



2012-2014

Undergraduate Catalog

Orangeburg, South Carolina

“Bringing Ideas to Light”

INSTITUTIONAL ACCREDITATIONS

South Carolina State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501 to award the bachelor's, master's, specialist, and doctorate degrees.

Program Accreditations:

The Civil Engineering Technology, Electrical Engineering Technology, Industrial Engineering Technology and Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

The Nuclear Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

The Computer Science program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

INSTITUTIONAL ACCREDITATIONS

- American Dietetic Association

Address: American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400

- American Association of Family and Consumer Sciences
- Association to Advance Collegiate Schools of Business International (AACSB)
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Rehabilitation Education
- Council on Social Work Education
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)
- The bachelor's (B.A.) and master's (M.A.) education program in speech-language pathology at South Carolina State University are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

In addition, the Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc. and the Child Development Learning Center is accredited by the National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC)).

NOTE: Accreditation documents are on file in the Miller F. Whittaker Library and may be inspected after submitting an official request to the dean of Library and Information Services. Requests will be honored during normal business hours of the library.

NOTICE

South Carolina State University reserves the right to add or drop programs and courses, to change fees, to change the calendar which has been published and to institute new requirements when such changes appear desirable.

Every effort will be made to minimize the inconvenience such changes might create for students. Suitable substitutions will be allowed for required courses which have been withdrawn. This catalog, subject to any amendments, additions or deletions, shall be effective from Fall 2012 to Spring 2014.

THIS IS NOT A CONTRACT

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THE UNIVERSITY

Knowledge Duty Honor



- *The Campus*
- *History*
- *Mission*
- *Administration*

South Carolina State University offers equal opportunity to its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

THE UNIVERSITY

CAMPUS

South Carolina State University, located in the city of Orangeburg which is 40 miles east of the state capital at Columbia, is only a five-minute walk from the heart of the city.

The University owns 160 acres of land. An additional 286 acres are located at Camp Daniels in Elloree, South Carolina. This property, however, is not included in the total amount of land owned by South Carolina State University.

HISTORY

The Constitutional Convention of 1895 enacted provisions authorizing the Legislature to create the College by a severance of the state's interest from Claflin University. In pursuance of such authorization, the General Assembly in 1896 enacted statutes providing for the establishment of a normal, industrial, agricultural and mechanical college. The same Legislature provided for the appointment of a Board of Trustees, an administration, a faculty, and for the adoption of rules and regulations to govern the operation of the College.

Pursuant to this organization, a faculty composed of 13 South Carolinians was chosen by Dr. Thomas E. Miller, a former Congressman from South Carolina, who had been appointed as the first President of the College; and on September 27, 1896, the doors of the institution were opened as a land-grant college. The College plant consisted of 135 acres, eight small buildings, a small dairy herd, and a few farm animals. Because of the meager facilities, academic instruction was mostly given on logs hewn from the campus wilderness, in the tradition of the Mark Hopkins ideal college. These logs were later made into lumber for the first dormitory and classroom buildings.

In 1911 Robert Shaw Wilkinson, a native of Charleston and a former Professor of Physics at the College, was elected President. Under his administration, the income of the College was increased from both federal and state sources, and a federal appropriation for extension work was added.

After 21 years of sincere service, Dr. Wilkinson passed; and on March 15, 1932, the presidency of the College was undertaken by Miller F. Whittaker, who at that time was Director of the Mechanical Department. Some of the outstanding activities that marked President Whittaker's administration were the establishment of a Law School, Extension School units in 15 South Carolina communities, and a Reserve Officers' Training Corps Infantry Unit.

President Whittaker gave 18 years of dynamic service to the College, and in 1949 he died with a firm faith that: "The College is serving the people of this state as never before. The worth of the institution is best expressed in the community relationship, which it maintains, and the improvement of rural and civic life, which it promotes through its graduates, its faculty, and its extension agencies. The College has exhibited its economic, civic, and social worth to the Commonwealth of South Carolina."

In 1950 Benner C. Turner, Dean of the School of Law was elected President of the College. He retired in 1967 after 17 years of service.

Under President Turner's administration the College's growth was tremendous, both in academic activities as well as in physical and human resources. Outstanding changes included the rapid growth of both undergraduate and graduate enrollments; increases in the number of faculty and staff; increases in the number holding doctoral degrees, the reorganization of the administrative and instructional areas of the College; major improvements in the physical plant which included the renovation of buildings and the construction of many new buildings; among which were a new academic building, and dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping; all of which have added to the comfort and beauty of the campus.

The legal and official name of the institution was changed to South Carolina State College, by the act of the General Assembly of 1954.

Upon the retirement of Dr. Turner, the Board of Trustees appointed Dr. M. Maceo Nance, Jr., Vice President of Business and Finance, as Acting President of the College to serve until a successor to the former president could be chosen. The appointment became effective June 24, 1967. Dr. Nance was elected President by the Board on June 23, 1968, and was inaugurated November 27, 1968. Under President Nance's administration, the College experienced unprecedented growth in academics, students, faculty, staff and physical facilities. Twenty degree programs were established including the doctorate in Educational Administration. The majority of the qualified faculty held doctoral degrees. Many academic programs received professional accreditation, while the College maintained its regional accreditation. Scholarship programs and faculty chairs were enhanced and initiated to promote the pursuit of knowledge. In keeping with the land-grant mission of the College, the 1890 Research and Extension program (United States Department of Agriculture), through its services and research, assisted in improving the quality of life for the citizens of South Carolina. In recognition of the need for additional school-community interaction, an Adult and Continuing Education unit and a comprehensive college-community relations program were established and promoted. National and international awards were bestowed on many academic programs and extracurricular activities. Dr. M. Maceo Nance, Jr., retired June 30, 1986 after serving as President for 19 years.

The Board of Trustees appointed Dr. Albert E. Smith the Sixth President of South Carolina State College, effective July 1, 1986. Dr. Smith, with a theme of "New Directions," immediately advanced a set of institutional goals which included the development of a strategic plan, renewed emphasis on academics, and the improvement of student life, the strengthening of enrollment, fiscal management efficiency and improved relations with all college constituencies.

In five-and-one-half years, the Smith administration increased student enrollment to more than 5,000; established an Office of Research and Grants Administration which resulted in a dramatic increase in research-related funding; initiated a division of Development and Institutional Relations which stimulated significant growth in alumni support; implemented a computerized integrated on-line system in the library; instituted a new Honors Program and Student Exchange Program; brought on board a Master of Arts degree in teaching and expanded the Post RN completion program for beginning students; created a School of Freshman Studies; initiated plans for the funding and

construction of a Fine Arts Center, a new dormitory on campus, and a Convention Center at Camp Harry Daniels; secured initial accreditation and reaccreditation for all programs submitted to accrediting agencies between August 1986 and January 1992. One of the most profound changes of the Smith administration was the development of plans and strategy, which resulted in the Institution's name designation being changed from College to University in 1992. Dr. Smith served as President of South Carolina State University from July 1, 1986, to January 5, 1992.

On January 6, 1992, the Board of Trustees named Dr. Carl A. Carpenter, a professor in the School of Education and former Vice President for Academic Affairs, as Interim President. Dr. Carpenter served in this capacity until a new president was named in September 1992.

On September 30, 1992, the Board of Trustees elected Dr. Barbara R. Hatton as the first woman to assume the presidency of South Carolina State University. Beginning her duties on January 4, 1993, Dr. Hatton was inaugurated seventh President of the University on November 13, 1993. As a result of her vision and leadership, significant steps were taken to move the institution toward becoming the inclusive university of the twenty-first century. Among the steps were: restructuring to reduce the number of administrative positions and increase the number of faculty positions; aligning and renaming academic departments and schools; achieving full accreditation status for programs in music, nursing, social work, speech pathology and audiology in addition to reaccreditation of teacher education programs; initiating legislation which allowed engineering technology graduates to sit for the engineering licensure examination in South Carolina, and opening an Office of State and Community Relations in Columbia. Capital improvement projects included the Oliver C. Dawson Bulldog Stadium, the Student Center Plaza and acquisition of the Dawn Center.

On June 13, 1995, the Board of Trustees named Dr. Leroy Davis, Vice President for Student Services, as interim President. Immediately following his appointment, Dr. Davis initiated a number of changes which resulted in significantly improved constituent support and confidence in the University's management of its resources. These changes included new management policies and procedures, increased faculty hiring, and increased faculty participation in University governance. On April 10, 1996, after a national search, the Board of Trustees elected Dr. Leroy Davis as the eighth President of South Carolina State University. Prior to serving as Interim President and being elected President, Dr. Davis served the University in several capacities including Professor of Biology, Vice Provost for Academic Administration, and Vice President for Student Services. After his appointment to the presidency, Dr. Davis initiated plans to establish Centers of Excellence in each of the five academic schools; increased scholarship support to recruit more academically talented freshmen, designated tuition and fee revenues for program accreditation, improvement of information technology services, faculty salary equity increases, and increased student activities support: implemented a new tenure and promotion policy; established the first University Staff Senate; increased University partnerships and collaborations; and implemented new community service programs in the areas of healthcare and economic development and construction of a Fine Arts Building; restructured academic and administrative support programs; reaffirmed the accreditation of several academic programs;

reorganized the President's Cabinet and established the University Council and the President's Advisory Board. Dr. Davis retired from the University on June 30, 2002 after serving as president for six years.

On July 1, 2002, following the retirement of Dr. Davis, the Board of Trustees appointed Ernest A. Finney, Jr., former South Carolina Supreme Court Justice, as Interim President of the University to serve until a successor to the former president could be chosen. During his tenure, the only undergraduate Nuclear Engineering program at an HBCU was developed in conjunction with the University of Wisconsin. The University received funding in the amount of \$9 million to construct a state-of-the-art transportation research facility and became the lead institution to provide statewide coordination for the South Carolina Alliance for Minority Participation (SCAMP), as well as a \$5million grant to increase the number of minority students participating in mathematics, science, engineering and technology.

On May 16, 2003, the Board of Trustees named Dr. Andrew Hugine, Jr., the ninth President of South Carolina State University. President Hugine developed an Alumni Heritage Endowment, a perpetual fund for scholarships, capital improvements, and endowed chairs. Faculty, Staff, and Student Cabinets were established. The front entrance to the campus was renovated and upgraded; a security booth was constructed; and a new, enormous Bulldog mascot was unveiled to adorn the front entrance. Major renovations and improvements were made to selected dormitories, academic buildings, and the Smith-Hammond-Middleton Memorial Center.

Under President Hugine's leadership, an agreement with the University of South Carolina launched a faculty/student exchange program in nuclear engineering; the University Transportation Center was named the James E. Clyburn Transportation Center, and the Walnut Room was named the Robert S. Evans Walnut Room. In addition, the Real Estate Foundation 501(c) 3, the Research and Development Foundation and the Advancement Foundation were established. Also, the 1890 Extension Office Complex was completed. The Student Success and Retention Programs were developed, and the five undergraduate schools within Academic Affairs were reorganized and elevated into three colleges.

Other university accomplishments during Dr. Hugine's presidency include: the Computer Science program received its initial accreditation by the Computing Accreditation Commission of ABET, and a Master of Business Administration degree with concentrations in Agribusiness and Entrepreneurship was approved. The 1890 Research and Extension Division purchased a mobile technology unit and the University Board of Visitors was established. Additionally, the nursing program received accreditation from the Commission for Collegiate Nursing Education.

In 2005, the University began work on a \$42 million apartment-style residence hall. The new 772-bed living facility (Hugine Suites) was the largest construction project in the history of the University. The University completed multi-million dollar renovations to the Pitt and Washington Dining Hall facilities; alumni giving reached a record \$1 million; the Master's in Transportation degree program was established; and the Thomas E. Miller Society was established to recognize \$100,000 lifetime givers.

In addition, through the United States Agency for International Development (USAID) Africa initiative, SC State partnered with the country of Tanzania to provide textbooks and other learning materials to the students in Africa. The University also was ranked by Washington Monthly Magazine, as number nine as a national university and number one in the area of social mobility. In 2007, South Carolina State hosted the first debate of the 2008 Presidential cycle on Thursday, April 26th. It was produced by NBC News and hosted by SC State. MSNBC's signature political program, "Hardball with Chris Matthews," aired live from South Carolina State University.

On December 13, 2007, Dr. Leonard A. McIntyre was named Interim President. During his tenure, Interim President McIntyre and a delegation from the University delivered the first set of textbooks (165,000) to the students of Zanzibar. In addition, His Excellency Amani Karume, President of Zanzibar served as the Commencement speaker in Spring 2008. South Carolina State University and Francis Marion University announced the launch of the new I-95 Corridor Initiative seeking innovative ways to address long-running development challenges in eastern South Carolina. Renovations also began on Lowman Hall.

On June 6, 2008, the Board of Trustees named Dr. George E. Cooper the 10th President of South Carolina State University. Under his leadership, Orangeburg-Calhoun Technical College and South Carolina State University signed an agreement creating "The Gateway Program" between the two-year college and the four-year university. In addition, the Dr. Clemmie Embly Webber Educational Resource Center was named and dedicated at the I.P. Stanback Museum and Planetarium. Construction began on the Hodge Hall Annex.

Dr. Cynthia A. Warrick began her tenure as Interim President on July 5, 2012.

Other notable achievements include capturing the 2008 MEAC championship and a berth in the prestigious Football Championship Subdivision (FCS) playoff, and the 2009 world premiere of the documentary, "Scarred Justice: The Orangeburg Massacre 1968."

PRESIDENTS OF THE INSTITUTION

Thomas E. Miller, B.A., M.A., LL.D.	1896-1911
Robert Shaw Wilkinson, B.A., M.A., Ph.D.	1911-1932
Miller F. Whittaker, B.S., M.S., LL.D.	1932-1949
Benner C. Turner, B.A., LL.B., LL.D.	1950-1967
M. Maceo Nance, Jr., A.B., M.A., LL.D., L.H.D.	1968-1986
Albert E. Smith, B.S., M.S., Ph.D.	1986-1992
Barbara R. Hatton, B.S., M.A., M.E.A., Ph.D.	1993-1995
Leroy Davis, Sr., B.S., M.S., Ph.D.	1996-2002
Andrew Hugine, Jr., B.S. M.Ed., Ph.D.	2003-2007
George E. Cooper, B.S., M.S., Ph.D.	2008-2012

MISSION STATEMENT

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration.

SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.

(This mission statement was approved by the S.C. State University Board of Trustees on March 30, 2010).

ADMINISTRATIVE ORGANIZATION

The authority and responsibility for the governance of South Carolina State University is vested in the Board of Trustees. The Board of Trustees, directly or through its authorized committees, establishes general policies of the University and formulates its broad program of educational activities. The Board elects the president of the University to whom it delegates full authority and responsibility for the detailed administration of the institution.

The faculty, subject to the review by the President and Board of Trustees, has legislative powers in all matters pertaining to the standards of admissions, registration, requirements for and the granting of degrees earned in courses, the curriculum, instruction, research, extracurricular activities, the educational policies and the standards of the University, and all other matters pertaining to the conduct of faculty affairs, including the discipline of its own members.

BOARD OF TRUSTEES AND SENIOR ADMINISTRATORS

BOARD OF TRUSTEES

The Honorable Nikki Haley ~ Governor
Dr. Walter L. Tobin, Sr., '63 ~ Chairman
Atty. Robert L. Waldrep, Jr. ~ Vice Chairman
Mrs. Linda K. Edwards-Duncan, '76 '81 ~ Secretary
Dr. John H. Corbitt '62
Dr. Jackie Epps, '69
Mr. Anthony T. Grant, '82
Dr. E. Gail Joyner-Fleming
Mrs. Patricia B. Lott, '63
Mr. Robert M. Nance
Dr. Dennis Nielsen ~ Governor's Designee
Mr. Maurice G. Washington, '85

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Dr. Benetta G. Bell, '79 ~ Chair, Board of Visitors
Dr. Jesse Kinard ~ Chair, Real Estate Foundation
Mr. Edward D. Williams ~ Chair, University Foundation
Mr. Nathaniel Howard, '72 ~ President, National Alumni Association
Mrs. Kay E. Snider ~ President, Staff Senate
Dr. Larry Watson ~ President, Faculty Senate
Mr. Nathaniel Shazier ~ President, Student Government Association

PRESIDENT'S CABINET

Mr. Eric Eaton ~ Assistant Vice President for Business and Finance
Dr. W. Franklin Evans ~ Vice President for Academic Affairs
Mr. Michael A. Hubbard ~ Associate Vice President for Institutional Advancement
Dr. Tamera Hughes ~ Interim Vice President for Student Affairs
Mrs. Charlene M. Johnson, '80 ~ Athletics Director
Mr. John Rosenthal ~ Vice President/Executive Director for Research, Economic Development and Public Service
Dr. Rita J. Teal ~ Interim Vice President for Administration

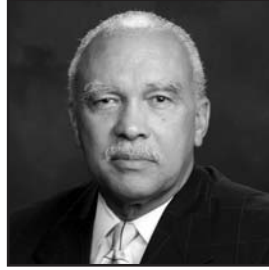
SENIOR ADMINISTRATORS

Dr. Rita J. Teal ~ Interim Vice President for Administration
Dr. M. Evelyn Fields ~ Interim Associate Vice President for Faculty and Programs
Dr. Learie Luke ~ Interim Associate Vice President for Academic Affairs
Mr. Elbert Malone ~ Assistant Vice President for Sponsored Programs

THE BOARD OF TRUSTEES



Governor Nikki Haley
Ex-Officio



Dr. Walter L. Tobin, Sr., '63
Seat 11, At-Large
Chairman



Atty. Robert L. Waldrep, Jr.
Seat 3, District 3
Vice Chairman



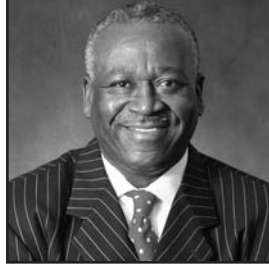
Linda K. Edwards-Duncan, '76, '81
Seat 5, District 5
Secretary



Dr. John H. Corbitt, '62
Seat 4, District 4



Dr. Jackie Epps, '69
Seat 8, At-Large



Anthony T. Grant, '82
Seat 2



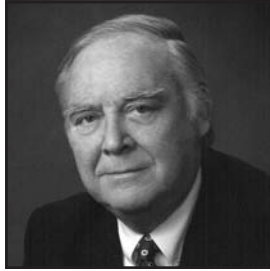
Dr. E. Gail Joyner-Fleming
Seat 1



Patricia B. Lott, '63
Seat 9, At-Large



Robert M. Nance
Seat 7, At-Large



Dr. Dennis Nielsen
Governor's Designee



Maurice G. Washington, '85
Seat 6, District 6



Dr. James A. Boykin
Trustee Emeritus
Ex-Officio



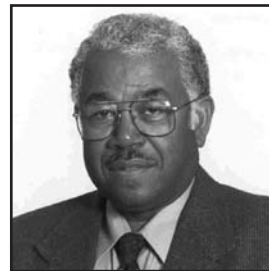
Charles Lewis
Trustee Emeritus
Ex-Officio



Charlton Whipple
Chair, Adv. Foundation
Ex-Officio



Dr. Benetta G. Bell
Chair, Board of Visitors
Ex-Officio



Dr. Jesse Kinard
Chair, Real Estate Foundation
Ex-Officio



Edward D. Williams
Chair, University Foundation
Ex-Officio



Nathaniel Howard, '72
President, SCSUNAA
Ex-Officio



Kay E. Snider
President, Staff Senate
Ex-Officio



Larry Watson
President, Faculty Senate
Ex-Officio



Nathaniel Shazier
President, SGA
Ex-Officio



DR. CYNTHIA A. WARRICK
INTERIM PRESIDENT



GENERAL INFORMATION

- Admissions
- Financial Aid
- Student Affairs
- Sports and Athletics
- Special Programs and Support Services
- Academic Regulations
- Degrees And Curricula

SOUTH CAROLINA STATE
UNIVERSITY

ENROLLMENT MANAGEMENT

Enrollment Management maintains as its primary mission the planning, implementation, coordination, monitoring and evaluation of a comprehensive enrollment management plan that fosters collaboration and promotes team work in the achievement of an academically enriched increased student population.

ADMISSIONS

UNDERGRADUATE ADMISSIONS

The Office of Admissions, Recruitment and Scholarships has as its primary mission the identification, recruitment, acceptance and matriculation of a distinct student population. The University is committed to the enrollment of traditional and non-traditional aged students, minority students, international, and academically-talented students and to provide educational opportunities in a caring and nurturing learning environment.

The goals of the Office of Admissions, Recruitment and Scholarships are (1) to provide outstanding customer service, (2) to increase enrollment the student body through a sustained recruitment program that focuses on the entire University family providing support for the recruitment of students and (3) to simultaneously increase the academic standard of the institution, by attracting a larger academically-talented student base.

General Information. University requirements place considerably more demands on the intellectual abilities and interest of the student than does high school, but high achievement in high school is an indication of the ability to do well in college.

For the admission of first-time entering freshmen, major emphasis is placed on the successful completion of all required college preparatory courses (as determined by the South Carolina Commission on Higher Education), grade point average (GPA), and rank-in-class. The Scholastic Aptitude Test (SAT I) or American College Test (ACT) score is evaluated in conjunction with the high school scholastic achievement.

The University reserves the right to deny admission to any applicant who, in the judgment of the Admissions Committee or the Director of Admissions, may not benefit from South Carolina State University's educational program or whose presence or conduct may impact negatively on its program.

The University also reserves the right to look beyond the basic academic credentials to grant admission to applicants, when an applicant possesses special talents and accomplishments that will contribute to the institutional program.

Admission Procedures

Application forms to be used in applying for Admission or Readmission may be obtained by writing to the Office of Admissions, Recruitment and Scholarships, South Carolina State University, P.O. Box 7127, 300 College Street, NE Orangeburg, SC 29117 or by visiting the University's web-site at www.scsu.edu.

Freshmen applicant's deadlines: **May 31** for the fall semester, **October 31** for the spring semester, **April 1** for the summer session.

An application fee of \$25.00 must accompany the application. This fee is set by the University and may change. Money orders, credit card payments or cashier checks should be made payable to South Carolina State University. Cash payments are accepted at the Cashiers Office only; do not mail cash payments. Applicants for admission or readmission who submit their records after the respective deadlines must also pay a penalty fee set by the University.

Admission Requirements

Freshman Admission Requirements: Applicants are considered for admission after the following credentials have been received:

1. Completed application;
2. Official high school transcript including GPA and class rank (with confirmation of receipt of a valid high school diploma) or GED certificate. A student who is attending high school and has not yet graduated can be considered for admission pending completion of required courses; and
3. SAT I combined (Critical Reading + Mathematics) score (830 or higher) or ACT score (18 or higher).
4. Specified nonrefundable application fee

College Preparatory Course Prerequisites Requirements. The South Carolina Commission on Higher Education mandates that all incoming freshmen meet certain minimum course requirements along with a high school diploma.

High School Course Requirements:

- English 4 units
- Mathematics 3 units (Algebra I, Algebra II, and Geometry)
- Laboratory Science 3 units (Biology, Chemistry, Physics and/or a prerequisite of Biology or Chemistry)
- Foreign Language 2 units (same language)
- Social Studies 3 units (U.S. History, Economics and Government recommended, and one other unit)
- Fine Arts 1 unit Appreciation of, History of, or Performance in one of the fine arts
- PE or ROTC 1 unit
- Electives 4 units (Advanced Mathematics, Computer Science, English, Fine Arts, Foreign Languages, Humanities or Laboratory Sciences).

For specific information on the different categories for admission, contact the Office of Admissions, Recruitment and Scholarship.

Entrance Examination. All undergraduate applicants applying for admission as new freshmen are required to take either the SAT I or ACT test. Those who have taken one of these tests and wish to be considered for admission to the University must have an official transcript mailed directly to the Office of Admissions, Recruitment and Scholarships.

Applicants are urged to apply for and complete the required examinations well in advance of the semester for which they seek admission. These examinations are administered nationally on established schedules with a closing date for each administration.

Information may be obtained from high school guidance counselors, at these agencies' web sites, or by writing or calling directly.

Candidates for admission must request that the results of the SAT or ACT tests be sent to South Carolina State University. The University's SAT code number is 5618 and the ACT code number is 3876. The admissions committee cannot make a decision on the candidate until all of the required documents have been received.

Students who have been out of high school for more than five (5) years are not required to submit SAT I or ACT scores for the purpose of admission.

TRANSFER STUDENTS

Major emphasis is placed on the applicant's previous academic record and eligibility to return to the college or university last attended.

Failure of transfer students to submit complete records of all college and university attendance, whether credit was earned or not, may constitute sufficient cause for dismissal from the University. The submission of fraudulent records constitutes grounds for denial of admission or dismissal from the University.

Transfer students must earn at least 30 semester hours in residence at South Carolina State University to earn a degree.

New Statewide Transfer Agreement and Policies in South Carolina

The South Carolina Commissions on Higher Education on March 24, 2010 approved changes to the Transfer Policy for Public Two-Year and Four-Year Institutions in South Carolina. The new South Carolina Course Transfer and Articulation Center www.sctrac.org

The following are the new policies:

Statewide Transfer Agreements and Policies in South Carolina

Statewide transfer agreements are designed to enhance the transfer of academic credits by promoting a seamless transition for the students from one institution to another. Such agreements provide prospective students with a more concise roadmap of the courses required for transfer into a variety of degree programs.

One example of a statewide transfer agreement is the University of South Carolina – Columbia's Bridge Program with the South Carolina Technical College System. In the Bridge Program, students begin their academic studies at a technical or community college and then transfer to the University of South Carolina once they have completed at least 30 semester hours of coursework and meet the University's admission requirements. While enrolled in the technical or community college, students participating in the Bridge Program have access to a variety of services from the University's admissions, housing, and financial aid offices, as well as to the Career Center, and the Student Success Center. Details about this transfer agreement and many others can be found by using the [Search for Transfer Agreements](#) function.

Another example of a statewide transfer agreement is the Statewide Articulation of 86 Courses referred to in the Policy included below. This agreement is commonly referred to as the "List of Universally Transferable Courses" because it lists general education courses that

are guaranteed to transfer to any two- or four-year public institution in the state. While these courses are guaranteed to transfer, some may transfer as elective credit and not toward degree requirements. Therefore, students are advised to use the [Search for Equivalencies](#) function and to consult with academic counselors to learn more about how these courses will transfer to each specific institution.

In addition, the [Statewide Transfer Blocks](#) referred to in the Policy below provide another example of statewide transfer agreements. These Transfer Blocks list the courses that will transfer toward baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs.

The Commission on Higher Education's Policy on Transfer

The South Carolina Commission on Higher Education is responsible for establishing policies and procedures for the transferability of courses at the undergraduate level between two- and four-year institutions. These policies and procedures are defined below. 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.

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' Grade Point Averages (GPA) 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 to the 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.

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.

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.

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.

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 www.che.sc.gov/AcademicAffairs/TRANSFER/transfer.htm.

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.

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.

Each institution will provide the contact information for the institution’s Transfer Office personnel, including telephone numbers, office address, and e-mail address, on its website and on www.SCTRAC.org. Transfer office personnel will:

- Provide information and other appropriate support for students considering transfer and recent transfers.
- Serve as a clearinghouse for information on issues of transfer

in the state of South Carolina.

- Provide definitive institutional rulings on transfer questions for the institution's students under these procedures.
- Work closely with feeder institutions to assure ease in transfer for their students.

The staff of the Commission on Higher Education will place this document on the Commission's website under the title "Transfer Policies." In addition, information about transfer, including institutional policies, course equivalencies, and articulation agreements, will be published and distributed by all public institutions through transfer guides and be made available on www.SCTRAC.org. Furthermore, course catalogs for each public two-and four-year institution will contain a section entitled "Transfer: State Policies and Procedures." This section will:

- A. Include the Transfer Policy for Public Two-Year and Four-Year Institutions in South Carolina.
- B. Refer interested parties to www.SCTRAC.org as well as to the institutional Transfer Guide and institutional and [Commission on Higher Education's](http://www.CHE.org) websites for further information regarding transfer.

NEW Statewide Transfer Block

The Transfer Blocks listed below have been approved by the public colleges and universities in South Carolina and correspond to broad areas of the postsecondary curriculum. If admitted to a public institution in South Carolina and to a major program of study included in one of the Transfer Blocks listed below, a student may apply the courses listed in the group to graduation requirements for that major.

Arts, Humanities, and Social Sciences Transfer Block

English Composition I
English Composition II
Biological Sciences I
Elementary Calculus
American Literature I or American Literature II or English Literature I or English Literature II
Western Civilization to 1689 or Western Civilization Post-1689 or Introduction to Philosophy or Ethics
Music Appreciation
General Psychology or Introduction to Sociology
American Government
Elementary French I and Elementary French II or Elementary German I and Elementary German II or Elementary Spanish I and Elementary Spanish II

Science and Mathematics Transfer Block

English Composition I
English Composition II
Analytical Geometry and Calculus I
Western Civilization Post-1689
American Literature I or American Literature II or English Literature I or English Literature II
Art History and Appreciation or Music Appreciation or Introduction to Theater
General Psychology or Introduction to Sociology
American Government

Elementary French I and Elementary French II or Elementary German I and Elementary German II

Engineering and Engineering Technology Transfer Block

English Composition I
English Composition II
College Chemistry II
University Physics I
Analytical Geometry and Calculus I
Analytical Geometry and Calculus II
Western Civilization to 1689

Business Transfer Block

English Composition I
English Composition II
Biological Sciences I and Biological Sciences II or College Chemistry I and College Chemistry II
Elementary Calculus
Principles of Accounting I
Principles of Accounting II
Macroeconomics
Microeconomics
Western Civilization to 1689 or Western Civilization Post-1689
English Literature I or English Literature II
Art History and Appreciation or Music Appreciation
Elementary French I and Elementary French II or Elementary German I and Elementary German II or Elementary Spanish I and Elementary Spanish II

Teacher Education Transfer Block

Under Revision - Students who wish to pursue a major in education should contact the institution to which they are applying concerning transfer of courses.

Nursing Transfer Block

Under Revision - Students who wish to pursue a major in nursing should contact the institution to which they are applying concerning transfer of courses.

Transfer Admission

An applicant who has attended another regionally accredited post-secondary institution in any capacity, regardless if credit is earned, after the completion of high school is a transfer student. Transfer applicants for admission must submit:

1. Completed Undergraduate Application
2. Official transcripts from all post secondary institutions attended (you must also submit a final official transcript for all coursework in progress up until the time of enrollment prior to beginning of classes at the University)
3. High school transcript and official SAT/ACT scores if less than 30 semester hours of college-level work have been attempted in a regionally accredited college or university
4. Specified non-refundable application fee

Transfer Credit

Only grades of “C” and better are accepted for transfer credit. Each transcript is evaluated on its own merit in accordance with its conformity with the program of study at South Carolina State University. Credit transferred is not used in computing the grade point average at South Carolina State University.

Applicants should be prepared to supply the catalog of the institution or institutions previously attended. Must have 60 hours at SC State University.

Students transferring from non-accredited institutions are temporarily assigned an unclassified standing.

Special Students

The special student classification is designed for persons who want to take college courses but who have no interest in pursuing a degree. Applicants who are denied regular admission to South Carolina State University are not eligible to apply as special students.

Evidence of high school graduation or GED is required of each applicant. Special students may enroll for a maximum of eighteen undergraduate hours. At the beginning of each semester, students must submit a new application. Special students who have completed eighteen hours or less may apply to South Carolina State University under the regular admission requirements. If admitted, the work previously taken in this classification may apply toward a degree at the University only if the courses are applicable to major curriculum.

Transient Students

Students classified as transient are enrolled at South Carolina State University for a specific course or courses and have credits transferred to the college or university that they attend. However, if they desire, transient students may apply to attend South Carolina State University as a Transfer student.

Readmit Students

Former students of the University, in good standing who have not enrolled for one or more semesters (summer session excluded) must file an application for readmission which is available from the Office of Admissions and Recruitment or the University’s web-site.

Applicants for readmission who have received credit at another college or university during their absence from the University will be considered for admission as a transfer readmit student.

Home Schooled Applicant Admission

South Carolina State University recognizes home schooled high school students as individuals who have obtained their high school education and high school diploma through study in a non-traditional home setting.

Home schooled high school graduates are required to meet the same admissions requirements as other applicants. In addition, the home school applicant must submit:

1. Completed Undergraduate Application
2. Home schooled high school transcript of all work completed

with primary teacher certifying the completion of high school and the date of graduation.

3. Declaration of Intent to Home School as filed with the local board of education.
4. SAT I combined (critical reading + Mathematics) score (830 or higher) or ACT score (18 or higher).
5. Official transcripts from any high school or colleges attended
6. Specified nonrefundable application fee

General Educational Development (GED)

Applicants who submit General Educational Development (GED) credentials instead of a high school diploma must be 19 years of age or older. Official GED scores received directly from the GED Testing Service and an official high school transcript and SAT or ACT scores are required for admissions consideration.

Dual Enrollment/High School Student

High achieving rising high school seniors can begin college studies, on a course availability basis, on the South Carolina State University campus concurrently with their high school work. Applicants must provide a high school transcript with a minimum B+ average through the junior year in a college preparatory program; acceptable PSAT, SAT or ACT scores; recommendation of high school counselor or principal; a special application with required application fee; and obtain course approval by the University Admissions Committee. Students attending the University in this program will be considered non-degree seeking candidates.

Senior Citizens

A senior citizen (60 years of age or older) who is a resident of South Carolina and who is not employed full-time can enroll in classes free of charge providing there is available space in the class. Senior citizens may register for classes under the free tuition provision the day prior to the first day of class for the current term. A special senior citizen application must be completed in the Office of Admissions, Recruitment and Scholarships. Senior Citizens may apply as a degree or non-degree seeking student.

In a non-degree admissions classification, the student is not regularly admitted to South Carolina State University. The terms of the non-degree admission are limited by semester and/or the maximum number of credits allowable in a particular classification.

To gain admission as a degree seeking candidate, the non-degree classified student must submit a new application as a degree seeking candidate. All academic transcripts of previous work will be required. Admission into degree seeking status will be based on previous academic work and the grades attained as a non-degree seeking student at South Carolina State University.

Health Examination and Immunization

A medical history and/or physical examination are strongly encouraged to be submitted by every student prior to admission. Every readmitted student who has not been in attendance within three years immediately prior to date of application are asked to update their information on file. Students with special needs or required special medical accommodations are encouraged to submit their needs in writing from their provider detailing the assistance required.

Immunization Requirements

The immunization laws of South Carolina and the University requires that all students, including graduate and distance education students to submit prior to registration, evidences of the following immunizations:

Required

1. MMR (Measles, Mumps, Rubella) (two doses required for student born in 1957 or later).

STRONGLY RECOMMENDED by the Academy of Pediatrics Immunization Council (ACIP) and the American College Health Association (ACHA)

1. Tetanus (Adacel, Tdap) within the last 10 years,
2. Hepatitis B Series (3 doses)
3. Tuberculin skin test (TB/PPD) within 6 mths-1yr prior to beginning of classes.
4. Varicella (Chickenpox: disease or immunization)
5. Meningitis Vaccine
6. Gardasil –cervical cancer vaccine (three doses for females between the ages of 11-26).

Advanced Placement (AP)

The University grants advanced placement, and placement with credit to beginning students who score three and above on tests in the Advanced Placement Program of the College Entrance Examination Board. Students interested in Advanced Placement should consult their guidance counselors and sit for the achievement tests in their senior year. A copy of the test results should be sent to South Carolina State University.

As a guide for awarding AP credit the University accepts the American Council on Education recommendations. Departmental chairpersons make the decision to award placement with credit, or placement without credit. If placement only is given, an elective must be taken in lieu of each course used for placement.

Art

Art History
Studio Art
Drawing Portfolio
General Portfolio

Economics

Macroeconomics
Microeconomics

Biology

Calculus

Calculus AB

Calculus BC

Chemistry
General Chemistry

Computer Science

Computer Science A
Computer Science AB

English

English Language
and Composition

English Literature
and Composition

Government and Politics
Comparative
United States

Psychology

Introductory Psychology

History

European
United States

Music

Music Theory
Music Listening and Literature

Physics

Physics B

Physics C

Electricity and Magnetism
Mechanics

Spanish

Spanish Language
Spanish Literature

Statistics

French
French Language
French Literature

INTERNATIONAL STUDENT SERVICES

The mission of the International Student Services Office is to provide specific services for international students to facilitate successful adjustments to the academic and social environment and to provide accurate and relevant information and assistance throughout their course of study.

The University defines an international student as a student who is not a citizen or legal permanent resident of the United States. Students applying for admissions from countries other than the United States must submit the required credentials (depending on the country) and examination scores as other applicants. Complete the application for admissions on-line by visiting www.scsu.edu. The application fee of \$25 must be paid by credit card. Applications will not be processed without the application fee.

Deadlines Dates for International Students

To apply for admission, international students must submit all required credentials and supporting documentation by June 30 for the fall semester, and October 30 for the spring semester.

Required Examinations

The SAT or ACT cannot be waived or postponed until after the student enters the United States. The Test of English as a Foreign Language (TOEFL) score is required of all students whose native language is not English. The minimum requirement for the computer based TOEFL is 173 and for the paper-based TOEFL is 500. The minimum requirement for the internet-based TOEFL is 61.

TOEFL Exception

The TOEFL score requirement for admission of international students may be waived based on fulfillment of the following conditions: 1) applicant is a transfer student from an accredited American college or university; 2) applicant was enrolled for at least one year; 3) applicant has a minimum cumulative GPA of 2.00; 4) applicant has taken one year of academic transferable English; 5) applicant earned a minimum grade of 'C' in the equivalent of freshman English; 6) applicant is otherwise fully admissible with the exception of the TOEFL score requirement.

Academic Transcripts

Official transcripts, mark sheets, exam results and certificates/diplomas for all secondary coursework in the original language from secondary schools are required. Academic records must have a seal or an original signature. Photocopies are acceptable if they are noted as "Certified True

Copy” and signed by a school official. If records are not in English, the applicant must include a certified English translation of all documents.

Credential Evaluation

All international college/university transcripts must be evaluated by a professional evaluation agency. It is recommended that evaluations be done by World Education Services (WES). Visit <http://www.wes.org/> to view which documents are required for each country and to request a Document-by-Document Report (cost \$100 US). Identify South Carolina State University as a receiving institution at the time of application with WES, South Carolina State University, Office of Admissions, Recruitment and Scholarships, P.O. Box 7127, 300 College Street, NE, Orangeburg, South Carolina 29117.

Statement of Financial Support

Students must have sufficient financial resources to study at South Carolina State University. The statement should be issued from a financial institution verifying the amount in US currency on account to be used for the student’s educational and living expenses. The Statement of Financial Support must be on file in addition with all required admissions documents before the admission application is evaluated for acceptance.

Notice of Acceptance

Applicants who have submitted all the required documents are notified of the admission decision in writing within two weeks. A letter of acceptance, acceptance form and other materials are sent to applicants who are accepted for admission or readmission to the University. Upon receipt of this notice, a non-refundable acceptance fee of \$35, orientation fee of \$100 and room deposit of \$25 must be sent to the Cashier’s Office of Finance and Management within 30 days from the date of acceptance.

The SEVIS I-20 (Certificate of Eligibility)

The SEVIS I-20 is required to apply for a student visa (F-1) at an embassy or consulate. The SEVIS I-20 will be issued by the Office of Multicultural Affairs after the student has been accepted for admissions.

The I-901 Form and Fee

The I-901 form and fee of \$200 paid in US currency is used to support the nonimmigrant reporting system authorized by Public Law 104-208, Subtitle D, and Section 641. The only forms of payment that will be accepted are checks and money orders made payable to: I-901 Student/Exchange Visitor Processing Fee. If this fee is not paid before the student applies for the F-1 visa the student will not be issued a visa or be admitted to the United States. The I-901 form will be mailed to the applicant along with the SEVIS I-20.

Mail the I-901 Form and payment to:
I-901 Student/Exchange Visitor Processing Fee
P.O. Box 970029
St. Louis, MO 63197-0020

Courier the I-901 Form and payment to:
I-901 Student/Exchange Visitor Processing Fee
1005 Convention Plaza
St. Louis, MO 63101

Alternately, online payment may be made using a credit card. The online I-901 Form is available at: www.FMJfee.com.

Immigration Documentation and Enrollments Regulations

US Immigration and Customs Enforcement require that all F-1 students pursue a full course of study (minimum of 12 credit hours for undergraduate students) while enrolled, except when prior authorization is given by the Office of Multicultural Affairs.

All international students (F-1) must present their SEVIS I–20, F-1 visa, passport, I-94 and other immigration documentation upon arrival to the University’s campus to the Principal Designated School Official (PDSO) for Immigration and Customs Enforcement in the Office of Multicultural Affairs. A copy of the documentation and the student’s local address and address changes must be on file in the Office of Multicultural Affairs at all times during enrollment.

Student Insurance

All enrolled international students are required to have health insurance. The University offers a health insurance plan for \$193 per semester for uninsured international students. The premium for the insurance will be billed to registered students accounts unless proof of comparable coverage is furnished.

To enroll, waive, view a summary of benefits and view questions and answers about the insurance plan visit: www.studentinsurance.com. To e-mail questions go to: scsu@studentinsurance.com.

NEW STUDENT (FRESHMEN AND TRANSFERS) ORIENTATION PROGRAM

New Student Orientation is a two-part program designed to introduce students to the academic community, assist them with the acclimation process, and assist them with their understanding of the purpose and value of higher education. The program consists of a series of activities centered on the South Carolina State University’s policies, procedures, campus life, campus services and academic programs. Orientation also allows students to get acquainted with the university’s organizational structure and essential university personnel. Orientation Week, the first part of the program, is held prior to the first week of the semester. University 101, the second part of the program is a one-semester course, which is held on Tuesdays and Thursdays at 1:00 p.m. throughout the semester. Both parts of the program are required for all new students. New students with more than 30 semester credit hours are required to attend the Orientation Week activities **ONLY**.

Orientation Week, is the first part of the New Student Orientation Program activities, including the official welcome by South Carolina State University’s President and the President’s Reception; the literary symposium from the Bulldog Reading List and Literary Feud; and academic advising; academic and social information sessions; bonding activities; and the New Students’ Fashion and Talent Show. Additionally, upperclassmen who serve as Student Orientation Leaders assist with the orientation program. They serve as mentors to assist students with the acclimation process from high school to college.

University 101, is a one-semester course and the second part of the New Student Orientation Program. It provides students with empowerment skills to enhance their probability for success as a collegian. The course focuses on the university’s history, traditions, and organizational structure; personal and social development skills; academic procedures and regulations; career explorations; and the policies and procedures governing the students’ code of ethics. It also provides

students with enabling skills to make informed academic decisions about their collegiate tenure at the university.

This course is required for all new students. Continuing Education students must enroll in University 101 before completing 30 semester credit hours. Transfer students with less than 30 hours are also required to take University 101.

For more information concerning orientation and new student activities and orientation please see Student Success and Retention Program on pages 64-67.

Freshman Scholarships

General Information

Scholarships are available to incoming freshmen who enroll at the University as full-time, degree seeking students. The deadline for submitting scholarship applications is March 31, unless otherwise stated. All students applying for scholarships must complete the Free Application for Federal Student Aid (FAFSA) form (the University Title IV school code is 003446) and have the Student Aid Report (SAR) sent to the Office of Financial Aid at South Carolina State University by May 1.

FEES AND EXPENSES

General Information

All expenses for the semester, including fees and room and board, must be paid before or at the beginning of each semester as a condition of admission to class. No student should come to the University for Registration without money sufficient to cover all fees, expenses and deposits for that semester. A receipt should be secured from the Cashier's Office showing that fees and expenses have been paid. A penalty of \$100 is charged for registration completed within the period set apart for late registration.

A deposit of \$35 is required to confirm acceptance, payable within 30 days of notification of acceptance, is required of all new and readmitted students who were not enrolled in the previous semester. This deposit will be applied to the credit of the student's university fee, and is not refundable should the student find that he cannot enter the University. However, he may receive credit for the deposit if he decides to enroll at the University the semester following that for which the deposit was made, but no credit thereafter.

Registration is not complete until all fees have been settled. No student will have any privileges in classes or laboratories until all fees and expenses have been settled. After the third week of classes, students withdrawing from the University under disciplinary action are ineligible for a refund.

Money orders, cashier's checks, certified checks or personal checks (with driver's license number, address and telephone number of issuer), for the exact amount of charges are made payable to "South Carolina State University," and sent to the Cashier's Office, P.O. Box 7425, Orangeburg, SC 29117.

In addition, transportation expenses to centers where students do practice teaching must be paid by the practice teachers.

REFUND POLICY

Refunds of charges will be made as follows:

General Academic Fee (University and Tuition) Refunds.

In the event of withdrawal from the University, reduction of course loads or withdrawal from courses, refunds may be granted to students in accordance with refund schedule on file in the Office of Accounts Receivable, Room 102 Moss Hall. Academic refunds are prorated on the basis of the following schedule for fall and spring semesters:

Official Withdrawal Dates and Percentage of Refund

- Before end of 1st week of classes 100%
- Before end of 2nd week of classes 75%
- Before end of 3rd week of classes 50%
- Before end of 4th week of classes 25%

Laboratory Fees are Non-refundable—Tuition charges paid from grants or loans are restored to those funds on the same prorated basis.

Board—A prorated portion of the fees paid for board will be refundable if a student officially withdraws from the University. Refunds will not be made for periods of less than one week.

Room Rent—Refundable only upon written approval of the Vice President for Student Affairs. Such written request must be received prior to August 1, for the first semester or December 1 for the second semester.

Room Deposit—Refundable only if the University is unable to assign housing.

Medical Withdrawals—Students withdrawing for medical reasons during the first fourteen calendar days after the first day of class will be granted a full refund. Withdrawals on the fifteenth day and thereafter will be based on the above refund policy.

Acceptance Fee--Non- refundable.

