, language perception and production, decision making, problem solving, concept formation and cognitive growth. Behavioral and neuropsychological perspectives are considered. Prerequisites: SPSY 101 or consent of instructor.

SPSY 305. Sensation and Perception (3) The basic principles involved in vision, audition, taste, smell and skin senses. Topics include the structure and function of the various sensory systems and related brain areas, measurement of sensory experiences, and perceptual information processing such as perception of color, pattern, movement, depth, music, and speech. Prerequisite: SPSY 101 or consent of instructor.

SPSY 307. Social Psychology (3) The principles governing human interaction including factors such as group dynamics, leadership, prejudice and propaganda. Prerequisite: SPSY 101 or consent of instructor.

SPSY 308. Physiological Psychology (3) Basic neural and endocrine processes and their correlation with behavior. Prerequisite: SPSY 101 or consent of instructor.

SPSY 309. Psychology of Personality (3) The major theories of personality and the factors involved in the development of personality. Prerequisite: SPSY 101 or consent of instructor.

SPSY 310. Abnormal Psychology (3) The nature of mental and emotional disorders including such topics as theories of emotional disorders and the causes and treatment of various disorders. Prerequisite: SPSY 101 or consent of instructor.

SPSY 311. Industrial and Organizational Psychology (3) Survey of the theoretical and empirical foundations of human behavior in industries and organizations. Special consideration is given to applied problems as they relate to improving relationships between individuals and organizations. Prerequisite: SPSY 101 or consent of instructor.

SPSY 325. Research Methods for Psychology (4) Introduction to research methods for the study of behavior. Lectures, class discussion, and laboratory exercises drawn from diverse areas of psychology are used to provide practical knowledge and skill in data analysis, experimental design, and writing technical reports. Prerequisite: SPSY 101. Prerequisite or Corequisite: SPSY 225, or consent of instructor.

SPSY 330. Applied Psychology (3) Introduction to the practical applications of psychology in such areas as mental health, industry, schools, law enforcement, and advertising. Prerequisite: SPSY 101 or consent of instructor.

SPSY 350. Psychology of Adjustment (3) The process by which people adjust to the demands made upon them as a result of living with others. Basic processes of motivation and learning are examined, especially as these relate to the acquisition of the mechanisms of adjustment. Prerequisite: SPSY 101 or consent of instructor.

SPSY 351. Psychology of the Exceptional Individual (3) Causes and characteristics of sensory, cognitive, and motor skills and the behavior and potential of exceptional individuals. Prerequisite: SPSY 101 or consent of instructor.

SPSY 399. Independent Study (1-6) An individualized program of study planned in conjunction with a psychology faculty member. Prerequisite: SPSY 101.

SPSY 400. Advanced Topics in Psychology (3) Intensive study of a selected topic planned around an area of faculty or student interest. Prerequisite: SPSY 101 and one 300-level psychology class, or consent of instructor.

SPSY 402. Experimental Topics in Psychology (3) The formation of testable hypotheses, methodological design, data collection and analysis, critical evaluation and scientific documentation as applied to a particular content area in psychology. Laboratory experiences are an integral part of this course. May be repeated once upon change of topic. Prerequisites: SPSY 101, SPSY 225, SPSY 325, or consent of instructor.

SPSY 412. Theories of Counseling and Psychotherapy (3) The different approaches to counseling and psychotherapy with emphasis on both theory and technique. Prerequisites: SPSY 101 and SPSY 309, or consent of instructor.

SPSY 417. Psychological Tests (3) Theory, development, and application of intelligence, achievement, aptitude, and personality assessment measures. Prerequisite: SPSY 101, SPSY 225, or consent of instructor.

SPSY 420. Psychology of Men (3) Investigation of the male role in society today, with an overview of the historical forces which have influenced the biological, cultural, social, cognitive, emotional, and sexual aspects of the male role. Prerequisite: SPSY 101, SPSY 300 level course, or consent of the instructor.

SPSY 421. History and Systems of Psychology (3) Historical roots of modern psychological theories and a survey of various present-day approaches. Prerequisite: SPSY 101, two 300-level psychology courses, and junior standing; or consent of instructor.

SPSY 442. Psychology of Women (3) Women's experiences, present day status and life-styles, and the biological

and cultural antecedents of women's roles. Prerequisite: SPSY 101 or consent of instructor.

SPSY 460. Human Sexual Behavior (3) Psychological, physiological, and sociological factors in human sexual behavior and attitudes. Prerequisites: SPSY 101, junior or senior standing, or consent of instructor.

SPSY 499. Psychology Internship (1-6) Supervised work experience in community agency or hospital. Fifty hours of work for each credit hour are required. Prerequisites: Psychology major, SPSY 325 with a minimum grade of C, senior standing and consent of instructor.

SPSY 502. Senior Seminar: Special Topics in Psychology (3) Selected topics in psychology planned around areas of faculty interest and competence. Prerequisites: SPSY 101, SPSY 225, SPSY 325, SPSY 402 or consent of instructor In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.

RECREATION (SREC)

SREC 399. Special Topics (3) Selected topics in Exercise and Sport Science. Topics vary depending on faculty expertise. This course may be repeated for credit if the topic is different. Prerequisites: SREC 210, junior standing, or permission of instructor.

SREC 480. Internship in Exercise and Sport Science (6) Guided practical experience in an elected, supervised setting appropriate to the chosen focus area. Prerequisite: SPED 390 and junior standing.

SREC 485. Senior Seminar (1) The integration of knowledge of recreation and individual professional activity at an advanced level utilizing research, oral presentation, a series of discussions, conferences, and role-playing experiences related to the various aspects of organized recreation as a career. Internships, employment opportunities, ethical issues, and other related topics are reviewed.

RELIGION (SREL)

SREL 103. Comparative Religion (3) Beliefs and principles of the major faiths of Asia, the Middle East, and Africa, viewed from historical, cultural, and theological perspectives.

SREL 300. Asian Religious Traditions (3) History, beliefs and practices of Hinduism, Buddhism, Confucianism, Taoism, Shinto and "popular" religion in Asia through modern times. Emphasis on the roles of religion in the history and culture of South Asian and East Asian

societies. Prerequisite: Sophomore standing or consent of instructor.

SREL 301. Western Religious Traditions (3) History, beliefs, values and practices of Judaism, Christianity and Islam through modern times, with a comparative perspective on law, institutions, scripture, gender and religious thought. Prerequisite: Sophomore standing or consent of instructor.

SREL 360. Modern Islam (3) Modern history, beliefs, values and practices of Muslim communities worldwide, with focus on contemporary Islamic approaches to law, institutions, politics, scripture, and gender. Prerequisite: Sophomore standing or consent of instructor.

SREL 399. Topics in Religion (3) Specific themes, regions, or traditions in religion. May be repeated for credit when topics vary. Prerequisite: Sophomore standing or consent of instructor.

SOCIOLOGY (SSOC)

Note: Sociology 101 is prerequisite to all other sociology courses. Sociology 101, 201, 301, 302 and 499 are core courses.

SSOC 101. Introduction to Sociology (3) Introduction to the major theoretical and methodological perspectives used to explain, investigate and analyze social life.

SSOC 201. Introduction to Statistics for the Social Sciences (3) Fundamental principles of descriptive and inferential statistics as used in the social sciences, including measures of central tendency and variation, the normal approximation, probability, chance variability, estimation, hypothesis testing, and correlation.

SSOC 301. Sociological Theory (3) Roots and historical development of various sociological lenses as tools for examining the social world.

SSOC 302. Sociological Research Methods (3) Quantitative, qualitative and comparative methods used in social science research, focusing on research design, data collection and analysis, and ethical issues. Prerequisite or corequisite: SSOC 301 or consent of instructor.

SSOC 310. Individual and Society (3) Selected theoretical orientations, methodological procedures, and research findings pertaining to the relations between the individual and society.

SSOC 311. Social Problems (3) Content selected for contemporary importance and sociological relevance.

SSOC 320. Sociology of Aging (3) Processes of aging as a form of socialization and demographic reality, including institutional effects. The status of the elderly and the sources of prejudice and discrimination they experience are emphasized.

SSOC 321. Animals and Society (3) Sociological perspectives on human-animal interaction and the role of animals in society.

SSOC 323. Urban Sociology (3) Characteristics, causes, and impacts of city life. Different types of urban areas and current issues are examined from comparative, historical, and global perspectives.

SSOC 325. Social Movements (3) Characteristics, causes, and impacts of social and political movements in the modern world. Different types of movements, including the American civil rights movement, are examined from comparative, historical, and global perspectives.

SSOC 327. Population Dynamics (3) (=SGEG 340) Issues in measurement of the distribution and development of human population. Applies the analytical methods used in accounting for the effects of births, deaths and migrations.

SSOC 328. Social Demography (3) Selected theoretical orientations, methodological procedures and historical perspectives related to the social analysis and context of demographic change.

SSOC 329. Social Change (3) Applies sociological lenses to current major social, cultural, economic, political, and global transformations, emphasizing their interrelationships.

SSOC 330. Social Inequality (3) Theoretical perspectives and research on the unequal distribution of wealth power, and prestige in social life on a global, national, and local scale. Attention is given to the impact of globalization on social stratification.

SSOC 333. Race and Ethnic Relations (3) Examines the basic concepts of race and ethnicity, relevant sociological theories, and their application to critical issues.

SSOC 337. Gender and Society (3). A sociological investigation of gender as a fundamental principle of social life. The interdependence of gender constructions and of societies' inequality structures across social institutions is explored.

SSOC 339. Women and Armed Conflict (3) Women's lives in the context of armed conflict examined from comparative, historical and global perspectives.

SSOC 341. Sociology of Families (3) Methods and theories used in the examination of intimate human relationships, including parenting, violence and abuse, and divorce and remarriage. Emphasizes the social factors that bring about change in family-related behaviors and create diversity in family forms.

SSOC 343. Political Sociology (3) The societal conditions affecting political ideas, institutions, and practices. The role of politics in society is examined from comparative, historical, and global perspectives.

SSOC 345. Sociology of Religion (3) The societal conditions affecting religious beliefs, institutions, and practices. The role of religion in society is examined from comparative, historical, and global perspectives.

SSOC 347. Sociology of Organizations and Work (3) Sociological investigation of how post-industrial society and globalization impact the workplace, jobs, workers, gender, families and communities. The role of leadership in organizations is also examined.

SSOC 349. Displaced Persons (3) Characteristics and causes of displacement and their impacts on people's lives. Different types of displacement, with emphasis on traumatic events, are examined from comparative, historical, and global perspectives.