Other Fees—Non- refundable, except in the instances where it can be shown that an error in such charges occurred. (Fees paid for traffic violations, library fines, athletic equipment, etc. are not refundable.)

Process of Refunds—Refunds due are computed from the date of official withdrawal from the University, official reduction of course load, official withdrawal from courses, or official withdrawal from housing. No refund due is guaranteed until 30 days after the first day of classes each term.

Note: The fees and expenses listed in this catalog are those in Effect at the time of publication. They are subject to change upon the action of the South Carolina State University Board of Trustees or the South Carolina Legislature.

Title IV Refunds/ Return of Funds—If you are receiving financial aid from Title IV federal funds and you withdraw from the university under any circumstances; SCSU will determine whether a refund or repayment is owed to the Title IV account. If a refund or repayment to the account is required, SCSU will return funds according to the federal refund policy.

The federal return of funds policy requires that a portion of financial aid funds be returned to the appropriate program upon a recipient's

withdrawal from college. The amount to be returned is based on the percentage of enrollment completed for that term and the amount of financial aid assistance considered earned.

The number of calendar days in the enrollment period (term) is divided into the number of calendar days the student completed for that term. The amount of financial aid earned is equal to the percentage of the term that was completed (up to the 60 percent point). If the student withdraws after the 60 percent point term of the semester, the student is considered to have earned 100 percent of financial aid received for that term.

The university and the student are both responsible to return unearned financial aid assistance to the appropriate program.

DEFERRED TUITION PAYMENT POLICY

The University realizes that many students rely heavily on Stafford loans, federal and state grants and other private sources to provide the required tuition payments. Increasingly students are not receiving support from their parents and are self-supporting, particularly with respect to education costs. As a result of these factors, the University firmly believes that a Deferred Tuition Payment Plan should be available to those students who demonstrate need for special consideration.

POLICY

In order to prevent delays in registration, because of possible delays in awarding of financial aid, and in order to accommodate those students who are self-supporting their educational costs, the University will provide the following Deferred Tuition Payment Plan administered by Sallie Mae at (800) 635-0120, website is www.tuitionpay.com/scs. To take advantage of the Payment Plan, the student MUST follow the following guidelines or the student will not be allowed to participate:

1. In order to be considered for eligibility, the student must be in good academic standing.
2. The student MUST notify the University once he/she has set up the payment plan. When the student completes the online enrollment, he/she will be given an account number. Call Accounts Receivable at (803) 536-8991 once the student has enrolled and made the payment to Sallie Mae.
3. To CANCEL or CHANGE a contract, the student must call the Accounts Receivable Office at (803) 536-8991.
4. No student will be allowed to register for any subsequent semester until all previously due fees are paid in full.
5. In the event a student account must go to an outside collection agency, the student must pay reasonable collection cost, attorney fees and charges necessary for the collection of any amount not paid when due.

STUDENT STATUS

For the purpose of the payment of tuition and other applicable fees, "Student Status" is defined as follows:

Full-time undergraduate student—Twelve (12) or more semester hours.

Full-time graduate student—Nine (9) or more semester hours.

Part-time undergraduate student—Eleven (11) semester hours or fewer.

Non-resident (out-of-state)—The laws of the State of South Carolina define residency status for the purpose of payment of tuition and fees. Information concerning this subject is available in the Office of Admissions and the Registrar's Office.

University Fee, Tuition and Library Fee Per Semester NOTE:

These charges are basic for full-time students and do not include books (estimated at \$600 per semester) and other necessary charges such as music, directed teaching, graduation, etc., which must be determined on an individual basis.

Full-Time Students	In-State	Out-of-State
<i>Undergraduate</i>		
Tuition	\$ 312	\$ 526
University Fee	3,654	7,522
Library Fee	50	50
Technology Fee	75	75
Health Services Fee	70	70
SGA Activity Fee	70	70
Total	\$4,231	\$8,313

<i>Graduate</i>		
Tuition	\$ 312	\$ 526
University Fee	3,654	7,522
Library Fee	50	50
Technology Fee	75	75
Health Services Fee	70	70
SGA Activity Fee	70	70
Total	\$4,231	\$8,313

Part Time Students In-State Out-of-State

<i>Undergraduate</i>		
Per Semester Hour	\$ 353	\$693
<i>Graduate Level</i>		
Per Semester Hour	\$ 470	\$924

Overload

All students officially enrolled in excess of 18 hours (to include credit by exam, cross registration, audit, etc.) will be required to pay per credit hour for all hours over 18 hours at the in-state/out-of-state rate.

HOUSING FEES

Cost Per Semester

A) Earle, Mays I, & Mitchell Halls	\$2,500
B) Truth & Williams Halls	\$2,700
C) Battiste & Mays II Halls	\$2,800
D) Hugine Suites, Queens Village & University Village	\$3,000

Other Housing Fees

A fee of \$5.00 (cash only) will be collected at the residence hall when

you claim your room. This fee is required for class dues and the purchase of periodicals in the residence hall.

Room Deposit (Required of all dormitory students)—\$25.00—first time Freshman. Returning students \$150.00. This fee is nonrefundable.

Procedures for Requesting Dormitory Room

The \$25 room deposit (for first time freshmen and \$150.00 for returning students) is a down payment which is applicable to the next semester's rent. This \$150 deposit is refundable only if no housing assignment is made. After payment of the \$150 room deposit in March, upper-class students must pay the balance of their **required** room rent on or before July 1 in order to retain their room assignment.

After payment of the \$150 room deposit with the submission of the Acceptance Form and Room Reservation Request, new and readmitted students must pay the balance of their room rent on or before July 1. Those accepted after July 1 must pay the balance of their required room rent within 15 days after having been assigned a room.

Failure to make payment as indicated will result in forfeiture of the room deposit and cancellation of room assignment. Once full payment has been made, it can be refunded only in accordance with the refund policy for rent.

Room Assignments

A written request for specific rooms and roommates is honored whenever possible. The University, however, reserves the right to make those assignments which are considered to be in the best interest of the Institution and student body. All assignments are determined by the date of payment of the room deposit. **Part-time students** are not eligible for campus housing.

Services Furnished

All residence hall rooms are sufficiently furnished: therefore there is no need for additional furniture. Students must, however, provide their own pillows, linens, spreads, draperies or other decorations.

Married Student Housing

The University maintains a limited number of efficiency apartments which are available to married students. These apartments are furnished with a stove and refrigerator. To secure an apartment, a deposit of \$90 is required. Interested applicants may contact the Office of Student Housing.

Board

All students must have a meal plan living in the university residence hall. There will be no exceptions to this policy. Students living off campus are allowed to eat in the dining hall, if they have purchased a Commuter Meal Plan.

No reduction will be made in board for absences of less than one week.

COST PER SEMESTER

	<u>2010-2011</u>
21-Meals Per Week	\$1,431/Semester
100 Block Commuter Meal Plan	498/Semester

50 Block Commuter Meal Plan	305/Semester
25 Block Commuter Meal Plan	211/Semester

SPECIAL FEES PER SEMESTER

	Full-time Students	Part-time Students
<i>Course Auditing</i>	No additional charge if full-time	1/2 cost per applicable semester hour charge
<i>Practice Teaching</i> (One area)	\$70	\$125
<i>Private Music Lessons</i> (Non-Majors, one 60-minute or two 30-minute lessons per week)		
Piano 100-406	\$35	\$35
Organ 120-426	\$40	\$40
Voice 110-416	\$30	\$30
Instrumental	\$20	\$20

Private Music Lessons (Majors)
Same cost as for non-majors but not to exceed \$50 for any combination of courses

Laboratory Fees
(Chemistry, Biology, Physics, Typewriting, Audiovisual Aids)

No additional Charge	\$ 20	
Advanced Practicum	\$ 65	\$ 65
Art Fee	\$ 35	\$ 35
Nursing Fee	\$200	\$200
Student Health Insurance	\$150	\$150

(All students enrolled in at least 6 credit hours per semester)
(International students enrolled in at least 6 credit hours are charged \$193.00 per semester)

Physical Education

Uniform (approximate)	\$40	\$40
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Student Activity Card
(Optional for part-time students)

	No additional charge	\$60
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Year Book

	No additional charge if enrolled for full academic year	\$35
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Late Registration	\$100	\$100
Graduate Record Examination	\$10	\$10
Transcript (each request)	\$ 3	\$ 3
Fax Charge (Transcripts, verifications, etc.)	\$ 5	\$ 5
<i>Graduation Fees (non-refundable)</i>		
Undergraduate	\$80	\$80
Master/Ed.S.	\$90	\$90
Doctorate	\$95	\$95
Duplicate Diploma	\$45	\$45

Late Graduation Fees (Penalties)
a. \$25.00-One (1) week after the deadline to apply.

- b. \$50.00-Second week after the deadline to apply up to thirty (30) days.
- c. A \$25.00 PROGRESSIVE WEEKLY PENALTY WILL BE ADDED UP TO A MAXIMUM OF \$300 AFTER THE 30 DAY LATE PERIOD.

Student Car Registration	\$ 60	\$ 60
Lost I.D. Card	\$ 10	\$ 10
Lost Key	\$120	\$120

FINANCIAL AID

The Office of Financial Aid (OFA) coordinates all financial assistance offered to South Carolina State University (SCSU) students and is charged with responsibility of assuring that federal, state and institutional policies are operationally effective. The philosophy is to provide access and choice to students who without such aid would not be able to attend SCSU. The programs administered provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance.

Financial Need

While the academic record of a student is important for admission to college and for certain scholarships, most financial aid is awarded primarily on the basis of financial need. Financial need is determined by comparing the amount a student and his family can provide toward his college education with the actual cost of attending South Carolina State University. The purpose of financial aid is to supplement the resources of a student and his family. It does not exist to replace these typical sources of support.

Since tuition and fees are due and payable as a part of the student's registration, no student should come to the College for registration without money sufficient to cover all of the fees and deposits for the semester. The need for financial assistance should be anticipated and all arrangements for aid should be made with the Office of Financial Aid Office (OFA) before the day of registration.

All Financial Aid/Scholarships must be received at the University before any refunds are made. Where payment was not actually made, but credit was granted based upon anticipated financial aid or income, no refunds will be made until all anticipated financial aid or income is received by the University.

How to Apply for Financial Aid

Complete a Free Application for Federal Student Aid (FAFSA) online at www.fasfa.gov. The FAFSA and any other aid information requested should be received in the Office of Financial Aid by May 1 for the fall and spring semesters. A separate application for the summer session is required and a FAFSA should be on file prior to April 1. Applicants should allow at least 7-10 days for processing by the Office of Financial Aid.

Financial Aid for any new student will be considered only after he/she has been accepted for admissions by the Admissions and Recruitment Office, and paid the \$35.00 Acceptance Fee to the Cashier's Office.

To be considered for financial aid, every student must satisfy the following requirements:

1. All students must complete a Free Application for Federal Student Aid (FAFSA) for the intended period of enrollment and list SCSU's Title IV school code "003446" in the school section of the application so that student aid report can be sent to SCSU. A student aid report either eligible or ineligible must be on file to receive federal and some forms of state and institutional aid.
2. Be accepted for admission.
3. Make Financial Aid Standards of Satisfactory Academic Progress.

Sources of Financial Aid Loans

A wide variety of aid in the forms of grants, scholarships, work and loans are available to SCSU students. **A few of the programs are highlighted here but additional program information including programs for South Carolina residents is available online at www.scsu.edu.**

GRANTS

Pell Grant - The Pell Grant is awarded to undergraduates who exhibit exceptional financial need as documented by the expected family contribution. To be considered for the Pell Grant, a student must complete the FAFSA online at www.fasfa.gov. Students do not have to repay the grant.

Notice: The Free Application for Federal Student Aid (FAFSA) will serve as the data form for the Pell Grant as well as for campus-based aid.

TEACH Grant – The TEACH grant is a merit based Federal Title IV program designed to encourage highly qualified teachers to serve in low-income schools in high needs areas and provides up to \$4,000 per year for undergraduate students (\$8,000 total for graduate studies) in grants. Grant Recipients must agree to serve at least four years within eight years of completing their teacher preparation program and teach high need subjects in designated schools that serve low-income students. If the commitment is not fulfilled, the grant is permanently converted to an Unsubsidized Federal Direct Loan with interest calculated back to the date the funds were disbursed.

Supplemental Educational Opportunity Grant (SEOG) - The Supplemental Educational Opportunity Grant is awarded to undergraduate students who show evidence of exceptional financial need. It must be noted, however; that Pell Grant recipients are given priority in the awarding of this grant. Students do not have to repay the grant. To be eligible for SEOG, an applicant must be enrolled or accepted for enrollment at the University and have FASFA results on file prior to May 1. Eligible students may renew the grant for the duration of their undergraduate studies based upon the availability of funds. Students who have already earned a Bachelor's Degree or Graduate students are not eligible for a Pell or SEOG grant.

EMPLOYMENT

University Student Employment Program

The University Student Employment Program provides for part-time work, which may cover a substantial part of the cost of college education for young people who need financial aid to attend college based upon the availability of funds.

Federal College Work-Study Program - The Federal College Work-

study program provides for part-time work, which may cover a part of the cost of college education. Positions are based upon the availability of funds. Students are permitted to work for the University or for an approved off-campus agency.

40-59 Passed Hours	1.60
60-99 Passed Hours	1.90
100 or more Passed Hours	2.00

LOANS

Federal Direct Stafford Loan - Subsidized loans are awarded to students on the basis of financial need. The federal government pays the borrower's accrued interest during certain periods, such as when the student is in school, thereby "subsidizing" these loans:

- Freshmen may borrow up to \$3,500 per academic year.
- Sophomores may borrow up to \$4,500 per academic year.
- Juniors and Seniors may borrow up to \$5,500 per academic year.
- Graduate students may borrow up to \$8,500 per academic year.

Unsubsidized loans are not need based; the borrower is responsible for accrued interest throughout the life of the loan. The yearly maximum for unsubsidized Stafford Loans varies from:

- \$3,500 for a dependent first-year student.
- \$10,500 for an independent third- or fourth-year student.
- \$20,500 for a graduate student.

Note: Whatever the student receives in subsidized Stafford funds will be subtracted from the maximum amounts above, so that the student will not receive more than the maximum amount in subsidized and unsubsidized Stafford Loans combined.

Repayment begins six months after the student leaves college and is made in monthly installments.

Perkins Loan - A program of borrowing for needy students who are accepted for enrollment or enrolled at least half-time based upon the availability of funds. An undergraduate student may borrow up to \$4,500 each academic year. The repayment period and interest do not begin until nine months after the student ends his studies. The loan bears interest at the rate of 5 percent per year and repayment of principal may extend over a 10-year period, except that the institution may require payment of at least \$40 per month.

Financial Aid Satisfactory Academic Progress

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a degree. Progress is measured by the student's cumulative grade point average (GPA) and credits earned in relation to those attempted and the length of the academic program. In order to assure that students make progress toward their degree program, both in terms of the number of hours completed and cumulative GPA, South Carolina State will utilize the following satisfactory academic progress policy.

Progress Standards

A. Cumulative Grade Point Average (GPA)

Academic standards of progress are reviewed at the conclusion of the spring semester each year by the Office of Financial Aid and are based on the following criteria:

Undergraduate Students	Minimum GPA
3-39 Passed Hours	1.40

Grade-point calculations shall include only work pursued at South Carolina State University. A student must have a grade point average of not less than 2.00 in order to be listed as a candidate for graduation. Satisfactory grades are A, B, C, D, or S. Unsatisfactory grades are W, I, AU, WP, WF, UF, or F. Students must complete at least 67% of credits attempted within each academic year. A program completion review will be performed at the end of the spring semester. For students enrolled in summer school, a second program completion review will be performed at the conclusion of summer school.

B. Hours Earned

To demonstrate satisfactory progress, students must complete at least 67% of credits attempted within each academic year. To remain eligible for financial aid, students must earn 67% of total attempted hours for all previous enrollment periods. A program completion review will be performed at the end of the spring semester. For students enrolled in summer school, a second program completion review will be performed at the conclusion of summer school.

C. Maximum Hours

To remain eligible for financial aid, undergraduate students must complete their degree within 150% of the published length of their academic program. For example a student in a program requiring 120 credit hours for graduation will be eligible for financial aid during the first 180 hours attempted. Students who have completed the requirements for their degree or reached 150% of attempted hours toward their degree will become ineligible for financial aid.

NOTE: Students will not be considered to have reached the 150% hour maximum until after the semester in which they reach or exceed the attempted hours allowed.

TRANSFER STUDENTS: Only officially accepted transfer credit hours and transfer credit hours specifically applied toward a student's degree program will be counted in the maximum number or allowable credit hours for financial aid eligibility. Transfer credit hours plus quality hours are used to determine academic status for transfer students.

D. Repeat Coursework

A student's term enrollment status is determined based on repeated courses as defined by federal regulation (34 CFR Section 668.2). Failed courses can be repeated and counted toward enrollment status multiple times as long as the student has never passed the course.

Repeated courses in which a passing grade has been received will only be counted toward enrollment status for one repetition after passing the course. Any second or subsequent repetition of the passed course will not be included in the enrollment status for purposes of the title IV, HEA, programs.

Federal Title IV aid will be recalculated based on the student's adjusted enrollment status. The recalculation will be applied regardless of whether a student received aid for previous course enrollments.

E. Financial Aid Suspension

Students who fail to make satisfactory progress during the Probation status or students not meeting the probation GPA requirements will be suspended from the financial aid program. Once a student has met the academic standards, the student must contact the Office of Financial Aid for a Satisfactory Academic Progress Review. It will be the student's responsibility to contact OFA, so that if eligible, their financial aid may be reinstated.

Students who receive all F's, W's, UF's or fail to complete at least 3 credit hours in courses attempted in any semester will be removed from financial aid without a probation period. In evaluating satisfactory progress for financial aid and "I" will be considered a grade of "F". A student's aid will be withheld pending the submission of a grade change for any course in which an "I" grade is received. Students must notify the Office of Financial Aid of grade changes so that a program review can be performed and eligibility determined.

F. Academic Performance

Students whose academic performances are unsatisfactory and who are dismissed from the University are ineligible for financial aid. When students are allowed to return to the institution by the Academic Review Board, they must meet the academic criteria as outlined in "A" above. After they meet the criteria, only then will they be eligible for financial aid, unless they have reached 150% of the attempted credit hours toward their degree program, which will make the student ineligible for financial aid.

G. Financial Aid Probation

Students who fail to meet the academic standards of progress but have an approved financial aid appeal are considered to be on financial aid probation. Students on financial aid probation are eligible for federal financial aid for one term and must agree to the conditions of the appeal by the stated term deadline.

At the conclusion of the probationary period, students must meet the conditions as outlined in the individual academic plan, earn 100% of the attempted coursework or meet the academic criteria as outlined in "A" above for continued eligibility.

H. Annual Review

A year-end progress review will be performed at the end of the spring semester. For students enrolled in summer school, a second progress review will be performed at the conclusion of summer school. Students who are out of compliance with one or more of the progress standards become ineligible for aid.

A student who meets the requirements for fall and spring will also qualify for financial aid for the summer session. Students who are deemed ineligible for aid as a result of the annual review will not be eligible for aid the upcoming fall semester and any future terms until they meet the academic criteria as outlined in "A" and "B" above.

I. Appeals

Students who have extenuating circumstances that contributed to their failure to meet satisfactory academic progress will be given an opportunity to appeal for reinstatement of financial aid. A typed written request and justification for an appeal should be addressed to the Director of Financial Aid. Reasons that may be acceptable for an appeal are: (1)

serious illness or accident involving the student; (2) death, accident or serious illness in the immediate family; (3) additional hours accumulated as a result of transferring from another institution; (4) other extenuating circumstances may be acceptable and will be considered. The Financial Aid Appeal Committee will review the request and if necessary schedule a hearing. If the Appeal Committee has justifiable evidence of extenuating circumstances (as indicated by the Academic Review Board), the student may be considered for financial aid for one additional semester. The student will be notified in writing within 10 business days of the Financial Aid Appeal Committee's decision.

Students appealing for reinstatement of eligibility remain ineligible to receive aid and should be prepared with other resources to pay all educational expenses. Students whose appeals are approved may have their eligibility for aid reinstated.

The decision of the Financial Aid Appeal Committee is final and cannot be appealed.

SCHOLARSHIPS

The A.I. Mose Scholarship is a \$500 award given each fall to a continuing student who is majoring in Elementary Education. The selection is based on a 2.80 cumulative GPA, active membership in the Arnett Club, demonstration of intellectual curiosity in the classroom, and faculty vote.

Army ROTC Scholarships

1. *Four-year Awards.* These merit-based scholarships are available to incoming freshmen. It is a full scholarship designed to cover tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year that the scholarship is in effect.
2. *Three-year Awards.* These scholarships are available to sophomores who have completed at least 27 semester hours at the university. The scholarship covers tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year the scholarship is in effect.
3. *Two-year Awards.* These scholarships are available to juniors who have completed at least 54 semester hours at the university. The scholarship covers tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year the scholarship is in effect.

The two- and three-year awards are available to students not enrolled in ROTC as well as those enrolled; non-enrolled applicants must enroll in ROTC if selected for one of these awards. To be considered for any of these scholarships the students must:

- be a US citizen;
- achieve at least 920 on the SAT I test or 20 on the ACT test (Two- and Three-year scholarships only);
- meet physical and medical standards;
- possess leadership potential and good moral character;
- agree to accept a commission as either Regular Army, Army National Guard or US Army Reserve Officer; and
- apply by November 15 (Four-year only).

The Amelia S. Roberts Scholarship. Five hundred dollars is awarded during the spring semester to a freshman student who made significant academic achievements during his/her initial semester at South

Carolina State University. Selection is based on a 2.80 cumulative GPA, active membership in the Arnett Club, demonstration of intellectual curiosity in and outside the classroom, demonstration of a college reading level, and faculty vote.

Atlanta, Ga. Alumni Chapter Scholarship is \$500 to each person according to guidelines by the Chapter.

Beaufort Alumni Chapter Scholarship is \$500 to the sophomore with the highest academic average from Beaufort County.

The Burrell E. Workman, Jr., Memorial Scholarship of \$500 is awarded to senior pre-medical students matriculating at South Carolina State University. This scholarship was established in August 1973 by Mrs. George R. Barnes of Orangeburg, South Carolina, as a memorial to her father, Burrell E. Workman, Jr., of Chattanooga, Tennessee. The scholarship is awarded on the basis of character, academic, and financial need.

Central Florida Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

The Class of 1953 Scholarships. One or two scholarships given annually to full-time freshman, sophomore or junior students, valued at \$300-\$500. Recipients must exhibit academic ability and demonstrate a high standard of self-discipline, initiative and stability. Students must also possess outstanding leadership qualities, good moral character, enthusiasm and intellectual curiosity.

Dick Horne Foundation Scholarships are \$1,000. Recipients must be in upper two-thirds of class scholastically; must have demonstrated outstanding leadership qualities; require financial assistance towards achieving an education; and parents or guardians must reside in Orangeburg County.

Dwight David Eisenhower Transportation Fellowships (for eligible seniors at SCSU). Each Fellowship is valued at up to \$8,500 for one year. The applicant must be a citizen of the United States or well into the process of becoming a U.S. citizen; be a full-time undergraduate student enrolled at South Carolina State University majoring in a designated transportation-related discipline, be within the final 40 credit hours of the bachelor's degree at the time the fellowship becomes effective; have an earned cumulative grade-point average of 3.00 or higher; have plans for a career in a transportation-related profession.

Eliza T. Hampton Scholarship. The Eliza T. Hampton Scholarship, sponsored by Xi Eta Chapter of Chi Eta Phi Nursing Sorority, is awarded to an upper class student who demonstrates leadership and genuine commitment to the nursing profession. This scholarship award of \$500 is given annually.

Florida Gulf Coast Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

General University Scholarship. This is a full or partial scholarships designed to cover tuition and fees, room and board. To be considered for a Full General scholarship the students must:

- graduate high school with at least a 3.25 GPA on a 4.0 scale; and

- achieve at least 1100 (CR+ M) on the SAT I test or 24 on the ACT test.

South Carolina residents who achieve at least 1100 (CR+M) on the SAT I test or 24 on the ACT test will be awarded a book allowance as well.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.25 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

General University Scholarship This tuition only scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters. This is a full tuition only scholarship.

To be considered for a General scholarship the incoming freshman students must:

- graduate high school with at least a 3.25 GPA on uniform grading scale;
- achieve at least 1100 on the SAT I test or 24 on the ACT test.

To be considered for scholarship renewal a General Scholar must:

- maintain full-time student status;
- achieve a 3.25 cumulative GPA at South Carolina State University;
- make Satisfactory Degree Specific Academic Progress each semester
- be in good standing with their major department; and
- not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

This scholarship is awarded based on availability of funds.

The Gilbert Spears Scholarship. Five hundred dollars is awarded to the agribusiness major beyond the freshman year who best demonstrates academic excellence and outstanding character and leadership ability.

Greenville Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

Greenwood Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

The Helen T. Bankhead Memorial Scholarship. Five hundred dollars is donated by Porter L. Bankhead for a student of high academic standing who has demonstrated outstanding qualities of leadership.

The Helen Wilkinson Sheffield Memorial Scholarship is \$600 to a sophomore young lady who has earned at least forty-five hours with grade point average of 3.00 or better. She should be industrious, a good citizen of character exemplifying finer womanhood. The award will be paid in two installments of \$300 at the beginning of the fall and spring semesters.

The Henderson-Davis Players' Performance Scholarship is a \$500 scholarship donated by Mrs. Algernon S. Belcher. It is presented to a sophomore or junior dramatic art major at South Carolina State University who has demonstrated a serious intent to pursue a degree in either educational or professional theater. The student must have at least a 2.50 cumulative average and a 3.00 average in his or her major field. In addition, the student must also demonstrate an interest in the total theater program at South Carolina State University and openly support its functions and projects through active involvement.

Other Scholarships and financial assistance may be awarded as available through Theatre Patrons and Supporters. Contact the Director of Theatre for information.

Institutional Need Based Grant An institutional need based grant is awarded to financially needy students meeting eligibility criteria who without the assistance of additional aid would not be able to attend college. The maximum annual award for a full-time student is \$3,000. This grant does not have to be repaid and is not necessarily renewable. To be considered for the Institutional Need Based Grant, a student must:

- Complete the Free Application for Federal Student Aid for the award year by July 1.
- Have an expected family contribution of less than 20,000.
- Have demonstrated financial need according to federal methodology.
- Maintain a cumulative 2.0 GPA and meet standards of satisfactory academic progress or if a first time freshmen meet standards of satisfactory academic progress.
- Not be delinquent on any SC State obligations or have any unpaid prior semester balances.
- Have unmet direct costs.
- Not be receiving a tuition waiver or abatement.

This grant is awarded based on the availability of funds.

The James R. Washington and Family Scholarships. \$500 each given equally to male and female majors in education with priority given to Health and/or Physical Education majors entering their professional clinical experiences, and providing evidence of financial need.

Leroy Davis Scholarship. This is a non-renewable partial scholarship and is valued in the amount of \$1,500. This scholarship is awarded to entering freshmen over two years (\$1,000 freshman year and \$500 sophomore year). To be considered for this scholarship the student must:

- graduate high school with at least a 2.5 GPA on a 4.0 scale;
- achieve at least 1000 on the SAT I test or 22 on the ACT test;
- rank in the top forty percent of the graduating class;
- submit two letters of recommendations. One letter must be from a high school teacher or the senior guidance counselor;
- pay the University acceptance fee; and
- be a citizen of the United States.

M. Maceo Nance, Jr., School of Nursing Scholarship. The Maceo Nance, Jr., Nursing Scholarship(s) are given annually to qualified students currently enrolled in the nursing program at South Carolina State University. The scholarships are awarded annually in the spring with the money available for the fall semester. The number and amount of the scholarships are determined within the Department of Nursing. Both RN and generic students are eligible for the awards. Students must

meet specific criteria and submit an application to the Department of Nursing annually for consideration of the award.

Minority Undergraduate Incentive Scholars Program. In 1984, SCSU implemented the "Other Race" grants program to attract and retain quality minority (white) students at the Institution. At the time the grant was for the amount of \$1,000 per academic year, with that amount having been set by the Commission on Higher Education. The "Other Race" Grant paid tuition and fees in 1984; however, the amount has not increased since the inception of the grant and is currently at \$1,000 per academic year. The "Other Race" grant is not being administered by any other public college or university in South Carolina due to the restrictive guidelines.

In the summer of 2000, a proposal was submitted to President Davis requesting the discontinuation of the "Other Race" grant in favor of a less restrictive University administered grant titled "The Minority Undergraduate Incentive Scholars Program." Using funds from CHE as well as University matching dollars, the MUIS Program would allow the University more flexibility in administering funds to minority students in an effort to recruit, retain, and graduate these students.

Criteria — The MUIS Program would provide grant dollars to three groups of minority students at South Carolina State University – First-time entering Freshmen, first-time entering Transfer, and continuing students. The MUIS Program is not an academic scholarship; instead it is an incentive grant for the recruitment and retention of minority students.

First-time Entering Freshmen – For the First-time entering freshmen to be considered for the MUIS Program, he/she would be required to meet all admissions requirements to the University. Awards would be made to the highest ranking minority freshmen based on SAT, rank-in-class, and GPA. The award would be for a maximum of eight semesters, provided the student earns a minimum of 24 semester hours per academic year and maintains a 2.5 GPA.

Transfer Student Scholarships The Transfer Student scholarship is a renewable award which covers tuition. It is awarded to a transfer student after completion of two years of college work (60 + Semester Hours) or the completion of their Associates degree. The Transfer scholarship is awarded to a transfer student for two semesters and is renewable for 2 semesters. This is a full tuition only scholarship.

To be considered for this scholarship the student must:

- meet all requirements for regular admission to the University
- transfer with a 3.50 GPA or is a documented member of Phi Theta Kappa National Honor Society.

To be considered for scholarship renewal a Transfer Scholar must:

- maintain full-time student status
- achieve a 3.50 cumulative GPA at South Carolina State University;
- make Satisfactory Degree Specific Academic Progress each semester
- be in good standing with their major department; and not violate any of the standing rules and/or regulations of the University.

Violation will automatically disqualify the recipient from further support through the scholarship program.

This scholarship is awarded based on availability of funds.

Continuing Students – Currently enrolled minority students would be considered for the MUIS Program provided the student is enrolled full-time with a minimum GPA of 2.5. Awards would be considered for those students with the highest GPA. The award would be for a maximum of four semesters, provided the student earns a minimum of 24 semester hours per academic year and maintains a 2.5 GPA.

Funding – Funding for the MUIS Program will come from the Access and Equity Program and from matching University funds. Each grant will be in the amount of \$2,000.00 per academic year, payable as \$1,000.00 per academic semester. Funds will be made available to the highest ranking students in each category – Ten grants for first-time entering transfer student, ten grants for continuing students, and five grants for first-time entering freshmen. Should all of the grants in one category not be awarded, the funds will be distributed to those students in the other categories who are next in ranking.

Mobil Oil Foundation Scholarships is \$3,000 administered by the School of Business and the Career Planning and Placement Center.

Orangeburg Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

The National Alumni Association Scholarship Award. This is a partial scholarship valued at \$1,000 per year (\$500 per semester) awarded by the National Alumni Association of South Carolina State University. To be considered for this scholarship the students must:

- demonstrate leadership qualities;
- achieve at least 830 on the SAT I test or 17 on the ACT test;
- have clearly defined educational goals;
- rank in the top ten percent of their senior class; and
- apply in writing by March 15 to: SCSU/NAA Scholarship Committee, Larry D. Watson, Chairperson, 305 Massingale Road, Columbia SC 29210.

This scholarship is awarded to incoming freshmen for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- makes acceptable progress (as defined by the National Alumni Association); and
- is in good standing with their major department; and not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

National Achievement, National Hispanic and National Merit Scholarships This scholarship is awarded to incoming freshmen who are as recognized as a National Achievement Scholar, National Hispanic Scholar or National Merit Scholar. This is a full tuition, room and board scholarship. Students who receive this scholarship will also be awarded a book loan for the cost of their books (All books must be returned to the Office of Admissions, Recruitment and Scholarships at the end of each semester) Scholars failing to return their books will be charged.

To be considered for these scholarships the student must:

- graduate high school with at least a 3.50 GPA on the uniform grading scale;
- be recognized as a National Achievement Scholar, National

Hispanic Scholar or National Merit Scholar.

To be considered for scholarship renewal a Transfer Scholar must:

- maintain full-time student status
- achieve a 3.50 cumulative GPA at South Carolina State University
- make Satisfactory Degree Specific Academic Progress each semester
- be in good standing with their major department; and
- not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

This scholarship is awarded based on availability of funds.

New York Alumni Chapter Scholarship is \$500 administered by the Chapter according to guidelines of the Chapter.

NFL/NFL Players Association Scholarship. Each NFL/NFLPA Fellow receives a scholarship in an amount up to \$5,000. Students are selected in the spring semester of the sophomore year for junior year scholarships. Recipients must have a minimum grade point average of 3.00 and an unmet financial need. Award recipients are selected by a committee consisting of NFL Players and League representatives.

Oliver C. Dawson Scholarship. The \$1,000 award is presented to a full-time student at South Carolina State University in the junior class with a 3.00 GPA. The student must exhibit serious mindedness toward the discipline of physical education and must possess the qualities of maturity, initiative, stability, enthusiasm, and high morals.

Other University Scholarships SC State awards performance based scholarships to include Athletic, Band and Choir to students meeting eligibility criteria as defined by the department. Each department identifies the eligible students, the recommended award amount and forwards information to the Office of Financial Aid for final review and awarding.

Parler-Belcher-Sharpe Scholarship Award. Parler-Belcher-Sharpe Scholarship Award. The Department of English and Modern Languages is proud to offer a \$1,000 scholarship to a Professional English major and a \$1,000 scholarship to an English Education major to honor excellence in writing. The applicant must be a junior or first semester senior with a GPA of 3.0 or above in English courses, and GPA of 2.5 cumulative. The Department also offers \$1,000 scholarships to students who have at least three (3) years of high school Spanish or are native speakers and who declare Modern Languages (Spanish) as their major when entering South Carolina State University. The Parler-Belcher-Sharpe Scholarship Award is named for Mrs. Johnnie M. Sharpe, the late Dr. Nettie P. Parler and the late Mrs. Eloise U. Belcher.

President's Leadership Scholarship. This is a partial scholarship valued up to \$5,000. This scholarship is awarded to an entering freshman who has exhibited outstanding leadership qualities through participation in extracurricular activities in high school, extra-mural activities in the community, workplace and church for example. To be considered for this scholarship the student must:

- graduate high school with at least a 2.75 GPA on a 4.0 scale;
- achieve at least 920 on the SAT I test or 20 on the ACT test;

- submit three letters of recommendation;
- submit a biographical profile that includes memberships and offices held in school, community and church organizations, as well as volunteer service; work experiences; recognitions and awards for outstanding achievements;
- submit a five-hundred word essay on the subject: *“The Importance of Leadership in Today’s Society”*; and
- successfully complete interviews as requested.

Presidential Scholarships. Dr. M. M. Nance, Jr. instituted this scholarship during the 1978-79 academic years. The Presidential Scholars are students at the University, who by virtue of meeting prescribed criteria are the recipients of a full scholarship (tuition, room & board) during eight semesters. These scholarships represent the concern of the President, (1) to identify students who demonstrate academic excellence, (2) to articulate a concern for a methodology to encourage those who demonstrate excellence, (3) to provide symbolic recognition via academic scholarships to recipients and (4) to establish a technique whereby the University may identify a cadre of intellectual scholars. The Presidential scholarship is awarded to incoming freshmen for two semesters and is renewable for 6 semesters if the student meets the renewal eligibility criteria. This is a full tuition, room and board scholarship. Students who receive this scholarship will also be awarded a book loan for the cost of their books (All books must be returned to the Office of Admissions, Recruitment and Scholarships at the end of each semester) Scholars failing to return their books will be charged.

To be considered for this scholarship an incoming freshman student must:

- graduate high school with at least a 3.50 GPA on the uniform grading scale
- achieve at least 1200 on the SAT I test or 27 on the ACT test

To be considered for scholarship renewal a Presidential Scholar must:

- maintain full-time student status;
- achieve a 3.50 cumulative GPA at South Carolina State University;
- make Satisfactory Degree Specific Academic Progress each semester
- be in good standing with their major department; and
- not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

This scholarship is awarded based on availability of funds.

Robert Shaw Evans Scholarship. This non-renewable scholarship is valued in the amount of \$700 per year (\$350 per semester). To be considered for this scholarship the student must:

- graduate from high school with at least a 3.0 GPA on a 4.0 scale;
- apply by June 15; and
- contact in writing: The Chairperson, Robert Shaw Evans Endowment Scholarship, PO Box 7034, South Carolina State University, 300 College Street, NE Orangeburg SC 29117

Santee Cooper Fellow Scholarship Program. The Santee Cooper Corporation of South Carolina funds this scholarship. It is a full scholarship designed to cover tuition and fees, room and board and a

book allowance. This scholarship is competitive. To be considered for this scholarship the student must:

- graduate high school with at least a 3.0 GPA on a 4.0 scale;
- achieve at least 1200 on the SAT I test or 27 on the ACT test;
- rank in the top ten percent of the graduating class;
- major in one of the following areas: Business, Mathematics, Computer Science, Biology, Chemistry, Physics, Nuclear Engineering or Engineering Technology;
- successfully complete interviews as requested;
- submit a five-hundred word essay on *“How a Santee Cooper Scholarship can help me attain my Educational Goals”*;
- be a resident of South Carolina; and
- apply by May 1.

To be considered for this scholarship the student must:

- graduate high school with at least a 3.0 GPA on a 4.0 scale;
- achieve at least 1000 on the SAT I test or 21 on the ACT test;
- pursue a Bachelors degree in any field of study in agriculture, food or natural resources science; and
- be a US citizen.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

SC State University Achievers Scholarship This tuition only scholarship is awarded to currently enrolled SC State University students who have achieved academically over the prior academic year. The awards are renewable for six, four or two years, for rising Sophomores, Juniors and Seniors respectively. This is a full tuition only scholarship.

To be considered for this scholarship the student must:

- be enrolled the prior academic year as a freshman, sophomore or junior
- earn a 3.50 GPA or higher

To be considered for scholarship renewal a SC State Achiever Scholar must:

- have earned their next academic rank (sophomore, junior or senior)
- maintain full-time student status;
- achieve a 3.50 cumulative GPA at South Carolina State University;
- make Satisfactory Degree Specific Academic Progress each semester
- be in good standing with their major department; and
- not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program

This scholarship is awarded based on availability of funds.

USDA Strengthening Grant Stipend Scholarships (Business Programs). There are five scholarships of varying amounts available usually covering the cost of tuition. Applicants must have a SAT score of 1,000 or above and letters of recommendation from high school personnel.

Valedictorian Scholarship. This is a renewable award of \$2,000. It is awarded to each high school valedictorian admitted to the freshman class. To be considered for this scholarship the student must:

- met all requirements for regular admission to the University; and
- have Senior Counselor or Principal confirm valedictory status. This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:
- maintains full-time student status;
- achieve a 3.25 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions, Recruitment and Scholarships (Freshman Academic Scholarships), South Carolina State University.

Wal-Mart Competitive Edge Scholarship. The Wal-Mart Corporation funds this scholarship. It is a partial scholarship, up to \$5,000. This scholarship is competitive. To be considered for this scholarship the student must:

- graduate high school with at least a 3.5 GPA on a 4.0 scale;
- achieve at least 1100 (CR+M) on the SAT I test or 24 on the ACT test;
- rank in the top ten percent of the graduating class;
- major in one of the following areas: Mathematics, Computer Science, Biology, Chemistry, Physics, Nuclear Engineering or Engineering Technology;
- demonstrate community service and leadership; and
- be a citizen of the United States.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

The Washington, D.C., Alumni Chapter Memorial Scholarship. Five hundred dollars is awarded annually over a four-year period to a student who maintains high academic standing and continues to demonstrate outstanding potential.

The Wilhelmina Funchess Scholarship Award. A \$500 scholarship award to financially assist a junior majoring in Food and Nutrition. The student must have a minimum grade point average of 2.8 and be in good

standing at the University. The recipient is selected by the University Fellowship and Scholarship Committee.

Special Notification

Palmetto Fellows Scholarship. SCSU is a full participant in the Palmetto Fellows Scholarship Program.

Other scholarships in varying amounts are available to deserving students through the generosity of alumni and friends of South Carolina State University. For more information, contact the Director of Financial Aid or the Director of the Honors Program. A list of these scholarships follows:

- Benjamin F. Bailey Americanism Scholarship
- The School of Home Economics Scholarship
- Ira B. Davis Scholarship
- The J. Leonard Gattison Scholarship
- Greater Columbia Alumni Chapter Scholarship
- The Sara A. Waymer Scholarship
- The Cecelia McIver Scholarship
- Epsilon Omega Chapter of Omega Psi Phi Fraternity Inc.
- The Orangeburg Alumnae Chapter of Delta Sigma Theta, Incorporated
- Student Life

HONORS AND AWARDS

Presidential Scholars Awards. The award was instituted by President M. Maceo Nance, Jr., during the academic year 1976-1977. The awards represent the concern of the President (1) to recognize students who have demonstrated academic excellence, (2) to articulate a concern for a methodology to encourage those who have demonstrated academic excellence to maintain or to achieve higher level of academic excellence, (3) to provide a symbolic recognition via the Presidential Medallions which would be significant to those who earned the awards and to those who may view the same and (4) to establish a technique whereby the President may provide an incentive to all students to achieve academic excellence.

To qualify for the Presidential Medallion, the student must be enrolled full-time. Freshman and transfer students must not be taking any courses that are prerequisites to the Freshman Studies Program.

Scholarly excellence is always a major consideration and the most important criterion for these awards. Specifically, the criteria are as follows: cumulative average (3.00-3.49) Bronze Medallion; cumulative average (3.50-3.74) Silver Medallion; cumulative average (3.75-4.00) Gold Medallion. A freshman must have a 3.96-4.00 for the Gold Medallion. The final date for determining the cumulative average will be determined and announced at the beginning of each academic year by the Director of Enrollment Management per approval of the President.

There are numerous prizes and awards available to those students demonstrating academic excellence. Some of the prizes and awards are:

- Accounting Award
- Agribusiness Award
- The Algernon S. Belcher Award
- The American Legion Department of South Carolina
- Business Award
- Communicative Disorders Awards
- Computer Science Award

- The Criminal Justice Academic Achievement Award
- The Daniel L. Black Accounting Award –
- David Black Scholar Award
- The Engineering Technology Award
- General Business Award
- The George C. Marshall Award
- Harold W. Crawford Scholarship Award
- Lil's Floral Boutique Award
- Marketing Award
- Mathematics Education Award
- The Mitchell's Photography Award
- Most Dependable Award (H-D Players)
- National Business Education Award
- The Outstanding Senior in Political Science Award
- The Outstanding Student in History Award
- The Physical Education Club Oliver C. Dawson
- Mamie E. Thompson Award
- Sharon D. Rickenbacker Award
- The Shirley P. Houzer Award
- Special Education Award
- Student Publications Alumni Award
- Thomas E. Poag Award
- The Victor E. Kerr, Jr. Award

Interested persons should contact the Financial Aid Office or the Director of the Honors Program.

STUDENT AFFAIRS

The Division of Student Affairs includes the units of Student Affairs and Enrollment Management. The division supports the University's mission in providing quality student services responsive to student's needs. The Division works collaboratively with other divisions in the college and local community to create experiences that will expose students to new ways of thinking, learning through leadership, service and opportunities. These opportunities contribute to the enhancement and the quality of life of our students. The goal is to prepare each student to depart South Carolina State University highly skilled, competent, socially aware, and prepared for the competitive global market place keeping within the University's Core Values: Excellence, Access and Equity, Integrity and Respect in the forefront of our student learning outcomes.

The Division of Student Affairs' mission is to assist in the development of the whole person and enhancing the learning environment through student services and experience gained through co-curricular programs and activities.

The Vice President for Student Affairs is responsible for the overall operation of the Division of Student Affairs and Enrollment Management with the Assistant Vice President for Student Affairs/Dean of Students and Assistant Vice President for Enrollment Management. The Student Affairs unit includes the Counseling and Self-Development Center, Brooks Health Center, Office of Student Engagement, Intramural Sports and Recreation, Student Life and Leadership, Residential Life and Housing, University Police, the Student Union and Sodexo Food Service. The Enrollment Management unit includes Admissions, Recruitment and Scholarships, Financial Aid and Multicultural Affairs.

Student Life and Leadership

The Office of Student Life and Leadership Programs seeks to complement the academic programs of study, promote a sense of community, and enhance the collegiate experience of students through the coordination of social, cultural, intellectual, recreational, spiritual and governance programs.

The office oversees such programs as Leadership Development and Training, Registered Student Organizations, Student Government Association, Campus Activity Board, Pan-Hellenic Council, Religious Life, Cheerleaders, Coronation of Miss South Carolina State & Her Court, Bowling Alley, Game Room, and the K. W. Green Student Center. Additionally, Student Life and Leadership Office works collaboratively with Sodexo Facilities when scheduling the Universities' Facilities Usage request.

Leadership Training

The Student Leadership Training Program is designed to help students develop and enhance lifelong leadership skills. During the year, the Leadership Training Program offers retreats, conferences, seminars, workshops and other leadership development experiences.

Elected and appointed student leaders, officers of student organizations and students who wish to seek leadership positions are encouraged to become involved in the Leadership Training Program.

Kirkland W. Green Student Center

Located in the center of the campus, Kirkland W. Green Student Center is the "hub" of campus life. The facilities, programs and services of the Student Center are designed to foster a sense of community among all members of the university family-students, faculty, staff, alumni and guests.

The Student Center houses the Student Life and Leadership offices, the Student Government Association, and the Campus Activity Board. For recreational and leisure activities, the Student Center features a game room with provisions for table tennis, billiards, video games and board games. A six lane bowling center is located in the Student Center for recreational and educational use. The television lounge includes four large screen televisions. There are accommodations for banquets, luncheons, meetings and other activities in the spacious Bulldog Lounge, the Garnet and Blue rooms, and one small conference room. The Sodexo operated fast food restaurant, the "Pitt," features a variety of delicious foods in a popular meeting-place for students, faculty and staff.

Student Government Association

The Student Government Association includes all enrolled undergraduate students at South Carolina State University. These students elect officers from among their peers to represent them in the conduct of student governance.

The Executive Branch of the Student Government Association consists of the President of the Student Body, the other elected officers class presidents, the campus activities board, Miss SC State and the royal court. The Legislative Branch of the Student Government is the Student Senate. The membership of the Senate includes 27 voting representatives: five student senators elected from each of the four classes; one voting representative selected at large; two voting representatives elected by the Presidents Council, two off campus voting representatives and two voting representatives elected by the International Students Association.

The Vice President of the Student Government Association serves as President pro tempore of the Student Senate. The Judicial Branch of the Student Government Association has the authority to hear cases involving alleged violations of university rules and regulations by students. Cases are referred to the Student Government Judicial Board by the Vice President for Student Affairs. All students are encouraged to become involved in their Student Government Association.

Campus Activity Board (CAB)

As the student programming board of the University, the Campus Activity Board plans and sponsors co-curricular events, programs and activities to address the cultural, social recreational and intellectual needs of the students of South Carolina State University. The Campus Activity Board sponsors such activities as movie night, the Awakening Lecture Series, Coffeehouse activities, various recreational games and tournaments. The committees of the Campus Activity Board provide students with the opportunity to gain experiences and training in management. Any currently enrolled full-time undergraduate student is eligible and encouraged to participate on a committee of the Campus Activity Board.

Greek Life

Four sororities and four fraternities associated with the National Pan-Hellenic Council are chartered to operate on the campus of South Carolina State University. These are Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Sigma Gamma Rho, and Zeta Phi Beta. A chapter of the National Pan Hellenic Council with representatives of each of the affiliate groups is also chartered on the campus. All of these organizations operate with a mission for the promotion of academic excellence and public service.

Religious Life

Although South Carolina State University is non-sectarian, it emphasizes and encourages religious activities. Recognized religious coordinators assigned by their respective denominations and a campus ministries advisor serve the University and administer to the spiritual and religious needs of the students.

Student Housing

It is the mission of Residence Life and Housing office to cultivate a living and learning community that is conducive to students' holistic development while advocating integrity and academic achievement. Applications for room reservation may be obtained from the Housing Office or via the Residence Life and Housing website. In order to receive a housing assignment, first-year students must pay the enrollment fee (non-refundable) prior to receiving an assignment. Upperclassmen must pay their room reservation Fee (non-refundable) prior to the specified spring deadline. All students must pay all university fees prior to the specified deadline prior to the start of the semester. The room reservation fee for returning students is \$150.00. The reservation fee is applied to room rate for the upcoming semester. Upperclassmen will only be able to receive an assignment by participating in the room selection process advertised each spring. First-year students are encouraged to pay their acceptance fee early, as spaces are assigned on priority of receipt. Once all vacancies have been filled, the Housing Office will announce that the assignment process has closed. The overall housing processing is not based upon preference but the needs of the total residential student population.

COUNSELING, TESTING, AND STUDENT DISABILITY SERVICES

COUNSELING AND SELF-DEVELOPMENT CENTER

The Counseling and Self-Development Center is accredited by the International Association of Counseling Services (IACS). The mission of the Counseling and Self-Development Center is to provide quality mental health and testing services that enable students to define and accomplish their personal goals while coping with stresses which may arise over the course of their matriculation.

During this process, students are guided toward:

- (a) self-appraisal
- (b) constructive coping responses
- (c) healthy decision-making
- (d) acceptance of responsibility for choices
- (e) goal setting

In addition to general counseling services for mild adjustment concerns, intervention for more severe pathology is also made available to students in the following modalities:

- **Individual counseling** to address issues such as personal goal attainment, interpersonal relationship building, social adjustment, time management, etc.
- **Group counseling** to foster problem-solving through shared experiences and learning from others.
- **“Psychological testing on a limited basis** for students and staff of the university to screen for and assess personality functioning, intelligence, achievement, and learning outcomes as deemed warranted by clinical staff.”
- **Campus and community outreach programs** on topics relevant to student learning outcomes, growth, and development as they matriculate (e.g., stress management, suicide prevention, alcohol and drug education, etc.).
- **Psychiatric services** are available to students whose presenting concerns warrant clinical intervention.

Evaluations for the prescription of psychotropic medications, as well as monitoring of the effects of these prescribed medications are provided to students in need of this service. The center has retained, on a part-time basis, a psychiatrist to render these services to students.

- **Consultative services** are available to the entire university community upon request.
- **Referral services** are offered to students upon request. For students who present with long-term clinical concerns which, due to the nature of their mental health needs, cannot feasibly be addressed at the Counseling and Self-Development Center, referral services are also available.

Confidentiality Policy: the Counseling and Self-Development Center maintains strict confidentiality of all client information in accordance with APA ethical standards and IACS accreditation standards of practice.

The Counseling and Self-Development Center is adjacent to the Brooks Health Center, behind Bradham Residence Hall. The hours of

Center operation are from 8:30 a.m. – 5:00 p.m. Monday through Friday. To schedule an appointment, call (803) 536-7245. In the event of an after hours or weekend crisis or emergency, please contact University Police at (803) 536-7188, the Orangeburg Area Mental Health Center at (803) 536-1571, the Regional Medical Center at (803) 395-2200, or The Family Health Center Urgent Care Facility at (803) 531-8960, for immediate assistance or intervention.

STUDENT DISABILITY SERVICES

Academically qualified students who have disabilities are an important part of the student body. Providing equal opportunities for students with disabilities is a campus-wide responsibility and commitment. In accordance with ADA laws and requirements, the University provides support services for students with disabilities through the Student Disability Services Office. This office is housed within the Counseling and Self-Development Center. Among the services provided are counseling, advocacy and, when necessary, referral for appropriate management of the students' needs. Referral sources include Brooks Health Center and the local South Carolina Department of Vocational Rehabilitation. Additional information concerning the services provided by the Student Disability Services Office may be obtained by calling (803) 536-7245 or by visiting the facilities housed in the Counseling and Self-Development Center located behind Bradham Hall Dormitory.

Testing/Psychometrics

The Counseling & Self-Development Center serves as the host site for several major nationally administered standardized tests that students take in the course of their pursuit of advanced professional degrees. National Testing services provide South Carolina State University students with on site opportunities for standardized testing, as well as access to materials and resources that facilitate student preparation for standardized examinations. Data regarding standardized test administration is maintained by this office to monitor student participation. Students interested in utilizing test-related services may contact the Counseling & Self-Development Center at (803) 536-7245.

Tests Administered:

ACT – a national college admissions examination which assesses high school students' general educational development and their ability to complete college-level work.

LSAT – a standardized test required for admission to identified law schools. It provides a standard measure of acquired reading and verbal reasoning skills that law schools can use as one of several factors in assessing applicants.

WLOE – is a test of world languages other than English.

PCAT – The Pharmacy College Admission Test is a specialized test that helps identify qualified applicants to pharmacy colleges.

STUDENT HEALTH SERVICES

Brooks Health Center

The University operates a health center which provides ambulatory (outpatient) services for students. A member of the American College Health Association (ACHA), the mission of the Brooks Health Center is to contribute to the holistic educational experience of students at SC State by ensuring they have access to quality affordable episodic and preventive health care, the promotion of healthy lifestyle behavior/

wellness and fitness. The program seeks to combine several approaches: health education, health promotion, preventive health care, treatment of acute illness/injury; and the coordination of health services for students with long term chronic health conditions or special needs. There may be a nominal fee for selected services (immunizations, diagnostic laboratory services, etc.) payable at the Bursar's Office (Account Receivable). Brooks Health Center does not bill insurance companies however, documentation will be provided for students to pursue reimbursement from their insurance company. Brooks Health Center is located behind Hodge Hall (Desaussure Court). The hours of operation are 8:30 am-5:00 pm, Monday- Friday. Between semesters and Summer School Monday-Friday 8:30am-5:00 pm. Students are strongly recommended to schedule an appointment however; students who walk-in will be seen on a "first come, first served" basis. The staff can be reached at (803) 536-7053/7055. For consultation after hours, please contact campus police at (803) 536-7188 and for emergency contact 911 for transport the Regional Medical Center (+RMC).

Goals

The Brooks Health Center plan, develop, implement and evaluate a health care/service programs that encompasses the physical, psychosocial, cultural and spiritual needs of students, fosters the transmission of knowledge and the personal development of students. Additionally, the health center provides sick/injury care, preventive health education to promote healthy activities and assists students with chronic illnesses/special needs to maintain optimal health.

Student Responsibility in Order to Register and Be Eligible for Services

All students enrolled for the current semester, who have paid tuition and fees and have documented compliance with SC State University immunization policy, may use health services:

Confidential Policy

Student medical records and protected health information are protected by Federal and State laws. The release of health information will be governed within the guidelines of FERPA as well as HIPAA laws and released as designated **ONLY** with the students' written consent.

Immunization Policy

Required Immunization

MMR (Measles, Mumps, Rubella) [two doses required for student born in 1957 or later]

Meningitis Vaccine (All students under 25 years of age or signed waiver of declination)

The following immunizations are **STRONGLY RECOMMENDED** by the American College Health Association [ACHA] and the Academy of Pediatrics Immunization Council [ACIP].

1. Tetanus [Adacel, Tdap] within the last 10 years,
2. Hepatitis B Series (3 doses or 2 adult doses)
3. Tuberculin skin test (TB/PPD) within 6 mths-1yr prior to beginning of classes.
4. Varicella (Chickenpox: disease or immunization)
5. Meningitis Vaccine
6. Gardasil –cervical cancer vaccine (three doses for females between the ages of 11-26)

The student health clinic and fitness/wellness center is supported by student fees, therefore undergraduate and graduate students who have paid health service fees are eligible for health services. Part time students may be served and billed at the customary fee rate for this area.

Who Directs and Operates the Health Center?

The Health Center Staff is composed of a director, contractual medical physician/nurse practitioner/physician assistant, professional nurses, administrative support and other allied health professionals.

Medical and nursing clinics are held daily and the scope of these services includes:

1. General medical care for “episodic” illness excluding surgery, dental and eye care.
2. Limited diagnostic (laboratory) services.
3. Immunization and allergy “shot” program.
4. Monitor and assist with coordination of services for students with chronic illness and special needs. (Students should bring all medications to school with them.)
5. Referrals to on-campus and off-campus resources when indicated by health needs.
6. Individual and group health education.
7. Special personal care and preventative services.
8. Examination for special interest groups, e.g. cheerleader and fraternity organizations.
9. Referral for counseling/psychiatric services.
10. “Self Care” education and treatment center.

Fitness/Wellness

Brooks Health Center is responsible for the operation of the “Fitness/Wellness Center” which is designed to promote and enhance health and wellness through programs and activities such as nutrition, health screening, counseling, and personal fitness. The “Fitness/Wellness Center” is located in Sojourner Truth Learning and Living Center on the 1st floor.

What Happens In Case of An Emergency?

Minor emergencies will be seen in clinics and/or referred to the appropriate local resources (i.e., Doctor’s or Urgent Care Centers or private physicians). All major emergencies will be transported by EMS to the Regional Medical Center (+RMC). Parents/guardians will be notified of emergencies by the staff at the Regional Medical Center Emergency Room and/or the staff from SC State Brooks Health Center or official representative of SC State University.

What Is the University’s Policy on Sickness and Accident Insurance?

It is mandatory that all students (undergraduate and graduate) taking six (6) or more hours have Sickness and Accident Insurance and should have the name of their insurance company and policy information and number readily available for emergency situations. In addition, include this information as part of the medical record submitted. If there is a need for additional insurance or there is no current health insurance available, a basic health insurance program is offered through Pearce & Pearce, Inc. for a fee of \$150 (domestic) and \$193(international). For further information, please contact Brooks Health Center or visit the webpage at www.studentinsurance.com.

CAREER CENTER

The Career Center is committed to educating the whole person by advocating for the continuous process of career and life development. Through individual client interaction, educational events, experiential education coordination, informational resources, and innovative use of technology the staff seeks to provide services and programs that will prepare students for the competitive global market place.

Its goal is to provide services which facilitate a smooth transition from student to productive citizen. The services are designed to guide the career planning of students throughout the undergraduate

The Career Center is located in Room 250 on the second floor in Belcher Hall. The hours of operation are: 8:30 a.m. until 5:00 p.m. on Monday – Friday.

Objectives

1. To aid students in the development, evaluation, and implementation of career plans;
2. To provide students with the necessary skills to present themselves effectively as candidates for employment or graduate school;
3. To assist students in obtaining employment experiences during college and permanent employment after graduation; and
4. To assist South Carolina State University alumni in identifying job vacancies.

Services

Career Counseling: The Center conducts various individual/group sessions, to include career exploration; decision making; employment trends; summer, part-time, and permanent employment; cooperative education, techniques of interviewing, and resume writing.

Graduate and Professional Schools: Assistance is given to students via catalogs, brochures, fellowships, assistantships, grants and stipends. Each year a “Graduate and Professional Schools Day” is held during the fall semester on campus.

Recruiters: The Center actively recruits prospective employers who provide on-campus interviews to all classifications of undergraduate students and to alumni. Recruiters expose students to opportunities ranging from business and industry to education, from government to social agencies, and from military to opportunities in international affairs.

Placement Credentials: Students grant the Center permission to release their placement credentials, upon request, to prospective employers and graduate schools.

Special Events: Each academic year, the Career Development Center coordinates informative and motivational special events. Students are encouraged to bring resumes to all events.

Career Library. Open to all undergraduate students and alumni, the library is designed to enhance a student’s career potential. A variety of binders, pamphlets, directories, and other materials in areas such as health, business and industry, government, and higher education are maintained. Students are permitted to keep, free of charge, any brochure related to their specialized areas.

The Center also houses Cooperative Education and the Internship Programs.

Cooperative Education Program

Cooperative Education is an educational strategy that provides a well-balanced combination of college study and alternating periods of “hands-on” experience in a work setting related to the student’s major and/or career goals. This is achieved by involving students in approved and structured learning experiences in the world of work. It is called “Cooperative Education” because it is dependent upon the cooperation of university administrators, educators and outside agencies in collaborating to form a unique and practical total educational program.

Content to “earn while they learn,” students find it a fascinating experience in “total” professional growth. Upon graduation, they enter the job market with invaluable work experience and seniority.

A Cooperative Education “job” may consist of one or more assignments. Thus, a student may gain work experience in his/her chosen field of study for one semester (“one assignment”) or more. Presently, a student may enroll in at least two courses: GUID 201-01 and GUID 202-01. [Please note that while a student may enroll in more than two assignments, the University presently gives academic credit for only these TWO assignments.] Each course is six (6) hours credit.

Conceivably, Cooperative Education is a fall and/or spring semester program. It is encouraged that students return to the University for classroom study between the two work sessions. However, based upon an agreement between the employer and the university, there may not be a break for the student between the two work sessions.

In addition, though it is normally not considered as such, a full term summer session (eight weeks) will be considered one of the work sessions based upon the agreement between the employer and the university.

If a student elects to participate in a Cooperative Education assignment, the student must first register for course credit.

Objectives

1. To provide students with an opportunity to work in a professional work setting in their major field of study;
2. To give students an opportunity to test their career objectives;
3. To expose students to the “real world” of work;
4. To enhance classroom relevancy;
5. To cultivate in students social maturity, professionalism and self-confidence;
6. To assist the student in developing skills in the application of theory, principles and concepts to real life problems; and
7. To provide a source of financial aid.

Eligibility

There are three basic requirements for acceptance in the Cooperative Education Program. Students must:

1. Be enrolled full-time at South Carolina State University.
2. Have completed 30 semester hours.
3. Have and maintain a minimum grade point average of 2.5. Students are encouraged to enroll in the University’s GUID 210-01 “Career Development” course prior to going on an assignment.

Internship Program

The Internship Program affords students “hands-on” experiences in a real world environment while still enrolled in college. It is advisable that all internships be conducted off campus in an area directly related to the student’s major.

Unlike the Cooperative Education program, a student participating in the internship program may not experience full-time (40 hours) employment. The experience must be academically related. (See your career counselor for further details).

Objectives

1. To encourage students to consider careers directly (or closely) related to their field of study;
2. To provide students with valuable work experience; and
3. To aid the institution in achieving its mission.

Eligibility

To be eligible for an Internship, a student must:

1. Be a continuing university sophomore, junior, senior or graduate student. An applicant is considered a sophomore if he/she will have completed (30 or more semester hours) by the time the Internship has begun;
2. Be a United States citizen or approved to work in the United States;
3. Have at least a 2.5 grade point average at the university.

A three-credit internship course at the University is made available to students. Enrollment is optional.

INTRAMURAL SPORTS

Intramural Sports’ mission is to provide activities and programs that enhance wellness, fitness and healthy lifestyles of students, and faculty/staff at South Carolina State University.

The Intramural Sports Program is one of the largest co-curricular activity programs that complement the formal academic curriculum. It offers extensive opportunities to currently enrolled S C State University (SCSU) students, faculty, staff and their spouses/partners to engage in a number of competitive and structured activities each year. Participation in the program is voluntary and determined solely by interest. Participation can provide one with opportunities to have fun, learn new sports, meet people from other cultures, test one’s physical ability as well as offer a break from the academic routine. Team sports generally take on a league structure and a post-season tournament to determine champions. Special events range from one-day to several day tournaments. In most events, skill levels and divisions are established to allow competition for men’s, women’s and co-educational teams. Varsity sports athletes may not participate in the intramural sport that coincide with their varsity sport (ex. Football players – flag football; basketball players – basketball; softball players – softball, etc.)

The Intramural Sports Program is a program housed in the Office of Student Affairs. The Intramural/ Recreational Gym (Dukes Gymnasium) contains the Intramural Office, basketball/volleyball court, a small weight room facility, and with outdoor courts located next to Mitchell Hall for free play.

UNIVERSITY POLICE DEPARTMENT

It is the mission of the S C State University Police Department to provide a safe campus conducive to services which meets and/or exceeds professional standards established for law enforcement agencies, as a result of fostering the education process through creating and maintaining a secure campus environment for students, faculty, staff,

and visitors.

Surveillance Cameras

There are numerous surveillance cameras placed strategically throughout campus. These cameras are monitored and recorded daily. Any criminal acts recorded on these cameras will be used to aid in the prosecution of those who violate the laws of the State of South Carolina. The recordings may also be used to assist in the judicial process of University rules violations.

Emergency Call Boxes

There are 22 Emergency Call Boxes located throughout campus for your safety. The Emergency Call Box is equipped with a red emergency button on the face plate of the call box. To activate the Emergency Call Box, simply press the red button on the face plate of the call box. This action will automatically dial the University Police Department. After the University dispatch officer answers, please relate to the dispatcher your emergency. A University Police Officer will be on the way to your location for assistance.

Parking Rules & Regulations

All motor vehicles using University parking facilities during Fall Semester, Spring Semester, and Summer Sessions must have a permanent decal or temporary permit.

A vehicle that does not have a Parking Permit (Decal) is not allowed to park on the main campus (this includes All Employees, Undergraduate Students, Graduate Students, Continuing Education Students, Distant Learning Students, etc).

Foreword

The rules and regulations have been reviewed and approved by the University Traffic and Parking Committees. These regulations have been developed with the goal of achieving a safer and more efficient utilization of the available parking spaces as well as a safer and more orderly control of vehicular traffic on campus.

General Provisions

- The motor vehicle regulations set forth herein are applicable to all persons operating or parking a motor vehicle on properties of South Carolina State University. University traffic rules shall be enforced on all University roads and grounds at all times of the day and night throughout the calendar year. The University Police Department is authorized and empowered to enforce motor vehicle regulations and provide for the safety of persons on University property.
- The University does not assume any responsibility for motor vehicles or their contents while they are operated or parked on University property.
- University parking or traffic citations shall be treated as minor infractions of University regulations and poses the right of appeal. Any person who operates a motor vehicle on campus shall be deemed to have consented to, thereby, have his or her appeal adjudicated through the internal appeals process of the University. The right of such appeal does not apply to any State Uniform Traffic Citation.
- Copies of the Parking Rules and Regulations and schedules of

fees for parking decals, permits, and the availability of reserved parking spaces are available from the Office of Parking and Vehicle Registration in the basement of the ROTC Building (Soldier's Hall Room 102B). Payments are made at The Cashier's Office (Crawford Zimmerman).

Payment Procedure

- All persons receiving S C State University citations for non-moving violations shall pay such charges in person or by mail to the Cashier's Office (Crawford Zimmerman).

Unpaid tickets of \$120.00 or more will result in the following actions by the Parking and Vehicle Registration Office:

- Withholding parking and driving privileges on University property.
- Preventing the person from registering as a student.
- Withholding delivery of transcripts or degrees.

EMERGENCY NUMBERS

University Police Department

(803) 516-4111 or 536-7188

Office of Parking and Vehicle Registration

South Carolina State University

P.O. Box 7516

Orangeburg, South Carolina 29117

Phone: (803) 533-3907

Fax: (803) 536-7163

Health Center

(803) 536-7053

JUDICIAL AFFAIRS

The Office of Judicial Affairs is charged with oversight of the student judicial system. The Office of Judicial Affairs mission is to foster students' learning and development that reflects enforcement of standards of conduct in an educational environment. The office also administers the SC State University Student Code of Conduct and Policies and formal and informal complaints through investigation in conjunction with University Police and adjudication of General Code complaints; coordination of mediation referrals; interpretation of the Student Code of Conduct and Policies for faculty, staff, students and other stakeholders; and administrative support to the Division of Student Affairs general conduct cases. Judicial Affairs supports student engagement and involvement through the Counseling and Self Development Center, Sodexo food services and facilities, SC State Fleet Management, and Felton Laboratory School. To obtain complaint forms and view Student Code of Conduct visit: <http://www.scsu.edu/studentaffairs/officeofjudicialaffairs.aspx>.

SODEXO FOOD SERVICE

Sodexo Food Service is committed to providing South Carolina State students, faculty, staff and stakeholders a nurturing environment which spans the entire campus experience. Sodexo Food Service is fully

committed to providing world-class food and facilities service, while supporting the ethics and values of the University. In support of the President's Health Initiative, Sodexo Food Service has introduced the Balanced Way program that features inspirational and educational tools to help promote healthy food choice.

SPORTS AND ATHLETICS

Intercollegiate Athletics

The University is a charter member of the Mid-Eastern Athletic Conference (MEAC) and sponsors a comprehensive intercollegiate athletic program for men and women.

Mission Statement

The Department of Athletics fully embraces the University's mission and enacts its policies, procedures, and initiative with both the letter and the spirit of that purpose.

The administration and staff of the Department of Athletics espouse a student-oriented philosophy, which ranks academic achievement as the number one priority for its student-athletes. Toward this end, the Department is committed to providing a comprehensive intercollegiate athletics program for men and women, which promotes the academic, physical, social, psychological and total development of the student-athlete. Further, the Department is committed to working collaboratively with other constituents of the University to ensure the production of competent, contributing graduates who are capable of making the transition from university life to the workplace and into today's multicultural society.

Embodied within this mission statement is the concept of an ethical athletics program which values success in competition, success in academic and personal development of student-athletes, and success in maintaining full compliance with the rules of the University, the National Collegiate Athletic Association, the Mid-Eastern Athletic Conference and Title IX.

In addition, the department embraces the NCAA's Principles of Sportsmanship and Ethical Conduct. Coaches, student-athletes, cheerleaders, boosters, faculty, staff and all who support intercollegiate athletics are committed to the fundamental values of respect, fairness, civility, honesty, and responsibility. Strict adherence to these principles promotes character development.

Goals

The goals of the Department of Athletics are as follows:

- to graduate athletes in a timely manner;
- to build self disciplined and competitive athletic teams;
- to meet academic and operation standards as set by the Mid-Eastern Athletics Conference (MEAC), the National Collegiate Athletic Association (NCAA), and South Carolina State University (SCSU);
- to serve as ambassadors for the University through athletics;
- to promote life after athletics and a life-long relationship with the University after graduation via involvement in an alumni chapter;
- to solicit corporate sponsors to enhance varsity, non-revenue producing sports;
- to devise marketing and advertising campaigns which encourage attendance at athletic events;
- to enhance the professional development of the Department's

coaching staff;

- to improve the physical facilities for identified varsity sports; and
- to administer a scholarship program for athletes.

SPECIAL PROGRAMS AND SUPPORT SERVICES

THE HONORS COLLEGE

Mission Statement:

The Honors College is a four-year interdisciplinary academic course of study with a liberal arts foundation in providing academically talented students a broad understanding of the major ideals, theories, cultural and political developments that have shaped the contemporary period. The Honors College offers a core group of courses, lectures, cultural events, and outside learning opportunities designed to create a community of scholars among students, faculty and administrators. The Honors College is designed to prepare students to approach their disciplines with greater intensity than is possible within the general education curriculum. The Honors College promotes an atmosphere to foster critical thinking and challenges students to achieve their intellectual potential.

Objectives:

1. To enhance the academic prestige of South Carolina State University
2. To recruit the most talented students to South Carolina State University
3. To encourage students to a lifetime commitment to critical thinking and intellectual engagement
4. To increase the number of students accepted into the most prestigious graduate and professional schools in the United States
5. To create a community of scholars among students, faculty and administrators; and to enhance and broaden the intellectual culture at SCSU.

The University Honors College is designed to provide outstanding and creative students with opportunities for intellectual growth and achievement of the highest distinction. The small, challenging classes emphasize critical examination and appraisal of ideas.

At the freshman-sophomore levels, honors classes deal with the fundamentals and principles of subject-matter, to enhance the students' analytical, cognitive, intuitive and critical thinking skills. The classes emphasize in-depth discussion and self-expression.

In the junior and senior years, students in the honors program are expected to experience sustained in-depth work in their majors. Most departments provide for qualified majors to work for graduation with departmental honors.

Academic opportunities offered through the Honors College provide the best possible education for exceptional students. Opportunities, such as the following, exist for them:

1. Freshman Honors Colloquium
2. Departmental Honors
3. Senior Thesis
4. Graduation with Departmental Honors

5. The Annual Honors Conference
6. The University Scholars Program
7. Honors Residential Housing

M 278	Calculus III
MGT 216	Management Information Systems
MGT 301	Principles of Management
MKT 300	Principles of Marketing
MU 250	Music Appreciation
NFM 102	Nutrition and Food
NUR 201H	Nursing Fundamentals
NUR 220 H	Pharmacology
NUR240 H	Health Assessment
NUR 360 H	Nursing Research
NUR 451 H	Leadership
PS 252	American Government
PS 406	International Relations

Admission

Students wishing to enter the Honors Program must submit an Honors application in addition to that submitted for undergraduate admission to South Carolina State University. Honors College applications are accepted year-round and usually are processed within one month of their completion.

The Honors College admits students at various stages of their university education, including incoming freshmen, transfer students and on-campus students. Admission of students is based on outstanding high school or college academic achievement and aptitude, as indicated by one or more of the following: GPA, SAT, National Merit Semi-Finalist, or score of 4 and above on tests in the Advanced Placement Program of the College Entrance Examination Board.

International Programs

The International Programs Office is administratively housed in the Division of Academic Affairs. The Honors College, a vital mission of the program is to develop intercultural communication skills and international understanding among students and faculty. The Program is designed to appeal to a diversity of students who seek opportunities to develop skills and understanding about international events, issues, and problems. The Program aims to achieve a global perspective through an interdisciplinary network of experiences and courses. Students are strongly encouraged to participate in a study abroad program. Planning should occur early in the student's academic career.

Honors College Curriculum

Honors courses are sections, designated as honors, of regularly scheduled General Education courses and honors sections of departmental offerings, including special topics such as the Honors Philosophy Integrated Learning (HPIL) series and other classes which is infused throughout the students' matriculation throughout freshmen and senior year.

A 250	Art Appreciation
B 150	Zoology
B 151	Zoology Laboratory
B 151	Botany
B152	Botany Laboratory
BA 301	Introduction to International Business
BA 311	Business Communications
D 254	Introduction to Theatre
E 150	English Composition and Communication I
E 151	English Composition and Communication II
E 250	World Literature, Part I
E 251	World Literature, Part II.
ECON 250	Principles of Macroeconomics
ECON 260	Principles of Microeconomics
FCS 207	Professional Decorum
FCS 251	Consumer Economics and Resource MGT
HPIL 101-402	Honors Seminar
M 158	Calculus I
M 168	Calculus II

NATIONAL STUDENT EXCHANGE PROGRAM

South Carolina State University is a member of the National Student Exchange (NSE) Program, a consortium of more than 170 state-supported colleges and universities throughout the United States that exchange students for up to one academic year.

The program provides students an opportunity to broaden their academic, social and cultural awareness, while continuing progress toward their academic goals. Courses taken during NSE will be treated as transfer coursework; however, students will register at South Carolina State University. This is not a transfer program. Students will return to South Carolina State University to complete their graduation requirements.

Applicants must be full-time students in good standing with the University, to be eligible for the exchange program. They must be at least sophomores with a 2.50 or better grade point average. The program is closed to post-baccalaureates. Financial aid is usually available. This is an excellent opportunity to study in another state by paying tuition at South Carolina State University. For more information and applications, contact the NSE Coordinator in the Office of International and National Student Exchange Programs.

DIVISION OF RESEARCH, ECONOMIC DEVELOPMENT AND PUBLIC SERVICE

1890 Research

The 1890 Research Program began in 1967 as a part of Public Law 89-106 under the Cooperative State Research Service, United States Department of Agriculture. The Morrill Act of August 30, 1890 provided for the endowment of South Carolina State University as a Land-Grant College to assist the training of black students. Section I of the Act of August 4, 1965 (Public Law 89-106) authorized the Secretary of Agriculture to make research grants available to historically black land grant institutions like South Carolina State University.

Under Public Law 95-113 enacted in 1977, the 1890 Research Program offers opportunities for students, staff and faculty to participate in organized research projects specifically designed to address quality of life issues and problems impacting negatively on rural and urban limited resource families in the State. Research is presently conducted into these

major areas: Agriculture and Production Systems, Youth and Family Development, Rural Life and Rural Opportunities, Environment, Health and Human Nutrition.

The primary focus of the 1890 Program is on these components: Rural Community and Human Resource Development. Through a strong coordinated partnership with the National Institute of Food and Agriculture (NIFA), USDA, Clemson University (our 1862 state, Land-Grant counterpart), and eighteen (18) historically black Land-Grant Universities and Colleges and Tuskegee University, the foundation of America's agricultural system remains alive and well in the building of a rich heritage and tradition of Research, Teaching and Extension.

The land-grant philosophy of the 1890 Program has been the foundation of America's agricultural productivity for more than a century. The three cornerstones of the land-grant approach is teaching, research, and extension have improved the economic well-being and quality of life for millions of Americans.

The intent of the 1890 Research Program component at South Carolina State University, is to offer opportunities for students, staff and faculty to participate in organized agricultural and rural focused research projects.

The success and efficiency of the program is facilitated by a highly effective planning, coordinating and funding system. The heart of the system is a partnership among the administration of South Carolina State University, USDA, and Clemson University - the 1862 land-grant institution in the state. The National Institute of Food and Agriculture (NIFA) provides the crucial link in this partnership.

With the beginning of federal funds for 1890 research in 1967, South Carolina State University became a part of this coordinated system. Participation was strengthened by the 1977 Evans-Allen legislation which required each 1890 institution to work with its corresponding 1862 Land-Grant University to develop jointly an annual plan of work which is submitted to NIFA for approval. The process ensures that unnecessary duplication of effort is avoided.

1890 Extension

The 1890 Cooperative Extension Program component provides an outreach education/information delivery perspective to help rural urban limited-resource individuals and families improve their level and quality of living, and to help them achieve their goals through wise resource management.

In 1914, Congress passed the Smith-Lever Act, which established Cooperative Extension Programs at land-grant institutions funded and administered by Extension Service USDA. The Food and Agriculture Act of 1977, Section 1444, provided for complete fiscal and program responsibility and accountability to the 1890 Extension Program. The South Carolina State University Extension Program is administered at the state level in cooperation with Clemson University and the National Institute of Food and Agriculture (NIFA)-USDA.

Extension field staff and specialists use a variety of educational methods—public presentations, demonstrations, publications, computer networks, satellite and video, newspapers, radio and television—to reach

their audience. Extension curriculum and programs are enhanced through collaboration with public and private agencies and organizations.

The Cooperative Extension Program focuses on the following areas:

1. Adult Leadership & Community Development
2. Environment & Natural Resources
3. Family Life
4. 4-H Youth Development
5. Nutrition Food Safety & Wellness
6. Small Farm Assistance & Outreach
7. Technology & Data Management

With the 1890 Research and Extension Program, "The Future Begins Today," instituting effective research projects and extension programs to assist limited-resource families today will prepare them for a better tomorrow.

Extension Outreach Research Development

The Extension Outreach Research Development Center develops and operates community-based initiatives, including technology, resource, and learning centers. The Center's College Access projects—Educational Opportunities Center, GEAR UP, Upward Bound, and Educational Talent Search—are specifically designed and operated to increase the numbers of low-income and first-generation youth and adults who enter and succeed in post-secondary education institutions.

The Educational Opportunity Center (EOC) project serves low-income and first-generation adults. Among its offerings, the program provides information regarding opportunities for postsecondary education and training, academic advice and assistance in course selection, assistance in completing college admission and financial aid applications, assistance in preparing for college entrance examinations, guidance on secondary school re-entry or entry to a GED program.

The Educational Talent Search (ETS) project serves students in grades 6 through 12. The program provides tutorial services, academic advisement, assistance with college admission and financial aid application, college visits, and personal counseling.

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project provides services to students in middle and high schools to ensure they have the opportunities to achieve academically and prepare for college. Teachers and other school staff participate in GEAR Up-sponsored staff development activities aimed at identifying and implementing best practices for enhancing student achievement. GEAR Up also includes a component that promotes parent involvement in the educational pursuits and personal development of their children.

The goal of the **Upward Bound Math and Science (UBMS)** project is to help high school students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science. The program's academic-year component provides academic support and social development services, academic advising, career exploration, visits to postsecondary educational institutions, assistance in applying to college and for financial aid and parental involvement services/activities. The summer component, a six-week college residential experience, provides small-group research

projects on real-life problems; courses in math, science and English language arts, computers, foreign language; and personal development workshops and personal counseling.

OFFICE OF SPONSORED PROGRAMS

The primary mission of the Office of Sponsored Programs is to promote the broad concept of research and scholarly endeavor by faculty and staff at South Carolina State University. It is through this office that the University provides support services to all faculty and staff in the preparation of proposals to outside agencies from the conceptual stage through the post-award reporting and close-out process. Since academic research plays a distinctive role within the framework of the overall mission of the University and the Division of Academic Affairs, its impact on academic programs is both immediate and direct. The information generated through research and sponsored program activities contributes to the enrichment of undergraduate and graduate students' professional training as well as the improvement of faculty development and academic programs.

The Office of Sponsored Programs provides support services to faculty, staff and students relative to pre and post award. The Office reports directly to the Vice President for Research and Economic Development, and works indirectly with the Office of the President, and the Vice President for Financial Affairs and Management Information Systems on all matters relating to sponsored program activity at the University. All proposals involving sponsored research and research-related educational activities are reviewed and approved by this office prior to final approval by the President (or designee).

CENTER OF EXCELLENCE IN TRANSPORTATION

James E. Clyburn University Transportation Center

Title 49, U.S. Code, Appendix 1607c granted authority to establish the James E. Clyburn University Transportation Centers Program in 1987 to assist with transportation-related education, research and technology transfer. In May 1998, HR 2400, Transportation Equity Act for the Twenty-first Century, Public Law 105-178 designated SCSU as the only college or university in the State of South Carolina to be selected as a University Transportation Center. The directive for the SCSU JECUTC is to "address transportation management and research development matters, with special attention on increasing the number of highly skilled individuals entering the field of transportation."

The purpose of the South Carolina State University/James E. Clyburn University Transportation Center (JECUTC) is to develop a highly skilled workforce to meet the future needs in transportation. Intermodal research, education, and technology transfer programs focus on training and recruitment of minorities and women for tomorrow's transportation workforce and on improving the transportation systems and services in South Carolina. The goals of the Center are to be achieved through:

- A multi-modal mission that addresses passenger and freight transportation with an emphasis on highway, transit, and intermodal facilities.
- A multi-disciplinary approach to research, education, and technology transfer activities. Emphasis is placed on the importance of linking the various modes of transportation using advanced technologies and concepts to address future critical transportation needs.

- A diversely trained transportation workforce for the next millennium. This strategy includes building the professional capacity of the transportation workforce, creating general public awareness of transportation benefits, and preparing the next generation of transportation professionals by providing a multidisciplinary education.
- A research component that includes multi-modal activities related to:
 - > Human performance and behavior;
 - > Computer, information, and communication systems;
 - > Energy and environment; and
 - > Tools for transportation modeling, design, and development.
- An education and training component at the K-12, Graduate, Undergraduate, and Continuing Education levels.

The JECUTC interacts with all academic units of SCSU and capitalizes on the existing human resources and facilities that exist at the University. By doing so, the JECUTC expands and strengthens transportation-related programs between and among academic units at the university. The JECUTC assists in the development of interdisciplinary programs of coursework with a transportation concentration within the College of Science, Mathematics, Engineering and Technology, the College of Business and Applied Professional Sciences, and the College of Education, Humanities and Social Sciences. In each academic year, the JECUTC will provide grants for research by faculty principal investigators that have particular value in the education of student researchers and increasing the number of minorities and women entering the transportation profession. Faculty and students will conduct applied and practical transportation related research in transportation of hazardous materials, driver behavior and safety, intelligent transportation systems, geographical information systems, environmentally and economically sustainable transportation, rural transportation needs, paratransit, motor carrier programs and others. Final technical reports will be produced and disseminated.

OFFICE OF EXTENDED STUDIES

The Office of Extended Studies (OES) is a University-wide administrative unit within the Division of Academic Affairs. Broadly, OES works to extend teaching and learning beyond the traditional classroom. More specifically, the Office is responsible for coordinating off-campus academic programs including but not limited to evening and weekend programs, online degree programs, and a variety of learning opportunities offered for continuing education (CEU) credit. A key focus of OES is to provide outreach services and educational opportunities for non-traditional students at both the graduate and undergraduate levels. Thus, the Office of Extended Studies provides the means by which the University enriches, expands and extends its primary mission of teaching and service.

DISTANCE EDUCATION

Distance education is a means by which SC State extends its resources in the areas of instruction, research, and service to the citizens of the state of South Carolina and the world. The Office of Extended Studies supports the University's distance education efforts through a variety of activities, including:

- providing a clearinghouse of information related to distance

education at SCSU

- assisting faculty with their use of instructional technologies
- providing an effective means for the assessment of learning outcomes through operation of the University's "Assessment Center"
- assisting faculty with online instructional materials development
- assisting with the operation of the University's satellite and videoconferencing facilities

Continuing Education

The primary goal of the Continuing Education component of OES is to provide outreach services and educational opportunities to non-traditional student populations.

In cooperation with the various academic units of the University, business and professional organizations, community groups, and governmental agencies, SC State offers both credit and non-credit continuing education programs. These include programs offered both on-and off-campus as well as evening and weekend programs. The Office of Extended Studies supports these efforts through a number of activities related to program administration, faculty development, student recruitment and advisement, and through administration of the University's Continuing Education Unit (CEU) credit programs.

Instructional Technology Support Services

The Office of Extended Studies supports faculty and students use of instructional technologies. OES provides individualized services as well as conferences, workshops, and seminars to meet the needs of faculty and students developing instructional materials. OES also provides ongoing support for University's online instructional delivery infrastructure.

Assessment Center

The Assessment Center within the Office of Extended Studies provides training, development, and support services to ensure quality teaching and learning and to promote the effective use of technology in the instructional process. Center activities assist faculty with the development of online delivery of instruction. In cooperation with faculty from across academic disciplines, the Assessment Center also administers individual course assessments in order to ensure the academic integrity of online testing.

Awarding of Continuing Education Credit (CEUs)

The Office of Extended Studies is the administrative unit responsible for the awarding of CEU credit by SC State. South Carolina State University is accredited by the Southern Association of Colleges and Schools and awards Continuing Education Unit (CEU) credit in accordance with the recommendations of The International Association for Continuing Education and Training (IACET) and guidelines established by South Carolina Commission on Higher Education.

The Continuing Education Unit is defined as, "ten contact hours of participation in an organized continuing education experience under reasonable sponsorship, capable direction and qualified instruction." The Continuing Education Unit (CEU) may be used for the measurement, recording, reporting, accumulation, transfer, and recognition of participation by adults in continuing education activities.

Criteria for CEU Approval

Any activity/organized course/seminar/workshop, or institute may be submitted for CEU approval. The activity must be a learning experience approved through the Office of Extended Studies and by the Division of Academic Affairs. The CEU approval and delivery process includes the following steps:

1. The activity planner(s) (internal and external) should submit a copy of the agenda, description of the activity content, duration of activity, official program listing the presenter or presenters, and a biographical sketch/resume of presenters. The Office of Extended Studies (OES) will use this information to determine the eligibility of the activity/program and the number of CEUs which can be awarded based upon this policy and the number of contact hours that can be documented.
2. Once a program is deemed eligible for the award of CEU credit, OES will submit a request for approval to the Associate Vice President for Academic Affairs who will accept or reject the proposal and ensure that the recommended number of CEUs are in compliance with accepted procedures for the awarding of continuing education units.
3. Upon registration for the activity, appropriate fees will be assessed for each student participant.
4. Upon completion of the activity, the program sponsor will notify the Office of Extended Studies of each student's completion status. OES will submit a confirmation of enrollment and final grade form to the Registrar's office.
5. The Office of the Registrar maintains a permanent record of participation in CEU generating activities. The permanent record will include the name, campus wide ID, title of the activity, completion date, the number of CEUs awarded for each activity plus a cumulative total of CEU credits awarded.

Notes:

1. CEUs will not be awarded for an activity/program/workshop/seminar or institute that was offered prior to being approved.
2. CEU courses/workshops may be directly offered by SCSU or through contractual arrangements with outside vendors. All CEU generating continuing education activities must be approved in advance by the Office of Extended Studies, regardless of sponsorship.
3. The activity must consist of not less than five instructional hours; therefore, an approval request must involve at least a 0.5 CEU. Total CEU's awarded for any qualifying activity will be in multiples 0.5 CEU's (for example, 0.5, 1.0, 1.5, 2.0, etc.).
4. CEUs will not be awarded for High School Equivalency Programs.
5. CEUs will not be awarded for committee meetings.
6. CEUs will not be awarded for association membership and certification programs.
7. CEUs will not be awarded for entertainment and recreational events.
8. CEUs will not be awarded for university course credit programs.
9. CEUs will not be awarded for individual scholarships.
10. CEUs will not be awarded for work experience (on the job training).

Attendance and Grades for CEU Generating Activities

Regular attendance and participation are essential to effective teaching and learning. Adult students are expected to be punctual and maintain regular attendance in CEU classes. A minimum attendance of 90% is required to receive CEU credit.

A grade indicating satisfactory or unsatisfactory completion of a CEU credit initiative and the number of CEUs awarded will be issued by the Office of Extended Studies at the end of the activity and forwarded to the Office of the University Registrar.

Costs for Non–Academic Continuing Education (CEU Generating) Programs

Costs associated with any CEU generating activity are determined by the activity’s sponsor along with the Office of Extended Studies and approved by the Division of Academic

Affairs. The following fees are collected for each CEU generating continuing education course or program:

Fee Type

Non-refundable Administrative Processing Fee	\$25.00
Technology Fee	\$10.00
Transcript Fee	\$3.00
Enrollment Fee <i>varies by program</i>	
Instructional Materials <i>varies by program</i>	

Refund for Non-Academic Continuing Education Programs (including CEU programs)

Refunds of fees paid for non-academic continuing education classes or programs are subject to the following requirements:

1. If the University cancels a course or program a full refund of fees will be issued.
2. A refund of fees, less a \$25 administrative processing fee, will be issued upon the written request for withdrawal from the student if received by the Office of Extended Studies at least five (5) days prior to the start of the class or program. No refund will be issued for a request for withdrawal that is received less than five (5) days prior to the start of the class or program.
3. Fees collected at registration for specific instructional materials are refunded unless the student receives the materials.

MILLER F. WHITTAKER LIBRARY

The Miller F Whittaker Library is centrally located on the University campus. The library is designed to accommodate the research and academic resource needs for both traditional and non-traditional students. Users have access to 1) MIL-LINE, the online catalog, books, serials, government documents, and selected microforms; 2) electronic resources on the library's Web site; and 3) other microform collections.

The library maintains several notable microform collections. Some of these include: 1) Doctoral Research on the Negro, 1933-1966; 2) Black Studies I - dissertations and masters theses; 3) the Atlanta University Black Culture Collection; 4) the Papers of Frederick Douglass; 5) the Papers of Carter G. Woodson and the Association for the Study of Negro Life and History, 1915-1950; 6) the Palmetto

Medical, Dental, and Pharmaceutical Association Records, 1896-present; 7) the Orangeburg Massacre, FBI Report; and 8) the

Centers of the Southern Struggle: FBI Files on Selma, Memphis, Montgomery, Albany, and St. Augustine. In addition, the library maintains a Black or Special Collection (Spec. C) which is a collection of materials by and about Blacks.

The SCSU Historical Collection collects, organizes, preserves, and makes accessible primary source materials relating to the history of the university and the local community. The SCSU Historical Collection promotes the use of these materials by the SCSU community, scholars, and the public.

The library is a partial depository for U. S. government publications, a sub-depository for South Carolina publications, and a regional data center under the auspices of the South Carolina State Data Center.