SSOC 351. Social Deviance (3) (=SCRJ 474) Theories, methods and substantive issues in the creation, involvement, recognition and control of deviance. Sociological theories and pertinent research data are integrated in the context of contemporary societal issues.

SSOC 353. Sociology of Crime (3) Social factors in the development, identification, and treatment of crime and criminals.

SSOC 355. Juvenile Delinquency (3) (=SCRJ 345) Social factors in the development, identification and treatment of delinquents and juvenile delinquency in the context of juvenile justice systems.

SSOC 357. Sociology of Mental Health and Mental Illness (3) Social factors in the development, identification, and treatment of mental illness.

SSOC 361. Medical Sociology (3) The social organization of medicine including patterns of morbidity and mortality, the social and cultural factors influencing disease, and the organization of the health care system in the United States.

SSOC 363. Sociology of Death and Dying (3) A sociological and cross-cultural perspective on dying, death, and bereavement in contemporary society.

SSOC 391. Special Topics (3) Emerging issues in contemporary sociology. Selected topics organized around

faculty and student areas of special interest. This course can be taken more than once if the topic is different.

SSOC 395. Internship (3) Supervised work experience in a community agency based on an individualized, contracted program planned in conjunction with the relevant sociology faculty member. Ten hours per week in the field placement, at least three class meetings, and a formal, written sociological analysis of the field experience are required. The course may be taken more than once, but may be applied toward major credit in sociology only once. Normally offered every spring semester.

SSOC 399. Independent Study (1-6) An individualized, contracted program of study planned in conjunction with a sociology faculty member.

SSOC 499. Senior Seminar (3) A capstone course designed around topics selected by faculty. Emphasis is on research with written and oral presentations. Prerequisites: SSOC 201, 301, 302, and 15 additional hours of upper level sociology with a C or better.

SPANISH (SSPN)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SSPN 101. Introductory Spanish I (3) Fundamentals of the language and culture through speaking, listening, reading, and writing.

SSPN 101B. Introductory Spanish I: Business(3) Fundamentals of the language and culture through speaking, listening, reading, and writing with a focus on the language for business professionals.

SSPN 101N. Introductory Spanish I: Health Professions (3) Fundamentals of the language and culture through speaking, listening, reading, and writing with a focus on the language for health care professionals. Those completing SSPN 101N should plan to continue in SSPN 102N.

SSPN 102. Introductory Spanish II (3) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for SSPN 102 is SSPN 101.

SSPN 102B. Introductory Spanish II: Business (3) Fundamentals of the language and culture through speaking, listening, reading, and writing with a focus on the language for business professionals. Prerequisite for SSPN 101B or placement through testing.

SSPN 102N. Introductory Spanish II: Health Professions (3) Fundamentals of the language and culture through speaking, listening, reading, and writing with a focus on the language for health care professionals. Those enrolling in SSPN 102N are strongly encouraged to have completed SSPN 101N. Prerequisite: SSPN 101N, SSPN 101, or placement through testing.

SSPN 201. Intermediate Spanish (3) Review of the basic principles of the language, with emphasis on reading, writing, and oral skills. Prerequisite: SSPN 102 or placement through testing.

SSPN 202. Intermediate Spanish (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SSPN 201 or placement through testing.

SSPN 250. Selected Spanish Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SSPN 102 or consent of instructor.

SSPN 300. Topics in Conversation (3) Development of intermediate/advanced communication skills through discussions of current topics. Topic examples include pop culture, news, or popular literature. Emphasis on oral skills and listening comprehension. Course intended for non-native speakers. Prerequisite: SSPN 201.

SSPN 301. Introduction to Hispanic Literature (3) Reading Hispanic literary texts/literary criticism. Focus is on literary terms and their applications in close readings of Spanish and Spanish-American texts. Prerequisite: SSPN 202, or consent of instructor.

SSPN 304. Hispanic Culture (3) Readings and visuals emphasizing a comparative approach to the historical, economic, cultural and social developments in the Spanish-speaking Caribbean, Latin America and the United States. Prerequisite: SSPN 202 or consent of instructor.

SSPN 309. Advanced Spanish Language I (3) Fundamental elements of the language and exercises in composition. Prerequisite: SSPN 202 or consent of instructor.

SSPN 310. Advanced Oral Practice (3) Development of oral skills, vocabulary and phonetic fluency through presentations, discussions and group activities. Prerequisite: SSPN 202 or consent of instructor.

SSPN 311. Introduction to Non-Literary Translation (3) Theoretical grounding and practical problems of professional translation (Spanish/English; English/Spanish). Translation of short legal, medical and commercial texts in their linguistic and cultural context and an overview of the translator profession in the USA are studied. Pre-

requisites: SEGL 252 and SSPN 202; or SSPN 309; or consent of the instructor.

SSPN 312. Introduction to Interpreting (3) General understanding of the problems for facilitating oral communication between monolingual speakers of English and Spanish. Develops basic skills for professional interpreting in its cultural context with practical exercises through role playing and the use of audio and audio visual material. Prerequisites: SSPH 201 and SSPN 202; or SSPN 310; or consent of the instructor.

SSPN 314. Advanced Spanish Language II (3) Continued practice of the fundamental elements of the language and exercises in composition. Prerequisite: SSPN 309 or consent of instructor.

SSPN 315. Spanish for the Professions (3) Practice in oral and written language pertinent to specific careers, such as health care, criminal justice or business. Course may be repeated once with change in professional topic. Prerequisite: SSPN 202 or consent of instructor.

SSPN 320. Spanish Civilization (3) Culture and civilization of Spain. Prerequisite: SSPN 202 or consent of instructor.

SSPN 321. Latin American Civilization (3) Cultural heritage of the Latin American people from the pre-Columbian period to the present. Prerequisite: SSPN 202 or consent of instructor.

SSPN 330. Survey of Spanish Literature I (3) Representative authors and works from Medieval, Renaissance, and Golden Age Literature. Prerequisite or Corequisite: SSPN 301 or consent of instructor.

SSPN 331. Survey of Spanish Literature II (3) Major movements, principal authors, and representative works in Spanish literature since 1700. Prerequisite or Corequisite: SSPN 301 or consent of instructor.

SSPN 332. Survey of Spanish American Literature I (3) Representative authors and works from pre-Columbian times through the colonial era. Prerequisite or Corequisite: SSPN 301 or consent of instructor.

SSPN 333. Survey of Spanish American Literature II (3) Major movements, principal authors, and representative works from the nineteenth century to the present. Prerequisite or Corequisite: SSPN 301 or consent of instructor.

SSPN 350. Selected Spanish Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SSPN 202 or 250 or consent of instructor.

SSPN 398. Topics in Spanish Language or Literature (3) Intensive study in selected areas chosen by the instructor. Prerequisite: SSPN 301 or consent of instructor.

SSPN 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SSPN 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language courses, and consent of faculty supervisor.

SSPN 420. U.S. Latino Literature (3) A core grouping of Latino authors who were either born or raised in the United States and whose texts are written primarily in English. The selected texts are bilingual. Prerequisite: SSPN 309 or consent of instructor.

SSPN 431. Masterworks of Hispanic Literature (3) Selected masterpieces written in Spanish. Selections are samplings of great literature from the Spanish-speaking world. Prerequisite or Corequisite: SSPN 301 or consent of instructor.

SSPN 451. Second Language Acquisition (3) An introduction to major learning theories with particular focus on those dealing with acquisition of a second or foreign language. Field experience is required. Prerequisite: SSPN 202.

SSPN 453. Introduction to Romance Linguistics (3) Descriptive and historical analyses of the Romance languages, beginning with their origins in Latin. Prerequisite: SSPN 309 or SFRN 309 or consent of instructor.

SSPN 454. Spanish Linguistics (3) Basic concepts and terminology essential to the study of Spanish phonology and phonetics, morphology, syntax, lexicon, semantics, language change and language variation. Prerequisite: SSPN 309 or consent of instructor.

SSPN 490. Senior Seminar in Spanish (3) Reading and research on selected topics designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: SSPN 301, 309, 310, 314 and three additional upper division Spanish courses. Corequisite: senior standing.

SPEECH (SSPH)

SSPH 201. Public Speaking (3) Oral communication and speaking before an audience. Prerequisite: SEGL 102 or consent of instructor.

SSPH 201H. Public Speaking Honors (3) An in-depth consideration of theories and principles of speech construction, analysis and delivery. The writings of classical and contemporary philosophers, theorists and rhetoricians are considered. Intensive reading, writing, research, delivery and a service component are included. Prerequisites: SEGL 102; admission to honors program as a second year student or permission of director of honors program.

SSPH 301. Theories and Principles of Human Communication (3) Theories, principles and functions of human communication. Topics include culture, nonverbal communication, listening skills, self-disclosure, perception and interviewing. Prerequisites: SEGL 102 or consent of instructor.

SSPH 303. Ethics in Human Communication (3) An investigation of ethical principles relevant to interpersonal, small group and organizational communication. The relationship among philosophy, rhetoric, ethics and human communication is explored. Prerequisite: SSPH 301 or consent of instructor.

SSPH 309. Small Group Communication (3) Exploration of small groups in multiple communication contexts. Emphasis is placed on the foundation of group communication, including organizing groups, improving communication skills, managing conflict, and problem-solving techniques. Prerequisites: SSPH 201 or consent of instructor.

SSPH 310. Interpersonal Communication (3) The study of the communication process as a form of practical action between individuals. The classroom functions as an interpersonal laboratory to study and practice interpersonal skills through discussions, exercises and projects. Prerequisites: SSPH 201 or consent of instructor.

SSPH 312. Rhetorical Theory (3) Historical development of rhetorical studies in communication, from classical Western antiquity to the present. Emphasis is placed on the conceptualizations of rhetoric in different historical contexts and introduction to a selection of contemporary approaches (critical methods) and the analysis of rhetorical discourse. Prerequisite: SSPH 201.

SSPH 313. Rhetorical Criticism (3) Emphasis on definition, function and role of criticism; fundamentals of argumentation; the principal elements of rhetorical style; and surveying several established methods and procedures of rhetorical criticism. Possible topics include, but are not limited to, popular texts, pop culture and media. Prerequisite: SSPH 312 or consent of the instructor.

SSPH 333. Advanced Public Speaking (3) The principles and theories of speech composition. Areas of focus include rhetorical theory, strategic organization, evidence, reasoning and delivery. Prerequisite: SSPH 201 or consent of instructor.

SSPH 340. Voice and Diction (3) The analysis, evaluation, and improvement of speech based on the anatomy and physiology of the vocal mechanism, voice production, and articulation.