The library staff strengthens the intellectual environment of the academic community by developing, organizing and preserving multiformatted collections for information retrieval. The library staff also focus on meeting user needs and provides innovative and creative learning opportunities, fosters relationships with faculty, provides outreach services to students and the community, supports academic disciplines in the research process, and participates in the teaching process by facilitating information access

Instruction and Research

The Bibliographic Instruction Program is tailored to meet the needs of students, faculty, and staff. Three levels of instruction assist undergraduate, graduate, specialist, and doctoral students in identifying, interpreting, and using a variety of reference and information resources.

The Library-Faculty Liaison Program is a subject-oriented partnership facilitated through personal consultation with faculty on instructional and research needs of the faculty and students. Telephone consultations, individual conferences, and group seminars are arranged to discuss needed library services, bibliographic resources in specialized areas, and other informational concerns. Each reference and information specialist is assigned departmental areas and is responsible for providing current awareness and individualized assistance to departmental deans, faculty, and staff. The Library-Faculty Liaison Program and the Bibliographic Instruction Program place emphasis on providing access to support research methodology and critical thinking, instruction, self-development, and lifelong learning skills for students, faculty and staff.

Information Retrieval and Computer Services

Information retrieval systems provide users access to more than 50,000 libraries of all types in 94 countries and territories for interlibrary loans. Thousands of databases provide access to subjects for current and retrospective information using the Internet. The systems include: 1) SOLINET - The Southeastern Library Network, along with other regional networks in the United States, has access to many cooperative library activities through one major system, OCLC, Inc. (Online Computer Library Center, Inc.) for interlibrary loan and other activities; 2) Dialog - the largest and most comprehensive collection of web databases, covers a wide range of subject areas.; 3) First Search - provides articles from databases and electronic journals; and 4) DISCUS (Digital Information for South Carolina Users) - provides access to an electronic library of full-text resources on the Web.

The library's website (<http://library.scsu.edu>) provides users access to policies and procedures, resources on the web, more than forty (40) electronic databases (including, but not limited to biology, business, education, food and nutrition, humanities, mathematics, nursing and

allied health, psychology, science, social sciences, and technology), MILLINE, reference help, interlibrary loan, the SCSU Historical Collection, new acquisitions, the staff, local libraries, Orangeburg County, and more. This site is available twenty-four hours per day, seven days per week.

The library's computer lab is open 83.5 hours per week and has 15 workstations. Users can access Millennium (On-line Catalog), DISCUS, the Internet, Telnet, E-mail, and Microsoft Office 2007.

The South Carolina Statewide Library Borrowing Card Agreement allows students, faculty, and staff to borrow materials statewide. If one plans to visit a participating library, he/she must contact the circulation desk in the Miller F. Whittaker Library at (803) 536-8645/8631. The card must be issued by the institutional library. Students at the University Center at Greenville should consult the Media Center to take advantage of statewide borrowing. To obtain a list of participating schools and policies, visit the Whittaker Libraries Web site at <http://library.scus.edu> and link to Departments then Circulation Services.

I.P. STANBACK MUSEUM AND PLANETARIUM

South Carolina State University is fortunate to have an excellent exhibition facility located centrally on the campus. The I.P. Stanback Museum and Planetarium is a unique facility, the only art museum with a planetarium on the campus of any Historically Black College or University and one of the few in the United States. Through its integration of the arts, humanities and sciences, the Stanback stands in the forefront of modern thinking.

The Stanback works with students and faculty in all Academic Departments and includes students in the development of all activities. Working closely with the Department of Visual and Performing Arts, the Stanback hosts student art exhibitions, presents and commissions original music. A partnership with the Department of Biological and Physical Sciences includes student involvement in the Planetarium and astronomical observing opportunities. In addition, the Stanback is involved with community groups and educational outreach to pre-K through 12th grade students.

Originally dedicated in 1980, the museum was renovated and reopened in 2007, after a hiatus of several years. The Main Gallery, with approximately 4000 square feet, utilizes a modular system which can be arranged in an infinite number of design layouts. The Small Gallery and hallway spaces provide additional opportunities for exhibition.

THE STANBACK COLLECTIONS

- The largest public holding of African Art in the State of South Carolina
- The repository of the Cecil Williams Civil Rights Documentary Photographs
- 1969 Panel Exhibition – Harlem on My Mind, created at the Metropolitan Museum of Art in New York City and only seen there in 1969 and at the Stanback.
- The Photographic Mural Exhibition, Jubilation, celebrating culture from the State of South Carolina
- Paintings and prints by African American artists including Romare Bearden, Jacob Lawrence and William Johnson
- Photographic works by Andy Warhol.

THE PLANETARIUM

Several new and original programs have been developed for use in the planetarium. These programs include: the *Night Sky Series* which tracks the seasonal changes of the interesting objects that can be viewed in the Orangeburg sky, the *Ancient Culture Series*, which highlights the early advances in Astronomy attributed to ancient cultures from around the world, and the *Planets* which takes the visitor on a tour of our Solar System and discusses and locates, in the night sky, the planets that are visible to the naked eye. The Stanback Planetarium can accommodate up to 82 visitors, and is a wonderful educational resource. It features a Minolta IIB Planetarium Star Projector that can project 4000 stars onto the 40 foot domed ceiling, and can simulate the evening sky from any place, date or time. In addition, there are special movie-style programs.

JAMES BROWN LEGACY

The Stanback Museum has been honored by being selected to preserve the legacy of the great James Brown, Godfather of Soul. It is extremely appropriate for James Brown's memorabilia to be at the Stanback Museum and Planetarium because Mr. Brown was dedicated to education, intimately involved in the Civil Rights Movement and an amateur astronomer and collector of space memorabilia. The collection includes costumes, original music, unpublished photographs, early cuts of vinyl recordings, awards and trophies, personal notes and letters, fan memorabilia and souvenirs from all over the globe.

Southern Circuit Film Festival

Southern Circuit is the nation's only regional tour of independent filmmakers, providing communities with an interactive way of experiencing independent film. The tour connects audiences with the filmmakers, who accompany their films, and talk to them about the films and their meanings. Southern Circuit at the Planetarium, on six Thursday evenings, transforms watching films from a solitary experience into a communal one.

SUMMER SCHOOL

The summer term at the University encompasses multiple sessions, thus students find that study during this time has a number of advantages. A student may earn up to eighteen semester credit hours, which could result in early graduation, improvement in the grade point average, reducing future course load, or getting a course-of-study back on track. Visiting students can earn academic credits that will transfer to the degree college, and entering freshmen can get a head start on college courses. A variety of courses is offered during the summer term and is conveniently scheduled to meet the needs and desires of traditional and nontraditional students. Some courses are being offered using interactive and satellite television, videotape, and the Internet. Finally, a number of courses are available to persons wishing to renew teaching certificates or to those interested in self-improvement.

UNIVERSITY GREENVILLE CENTER

South Carolina State University became part of the University Center of Greenville (UCG) consortium in 1987, and is part of the seven member higher education collaborative. Located in the heart of Greenville, this 600,000 square foot building was purchased by Greenville Technical College's Foundation and completely renovated in 2001 to house state-of-the-art educational and business venues. The

UCG is uniquely positioned to offer South Carolina State University the opportunity to take advantage of state-of-the-art facilities that include computer labs, smart classrooms, an auditorium, web-based library services for students, and telecourse capabilities.

Students can complete a Bachelor of Science degree in Social Work, a Bachelor of Science degree in Electrical Engineering Technology, and the Ed.D. in Educational Administration through the Greenville Center site. Students who have completed an Associate degree and fulfilled enrollment requirements can complete the selected Bachelor's degree program by taking classes delivered face-to-face, telecourse, live stream, and online instruction. Undergraduate students are able to enroll in up to 12 hours each semester and 6 hours in the summer, to complete the program in two and one-half years. Graduate students can take up to 9 hours for full time study or 6 hours for part-time study.

The Greenville Center conducts its own distance learning and media-based instruction and assessment to further identify and improve the instructional needs of our students. Greenville Center staff work cooperatively with each individual academic department to identify needs for course offerings as well as assist in structuring academic programs that could potentially be provided through the Greenville Center. Greenville Center staff provides support services for students and faculty to include registration assistance, classroom space, scheduling, student advisement, library services, and clerical support.

South Carolina State University at the Greenville Center significantly enhances the quality and accessibility of educational programs to the diverse Upstate of South Carolina. In collaboration with the Board of Directors at the University Center of Greenville, we support efforts to make information, resources, computing, and communication accessible to members of the surrounding Upstate communities.

UNIVERSITY COMPUTING AND INFORMATION TECHNOLOGY SERVICES

The UCITS office provides a variety of user support services and resources through its units - University Computing (academic and administrative), Telecommunication Services, One Card Services.

UNIVERSITY COMPUTING

University computing systems and information technology resources exist to support the business, instructional, and research activities of SCSU. Use of such systems (computers, printers, telephones, etc.) is limited to official University functions. Respect for the privacy and property of others and for standards of academic honesty also apply to use of IT systems. Copies of Access and Account Policies are available in the office and are posted on the University's web site. Access to and use of the computing facilities managed by UCITS is limited to persons directly affiliated with SCSU.

The management of all accounts, including faculty and student accounts, is provided by University Computing. Other services provided by University computing include:

- * Technical support for development and maintenance of administrative systems.
- * Technical support for academic software (compilers, SPSSX etc.)
- * User support for academic and administrative applications

- * User support for electronic communications (e-mail and Internet applications)
- * Operation of centralized computing resources
- * Training for faculty, staff, and student.

TELECOMMUNICATIONS

Telecommunications, through the leadership of the telecommunications manager, is responsible for the planning, deployment, and management of facilities and equipment needed to provide voice, data, and video communication services. These services include:

- * Implementing user modifications
- * Trouble resolution
- * User training
- * Installation and repair of phone/fax lines
- * Installation of data lines for computers, printers, hubs, etc.
- * Providing lines for video signals
- * Operating the University's switchboard
- * Administration of network and e-mail accounts for students and employees
- * Administration of student voicemail program
- * Management of the University's data network – including hubs, switches, and cabling down to the building and, in many instances, the desktop as well as software installation

ONE CARD

The One Card Office produces the University's Identification Card for students and employees. The cards are encoded via the magnetic stripe so that the card can function as a debit card for use in the University's bookstore and restaurant. The card is also used for entry to various events on campus, such as football and basketball games and lyceum events. The One Card Office can also transferred money deposited in your student account to your One Card Account.

WSSB-FM Radio Station

South Carolina State University owns and operates WSSB-FM. This facility serves as a laboratory for broadcasting courses and affords the students the opportunity to put theory into practice.

The mission of WSSB-FM is to give the University an outlet for the presentation of enrichment programs of an academic, cultural, artistic and informational nature.

As a public broadcasting facility, the station provides timely information and events within the Orangeburg, Calhoun and Bamberg county areas through interviews and public service announcements. WSSB-FM, with 80,000 watts, the most powerful noncommercial college radio station in the state, welcomes comments and suggestions from its listeners in order that their needs might be served.

ACADEMIC REGULATIONS

Enrollment Procedure

In order for students to be officially enrolled at South Carolina State University, they must be admitted to the University, be academically eligible and have their official schedules validated by Accounts Receivable.

When students have been suspended or dismissed from the University,

they are not eligible to enroll in or to continue in any program at the University. During these periods, credits earned at another institution will not be accepted to improve the grade point average or to meet requirements for a degree at South Carolina State University.

PHYSICAL EDUCATION/ROTC

All students are required to take Physical Education, HED 151, or Military Science.

PHYSICAL EDUCATION

Students are required to complete either one 2-credit hours course of PE 150 or one 2-credit hours course of HED 151.

There are no age exemptions for Physical Education (PE 150 courses). Students will be allowed to substitute HED 151 for PE 150.

Dress code for physical education activity classes will be uniform as stipulated by the department.

Non-majors must enroll in only PE 150, PEA 150 to PEV 150 physical education classes.

MILITARY SCIENCE/ROTC

Basic Course ROTC studies are offered on a voluntary basis at the University.

Students who elect to take ROTC are required to take one ROTC course to satisfy general education requirement.

A student who has served a minimum of twelve months of continuous active duty in the U.S. Armed Forces may be exempted from physical education classes. A copy of the student's DD214 is required. For more information, contact the Chairman of the Department of Health and Physical Education.

ADAPTED PHYSICAL EDUCATION

Disabled non-majors should enroll in a special class with the approval of the coordinator of Health and Physical Education. This class is individualized and disabled students must provide written evidence of their eligibility to enroll in this class from medical personnel. The class is PEK 150.

LATE REGISTRATION

Students must complete all registration requirements including the payment of fees on the dates specified in the university calendar. If they fail to comply and register during the period designated for late registration, they will be required to pay an additional fee of \$00.00. The late registration fee is not deferrable.

DROPPING COURSES AFTER REGISTRATION

The University reserves the right to withdraw a course which has insufficient enrollment (usually less than ten students) after the registration period.

AUDITING COURSES

To audit a course, a student may attend a class to listen to lectures,

but may not participate in classroom procedures. The student is not responsible for any assignments or examinations. No credits can be earned in an audited course by examination or otherwise.

All students who elect to audit courses for a specific semester must obtain and submit an approved audit request form to the Registrar's Office. The student must follow the regular registration process to enroll in the course. Students who have registered for courses on an audit basis and who wish to change registration to take the course for credit (or who wish to change from credit to audit) must do so no later than the last day of late registration. Part-time students must pay 1/2 tuition per credit hour.

Students must complete the prescribed procedures for enrollment through the Registrar's Office before attending classes.

DIRECTED INDEPENDENT STUDY (DIS)

Special courses, as approved by departmental chairpersons, may be offered for DIS under special documented circumstances. Faculty members are not obligated to teach a course by DIS. A student may take a course by Directed Independent Study during a semester, provided:

1. The student has junior or higher standing at the university;
2. The student has a Grade Point Average of 2.50 or higher;
3. The course is listed in the catalog, but is not scheduled for that semester;
4. The student is not repeating the course;
5. The student may take no more than one course per term by DIS and no more than two courses by DIS for degree purpose.
6. Prior to enrolling in a course for Directed Independent Study, the student must complete an Independent Study Contract in conjunction with the instructor. This contract, which must be approved by the instructor, departmental chairperson, and dean of that college must include adequate justification and documentation for the requested Directed Independent Study.
7. A copy of the approved Independent Study Contract must be on file in the Registrar's Office prior to taking the course.

No instructor will be allowed to direct more than two (2) independent study courses per semester. An Independent Study Contract may be secured from the Registrar's Office.

COURSE NUMBERING

The number series listed below indicate the division of courses in the various departments.

- 100 Series: Students may enroll in these courses without a prerequisite or by such preparation as was presented for admission to the University.
- 200 Series: These courses may be taken after an introductory course or by sophomores and juniors.
- 300 and 400 Series: These courses may be taken after a 200 series course or by juniors and seniors, generally.
- 500 Series: These courses may be taken by students who have completed the bachelor's degree.
- 700 Series: These courses are taken by students who are on the master's level and above.

COURSE LOAD

The regular course load for students is determined by the program in which they are registered and by the level of scholarship which they have attained. Generally, the regular course load ranges from fifteen-eighteen hours.

A student registered for twelve or more hours is considered a full-time student.

The privilege of carrying extra courses may be accorded to sophomores, juniors, and seniors. A student with an average grade of B or better may carry one extra course. Permission to carry one or more extra courses above the normal load, but not to exceed twenty-one credit hours, may be granted only with the prior written approval of the dean of the college and the departmental chair. This written approval must be submitted to the Registrar's Office. (NOTE: Additional fees may apply to overload credit hours. See Fees and Expenses).

The maximum number of semester hours for which credit will be granted during Fall and Spring semesters at South Carolina State University is twenty-one (21) (with approval). This includes credit hours taken for classes on campus, through cross registration, and as a transient student at another institution.

MAJOR AND MINOR

The student should indicate the field in which he wishes to major no later than the end of his freshman year. The major consists of a minimum of thirty hours and a maximum of thirty-six hours, except in some rare instances.

Students should indicate a minor field closely related to that of their major, in which they will also do a definite amount of work. Some majors will require specific minors.

The amount of work for a major or minor as outlined in a department or school is stated as a minimum. However, one may be advised to take more than this amount.

CHANGE OF MAJOR

Students who desire to change their programs of study are required to follow these procedures:

1. obtain from the Web or Registrar's Office a "Change of Major" form;
2. have the form signed by the departmental chair in whose department they are enrolled;
3. present the form for approval by the departmental chair in whose department they plan to enroll; and
4. return the form to the Registrar's Office for final approval.

To be valid, a "Change Of Major" must not only follow the procedures indicated, but it must also be completed in advance of registration in the department to which the transfer is desired.

A student who changes majors must meet ALL requirements of the current curriculum.

REPETITION OF COURSE WORK

It is the policy of the University that permanent records of Students show as accurately as possible the actual work they have completed.

Under no condition can a grade be deleted from their records. In instances where a course is repeated, only the quality points and credit hours associated with the higher grade will be counted in their grade point average. In the event of identical grades, the quality points and credits of only the latest repetition will be included in the student's grade point average.

WITHDRAWAL PROCEDURES (DROPS/ADDS)

A change in registration means the addition of or withdrawal from a course that appears on the student's semester schedule. A student desiring to change registration shall obtain a DROP/ADD FORM from the academic department or the web and follow the procedures indicated on the form. No change is valid unless the DROP/ADD FORM is completed correctly and required signatures obtained. The completed DROP/ADD FORM must be returned by the student to the academic department or Registrar's Office for processing.

A student may not make additions to registration after the day designated as the "last day for filing program changes with the Registrar's Office."

No change in enrollment involving admission to a new course shall be permitted after the last day for enrollment in each semester as announced in the University Calendar.

WITHDRAWAL FROM COURSE(S)

Withdrawal from a course during the late registration period will not be recorded on the student's permanent record.

From the last date of registration until the close of a term, a student's may withdraw from a course in accordance with established procedure is permitted.

Students may be allowed to drop courses with the written permission of advisors. A course dropped the first four weeks of class is recorded as "Withdrawn" (W); a course dropped after the first four weeks of class work, but prior to the last six weeks of a semester (two weeks in a blocked course) is recorded as "Withdrew Passing" (WP), or "Withdrew Failing" (WF), depending upon the grade in the course at the time the course was dropped. If a student withdraws during the final six weeks (or two weeks if blocked) the grade is WF.

WITHDRAWAL FROM UNIVERSITY

A student desiring to withdraw from the University officially should complete a University Withdrawal Form. After the student has obtained the signatures of the various university officials designated on the form, the form must be submitted to the Registrar's Office for final approval. A student may withdraw and receive academic progress in a class (WP or WF) if documented evidence of extenuating circumstances is presented. A student withdrawing without following these procedures shall not be entitled to an honorable withdrawal. A University Withdrawal form may be obtained from the Registrar's Office or the Web.

UNOFFICIAL WITHDRAWAL-UF (DROP)

A student who drops a course without following the proper procedures to drop the course will be assigned a grade of UF by the Registrar's Office. A grade of UF will be computed as a grade of "F" in the student's grade point average.

This policy is effective for all students currently enrolled at South Carolina State University.

LEAVE OF ABSENCE

Should a student wish to take a fall or spring semester or even an academic year off from school, that student must apply for a Leave of Absence from the Registrar's Office. Leaves can be approved for medical, employment and other appropriate reasons such as family emergency, financial emergency, etc. A student must be academically eligible to continue course work without being on academic probation upon returning. An approved request allows a student to continue in the last catalog of record or change to the current catalog. A "Leave of Absence" form may be obtained from the Registrar's Office or the Web.

OFFICIAL STUDENT RECORDS

The permanent academic record of each student contains entries of all courses taken for credit and/or non-credit and is housed in the Registrar's Office.

The permanent academic record of each student contains the following:

1. Student's name
2. Social Security number
3. Date of birth
4. Permanent home address
5. Course entries-course number, course title, grade, credit hours, and quality points
6. Admitted program
7. Current and cumulative statistics
8. Transcript key
9. Academic status
10. Transfer credit
11. Official signature (on official transcript)
12. Name of institution
13. Degree awarded (if applicable)

CREDITS AND GRADING PROCEDURES

Credit is reckoned in semester hours. One fifty-minute recitation for fifteen weeks, or the equivalent in laboratory work, constitutes a semester hour.

No student who is suspended from South Carolina State University for any reason may earn academic credit to be applied toward a degree during the period of suspension by residence elsewhere.

GRADING PROCEDURES

The system of grading currently in use is as follows:

- A- Excellent 90-100
- B- Good 80- 89
- C- Fair 70- 79
- D- Passing 60- 69F-
- F- Failing
- P- Passing
- W- Withdrawal
- WP- Withdrawal Passing
- WF- Withdrawal Failing
- UF- Unofficial Withdrawal (Drop)

I- Incomplete. This mark is given in exceptional cases where the student has been passing and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course.

SP/NP - Carries credit hours, but no quality points.

(*SP indicates progress toward the completion of a thesis or dissertation; NP indicates no progress or inadequate progress.*)

No credit will be given for a grade of *I*. No calculation of the grade point average will be made until the *I* has been changed to another grade. Thus, the *I* grade is not included in the calculation of the GPA at the end of each semester. Students with two or more

No credit will be given for a grade of *I*. No calculation of the grade point average will be made until the *I* has been changed to another grade. Thus, the *I* grade is not included in the calculation of the GPA at the end of each semester. Students with two or more incomplete grades for a term, academic status will be deferred until the end of the first nine weeks of the next enrollment.

An Incomplete not removed within a year (fall, spring, summer terms) will automatically become a grade of "F". Begin in residence will no longer be a requirement for completing the necessary work. All students will follow the last day for instructors to remove an incomplete grade as published in the Academic Calendar for each semester.

Each Incomplete Grade Change Form must be accompanied by an Incomplete Grade Contract. The form for an Incomplete Contract is available on the WEB or from the Registrar's Office. **Effective Term: Fall, 2010.**

PASS-FAIL GRADES

Juniors and seniors may elect to take one course each semester for a total of four courses on a Pass-Fail basis, providing those courses are free electives outside of their major curriculum. The only grades assigned will be P (Passing) and F (Failing), and will not affect the grade point average. A student who earns a P will receive credit hours for graduation.

Students electing the option must have the written approval of the departmental chair and/or dean. The option may not be elected or revoked after the last date for withdrawing from a course without penalty.

CHANGE IN GRADE

Any changes in grades must be submitted within six weeks following the beginning of the fall and spring semester whether the student is enrolled or not. The instructor's grade book should be submitted to the Department Chair or Dean when the Grade Change Request Form is submitted for approval.

1. The final date for changes in grades for each semester or summer term will be published in the University Calendar.
2. Grades submitted by Instructors after the deadline must be accompanied by a written explanation why the grade is late.
3. Instructors must submit grade changes to department chairs on or before the date published in the University Calendar.
4. Criteria that will allow a student to receive a Change of Grade after the published deadline are:
 - a. demonstration of extenuating circumstances.
 - b. documentation to show that a grade was assigned in a malicious, capricious, erroneous or an arbitrary manner.
5. Each grade change must be signed by the instructor, Department Chair, Dean of School, Vice President of Academic Affairs and the Registrar.
5. Each grade change must be signed by the instructor, Department Chair, Dean of School, Vice President of Academic Affairs and the Registrar.

Only in limited and approved circumstances will grade changes be processed beyond the period to change a grade by the University after the completion of a course. These changes will be considered up to one year after the grade change period for the course in question. After which, the grade is permanent and no change is permitted.

GRADE POINTS

Grade points are computed by multiplying the number of semester hour credits by four for courses in which a grade of A is earned, by three for a grade of B; by two for a grade of C; by one for a grade of D. No grade points are given for grades of F, UF, and WF. Grades of UF and WF are computed as F. No credit is given for a grade of I.

Grade	Hours Attempted	Hours Earned	Quality Points	Points
B	3	3	3	9
B	3	3	3	9
C	4	4	4	8
C	3	3	3	6
F	3	0	3	0
B	1	1	1	3
	17	14	17	35

The grade point average for the computation above is 2.059, slightly greater than a C. This is obtained by dividing total grade points earned (35) by quality hours pursued (17).

Credit for work done at other institutions is not used in computing the grade point average.

Classification of Students

Classification of students is based on the total number of semester credits earned and transfer credits accepted for transfer students:

Freshman - twenty-nine semester hour credits or less

Sophomore- thirty semester hour credits,

Junior - sixty semester hour credits, and

Senior - ninety semester hour credits.

SENIOR CITIZENS

Every matriculated student at the University who is 60 years of age or older and a citizen of the State of South Carolina may take credit courses on a space available basis without paying tuition.

After completion of the admission process, a Senior Citizen form may be obtained for the Registrar's Office or the Web.

TRANSFER CREDIT

The Office of Admissions and Recruitment will make every effort to evaluate the transcripts of transfer students prior to their matriculation at South Carolina State University. However, in the event student transcripts are not evaluated prior to the student registering for classes, their departmental chair will be provided with a copy of their transcripts for advising purposes. The transcripts for transfer students not evaluated prior to registration will be evaluated by the end of the first semester of enrollment. Evaluated transcripts will be forwarded to the chair of the department in which the student is to be enrolled.

A student accepted for transfer from a non-accredited institution must complete thirty hours in residence before a determination of status is made. Credit will be awarded for transfer courses only if the student has

maintained the required GPA for remaining in the University, without probation. The required GPA is to be determined by adding thirty hours completed at the University to the total hours approved for transfer. The student has only one opportunity to attain the required GPA, otherwise credit will not be accepted. It is the responsibility of the student to report to the Registrar's Office after completing thirty hours for a decision of the acceptance of transfer credit.

Credit for work completed at other institutions by a regular University student will not be accepted for transfer if the student has previously been enrolled in an equivalent course at the University. Credit for other courses will be accepted only under the following conditions: each course is to be approved in advance by the departmental chair or the dean of the school concerned and such approval must be filed in writing with the Registrar's Office; and each course is passed with a grade adequate for transfer purposes.

Credits earned while students are on academic suspension from the University cannot be applied toward a degree or used in improving their grade point average.

Students transferring from technical and junior colleges to the Business programs must meet the following conditions:

1. Courses presented for transfer in the major area will not be accepted if they are offered at South Carolina State University in the junior or senior year. However, students may petition for the acceptance of credit for junior level courses;
2. Credits accepted for transfer in business must be validated by making at least a grade of C in a subsequent course. Therefore, the last course in a sequence will not be accepted for transfer, though it may be a sophomore level course. However, sophomore level courses for which there is no sequel can be accepted for transfer without validation;
3. If a grade of D or F is made in an attempt to validate a course, the original transfer course becomes unacceptable, and the student must retake both courses; and
4. Validation of courses must be C or above.

TRANSIENT CREDIT

Transient credit policies and procedures are designed to provide those students who wish to take an equivalent class at another College or University to do so. Credit for these courses will be accepted only under the following conditions:

1. Each course is to be approved in advance by the student's departmental chair.
2. Each course is to be approved in advance by the departmental chair or the dean of the school concerned.
3. Approval must be filed in writing with the Registrar's Office; and
4. Each course is passed with a grade adequate for transfer purposes.

Credit for work completed at other institutions by a regular University student will not be accepted for transfer if the student has previously been enrolled in an equivalent course at the University.

Credits earned at another institution while the student has any academic status from the University cannot be applied toward a degree or used in improving their grade point average.

CORRESPONDENCE COURSES

A maximum of thirty semester hours in correspondence courses from a regionally accredited institution may be accepted toward partial fulfillment of the requirements for the baccalaureate degree; not more than twelve semester hours will be accepted in a given subject.

EXAMINATIONS

Regular examinations are held at the close of each semester. See Final Examination Schedule in the Schedule of Classes and Campus Guide for each semester. The results of course examinations are given at the end of each term.

REEXAMINATIONS

Reexaminations for the purpose of removing a failure or raising a grade are not permitted. Reexamination is not permitted for failure of the English Proficiency Examination. Students failing the English Proficiency Examination must enroll in English 152 (Practice English).

DEFERRED EXAMINATIONS

A student with excused absences from examinations in one semester shall have the privilege of deferred or special examinations and must take the deferred examinations within the first nine weeks of the succeeding semester in which the student is in residence, provided the examination is taken at the convenience of the professor. If an examination is not taken within the first nine weeks of the succeeding semester in which the student is in residence, the incomplete grade automatically becomes an "F".

CREDIT BY EXAMINATION

Credit by examination policies and procedures are designed to provide those undergraduate students who have acquired special skills or competencies through previous educational and/or work experiences are given the opportunity to exempt a course, or courses, requiring demonstration of those skills and competencies. Therefore, all undergraduate digressing students who are in good standing after having earned a minimum of twelve hours at South Carolina State University, and who feel that they have the requisite knowledge, skills and competencies may petition to receive credit by examination. The maximum number of credits that may be earned through the credit by examination procedure is thirty (30). Credit by Examination forms may be obtained from the Registrar's Office.

The following policies and procedures govern the petitioning and awarding of credit by examination:

POLICIES

1. Justification (along with supporting evidence) for a request (petition) to challenge (earn credit by examination) a course must be provided by the student at the time that the petition is presented.
2. **A student must have a cumulative GPA of 2.0 or better at the time (s)he petitions for credit by examination.**
3. **A maximum number of semester credits that may be earned through the credit by examination procedure is thirty (30).**
4. The course(s) to be challenged must be offered in the semester in which the student seeks to earn the credit(s).
5. A student will not be permitted to challenge any courses:

- (a) constituting the final thirty (30) hours of his /her curriculum;
 - (b) carrying prerequisites until all prerequisites have been met successfully, or (c) which do not ordinarily lend themselves to this procedure-specifically, group dynamics processes, physical education activity, laboratory, directed teaching and practicum/field placement courses.
6. A student will be permitted to take an examination in the same course only one time.
 7. **Under no circumstances will a student be allowed to earn credit by examination in a course in which (s)he was previously enrolled (regardless of grade) either for credit or as a visitor or auditor, except when credit by examination is used as a means to obtain credit for courses previously taken at institutions from which credit is non-transferable.**
 8. A student will not be permitted to earn credit by examination in a course if (s)he has completed a course in the subject matter area above the level of the course in which (s)he wishes to be examined.
 9. Initial approval of a petition for credit by examination rests with the chairperson (in conjunction with appropriate faculty members) of the department in which the course is offered. Certification of the student's eligibility to take the examination will be granted by the Registrar's Office.
 10. A student seeking credit by examination must meet the same standards of quality as those students regularly enrolled in the course(s) concerned.
 11. Examinations used to award the credit must be comprehensive and representative of the discipline, the department and the University.
 12. No examination for credit will be administered until all procedures have been followed.
 13. All examinations will be administered within a time period designated by the Registrar's Office.
 14. Only grades of "P" and "F" will be given for all examinations. Credits earned by examination will not be computed in the student's grade point average, but will be included in hours earned for graduation. The grade of "5" is the equivalent of C' or better. Credit will be recorded on the student's transcript only if a grade of "S" is obtained.
 15. Full-time students 12-15 hours will be charged a fee of \$25.00 for a course examination up to 18 hours. Then students will be charged \$25.00 and on the basis of the current fee per credit hour.
 16. Part-time students will be charged on the basis of the current fee per credit hour.
 17. A refund of fees will be made only if the student does not sit for the examination because of a well-documented emergency.
 18. Documentation, as appropriate, of the examination and student's grade must be filed with the department chairperson and the Registrar's Office.

PROCEDURES

The following procedures must be followed in order for a student to obtain credit by examination:

1. The student must confer with his/her academic chairperson and go over the Policies and Procedures governing Credit by Examination.

2. The student must obtain the proper form for petitioning credit by examination from the Registrar's Office.
3. Section I of the form must be completed and signed by the student and presented to his/her advisor for certification of eligibility.
4. The chairperson should review the student's academic record, complete Section II, sign and return all copies of the petition to the student.
5. The petition, along with written justification, must be presented to the chairperson of the department in which the course is offered. The justification must clearly and concisely chronicle and provide supporting evidence as to how, when, and where experiences which provided the knowledge and skills/competencies required for the courses were obtained. Approval will be granted only with adequate justification and documentation. The mere fact that a student needs the credits to graduate does not constitute valid justification.
6. The department chairperson should retain the justification and documentation and confer with appropriate faculty members (those who normally teach the course and others having specific knowledge of the concerned area). They decide jointly whether or not there is sufficient justification and documentation for approval. If so, the chairperson approves the form and appoints a faculty member (with his/her consent) to administer the comprehensive examination.
7. The student is responsible for obtaining certification from the Registrar's Office, paying the appropriate fees at the Office of Finance and Management, and returning all copies of the form to the assigned instructor.
8. The instructor and student will decide upon a mutually acceptable date within the designated period for administration of the examination.
9. Where available, a standardized examination (such as CLEP) will be administered during the period designated. In the absence of a standardized examination, the instructor must prepare a comprehensive examination of the quality expected and representative of the discipline, the department and the University.
10. A refund of fees will be made only if the student does not sit for the examination for substantiated emergency reasons. The instructor must certify in writing to the department chairperson that the student did not take the examination on the scheduled date.
11. If the student's reason for not sitting for the examination is acceptable to the instructor and chairperson, and if the student wishes, the chairperson will approve the refund of fees. If time permits and the student and instructor can agree on another time, the examination may be rescheduled. It must, however, be administered before the end of the credit by examination deadline period.
12. If the student does not present a valid reason for not sitting for the examination, (s)he forfeits the fees.
13. **After administration of the examination, the instructor will file the student's examination paper and two copies of the petition with the department chairperson, in accordance with the distribution code, indicating the student's grade and bearing the instructor's signature. The chairperson will forward the designated copy to the Registrar's Office.**

ACADEMIC ASSESSMENT

In an effort to assess and improve program quality, South Carolina State University must periodically measure student attitudes and academic proficiencies. To that end, the University requires as a condition for graduation that every student participate in the evaluative program of the University which includes examinations in general education and in the student's major field of study. The resulting data will be used by the University to improve the quality of its instructional programs as well as the quality of student life on campus.

CLASS ATTENDANCE POLICIES

1. No unexcused absences (except extenuating circumstance) are allowed for students on probation or who, because of poor scholastic achievement, are restricted to a maximum of fifteen (15) credit hours per semester.
2. Students will be allowed as many absences as the course has credit hours.
3. Students who have excessive absences will present their reasons for being absent to the instructor in charge of the class and the instructor will make the decision as to whether or not the reason is acceptable.
4. Medical excuses will be issued through Health Services (Brooks Health Center) only.
5. Excuses that are required because of official University representation will be submitted, for approval, to the Vice President for Academic Affairs.
6. All requests for excused absences must be in the Office of Student Affairs within 24 hours, upon the return of the student.
7. The instructor will keep an accurate record of class attendance.
8. During the first week of each semester or summer, instructors will notify each class of the attendance policy, emphasizing what constitutes excessive absences and the penalty.

GRADE APPEAL PROCESS BASIS FOR APPEAL

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The steps in the Student Handbook provide a guideline for the appeals process. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the Student Handbook. **No appeal will be entertained more than one year following the date the grade was assigned.** (See Student Handbook for further details.)

GRADE REPORTS

Mid-Term and final grades are available to students via the web. Grades are not mailed to students.

DEAN'S LIST AND HONOR ROLL

The Dean's List contains the names of those students who, in the preceding semester, have attained the grade point average of 3.50 on all courses for which enrolled (minimum twelve semester hours).

The Honor Roll contains the names of those students who, in the preceding semester, have attained a grade point average of 3.00 on all courses for which enrolled (minimum twelve semester hours).

GRADUATION WITH HONORS

Degree candidates whose scholastic performance reflects high achievement in all their university courses through the senior year, may graduate with distinction designated as:

1. **Summa Cum Laude:** Grade Point Average of 3.75 or above.
2. **Magna Cum Laude:** Grade Point Average of 3.50 through 3.74
3. **Cum Laude:** Grade Point Average of 3.00 through 3.49

Transfer students who enter with advanced standing and who have completed a minimum of **sixty (60) hours** at S C. State University are eligible for graduation with Magna Cum Laude and Cum Laude honors only. Cumulative GPAs are based solely on course work completed at SCSU. **Effective Term: Fall 2006.**

SCHOLASTIC ELIGIBILITY STANDARDS

Grade point calculation for academic status shall be made at the end of each term. All students enrolled for three (3) or more hours are subject to academic warning, probation, suspension, and dismissal regulations except High School and Transient Students. Students who have been out of school for one or more semesters will be governed by Academic Regulations, Grade Point Averages, and Curriculum Changes as outlined in the current catalog.

MINIMUM GRADE POINT AVERAGES

Cumulative Quality Hours	Minimum GPA to Remain in the University ON PROBATION	Minimum GPA Without Probation
3-39	1.40	1.59
40-59	1.60	1.89
60-99	1.90	1.99
100 and above		2.00

Grade point calculations shall include only work pursued at South Carolina State University but total semester hours earned shall include all college level work wherever taken. Accepted Transfer credits plus Quality Hours are used to determine academic status for Transfer Students.

STATUS OF ACADEMIC PROBATION

1. Students on academic probation are ineligible to hold elective positions or to represent the University in any official capacity.
2. Students on probation shall not be permitted to pursue more than 15 academic hours per semester (nine hours during summer) during the regular academic year.
3. Students on academic probation are eligible for summer school enrollment.
4. Students in a probationary status remain eligible for financial aid.

REMOVAL OF ACADEMIC PROBATION

Students who are on probation may remain at the University and take a **maximum of 15 semester hours during the regular term and nine hours during the summer term.** If students do not remove probationary status, after three consecutive semesters, they will be dropped from the University for poor scholarship. In order to continue on probation, a student must earn a semester grade point average of

2.00 at the end of the second semester probation or the student will be subject to academic suspension or dismissal.

ACADEMIC WARNING

A new student who does not meet minimum requirements for remaining at the University will be placed on Academic Warning after the first semester and/or summer of the first academic year (summer - if and only if matriculation begins summer prior to the first semester the student enrolls at the University). The student is allowed to continue enrollment the next semester and summer term.

ACADEMIC SUSPENSION

Students are suspended based on one of the reasons below:

1. Probationary status is for a maximum of three (3) consecutive semesters. At the end of the second semester of probation, a student must earn a semester GPA of 2.0. If the student does not earn a 2.0 semester GPA, the student will be suspended or dismissed from the University. The student who attains the 2.0 at the end of the second semester continues on probation and must achieve the minimum cumulative grade point average for remaining at the University;
2. If the minimum grade point average required for remaining at the University is not maintained (*see minimum Grade Point Averages*) the student will be suspended for one semester.

A new student who does not meet minimum requirements for remaining at the University the second semester of the first academic year will be placed on Academic Suspension. All students on academic suspension are eligible to attend summer school.

ACADEMIC DISMISSAL (REQUIRED TO WITHDRAW)

Students who fail to maintain the minimum GPA twice or more during their academic tenure will be dismissed from the University. Students on academic dismissal are not eligible to attend summer school without petitioning the Academic Review Board.

ACADEMIC APPEAL (ACADEMIC REVIEW BOARD)

READMISSION OF SUSPENDED STUDENT

A student who is suspended may not continue studies during the semester immediately following the semester in which the failure occurred. The student is eligible for readmission after the punitive period without petitioning the Academic Review Board, or present documented evidence of extenuating circumstance which may warrant a review by the Academic Review Board for an earlier readmission.

READMISSION OF DISMISSED STUDENT

After one semester following academic dismissal (excluding summer school), a student must petition the Academic Review Board for readmission. However, a student may present documented evidence of extenuating circumstance which may warrant a review by the Academic Review Board for an earlier readmission.

Academic Review Board Readmission Guidelines

Students readmitted by the Academic Review Board must adhere to the following guidelines for continuous enrollment:

1. Adhere to mandatory advisement.

2. Repeat appropriate courses as determined by advisors and register for no more than 15 hours.
3. Use services of the Counseling and Self-Development Center.
4. Clear academic status; or earn a semester GPA of 2.00.

Failure to achieve Number Four may result in permanent dismissal. Academic Petition forms are available in the Registrar's Office.

Academic Review Board Appeal Procedures

Students appealing to the Academic Review Board must do the following:

1. Satisfy the punitive period before petitioning the Academic Review Board or present documented evidence of extenuating circumstances which may warrant an early review for readmission.
2. Obtain an Academic Petition Form from the Registrar's Office.
3. Complete Part I of the Academic Petition Form and attach supporting documentation such as support letters, medical statements, obituaries, etc, as necessary,
4. Request an appointment with department chair for review of academic status, and approval of petition.
5. Submit petition to the Registrar's Office on or before the 15th of April, July or November.
6. Return Academic Petition Form to:
Office of the Registrar
SC State University
2nd Floor Moss Hall
Post Office Box 8104
Orangeburg, South Carolina 29117-0001

The Academic Review Board meets three times yearly during the last week of April, July and November or the first week in the respective month. Contact the Registrar's Office at (803) 536-8405 for information on possible call meetings.

SUGGESTIONS FOR AVOIDING PROBATION, SUSPENSION OR DISMISSAL

In view of the penalties associated with not maintaining good academic standing, it is vital that students accept the responsibility for their academic welfare and attempt to rectify their academic deficiencies before faced with suspension or dismissal. These are examples of the appropriate actions students can take:

1. Contact Departmental Chairs for information on course selections, on changing majors, and on proper procedures for withdrawal from courses and for other academic counseling;
2. Reduce the number of hours carried each semester;
3. Do not enroll voluntarily until employment, health, or personal problems are resolved;
4. Repeat courses immediately when necessary;
5. Take prerequisites as required;
6. Contact the Counseling and Self Development Center to make use of its various services, and the Office of Student Success and Retention for information on academic advising and tutorial services.
7. Check with instructors and advisors on a regular basis throughout the semester.

SPECIAL REQUIREMENTS FOR STUDENT ATHLETES

Student athletes participating in intercollegiate sports under the provisions of the National Collegiate Athletic Association (NCAA) and the Mid-Eastern Athletic Conference (MEAC) must fulfill the NCAA academic satisfactory progress requirements in addition to the University's Scholastic Eligibility Standards for certification of eligibility to participate in intercollegiate sports.

TRANSCRIPTS OF RECORDS

Academic records and applications for admissions on all students are maintained permanently on microfilm after a student's separation from the University. All other individual documents collected on students during enrollment at the University are disposed of in accordance with the retention schedule of the institution.

All requests for transcripts of student records should be addressed to the Registrar's Office. Transcripts are \$3 per copy-official and unofficial and faxed copy of transcript is \$5 per copy.

Official transcripts of a student's record will be sent to properly authorized individuals, agencies, and institutions.

A transcript sent to a student or graduate will be stamped "Issued to Student" in bold letters and will not bear the university seal.

All failures, repeated courses, incomplete grades, or penalties such as probation, suspension or other restrictions will be shown on transcripts.

No transcript will show any detailed statement of the work completed at any other college or university.

Identification is required when requesting a transcript. No transcripts will be released to or for anyone except the student, unless officially requested in writing by the student.

ENROLLMENT VERIFICATION

Verification of enrollment is based upon the total number of credit hours for which a student is officially registered at the time of the verification request. Beginning and ending dates reported in enrollment verification conform to the official SCSU Academic Calendar dates for the term requested.

INDEBTEDNESS

No degree will be conferred on nor any diploma or transcript or grades issued to any student who has not made satisfactory settlement of all financial obligations to the University.

CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Registrar's Office of any changes in name or address. Failure to do so can cause serious delays in the handling of student records and in notification of emergencies at home. When a change of name is requested, the student must present proof to justify the change.

Please make address changes via Bulldog Online at www.scsu.edu.

ADVISORS

Every new student is assigned a faculty advisor. The advisor is responsible for the academic counseling of the student and guidance of the student for the registration period each semester. Students have the ultimate responsibility for completing academic requirements as outlined in the University Catalog. Advisors are available to assist students, however, the responsibility for completing curriculum requirements as outlined in the catalog remains with the students.

ACADEMIC BANKRUPTCY POLICY (ACADEMIC FORGIVENESS)

Under specific conditions, formerly enrolled degree seeking students who have not been in attendance at South Carolina State University or any other college or university for a period of four consecutive calendar years, may, upon making application for readmission, declare academic bankruptcy. All college level work done prior to readmission would be eliminated from computation in the grade point average. The courses, however, will not be removed from the students' transcript. Academic Bankruptcy can be granted only by the Academic Review Board or the Registrar's Office.

Readmission will be on probation as stipulated by the University. (See the Student Handbook for further details.)

REQUIREMENTS FOR PETITIONING ACADEMIC BANKRUPTCY

1. Submit an application for readmission.
2. Submit three letters of recommendation.
3. Signed petition of academic bankruptcy.
4. Personal interview with the Registrar's Office.
5. Upon readmission.
 - a. The words 'Academic Bankruptcy Declared' will be inscribed on transcript immediately below previously earned credits.
 - b. Will not be eligible for academic honors.

POLICY ON ACADEMIC DISHONESTY

At the beginning of the fall semester, students receive a current copy of Dates & Data (Student Handbook) which contains the policy on Academic Dishonesty. Students should familiarize themselves with the complete regulation. New students entering the spring semester receive copies of Dates & Data in January.

CONFIDENTIALITY OF STUDENT RECORDS ANNUAL NOTICE TO STUDENTS

Annually, South Carolina State University informs students of the Family Educational Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the Institution to comply with the act.

Copies of institutional policy explaining the procedures to be used for compliance with the provisions of the act can be found in the Registrar's

Office and the Office of Student Services. This policy is also printed in the Student Handbook.

Questions concerning the Family Education Rights and Privacy Act may be referred to the Registrar's Office and the Office of Student Services.

ENGLISH FLUENCY POLICY

In order to "ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language." South Carolina State University has taken the following actions:

- A. Amended the Recruitment and Selection of Faculty Policy (Faculty Handbook, 1991, p.9). Section six now contains the following statements:

"In the event the candidate is a foreign national, students and/or staff must be included in the interview process. Students/staff will be asked to assess the candidate's proficiency in oral communication. In addition, the candidate will be asked to write a short essay on a subject to be determined by the department chair. The chair and the dean shall evaluate the writing sample which is to be submitted along with the employment checklist.
- B. Modified the course evaluation form, which is used by all students to evaluate all courses in which they are enrolled, to include a question pertaining to each instructor's proficiency in oral communications. Chairs will then identify problem areas and counsel faculty with communicative difficulties to take advantage of the College's language remediation opportunities.
- C. Established an English Fluency Grievance Procedure. The English Fluency Grievance Procedure is designed to provide a remedy for students who enroll in classes instructed by faculty with excessive English language difficulties.

PROCEDURES

1. Any student who feels that he/she is unable to understand the spoken English of a particular instructor may petition in writing the Dean of the College in which the instructor works to convene an ad hoc English Fluency Grievance Committee for the purpose of investigating the student's complaint.
2. Such a petition must be filed by the end of the third week of classes.
3. The Dean may do a preliminary investigation and attempt to address the complaint informally.
4. If this does not result in a satisfactory resolution to the student, the Dean shall convene the Committee. The Committee shall be comprised of three faculty members from the College involved, three undergraduate students from the same College and one Speech Arts faculty member.
5. The Committee shall conduct an investigation/ hearing to determine the instructor's relative proficiency in oral communication. This investigation may include audio/video tapes of the instructor's class.
6. By majority vote, the committee shall communicate its findings and recommendations to the dean of the College for

implementation.

7. Should the Committee recommend some type of language remediation for the instructor, the Dean should arrange for such remediation with the Chair of the Department of English and Modern Languages who shall be responsible for developing and coordinating all “English as a Second Language” remediation.

ENGLISH AS A SECOND LANGUAGE REMEDIATION OPPORTUNITIES/STRATEGIES

If the Dean or the English Fluency Grievance Committee determines that an instructor has a fluency (written or oral) problem sufficiently serious to disrupt the learning process, that instructor will be referred to the Chairperson of the Department of English and Modern Languages who is responsible for coordinating all remediation activities. The Chairperson, in consultation with members of the faculty who have expertise in this area, will recommend a program of remediation which may involve:

- a. A Self-Improvement Plan proposed by the faculty member who has fluency deficiencies.
- b. A Formal/Informal Fluency Course/Seminar. Attendance would be mandatory.
- c. Peer-Mentoring Approach which would entail assigning a faculty member with expertise in “English as a Second Language” to work one-on-one with the faculty who has fluency deficiencies.

Regardless of the approach taken, it shall be the responsibility of the Dean, in conjunction with the Chairperson of the Department of English and Modern Languages (or his designee), to monitor the progress of the faculty member in question. This may involve classroom visitations, reviewing audio/video tapes of the class, interviews with students, etc. At the end of the remediation activity, a final report will be submitted by the Chairperson of the Department of English and Modern Languages (or his designee) to the Dean.

VETERANS AFFAIRS

VETERANS SERVICES ELIGIBILITY POLICY

Institutions of higher learning having students enrolled who are pursuing an educational objective and receiving educational assistance from the Veterans Administration under the provisions of Chapters 30, 31, 32, 35, or 106, Title 38, United States Code, are required by Federal VA Regulations to set standards of progress and submit them to the License Division of the South Carolina Commission on Higher Education for approval. The standards of progress are:

- Grading System
- Probationary period
- Conditions for dismissal and re-entry
- Conduct of students and circumstances for dismissal
- Records kept by the school
- Attendance policy

Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina State Approving Agency (SSA) and required by the US Department of Veteran Affairs (DVA). The South Carolina State University (SCSU) Office of Veteran Affairs can be reached at 536-8405.

VA POLICIES AND PROCEDURES VETERAN BENEFITS

The following policies and procedures are of primary concern to veterans and other eligible persons who receive veterans benefits, collectively referred to in the text as “veteran”.

ENROLLMENT CERTIFICATION

Certification by South Carolina State University VA Certifying Official in the Office Of Veterans Affairs is required for eligible students who wish to receive VA educational assistance checks. Enrollment certification must be processed for each term of enrollment. Each VA student or VA dependent must complete and submit a Veterans Affairs Enrollment Certification Request Form to the Office of Veterans Affairs Office by June 1 for the Fall Semester, and December 1 for the Spring Semester. Students must initiate their own requests for enrollment certification, as the Certifying Official will process certifications and other forms to the VA only for those students who have made such a request and completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional”, “Military Special”, “Transient” or students enrolling for prerequisite courses required for admission into a professional degree program or college, may request VA certification if they provide appropriate documentation. VA students in these categories should contact the Office Of Veterans Affairs for details. Only the federal VA has the final authority to award benefits to students in such admissions categories.

All VA students who have earned college credits at another school, or in another South Carolina State University degree program, are required to provide the Office of Veterans Affairs with a transfer credit evaluation from their academic department. The VA generally pays such a student for one semester only pending receipt of the amount of “prior credit” applied to their current degree program.

Students can best ensure receipt of benefits by informing the Office Of Veterans Affairs of their intent to register for classes and by supplying the number of credit hours for which they enroll each semester. Eligible VA students may request certification on an annual basis, and should recertify for each new academic year at least 45 days in advance. However, pursuant to federal law, VA students who are enrolled less than one half time must request certification on a semester - by - semester basis.

Normally, VA payments may be made only for those courses that are required by the academic department for the student’s current degree program. All students receiving educational assistance checks from the VA are responsible for notifying the Office Of Veterans Affairs of any changes in their degree program and/or course load during the semester, to include drop/add, withdrawal, audit status, invoking pass/ fail option in a course, or enrollment in any Distance Education course, independent study, internship or practicum courses. Failure to do so, will delay processing for benefits for the current term. For further information, visit the Office of Veterans Affairs in Moss Hall, Room 202 or call (803) 536-8405. You may also visit the website - <http://www.scsu.edu/admissions/registrarsoffice/veteransaffairs.aspx> or Veterans Affairs.

PROCEDURES: ACADEMIC PROBATION

Veterans academically suspended from another school cannot be certified for benefits at South Carolina State University until they have received counseling from the DVA Regional Office. Veterans placed on academic suspension at South Carolina State University, and later readmitted after suspension term(s), may be certified for benefits based on the evidence presented by the students and their academic departments that the cause of the prior unsatisfactory academic progress has been removed and a more favorable condition for satisfactory academic progress now exists. The DVA has the final decision regarding resumption of payments to the students.

AUDITED COURSES

The DVA will not pay for courses that are audited. Payment of benefits will be based upon the number of credit hours for which a student is fully enrolled for credit toward his/her degree program.

CORRESPONDENCE COURSES

Veterans taking correspondence courses for credit toward graduation requirements in their degree program may be certified for payment with documentation from their academic advisor that the courses are requirements for graduation. Payment will be reimbursement of tuition only for a semester in which students enroll only in courses via correspondence. However, students taking classroom courses in conjunction with correspondence courses might receive monthly DVA payments, depending on their training time. Specific information may be obtained from the Office Veterans Affairs.

DROPPING A COURSE

Veterans who drop a course, resulting in a reduction in DVA training time (i.e. full-time to 3/4 time, etc.), should promptly report the reduction to the Office Veterans Affairs. A drop after 30 days from the beginning of the semester will create an overpayment of benefits computed from the first day of the semester if the drop results in a grade of "W". The DVA will take into consideration any mitigating reasons causing the student to drop the course. Veteran students should report any mitigating circumstances to the Office Veterans Affairs or the DVA Regional Office.

ETV COURSES

Policy for open circuit ETV courses is the same as for correspondence courses (see above). Closed circuit ETV courses are considered the same as classroom courses for DVA payment.

EXCESSIVE CREDIT HOURS

Veterans must enroll only in courses specified for their degree program, and applied electives up to the number of elective credits required in their degree program.

INDEPENDENT COURSES

Veterans must comply with the Directed Independent Study guidelines to take independent courses.

INTERNSHIP COURSES

Prior to enrollment in any internship courses, veterans should check with the Office Veterans Affairs and make certain the internship course has been approved for DVA payments. Most internships offered at the

University are approved for DVA payment; however, some have been disapproved, and some require submission for individual approval each time a veteran enrolls.

NON-ATTENDANCE

DVA educational benefits are paid to students maintaining satisfactory attendance by school standards. A professor's or instructor's report of a DVA student's excessive absences in a class, or cessation of attendance without a formal withdrawal or drop transaction, will probably result in an overpayment of benefits to the student.

NON-DEGREE STUDENTS

Special non-degree students may be eligible for DVA payments for the equivalent of two full semesters provided these students are in the process of making full application to a degree program and are enrolled in courses required for graduation in that degree program.

Transient students, or those taking prerequisites for admission to a professional school or graduate program, may not be limited to a two semester equivalent number of courses, but may be paid only for courses specified by their parent institution or professional school or graduate program.

Proper documentation will be required for all students in these categories before the Office of Veterans Affairs will certify for DVA payment (contact the Office of Veterans Affairs at 536-8405 for details). The US Department of Veterans Affairs will make the final decision regarding payment.

OVERPAYMENT

Any overpayment of benefits must be returned or reimbursed to the DVA. The student is responsible for maintaining up-to-date paperwork in the Veterans Affairs Office so that overpayments do not occur.

PASS/FAIL

Students taking the pass/fail option in a course must provide proof from their academic department that the pass/fail course(s) are required for them to meet graduation requirements in their degree program. However, students who fail a pass/fail course after submitting documentation and receiving payment for the course may be charged with an overpayment of DVA benefits for that course.

PRACTICUM COURSES

Policy for practicum courses is the same as for Internship Course (*see above*).

REPEATING COURSES

Veterans may repeat a course required for graduation in their degree program if they fail the course and a passing grade is required for them to graduate.

PROGRAM CHANGE

Veterans who have received benefits in one program and enroll in a new degree program must provide proof of acceptance into the new program and their transfer credit evaluation form from their academic department before they visit the Office Veterans Affairs to complete the necessary forms to change their degree program with the DVA. Veterans

are entitled to one program change by law; a second change requires DVA counseling and approval. Dependents are required to have DVA counseling for each program change.

TEACHER CERTIFICATION

Veterans may request DVA payment for courses required for State Department of Education certification in teaching, administration, and guidance. Students must provide a copy of their certification worksheet from the State Department of Education. Payment from the DVA will be limited to specific courses required for the student to be certified in their field.

TRANSFER CREDIT

Transfer credit hours accepted by SC State University from all prior college attendance should be turned into the Veterans Affairs Office within the student's first semester. The DVA could suspend payment of benefits pending receipt of the amount of prior credit accepted by SC State University from the student's previous attendance.

WITHDRAWAL FROM SCHOOL

Veterans must follow the University-Wide policy for withdrawal from school.

STUDENT RESPONSIBILITY

Veterans are responsible for making certain they are certified by the DVA each semester they enroll. The Office of Veterans Affairs does not automatically certify students for benefit payments. Each VA student or VA dependent must complete and submit a Veterans Affairs Enrollment Certification Request Form to the Office of Veterans Affairs by June 1 for the Fall Semester, and December 1 for the Spring Semester.

The FOLLOWING are EXPECTED OF ALL STUDENT VETERANS and DEPENDENTS each SEMESTER:

- VA certification is validated by the semester. You are required to submit Certification documentation to the Veterans Coordinator to ensure that you are certified.
- You must maintain satisfactory progress to retain benefits.
- You are prohibited from receiving educational benefits for auditing a course.
- You will not receive benefits for repeated courses, unless they are graduation requirements.
- You must be formally admitted as a degree-seeking student after completing two quarters.
- Register only for courses that are required for completion of your selected degree.
- Do not register in courses for which you have previously received a passing grade/credit (even if taken at another institution).
- **(Chapters 30, 1606, & 1607 only).** Call the Department of Veterans Affairs at 877-823-2378 **monthly** to process enrollment verification for payment.

(NOTE: Any student who reduces credit hour load by drop, withdrawal, audit, pass/fail option is required to first follow the University's formal procedure for taking such action prior to notifying The University DVA office.)

For a complete review of all approved School Standards of Progress or any other veteran related policies, procedures, and regulations, please contact the Office of Veterans Affairs at (803) 536-8405.

For a complete review of all approved School Standards of Progress or any other veteran related policies, procedures, and regulations, please contact the Office of Veterans Affairs at (803) 536-8405.

DEGREES AND CURRICULA

GENERAL REQUIREMENTS FOR UNDERGRADUATE DEGREES

GENERAL EDUCATION CURRICULUM

Introduction

The General Education Curriculum supports the University's mission to prepare highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands, and enables them to work and live productively in a dynamic, global society. The vision of the General Education Curriculum is to promote the transformation of faculty and students into a cohesive academic community. Interdisciplinary experiences include communications, reasoning, technology, and cultural awareness.

PHILOSOPHY

The University faculty believes this vision reflects the essence of S C State University's Philosophy of Education. Therefore, the General Education Curriculum:

- offers students an integrated, common body of knowledge that is timely, relevant, and responsive to change.
- provides students with a foundation for lifelong learning and guides them in realizing their potential as individuals and contributing participants in society.
- Presents basic knowledge and skills which prepare students to exercise various processes of thought.
- Promotes students awareness of the diversity and interdependence of individuals and groups of individuals, with special emphasis on the contributions of African Americans.
- Enhances students awareness of the individuals and societal relationships to the natural environment.
- Broadens students awareness of issues related to ethical thought and behavior.

In support of the philosophy, the General Education Curriculum provides integrated learning experiences designed to achieve the following goals:

- * **Comprehension and Communication:** To enhance students' abilities to comprehend and communicate what has been learned.
- * **Reasoning and Independent Thought:** To enhance students' awareness of and appreciation for the interconnections among the specialized areas of knowledge encompassed by disciplines and programs.
- * **Personal Values, Ethics, Social Responsibility and Community Service:** To develop students' awareness of and appreciation for the relationships among personal, societal, and global values, attitudes, and beliefs.
- * **Quantitative Reasoning.** To enhance students' abilities to think logically, draw conclusions, and make inferences

quantitatively.

- * **Scientific and Technological Understanding:** To enhance students' familiarity with science and scientific inquiry, as well as the use of technology.
- * **Humanities:** To enhance students' appreciation of music, literature, and the fine arts.
- * **Political, Environmental and Economic Systems:** To enhance students' understanding of past, present and future global political, environmental and economic systems.
- * **Personal Wellness:** To enhance students' awareness of the impact of life choices on personal, social, and environmental health.
- * **Cultural Awareness:** To improve cultural awareness by steeping students in knowledge of their own culture while exposing them to other cultures, with special emphasis on African American's contributions.

CURRICULUM MODEL

Consistent with its mission, South Carolina State University's General Education Curriculum is guided by the theme: **"The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, and Conscientious Contributor to the Global Community."** This theme embraces the conceptual ideal of the General Education Curriculum (GEC) as the foundation of an ascending spiral of intellectual, cultural, social, and ethical growth, which produces graduates who are capable of participating in the dynamics of a rapidly evolving, highly technological, and global society.

The development and incorporation of the essential habits of mind and academic dispositions that ensure graduates who are effective citizens in our global society are central to the GEC theme/model, which encompasses traditional literacy, technological proficiency, critical/cognitive processes, cultural appreciation of diversity, international awareness, ethical conscientiousness, integration of knowledge, and the possibility and capability to provide meaningful contributions to the global community.

The GEC model depicts the world surrounded by a spiral, with tiers representing the various disciplines that form the knowledge base for each student at the university. Since a person's perception and place in the world are shaped and informed by what s/he learns, the graphic is designed to reflect the interconnectedness of knowledge, the world, and growth. It is this interdisciplinary growth and ascension on the spiral that develops the students higher level thinking skills and prepares her/him as a self-sustaining contributor to society.

Each of the five adjectives employed in the theme that cradles the model describes the ideal product of the GEC offered by South Carolina State University. The GEC theme/model requires helping students develop systems of thought that support their life-long ability to access and appropriately process information in an increasingly technological world environment. The GEC theme/model encompasses developing in the broad disciplines presented sound methods of cognition and inquiry (i.e., *various heuristics, concept mapping, invention and brainstorming*) that cannot be divorced from cultural contexts that shape the nature of each student's experiences and ideals. Thus, cultural context provides social context and social consciousness. Social consciousness is an essential element for graduates who will be called upon to apply the complex technologies of

our time (*and those of the future*) with proficiency and awareness of earth resources and environment in addition to sensitivity to the long-term impact of technological development upon this arena of this global community. Finally, the term conscientious describes the character of every student holding a degree from South Carolina State University while simultaneously embracing the ideas of the thoughtfulness, dedication, and ethical integrity which are crucial to world survival.

E 315	Black American Writers	(3 sch)
ETS250	African American History of Technology and Sciences	(3 sch)
HHU 250	The African American Experience	(3 sch)
H 315	African American History to 1865	(3 sch)
H 316	African American History from 1865	(3 sch)
BC 301	Afro-Americans in Broadcasting	(3 sch)
JOUR 205	Development of the Black Press in America	(3 sch)
PS 206	Black Politics	(3 sch)
EDHU 250	Black Issues and Historical Figure	(3 sch)
CJ 250	African American Experience in Criminal Justice	(3 sch)
FCS 250	African American Families	(3 sch)
HED 250	African American Health Issues	(3 sch)
ARTH 415	African American Art History	(3 sch)
E 319	Contemporary African American Lit.	(3 sch)
E 320	The Harlem Renaissance Lit. and the Arts	(3 sch)

COURSE OF STUDY

Students are expected to follow the academic program outlined in the curriculum of their department or college as closely as possible, particularly in the first two years when they are satisfying basic degree requirements and prerequisites for advanced work.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties and they may find that the subject for which they want to enroll is not available.

Students are responsible for the proper completion of their academic program, based upon the requirements stated in the University Catalog. The faculty advisor is available for counsel, but the responsibility remains with the student.

Under current regulations, students who fail to complete successfully all of their freshman requirements may not enroll in courses in his major field beyond the sophomore level. In the event students are ineligible to continue courses in their major field, they may, however, take electives until the deficiencies are removed. Students must register continuously for the required freshman and sophomore English courses until these have been completed.

COURSE SUBSTITUTION

Departmental chairs will permit substitution for an exemption from prescribed curricula only under unavoidable and exceptional circumstances. The request to waive curriculum requirements or to change curriculum requirements will begin with the departmental chair, then to the dean of the college and finally to the Vice-President for Academic Affairs. The request will be acted upon only after being

forwarded to the Registrar's Office with the written approval of the Vice President for Academic Affairs. Course substitution forms are available in the Registrar's Office.

MEASURABLE OUTCOMES

The effectiveness of the General Education Curriculum in developing the skills and knowledge identified for all majors will be measured by a comprehensive set of general education assessment instruments. Using these assessment measures, all students will be assessed for the following four outcomes for which the GEC is designed to develop.

Drama 254	Introduction to Theatre	
E 250/251	World Literature	(3 sch)
H 250/251	World History	(3 sch)
Jour 200	Understanding Media	(3 sch)
Quantitative Reasoning and Technological Understandings		(9 sch)
Technology—select one		(3 sch)
CS 150	Computer Technology (CS 107)	
CS 151	Introduction to Computer Science	
MGT 310	Management Information Systems	
Mathematics 150-154—select one		(3 sch)
M 150	Quantitative Reasoning-Mathematics	
M 151	Quantitative Reasoning Algebra	
M 152	Quantitative Reasoning - Precalculus	
M 153	Quantitative Reasoning - Calculus I	
M 154	Quantitative Reasoning - Business Calculus	
Mathematics or Statistics - Select one		(3 sch)
M 155	Introduction to Mathematical Modeling	
M 208	Introduction to Statistics	
M 210	Finite Mathematics	
ENV 302	Introduction to Biostatistics	
Science		(8 sch)
Select any two sciences with lab		
BSC 150 plus BSC 151 and BSC 152 plus BSC 153	Biological Sciences with lab (BSC 120-121 and BSC 111-112)	(8 sch)
B 150 and B151	General Zoology and Introductory Botany (B 101 and B 103)	(8 sch)
PSC 150 plus PSC 151 and PSC 152 plus PSC 153 OR PSC 203 plus PSC 153	Physical Sciences with lab	(8 sch)
CSC 150 and CSC 152	Chemical Science (CSC 101-102)	(8 sch)
Personal Wellness - Select one		(2 sch)
PEA-		
PEV 150	Physical Fitness—	(2 sch)

	Tennis, Golf. etc. (PE 010-034)	
HED 151	Personal and Community Health (HED 101)	(2 sch)
MS 101	Introduction to ROTC	(2 sch)

Cultural Awareness: The African American Experience (3sch)

SW 250	The African-Amer. Exp.: Pioneers in Social Welfare and Social Work	(3 sch)
HUMU 250	The History of Black Music	(3 sch)
MU 203	The History of Jazz	(3 sch)

GRADUATION

By vote of the faculty and the Board of Trustees, the bachelor's degree is conferred upon students who have completed all curricular requirements, paid all expenses to the Office of Finance and Management, and returned all books and equipment to the University. All graduating seniors must complete the Senior Exit Survey of the University prior to graduation. The courses completed must conform to the regulations governing the curriculum.

CHANGE IN REQUIREMENTS

If the requirements for graduation are changed by department or college, students currently enrolled must meet these new requirements provided they do not necessitate taking courses below class levels or in excess of those normally required for graduation. Any exceptions to this regulation must be approved by the student's dean. A transfer student and a student returning after an absence of one or more semesters will be expected to meet the graduation requirements as specified in the current catalog.

AVERAGE

A student must have a grade point average of not less than 2.00 in order to be listed as a candidate for graduation. Under no circumstances will an average be rounded up to 2.00 to permit a student to graduate. A student graduating in a program which requires a GPA higher than 2.00 must obtain that GPA to graduate.

Commencement Participation Policy

Students will not be eligible to participate in a Commencement Ceremony unless all degree requirements have been completed prior to participation.

Students completing all coursework and degree requirements in May will participate in the May Commencement Ceremony. Students completing all coursework and degree requirements in July or December will participate in the December Commencement Ceremony.

All prospective graduates must file an Application for Graduation and pay the required fee. The Application for Graduation must be filed in the term prior to the term of degree completion by the date noted on the Academic Calendar. The Application for Graduation is not considered filed until the graduation fee is paid and the application is submitted to the Registrar's Office. Students who apply late for graduation will be charged a late fee as outlined in the University Catalog.

Special Notes:

Students are responsible for the completion of their academic program, based upon the requirements stated in the University Catalog. The advisor is available to counsel, but the responsibility to ensure all degree completion remains with the student.

Diplomas will be mailed to graduating students within 30 working days after the Commencement Ceremony

Note: All teacher education majors must pass area required exams to be cleared for graduation. All music majors must pass the piano proficiency exam to be cleared for graduation.

All Students must clear the University Registrars Office, Accounts Receivable, Financial Aid, Whittaker Library, Campus Police and all other financial obligations

Effective Date: Fall 2009

RESIDENCE REQUIREMENTS

A candidate for a degree must secure credits by regular class enrollment for the full work of one year (thirty semester hours) immediately preceding graduation. These credits must be in courses approved by the college recommending the degree, and must be secured while in residence at SC State University. The residence requirement may be met by attendance at four consecutive summer terms at the University.

A student must complete a minimum of twenty-five percent (25%) of all degree requirements in residence. Of the last thirty semester hours, six may be completed at another institution with the approval of the chair.

SECOND BACHELOR'S DEGREE

A student, who has already received one bachelor's degree from S C State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at S C State University.

To receive a second bachelor's degree

1. The student must be eligible for admission as a post baccalaureate student and meet all undergraduate admission requirements.
2. The student must complete a minimum of 25 percent of course work in residence with a minimum Grade Point Average of 2.00 or higher as curriculum requires. At least 18 credit hours must be upper division in the new major.
3. The student must fulfill all current requirements for the second degree, including but not limited to General Education, major, minor, courses, exams and foreign language if required by the major.
4. The student will be subject to all undergraduate academic policies and procedures.

DOUBLE MAJOR

Students may pursue two different majors at the University with prior approval of both departments and/or colleges with the completion of a minimum of thirty (30) semester hours above the requirements for the primary major. The following regulations apply.

1. The student must be currently enrolled and in good standing;
2. The student must complete all course work for both majors;
3. There will be no compromise in quality by the use of cognates;
4. The degree will be awarded in the primary major only;

5. The transcript will list both primary and secondary majors;
6. Before submitting a request to pursue a double major, sixty (60) semester hours should be completed in the primary major with a minimum GPA of 2.50;
7. The approval must be filed with the Registrar's Office; and
8. A degree will be awarded for the primary major only. Secondary majors will appear on a student's transcript once all requirements are met.

APPLICATION FOR DEGREES

A candidate for any degree must make application for the degree with the Registrar's Office not later than the date set forth in the University calendar. The late period for filing is one week after the deadline set forth in the calendar. The application must be made in accordance with the date and year in which one expects to complete the degree. The University assumes no obligation if the student fails to file for graduation by this date.

Applying for graduation is a university requirement, and the application must be filed in the degree completion term. The date of graduation will be recorded for the term the application was filed.

If students fail to complete requirements for a degree during the term for which application was made, a new application must be filed. Failure to graduate during the May convocation requires that an application for graduation be resubmitted and an additional graduation fee paid.

PROFICIENCY IN SPEECH AND WRITING

The English Proficiency Examination

The mission of S C State University is to train students to live and work in a global society. Toward that end, the University has established minimal competencies for the student population that it educates. One such competency is proficiency in the English language as measured by the SC State University English Proficiency Examination, which is given before the end of the second course in the freshman composition sequence (English 151). Those students who do not pass the English Proficiency Examination are required to take English 152, Practical English (3 credits) before taking English 250/251 (World Literature).

Any declared Education major who passes the writing portion of PRAXIS I before the end of E151 is exempt from taking the English Proficiency Examination. Passing the writing component of the Praxis I, which tests grammar, usage, and writing, would fulfill the University's requirement of passing the English Proficiency Examination prior to graduation.

Soon after the administration of the examination, a report of the English Proficiency Results, listing students by department, is sent to all departments and the Office of the Registrar to become a part of the students' individual permanent records.

Courses and Degrees

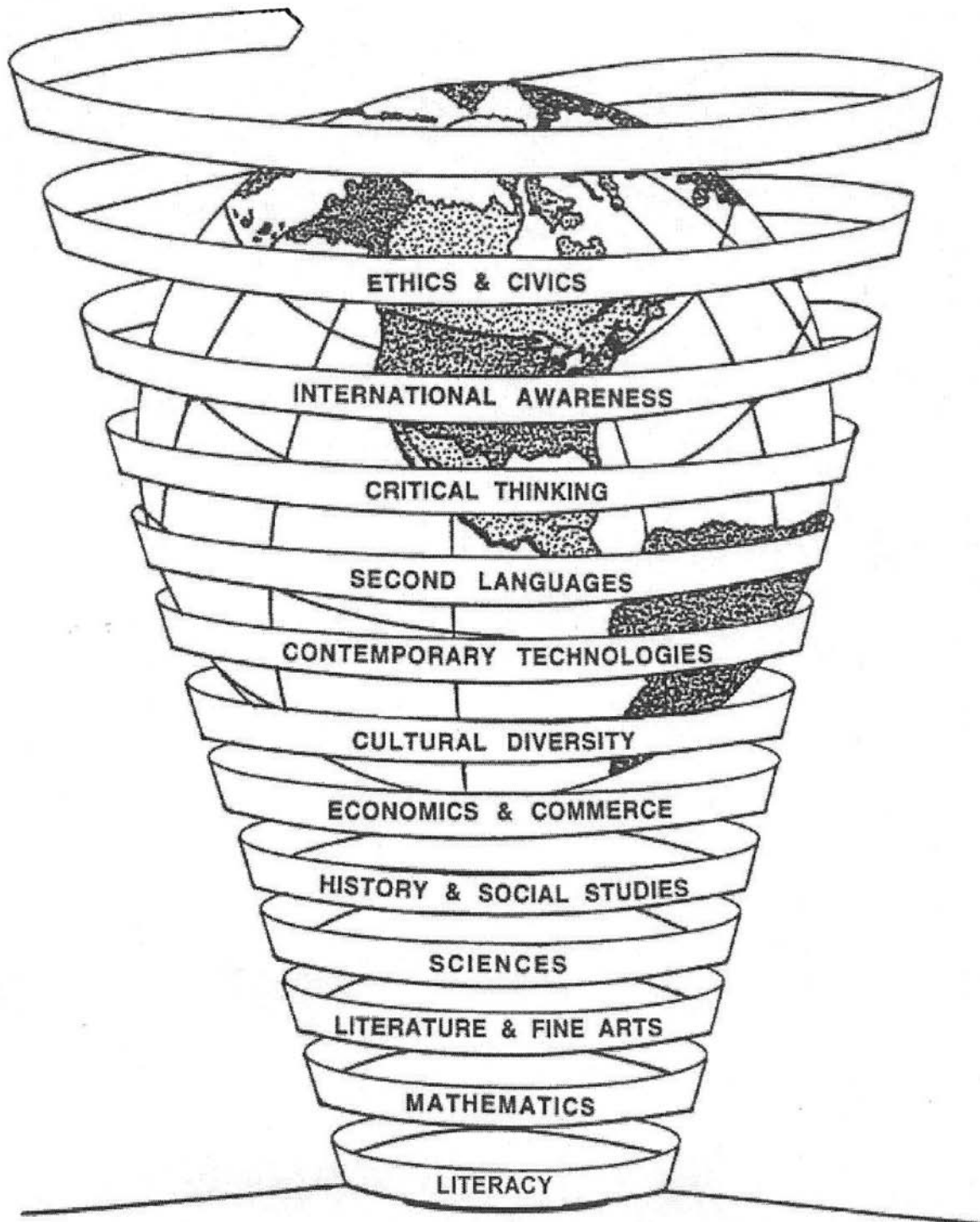
All undergraduate curricula lead to the bachelor's degree. Students completing the curricula in liberal arts will receive the Bachelor of Arts degree. All other undergraduate curricula lead to the Bachelor of Science degree. Social Work graduate receive the BSW degree.

COMMENCEMENT CONVOCATION

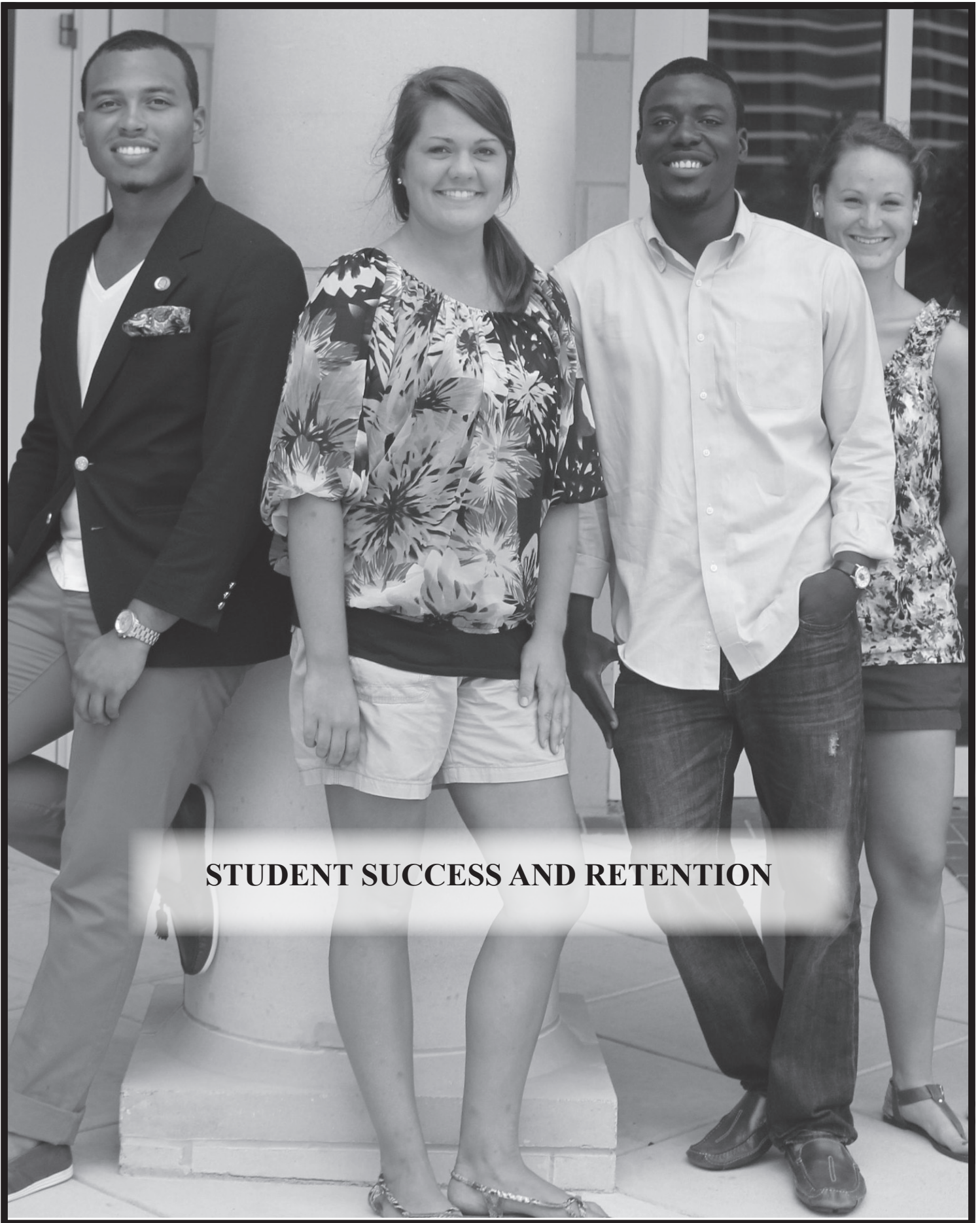
All candidates for degrees are required to be present at the graduation convocation. Prior written approval must be granted from the University Registrar for graduation in absentia.

South Carolina State University
General Education Curriculum Model
Academic Majors

The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, Conscientious Contributor to the Global Community



The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, Conscientious Contributor to the Global Community



STUDENT SUCCESS AND RETENTION

STUDENT SUCCESS AND RETENTION PROGRAMS

The Student Success and Retention Program (SSRP) is a university-wide initiative designed to increase the number and percentage of students retained at the University.

The Program consists of a comprehensive network of retention and other support services through six components: (1) New Student Orientation, (2) University 101, (3) Academic Support Services, (4) Student Support Services, (5) Quality Assurance, and (6) the Black Males Project.

GOAL

The goal of the Student Success and Retention Program is to chart a course of success for each student from “orientation to graduation.” The Program is undergirded by the philosophy that all students can succeed, especially with the appropriate academic and social support.

OBJECTIVES

1. To increase the percentage of students who are retained from freshman year to sophomore year.
2. To improve the overall retention rate of students over a four year period.
3. To increase the percentage of students who persist through graduation.
4. To improve customer service to students and other constituents.
5. To analyze retention trends and make recommendations for institutional response and change.

PROGRAM DESCRIPTIONS

New Student Orientation engages students in a systematic process via a series of activities that foster early academic and social success and promotes leadership development for upperclassmen who provide assistance to the program as Student Orientation Leaders (SOLs).

University 101 is a one-semester general education course designed to assist students with transition from their high school experiences to the collegiate environment. University 101 includes Fall Convocation, a university-wide program designed to welcome and introduce new students to South Carolina State University. All new students enrolled in University 101 during Fall semester are required to attend.

Academic Support Services provides centralized support services for students to keep them academically eligible and on track for graduation.

Student Support Services offers academic advisement, counseling, tutoring, cultural enrichment and other support services to students who meet the criteria for this federally-funded project.

Quality Assurance implements strategies to improve customer service and to enhance the image of the University.

Black Males Project proposes a special initiative to increase the number of Black male youth who are interested in and prepared to pursue postsecondary educational opportunities.

The Student Success and Retention Program serves as the point of entry for all new students, beginning with summer orientations.

New students learn about college adjustment through summer orientation sessions, New Student Orientation, and enrollment in “University 101.” University 101 is a required during the first semester at the University. In this course, new students are introduced to strategies of success such as time management, study skills enhancement, personal relationship building, and peer support.

PROGRAM SERVICES

The Student Success and Retention Program services include but are not limited to the following:

- Academic Advisement
- Career Assessment
- Computer-Assisted Learning
- Counseling
- Cultural Enrichment Experiences
- Customer Satisfaction Surveys
- Early Academic Warning Alert System
- Focus Groups
- Leadership Development Seminars
- Learning Labs (Reading/Writing)
- Mentoring
- New Student Orientation
- Secret Shopping
- Study Skills Assessment
- Student Volunteerism
- Test-Taking Strategies
- Time Management
- Tutoring
- University 101 (Freshman Seminar)

ACADEMIC ADVISING

New freshmen and new transfer students who have declared majors are initially assigned to one of the three undergraduate degree-granting colleges for faculty academic advising. Faculty, because of their knowledge, skill, and expertise in the fields of study that students select, serve as mentors to new students in order to guide them through the collegiate experience.

Undecided/exploring students are advised through the Student Success and Retention Program until they declare their majors through an established protocol that includes interest inventories, career exploration and occupational outlook, and consultation with academic counselors in the Student Success and Retention Program, the Counseling and Self-Development and Career Development Centers.

The New Student Orientation and Academic Support Services components work with academic chairs and academic faculty in the degree-granting colleges to ensure that as much as possible students have participated in meaningful processes to facilitate their decisions about academic majors.

FRESHMAN-YEAR CURRICULUM

The Freshman-Year Curriculum provides orientation and appropriate academic courses for all new students. It includes course enrollment

in University 101 (a required course for all new students with less than 30 semester hours) and the General Education Curriculum (e.g. English, mathematics, biological or other natural sciences, speech, health education or military science, and University 101). The Freshman-Year Curriculum ensures an opportunity for new students' smooth academic transition into the collegiate environment.

UNIVERSITY 101

University 101 is a one-semester general education course designed to assist students with transition from their high school experiences to the collegiate environment. The course seeks to aid students with the development of empowerment skills and to aid students to become knowledgeable about the University's history, traditions, policies, and procedures. University 101 is required for all new and for transfer students with less than 30 semester credit hours.

Upon completion of University 101, students should be able to demonstrate their oral and written competence of the University, personal assessment, fundamental study skills, and personal social development.

Additional requirements for University 101 include Cultural Enrichment in the Humanities.

CULTURAL ENRICHMENT IN THE HUMANITIES

Cultural Enrichment in the Humanities is a university-wide effort designed to expose students to cultural activities, venues, events, and programs to enhance the undergraduate educational experience. All students enrolled in University 101 are required to participate in three Cultural Enrichment experiences as graded activities in the course.

Mandatory activities include Fall Convocation, the Founders' Day Program, and the Smith-Hammond-Middleton Service of Rededication in the spring semester. In addition to the mandatory activities, the instructor selects one additional activity for students to attend, and the student selects one additional activity to attend with the approval of the instructor.

OTHER EXPECTATIONS

Each student is expected to wear dressy attire at all Cultural Enrichment activities. Each instructor will require an assignment to provide structured time for students to reflect, talk, and write about their experiences.

All assignments and/or documentations to verify attendance will be integrated into the course in the form of papers, journal entries, discussions, test questions, or some instructor specified requirement.

Additional announcements for university-wide cultural enrichment activities are available through the University's website: www.scsu.edu.

Fall Convocation

Fall Convocation is a university-wide program designed to welcome and introduce new students to South Carolina State University. All students enrolled in University 101 during the fall semester are required to attend Fall Convocation.

FOUNDERS' DAY

The Founders' Day Program is a university-wide program designed to celebrate the 1896 founding of South Carolina State University as a land-grant institution. The Founders' Day Program is usually held on Sunday. All students enrolled in University 101 during the spring semester are required to attend the Founders' Day Program.

SMITH-HAMMOND-MIDDLETON SERVICE OF REDEDICATION

The Smith-Hammond-Middleton Service of Rededication commemorates the lives of the three young men, Henry R. Smith, Samuel Hammond, Jr., and Delano B. Middleton, who were fatally shot on February 8, 1968 in the pursuit of human dignity. Annually, the University and the nation commemorate February 8, 1968.

STUDENT ORIENTATION LEADERS

Student Orientation Leaders is a select group of upperclassmen who assist new students with their transition to the University during summer orientation, New Student Orientation Week activities, and with first-year adjustments to the collegiate environment.

ELIGIBILITY CRITERIA

In order to be eligible for membership in the Student Orientation Leaders Program, students must be full-time undergraduates who have been enrolled in the University for at least two semesters. The prospective member must meet the following criteria and submit a completed application by the established deadline.

1. Have a 3.00 cumulative grade point average.
2. Submit a recommendation from a faculty member who can demonstrate a sense of personal knowledge of the candidate's ability to serve as a role model.
3. Submit a recommendation from an active Student Orientation Leader.
4. Write and submit an essay on a designated topic specified by the advisors.
5. Participate in an interview with a panel of current Student Orientation Leaders and/or advisors.
6. Maintain the tenets of The Stateite Creed.

Once selected to serve, SOLS are required to maintain a 3.00 cumulative grade point average in order to continue service, participate in leadership development training, and engage in other University related activities as determined by the Student Orientation Leadership Program.

EARLY ACADEMIC WARNING ALERT SYSTEM

The Early Academic Warning Alert System (EAWAS) is designed to identify students with academic and other needs and provide intervention strategies that address those needs. Students are identified through academic faculty referrals, overall academic performance, the Academic Review Board, the Counseling and Self-Development Center, and through Student Success and Retention Program tracking and monitoring of all students.

STUDENT SUPPORT SERVICES

The Student Support Services Program is designed to retain and ultimately graduate underprepared students at South Carolina State

University by providing them with services relative to pursuing postsecondary education. The Program offers these students an opportunity to complete their chosen fields of study through participation in tutoring, counseling and other support services.

Program participants must meet one or more of the following federally-established criteria: (1) low income, (2) first-generation college student, (3) physical or academic challenging condition, and (4) evidence of academic need.

OBJECTIVES

1. To help each student develop a positive attitude toward his own ability to perform successfully in the academic setting.
2. To help each student become an independent learner.
3. To facilitate student understanding of subject matter presented in classes.
4. To provide instruction and practice designed to address specific academic deficiencies.
5. To help each student develop his academic potential to the greatest extent possible.
6. To assist each student in making realistic self-evaluations relative to careers and career opportunities.

A variety of strategies are employed to achieve the objectives of the program. Among them are the following:

1. small group and individualized tutoring, counseling, and instructional sessions;
2. academic, personal and group counseling; and,
3. exposure to a variety of careers, career opportunities and individuals in unique positions.

A variety of strategies are employed to achieve the objectives of the program. Among them are the following:

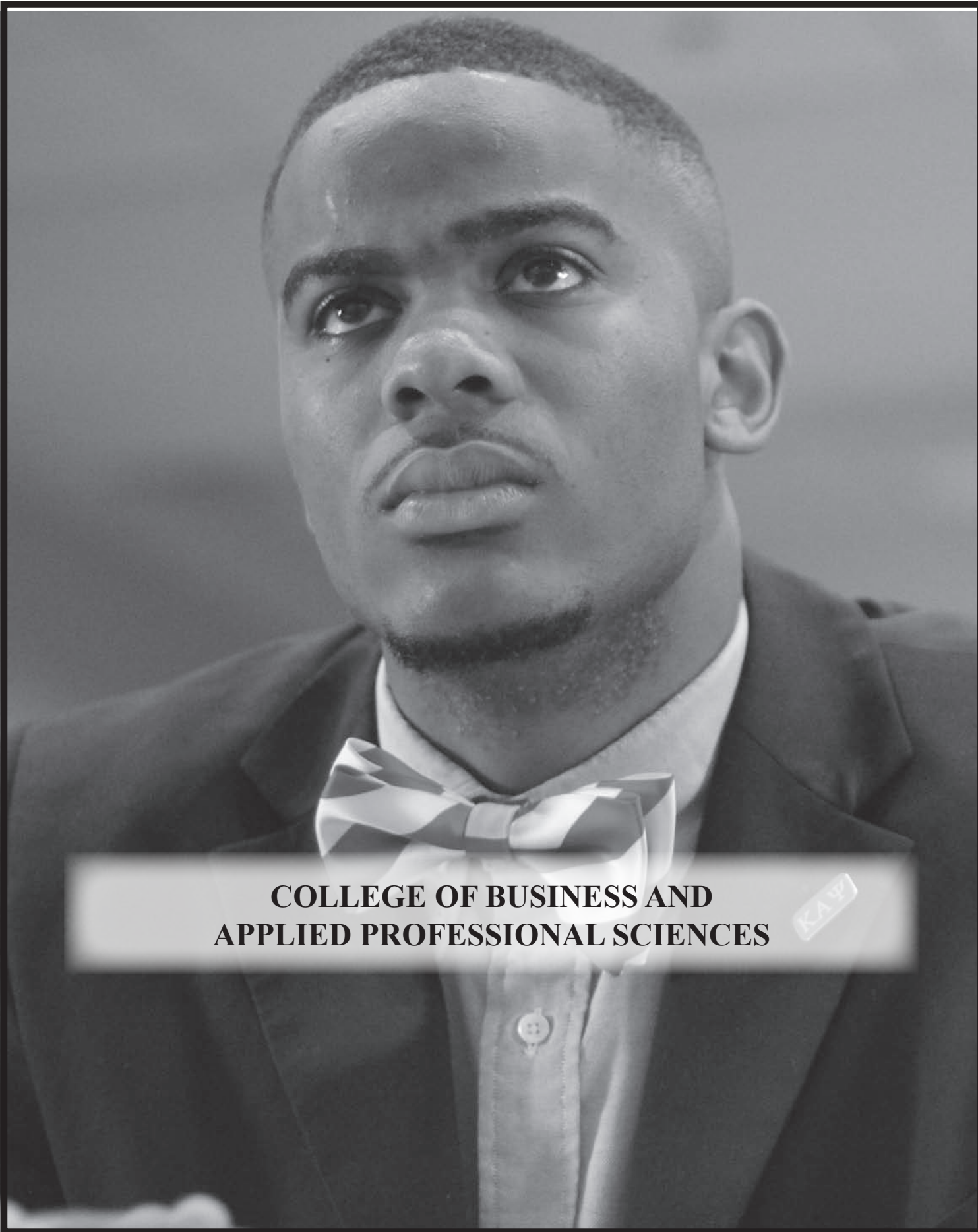
1. small group and individualized tutoring, counseling, and instructional sessions;
2. academic, personal and group counseling; and,
3. exposure to a variety of careers, career opportunities and individuals in unique positions.