SSPH 350. Communication & Gender (3) Exploration of gender in multiple communication contexts. Emphasis is placed on the role of gender in everyday life through the study of theory, personal experience, and media representation. Prerequisites: SSPH 201 or consent of instructor.

SSPH 380. Intercultural Communication (3) An introduction to the theory and practice of difference-based communication. Students investigate the communicative impact of significant cultural differences in values, perceptions and behavior. Prerequisite: SEGL 102.

SSPH 398. Topics in Speech Communication (3) A specific area of speech is explored. Individual topics are announced.

SSPH 440. Argumentation and Debate (3) Fundamental principles, skills and ethics of argument. In-class debates required. Prerequisites: SSPH 201 or consent of instructor.

SSPH 441. Debate Laboratory (1) Participation in debate team activities, including research, construction of debate briefs, competition and travel. Weekly meetings are require. May be repeated for a total of four credits. Prerequisite: SSPH 440. Corequisite: Debate team membership.

SSPH 448. Organizational Communication (3) Theories, research and functions of communication in organizations, including communication practices and strategies in professional and social settings. Prerequisites: SSPH 201 or permission of the instructor.

SSPH 450. Communicating for Social Change (3) An introduction to theories and principles essential to understanding the communicative function and processes of social movements. The construction and presentation of persuasive messages intended to produce social change are emphasized. Prerequisite: SSPH 201.

STATISTICS (SSTA)

SSTA 301. Statistical Computing (3) Data entry, sorting and merging, data summarization, graphical display, re-

ports, and statistical inferences using statistical softwares. Prerequisite: Any college-level statistics or consent of instructor.

SSTA 410. Introduction to Probability Theory (3) Laws of probability and sample space; discrete and continuous distributions; joint, marginal and conditional densities; moment generating functions; univariate and bivariate normal distribution. Prerequisite: C or better in SMTH 142 or consent of instructor.

SSTA 413. Introduction to Stochastic Processes (3) Markov chains; Poisson processes; introductory renewal theory, Brownian motion and stationary processes used in mathematical modelling. Prerequisite: C or better in SSTA 410 or consent of instructor.

SSTA 512. Mathematical Statistics (3) A comprehensive development of statistical analysis that builds upon a knowledge of probability and basic statistics. Topics include sampling distributions, interval and point estimation, the law of large numbers, limiting distributions, testing hypotheses and order statistics. Prerequisite: SSTA 410 or consent of instructor.

SSTA 516. Statistical Methods II (3) More advanced development of solutions to problems involving statistics. Topics include experimental design, analysis of variance, analysis of covariance, multiple linear regression, curvilinear regression, and logistic regression. Prerequisite: SMTH 315 or consent of the instructor.

SSTA 598. Topics in Statistics (3) Intensive study in a specialized area of statistics. Selected topic is based on student interest and faculty expertise. Prerequisite: SMTH 315 or consent of instructor.

THEATRE (STHE)

STHE 161. Introduction to Theatre Art (3) Understanding and criticism of dramatic literature, history, and production.

STHE 170. Fundamentals in Acting (3) The technique of body and voice control, improvisation, interpretation of characters, and characterization applied in scenes.

STHE 260. Theatre Laboratory (1) Participation in theatre production, including stage management, direction, costumes, makeup, lighting, sound, scenery, and business management. No formal class meetings. May be repeated for a total of four credits.

STHE 301. Dramatic Theory and Criticism (3) A philosophical, psychological and social theorist perspective. Analytical writing on topics such as social context

and resonance of the drama, dramatic action, playwriting, dramatic illusion and Shakespeare is stressed. Prerequisite: SEGL 102 or consent of instructor.

STHE 370. Voice for the Actor (3) Group study of the voice in performance, using applied breath and resonance techniques aimed at enhancing vocal power for the actor or public speaker. Exercises and text work will be applied to voice techniques, creating a connection between the word image and vocal expression for the actor and public speaker. Prerequisite SSPH 201; STHE 170 or consent of instructor.

STHE 373. Fundamentals of Play Directing (3) Text analysis and interpretation. The emphasis is on discovering the intention of the playwright and on blocking, including picturization and composition, culminating in each student's production of a one-act play for public presentation. Prerequisite: STHE 170

STHE 374. Intermediate Acting (3) Advanced scene and monologue performance including script analysis and character building. Plays of Classical Realists will be performed. Prerequisite: STHE 170.

STHE 376. Stage Movement for the Actor (3) Centering, body alignment and kinetic power influencing the projection of images and ideas. A studio warm-up and work-out developing the skills for the preparation of a variety of performance pieces demonstrating kinetic principles, culminating in a public performance.

STHE 377. Stagecraft (3) Drafting, design and interpretation of drawings for structural components of sets, lighting and costumes. Using the current production as a laboratory, students will concentrate on such skills as the basics of set construction, the computerized lighting system and costume construction.

STHE 378. Playwriting (3) Script analysis and preparation, dialogue development, character construction and scene composition. Students write full length manuscripts and participate in a public performance of readings from the completed plays. Prerequisite: English 102.

STHE 379. Lighting Design (3) The design and drafting process of lighting for a stage production. Designing a lighting plot and the role of lighting as a design element will be included; a research project will be assigned. Prerequisites: SEGL 102; STHE 161 or consent of instructor.

STHE 380. Scene Design (3) Design and drafting processes necessary for theatrical scenic design. Text analysis, research and the design for various play genres will be included, as well as the use of computer assisted drafting. Prerequisites: SEGL 102; STHE 377 or consent of instructor.

STHE 381. Stage Management (3) Experiences in technical organization and backstage supervision of a production. Topics will include backstage responsibilities, production cues, and director/manager and cast/crew relationships. Prerequisites: SEGL 102; STHE 170 or consent of instructor.

STHE 382. Theatre for Youth (3) Creative drama methods for youth. A children's play will be produced and performed. Prerequisites: SEGL 102; STHE 170 or consent of instructor.

STHE 383. Stage Combat (3) Basic techniques of unarmed and armed fighting for the theatre, stressing punches, kicks, tumbling, and falls, in the context of scene work and safety. Prerequisite: STHE 170 or consent of instructor.

STHE 385. Theatre History I (3) History of theatrical production including major dramatic texts, dramatists, and dramatic theory. Included is a survey of stage and auditorium architecture, stage machinery, scenery, costuming, lighting, acting and directing from pre-history through the Italian Renaissance. Prerequisite: SEGL 102.

STHE 386. Theatre History II (3) History of theatrical production including major dramatic texts, dramatists, and dramatic theory. Included is a survey of stage and auditorium architecture, stage machinery, scenery, costume, lighting, acting and directing, from the Italian Renaissance to the modern era. Prerequisite: SEGL 102.

STHE 398. Topics in Theatre (3)

STHE 399. Internship or Independent Study in Theatre (1-3) Supervised professional experience of research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit, 45 hours. For an internship or an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat STHE 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in major, consent of faculty supervisor and junior standing.

STHE 401. Classical Styles in Acting (3) Advanced study in the performance techniques and challenges particular to classical theatre. Applied scene work, focusing on the physical, vocal, and textual requirements for the performance of Shakespeare, Moliere, and Greek classical texts, will lead to the public performance of scenes and monologues. Prerequisite: STHE 170 or consent of instructor.

STHE 402. Alternative Styles in Acting (3) Advanced modes of performance and the physiological and vocal challenges particular to acting outside the realm of realism. Exercises will focus on physical approaches to building character through the context of scene work in Absurdist, Commedia, and other non-realist tests. Prerequisite: STHE 170 or consent of instructor.

STHE 473. Advanced Play Directing (3) Choosing text, casting, directing a collaborative team and exercising complete artistic control over all aspects of theatre production. Principles of actor coaching and staging technique culminate in the public presentation of a one act play with at least an hour's running time or a select act from a full-length manuscript. Prerequisite: STHE 373.

UNIVERSITY (SUNV)

SUNV 101. The Student in the University (3) The purposes of higher education and the potential role of an individual student within the university and other learning environments. Open to freshmen only. This course does not count toward graduation in some majors.

SUNV 102. Freshman Orientation (1) The successful transition into higher education through social, personal and academic development. Considered are topics and activities in study skills, time management, goal setting, careers, health and wellness, responsibility, cultural awareness, and the enhancement of the relationship between the faculty adviser and the student.

SUNV 103. Freshman Orientation (1) The successful transition into higher education through academic, social, and personal development. Considered are topics and activities in time management, goal setting, responsibility, and careers, with special emphasis on study skills. The academic performance of students, in all classes, is monitored throughout the semester. Required of academic skills students. (Students cannot receive credit for both University 103 and 102.)

SUNV 201. Leadership Development I (2) Various approaches to the definition of leadership and practical experience in building leadership skills. The critical questions of what is leadership, what are the qualities of a good leader, and what skills does a leader need are examined. Pass/fail credit.

SUNV 202. Introduction to Leadership II (2) Practical experience in building leadership skills within the context of community-based leadership. The focus is upon the most pressing needs for leadership within the community to allow students to become directly involved with a relevant project. Prerequisite: University 201.

**SUNV 300. Introduction to Interdisciplinary Studies
(3)** Approaches to understanding, analyzing, and synthesizing information from varied perspectives. Emphasis is on researching, writing, and crafting sound arguments from multi-disciplinary approaches. Prerequisite: SEGL 102.

SUNV 310. Leadership Development Internship (1-4)
Practical application of leadership principles through a public service internship. Limited to participants in the Leadership Development Program. Prerequisite: SUNV 202.

SUNV 390. Peer Leadership Practicum (1-3) Application of specific guidance and teaching techniques while serving as a peer leader for University 101. Emphasis is placed on role modeling, group dynamics, creating classroom cohesion, using interactive teaching methods, and the importance of assessment. Acceptance into the peer leader program is required. Prerequisite: SUNV 101 or consent of instructor. May be repeated for additional credit for maximum of six hours.

SUNV 398. Interdisciplinary Studies Internship (1-3)
Supervised work experience in a community agency or business based on an individualized, contracted program planned in conjunction with a faculty member and approved by t he student's advisor. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 work hours; for one credit, 45 hours. A student may repeat SUNV 398 once with a different internship contract description for a total of no more than six hours of undergraduate credit. Prerequisites: junior standing, and approved internship contract. This internship cannot be used to meet concentration requirements for bidisciplinary and multidisciplinary concentrations.