ACADEMIC SUCCESS ACADEMY

Under a newly approved restructuring, the Academic Success Academy (ASA) is being developed to complement SSRP in ensuring a comprehensive network of services to support student success, particularly the success of freshmen and sophomores.

ASA components include the GEC, a set of courses that in general all freshmen and sophomores are required to take, as well as the Center for Teaching and Learning, a unit being operationalized to assist faculty in employing effective strategies and techniques in the classroom to improve student achievement. Also, an Early College is being developed to work with local school districts in offering college courses to high school students as a part of their preparation for college.

Both SSRP and ASA are units of the new Office of Academic Success and Retention Programs.



**COLLEGE OF BUSINESS AND
APPLIED PROFESSIONAL SCIENCES**

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COLLEGE OF BUSINESS & APPLIED PROFESSIONAL SCIENCES

The mission of the College of Business and Applied Professional Sciences is to produce graduates who are competent in their chosen areas of study and are prepared to function effectively as professionals in the disciplines of business administration, accounting, agribusiness, economics, family and consumer sciences, health sciences, (nursing, health & physical education, speech pathology & audiology) and military science. The College provides quality management education and leadership development to produce competitive graduates for a global and diverse environment. The overall success in accomplishing this mission will be measured by the enhancement of the College's reputation among its peers and diverse stakeholders. To achieve fully the mission of the land-grant institution, the College will devote its expertise and resources to providing academic and practical experiences, conducting research, and providing outreach to its constituent groups.

GOALS

- To recruit and retain quality students.
- To maintain a productive and quality faculty.
- To become more customer-focused.
- To maintain an environment in which faculty and students can exercise their creativity and satisfy their intellectual curiosity through their involvement in scholarly activities.
- To provide information and experiences that will enable students to develop high standards of professional performance.
- To expand professional development and focus on leadership development of students and faculty.
- To prepare students for successful participation in research and graduate education.
- To promote an active involvement in community and public service.
- To maintain programs and curricula that integrate technological, global, ethical, leadership, and entrepreneurial skills.

GENERAL PROGRAM REQUIREMENTS

Students entering the College of Business and Applied Professional Sciences are expected to adhere to the South Carolina State University requirements and policies as outlined in the General Information section of this catalog. In addition, students must comply with individual program requirements regarding admission, retention, and progression.

DEPARTMENTS AND DEGREES

The College of Business and Applied Professional Sciences offers two degrees—Bachelor of Arts and Bachelor of Science—for programs in the following Departments:

Department of Accounting, Economics, and Agribusiness

B. S. Degrees in Accounting, Agribusiness, Economics

Department of Business Administration

B. S. Degrees in Management, Marketing

Department of Family and Consumer Sciences

B. S. Degree in Family and Consumer Sciences Business (Concentrations: Business, Child Development, or Fashion Merchandising); Family and

Consumer Sciences Education; Nutrition and Food Management (Concentrations: Nutrition or Food Management).

Department of Health Sciences

B.S. Degree in Nursing (Options: LPN-BSN; RN-BSN)

B.S. Degree in Physical Education

B.S. Degree in Physical Education (Non-teaching Options: Health Education Services; Physical Activity Management, Sport Communication)

B.A. Degree in Speech Pathology and Audiology (Options: Certification by South Carolina Department of Education (SCDOE); Non SCDOE Certification)

Department of Military Science

BUSINESS PROGRAMS

VISION STATEMENT

The vision of the Business Program at South Carolina State University is to be recognized as the Best Value in the Southeast through our quality programs and service to our students and other diverse stakeholders.

MISSION STATEMENT

The mission of the Business Program at South Carolina State University is to provide quality management education and leadership development to produce competitive graduates for a global and diverse environment.

CORE VALUES

The mission of the Business Program will be accomplished through quality teaching, research, instructional development and service activities. Our overall success in accomplishing our mission will be measured by the enhancement of our reputation among our students, peers and other stakeholders. To that end, we affirm our values of leadership, customer satisfaction, teamwork, community outreach, integrity and performance.

- We value learning and strive to promote the professional and leadership development of all students to include technological, global, ethical and entrepreneurial skills.
- We are supportive of and responsive to the needs of all students.
- We value collaboration and partnerships with our diverse stakeholders to work toward positive outcomes that impact our program and the business community
- We strive for continuous improvement in our performance and assessment of our result while ensuring that our integrity and quality is never compromised.

GUIDING PRINCIPLES

We continue to focus on critical success factors that the Business Program has identified for continuous improvement. Thus, the values of the Business Program are based on developing and maintaining quality students, quality management programs, quality faculty and community service. We are guided by the following principles:

- Providing a nurturing environment to develop quality students
- Providing quality management education programs
- Demonstrating a quality faculty through teaching, scholarship and service
- Maintaining a strong relationship with the business community through outreach service.

GOALS AND OBJECTIVES

Our goals and objectives are centered on critical thinking, leadership, ethics, and global perspective. The goals and objectives are stated below.

Goal 1. Critical Thinking: Business majors will develop and demonstrate the ability to engage in critical thought processes whereby they are able to skillfully analyze, assess, and resolve complex business problems.

Learning Objectives

1. Students will be able to comprehend the structure and elements of a business problem.
2. Students will be able to apply relevant theories and concepts to resolve business problems.
3. Students will be able to apply problem solving techniques to generate alternative solutions for a given problem.
4. Students will be able to critically evaluate alternatives to arrive at the optimal solution.

Goal 2. Leadership: Business majors will develop and demonstrate leadership skills in their personal and professional lives.

Learning Objectives

1. Students will develop and demonstrate the ability to work with others in a team setting.
2. Students will develop and demonstrate time and resource management skills.
3. Students will be able to effectively communicate ideas and information orally and in writing.
4. Students will engage in activities that foster self-confidence and a sense of personal self-worth.

Goal 3. Ethics: Business majors will demonstrate the knowledge of ethical conduct in business and the value of good citizenship.

Learning Objectives

1. Students will understand and demonstrate appropriate ethical standards and behavior.
2. Students will demonstrate that they understand the importance of community involvement.

Goal 4. Global Perspective: Business majors will be cognizant of the global community in which we live and work.

Learning Objectives

1. Students should be able to understand and appreciate other cultures and international diversity.
2. Students should be able to integrate the impact of global environmental forces in business decisions in their major areas.

GENERAL PROGRAM REQUIREMENTS

Students entering the Business Programs are expected to adhere to the program requirements and the policies specified in the curriculum in the year of admission.

PROFESSIONAL DEVELOPMENT/BEHAVIOR

Students are expected to dress in a professional manner for all Professional Development Classes: SB 201, 301 and 401; Please refer to appropriate dress code as stated in the Business Handbook. Students are expected to behave in a professional manner at all times - in the classroom, at programs/activities and any other professional development activities as designed by the Business Programs.

ADMISSION POLICY

In addition to the general requirements established by South Carolina State University, the requirements for admission to the Business Programs are stipulated according to two categories.

- Students entering the Business Program from Student Success and Retention Programs.
- Students satisfactorily completing the requirements within the Freshman Programs must have attained a cumulative grade point average of 2.00, including passing English 150, 151, and Math 154, 155 with a grade of "C" or better, in order to be admitted unconditionally.
- Students completing the freshman year without completely fulfilling their requirements within the Student Success and Retention Programs may be admitted on a conditional basis until they have completed the established requirements with a cumulative grade-point average of 2.00. Students unable to meet this criterion within one year will have their records evaluated by the Department Chair to determine if conditional admission should be continued. When freshmen declare a business major, their file/record is forwarded to the potential Department Chair. The Chair reviews the folder to determine if admission is to be granted.

TRANSFER STUDENTS

- 1. Students transferring to the Business Programs from other colleges/departments within the University or from other regionally accredited institutions must have completed 30 semester hours and a 2.0 GPA established by Student Success and Retention Programs.
- 2. Students transferring to the Business Programs from Technical Colleges will be admitted in accordance with the transfer agreement articulated between the Schools. This transfer agreement assures that students who complete specified courses of study may transfer those courses, with full credit, to South Carolina State University.
- 3. Students transferring to the Business Programs from Public Two-Year and Public Four-Year Institutions in South Carolina will be admitted in accordance with the mandates of Act 137 of 1995.

RETENTION POLICY

Earn an overall GPA of 2.00 or better upon completing first 75 credit hours, which must include passing the following courses with a C or better: English 150, 151, Math 154, 155; Accounting 207, 208; Economics 250, 260; Business Administration 201, 213.

Dismissal from the Business Programs may occur at any time thereafter the student has failed to maintain an overall GPA of 2.00 or better and

has failed to improve his/her grade to a “C” or better in all business courses. Furthermore, a student majoring in accounting must earn at least a “C” grade in Accounting 307, “Intermediate Accounting I,” within two attempts. That is, no student may continue his or her major in accounting having earned less than a “C” grade after two attempts at completing Accounting 307.

GRADE POLICY

All courses taken in the Business Programs being used to meet curriculum requirements must be passed with a grade of “C” or better. In addition, to be eligible for graduation, the student must obtain a cumulative grade point average of 2.00 or better in all courses taken at the University.

SUBSTITUTION

Course substitutions will generally not be permitted. Students should follow the official curriculum for the major. Written permission on the appropriate form must be obtained before any course substitution will be allowed.

TRANSFER CREDIT

Courses taken at other institutions by students currently enrolled in the Business Programs will be accepted for transfer only under the following conditions: (a) the student has not been previously enrolled in an equivalent course at the University; (b) the student received written prior approval for taking the course from the Department Chair, Dean of the College of Business and Applied Professional Sciences, and the Registrar; and (c) the course is passed with a grade adequate for transfer purposes.

The Business Program generally accepts a number of credits from technical and junior colleges, especially for lower level courses. To obtain credit for upper level courses, students may be required to pass either the appropriate CLEP test or departmentally prepared and administered examination.

DEPARTMENT OF ACCOUNTING, AGRIBUSINESS & ECONOMICS

INTRODUCTION

The Department of Accounting, Agribusiness, and Economics offers three Bachelor of Science Degree programs in the following areas: Accounting, Agribusiness, and Business Economics. Stated below are descriptions of the program overview, goals and objectives, program requirements for major and minor, and the curriculum for each degree program

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN ACCOUNTING

PROGRAM OVERVIEW

The Accounting Program offers an undergraduate degree leading to a Bachelor of Science degree in Accounting. The mission of the Accounting Program is to provide technical, leadership,

communication, experiential, service, and other skills and experiences required for a quality learning experience. The program offers excellence in teaching directed toward supporting the preparation of students for careers in public and private accounting, not-for-profit organizations, the government sector, other professional endeavors, or graduate education. This mission is consistent with that of the College of Business and Applied Professional Sciences and the University.

The program has discipline specific and business specific goals and objectives.

PROGRAM GOALS AND OBJECTIVES.

Accounting majors will demonstrate an understanding of financial costs, managerial and tax accounting concepts, including the ability to prepare financial statements. Cost reports and individual income tax returns.

Learning Objectives

1. Students will understand and communicate generally accepted accounting principles (GAAP) and the conceptual framework of accounting.
2. Students will be proficient in collecting, processing, and communicating financial data.
3. Students will understand and communicate the federal tax code applicable to individuals.
4. Students will be able to differentiate between different cost systems and apply cost concepts.

CORE BUSINESS GOALS AND OBJECTIVES

Goal 1. Critical Thinking. Accounting majors will develop and demonstrate the ability to engage in critical thought processes whereby they are able to skillfully analyze, assess, and resolve complex business problems.

Learning Objectives

5. Students will be able to comprehend the structure and elements of a business problem.
6. Students will be able to apply relevant theories and concepts to resolve business problems.
7. Students will be able to apply problem solving techniques to generate alternative solutions for a given problem.
8. Students will be able to critically evaluate alternatives to arrive at the optimal solution.

Goal 2. Leadership. Accounting majors will develop and demonstrate leadership skills in their personal and professional lives.

Learning Objectives

5. Students will develop and demonstrate the ability to work with others in a team setting.
6. Students will develop and demonstrate time and resource management skills.
7. Students will be able to effectively communicate ideas and information orally and in writing.
8. Students will engage in activities that foster self-confidence and a sense of personal self-worth.

Goal 3. Ethics. Accounting majors will demonstrate the knowledge of ethical conduct in business and the value of good citizenship.

Learning Objectives

3. Students will understand and demonstrate appropriate ethical standards and behavior.
4. Students will demonstrate that they understand the importance of community involvement.

Goal 4. Global Perspective. Accounting majors will be cognizant of the global community in which we live and work.

Learning Objectives

1. Students should be able to understand and appreciate other cultures and international diversity.
2. Students should be able to integrate the impact of global environmental forces in business decisions in their major areas.

The objectives will be accomplished through: (1) instruction to students, the promotion of research to contribute to the body of knowledge in accounting; and, (3) the opportunity for faculty and students to provide service to the University, the community and the profession.

PROGRAM REQUIREMENTS

Students majoring in accounting should complete 124 credit hours. For students who wish to sit for the CPA Exam, an additional 26 hours must be completed at the undergraduate or graduate level. Students may choose to accumulate the 26 semester credit hours by enrolling in the MBA Program the 124 hours curriculum is designed to provide students with general education, business core, and accounting knowledge necessary for entering the accounting profession. In addition, the Accounting Program emphasizes the development of competencies in analytical, interpersonal, computer and communication skills. Students are expected to solve problems, make oral presentations, complete written assignments, and work on group projects in courses throughout the curriculum. Students are also challenged with ethical and global issues in accounting.

As part of the business core, students must complete one internship or experiential learning experience. It is also advised that six (6) hours of foreign language be taken as part of the general education requirements.

Students who desire minors in other areas will be expected to fulfill the requirements for such minors in addition to the requirements of the Accounting Program. All students must comply with the Business Program grade, retention and transfer policies. All seniors are assessed prior to graduation.

Students requesting credit by examination must obtain approval from the Department Chair and the Registrar's Office.

MINOR IN ACCOUNTING

Students desiring to minor in Accounting are required to complete 18 hours of Accounting as follows: 307, 308, 312, 311, 313, and one accounting elective.

THE ACCOUNTING CURRICULUM

The Accounting Program is designed to provide candidates with the technical, leadership, communication, experiential, service, and other skills and experiences required for a quality learning experience. The program offers excellence in teaching directed toward supporting the preparation of students for careers in public and private accounting,

not-for-profit organizations, the government sector, other professional endeavors, or graduate education.

The curriculum leading to the degree of Bachelor of Science in Accounting is printed below. Students can find a copy of this curriculum at the Office of the Department Chairperson.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ACCOUNTING (124 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150 Biological Sci.	3	BA 101-Intro. to Bus	3
BSC 151 Biological Sci. Lab	1	E 151 English Comp. II	3
UNIV 101 Intro. Univ.	2	M 155 Intro. to Math Modlg	3
E 150 English Comp. I	3	PSC 150 Physical Sci.	3
M 154 Bus. Calculus	3	PSC 151 Physical Sci Lab	1
PE 150/MS 101/HED 151	2	ACCT 207 Fin. Acct Lab	4
ARTS 250 or MU 250	3		
Total	17	Total	17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 307 Interm. Acct. I	3	ACCT 208 Mangrial. Acct	3
ACCT 210 Writg & Comp App Acct	2	BA 201 Legal Env. in Business	3
BA 201 Legal Envir Bus	3	HHU 250 African Amer. Exp	3
BA 213 Quant. Analysis I	3	BA 214 Quant Analysis II	3
ECON 250 Macroecon	3	ECON 260 Microeconomics	3
PSY or SOC 250	3	E 250 or 251 World Lit	3
		SB 201 Professional Dev. I	1
Total	15	Total	18

JUNIOR

First Semester	Credits	Second Semester	Credits
ACCT 308 Interm. Acct. II	3	ACCT 312 Eth. & Legal Env.	3
ACCT 313 Tax Procedure I	3	ACCT 311 Cost Acct	3
H 250 or H 251 World Civ	3	MGT 320 Intro to Fin. Mg	3
MGT 310 Manag. Info. Sys	3	MKT 300 Prin. of Mktg	3
BA 311 Business Comm	3	SB 301 Prof. Dev't II	1
English Language Prof. Test	0	SB 400 Internship/Exp	1
		MGT 301 Prin. of Mgt.	3
Total	15	Total	17

SENIOR

First Semester	Credits	Second Semester	Credits
ACCT 418 Acct. Info Sys	3	ACCT 415-Auditing	3
ACCT (Acct Elect)	3	ACCT (Appr.Acct. Elect)	3
SB 401 Prof. Dev't III	1	MGT 430 Business Policy	3
General Education Elective	3	General Education Elective	3
General Education Elective	3	Senior Exit Survey	0
		Senior Exit Exam	0
Total	13	Total	12

(Revised 08/15/11)

1. A Grade of “C” or better must be earned in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students must register for and pass the English Language Proficiency Test.
3. Students who do not pass the English Language Proficiency Test must enroll in ENGL 152 and pass.
4. Students are advised to take a foreign language for free electives. Both foreign language general education electives must be in the same language.
5. Accounting Electives must be taken from a list of approved courses by the Department.
6. Approved accounting Electives are: ACCT 315, 316, 407, 419, 499 and BA 304.
7. Development courses cannot be used to satisfy any curriculum requirement, including electives.

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN BUSINESS ECONOMICS

PROGRAM OVERVIEW

The Agribusiness Program involves the application of economic and business concepts to the field of agribusiness. It is the increased specialization and commercialization of the U.S. and the global agribusinesses that has created an ever-increasing demand for well-trained agribusiness graduates. The Agribusiness major provides students with rigorous training in economic theory, applied economics and quantitative techniques. This prepares students for challenging career opportunities in private as well as in public sectors of our economy.

PROGRAM GOALS AND LEARNING OBJECTIVES

Agribusiness majors will demonstrate an understanding of concepts related to the food and fiber industry, structure and performance of agricultural and input supply markets and market price analysis, and the economic impact of government policies and programs on the food and fiber industry.

Learning objectives

1. Students will develop an understanding of the nature, structure and role of the food and fiber industry, and know the forces that cause changes.
2. Students will be able to use concepts of accounting, economics, finance, information systems, management and marketing to solve problems in the food and fiber industry.
3. Students will learn how to perform a market and price analysis.
4. Students will learn the sources of risk in agribusiness and analyze ways to manage risk.
5. Students will understand the forces that influence US agricultural and food policies.

CORE BUSINESS GOALS AND OBJECTIVES

Goal 1. Critical Thinking. Agribusiness majors will develop and demonstrate the ability to engage in critical thought processes whereby they are able to skillfully analyze, assess, and resolve complex business problems.

Learning Objectives

1. Students will be able to comprehend the structure and elements of a business problem.
2. Students will be able to apply relevant theories and concepts to resolve business problems.
3. Students will be able to apply problem solving techniques to

generate alternative solutions for a given problem.

4. Students will be able to critically evaluate alternatives to arrive at the optimal solution.

Goal 2. Leadership. Agribusiness majors will develop and demonstrate leadership skills in their personal and professional lives.

Learning Objectives

1. Students will develop and demonstrate the ability to work with others in a team setting.
2. Students will develop and demonstrate time and resource management skills.
3. Students will be able to effectively communicate ideas and information orally and in writing.
4. Students will engage in activities that foster self-confidence and a sense of personal self worth.

Goal 3. Ethics. Agribusiness majors will demonstrate the knowledge of ethical conduct in business and the value of good citizenship.

Learning Objectives

1. Students will understand and demonstrate appropriate ethical standards and behavior.
2. Students will demonstrate that they understand the importance of community involvement.

Goal 4. Global Perspective. Agribusiness majors will be cognizant of the global community in which we live and work.

Learning Objectives

1. Students should be able to understand and appreciate other cultures and international diversity.
2. Students should be able to integrate the impact of global environmental forces in business decisions in their major areas.

PROGRAM REQUIREMENTS

All students are expected to earn a grade of at least “C” in all courses attempted in the Business Program; and all prerequisites must be completed with a grade of “C” or better before enrolling in courses. When students are changing from a major in Accounting to a major in Agribusiness or Business Economics, a grade lower than a “C” is acceptable for ACCT 307. All students who have completed Economics 250—260 will not receive credit for Economics 255 as a substitute. Furthermore, as part of the business core, all Agribusiness and Business Economics majors must complete at least one internship before graduation.

Agribusiness Minor In addition to Economics 250-260 or Economics 255, students will complete 15 credits hours of Agribusiness courses.

THE AGRIBUSINESS CURRICULUM

This curriculum focuses on the unique characteristics of the food and fiber sector of the U.S. economy. Students receive in-depth training in the business and economic techniques extensively used by a vast array of agribusiness firms and agencies which provide supplies and services to agriculture, and which process and market agribusiness products. Considering the broad spectrum of agribusiness activities, graduates are able to choose from a wide variety of career opportunities in private business or public agencies.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
AGRIBUSINESS
(122 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV101 Intro to Univ	2	E151Eng Comp II	3
E 150 Eng Comp I	3	PSC 150 Phy Sci	3
BSC 150 Bio. Sci	3	PSC 151 Phy. Sci. Lab	1
BSC 151 Bio. Sci. Lab	1	M 155 Intro Math Modeling	3
M 154 Business Calculus	3	BA 101 Intro to Business	3
PE 150/HED 151/MS 101	2	ARTS 250/MU 250/D 254	3
PSY 250 or SOC 250	3		
Total	17	Total	16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
E 250 or 251World Lit.	3	H 250 or H 251World Civ.	3
ACCT 207 Fin. Acct.	3	ACCT 208 Managerial. Acct.	3
ECON 250 Princ. of Macro	3	ECON 260 Prin. of Micro.	3
BA 213 Quant. Analysis I	3	BA 214 Quant. Analysis II	3
SB 201 Prof. Dev. I	1	HHU 250 African Amer. Exp	3
BA 201 Legal Environment	3		
Total	16	Total	15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ECON 302 Macroecon. Anal	3	ECON 301 Microecon. Anal.	3
AGBU 310 Agrb. Mkt & Pr.	3	AGBU 315 Commod Mktg	3
BA 311 Bus. Comm.	3	MGT 301 Prin. of Mgt.	3
MGT 310 Mgt. Info. Sys.	3	MKT 300 Prin. of Mkt.	3
General Education Elective	3	General Education Elective	3
SB 301 Prof. Dev. II	1	SB400 Intern/Exper Learn	1
English Proficiency Test	0		
Total	16	Total	16

SENIOR

First Semester		Second Semester	
	Credits		Credits
MGT 320 Intr. to Fin. Mgt	3	MGT 430 Business Policy	3
AGBU 350 Agribus. Finance	3	AGBU 4455 Agbu Strategy	3
SB 401 Prof Dev't III	1	AGBU 440 Agricultural Pol.	3
Approved AGBU Elective	3	Approved AGBU Elective	3
General Education Elective	3	Senior Exit Survey	0
		Senior Exit Exam	0
Total	13	Total	12

Revised 8/115/12

Notes:

1. A Grade of "C" or better must be earned in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students who do not pass the English Language Proficiency Test are required to enrolled in and pass ENGL 152.
3. Agribusiness electives must be selected from courses approved by the department. Examples: AGBU 460, ECON 305, 307, 309, 316, 375, 363, 401, 407, 415, 410, MKT 425, BA 312, MGT 316, 416, 417.

4. Students are advised to take two classes (6 credit hours) of a foreign language as free electives.
5. General Education free electives may constitute courses such as Speech (S 150), Public Speaking (S 250), Math (M 150/151/152/153) or computer technology (CS 150/151).

**THE BACHELOR OF SCIENCE DEGREE
PROGRAM IN AGRIBUSINESS**

PROGRAM OVERVIEW

The Bachelor of Science degree program in Business Economics provides students with rigorous training in economic theory, applied economics, and quantitative techniques that are useful for challenging career opportunities in the private and public sectors of the economy.

**PROGRAM /DISCIPLINE-BASED GOALS AND
LEARNING OBJECTIVES**

Goal: Business Economics majors will demonstrate an understanding of economic theory and competence in economic analysis to enable them to formulate and analyze economic policies that impact the business, social, and legal environment.

Learning Objectives

1. Students will apply economic principles to economic issues of supply and demand, inflation, and unemployment.
2. Students will formulate economic policies related to issues such as growth, inflation, and unemployment

**CORE BUSINESS GOALS AND LEARNING
OBJECTIVES**

Goal 1. Critical Thinking. Business Economics majors will develop and demonstrate the ability to engage in critical thought processes whereby they are able to skillfully analyze, assess, and resolve complex business problems.

Learning Objectives

1. Students will be able to comprehend the structure and elements of a business problem.
2. Students will be able to apply relevant theories and concepts to resolve business problems.
3. Students will be able to apply problem solving techniques to generate alternative solutions for a given problem.
4. Students will be able to critically evaluate alternatives to arrive at the optimal solution.

Goal 2. Leadership. Business Economics majors will develop and demonstrate leadership skills in their personal and professional lives.

Learning Objectives

1. Students will develop and demonstrate the ability to work with others in a team setting.
2. Students will develop and demonstrate time and resource management skills.
3. Students will be able to effectively communicate ideas and information orally and in writing.
4. Students will engage in activities that foster self-confidence and a sense of personal self worth.

Goal 3. Ethics. Business Economics majors will demonstrate the knowledge of ethical conduct in business and the value of good citizenship.

Learning Objectives

1. Students will understand and demonstrate appropriate ethical standards and behavior.
2. Students will demonstrate that they understand the importance of community involvement.

Goal 4. Global Perspective. Business Economics majors will be cognizant of the global community in which we live and work.

Learning Objectives

1. Students should be able to understand and appreciate other cultures and international diversity.
2. Students should be able to integrate the impact of global environmental forces in business decisions in their major areas.

PROGRAM REQUIREMENTS

All students must complete a minimum of 122 credit hours. A minimum grade of “C” in all courses attempted in the Business area of study; and all prerequisites must be completed with a grade of “C” or better before enrolling in courses. When students are changing from a major in Accounting to a major in Business Economics, a grade lower than a “C” is acceptable for ACCT 307. Students will be permitted to qualify for graduation provided their GPA is 2.00 or better at graduation. All students who have completed Economics 250/260 will not receive credit for Economics 255 as a substitute for the two courses. Furthermore, as part of the business core, all Business Economics majors must complete at least one internship before graduation.

Business Economics Minor. In addition to Economics 250-260 or Economics 255, students will complete 15 credit hours in Economics for a minor in business economics.

THE BUSINESS ECONOMICS CURRICULUM

The curriculum in Business Economics attempts to broaden the students background and understanding of the economy within which the American and global businesses operate. It provides an understanding of basic economic and business relationships, which should prove most valuable to those students entering the business world. A student who successfully completes this program is equipped with advanced tools for the study of economic change, and particularly the application of quantitative analysis to economic issues.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ECONOMICS (122 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 Intro to Univ	2	E 151 Eng. Comp II	3
E 150 Eng Comp I	3	PSC 150 Phy Sci	3
BSC 150 Bio Sci	3	PSC 151 Phy. Sci. Lab	1
BSC 151 Bio. Sci. Lab	1	M 155 Intro Math Model	3
M 154 Business Calculus	3	BA 101 Intro Business	3

PE 150/HED 151/MS 101	2	A250/MU250/D250	3
PSY 250 or SOC 250	3	Art/Music/Drama	
Total	17	Total	16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
E 250 or E 251 World Lit.	3	H 250 or H 251 World Lit. II	3
ACCT 207 Fin. Acct.	4	ACCT 208 Mang. Acct.	3
BA 201 Legal Env. of Bus.	3	ECON 260 Prin of Microeco	3
ECON 250 Prin of Macroeco	3	HHU 250 African Amer. Exp	3
SB 201 Prof. Dev. I	1	BA 214 Quant. Analysis II	3
BA 213 Quant. Analysis	3		
Total	17	Total	15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ECON 302 Macrocon Anal	3	ECON 301 Microcon Anal	3
ECON 309 Money & Bank	3	BA 311 Bus Comm	3
SB 301 Prof. Dev't II	1	MGT 301 Prin. of Mgt	3
ECON 305 Bus. & Econ. For	3	MKT 300 Prin. of Mktg.	3
General Education Elective	3	SB 400 Intern/Exper. Learn	1
MGT 310 Mgt. Info. Sys.	3	ECON Elective	3
English Proficiency Test	0		
Total	16	Total	16

SENIOR

First Semester		Second Semester	
	Credits		Credits
Credits			
MGT 320 Intro to Fin. Mgt.	3	MGT 430 Business Policy	3
SB 401 Prof. Dev't. III	1	ECON 407 Intl Econ	3
ECON 415 Managerial Econ	3	ECON Elective	3
Approved Econ Elective	3	General Education Elective	3
General Education Elective	3	Senior Exit Survey	0
		Senior Exit Exam	0
Total	13	Total	12

Notes:

1. A Grade of “C” or better must be earned in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students who do not pass the English Language Proficiency Test are required to enroll in and pass Practical English (ENGL 152).
3. Business Economics electives must be selected from the following approved courses such as:
ECON 307, 316, 351, 363, 401, 402, 410, 411, 450, or other upper level business courses approved by the chair.
4. Students are advised to take two classes (6 credit hours) of a foreign language as free electives.
5. General Education free electives may constitute courses such as Speech (S 150), Public Speaking (S 250), Math (M 150/151/152/153) or computer technology (CS 150/151).

DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration offers degree programs in two major areas Management and Marketing. Each degree program emphasizes the total development of the student by providing an in-depth education in the major field.

MANAGEMENT OBJECTIVES

Program Goal 1:

All graduates of the Management Program will be able to apply quantitative and qualitative tools to resolve management problems.

Learning Outcomes:

- 1.1. Program graduates will be able to identify relevant Management theories and concepts.
- 1.2. Program graduates will be able to systematically evaluate strategic alternatives.
- 1.3. Program graduates will be able to apply quantitative and qualitative tools to analyze alternatives.
- 1.4. Program graduates will be able to arrive at a specific conclusion/decisions based on the given information.

Program Goal 2:

All graduates of the Management Program will demonstrate teamwork skills.

Learning Outcomes:

- 2.1 Program Graduates will be able to demonstrate their understanding of principles and concepts of teamwork.
- 2.2 Program graduates will practice teamwork behavior and skills.

Program Goal 3:

All graduates of the Management Program will be knowledgeable of international and ethical issues in business.

Learning Outcomes:

- 3.1. Program graduates will demonstrate an understanding of the impact of global environment on markets.
- 3.2. Program graduates will be able to identify ethical dilemmas in a business situation.
- 3.3. Program graduates will be able to efficiently resolve ethical dilemmas.

Program Goal 4:

All graduates of the Management Program will be able to utilize technology to resolve management problems.

Learning Outcomes:

- 4.1. Program graduates will display familiarity with basic hardware and software.
- 4.2. Program graduates will be able to apply technology to solve business problems.

MARKETING OBJECTIVES**Program Goal 1:**

All graduates of the Marketing Program will be able to apply quantitative and qualitative tools to resolve marketing problems.

Learning Outcomes

- 1.1. Program graduates will be able to identify relevant Marketing theories and concepts.
- 1.2. Program graduates will be able to systematically evaluate strategic alternatives.
- 1.3. Program graduates will be able to apply quantitative and qualitative tools to analyze alternatives.
- 1.4. Program graduates will be able to arrive at a specific conclusion/decisions based on the given information.

Program Goal 2:

All graduates of the Marketing Program will demonstrate teamwork skills.

Learning Outcomes

- 2.1. Program Graduates will be able to demonstrate their understanding of principles and concepts of teamwork.

- 2.2. Program graduates will practice teamwork behavior and skills.

Program Goal 3:

All graduates of the Marketing Program will be knowledgeable of international and ethical issues in business.

Learning Outcomes

- 3.1 Program graduates will demonstrate an understanding of the impact of global environment on markets.
- 3.2 Program graduates will be able to identify ethical dilemmas in a business situation.
- 3.3 Program graduates will be able to efficiently resolve ethical dilemmas.

Program Goal 4:

All graduates of the Marketing Program will be able to utilize technology to resolve marketing problems.

Learning Outcomes

- 4.1 Program graduates will display familiarity with basic hardware and software.
- 4.2 Program graduates will be able to apply technology to solve business problems.

MAJOR AND MINOR PROGRAMS

Management. The major in management provides the student with a well-rounded understanding of the operation and management of a business enterprise. Students acquire a basic understanding of the principles involved in managing a business and its employees, the way in which it markets its products, and the economy within which the firm operates. Students may structure their approved electives to allow them to pursue the following career options: Financial Management, Human Resource Management, International Business, and Management Information Systems.

Marketing. The marketing curriculum emphasizes the functional economic activities that mark our distributive economy. It provides a basic understanding of policies, principles, procedures, and institutions involved in the movement of industrial and consumer goods. The student with a specific interest in sales, merchandising, advertising, market research or similar interests may prepare a foundation for professional competence. In addition, the marketing curriculum serves as a complement to other professional, social, or economic studies in the Department of Business Administration.

Minor in Business Administration. Non-business administration students desiring to minor in business will complete 18 semester hours in the following courses: ACCT 207, ACCT 208, ECON 250, ECON 260, MGT 301, and MKT 300.

Minor in International Business. Business major and non-majors may minor in International Business by completing the minor curriculum. The courses making up the International Business minor curriculum are as follows:

Required Courses:

BA 301 International Business (3 credits)

Additional International Business Courses (Select at least 4 of the following):

ACCT 419 International Accounting (3 credits)

ECON 316 Economic Development (3 credits)

ECON 407 International Economic Relations (3 credits)

MGT 419	International Strategic Management (3 credits)
MGT 427	International Financial Management (3 credits)
MKT 419	International Marketing (3 credits)
BA 450	Business Internship (International Internship Required) (3 credits)
BA 499	Special Topics in Business (3 credits, prior approval required)

One additional required course with significant international content from another academic discipline, including, but not limited to: GEO 305 (Socioeconomic Geography), H 307 (Foreign Relations of the US), PS 304 (Comparative Politics), PS 312 (American Foreign Policy), SOC 310 (Cultural Anthropology) and any foreign language course (3 credits).

Total = 18 credit hours

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MARKETING (122 CREDITS)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
Science Class I	3	Science Class II	3
Science Lab I	1	Science Lab I	1
E 150 English Comp I	3	E 151 English Comp II	3
M 154 Business Calculus	3	M 155 Intro to Math Mod	3
PE 150/MS 101/HED 151	2	BA 101 Intro to Business	3
PSY 250 or SOC 250	3	H 250 or 251	3
UNIV 101 Intro to Univ	2		
	17		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ACCT 207 Financial Acct	4	ACCT 208 Managerial Acct	3
BA 201 Legal Envir. of Bus	3	E 250 or 251 Literature	3
BA 213 Quant. Anal. I	3	BA 214 Quant. Anal. II	3
ECON 250 Macroeconomics	3	ECON 260 Microeconomics	3
MKT 300 Principles of Mkt	3	MGT 301 Principles of Mgt	3
		SB 201 Prof. Development	1
	16		16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
HHU 250 Afri- Amer Exp	3	A or MU 250 Art/Music	3
MKT 302 Marketing Mgt	3	MKT 303 Consumer Behav	3
MGT 310 Mgt Info Systems	3	MGT 320 Financial Mgt	3
BA 301 International Bus	3	SB 301 Prof. Dev. II	1
General Ed Elective	3	Approved Mkt Elective	3
		General Ed Elective	3
	15		16

SENIOR

First Semester		Second Semester	
	Credits		Credits
BA 311 Business Comm	3	MGT 430 Business Policy	3
BA 312 Prod. Op. Mgt	3	MKT 425 Mkt Problems	3
MKT 424 Mkt Research	3	SB 401 Prof. Developmt III	1
SB 400 Intern/Exp Learning	1	Approved Mkt Elective*	3
Approved Mkt Elective	3	General Ed Elective	3
	13		13

Notes:

1. A Grade of "C" or better must be earned in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students must register for and pass the English Language Proficiency Exam.
3. Students who do not pass the English Language Proficiency Exam are required to enroll in and pass E 152.
4. Approved electives are all Non-Required Marketing Courses (MKT) and Only one of the following may be taken:
Business Law (BA 304)
Business Internship (BA 450)
Special Topics in Business (BA 499)
5. Professional Development courses: SB 201, SB 301, and SB 401 must be taken in separate semesters (not offered in Summer)

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT (122 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
Science Class I	3	Science Class II	3
Science Lab I	1	Science Lab II	1
E 150 English Comp I	3	E 151 English Comp II	3
M 154 Business Calculus	3	M 155 Into to Math Mod	3
PE 150/MS 101/HED 151	2	BA 101 Intro to Business	3
PSY 250 or SOC 250	3	H 250 or 251 History	3
UNIV 101 Intro to Univ	2		
	17		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ACCT 207 Financial Acct	4	ACCT 208 Managerial Acct	3
BA 201 Legal Envir. of Bus	3	E 250 or 251 Literature	3
BA 213 Quant. Anal. I	3	BA 214 Quant. Anal. II	3
ECON 250 Macroecon	3	ECON 260 Microeconomics	3
MGT 301 Principles of Mgt	3	MKT 300 Principles of Mkt	3
		SB 201 Prof. Development	1
	16		16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
HHU 250 Afri-Amer Exp	3	A or MU 250 Art/Music	3
MGT 304 Human Res Mgt	3	MGT 308 Org Theo & Beha	3
MGT 310 Mgt Info Systems	3	MGT 320 Financial Mgt	3
BA 301 International Bus	3	SB 301 Prof. Development II	1
General Ed Elective	3	Approved Mgt. Elective	3
		General Ed Elective	3
	15		16

SENIOR

First Semester		Second Semester	
	Credits		Credits
BA 311 Business Comm.	3	MGT 412 Entrepreneurship	3
BA 312 Prod & Oper Mgt.	3	MGT 430 Business Policy	3
MGT 321 Personal Finance	3	SB 401 Prof. Develop III	1
SB 400 Internship/Exp. Lrng	1	Approved Mgt Elective	3
General Ed Elective	3	Approved Mgt Elective	3
	13		13

Notes:

1. A Grade of "C" or better must be earned in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students must register for and pass the English Language Proficiency Exam.
3. Students who do not pass the English Language Proficiency Exam are required to enroll in and pass E 152.
4. Approved electives are all Non-Required Management Courses (MGT) and
Only one of the following may be taken:
Business Law (BA 304)
Business Internship (BA 450)
Special Topics in Business (BA 499)
5. Professional Development courses: SB 201, SB 301, and SB 401 must be taken in separate semesters (not offered in Summer)

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences unit is accredited by the American Association of Family and Consumer Sciences. At the undergraduate level, students prepare for careers in family and consumer sciences and related professions concerned with individuals, family development and consumerism.

The principal charge of the department is to provide resident instruction, conduct research and provide community service. The family and consumer sciences profession has a systematic body of knowledge generated from its own resources as well as concepts from other fields which members must master in order to assist individuals and families as they work toward improving the quality of their lives.

OBJECTIVES

The Department of Family and Consumer Sciences assists the University to achieve its mission and goals by providing educational settings for optimal student achievement and personal growth. Specific objectives of the department are as follows:

- a. produce graduates with competitive marketable skills in family and consumer sciences and related professions;
- b. maintain accreditation of programs;
- c. continue to recruit highly qualified and diverse faculty;
- d. develop high standards of professional performance;
- e. promote continuing education through graduate study, special programs, community service, and leadership activity necessary to the field of Family and Consumer Sciences and to the greater society;
- f. revise and development academic programs to meet current societal needs; and
- g. enhance program offering via the use of technology.

PROGRAM OFFERINGS

The Department of Family and Consumer Sciences functions in concert with the inherent larger function of the University as a land-grant institution to prepare graduates who possess highly marketable skills and are competitive in their chosen areas of specialization.

Students majoring in Family and Consumer Sciences at the undergraduate level earn the Bachelor of Science degree in one of two professional areas: family and consumer sciences business, and, nutrition and food management.

At the graduate level, programs lead to the Master of Science degree in Individual and Family Development and Nutritional Sciences.

All Family and Consumer Sciences curricula include a core of required courses in family and consumer sciences which are designed to integrate concepts from the study of family/child, resource management, food/human nutrition, and the philosophical base of family and consumer sciences. In addition, courses are required in general education, basic family and consumer sciences and the area of specialization. A grade of C or better is required for all courses in the curriculum, except for those stated otherwise in the general education requirement. All professional and area specialization courses must be taken in sequence. Students must pass the departments' Senior Exit Examination which is comprised of concepts from the core courses – FCS 101, NFM 102, FCS 251, FCS 304, and FCS 498 with a minimum of 70%. The Senior Exit Examination is given in FCS 498 - Professional Perspectives in Family and Consumer Sciences as a part of the course requirement.

Before enrolling in the Department of Family and Consumer Sciences, students must complete their studies in the Freshman Program. Interdisciplinary programs are provided across all majors through collaboration with the College of Education, Humanities and Social Sciences, College of Science, Mathematics and Engineering Technology, and College of Business and Applied Professional Sciences. All students must complete the English Proficiency Examination by their first semester junior year.

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Examination by their first semester junior year.

NUTRITION AND FOOD MANAGEMENT — The mission of the program is to provide students with an opportunity for a quality education in the principles and practices of Dietetics or Food Management consistent with the state of South Carolina, the policies of the University and congruent with the standards of education enunciated by the credentialing organizations, including the Southern Association of Colleges and Schools and the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics.

The Nutrition option is an integral part of the Department of Family and Consumer Sciences at South Carolina State University. It is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics. Students who complete the Nutrition option and have met the University's minimum GPA requirement (2.0) will be issued five copies of a verification statement which will enable them to apply for a CADE accredited dietetic internship. However, having at least a 3.0 GPA will ensure a more favorable acceptance in the dietetic internship. Upon completing the dietetic internship successfully, students are eligible to write the registration examination for Registered Dietitians.

PROGRAM GOALS

1. Prepare nutrition students to compete for supervised practice programs, graduate, and/or professional schools in the specialize areas of Food Management and Foodservice Systems, Normal Nutrition, Nutrition Care Process and Modeling, Food Science, Community Nutrition and Education and Research.
2. Facilitate opportunities for students to acquire knowledge in nutrition, foods and related human sciences concepts that contributes to individuals, families, and communities' wise choices of safe, nutritious, and economical foods for maintaining optimal health and quality of life
3. Establish and maintain linkages/networks to enhance students' leadership skills, professional developments and international perspectives

STUDENT LEARNING OUTCOMES

1. Students will demonstrate competence in Food Management and Foodservice Systems, Normal Nutrition, Nutrition Care Process and Modeling, Food Science, Community Nutrition and Education and Research.
2. Students will be able to use the nutrition care process to make decisions, to identify nutrition-related problems, and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.
3. Program graduates will be able to develop a nutrition educational session or program/educational strategy for a target population. The Food Management option emphasizes management and business and is designed for career opportunities in the hospitality industry and other food service areas. Students who choose the Food Management option are not eligible for a dietetic internship.

PROGRAM GOALS

1. Prepare nutrition students to compete for supervised practice

programs, graduate, and/or professional schools in the specialize areas of Food Management and Foodservice Systems, Normal Nutrition, Food Science, Community Nutrition and Education and Research.

2. Facilitate opportunities for students to acquire knowledge in nutrition, foods and related human sciences concepts that contributes to individuals, families, and communities' wise choices of safe, nutritious, and economical foods for maintaining optimal health and quality of life
3. Establish and maintain linkages/networks to enhance students' leadership skills, professional developments and international perspectives.
1. Students will demonstrate competence in Food Management and Foodservice Systems by outlining and presenting a Food Safety in-service for nutrition and foodservice workers
2. Students will be able to analyze recipes using Hazard Analysis Critical Control Point Guidelines to determine possible sources for contamination and outline a total quality program for a foodservice establishment using HAACP guidelines and standards.
3. Program graduates will be able to develop a nutrition educational session or program/educational strategy for a target population

FAMILY AND CONSUMER SCIENCES BUSINESS— The program is designed to prepare students for consumer-and family-oriented non-teaching careers and/or graduate study. Students pursuing this major must complete a course of study which provides a broad background in general education and basic family and consumer sciences content, with specialization in related areas. Options within this program are Fashion Merchandising and Multidisciplinary.

PROGRAM GOALS

1. Prepare learner to incorporate content from Family & Consumer Sciences (FCS) and other disciplines into meaningful career options/opportunities
2. Provide an in depth knowledge of individual and family well-being
3. Augment learner's ability to utilize current technology resources during the instructional process

STUDENT LEARNING OUTCOMES

Upon completion of this program of study, students will be able to:

1. Articulate knowledge of interrelationship among skills necessary for career options in Family & Consumer Sciences
2. Describe normative similarities and differences among age levels and developmental stages of human growth
3. Explain the impact of occurrences in societal systems on the lives of individuals as they progress through the life cycle
4. Access the social and economic factors impacting the lives of individuals and families
5. Identify ways technology impact individuals and families through the lifestyle
6. Utilize appropriate technology to make professional presentations

CHILD DEVELOPMENT OPTION

The cornerstone of our knowledge base in child development is studied through a theoretical perspective as well as through application

in practice. The goal of the Child Development program is to equip students with knowledge and skills, which serve as a basis of in-depth comprehension of the needs of children 0-8 years. Furthermore, the programmatic goals of the curricula endeavor to prepare students to effectively demonstrate implementation of instruction for preschoolers as well as develop effective teaching strategies for parenting to individuals, community groups, public and private education, professional and business sectors. Students also have the opportunity to explore related career selection from prevailing workplace demands.

PROGRAM GOALS

1. Provide learning opportunities and experiences that support a child intellectual, social, physical and emotional development.
2. Refine students' ability to observe and evaluate the development of children.
3. Embrace relationships with professional colleagues, parents, and agencies in the larger community to support children's learning and well-being.

STUDENT LEARNING OUTCOMES

Upon completion of this program of study, students will be able to:

1. recognize heredity and environmental factors inherent in ways children develop language skills, and develop physically, cognitively, culturally, morally, socially and emotionally;
2. identify appropriate staffing patterns and budgetary needs for a quality pre-school program;
3. demonstrate entry level skill in planning age-appropriate learning opportunities that support a child's intellectual, social, physical and emotional development;
4. explain how children's play relative to the integration of cognitive, social, physical and emotional development;
5. demonstrate professional exchange of information with parents, community resource agencies and colleagues in regard to a child's best interests; and

FASHION MERCHANDISING OPTION

The Fashion Merchandising Program reflects the University's vision, incorporating the use of technology and program curricula that are in keeping with industry needs. The program is committed to preparing students for the business of fashion merchandising by providing up-to-date creative, technical and business skills through relevant events and classroom experiences, as well as research and internship opportunities with a focus on the globalization of the fashion merchandising industry. Emphasis is placed on historical, cultural, creative and economic aspects of the field, with an interdisciplinary nature designed to help the student develop theoretical and practical competencies to succeed in an ever-changing industry.

Students acquire professional skills to meet the evolving knowledge-based requirements for a successful career within the fashion merchandising industry.

The mission of the Fashion Merchandising Program is to prepare the graduate to enter middle- to upper-level management positions in fashion merchandising and related fields. The program enables students to acquire skills that increase marketability. It allows students to develop knowledge and abilities in the areas of management, marketing, promotions, fashion merchandising, and visual merchandising. In

addition, interpersonal and management skills are enhanced through team projects and events planning. General education courses and electives provide breadth to the student's general knowledge, critical thinking, and analytical skills.

PROGRAM GOALS

1. Ensure professional competence in Fashion Merchandising principles and concepts.
2. Provide students with exemplary communication, decision-making and analytical thinking skills, supported by a multidisciplinary curriculum.
3. Augment practical technological skills that enhance creative applications and solutions to addressing the ever-changing requirements of Fashion Merchandising.

STUDENT LEARNING OUTCOMES

Upon completion of this program of study, students will be able to:

1. Have a basic understanding of the fundamentals of the domestic and international fashion industry as it applies to textile and apparel products.
2. Have knowledge of apparel and textile products, end-use performance and an understanding of the textile materials from which they are made.
3. Have knowledge of consumer behavior of textile and apparel products through courses that concentrate on buying behavior, fashion cycle, theories of clothing behavior, consumer satisfaction and the significance of advertising and promotion in the apparel industry.
4. Have a foundation of discipline-related history: fashion industry, ready-to-wear industry and design
5. Have the skills required to carry out mathematical calculations essential to retail buying.
6. Have knowledge of the global economics of the textile and apparel industry.
7. Have an understanding of retail store operation and organization.

MULTIDISCIPLINARY OPTION

This major presents students with an opportunity to match career goals and course selection. The foundation that is provided by the Family and Consumer Sciences core, content, and business courses will advance competencies for a myriad of career choices. This professional area incorporates selected concepts from the fields of business, management, communities, equipment, and family and consumer economics. Most courses selected from other disciplines or those completed prior to the selection of this major are in the human sciences or applied sciences.

Personal characteristics needed include: business orientation, self-motivation, energy, organizational skills, and the ability to mobilize innovation and change.

PROGRAM GOALS

1. Provide students with a strong background in Family and Consumer Sciences concepts (content) with special emphasis on individual and family well being.

2. Provide opportunities and experiences for the acquisition of global/universal concepts, effective communication skills, decision-making and reasoning skills.
3. Enable students to utilize current technology resources, i.e., computers and specialized subject-matter equipment, during the instructional process.
4. Incorporate content from other disciplines into meaningful career options/opportunities.
5. Enhance the development of leadership and professional qualities, lifelong learning skills, as well as social and professional networks.
6. Promote an interdisciplinary approach to public policy, social, economical, and ethical issues.
7. acquire a global awareness of social, economic, technological, cultural and aesthetic factors influencing trends in design, merchandising, production, distribution, and consumption;
8. utilize consumer product preferences and market capabilities to understand management, consumer behavior, and entrepreneurship;
9. communicate knowledge of interrelationships among factors related to product development to specific target markets. These factors include: materials, design, technology, quality standards, product and engineering specifications, business practices, end-use and consumer expectations;
10. analyze the characteristics of product quality and serviceability as they interrelate to material performance, product standards and specifications, customer needs and preferences, cost, and price relative to defined goals, lifestyles and available resources;

STUDENT LEARNING OUTCOMES

Upon completion of this program of study, students will be able to:

1. evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist;
2. formulate and communicate internally and externally consistent professional beliefs based on the philosophies of family and consumer sciences in the content of this multicultural society;
3. explain the impact of occurrences in societal systems on the lives of adults as they progress through the life cycle;
4. use creative problem solving skills and a multidisciplinary approach to address societal issues that impact the quality of life of individuals and families;
5. incorporate content from related areas of study into the application of principles to solve real world problems of individuals and families;
6. identify ways home environment and information technology industries are meeting the needs of individuals and families in a variety of lifestyles;
11. demonstrate competencies appropriate for interviewing, dining, networking, corresponding, workplace relationships, organizational membership, etc.;
12. describe normative similarities and differences among age levels and developmental stages of human growth;
13. develop awareness of regional and local regulations applicable to specific career roles;
14. utilize appropriate technology to make professional presentations;
15. demonstrate entry level skills in planning, efficient utilization of time, and organization;
16. apply creative, analytical, technical, and communication skills necessary for entering careers in Family and Consumer Sciences.
17. demonstrate ethical behavior in personal presentations;
18. articulate the importance of research in expanding knowledge, and addressing problems impacting the quality of life of individuals and families.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
FAMILY & CONSUMER SCIENCES BUSINESS
(Multidisciplinary)
(120 Credits)**

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
FAMILY AND CONSUMER SCIENCES BUSINESS
(FASHION MERCHANDISING)
(123 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
E 150	3	E 151	3
BSC 150 or PSC 150	3	BSC 152 or PSC 152	3
BSC 151 or PSC 151	1	BSC 153 or PSC 153	1
M 151-154 (Select one)	3	M 155	3
UNIV 101	2	FCS 101*	2
S 150	3	CS 150	3
	15		15

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
E 150	3	E 151	3
PSC 150 OR BSC 150	3	PSC 152 OR BSC 152	3
PSC 151 OR BSC 151	1	PSC 153 OR BSC 153	1
M154	3	M 155	3
UNIV 101	2	FM 103	3
S 150	3	CS 150	3
	15		16

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
NFM 102 *	3	H 250 or H 251	3
SOC 250 or PSY 250	3	Option	3
ARTS 250 or MU 250	3	FCS 207	3
FCS 203	3	FCS 251*	3
PE 150/MS 101/ HED 151	2	CD 200 or NFM 210	3
	14		15

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
FCS 101*	2	H 250 OR 251	3
SOC 250	3	FCS 251*	3
MU 250	3	MKT 300	3
FM 205	3	ACCT 207	3
MS 101/HED 151/ PEO 150	2	FM 204	3
NFM 102*	3		
	16		15

JUNIOR

First Semester		Second Semester	
Credits		Credits	
E 250 OR 251	3	MGT 304	3
FCS 304*	3	FCS 306	3
Option	3	Option	3
MGT 301	3	FCS 308 OR FM 312	3
FCS 250	3	Elective	3
	15		15

JUNIOR

First Semester		Second Semester	
Credits		Credits	
MKT 304	3	FM 302	3
FM 364	3	FM 312	3
E 250 OR 251	3	FCS 304*	3
Drama 307	3	MGT 301	3
FCS 250	3	Elective	3
	15	English Proficiency Exam	
			15

SENIOR

First Semester		Second Semester	
Credits		Credits	
BA 311	3	FCS 412 OR MGT 412	3
FCS 310	3	Option	6
Option	6	FCS 498*	1
Elective	3	FCS 426	3
Elective	3		
	15		16

SENIOR

First Semester		Second Semester	
Credits		Credits	
FCS 426	3	MKT 303	3
FM 410	3	FCS 412	3
FM 420	3	FCS 498*	1
FM 450	3	MGT 304	3
FM 427	3	Elective	6
	15		16

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
FAMILY & CONSUMER SCIENCES BUSINESS
(CHILD DEVELOPMENT)
(124 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150	3	E 151	3
BSC 150 OR PSC 150	3	BSC 152 OR PSC 152	3
BSC 151 OR PSC 151	1	BSC 153 OR PSC 153	1
M 150-154 (Select one)	3	M 155	3
UNIV 101	2	FCS 101*	2
S 150	3	CS 150	3
	15		15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
CD 200	3	E 250 OR 251	3
H 250 OR 251	3	CD 201	3
PEO 150/MS 101/ HED 151	2	CD 210	3
NFM 102*	3	FCS 207	3
SPED 216	3	ARTS 250 OR MU 250	3
PSY 250	3		
	17		15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
FCS 250	3	ECE 313	3
FCS 251	3	CD 300	3
CD 250	3	FCS 306	3
CD 260	3	MGT 301	3
ECE 310 **	3	Elective	3
English Proficiency Exam			
	15		15

SENIOR

First Semester		Second Semester	
	Credits		Credits
FCS 304 *	3	CD 422	1
CD 417**	3	CD 425	3
CD 420	3	MGT 412	3
FCS 310	3	FCS 426	3
Elective	3	FCS 498*	1
MGT 304	3	Elective	3
	18		14

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

**Prior to enrollment, students must meet the clearance requirements for working with children.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
FAMILY AND CONSUMER SCIENCES EDUCATION
(125 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150	3	E 151	3
BSC 150 OR 152	3	NFM 102*	3
BSC 151 OR 153	1	S 150	3
M 150	3	C 150	3
UNIV 101	2	C 151	1
FCS 101*	2	M 155	3
ED 199	2	ED 150	1
	16		17

Application to School of Education

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
CS 150	3	EPSY 260	3
FCS 203	3	ART 250 OR MU 250	3
EPSY 250	3	NFM 210	3
SPED 216	3	FCS 251*	3
PEO 150/MS 101/ HED 151	2	FCS 250	3
CD 200	3	FM 204	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester		Second Semester	
	Credits		Credits
FM 364	3	FCS 350	1
E 250 OR 251	3	ED 306	3
FCS 306	3	ED 308	3
NFM 311	3	FCS 309	3
FCS 304*	3	H 250 OR 251	3
English Proficiency Exam		Elective	3
	15		16

Admission to Advanced Standing

SENIOR

First Semester		Second Semester	
	Credits		Credits
ED 450	1	ED 430	12
RED 317	3		
FCS 408	3		
FCS 498*	1		
FCS 310	3		
Elective	3		
	14		12

Application for Professional Clinical Experience

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
NUTRITION AND FOOD MANAGEMENT
(NUTRITION)
(130 Credits)**

**FRESHMAN
First Semester**

Credits		Credits	
E 150	3	E 151	3
C 150	3	C 152	3
C 151	1	C 153	1
M 151	3	S 150	3
FCS 101*	2	M 155	3
PEO 150/MS 101/ HED 151	2	NFM 102*	3
UNIV 101	2		
	16		16

**SOPHOMORE
First Semester**

Credits		Credits	
C 306	3	B 208	4
C 316	1	NFM 210	3
B 207	3	ART 250 or MU 250	3
B 217	1	H 250 or 251	3
CS 150	3	ECON 255	3
SOC 250	3		
E 250 or 251	3		
	17		16

**JUNIOR
First Semester**

Credits		Credits	
B 305	3	C 403	4
B 315	1	NFM 321	4
NFM 311	3	NFM 410	3
MGT 301	3	MGT 304	3
SOC 310	3	Elective	3
FCS 250	3		
English Proficiency Exam			
	16		17

**SENIOR
First Semester**

Credits		Credits	
NFM 324	4	NFM 335	3
FCS 251	3	NFM 416	3
NFM 412	2	NFM 424	1
FCS 304*	3	NFM 418	3
FCS 308	3	FCS 498*	1
Elective	3	Elective	3
	18		14

*Profession of Family and Consumer Sciences Core Courses
Required of all Majors.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
NUTRITION AND FOOD MANAGEMENT
(FOOD MANAGEMENT)
(120 Credits)**

**FRESHMAN
First Semester**

Credits		Credits	
E 150	3	E 151	3
CS 150	3	C 102	3
M 151	3	S 150	3
FCS 101*	2	M 155	3
PEO 150/MS 101/ HED 151	2	NFM 102*	3
UNIV 101	2		
	15		15

**SOPHOMORE
First Semester**

Credits		Credits	
C 150	3	FCS 207	3
C 151	1	ECON 255	3
ARTS 250 OR MU 250	3	H 250 OR 251	3
SOC 250 OR PSY 250	3	NFM 210	3
FCS 203	3	C 152	3
Elective	3	C 153	1
	16		16

**JUNIOR
First Semester**

Credits		Credits	
MKT 300	3	MKT 303	3
E 250 OR 251	3	MGT 304	3
FCS 251*	3	NFM 311	3
MGT 301	3	NFM 321	4
FCS 250	3	Elective	3
English Proficiency Exam			
	15		16

**SENIOR
First Semester**

Credits		Credits	
NFM 324	4	NFM 335	3
FCS 304*	3	NFM 424	1
FCS 310	3	FCS 412 or MGT 412	3
BA 311	3	FCS 426	3
		FCS 498*	1
		Elective	3
	13		14

DEPARTMENT OF HEALTH SCIENCES

HEALTH AND PHYSICAL EDUCATION

The purpose of the program in Health and Physical Education at SC State University is twofold. First, it provides a service program for all students of the University. This area consists of an instructional phase designed to promote health, knowledge, skill and an appreciation for leisure activities. This area includes current fitness and wellness concepts within the context of a diversified selection of physical activities (sports, games, rhythmic dance, aquatics and conditioning exercises).

Secondly, the program provides a professional element for the preparation of career workers in physical education, health education services, physical activity management and sport communication.

OBJECTIVES

General Objectives: The general objectives of the Health and Physical Education Program are:

1. To assure student's effectiveness in the workplace through solid preparation in content.
2. To perfect their professional qualities in cooperativeness, initiative, resourcefulness, and desire for continual self-improvement;
3. To prepare students in the personal qualities of mental alertness, emotional control, disposition, confidence, and courtesy, and
4. To provide appropriate instruction and modeling to prepare high-quality professionals who are good teachers, leaders, and citizens.

Specific Objectives:

1. In the area of instructional competencies, health and physical education majors are expected to:
 - a. Demonstrate understanding and working knowledge of discipline-specific content;
 - b. Utilize several methods of imparting the content, at the same time incorporating application of multiple motivational techniques;
 - c. Show ability to organize materials and activities to create good learning situations;
 - d. Master several techniques for obtaining the greatest learner participation;
 - e. Plan work to be flexible in case of unforeseen situations;
 - f. Utilize psychological and sociological principles involved in management and discipline within the instructional and activity setting;
 - g. Demonstrate command of fundamental English for writing and speech;
 - h. Show good judgment and skill in evaluation, taking into consideration individual differences;
 - i. Utilize a variety of technological resources and techniques in the application of their disciplines.
 - j. Utilize the principles of child growth and development as they relate to activity selection and teaching methods;
 - k. Demonstrate skill in a wide variety of sports, games
 - l. Apply appropriate kinesiology and physiology

- m. Utilize appropriate evaluation techniques for specific sports and other activity- and health-related activities;
 - n. Utilize appropriate evaluation techniques to measure cognitive achievement.
 - o. Demonstrate ability to write measurable behavioral objectives in the cognitive, affective and psychomotor domains.
 - p. Construct written or skills tests or questionnaires that meet all designated criteria, including validity, reliability, and appropriateness for age and skill levels.
 - q. Develop a complete lesson plan including materials,
2. In the area of professional qualities, health and physical education majors are expected to:
 - a. Work cooperatively and accept suggestions and criticisms;
 - b. Take initiative and show resourcefulness;
 - c. Be punctual and complete responsibilities;
 - d. Observe and uphold college policies and practices;
 - e. Desire self-improvement and work on such a program;
 - f. Demonstrate knowledge of area-related organizations, associations, agencies, etc., and
 - g. Exhibit a variety of interests and be socially aware.
 3. In the area of personal qualities health and physical education majors are expected to:
 - a. Show physical vitality, enthusiasm and mental alertness;
 - b. Exercise emotional control and poise;
 - c. Be well groomed, neat, and in good taste;
 - d. Display confidence, cheerfulness and a sense of humor;
 - e. Be friendly, understanding, courteous and tactful; and
 - f. Demonstrate interest in children and in teaching and coaching.

PROGRAM REQUIREMENTS

Physical education majors must complete all requirements for admission to the College of Education, Humanities and Social Sciences Undergraduate Teacher Education Program. Students enrolled in approved options must complete the requirements of the selected program option. All specialized (*major or minor*) courses must be passed with a grade of C or higher. Uniforms are required for all physical activity classes.

Although some students plan to work in field-related areas other than teaching, no teacher education requirements may be waived for any reason, except as students meet Health Education Services, Sport Communication and Physical Activity Management requirements. All majors and minors are expected to participate in the intramural sports program or other co-curricular activities.

Major and Minor Programs

All students in this program must choose Physical Education as a major. Physical Education majors who pursue the teaching degree are employed as teachers and coaches. They may also elect to become recreation directors/supervisors, counselors, pool administrators, etc.

Graduates of the Sport Communication Option will be prepared for entry level positions in the sport industry as journalists, statisticians, sports information directors, graphic designers, media personnel, and athletic administrators for intercollegiate and professional athletic organizations.

Graduates of the Physical Activity Management Option will be qualified to pursue careers in private, commercial, public, military, and federal government sectors. Career opportunities could include, but are not limited to, employment in YM/YWCAs; Boys and Girls Clubs; national and local park and recreation departments; planned communities; public and commercial sector organizations; professional athletics; fitness clubs; sports facilities, sport retail outlets; assisted living and resident homes activity programs; intramural programs, and other sport-related agencies.

Graduates of the Health Education Services Option are prepared for employment to promote health and healthy lifestyles in a variety of settings in the community. Career opportunities could include employment at public health facilities, non-profit agencies, hospitals/clinics and health and fitness facilities.

All majors may be eligible to enter advanced degree programs in their major in their option, or in related fields.

SPORT COMMUNICATION OPTION (SCO)

The Sport Communication Option (SCO) is an interdisciplinary program that prepares students to pursue careers within the areas of sport and broadcast media. The purpose of this option is to provide a program of study that offers an opportunity for students to apply the theoretical and practical dimensions of sport electronic, print, and broadcast media. Students who complete the program requirements will earn a B.S. degree in Physical Education with an option in Sport Communication. The degree recipient will NOT qualify for teacher certification in Physical Education.

The SCO curriculum is comprised of three elements: General Education courses (48 credit hours), Professional specialized courses (69 credit hours), and Electives (6 credit hours) for a total of 123 credit hours. The specialized courses in the SCO curriculum provide the student with an understanding of human movement and the sociological, physiological, and psychological aspects of sport. In addition, these courses provide competency in skills relating to print broadcast, and electronic media.

Program Requirements

Requirements for students seeking admission into the SCO include completion of the general education curriculum, a minimum cumulative grade point average of 2.5, an admissions interview, and two letters of recommendation. *Students will not be admitted into the SCO until they successfully complete the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.5 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours in supervised pre-professional experiences during their enrollment in specific courses and prior to enrolling in the practicum course. The 3-credit-hour practicum course must be taken during the final semester of enrollment. The practicum requires a minimum of 52 hours of professional experience. A minimum grade of “C” is required in each specialized course.

PHYSICAL ACTIVITY MANAGEMENT (PAM)

The Physical Activity Management (PAM) Option will prepare students to pursue careers in the area of leisure services. The area of leisure

services entails developing and implementing projects or programs, and providing other services as deemed appropriate to meet the needs of recreational, amateur, and professional sport organizations. Students who complete the program requirements will earn a B.S. degree in Physical Education with an option in Physical Activity Management. The degree recipient will NOT qualify for teacher certification in Physical Education.

The PAM curriculum is comprised of three elements: General Education (54 credit hours), Professional specialized courses (63 credit hours), and Electives (6 credit hours), for a total of 123 credit hours. The specialized courses in the PAM option will provide the students with competency in the planning, organizational, and managerial skills necessary to successfully manage and implement sport-related programs.

Program Requirements

Requirements for students seeking admission into the PAM option include completion of the general education curriculum, a minimum cumulative grade point average of 2.0, a successful admissions interview, and two letters of recommendation. *Students will not be admitted into the option until they have successfully completed the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.0 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours of supervised pre-professional experiences during their enrollment in specific courses and prior to enrolling in the practicum course. The 3-credit-hour practicum course must be taken during the final semester of enrollment. The practicum requires a minimum of 52 hours of professional experience. A minimum grade of “C” is required in each specialized course.

HEALTH EDUCATION SERVICES (HES)

The Health Services program prepares graduates for entry level positions in the health care industry, while allowing the student to explore a variety of jobs in the health care field. Graduates may work in areas such as community health promotion or education services within voluntary health agencies, or they may explore options for graduate school. The degree recipient will NOT qualify for teacher certification in Health or Physical Education.

The HES curriculum is comprised of three elements: General Education courses (48 credit hours), Professional specialized courses (69 credit hours), and Electives (6 credit hours) for a total of 123 credit hours. The specialized courses in the HES curriculum provide the student with competency in skills needed in health-related careers in community health, public health and health education.

Requirements for students seeking admission into the HES include completion of the general education curriculum, a minimum cumulative grade point average of 2.5, a successful admissions interview, and two letters of recommendation. *Students will not be admitted into the option until they have successfully completed the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.0 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours of supervised pre-professional experiences during enrollment in specific courses and prior to enrolling in the practicum course. The 2-credit-hour seminar course must be taken during the final semester of enrollment. The seminar requires a minimum of 52 hours of professional experience. A minimum grade of “C” is required in each specialized course.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN PHYSICAL
EDUCATION
(123 Credits)**

**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN PHYSICAL
EDUCATION
Option: Health Education Services
(123 CREDITS)**

FRESHMAN

First Semester

	Credits
UNIV 101 IntroUniv Comm	2
E 150 Eng Comp/Comm	3
BSC 150/152 Biological Sc	3
BSC 151/153 Biol Sc Lab	1
M 150-154 Quant Reasoning	3
S 150 Fund of Speech	3
HED 151 Pers/Comm Health	2
	17

Second Semester

	Credits
E 151 Eng Comp/Comm	3
CS 150 Comp Technology	3
M 155 Intro to Math Model	3
ED 206 Found of Education	3
PSC 150 Physical Science	3
PSC 151 Physical Sci Lab	1
	16

SOPHOMORE

First Semester

	Credits
ARTS/MU 250 or D 254	3
PE 200 PE for Pre- Mid Sch	3
EPSY 250 Hum Growth/Dev	3
HED 214 First Aid/Safety	3
H 250 or 251World Civil	3
PE 203 Teach Team Sports	1
PE 205 Rhy and Folk Dance	1
	17
Admission to Teacher Education	

Second Semester

	Credits
B 209 Anat & Physiology	3
B219 Anat. & Physio. Lab	1
E 250 or 251 World Lit	3
PE 202 Adm/Super of PE/At3	
PE 204 Teach Indiv Sports	1
PE 210 Hist & Prin of PE..	3
EPSY 260 Prin of Learning	3
	17

JUNIOR

First Semester

	Credits
PE 300 Exercise Sci. Lab	1
PE 301 Physiology of Exer.	3
RED 317 Teach Readin/Cont	3
PE 208 Teaching Swimming	1
PE 303 Eval & Measurement	3
PE 308 Psy Asp Motor Perf.	3
	14
Admission to Advanced Standing	

Second Semester

	Credits
ED 308 Sem I Gen Tch Meth	3
ED 350 Education Seminar	1
PE 322 Kinesiology 3	
PE 304 Rec & Outdoor Ed	3
ECON 250 or 255 Econ	3
Elective	3
	16

SENIOR

First Semester

	Credits
ED 425 Sem II: Special Meth	3
ED 450 Senior Educ Seminar	1
HED 250 Afri-Amer Health	3
PE 410 Coach & Office	1
PE 319 Adapted PE & Lesiure	3
Elective	3
	14

Second Semester

	Credits
ED 430 Prof Clinical Exp.	12

FRESHMAN

First Semester

	Credits
UNIV 101 IntroUniv Comm	2
E 150 English Comp	3
BSC 150/152 Biological Sc	3
BSC 151/153 Biol Sc Lab	1
M 150-154 Quant Reasoning	3
S 150 Fund of Speech	3
HED 151 Per/Comm Health	2
	17

Second Semester

	Credits
E 151 Eng Comp/Comm	3
ED 206 Found of Education	3
CS 150 Comp Technology	3
M 155 Intro to Math Model	3
PSC 150 Physical Science	3
PSC 151 Physical Sci Lab	1
	16

SOPHOMORE

First Semester

	Credits
ARTS/MU 250 or D 254	3
HED 160 Concepts in Hlth	3
EPSY 250 Hum Growth/Dev	3
HED 214 First Aid/Safety	3
H 250 or 251World Civil	3
PE 203 Teach Team Sports	1
PE 205 Rhy and Folk Dance	1
	17

Second Semester

	Credits
E 250 or 251 World History	3
EPSY 260 Prin of Learning	3
PE 210 Hist & Prin of PE	3
PE 202 Adm/Super of PE/At3	
PE 204 Teach Indiv Sports	1
B 209 Hum Anat. & Physio.	3
B 219 Hum Anat. Lab	1
	17

Admission to Health Educ Services

JUNIOR

First Semester

	Credits
HED 204 Hlth Ed Elem Sch.	3
PE 200 PE for Pre/Middle	3
PE 303 Eval & Measurement	3
RED 317 Teach Readin/Cont	3
PE 308 Psych. Aspects	3
	14

Second Semester

	Credits
HED 250 Afr. Amer. Hlth	3
PE 208 Teaching Swimming	1
PE 300 Exercise Sci. Lab	1
PE 301 Physio of Exercise	3
ECON 250 or 255 Econ	3
ED 350 Education Seminar	1
HED 213 Con Hlth Prob	2
	15

SENIOR

First Semester

	Credits
PE 322 Kinesiology 3	
ED 450 Senior Edu. Seminar	1
PE 410 Coach & Officiating	1
PE 319 Adapted Physical Ed	3
Elective	3
Elective	3
	14

Second Semester

	Credits
HED 302 Pub & Envir Hlth	3
HED 401 Mental Hygiene	3
HED 408 Health Ed Seminar	2
PE 304 Rec & Outdoor Ed	3
HED 304 Consumer Health	2
	13

Application for Graduation

**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN PHYSICAL
EDUCATION**

**Option: Physical Activity Management
(123 CREDITS)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 IntroUniv Comm	2	E 151 Eng Comp/Comm	3
E 150 Eng Comp/Comm	3	ED 206 Found of Educ	3
BSC 150/152 Biological Sc	3	CS 150 Comp Technology	3
BSC 151/153 Biol Sc Lab	1	M 155 Intro to Math Model	3
M 150-154 Quant Reasoning	3	PSC150 Physical Science	3
S 150 Fund of Speech	3	PSC Lab 151 Phys. Sc Lab	1
HED 151 Pers/Com Health	2		
	17		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS/MU 250 or D 254	3	E 250 or 251 World Lit	3
EPSY 250 Hum Growth/Dev	3	ECON 250 or 255 Econ	3
H 250 or 251World Civil	3	EPSY 260 Prin of Learning	3
HED 214 First Aid/Safety	3	PE 200 PE for Pre-Mid Sch	3
PE 203 Teach Team Sports	1	PE 204 Teach Indiv Sports	1
PE 205 Rhy and Folk Dance	1	PE 210 Hist. & Prin. of PE	3
PE 208 Teaching Swimming	1		
	15		16

Admission to Phys Act Mgmt

JUNIOR

First Semester		Second Semester	
	Credits		Credits
B 209 Anatomy & Phys	3	Elective	3
B 219 Anatomy & Physi Lab	1	ED 350 Ed Seminar	1
PE 202 Adm/Super of PE/At3	3	PE 310 Intro Phys Act/Mgt	3
PE 303 Eval. & Measur.	3	PE 300 Exercise Science Lab	1
PE 308 Psy Asp Mot Perf.	3	PE 301 Exercise Physio	3
PE 312 Res & Tech Asp	3	RED 317 Teach Read Cont.	3
	16		14

SENIOR

First Semester		Second Semester	
	Credits		Credits
ED 450 Senior Educ Seminar	1	PE 304 Rec & Outdoor Ed	3
HED 250 Afri Amer Health	3	PE 400 Sport Marketing	3
PE 319 Adapted Physical Ed	3	PE 413 Legal Issues in Sport	3
PE 322 Kinesiology 3	3	PE 415 Phys Act Mgt Prac	3
PE 410 Coach & Officiating	1		
PE 314 Professional Issues	3		
Elective	3		
	17		12

Application for Graduation

**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN PHYSICAL
EDUCATION**

**Option: Sport Communication
(123 CREDITS)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 IntroUniv Comm	2	E 151 Eng Comp/Comm	3
E 150 Eng Comp/Comm	3	ED 206 Found of Educ	2
BSC 150/151Biological Sc	3	CS 150 Comp Technology	3
BSC 151/153 Biol Sc Lab	1	M 155 Intro to Math Model	3
M 150-154 Quant Reasoning	3	PSC 150/152 Phys Science	3
S 150 Fund of Speech	3	PSC 151/153 Phys Sci Lab	1
HED 151 Pers/Comm Health	2	ED 150 Education Seminar	1
	17		17

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS/MU 250 or D 254	3	E 250 or 251 World Lit	3
EPSY 250 Hum Growth/Dev	3	EPSY 260 Prin of Learning	3
H 250 or 251World Civil	3	PE 210 hist. & Princ. of PE	3
HED 214 First Aid/Safety	3	PE 202 Admin & Super.	3
PE 203 Teach Team Sports	1	PE 204 Teach Indiv Sports	1
PE 205 Rhy and Folk Dance	1	B 209 Anat. & Physio.	3
PE 200 PE for Teach Pre	3	B 219 Anat. & Physio Lab	1
	17		17

Admission to Sport Communication

JUNIOR

First Semester		Second Semester	
	Credits		Credits
PE 300 Exercise Sci. Lab	1	PE 208 Teaching Swimming	1
PE 301 Physio of Exercise	3	BC 202 Broadcast Prod.	3
BC 201 Intro to Broadcast.	3	PE 322 Kinesiology 3	
PE 303 Eval. & Measurement	3	PE 304 Recr & Outdoor Ed	3
PE 308 Psy Asp Mot Perf.	3	ECON 250/255 Mac/Surv	3
	13	ED 350 Educ. Seminar	1
			14

SENIOR

First Semester		Second Semester	
	Credits		Credits
ED 450 Senior Educ Seminar	1	BC 401 Sports Broadcasting	3
RED 317 Teach Read/Cont	3	PE 400 Sport Marketing	3
PE 319 Adapted Physical Ed	3	PE 413 Legal Issues in Sport	3
HED 250 Afr. Amer. Hlth Iss	3	PE 420 Pract in Sport Comm	3
PE 410 Coach & Officiating	1		
Elective	3		
Elective	3		
	17		12

Application for Graduation

NURSING

The Department of Nursing at SCSU is nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the South Carolina State Board of Nursing. There are three curriculum plans/tracks for students interested in pursuing a career in nursing. The pre-licensure/generic curriculum plan is for students without a nursing background. The LPN – BSN plan is for individuals who have already completed an approved practical nurse program and are licensed to practice as a Licensed Practical Nurse (LPN). The RN – BSN plan is for RNs who have completed a Diploma or Associate Degree program for RNs and now wish to obtain the Bachelor of Science in Nursing degree. Students who graduate from the Program of Nursing will obtain a Bachelor of Science in Nursing degree. Pre-licensure/generic and LPN to RN graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The generic BSN program, including the LPN to BSN program, will undergo voluntary closure on December 31, 2014. The RN-BSN program will remain active.

MISSION

The mission of the Department of Nursing is to prepare and graduate baccalaureate nurses who are capable of exercising independent professional judgments in the delivery of safe, cost effective and compassionate care while promoting the care management and care integration in families, groups, and communities across settings. Graduates are expected to respond to changing and emerging societal needs and to advocate for quality healthcare diverse and vulnerable populations. Inherent in the professional role is a commitment to evidenced based practice, community service and continuous personal and professional development. The Department of Nursing faculty recruits students from diverse populations who are committed to eliminating health disparities and address the educational needs of the rural community as espoused by the university's 1890 land-grant commitment. The Department of Nursing at SCSU is nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and by the South Carolina State Board of Nursing.

VISION

The Department of Nursing is committed to a trajectory that includes becoming the leading student centered, evidence based academic unit on campus, advancing nursing education, practice, research and community service. We additionally envision in the near future being among the leading programs of nursing in HBCU's, attracting a top tier of faculty, teaching low income, but highly capable students and producing sufficient numbers of highly skilled, competent, economically and socially aware graduates to reverse the health disparities in South Carolina, the Nation and around the Globe.

GOALS

The Department of Nursing seeks to:

1. Prepare quality nurse generalists who have the capability to serve as providers and Coordinators of nursing care and who are members of the profession.
2. Recruit, retain and graduate members of minority, low income and diverse group of students who are committed to lifelong learning, including formal graduate education.
3. Implement and enhance collaborative relationships between the Program of Nursing and local, state and national agencies/ organizations for the benefit of student learning and improved

health outcomes for clients.

PROGRAM LEARNING OUTCOMES

At the completion of the SC State Department of Nursing, graduates will be able to:

1. Integrate liberal education core and bio-psycho-socio-cultural-spiritual theories and models to implement the nursing process in partnership with individual clients, families, groups and global populations,
2. Evidence client centered care with use of critical thinking capabilities, information systems, research and technology to identify and apply innovative decision making for effective professional performance,
3. Use communication processes to increase knowledge and behavioral change among clients and client systems about the nature of health problems, avenues for interventions and maintenance of self-care,
4. Collaborate with clients, family and other health care professionals to formulate goals, develop the plan of care based upon scientific knowledge, implement the plan of care to include critical thinking and psychomotor skills, and determine the effectiveness of the outcomes of the plan of care,
5. Utilize effective leadership behaviors and cultural competency skills to promote health, eliminate health disparities and improve client quality of life for diverse clients in a variety of settings,
6. Demonstrate professional values and behaviors such as caring, reliability, accountability, integrity, altruism, autonomy, human dignity and social justice in implementing the ANA Code of Ethics and Standards of Practice derived from the discipline of nursing,
7. Indicate increased capacity for critical thinking as determined on nursing care plans, problem oriented clinical simulations, success on benchmarked examinations, and on the NCLEX-RN,
8. Indicate the belief that an appreciable increase in personal and professional development as well as program satisfaction has occurred during the nursing education process.

PROGRAM REQUIREMENTS

1. Entering Freshmen

Freshmen who meet the requirements for S C State University may declare nursing as a major and enroll in required pre-nursing courses. Students who have successfully completed pre-nursing courses may apply to the Nursing Program for acceptance into the nursing major. The student's academic performance is evaluated and preference for admission into the nursing major is given to those with the strongest academic background. No new freshmen will be permitted to declare nursing as a major or enroll in required pre-nursing courses effective Fall Semester 2012. **The generic BSN program, including the LPN to BSN component, will undergo voluntary closure effective December 31, 2014. "The RN-BSN program will remain active."**

2. Acceptance Into the Nursing Major *

The minimal requirements for acceptance into the nursing major are:

- a. Cumulative GPA of 2.8 in all university work.
- b. Successful completion of all courses required by the department.
- c. A grade of “C” or better in all natural science and mathematics courses.
- * Students with the highest GPA and students who have not repeated science courses will be given priority.
- d. No new students will be accepted into the nursing major, Upper Division, as of Fall semester 2012.
- e. The generic BSN program is scheduled for voluntary closure on December 31, 2014.

3. Progression Within the Nursing Major

The minimal requirements for a student to progress within the nursing major are:

- a. Cumulative GPA of 2.8 in all university work.
- b. A grade of “B” or better in all nursing courses.
- c. Adherence to the repetition requirements.
- d. Successful completion of all nursing courses before enrolling in final semester coursework.

4. Repetition Policy

- a. A student who makes a C, D, or F may repeat one nursing course to improve the grade to a “B. Failure to obtain a B or better in repeated courses will result in dismissal from the nursing major. Students who make a C, D or F in an upper division nursing course may not progress to the next semester.
- b. A student may repeat one natural science course and one mathematics course once to improve the grade to a “C” or better. Failure to obtain a grade of C or better in a math or science course will result in inability to progress to the upper division major.
- c. Students who make a total of two failing grades (C, D or F) in upper division courses will be dismissed from the nursing major.

5. Grading for Nursing Courses:

*Nursing courses require a passing grade of at least “B” in theory and in the clinical. Failure in either component will require repetition of both since theory and clinical are important integrated entities.

6. Other Requirements

- a. All students must show and maintain current proof of liability insurance and CPR certification before progressing in clinical nursing courses.
- b. Before entering the clinical nursing courses, students must have a health record in the student health center, showing proof of current HBV immunization, physical examination, and PPD which are reviewed.
- c. Students must provide for their own transportation to classes and clinical agencies. The University does not reimburse for mileage to clinical agencies.
- d. Students may have to attend clinical rotations in the evening and/or weekend.
- e. At the completion of each course, students are required to take the appropriate ATT Achievement examinations. Any student not achieving at the appropriate percentile will be required to

complete enhancement work before progressing to the next semester nursing courses.

- f. A student withdrawing from the program for more than one semester must petition for readmission.
- g. A student convicted of a crime must inform the Director of the Program of Nursing. Conviction of a crime (other than a minor traffic violation) could make a person ineligible to take the licensing exam.

Readmission Policy

Students who are in good standing but have not returned after one or more semesters (summer excluded) must file an application for a readmission with the University. Additionally, an application for readmission to the nursing major must be completed and returned 90 days prior to the semester of readmission. Forms may be obtained from the Department of Nursing or the admissions office.

Readmission after Voluntary Withdrawal

- a. The Department of Nursing Admission’s Committee will act upon all requests for readmission. **Readmission to the Program is not automatic.**
- b. A student who withdraws voluntarily should submit a new application for admission to the Program of Nursing. The new application should include a typewritten letter stating the circumstance that resulted in the students withdrawing from the program and reason(s) that readmission to the program is justified.

Readmission after Non-Voluntary Withdrawal

- A student who is dismissed for academic failure (failed two nursing courses) may be evaluated for readmission under the following circumstances.
 - a. Be un-enrolled in the Program of Nursing for 12 months post dismissal.
 - b. Make a formal (re) application to the Program
 - c. At the time of reapplication, submit a statement that addresses the reason(s) for the failure, outlines what the student has done to ensure success in the Program and why the student should be readmitted. The statement must be written by the student.
 - d. Have a personal interview with the Student Affairs Committee. In addition, the Student Affairs Committee will review the student’s complete record, including all clinical evaluations and interview faculty from courses in which the student had difficulty before a decision for readmission is made.
- e. **Readmission to the Program is not guaranteed.**

Policy for Transfer Student Admission

Transfer students (including LPN to RN and RN to BSN students) from accredited universities/colleges must meet the following criteria to be considered for admissions into the Upper Division Nursing Program.

- a. A grade of C or better in all transferred general education, physical and biological sciences and math courses required to complete BSN degree curriculum requirements. B. Cumulative GPA of 2.8.
- b. Nursing courses taken at other institutions are to be completed with a grade of “B” or better (indicated on the transcript) to be considered for transfer.
- c. The Program of Nursing Director makes recommendations and collaborates with the registrar for acceptance/transferability of

nursing courses.

- d. Additionally, see the SC State University Undergraduate Catalog “Transfer to Credit” policy section.
- e. As of the Fall of 2012, no new students will be accepted for transfer into the generic nursing program, including LPN to BSN students. The generic BSN program is scheduled for voluntary closure on December 31, 2014. The RN to BSN program will remain active.

THE CURRICULUM OFFERINGS IN THE DEPARTMENT OF NURSING

Nursing offers a three track program leading to a Bachelor of Science degree in Nursing.

- a. Pre-Licensure
- b. LPN – BSN
- c. RN – BSN

The generic BSN program and the LPN to BSN component shall undergo voluntary closure on December 31, 2014. The RN to BSN component will remain active.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127-128 Credit Hours) PRE-LICENSURE

FRESHMAN (32 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
English (E 150)	3	English (E151)	3
PE 150 or MS 101/HED 151	2	Comp. Sci. (CS 150)	3
Chemistry I (C 150)	3	Chemistry II (C 152)	3
Chemistry Lab (C 151)	1	Chemistry Lab (C 153)	1
UNIV 101	2	Speech (S 150 or S 250 or ET 250)	3
Mathematics (M 151)	3	Prof. Dev. (NURS 101)	1
General Zoology (B 150)	3		
General Zoology Lab (B154)	1		
	18		14

SOPHOMORE (33 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
Compar. Vert. Anat. (B 201)	3	Intro to Vert. Physio (B 202)	3
Comp.Vert.Anat. Lab (B211)	1	Intro. to Vert. Physio Lab (B212)	1
Microbiology (B 305)	3	Human Nutr. (NFM 311)	3
Microbiology Lab (B315)	1	Humanities (E 250 or E 251)	3
Math Modeling (M 155)	3	Fundamentals II (NURS 220)	3
Fundamentals I(NURS 201)	3	Pharmacology (NURS 220)	2
Intro. to Prof. Nursing (NURS 210)	2	Health Assess.(NURS 240)	2
	16		17

JUNIOR (30 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
*Econ. or Govt. (select one)	3	Educ. Psy. (EPSY 250)	3
Humanities (ARTS 250)	3	Nurs. Resear. (NURS 360)	3
MU 250 or D 254)		*Childbearing Family (NURS 361)	5
Statistics (Psy. 307 or M 208)	3	*Adult Health II (NURS 371)	5
*Adult Health I (NURS 351)	5		
	14		16

**Rural Interdisciplinary Practicum (NURS 471 Script) - 6 Credits-Summer Session or NURS 431=5 credits Regular Session.

SENIOR (32 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
Humanities (250 or H 251)	3	Humanities 250 (AA Exper.)	3
Psychology (Psy. 250)	3	Elective	3
*Psyc. Nursing (NURS 401)	5	** Comm. Nurs.(NURS 431)	5
Prof. Issues (NURS 420)	1	* Leadership (NURS 451)	4
*Child Health (NURS 421)	5		
	17		15

* Select Econ 250 or 255, ET 255

** Students may take Nurs 471 (Script) for Community Nursing or NURS 431 (6 credits) with approval from Nursing Program Director.

* Clinical Courses for which a user fee of \$200/course is assessed to defray the cost of instruction, technology and NCLEX infusion.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127-128 Credits) LPN-BSN

FRESHMAN (32 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
English Comp I(E 150)	3	English Comp (E 151)	3
PE 150,/MS 101/ HED 151	2	Comp Sci . (CS 150)	3
Chemistry I(C 150)	3	Chemistry II (C 152)	3
Chemistry I Lab (C 151)	1	Chemistry Lab (C 153)	1
Univ. 101 (UNIV 101)	2	Speech (S 150 or S 250 or ET 250)	3
Math 151 (M 151)	3	Prof. Deve. (NURS 101)	1
Gen Zoology (B 150)	3		
Gen Zoology Lab (B154)	1		
	18		14

SOPHOMORE (33 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
Compar. Vert Anat. (B 201)	3	Intro.to Vert. Physio.(B 202)	3
Compar. Vert. Anat Lab(B211)	1	Intro to Vert Phys Lab(B212)	1
Microbiology (B 305)	3	Humanities (E250 or E251)	3
Microbiology (B 315)	1	Math (M 155)	3
^Human Nutr. (NFM 311)	3	^Fundamentals II(NURS211)	3
^Fund. of Nurs.I (NURS201)	3	Pharmacology(NURS 220)	2
^Intro. to Professional Nurs (NURS 210)	2	Health Assess. (NURS 240)	2
	16		17

JUNIOR (30 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
*Econo. or Govt (Select One)	3	Educational (EPSY 250)	3
Humanities (ARTS 250, MU250 or Drama 254)	3	Nurs. Research (NURS 360)	3
MU 250 or D 254)		Childbearing Family (NURS 361)	5
Statist. (PSY 307 or M 208)	3	Adult Health II (NURS 371)	5
*Adult Health I (NURS 351)	5		
	14		16

****Rural Interdisciplinary Practicum (NURS 471 Script) - 6 Credits-Summer Session or NURS 431-5 credits Regular Session.**

****Rural Interdisciplinary Practicum (NURS 471 Script - 6 Credits) Summer Session or NURS 431=5 credits Regular Session.**

SENIOR (32 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
Humanities (H 250 or H 251)	3	Humanities 250 (AA Exp.)	3
General Psy. (PSY 250)	3	Elective	3
Psych. Nurs. (NURS 401)	5	**Community Nursing (NURS 431)	5
Prof. Issues (NURS 420)	1	Leadership (NURS 451)	4
Infants, Child., Adolescents (NURS 421)	5		
	17		15

* Select Econ 250 or 255, ET 255

**Students may take NURS 471-Script for Community Nursing (6 cr.) or NURS 431 (5 cr.) with approval from Nursing Program Director.

^ Validation tests in the Program of Nursing.

SENIOR (23 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
*Psych. Nursing (NURS 401)	5	**Community Nursing (NURS 431)	5
*Infants, Children, Adoles. (NURS 421)	5	*Leadership (NURS 451)	4
Humanities 250 (AA Exp.)	3	Independent Study (NURS 481)	1
	13		10

*Select Econ 250, Econ 255, ET 255

**Students may take NURS 471-Script for Community Nursing (6 Credits) or NURS 431(5 Crs.) with approval from Nursing Program Director.