SUNV 399. Independent Study (1-6) An individualized, contractual program of study planned in conjunction with a faculty member involved with the student's interdisciplinary program of study. May be repeated for a total of no more than six hours of undergraduate credit with consent of advisor. Prerequisites: junior standing or permission of instructor.

**SUNV 490. Senior Seminar in Interdisciplinary Studies
(3)** Reading and research on selected topics designed to explore issues of broad interdisciplinary interest. Designed to integrate knowledge at an advanced level, explore ethical issues, and gain experience in research and oral presentation. Seminar topics vary. Prerequisites: senior standing and permission of IDS advisor.

WOMEN'S AND GENDER STUDIES (SWST)

**SWST 101. Introduction to Women's & Gender Studies
(3)** Gender and its intersection with other social constructs of difference (ethnicity, class, sexuality, and age). A brief overview of feminism as a social movement and a body of scholarship concerned with equality between men and women, and among women, is also presented. Topical debates address marriage, work, reproductive politics, masculinity, media culture, and other gendered issues.

SWST 301. Feminist Theory and Methods (3) Philosophical exploration of feminist theories and feminist methods of inquiry. Prerequisite: SPHL 102 or SSOC 101 or SWST 101 or permission of instructor.

SWST 355. U.S. Women's Movement (3) In-depth, interdisciplinary perspectives on U.S. women's activism, actions and resistance strategies. Prerequisite: SWST 101 or SWST 301 or SGIS 350 or permission of instructor.

SWST 369. Gender and Autobiography (3) Reading and writing first person narratives in which an author examines his or her own life as it has been shaped by social and cultural notions of masculinity and femininity.

SWST 398. Topics (3) Area of study not covered in permanent offerings, to be planned around a faculty member's current research. Prerequisite: SWST 101 or consent of instructor.

SWST 399. Independent Study (1-3) An individualized program of study in the student's area of interest and in consultation with a faculty member. May be repeated for total of no more than six hours of credit. Prerequisites: SWST 101; junior or senior standing; GPA 2.0 overall, 2.5 in Women's and Gender Studies courses; a minimum of 6 hours in courses approved for the Women's and Gender Studies minor numbered 300 and above; and consent of instructor.

SWST 490. Senior Seminar (3) Exploration, at an advanced level, of issues, topics, and dilemmas related to Women's and Gender Studies. Topics vary depending upon the instructor. Prerequisites: senior standing, SWST 301 and other courses primarily addressing women's and gender issues; permission of instructor.

SWST 498. Outreach Practicum (1-3) Supervised experience outside the classroom to develop skills in program leadership. The outreach location will vary by semester. For one credit hour, a minimum of 45 hours of supervised work and periodic consultation with the instructor are required. May be repeated for total of no more than six hours of credit. Prerequisites: SWST 101; junior or senior standing; GPA 2.0 overall, 2.5 in Women's and Gender

Studies courses; or consent of instructor; and successful interview with instructor.

SWST 499. Internship (1-3) Supervised professional experience or project with selected community organizations. For each credit hour a minimum of 45 hours of supervised work and periodic consultation with the instructor are required. May be repeated for total of no more than 6 hours of credit. Prerequisite: SWST 101; junior or senior standing; GPA of 2.0 overall, 2.5 in Women's and Gender Studies courses; a minimum of 6 hours in courses approved for the Women's and Gender Studies minor numbered 300 and above; and consent of instructor.

Women's and Gender Studies Courses

The following courses have been approved as Women's Studies courses. Detailed descriptions are available under departmental listings.

- SATH 301: Women and Art
- SCRJ 382: Women and Crime
- SEGL 389: Gay and Lesbian Literature
- SEGL 437: Women Writers
- SGIS 350: Women and American Politics
- SGIS 420: Women and Politics: A Global Perspective
- SHST 351: Women in Early Modern Europe and America
- SHST 352: Women in Modern Europe and America
- SHST 496: Topics in Women's History
- SJOU 450: Women in the Media
- SPSY 442: Psychology of Women
- SSOC 335: Sociology of Women
- SSOC 337: Gender and Society
- SSOC 339: Women and Armed Conflict
- SWST 355: U.S. Women's Movement
- SWST 369: Gender and Autobiography
- SWST 398: Topics
- SWST 399: Independent Study
- SWST 490: Senior Seminar in Women's Studies
- SWST 498: Outreach Practicum
- SWST 499: Internships

Transfer Course Equivalencies

The following courses are used for receiving appropriate level transfer credit to USC Upstate.

SEGL 218 Introduction to Drama: An introductory course in reading and reviewing plays

SEGL 225 Introduction to Poetry: An introductory course in the analysis of poetry

SEGL 230 Images of Women in Literature: An introductory course of archetypes and stereotypes of women in literature

SLGC 105 Basic Introduction to Logic: Introduction to the structure of argument, including symbolization, proof, formal fallacies, deduction and induction

SPHL 131 Introduction to Ethics: Critical examination of normative theories of obligation and value using a variety of moral problems as units of analysis

SCRJ 215 Issues and Ideas: State and Local Politics Introductory examination of systems and issues relating to city, county, and state government

SSOC 102 Social Aspects of Marriage and Family: Introduction to the functions, processes, and problems of families

SSOC 205 Introduction to Contemporary Social Issues: Introduction to selected current social issues and problems

SSOC 206 Introduction to Social Psychology: Fundamental question about human behavior emphasizing the relationship between the individual and the group

SCRJ 210 Introduction to Juvenile Delinquency: Introduction to fundamental questions regarding the development of deviant behavior as it applies to adolescents and their treatment within the criminal justice system (same as SSOC 210)

SSOC 235 Introduction to Death and Dying: Introduction to the social aspects of death and dying, including rites and rituals of different societies

SPHL 121 Moral Problems in the Modern World: Discussion of contemporary moral problems and related theoretical issues, focusing on such issues as sexual morality, punishment, abortion, racism, sexism, warfare and civil disobedience

Graduate Programs

The University of South Carolina Upstate offers the degree of Master of Education in Early Childhood Education, Elementary Education and in Special Education: Visual Impairment.

USC Upstate School of Education Graduate Mission Statement *"Preparing Reflective Professionals"*

Educators prepared in the graduate school at USC Upstate are well-versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction, theory and practice, and the research-based, sociocultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical principles.

Admission

Application packets may be obtained from the USC Upstate Admissions Office or from the USC Upstate School of Education. Application for admission to graduate programs will be given consideration after receipt of all credentials. Admission to the M.Ed. in Early Childhood Education, the M.Ed. in Elementary Education and the M.Ed. in Special Education: Visual Impairment is based on the total profile of the applicant.

Proof of Citizenship

USC students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430. Students who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after Jan. 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States. A photocopy of your birth certificate is not acceptable.
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization - USCIS Form (N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561);
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable. For more information:http://registrar.sc.edu/html/citizenshipverification.stm.

Admission Standards for Degree Seeking Students

Individuals seeking admission to USC Upstate as a degree candidate will be considered for full admission when the USC Upstate Admissions Office receives all admissions materials. A baccalaureate or higher degree from a college or university accredited by a regional accrediting agency is required. All graduate admission decisions are made by the individual academic units where the program resides.

Applicants whose educational preparation is equivalent to that represented by a baccalaureate degree and who have sufficient preparation to undertake advanced study may be admitted after review of their application materials, including appropriate test scores, recommendations, and transcripts.

Academic units have the option of recommending the applicant for admission with conditions. This indicates that an admissions committee has met and determined that it is not yet ready to recommend full admission for the applicant. This conditional recommendation is appropriate for applicants who:

- need to take undergraduate courses or other prerequisites;
- need to prove themselves capable of graduate course work in the program by achieving a minimum GPA of 3.25 on the initial 12 hours of USC Upstate graduate program course work;
- need to satisfy any other valid conditions that the committee sets before full admission can be recommended

Application Requirements

1. Application, application fee, residency form with all requested information and supporting documents.
2. Transcripts: Individuals seeking admission must provide official transcripts showing all post-secondary course work attempted and the award of the baccalaureate or higher degree by an accredited college or university. Official transcripts verifying all previous college-level course work are required for the University's records. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar's stamp.
3. Letters of Recommendation: Three letters of recommendation using forms provided in the application packet.
4. Official Test Scores: Submission of either the Miller Analogies Test or the Graduate Record Examination (GRE) is acceptable. Note: GRE and MAT scores are valid for five years.
5. Valid Teacher Certificate
6. Personal Statement: Applicants are required to submit a 1-2 page personal statement that describes their academic and/or other interests.
7. Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

[1]*Fees are subject to change as approved by USC Board of Trustees.*

Change of academic objectives. Students are admitted to a specific graduate program at the time of acceptance. Upon completion of that degree, further graduate study requires readmission to graduate studies.

Valid period of admission. Admission to graduate study at USC Upstate is valid for one year. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. Students who do not enroll in classes within one calendar year of admission must reapply.

Students who have been admitted to graduate study at the University of South Carolina under regulations other than those now in force, and who have not completed any USC courses during a period of three or more years, are required to fulfill current admission requirements prior to attending USC Upstate for additional graduate work. Upon readmission, these students become subject to the current graduate regulations.

Applicants Not Seeking a Degree

Students wishing to enroll in either program courses or professional development courses but who do not wish to pursue a graduate degree at USC Upstate must submit the following admission materials:

- Application for Non-Degree Seeking Graduate Students (available at *www.uscupstate.edu*)
- Residency form with all requested information and supporting documents
- $10 application fee[1]
- Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

Students admitted as non-degree students may take up to 18 hours of graduate work. In order to enroll in more than 18 hours as a non-degree student, the applicant must complete another non-degree application form, a state residency status form, and submit a copy of a teaching credential.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. The staff works toward accessibility for all university programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services offered include priority registration, test proctoring, classroom adaptation, sign language interpreter, reader, braille, and note taker. If you have a disability and need assistance, contact the Office of Disability Services.

Graduate Tuition

Academic fees at the University of South Carolina Upstate are established by the University of South Carolina Board of Trustees and are subject to change.

Tuition[1]

All fees are payable in full at the beginning of each term.
Graduate[1] (fees shown as 2011-2012 rates–changes pending)
Full-time students (9-12 semester hours)
　　SC residents .... $5,458 per semester
　　Non-residents .... $11,722 per semester
Part-time and summer school students
　　SC residents .... $455 per semester hour
　　Non-residents .... $977 per semester hour

Certified Teachers
　　SC residents .... $320 per semester hour
　　Non-residents .... $350 per semester hour

Academic Regulations

Students may obtain a degree following the requirements in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are degree candidates. However, students are restricted in the choice of requirements to one specific catalog. Students have a period of *six* years inclusive and continuous in which to claim the rights of a specific catalog. Students may request permission to revalidate USC/USC Upstate program courses falling outside the six-year parameter. With the approval of the director of graduate programs, the student will work under the direct supervision of a graduate faculty member to update course content and to demonstrate competency on an examination.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students are required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or modification of those goals.

Advisement

Every candidate admitted for a degree is assigned a faculty advisor with whom to plan a program of study relevant to specific objectives and sufficiently intensive and sequential to assure professional competence and breadth of knowledge. Students have the privilege of requesting a particular advisor, subject to the consent of the faculty member and approval of the director of graduate programs. The advisor should be a specialist in the candidate's major area of study.

Program of Study

Immediately following admission to the program, every degree seeking student, working with an advisor, must develop and file a program of study in the office of graduate programs. A program of study is an agreement signed by the student, the advisor, the director of graduate programs and the dean of the School of Education. This formal agreement serves a number of purposes to the benefit of both the student and the University. It causes the student and the advisor to engage in early planning with a specific goal in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement, and it protects the student in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes.

Professional development courses--No more than 6 hours of professional development courses may be used in a degree program.

Courses

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences.

[1]*Fees are subject to change as approved by USC Board of Trustees.*

Special permission to enroll should be requested from the instructor prior to registration.

Course loads. Nine semester hours in the fall and spring semesters and three hours during a summer session are considered full time enrollment. A student may enroll in no more than 12 hours during a fall or spring semester, 3 hours during Maymester, or 6 hours during a single summer session without permission of the Dean. Forms to request permission for an overload are available on the University's website.

Correspondence courses. The University neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward any graduate degree.

Credit by examination. No graduate credit is offered by examination.

Auditing. Students wishing to audit graduate courses are advised to obtain permission from the dean of the School of Education. Arrangements for auditing are duly recorded at the time of registration. No credit may be earned for an audited course, either by examination or otherwise, and no audited course may be repeated for credit at a later date. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Academic Residency Requirement

Students must successfully complete a minimum of 24 semester hours of program courses offered by the University of South Carolina Upstate.

Dropping a Course

Courses dropped through the late registration period will not be recorded on the student's transcript.

A course dropped following late registration through the sixth week of a regular semester is recorded with a non-penalty grade of W. After the sixth week of the semester, any courses dropped will appear on the permanent record with a grade of WF unless documentation is offered which is acceptable to the instructor and the dean of the School of Education. A WF is treated as an F in the evaluation of the student's eligibility to continue and in computing the student's grade point average. Students who stop attending class without officially withdrawing have the course recorded with a grade of F, which is included in all calculations and totals.

The academic calendar for spring and fall graduate courses gives the prescribed dates for dropping a course. In summer sessions, other shortened terms, and specially scheduled courses, the period for withdrawal with a grade of W is 43 percent of the total number of class days. The student should consult with the Office of Graduate Programs concerning the withdrawal dates for specially scheduled courses. A course cannot be dropped after the last day of classes specified for the session in which the course is scheduled.

If a student must either drop a course or withdraw from the University for medical reasons or other acceptable major cause after the penalty date (last day to receive a W), the student must submit the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form must be approved by the course instructor and the dean of the School of Education.

Withdrawal From All Courses

All students, both full- and part-time, wishing to withdraw from the University (discontinue enrollment from all courses) must complete an Application for Withdrawal form. Withdrawal applications are available from the Records Office and from the Office of Graduate Programs. Students must obtain the required signatures before the withdrawal will be processed by the Records Office.

Grades assigned upon withdrawal are determined as described above for dropping courses. The date of withdrawal from the University will be posted on student transcripts.

Any student withdrawing within the scheduled refund period (as published in the Schedule of Classes) can expect to receive a refund through the mail in approximately six to eight weeks. If at the time of withdrawal, the student has any financial obligations to the University, these will be deducted from any refund due. Refunds for those students who received and used financial aid in payment of academic fees will be applied toward repayment of financial aid.

Students who have received long-term loans through the University must contact the financial aid office for an exit interview. Failure to participate in an exit interview may result in a hold being placed on transcripts.

Grades and Credit

Credit values. The credit value of each course is usually equal to the number of hours the class meets each week for one term.

Grading system. The letter grades A, B, C, D and F are employed to designate excellent, good, fair, poor and failing work respectively. B+, C+ and D+ also may be recorded. Courses graded D or lower cannot be applied to degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for pass-fail grading, or in a regular course where the student, with the approval of the dean of the School of Education, has elected an individual pass-fail option (see Pass/Fail Option). Courses completed with an S may be counted toward total credits earned.

The grade of I, incomplete, is assigned at the discretion of the professor when in the professor's judgment, a student is prevented from completion of some portion of the assigned work in a course because of an unanticipated work-related responsibility, family hardship, illness, accident, or verified disability. The student should notify the professor without delay that one of these conditions exists or has arisen; notification must be given prior to the end of the term. The professor will determine, according to the nature of the interruption and the uncompleted requirements, what additional period of time will be allowed for completing the work before a permanent grade is assigned. An Assignment of Incomplete Grade form must then be completed by the professor (with copy to student) and submitted to the Records Office specifying the justification for the I, conditions for make-up, and deadline for completion. Re-enrolling in a course will not make up an incomplete grade. A grade of I is not computed in the calculation of a student's grade point average.

After 12 months an I, which has not been replaced with a letter grade is changed permanently to a grade of F unless the I was erroneously recorded. If the professor believes there is academic justification for an extension beyond the one year limit, a request for extension should be submitted to the dean of the School of Education before the expira-

tion of the year, specifying the justification and specific duration of the extension on the form entitled Extension of Incomplete Time Period Authorization.

NR, no record, is assigned by the Records Office if a grade has not been submitted at the proper time or if any grade not approved for a particular course has been submitted. It is a temporary mark on the transcript, and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term from which the grade was recorded, a grade of F will be assigned.

Special make-up work, extra work, or examination to change a grade already recorded is not permitted.

Academic standards. Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4 point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average.

An accumulation of grades below B on 12 credits of graduate course work taken at the University within a six year period will disqualify a student for a graduate degree. This rule applies to courses taken in degree programs, non-degree programs, or in more than one degree program. These students are suspended from degree candidacy but may enroll in professional development courses with the approval of the director of graduate programs. After a grade below B is six years old, it will cease to be a disqualifying factor.

Transfer Credit. Transfer work from a regionally accredited institution applicable to a master's degree MUST BE WITHIN THE SIX YEARS PRIOR to USC Upstate degree completion. A maximum of twelve semester hours credit (nine if part of a master's degree at the other institution) may be considered, subject to these additional provisions: (a) the courses must be documented by an **official** transcript mailed to the admissions office by the awarding institution; (b) the transcript must clearly indicate that **graduate** credit was awarded or specifically verified by the institution's registrar or graduate dean; (c) the courses must be judged appropriate by the student's advisor, approved by the dean of the School of Education, and listed on an approved program of study; (d) courses graded lower than B are not transferable; (e) USC Upstate provides no revalidation mechanism for courses completed at another institution.

Appeals for reinstatement. Appeals for reinstatement to degree candidacy should be reviewed by the dean of the School of Education and forwarded to the executive vice chancellor for academic affairs for review by the USC Upstate Graduate Committee.

Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by the School of Education, be allowed to proceed toward their degrees provided they receive no additional grades below B.

Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of the School of Education if they wish to be considered for reinstatement by the USC Upstate graduate committee.

Pass/Fail Option

Under certain circumstances, a student may elect pass/fail grading in a course outside the major area. This option permits enrichment of the student's experience without affecting grade point average. A grade of either S (satisfactory) or U (unsatisfactory) will be awarded. Courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult with the director of graduate programs and the dean of the School of Education prior to registration.

Transcripts

All official transcripts must be requested in writing from the USC Columbia Records Office.

No transcript will be issued to or for a student who is indebted to the University.

With the exception of copies made for internal university use, no copy of a student's record will be released anywhere (including the state department of education) without the student's written consent.

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

A special provision to earn graduate credit is available for USC Upstate undergraduate seniors in their final semester who have a minimum GPA of 3.0, and who need less than a normal course load to complete baccalaureate requirements. Overload enrollment, which includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Attendance

Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason, by the instructor, for requesting the student to withdraw from a course.

Auditors are expected to conform to the same attendance requirements as students registered for credit, but in any case, must attend at least 75 percent of scheduled class meetings.

Change of Name

A student wishing a name change must present to the Records Office proper legal documentation such as a marriage license, a court order approving a name change, or a divorce decree in which a name change is granted.

Change of Address

Students are obligated to notify the Records Office of any change of address. Failure to do so can cause serious delay in the handling of student records and notification of emergencies at home. Returned mail due to an incorrect address will result in a "hold" being placed on a student's record, preventing registration.

Appeal Policy and Procedure

The University of South Carolina Upstate is committed to judicious, fair and impartial resolution of all conflicts regarding student complaints. The following process is designed to provide an objective review of the student complaints regarding a variety of academic grievances arising out of admissions, readmissions, assessment of

academic records, academic standing, a variety of academic policies and/or grading criteria.

General Guidelines
1. All submissions to all levels of appeal must be submitted in writing and applicable forms must be typewritten or word-processed.
2. All parties concerned must honor all deadlines and timelines.
3. While the appeal process may result in the recommendation of a grade change—only faculty who initiated the grade in question shall implement grade changes.
4. The student may appear before and make presentations to the committee during the appeal process.

Steps
1. Appeal to the faculty member or initial decision maker.
2. Appeal to division chair or Director of Graduate Programs.
   Must take place within five days of Step 1 decision.
3. Appeal to the dean of appropriate school or college.
   Must take place within five days of Step 2 decision.
4. Appeal to the USC Upstate Graduate Committee.

Within five days of the dean's decision, the student must submit in writing to the chair of the graduate committee his/her intent to appeal. Within 10 working days of receiving the appeal, the graduate committee shall gather all relevant material, hold its hearing and make a report to the vice chancellor for academic affairs.

The decision of the USC Upstate graduate committee is final. All decisions regarding grade changes at any step are in the form of recommendations only. Only the faculty member who initiated the grade in question can change grades. Appeals must be initiated before the last day of the following major semester in which the disputed decision was made.

Applications for Degrees
All candidates for a degree must complete the degree application process. Students may obtain an application for degree from the graduate office in the School of Education. Submission deadlines are listed in the semester course schedule.

Financial Aid
College work-study and Federal Family Education Loan Programs, which includes both subsidized and unsubsidized Stafford loans, are available to students fully admitted to graduate programs at USC Upstate. To qualify, students must be admitted to a USC Upstate graduate program of study and be enrolled for no less than six hours each semester. Descriptions of these financial aid programs can be found in the undergraduate section of this catalog.

Eligibility for assistance for federal financial aid is determined by completing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to calculate the amount a graduate student and family can contribute toward the cost of education from reported income and resources. The difference between the cost of education and the family contribution is the student's financial need.

In addition to demonstrating financial need, individual federal aid programs have specific requirements. Program requirements are explained in detail in *The Student Aid Guide* published annually by the U.S. Department of Education and available in the USC Upstate Office of Financial Aid and Scholarships.

Satisfactory Academic Progress
Graduate students are required to be making satisfactory progress for receipt of federal financial aid. Graduate students are considered to be making satisfactory progress if they:
1. are admitted and enrolled as advanced degree or certificate students.
2. meet university standards for continued enrollment in an advanced degree or certificate program.
3. maintain a USC Upstate cumulative grade point average of 3.0 or higher each semester enrolled.
4. complete at least eighty percent of the total number of hours attempted each academic year.

Full-time graduate students will be allowed three academic years to complete the advanced degree. Students enrolled less than full-time will be given the equivalent of six full-time semesters to complete the advanced degree.

Full-time enrollment is defined as nine hours each semester. Half-time enrollment is defined as six semester hours each semester. The hours attempted is defined as the number of hours attempted at the end of the 100% drop period. Incompletes will not be counted as hours passed until a final grade is determined. Repeat courses will be counted as hours attempted in determining satisfactory academic progress.

Students not meeting USC Upstate's satisfactory academic progress standards may appeal to the financial aid committee using the same procedures as undergraduates.

Notification of Student Rights Under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as

requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

    (a) To school officials with legitimate educational interests;
       •A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
       •A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
    (b) To officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of his/her record;
    (c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;
    (d) In connection with a student's application for, and receipt of, financial aid;
    (e) To comply with a judicial order or lawfully issued subpoena;
    (f) To parents of dependent students as defined by the Internal Revenue Code, Section 152;
    (g) To appropriate parties in a health or safety emergency; or
    (h) To the alleged victim of any crime or violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina has designated the following items as **directory information**: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, majors and areas of concentration, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Directory information will be withheld from student directories and telephone books only if notification is received prior to the publication of these documents. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605. Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the Registrar at 864-503-5220.

State Residency Requirements

The University of South Carolina Upstate assesses tuition and fees upon the basis of state residency. The rules regarding the establishment of legal residency for tuition and fee purposes for institutions of higher education are governed by the South Carolina Code of Laws. A copy of this law in its entirety is available from the Office of Admissions.

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

Master of Education Degree in Early Childhood or Elementary Education

Programs of study leading to the degree of Master of Education are offered in early childhood education and elementary education. Orientation, including a portfolio information training session, is provided prior to the beginning of each academic term. Information about graduate programs is available from the USC Upstate Office of Graduate Programs at 864-503-5573 and at *www.uscupstate.edu*.

USC Upstate Master of Education degrees are not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the M.Ed. degree program.

The Master of Education degree requires:
1. Successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699).
2. Successful defense of a Graduate Professional Portfolio. The Graduate Professional Portfolio is introduced during the initial orientation to graduate programs for degree candidates. During program courses and continuing professional experience, candidates accumulate artifacts for the portfolio. Candidates select for the portfolio, those artifacts which most clearly document their professional development, prepare a rationale for the inclusion of items in each section of the portfolio, and defend the portfolio before a panel of faculty and peers. Full details for the Graduate Professional Portfolio are included in the USC Upstate Graduate Handbook.

For either degree, a minimum grade point average of 3.0 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses. An accumulation of grades below B on any 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree. Professional development courses may be considered as part of a degree program if the coursework is consistent with the program. Questions should be directed to the Director of the Office of Graduate Programs.

Every candidate admitted for the degree of Master of Education will have a faculty advisor with whom to plan a program of study to assure professional competence and breadth of knowledge. Students will have the privilege of requesting a particular advisor, subject to consent of the faculty member involved and approval by the director of Graduate Programs. The advisor will be a specialist in the candidate's major area of study.

No academic program of study can be approved until the student has been fully admitted to the graduate program as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements. **No more than 6 hours of professional development courses may be used in a degree program. A maximum of 6 hours of reduced tuition rate courses (standard graduate-level contract courses) may be presented on a graduate student's program of study. Each academic unit must approve the inclusion of reduced tuition rate graduate-level course work on the program of study.** The program of study should be established immediately after full admission to the program; the program of study is completed with a student's assigned advisor or the director of graduate programs.

Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 18 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.

Master of Education in Early Childhood Education
Student Worksheet

I. Core Required Courses (18 credits)
_____ SECH 608: Parent Involvement in Early Childhood Education
_____ SERM 700: Introduction to Research in Education
_____ SEPY 705: Children and Adolescents as Learners
_____ SECH 740: The Young Child: Applying Theory and Research
_____ SECH 742: Advanced Study of Early Childhood Curricula and Program Models
_____ SEFN 744: Philosophy and Education

II. Specialized Early Childhood Requirements (9-12 credits) selected from
_____ SECH 744: Advanced Study of Language Development and Communication Skills in Early Childhood Education
_____ SECH 750: Play Theory and Early Learning

_____ SECH 794: Types of Early Childhood Centers
_____ SECH 811: Current Trends and Issues in Early Childhood Education
_____ SEDL 642: Teaching Mathematics to Young Children
_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade

III. Related Study (3-6 credits)
_____ _____
_____ _____

IV. Final Seminar (3 credits)
_____ SECH 797: Seminar in Early Childhood Education

V. Graduate Professional Portfolio[1]

[1]Refer to the USC Upstate graduate handbook for details.

Master of Education in Early Childhood Education
Fast Track Rotation[1]

Spring
SERM 700: Introduction to Research in Education 3
SEFN 744: Philosophy and Education..........................3
SECH 742: Advanced Study of Early Childhood
        Curricula and Program Models...................3

Summer
SEDL 642: Teaching Mathematics to
        Young Children 3
SECH 744: Advanced Study of Language Development
        and Communication Skills in Early Childhood
        Education 3
SEPY 705: Children and Adolescents as Learners 3

Fall
SLCY 722: Developing Literacy from Kindergarten
        through Second Grade.................................3
SECH 608: Parent Involvement in Early Childhood
        Education 3
SECH 740: The Young Child: Applying Theory
        and Research 3

Spring
SECH 750: Play Theory and Early Learning................3
SECH 797: Seminar in Early Childhood Education 3

Summer
SECH 794: Types of Early Childhood Centers..............3

Total Hours 36

[1]*Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 10 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.*

Master of Education in Elementary Education
Student Worksheet

I. Core Required Courses (15 credits)
_____ SERM 700: Introduction to Research in Education
_____ SEPY 705: Children and Adolescents as Learners
_____ SEFN 744: Philosophy and Education
_____ SEDL 715: Elementary School Curriculum
or
_____ SEDL 720: Middle School Curriculum and Organization
_____ SEDL 717: Curriculum Problems in the Elementary School

II. Content Methods Courses (12-15 credits)

1. Literacy area:
_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade (recommended for primary grade teachers)
_____ SLCY 723: Developing Literacy from Grades Three through Eight
_____ SLCY 728: Reading and Writing in the Content Areas
2. Social studies area:
_____ SEDL 760: Social Studies in Elementary/Middle School

3. Science area:
_____ SEDL 615: Science in the Elementary School
4. Mathematics area:
_____ SEDL 642: Teaching Mathematics to Young Children (recommended for primary grade teachers only)
_____ SEDL 645: Diagnostic Teaching of Arithmetic
_____ SEDL 745: Teaching Elementary Problem Solving, Geometry, and Measurement Topics

III. Related Study (3-6 credits)
_____ _____
_____ _____

IV. Final Seminar (3 credits)
_____ SEDL 780: Seminar in Elementary Education

V. Graduate Professional Portfolio[1]

[1]Refer to the USC Upstate graduate handbook for details.

Master of Education in Elementary Education
Fast Track Rotation[1]

Spring
SERM 700: Introduction to Research in Education 3
SEFN 744: Philosophy and Education..........................3
SECH 715: Elementary School Curriculum 3

Summer
SEDL 642: Teaching Mathematics to Young Children 3
SEDL 615: Science in the Elementary School...............3
SEPY 705: Children and Adolescents as Learners 3

Fall
SLCY 722: Developing Literacy from Kindergarten through Second Grade.................................3
SEDL 745: Teaching Elementary Problem Solving.......3
SECH 717: Curriculum Problems in the Elementary School 3

Spring
SLCY 723: Developing Literacy from Grades Three through Eight 3
SECH 780: Seminar in Elementary Education 3

Summer
SECH 794: Social Studies in Elementary/ Middle School..3

Total Hours 36

[1]Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 10 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.

Master of Education in Special Education: Visual Impairment

The Master of Education degree in Special Education: Visual Impairment is a degree offered collaboratively by USC Upstate and the South Carolina School for the Deaf and the Blind. Orientation sessions for potential candidates are offered prior to the beginning of the summer sessions and at the beginning of the fall semester. More information about this program is available from the USC Upstate Graduate Programs Office at 864-503-5573.

The masters in Special Education-Visual Impairment requires:

1. Successful completion of an approved program of study providing 39 hours of graduate credit.
2. Successful completion of a case study demonstrating competency in working with individuals with visual impairment. The portfolio will be a requirement in SVIP 735: Practicum in Special Education.

For the degree, a minimum grade point average of 3.0 (B) is required on the total graduate program. An accumulation of grades below B on 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree.

Every candidate admitted for the degree of Master of Education in Special Education - Visual Impairment will have a faculty advisor assigned to monitor the program of study. The program is a Cohort model intended to be completed in two calendar years; however the program may be extended over four years. Embedded in degree requirements are courses required for an endorsement in vision education.

Master of Education in Special Education: Visual Impairment
Student Worksheet

I. Research Competencies (3 credits)

_____ SERM 700: Introduction to Research in Education ... 3

II. Professional Studies (6 credits)

_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade ... 3

_____ SEPS 725: Advanced Study of K-12 Curriculum ... 3

III. Visual Impairment Studies (29 credits)

_____ SVIP 610: The Nature and Needs of Learners with Visual Impairment ... 3

_____ SVIP 650: Anatomy, Physiology, and Disorders of the Visual System ... 3

_____ SVIP 675: Functional Low Vision Assessment and Intervention ... 3

_____ SVIP 705: Literary Braille Code ... 3

_____ SVIP 706: Advanced Braille ... 3

_____ SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment ... 3

_____ SVIP 717: Orientation and Mobility for Learners with Visual Impairment ... 3

_____ SVIP 724: Visual Impairment and Multiple Disabilities ... 3

_____ SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment ... 3

_____ SVIP 735: Practicum in Special Education-Visual Impairment ... 3

Master of Education in Special Education: Visual Impairment
Suggested Sequence of Courses

First Year

Summer I
(Courses offered on the campus of the South Carolina School for the Deaf and the Blind)
SVIP 610 ...3
SVIP 717 ...3

Summer II
SVIP 650 ...3

Fall (Courses offered by Distance Learning)
SVIP 675 ...3
SVIP 705 ...3

Spring
SVIP 706 (course offered by Distance Learning) ...3
SERM 700 ...3
(*course offered on campus in Spring for regional candidates. Candidates may also elect to take SERM 700 in DVD format from Columbia in the Summer.)

Second Year

Summer I
(Courses offered on the campus of the South Carolina School for the Deaf and the Blind)
SVIP 712 ...3
SVIP 730 ...3

Fall (Courses offered by Distance Learning)
SVIP 724 ...3
SEPS 725 ...3

Spring (Courses offered by Distance Learning)
SVIP 735 ...3
SLCY 722 ...3

Total Hours ...39

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (ESOL) K-12

A Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (ESOL) K-12 is designed for K-12 school personnel who wish to advance their professional development and enhance their knowledge and expertise in Teaching of English to Speakers of Other Languages (ESOL) but are not seeking a masters degree.

This is a non-degree program and it does not grant the State of South Carolina add-on Teaching Certificate in ESOL. The courses included in the program do cover areas currently listed in the South Carolina Teacher Certification Manual for a K-12 ESOL Certification in the State of South Carolina. Teachers with knowledge and skill in teaching second language learners are needed at every grade level. ESOL endorsement may be added to any certificate: early childhood, elementary, middle grades, secondary, special education, or physical education. Additional courses may be needed in order to meet all certification requirements depending on a candidate's academic background. Please consult the SDE Certification Office if in need of additional information. Certification regulations may be changed by the State of South Carolina.

USC Upstate Post-Baccalaureate Certificate in ESOL program is not designed for the purpose of initial teacher certification.

The Post-Baccalaureate Certificate in ESOL program requires:

1. Successful completion of an approved program of study providing 15 hours of graduate credit, of which at least 80 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699).

For the Post-Baccalaureate Certificate in ESOL program, a minimum grade point average of 3.0 (B) is required on the total Post-Baccalaureate Certificate program with a minimum average of B on all 700-800 level courses. An accumulation of grades below B on any 12 hours of graduate work attempted at the University will disqualify a student for the Post-Baccalaureate Certificate. Professional development courses may be considered as part of a Post-Baccalaureate Certificate program if the coursework is consistent with the program. Questions should be directed to the Director of Graduate Programs.

Every candidate admitted to the Post-Baccalaureate Certificate in the ESOL program will have a faculty advisor with whom to plan a program of study to assure professional competence and breadth of knowledge. Students will have the privilege of requesting a particular advisor, subject to consent of the faculty member involved and approval by the Director of Graduate Programs.

No academic program of study can be approved until the student has been admitted to the Post-Baccalaureate Certificate program. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the certificate requirements. No more than 3 hours may be transferred into the Post-Baccalaureate Certificate in the ESOL program. A maximum of 6 hours of reduced tuition rate courses (standard graduate-level contract courses) may be accepted. Each academic unit must approve the inclusion of reduced tuition rate graduate-level course work on the program of study. The program of study should be established immediately after admission to the program; the program of study is completed with a student's assigned advisor or the Director of Graduate Programs.

The Post-Baccalaureate Certificate in the ESOL program is offered in a 12 consecutive month sequence. These graduate level courses will be offered in the day during the first summer session and late in the afternoon during fall and spring semesters, making the program accessible to individuals who are in-service teachers. The fall and spring courses require practicum experiences; students must work directly with speakers of other languages either in after-school or weekend programs to meet course expectations. Though the rotation of courses will remain constant, graduate candidates may elect to complete their program at a slower pace, as long as the program is completed within three years.

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (ESOL) K-12

Student Worksheet

I. Specialized Preparation (12 credits)

_____ SSLL 708: Introduction to Linguistics
_____ SSLL 718: Techniques for Teaching English to K-12 Second Language Learners
_____ SSLL 728: Literacy Instruction for K-12 Second Language Learners
_____ SSLL 760: Practicum in Teaching English to K-12 Second Language Learners*

*Practicum hours are split and are corequisites for SSLL 718 and SSLL 728.

II. Elective, one from the following (3 credits)

_____ SSLL 748: Linguistic and Cultural Diversity
_____ SSLL 758: Assessment of K-12 Second Learners*
_____ SEPS 732: Enhancing Learning of Diverse Cultures

*Also requires one corequisite practicum hour

Suggested Sequence of Courses

Summer I

SSLL 708: Introduction to Linguistics	3

Fall

SSLL 718: Techniques for Teaching English to K-12 Second Language Learners	3
SSLL 760: Practicum in Teaching English to K-12 Second Language Learners	1
SEPS 732: Enhancing Learning for Diverse Cultures[1]	3

Spring

SSLL 728: Literacy Instruction for K-12 Second Language Learners	3
SSLL 760: Practicum in Teaching English to K-12 Second Language Learners	2

[1] or other elective

Additional requirements for the State of South Carolina add-on Teaching Certificate in ESOL

- Bachelor's degree
- Temporary, initial, or professional certificate at the elementary, middle, secondary or pre-K–12 level
- Minimum qualifying score(s) on the South Carolina content area examination(s) required by the State Board of Education
- Second language learning experiences documented by any one of the following:
    - six semester hours in a single second language;
    - completion of intensive language training by the Peace Corps, the Foreign Service Institute or the Defense language Institute;
    - placement in a third-year-level course in the foreign language department at an accredited college or university; or
    - demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the State Department of Education.

* For the purpose of the State of South Carolina add-on Teaching Certificate in ESOL the Practicum may be waived based on one year's experience teaching ESOL.

From State Deptartment of Education updated July 2004, *http://www.scteachers.org/cert/Certpdf/TeacherCertificationManual.pdf*.

Graduate Course Descriptions

Early Childhood Education (SECH)

SECH 541. Integrated Early Childhood Curriculum I (3) Integration of content areas within the curriculum emphasizing mathematics and sciences. Learning activities, materials and equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 542. Integrated Early Childhood Curriculum II (3) Integration of content areas within curriculum emphasizing language arts, reading and fine arts. Learning activities, materials, equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 608. Parent Involvement in Early Childhood Education (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques and materials for program development. Community resources for supporting programs for children in various instructional settings.

SECH 698. Topics in Early Childhood Education (1-3)

SECH 699. Independent Study (3)

SECH 712. Practicum in Parent Involvement in Early Childhood Education (3) School- and home-based experience with parents. Emphasis is upon home-school relationships and their effects upon the young child's development and learning. Participation with advisory groups, parent activities in the classroom, home visits, and parent-teacher communication. Weekly seminar sessions. Prerequisite: SECH 608.

SECH 740. The Young Child: Applying Theory and Research (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional and physical development of infants, toddlers and young children will be examined. Special emphasis on implication for developing early childhood educational instructional programs. Prerequisite: SEPY 705.

SECH 742. Advanced Study of Early Childhood Curricula and Program Models (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.

SECH 744. Advanced Study of Language Development and Communication Skills in Early Childhood Education (3) Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.

SECH 750. Play Theory and Early Learning (3) Theory, research and practices related to the play of young children in various instructional settings.

SECH 794. Types of Early Childhood Centers (3) An overview of the function, funding, management and organization of the many varied programs for young children, including research centers, private and agency controlled schools.

SECH 797. Seminar in Early Childhood Education (3) Synthesis of development, curriculum, cognition and related issues in early childhood education. Prerequisites: 30 hours of Program of Study courses completed including SEPY 705, SERM 700, SEFN 744 and SECH 742.

SECH 811. Current Trends & Issues in Early Childhood Education (3) Early childhood education is a new, developing and rapidly changing field; this course presents an evaluation of current programming. Extensive use will be made of ERIC and similar services. An analysis of what is taking place currently in various innovative and experimental centers.

SECH 812. Practicum in Early Childhood Education (3-6) Open only to teachers and graduate students who have had no experience or training for work with children below the first grade, especially those desiring certification. Supervised school-based experiences and related seminar participation will be required. Prerequisites: SEDE 420 and 422.

Educational Psychology (SEPY)

SEPY 705. Children and Adolescents as Learners (3) Focus on the relationship between growth and development

(cognitive, social, emotional, and physical) and learning for children and adolescents. Particular attention will be given to developmentally appropriate teaching practice, learning differences, and learning difficulties.

ELEMENTARY EDUCATION (SEDL)

SEDL 544. Modern Approaches to Mathematics Teaching (3) Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

SEDL 615. Science in the Elementary School (3) Reinforces the science background of practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.

SEDL 642. Teaching Mathematics to Young Children (3) Analysis of a developmental approach to teaching children under the age of nine.

SEDL 645. Diagnostic Teaching of Arithmetic (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

648. Teaching Mathematics to Students in Grades 4-6 (3) Instructional approaches and materials for teaching elementary school mathematics, grades 4-6.

SEDL 698. Topics in Elementary Education (1-3)

SEDL 699. Independent Study (3)

SEDL 715. The Elementary School Curriculum (3) Critical study of the modern elementary school curriculum.

SEDL 717. Curriculum Problems in the Elementary School (3) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion. Prerequisite: SEDL 715.

SEDL 720. Middle Organization and Curriculum (3) An overview of the development of the middle school, history, purposes and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

SEDL 745. Teaching Elementary Problem Solving, Geometry, and Measurement Topics (3) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes of instruction.

SEDL 760. Implementing Social Studies in the Elementary/Middle School (3) The selection of teaching procedures and instructional materials used to teach social studies in the elementary school will be investigated.

SEDL 780. Seminar in Elementary Education (3) Stu-

dents will synthesize their graduate studies for a master's degree in elementary education. Prerequisites: 30 hours of Program of Study courses which must include SEPY 705, SERM 700, SEFN 744 and SEDL 715 or SEDL 720.

SEDL 783. Advanced Study of the Teaching of Mathematics in the Middle or Junior High School (3) Historical developments and recent innovations in curricula, resources, and techniques in the teaching of mathematics in the middle or junior high school. Investigative research into the improvement of instruction is required.

FOUNDATIONS OF EDUCATION (SEFN)

SEFN 744. Philosophy and Education (3) The functional considerations governing educational theories and practices.

PROFESSIONAL STUDIES (SEPS)

SEPS 699. Directed Studies in Education (1-3) In-depth investigation of a special topic in education. Fully admitted graduate students will have opportunity to work individually with a faculty member to pursue a topic of interest. Prerequisite: Admission as a degree seeking graduate student in education.

SEPS 715. Advanced Perspectives on Educating Individuals with Disabilities (3) Advanced foundation course for understanding perspectives of special education and disability services, including historical trends and philosophical perspectives; comparative practice of service delivery; policy formulation and analysis; and advocacy roles and activities.

SEPS 725. Advanced Study of K-12 Curriculum (3) Advanced study of foundations for development, historical context, determinants, content, organization, planning, design and strategies for change of K-12 curricula. The role of teachers in the creation, evaluation and revision of K-12 curriculum is examined.

SEPS 732. Enhancing Learning Environments for Diverse Cultures (3) An exploration of the knowledge, skills, and attitudes essential for teaching children from diverse cultures. Though the course will investigate the history and characteristics diverse cultures, the focus of the course will be on promoting the academic and personal success of these children through appropriate learning settings and effective classroom instruction.

LEARNING DISABILITIES

SELD 753. Teaching Methods of Students with Learning Disabilities (3) Theory and application of current evidence-based procedures for teaching children with specific learning disabilities.

LITERACY EDUCATION (SLCY)

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) Literacy instruction from oral language through emergent literacy. Emphasis will be

placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally appropriate assessments will be considered as tools for focusing literacy support.

SLCY 723. Developing Literacy from Grades Three through Eight (3) Literacy instruction in grades three through eight supporting the transition of learners from the initial stages of reading and writing into fluency. Emphasis will be placed on integrating literacy instruction throughout the curriculum. Developmentally appropriate literacy assessments as well as techniques for supporting struggling readers and writers will be included.

SLCY 728. Reading and Writing in the Content Areas (3) A survey of reading and writing strategies for supporting learning in the content areas. Attention will also be given to enhancing literacy skills of middle school and secondary school students.

RESEARCH AND MEASUREMENT IN EDUCATION (SERM)

SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education.

VISUAL IMPAIRMENT (SVIP)

SVIP 610. Nature and Needs of Learners with Visual Impairment (3) A historical perspective, legal requirements, ethics, accessibility issues, service delivery systems, prevalence, etiologies, educational interventions, adaptive aids, and resources as it relates to the education of individuals who are blind or visually impaired. The cognitive, linguistic, motor, sensory, and psychosocial development characteristics of children and youth with visual impairment are explored.

SVIP 650. Anatomy, Physiology, and Disorders of the Visual System (3) Thorough review of the structure and functioning of the eye and neurological system relating to visualization, congenital and acquired visual abnormalities and their effects on functioning, ophthalmological examination procedures, and ocular terminology. Educational relevance of course content is emphasized by interpretation of medical eye reports, visual screening, and intervention strategies used to accommodate residual vision.

SVIP 675. Functional Low Vision Assessment and Intervention (3) Provide assistance to a learner with visual impairment who has residual, useful vision by means of optic aids and other adaptive devices. Functional assessment, ophthalmic and optometric consultation, and educational intervention constitute course content. Prerequisite: SVIP 650.

SVIP 705. Literary Braille Code (3) A historical perspective, review of devices used to transcribe braille, comprehensive overview of uncontracted and contracted braille, and extensive practice in the production of literary braille by the use of the Perkins Brailler and a computerized Perkins Braille emulator. Instruction begins with uncontracted braille and common contractions in a logical sequence until all contractions are covered and the student is proficient in reading and transcribing braille.

SVIP 706. Advanced Braille (3) Transcription of mathematics, science notation, music, and foreign language into braille on a Perkins Brailler and a computerized Perkins Brailler emulator. This course also includes instruction in using an abacus, creating tactile graphics, developing perceptual skills, using a slate and stylus, and teaching the Nemeth Braille Code to students who are visually impaired. Prerequisite: SVIP 705.

SVIP 712. Assistive and Instructional Technology for Learners with Visual Impairment (3) Adaptive aids, electronic devices, computerized Braille embossers, synthetic voice output, print reading programs and other software. Students learn about technological devices and become proficient in the use and instruction of these devices and programs. Prerequisite: SVIP 705.

SVIP 717. Orientation and Mobility for Learners with Visual Impairment (3) Instruction in cane skills, orientation, mobility, and activities of daily living for students with visual impairment. The role and responsibilities of the teacher in instruction and in relationship with a certified orientation and mobility professional are stressed.

SVIP 724. Visual Impairment and Multiple Disabilities (3) The cumulative effects of visual impairment with concomitant disabilities on cognitive, sensory, motor, psychosocial, linguistic, and educational functioning. Educational intervention strategies, service delivery models, legal implications, and the multidisciplinary team model are reviewed.

SVIP 730. Assessment and Educational Methods for Learners with Visual Impairment (3) Formal and informal approaches to evaluation for development of individualized educational programs, materials, equipment, curriculum adaptations, resources, adaptive aids, and instructional strategies. Emphasis is on knowledge of resources, methods of teaching, and how to develop and implement appropriate educational programs for learners with blindness and low vision. Prerequisite: Completion of 21 credits in visual impairment courses.

SVIP 734. Clinical Supervised Teaching in Visual Impairment Education (6) Supervised school-based experiences and related seminar for initial certification preparation. Prerequisite: 30 hours of Program of Study courses that must include SVIP 705, SVIP 706, SVIP 724, and SVIP 730.

SVIP 735. Practicum in Special Education: Visual Impairment (3) Capstone field experiences and completion of a comprehensive case study and program portfolio. Candidates complete a minimum of 350 hours of supervised teaching of students with visual impairment. The program cumulative portfolio is completed, presented for committee review, and defended. Prerequisite or Corequisite: SVIP 730.

Professional Development Courses

EDUCATION (SDEU)

SDEU 632. Professional Development: Field Problems in Education I (3) Selected educational problems will be identified and explored and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision,

toward solutions to problems that are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve problems identified.

INSTRUCTION AND TEACHER EDUCATION (SETE)

SETE 610. Professional Development: Integrated Reading and Writing Instruction (3) Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

SETE 611. Professional Development: Concepts and Practices of Whole Language (3) Development of concepts, materials, and practices to implement a whole language philosophy. Prerequisite: An introductory course in reading or permission of the instructor.

SETE 612. Professional Development: Storytelling in the Classroom (3) Theoretical and practical applications of applying stories and storytelling to 4K-12 school curriculum.

SETE 614. Professional Development: Storytelling and Creative Writing (3) Integrate proven exercises and techniques into the process of story conceptualization, creation, and revision as a basis for teaching creative writing in the K-12 classroom.

SETE 631. Using Innovative Technology to Support Instruction I (3) Study of open-source software, web tools, advanced office tools. Instructional application, copyright issues, and technology limitations are explored.

SETE 633. Using Innovative Technology to Support Instruction II (3) Advanced, in-depth development of skills using current and emerging technologies.

SETE 634. Integrating Multi-Media Technology in the K-12 Classroom (3) Utilization of technology in the classroom. Instructional design, long/short-range planning are explored.

SETE 651. Professional Development: Selected Topics in Teaching Science (3) Primarily for elementary, secondary and middle school teachers. Teachers at other levels may be accepted.

SETE 655. Professional Development: Teaching Environmental Education (3) Rationale and strategies for teaching environmental education.

SETE 660. Professional Development: Issues in Writing Instruction (K-12) (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

SETE 670. Professional Development: Career Technologies (3) Development of understanding School-to-Work issues and developing curriculum that connects schools with the workplace. Strategies for using technological resources as diagnostic tools in the career development process are included.

SETE 672. Professional Development: Educators in Industry (3) Provides educators opportunities to understand the changing world of work and the current technology of the workplace. Course includes on-site opportunities in today's worksite.

SETE 680. Professional Development: Topics in Education (3) Exploration of a current topic in education with emphasis on classroom application.

SETE 690. Professional Development: Issues and Trends in Education (1-6) Exploration of a current topic in education with emphasis on classroom application.

SECOND LANGUAGE LEARNERS (SSLL)

SSLL 708. Introduction to Linguistics (3) An overview of language and linguistics and their relationship to teaching and learning. Attention will be given to phonetics, phonology, morphology, syntax, and semantics as they relate to linguistic theory; to issues of language use; to questions of language in the social context, particularly in the K-12 classroom; and to issues of language acquisition and language learning.

SSLL 718. Techniques for Teaching English to K-12 Second Language Learners (3) Principles and strategies for developing and implementing effective instruction for K-12 second language learners. Attention will be given to a variety of philosophies and models for teaching English to second language learners, variables affecting the learning of English by second language learners, and learning strategy research. Corequisite: SSLL 760 (1 hour credit).

SSLL 728. Literacy Instruction for K-12 Second Language Learners (3) Theories of first and second language acquisition and literacy acquisition. Attention is given to strategies and techniques for guiding second language learners through the reading and writing process and for assessing progress in literacy acquisition. Corequisite: SSLL 760 (1-2 hours credit).

SSLL 748. Linguistic and Cultural Diversity in Education (3) Impact of linguistic and cultural differences characterizing US classrooms today. Attention will be given to issues, challenges, and opportunities for teaching and learning resulting from diversity. Appropriate curricula, materials, assessment, and home-school collaboration strategies will be considered.

SSLL 758. Assessment of Second Language Learners (3) Educational assessment of academic achievement K-12 second language learners. Content focuses on authentic assessment within the classroom, and includes psychometric statistics and theory, review of commonly-used standardized tests, appropriate modification of tests to achieve non-bias, and the review of legislative, legal, and ethical standards. Corequisite: SSLL 760 (1 hour credit).

SSLL 760. Practicum in Teaching English to K-12 Second Language Learners (1-3) Clinical experience to prepare teachers to provide effective teaching/learning experiences for K-12 second language learners. The focus of the practicum will be the application of principles, guidelines, strategies and techniques appropriate for K-12 second language learners. Corequisites: SSLL 718 (1 hour); SSL 728 (1-2 hours); SSLL 758 (1 hour, may be repeated up to three times).

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Administration and Faculty

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