***Validation per current RN Licensure**

* Clinical Courses for which a user fee of \$200/course is assessed to defray the cost of instruction, technology and NCLEX infusion.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127—128 Credits) RN-BSN

FRESHMAN (34 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
English (E 150)	3	English (E 151)	3
Anatomy (B 201 or B 207)	4	Comp. Sci. (150/151)	3
Natural Science	4	Physiology (B 202 or B 208)	4
Microbiology (B 305)	3	Speech (S 150 or S 250, ET 250 or BA 311)	3
Microbiology Lab (B315)	1	Nutrition (NFM 311)	3
Gen. Psychology (Psy.250)	3		
	18		16

SOPHOMORE (32 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
Algebra (M 151)	3	PE 150 or MS 150 or HED 151	2
*Fund. I (NURS 201)	3	* Fund. II NURS 211)3	
*Intro. to Prof. Nursing (NURS 210)	2	* Pharmacology (NURS 220) 2	
*Human Growth & Deve. (EPSY 250)	3	Health Assess. (NURS 240)	2
Humanities (ART 250, MU 250 or D 254)	3	Humanities (E 250)	3
Humanities (H250 or H251)	3	Math (M 155)	3
	17		15

JUNIOR (38 Credit Hours)

First Semester		Second Semester	
	Credits		Credits
*Economics or Govt.	3	Pathophys. (NURS 330)	3
Statistics (PSY 307 or M208)	3	Nursing Resear. (NURS 360)	3
Prof. Trans. in Nursing (NURS 301)	5	*Childbearing Family (NURS 361)	5
*Adult Health I (NURS 351)	5	*Adult Health II (NURS 371)	5
Elective	3	Elective	3
	19		19

COURSE PLAN GUIDE FOR LPN-BSN APPLICANTS

In order to facilitate matriculation in the LPN-BSN curriculum, greater flexibility is offered in transfer and acceptance of general education requirements.

To graduate, the University requires a student to have 30 hours of credits in residence. The following outlines the required courses, those accepted by transfer, or CLEP, or testing out. Effective December 31, 2014, the LPN to BSN program will undergo voluntary closure. The RN-BSN program will remain active.

I. Non-Nursing courses which may transfer from previous College work*:

CREDITS	COURSE	COURSE TITLE
3	English 150	English Composition and Communication
3	English 151	English Composition and Communication
3	Math 151	College Algebra
3	Math 155	Math Modeling
4	Chemistry 150 & 151	Chemistry with lab
4	Chemistry 152 & 153	Chemistry with lab
3	Computer Sci 150/151	Intro to Computers with Applications
3	Speech 150 or S 250 or ET 250 or BA 311	Fundamentals of Speech Communications
4	Biology 201	Comparative Anatomy
4	Biology 202	Comparative Physiology
4	Biology 305	Intro to Microbiology
3	Educ. Psy 250	Human Growth and Development
3	NFM 311	Nutrition and Food Management
3	M 208 or PSY 307	Statistics
12	Humanities	(Foreign Language, Philosophy, Art

	History, Music, Literature, Drama, HU250, Economics, Government, or Religion)	
6	Electives	
2	PE 150 or MS 150 or HED 150	
2	Psychology 250	
2	University 101	
72	Total	

Remedial work not accepted.

II. Courses for which credit may be awarded through the College Level Examination Program (CLEP).

SC State CLEP		Credits
English 150	Freshmen English	3
English 151	Analysis and Interpretation of Literature (<i>essay section required</i>)	3
Educ Psy 250	Human Growth & Development	3
Psychology 250	General Psychology	3
Math 151	Mathematics (<i>General Exam</i>)	3
	Total	15

III. LPN students may validate the following courses with ACT/ PEP, if desired.

Courses	Course Title	Credits
NFM 311	Nutrition and Food Management	3
NURS 210	Nursing Science I (Theory) (Standardized Test and Skills Validation Required)	3
	Total	6

IV. The LPN student may receive credits for two of the following courses if there is successful completion of ACT/PREP test.

Course	Title	Credits
Nursing 101	Professional Nursing Dev.	1
Nursing 201	Fundamentals I	3
Nursing 210	Intro. to Prof. Nursing	2
Nursing 211	Fundamentals II	3
Nursing 220	Pharmacology	2
	Total	11

The purpose of the LPN-BSN at South Carolina State University is to provide an opportunity for licensed practical nurses to obtain their RN license and a bachelors degree in nursing. The program will introduce the LPN students to professional nursing while preparing the LPN-BSN students to successfully pass the NCLEX examination, to further enhance their professional development and work in a variety of health care settings. Inherent in this is the responsibility of being committed to health promotion, health teaching, nursing research, leadership and management, and continued professional development.

COURSE PLAN GUIDE FOR RN-BSN APPLICANTS

Each RN student will want to plan his/her own course of study to meet individual needs and goals. There may be times when one can opt

out of a course requirement but one chooses to undertake the course to strengthen learning and for self-development. **To graduate, the University requires a student to have at least 30 hours of credit in residence.**

The following outlines the required courses, those accepted by transfer and CLEP are offered as possibilities and as ways to expedite a more workable course of study for RN-BSN students.

I. Courses for which credit may be awarded through the College Level Examination Program (CLEP).

SC State CLEP		Credits
English 150	Freshman English	3
English 151	Analysis and Interpretation of Literature (<i>essay section required</i>)	3
Edu. Psy 250	Human. Growth and Development	3
Psychology 250	Gen. Psychology	3
Math 151	Mathematics	3
	Total	15

II. All RNs will receive credits for the following courses:

Course	Title	Credits
Nursing 210/211	Fundamentals of Nursing I & 2	6
Nursing 210	Intro. To Professional Nursing	2
Nursing 351	Adult Health Problems I	5
Nursing 361	Childbearing Family	5
Nursing 371	Adult Health Problems II	5
Nursing 401	Psychiatric Mental Health Nursing	5
Nursing 421	Infant, Child, Adolescent	5
	Total	33

III. Required Nursing Courses for RNs

Courses	Course Title	Credits
Nursing 240	Health Assessment	2
Nursing 301	Professional Transitions in Nursing	2
Nursing 360	Research in Nursing	3
Nursing 431*	Community Health	5
Nursing 450	Prof Leadership & Mgmt.	3
Nursing 481	Independent Study Cultural Diversity in Health Care	1
	Total	16

*Students may take NURS 471 (SCRIPT- 6 cr.) or NURS 431 LPN-BSN COMPLETION TRACK. The LPN-BSN completion track will be closed December 31, 2014.

IV. Required Courses

All students Pre-licensure, RN-BSN, and LPN-BSN are challenged academically, professionally, and personally. It is the Department vision to produce high functioning nurses capable of providing quality health care delivery in rural and urban areas based on sound scientific/critical thinking in all levels of nursing interventions. THE LPN to BSN program which is a pre-licensure program to become a Registered Nurse will be closed on December 31, 2014. The RN_BSN program will remain active.

SPEECH PATHOLOGY AND AUDIOLOGY

The mission of the Speech Pathology and audiology (SPA) Program at South Carolina State University is to educate students to function effectively as speech-language pathologists who serve the communicative needs of culturally and linguistically diverse populations in a variety of work settings. Students are provided opportunities to engage in critical clinical decision-making based on empirical evidence, thereby integrating scientific methods and clinical practice. The practical experiences are initiated in and supported by the South Carolina State University Speech-Language-Hearing Clinic, and they are continued in sundry off-site settings, including public schools, hospitals, private practices, and rehabilitation centers.

OBJECTIVES

The objectives of the Speech Pathology and Audiology Program (SPA) undergird those of the College of Business and Applied Professional Sciences. The objectives are as follows:

1. Foster the development of an environment in which faculty and students can exercise their creativity and satisfy their curiosity through an involvement in scholarly activities;
2. Provide the information and experiences that will enable students to demonstrate an understanding of the processes underlying normal communication as well as the nature of disordered communication;
3. Provide academic and practicum experiences designed to prepare students to deliver appropriate intervention, in a variety of work settings, for individuals with speech, hearing and language disorders;
4. Prepare students to institute preventive measures for those children who may otherwise develop communicative disorders.
5. Familiarize students with current information, issues and trends in communicative disorders and related disciplines;
6. Promote the intellectual growth and professional development of all students in the program;
7. Assess and evaluate the degree to which students demonstrate their acquisition of relevant professional competencies as they progress through the program; and
8. Offer diagnostic and habilitative services to those persons in the community who have speech, hearing, or language problems, with emphasis on underserved populations.

PROGRAM OFFERINGS

The Speech Pathology and Audiology Programs offer (SPA) offers training programs leading to the Bachelor of Arts and the Master of Arts degrees in Speech Pathology and Audiology. In addition to the training programs, SPA operates the Speech-Language-Hearing Clinic to serve students from the University and clients from a five-county area. The clinic provides speech, language, and hearing evaluations as well as appropriate intervention for persons with speech, language, and hearing disorders. Students at the University may obtain services at the clinic through referral from the speech portion of the English Proficiency Examination, individuals acting on behalf of the students, and in response to their personal requests. Clients from the surrounding communities are accepted through appointments. The LPN-BSN track will close on December 31, 2014.

PROGRAM REQUIREMENTS

Students majoring in speech pathology and audiology are required to

satisfactorily complete a minimum of thirty-seven semester hours of courses in that discipline. Each student majoring in speech pathology and audiology must pass examinations in speech proficiency and phonetic transcription as a requirement for graduation. Certification by the state Department of Education requires that students majoring or minoring in speech pathology and audiology take Psychology 204, Educational Psychology 250, 260, Education 206, Speech 250, and Speech Education 430 (SPA 402 for SPA students).

Students who minor in speech pathology and audiology must satisfactorily complete twenty-one semester hours in speech pathology and audiology, including SPA 209, 211, 214, 220, 330, and 340.

Progression within the SPA major. The minimum requirements for students to be retained in the major are:

1. Cumulative GPA of 2.5 in all university work.
2. A grade of “C” or better in all SPA courses.
3. Adherence to the repetition requirements.
4. Successful completion of all SPA courses before enrolling in the final semester of course work.

Repetition Policy. The following requirements will be enforced:

1. A student may repeat only one English/speech arts course, one natural science course, one mathematics course ONCE to improve the grade to “C” or better. The policy includes courses taken at South Carolina State University and/or other institutions.
2. A student may repeat only **one** SPA course to improve the grade to “B” or better. Failure to do so will result in dismissal from SPA. This policy includes courses taken at South Carolina State University and/or other institutions.
3. A student earning a “D” or “F” in any two SPA courses may not continue in SPA.
4. A student earning the grade of “D” or “F” in any SPA course may not progress to the next SPA course and must improve the grade to “B” or better the next time the course is taken.

Other Requirements

1. All students must show and maintain current proof of malpractice insurance before progressing in clinical practicum. They must also have received the hepatitis vaccine and attended the Blood-Borne Pathogen Workshop.
2. Students are only eligible to take the specialty area examination (National Examination in Speech Pathology and Audiology N.E.S.P.A.) during the last semester of required discipline specific courses.
3. SPA students are required to make passing scores on the PRAXIS I and the state-mandated score (530) on the PRAXIS II specialty area examination (NESPA) prior to graduation.
4. Students are required to take and pass, with a “C” or better, Education 206, SPA 320, SPA 330, SPA 391, to become eligible to take the examinations above.
5. Students are required to present passing scores for all parts of the PRAXIS I (Reading, Writing, Mathematics) in order to enroll in SPA 493.

No grade below "C" in a major course will be accepted for credit toward graduation in the Department of Speech Pathology and Audiology Program.

MAJOR PROGRAM

Speech Pathology and AudiologyThe major in speech pathology and audiology provides the academic and practicum experiences needed to function as speech therapists and to support graduate study in the profession. The curriculum emphasizes the types of communicative disorders, diagnostic procedures, and the development and implementation of rationales for treatment. Formal training for speech-language pathologists and audiologists begins with an undergraduate degree in the discipline and extends through one or more graduate degrees.

The speech pathology and audiology required curriculum offers two options: **Option 1** includes the Professional Clinical Experience ("Practice Teaching") and leads to teacher certification by the South Carolina Department of Education (SCDOE); **Option 2** is the non-SCDOE certification option and includes additional coursework in lieu of the Professional Clinical Experience. The curriculum is the same for both options, *with the exception of the senior year, second semester.*

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN SPEECH PATHOLOGY AND AUDIOLOGY (128 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150 English Comm. I	3	E 151 English Comm. II	3
M 150 Quant. Reasoning	3	M 155 Intro. Math Model.	3
BSC 150 Bio. Science	3	BSC 152 Bio. Science	3
BSC 151Bio. Science Lab	1	BSC 153 Bio. Science Lab	1
UNIV 101 Univ. Comm.	2	HED 151 Pers. Comm. Hlth.	2
A 250/MU 250/D 254	3	H 250/251 Hist. World Civ.	3
	15		15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
EPSY 250 Hum. Growth	3	E 250/251 World Lit. I	3
CS 150 Computer Techn.	3	S 250 Public Speaking	3
FCS 251 Consumer Econ.	3	EPSY 260 Prin. of Learning	3
SPA 203 Pre-Clin. Exp. I	1	SPA 204 Pre-Clin. Exp. II	1
SPA 209Intro. to Comm.	2	SPA 211Anatomy/Phys.	3
SPA 214 Intro to Phonetics	3	SPA 220 Language Deve.	3
<i>Elective</i>		1	
		16	16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ED 206 Hist. & Philosophy	3	SPA 340 Stuttering	3
PSY 204 Abnormal Psy.	3	SPA 350 Voice Disorders	3
SPA 320 Lang. Disorders	3	SPA 360 Intro to Audiology	3
SPA 330 Articulation	3	SPA 392 Clinical Pract. II	1
SPA 391 Clinical Pract. I	1	Elective	1
PSC 150/152 Phys. Sci	3	SW 250 African Amer. Exp.	3

PSC 151/153 Phys. Sci. Lab	1	SPED 216 Intro Excep. Child	3
	17		17

SENIOR - OPTION 1

First Semester		Second Semester	
	Credits		Credits
SPA 493 Sem. Speech Path	3	SPA 402 Speech Ed.	12
SPA 460 Speech Reading	3	<i>Elective</i>	3
SPA 470 Neurogenic Dis.	3		
SPA 480 Sph/Hrng in Schls.	3		
SPA 491/492 Clin. Pract. III/	1		
IV			
<i>Elective</i>	3		
<i>Elective</i>	1		
	17		15

SENIOR OPTION - 2

First Semester		Second Semester	
	Credits		Credits
SPA 493 Sem. Speech Path.	3	SPA 401 Sph. Diverse Set.	3
SPA 460 Speech Reading	3	SPA 461 Audiometry	3
SPA 470 Neurogenic Dis.	3	SPA 490 Diagnostic Proc.	3
SPA48- Sph/Hrng in Schls.	3	SPA 499 Clinical Research	3
SPA 491/492 Clin. Pract. III/	1	SPA 491/492 Clin. Pract. III/	1
IV		IV	
Elective	3	Elective	3
Elective	1		
	17		16

DEPARTMENT OF MILITARY SCIENCE

The Department of Military Science is an academic subdivision of the College of Business and Applied Professional Sciences and conducts all Army Reserve Officers Training Corps (ROTC) activities. The department offers instruction not only in military skills, but also practical working knowledge in human relations, management, responsibility, physical fitness, problem solving, and leadership. All contracted cadets are paid a subsistence allowance of \$300, \$350, \$450, and \$500 per month for freshmen (ROTC level 1) through seniors (ROTC level IV respectively and approximately \$900 for attending the Leader Development and Assessment Course (LDAC).

OBJECTIVES

Students who satisfactorily complete the Senior Division Army Reserve Officers Training Corps Program may be commissioned as Second Lieutenants and serve in the active or reserve component of the United States Army and the National Guard.

PROGRAM OFFERINGS

All students are encouraged to pursue, as electives, Basic Course ROTC studies for a period of two years. These courses may be taken in lieu of physical education. This is a prerequisite for enrollment in the Advanced Course unless the student is participating in the Advanced Placement Program or the Two-Year Commissioning Program. The Advanced Course is a two-year program which includes attendance at Leader Development and Assessment Course (LDAC) a (six-week summer training camp at Ft. Lewis, WA).

PROGRAM REQUIREMENTS

Basic Course ROTC

To participate in the basic program, students must meet the following requirements:

1. Be enrolled as students at the University or in the cross-enrolled program;
2. Be physically qualified. (Program is no more strenuous than the basic physical education programs of the University);
3. Comply with loyalty requirements and not be a conscientious objector; and
4. Ensure that foreign students receive approval from Headquarters, Department of the Army.

Advanced Course ROTC

To participate in the advanced course programs, students must meet the following requirements:

1. Meet the requirements for the Basic Course (as discussed in Program Offerings above);
2. Complete satisfactorily an Army medical examination;
3. Be selected by the Professor of Military Science (PMS);
4. Be enlisted in the Army Reserve Control Group (ROTC);
5. Agree to accept a commission, if offered, and serve for a prescribed period (normally four years) on active duty, and eight years in the Army Reserve, or Army National Guard;
6. Be a citizen of the United States;
7. Be at least seventeen years of age;
8. Be eligible for appointment as a Second Lieutenant prior to reaching thirty years of age;
9. Comply with loyalty requirements;
10. Meet all requirements prescribed by the Department of the Army.

Prerequisites for Commissioning a Second Lieutenant

1. Attain a baccalaureate degree.
2. Attain a masters degree in Graduate Studies
3. Satisfactorily complete the following Military Science (MS) courses:

MS COURSE NUMBER

- *101, 102 [Asterisk (*) indicates that selected personnel
*201, 202 may satisfy Basic Course requirements as stated
321, 322 in Two-Year Commissioning Program.
421, 422

4. Satisfactorily complete Advanced Camp, Ft. Lewis, WA. usually the summer between the junior and senior years. Students must be proficient in swimming prior to attendance at Advanced Camp.
5. Additionally, students must satisfactorily complete at least one undergraduate course from each of three designated fields of study: written communications, human behavior, and military history. Only under exceptional circumstances will the Region Commander grant waivers for these courses. Recommended courses are as follows:
Written Communication Skills (e.g. E 150, 151, or 302)
Military History (H 103, 104, 223, 224, 300, or 312)

Computer Literacy (CS 105, 150 or 205)

6. The student must be recommended for a commission by the PMS.

GENERAL INFORMATION

Uniform and Equipment: The Military Science Department provides each ROTC student with all required training equipment, including uniforms and textbooks. The student will turn in the uniforms at the end of the semester. Failure to do so at the completion of the semester will result in a grade of "I" or "F", depending on whether the uniform is returned within the first nine weeks of the succeeding semester.

Two-Year Commissioning Program: Under this program, students are afforded the opportunity to be commissioned as Second Lieutenants after only two years of ROTC. This program is designed for junior and community college graduates, students who failed to complete any or all of the Basic Course, students entering a two-year postgraduate course of study, or veterans.

1. **Advanced Placement Program:** On a case-by-case basis students may be given advanced placement credit for experiences gained through junior ROTC or prior military service. Veterans military service may serve as total credit for the Basic Course and allow them to be eligible for the Advanced Course. Applicants for the junior ROTC placement credit must take a written examination to determine their level of entry into the ROTC program.
2. **Leaders Training (LTC):** Credit for the Basic Course may be granted for a select number of students who attend Basic Camp at Ft. Knox, KY; during the summer. Students are paid for attendance at this six-week camp.
3. **ROTC Compression Program:** Freshman and sophomore students may "compress" the normally four-year senior ROTC program into three to three and one-half years by taking two regularly scheduled MS courses in one semester (e.g. MS 101 and 201 or MS 102 and 202, simultaneously). The purpose of this program is to ensure outstanding students, who did not enroll in ROTC continuously beginning their freshman year, are eligible for entry into the Advanced Course along with their peers without having to attend LTC or ROTC Summer Program. Compression is an action that requires "unusual circumstances," and approval must be by the PMS.

Leadership Laboratory: All MS courses require attendance at Leadership Lab on Felton Field every Thursday from 3:30 to 5:30 p.m. The PMS may approve absences under exceptional circumstances, such as a student being enrolled in another academic class or conflicts with in-season athletic requirements. Leadership Lab is a very important and valuable part of the Military Science program. Failure to attend will result in lowering of the ROTC grade, with excessive absences resulting in a final grade of "F".

Simultaneous Membership Program (SMP): Full-time students who are already in the Army Reserve or National Guard and have at least two years remaining before graduation are eligible for this program. If officer slots are available, students will continue to serve with their

Reserve or Guard units as Officer Trainees with a minimum pay grade of E-5 (higher if already attained). SMP students will receive drill pay while participating in USAR drill and annual training, plus full Advanced Course allowances. ROTC summer training will excuse the student from annual training with his USAR unit. Students can earn between \$10,000 and \$15,000 while enrolled in SMP.

Distinguished Military Student and Graduate Programs:

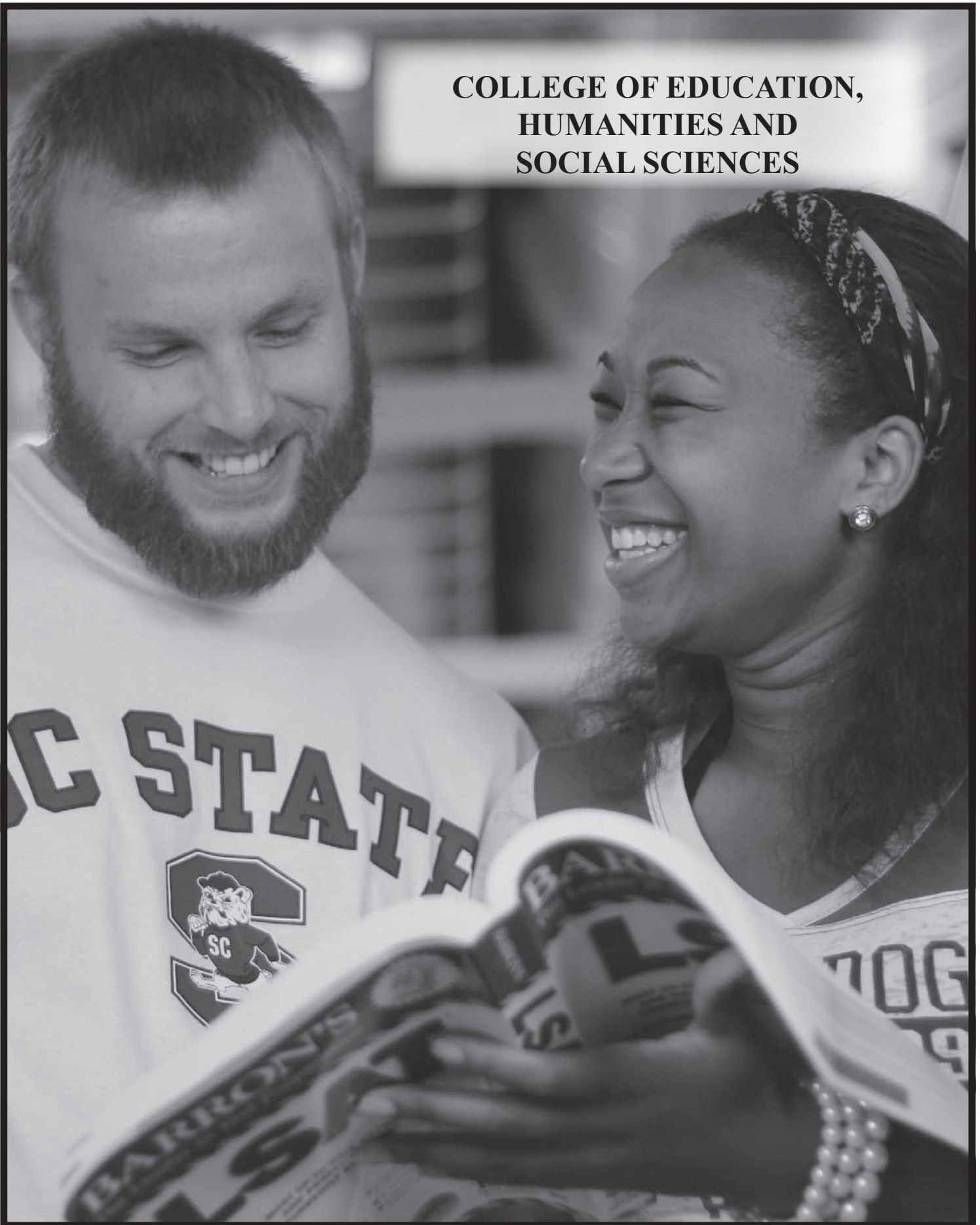
Outstanding students are designated as Distinguished Military Students at the beginning of the fourth year of Military Science. Upon graduation, if these students continue to remain outstanding, they may be designated as Distinguished Military Graduates.

Special Military Training: During summer months, selected ROTC cadets attend Airborne, Air Assault, Cadet Troop Leading Training. This is some of the best taught and most challenging instruction in the world.

EXTRACURRICULAR PROGRAMS

1. **Ranger Company:** This unit is designed to prepare students for Ranger, Airborne, and Air Assault Training and to ensure high placement at Advanced Camp. Training includes mastery of military skills (i.e., patrolling, land navigation, hand-to-hand combat, etc.), physical readiness (includes physical and swimming tests), and development of leadership, self-confidence, and problem-solving techniques. A military board will be established at the beginning of each semester to select students based on motivation, results of the Armys Physical Readiness Test, ROTC grades, overall GPA, and ROTC instructor recommendation. MSIs, with the exception of scholarship students, are not eligible for the Ranger Company during the fall semester.
2. **Color Guard:** Basic ROTC students are eligible to participate in the color guard. The color guard honors our country at homecoming, Founders Day, commissioning ceremonies, commencement convocations, parades, and other commemorative ceremonies.
3. **Pershing Rifles:** This is a special organization, which supports the ROTC experience. Occasionally, it enters state and national competition and performs in such events as fancy drill and precision drill competition. Membership is open to both males and females who have a GPA of at least 2.50, have previous ROTC experience (hopefully on a drill team), and are at least sophomores in college and enrolled in the ROTC program. All ROTC scholarship winners are eligible.
4. **National Society of Scabbard and Blade:** This is a national honor society for outstanding ROTC cadets. It enhances their development toward a productive military career. Special guest speakers provide informative discussions on a variety of military subjects. Membership is limited to Advanced Course students and all ROTC scholarship winners, who have an overall GPA of 2.70 and an ROTC GPA of 3.00.
5. **ROTC Advanced Course Club:** The aim of the club is to provide members with the experience of functioning in an organization similar to the one in the Active Army, wherein, through cooperative effort and fellowship, they may promote military social events as well as community activities.

**COLLEGE OF EDUCATION,
HUMANITIES AND
SOCIAL SCIENCES**



COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

The College of Education, Humanities, and Social Sciences includes the following departments: Education, English and Modern Languages, Human Services, Social Sciences, and Visual and Performing Arts. Each department offers comprehensive programs of instruction, as well as other educational and professional experiences that contribute to the total development of the individual. This heterogeneous group of disciplines embraces the development of critical thinking, fluent expression in writing and speech, sensitivity to ethical and aesthetic standards, a knowledge and understanding of history and culture, and a commitment to the preparation of certified teachers and professional personnel.

OBJECTIVES

1. To offer quality instruction designed to develop knowledge, educational horizons, analytical ability, and balanced judgment.
2. To foster the development of generic and professional competencies necessary for careers in Teacher Education, English and Modern Languages, Counselor Education, Criminal Justice, History, Political Science, Psychology, Rehabilitation Counseling, Social Work, Sociology, Art, Drama, and Music.
3. To provide students an opportunity to reach high standards of intellectual achievement in their academic pursuits.
4. To obtain and maintain programmatic accreditation in all disciplines as applicable.
5. To facilitate, through curricular content, professional experiences and academic advising, the intellectual, social, and emotional growth and development of all students served by the College.
6. To increase students sensitivity to an appreciation of the interrelationships of the disciplines in the College.

DEGREES

The College of Education, Humanities, and Social Sciences confers three undergraduate degrees. The degree of Bachelor of Arts is conferred upon students who have majored in drama, english, modern languages, and social sciences; the degree of Bachelor of Science is conferred upon students who have majored in criminal justice, psychology and the various education programs; the degree of Bachelor of Social Work is conferred upon students who have completed the requirements for the major in social work.

Programs in Rehabilitation Counseling and Counselor Education are graduate programs and are detailed in the University's Graduate catalog.

DEPARTMENT OF EDUCATION

The Department of Education is the professional unit responsible for the preparation of educational personnel for South Carolina public schools: grades K-12, elementary, middle level and secondary. The unit prepares teachers, counselors, principals and superintendents. It also collaborates with the College of Business and Applied Professional Sciences in the preparation of speech correctionists and the School of Graduate Studies to prepare principals and superintendents.

The organizing theme, which reflects the purpose of the Teacher Education Program, is: "The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner." Consistent with the purpose evidenced in this theme, the Teacher Education Program produces graduates who are: (1) effective performers, (2) reflective decision-makers, (3) humanistic practitioners.

OBJECTIVES

The general objectives of the Department of Education are congruent with and supportive of the mission and goals of the College, the Department of Education, and other departments involved in the training of pre-service and in-service teachers. The general objectives of the departmental program offerings are as follows:

1. To assist pre-service teachers in obtain a comprehensive background in general education, to include proficiency in reading, writing, and speaking; understanding of and the ability to apply mathematical properties, processes, and symbols; through grasp of historical and cultural values; comprehension of and the ability to apply the principles of life science and physical science;
2. To assist pre-service teachers in obtaining a broad knowledge base in the integration of technology in the content area;
3. To assist pre-service teachers in obtaining positive attitudes, self-esteem and confidence, knowledge of and respect for human diversity, as well as the ability to encourage appropriate interactions among students of diverse social, economics, racial, ethnic, and religious backgrounds;
4. To assist pre-service teachers in obtaining knowledge of principles of lifelong human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development of children and youth;
5. To assist pre-service teachers in obtaining knowledge of research about teacher characteristics and behaviors as they affect the learner, and knowledge of communication processes and skills essential to effective exchange of information between teachers and pupils and between teachers and others;
6. To assist student in obtaining the essential body of knowledge and skills (to include those competencies specified for each of the respective areas by NASDTEC/NCATE as adopted by the South Carolina Department of Education) required for becoming competent, effective teachers in their respective areas.

PROGRAM OFFERINGS

The Department of Education offers programs leading to the Bachelor of Science degree in four major area; early childhood education, elementary education, special education and secondary education (K-12). Secondary education programs are administered in collaboration with other units of the university.

Secondary program and PK-12 options include the following art, biology, business, chemistry, drama, English, physical education, social studies, technology education, mathematics, music and speech pathology.

The Department of Education administers the following graduate degree programs: Master of Education in Elementary Education, with options in basic elementary, early childhood; Master of Education in Special Education, with specialization in Educable Mentally Disabled, Emotionally Disabled, of Learning Disabilities; Master of Education in Secondary Education, with options in Biology, Chemistry, English, Industrial Technology, Mathematics, Science, and Social

Studies Education; Master of Art in Teaching with options in Early Childhood Education, Elementary Education, English Education, Math Education, and Science Education. (See the School of Graduate Studies Catalog for further details.)

PROGRAM REQUIREMENTS

All specialized area (major and minor) courses must be passed with a grade of C or higher. Elementary Education majors must achieve a grade of C or better in the following courses History 104, Math Education 104, Math 150 ,Math 155 and C150. Early Childhood Education majors must achieve the grade of C in the following courses Math Education 104, Math 150 and Math 155 and C 150.

Each program leading to the Bachelor of Science degree in education includes specific general education, professional education and specialized area requirements. General education requirements consist of 48-51 semester hours of course work designed to provide the student with the knowledge and skills generally needed by educated persons. The sequence of professional education requirements consists of 35 semester hours of course work designed to provide the student with the knowledge and skills generally required for becoming competent, effective teacher. Program requirements in the specialized area consist of a minimum of thirty semester hours of course work designed to provide prospective teachers with a broad range of knowledge in the content area that they expect to teach. The minimum requirement for graduation, in terms of credit hours, is 122 semester hours.

Prospective students must comply with admission requirements as set forth by South Carolina State University and the Department of Education prior to enrolling in the programs offered by the department. A grade of “C” or better is required for all communication, math, computer science and content area courses. Professional and area specialization courses must be taken in sequence. Students are required to complete the prescribed courses and adhere to all education requirements.

CANDIDATE PROFICIENCIES

The Candidate Proficiencies for Initial and Continuing Preparation of all Teachers at SC State University:

OUTCOME 1: DEVELOPING EFFECTIVE PERFORMERS

Knowledge

- A. Candidates know subject matter content and pedagogy.
- B. Candidates know and understand how students learn and develop.
- C. Candidates have knowledge of skills and competencies delineated in professional, state, and institutional standards.

Skills

- A. Candidates demonstrate competence in subject matter knowledge and pedagogy.
- B. Candidates demonstrate an understanding of how students learn and develop, and plan instruction accordingly.
- C. Candidates are able to demonstrate competencies delineated in professional, state, and institutional standards.

Dispositions

- A. Candidates are committed to presenting accurate content.

- B. Candidates appreciate and plan lessons for diverse learning styles and abilities.

OUTCOME 2: CREATING REFLECTIVE DECISION MAKERS

Knowledge

- A. Candidates know how to use reflection, current research and best practices to improve instruction.
- B. Candidates have knowledge of how reflection improves instruction and assessment strategies.
- C. Candidates are aware of their own strengths, weaknesses, and biases.

Skills

- A. Candidates use research, best practice and reflection in planning, implementing, and assessing student learning.
- B. Candidates use student feedback and reflection in making instructional decisions.
- C. Candidates use self evaluation and reflection in making decisions about professional performance and growth.

Dispositions

- A. Candidates assume the professional responsibility to stay abreast of current research and best practice.
- B. Candidates realize the importance of using student feedback and reflection in making instructional decisions.
- C. Candidates value the use of self evaluation and reflection to improve classroom performance and professional growth.

OUTCOME 3: ENHANCING HUMANISTIC PRACTITIONERS

Knowledge

- A. Candidates understand other cultures and customs.
- B. Candidates know a variety of instructional and evaluation strategies for diverse student populations.

Skills

- A. Candidates plan lessons for diverse student population considering their backgrounds, interests, abilities, and learning styles.
- B. Candidates demonstrate the ability to encourage positive interactions among students from diverse cultures within the school environment.

Dispositions

- A. Candidates demonstrate an appreciation for diverse cultures and customs.
- B. Candidates are committed to making the school environment a place which fosters positive interactions with people from diverse cultures.

FIELD EXPERIENCES

The Pre- Student-Teaching Exploration And Practice Program (Pre-STEP)

The Pre-S’TEP Program is a set of structured sequential field-based experiences which provide education majors opportunities to explore and engage in the clinical practice of teaching for a minimum of 150 clock hours prior to formal student teaching activities. The program’s title, Pre- Student-Teaching Exploration, Experimentation,

and Practice (Pre- STEP), reflects this definition. The Pre-STEP Program involves four levels of instruction, each attached to different professional education courses. These courses form the four major components of the program. The courses are placed strategically in the curriculum to occur during a student's freshman, sophomore, junior and senior years of study.

The Pre- Student Teaching Experiment and Participation (Pre-STEP) is a commitment to providing candidates the knowledge and skills in the processes of teaching. The intent is to have teacher education candidates interact with and work under the supervision of professionals who play various roles in schools and related human services education agencies very early in the academic sequence. Further, the mastery content, pedagogical and professional knowledge and skills are assessed via observations, portfolio entries, video tapes, journal reflections and teacher work samples. Students enrolled the undergraduate and Masters of Art in Teaching (MAT) programs must complete a minimum of one-hundred-fifty (150) hours of field experiences (Pre-STEP) prior to enrolling in Professional Clinical Experiences/Student Teaching. Field experiences are required for the initial and advanced level of the Teacher Education Program. Through these structural, supervised, diverse experiences candidates apply and reflect on the knowledge, skills, and dispositions embodied in the institutional, state and national standards. It is through these experiences that teacher education candidates become Effective Performers, Reflective Decision Makers, Humanistic Practitioners.

RETENTION

The Department of Education, through the matriculation process and monitoring procedure seeks to retain students by facilitating the development of those skills and competencies, which are required for becoming effective teachers. When students fail to remediate academic deficiencies, which prohibit them from progressing to the next level within the identified time frame, the Department of Education, reserves the right to guide these students out of the Teacher Education Program.

PROGRAM OFFERINGS

PROGRAM OFFERINGS

BASIC UNDERGRADUATE AND ADVANCED CERTIFICATION PROGRAMS

THE DEPARTMENT OF TEACHER EDUCATION OFFERS THE BACHELORS DEGREE (APPROVED CERTIFICATION PROGRAMS) IN THE FOLLOWING AREAS:

	Grade Span
Art Education	PK-12
Biology Education	9-12
Business Education	9-12
Chemistry Education	7-12
Dramatic Arts (Speech and Drama)	7-12
Early Childhood Education	PK-3
Elementary Education	1-5
English Education	7-12
Mathematics Education	7-12
Middle Level Education	5-8
Music Education, Choral	PK-12
Music Education Instrumental	PK-12
Physical Education	PK-12
Social Studies Education	7-12
Special Education	PK-12

Educable Mentally Disabled	
Emotionally Disabled	
Learning Disabilities	
Speech Pathology (Speech Correctionist) K-12	
Technology Education	9-12

CENTER FOR PEDAGOGY AND APPLICATION OF COMPUTER TECHNOLOGY (C-PACT)

C-PACT is designed to support the instructional objectives of both undergraduate and graduate courses related to principles of teaching and learning. Pre-service and in-service teachers utilize this on-campus laboratory (located in Turner Hall, D-Wing) to apply the principles of teaching and learning in simulated classroom situations. The C-PACT Lab is an absolute necessity for the Department of Education. Students receive technical assistance which is provided by the Lab Coordinator. Education majors completes key assessments assigned by professors of education courses. All education majors receive access to use the Live Text software.

FELTON LABORATORY SCHOOL

The Felton Laboratory School is an integral part of the Teacher Education Program. It serves as a professional laboratory in which prospective teachers gain preclinical and clinical experiences through consulting, observing, and practicing under the supervision of veteran teachers. In addition, the laboratory school serves as a center for research in child development. A Director and an Assistant Director who serve as principals administer the school. They are responsible to the Chair of the Department of Education.

THE CENTRALIZED FOR ADMISSION, RETENTION & EVALUATION (CARE) CENTER

The Centralized Admission, Retention and Evaluation CARE Center is responsible for admitting and monitoring students to the Department of Education and the 17 undergraduate content areas of the Teacher Education Department. The CARE Center monitors and completes Stage I in the Matriculation Process in the Department of Education. The Advisement Process includes Praxis I and Praxis II referrals to enhance the competence of students committed to becoming a certified teacher. Referral and placement services provide an opportunity for students to be retained within the department through early assessment, monitoring class performance, test results and advisement. All student folders are evaluated and monitored by the CARE Center to comply with all the required State and NCATE standards and the Department of Education Matriculation Process.

TECHNOLOGY/ASSESSMENT LABORATORY OF THE LEWIS LEARNING LABORATORY

Education majors and faculty members of the Department of Education utilize the Technology/Assessment Center as an integral component of all education courses. The center is housed, in Turner Hall, A-Wing, Room 109. The Technology/Assessment Center of Lewis Learning Laboratory has been established to: 1) promote technology and assessment competency among education majors through curriculum and advisement; 2) apply technology-based learning materials according to ISTE Standards 3) create teacher preparation and content technology mediated learning environment courses; 4) facilitate clinical and on-going mentoring support for education majors and faculty. The center works to empower students and faculty to use technology to enhance

the continuous assessment of teaching, assessment and learning effectiveness. Service areas include an electronic network of tutorial services; technology assessment and evaluation, digitized media activities and reflective technology practices. The center is aided by an established electronic classroom, housed in Room 121A.

OFFICE OF CLINICAL EXPERIENCE EVALUATION CERTIFICATION (CEEC)

The purpose of the CEEC Office is to enhance the total teacher education program by providing supportive services for the basic teacher education unit. The five areas of support services are: admission processing for undergraduate teacher education programs; retention through record keeping; clinical experience activities; and evaluation of records and certification recommendation.

This office also guides advanced-level teacher education majors through a program of supervised teaching and related activities. Preclinical supportive coordination of field experiences and student travel related to the professional education courses are processed here. In addition to this, the CEEC Office serves as a dissemination center for students and teacher-education faculty. It generally provides for the scheduling of activities directly related to teacher education and training for persons concerned with assessing student teacher performance.

TRANSFER STUDENTS

Students who transfer to South Carolina State University from another college and are desirous of entering an undergraduate teacher education program must have their transcripts evaluated by a designated official in the Office of Enrollment Management. The chair of the department (housing the elected teaching option) will initiate the processing of the student for admission to teacher education. (See Transfer Credit as it appears in Catalog.)

When students have met the requirement as specified in the matriculation process (see previous page), they are eligible for admission to the Teacher Education Program. All transfer students will have one complete academic year to clear the admission requirements for the Teacher Education Program, excluding the Professional Clinical Semester. No transfer students may enroll in the Professional Clinical Semester unless they have been admitted to the Teacher Education Program.

SOUTH CAROLINA STATE UNIVERSITY STUDENTS WHO CHANGE MAJORS

Students who desire to change their program of study, involving a transfer from a non-teaching option to a teaching option (intra- or inter-departmental), must follow the procedures outlined in this university Catalog.

These students will have one academic year to complete the admission requirements of the Teacher Education Program, excluding the Professional Clinical Semester. Students who change their program of study may not enter the Professional Clinical Semester unless they have been admitted to Teacher Education, completed the prescribed curriculum sequence, and made formal application the semester prior to enrollment in the Professional Clinical Experiences course. Failure to comply with the previously mentioned requirements within one academic year will result in denial of admission.

Students must meet the admission requirements of the University

and those of the Department of Education. All students who wish to transfer from other colleges or departments must adhere to the matriculation process and admission procedure, where applicable.

TEACHER EDUCATION COUNCIL

The Teacher Education Council is the designated policy advisory unit for teacher education. As the governance unit, it exercises control over courses, programs, and program changes in teacher education. The Council, with a chair appointed by the Dean, is composed of members of the faculty of the Department of Education and departments supporting programs in education, students and public school personnel. The scope and function of the Council are as follows:

1. The Council considers matters relating to and involving (a) curricular offerings, (b) admission, (c) selection and retention, (d) requirements for graduation and certification, and (e) program monitoring and evaluation;
2. The Council has the responsibility for adoption or rejection of recommendation relevant to programs for the preparation of teachers from various departments of the University;
3. The Council assumes responsibility for stimulating innovations for improved practices and new departure in programs in education; and
4. The Council serves to facilitate communication among the various departments of the University in matters affecting programs in the preparation of teachers.

REQUIREMENTS FOR ADMISSION TO THE DEPARTMENT OF EDUCATION

STEP ONE

Test	Passing Score on all Subsets of Praxis I	
	Registration Code	Passing Score
Mathematics	10730	172
Reading	10710	175
Writing	20720	173

SCSU Code: R5618

A composite score of 1100 on the SAT or 24 on the ACT may qualify for an exception from PRAXIS I, if the following proviso is still in effect.

NOTE

A proviso was passed that will affect Teacher Education candidates. Effective July 1, 2006 and is not retroactive.

1.30. (SDE: Basic Skill Exam) Any person seeking candidacy in a teacher education program is required to take and pass the Basic Skills Examination pursuant to Sections 59-26-20 and 59-26-40. Any person, who fails to achieve a passing score on all sections, shall be allowed to retake the test or a portion thereof. All sections of the Basic Skills Examination must be passed before any person is formally admitted into any teacher preparation program in South Carolina. However, any person having attained 1650 or better on the SAT or a comparable ACT score of 24 shall be exempt from this requirement. Passing the writing component of the Praxis I, which tests grammar, usage, and writing, would fulfill the University's requirement of passing the English Proficiency Examination prior to graduation.

A composite score of 1650 on the SAT or 24 on the ACT may qualify for an exemption from PRAXIS I, if the revision to the

proviso is approved by the general assembly.

ACT Composite Score	Old SAT (Verbal and Math)	New SAT (Verbal, Math, Writing)
24	1100	1650

SPECIAL NOTE: *It is highly recommended that first-year students take the PRAXIS I during their first or second semester at the university. The rationale behind this suggestion is that the exam is similar to the High School Exit Examination.*

Cumulative Grade Point Average of 2.75

The CARE Center Revised Academic Year 2011-2012

STEP TWO

The following documents must be completed and submitted to the CARE Center, before admission into a Teacher Education Program:

- Completed Application for Admission
- Completed Program of Study with the Advisor's Signature
- Speech and Hearing Screening with positive results
(*The Speech and Hearing Clinic on Campus will administer the test free on Fridays*)
- Current Medical Examination with positive results
(*No more than one-year prior to Student Teaching—Brooks Health Center will complete the medical form for a fee of \$5.00 each day, except Thursday*)
- Two letters of Recommendations (General and Major)
- Proof of required (minimum of 45) Pre-STEP Hours
- A copy of Student's Academic and Professional Screening Education 206
- A Copy of Disposition Surveys---Student Self-Assessment Education 206
Advisor at Final Assessment
Student's Final Assessment
- Pass the English Proficiency Exam or enroll in ENGL 111

STEP THREE

- Prepare for the Writing and Interview Assessment
The Final Checklist/Form scheduling the assessment must be completed by the Advisor and the student
- The Writing Assessment is completed first followed by the Interview

STEP FOUR

STAGE II Begins

- Admittance to the Teacher Education Program
The student will receive a letter regarding the status of his/her Assessment
Folder is transferred to Clinical Experiences, Evaluation and Certification Office (CEEC Office)

Art Education

Program Goal 1: To provide students with an understanding of how to apply media, techniques, and processes by using their knowledge of structures and functions.

Learning Outcome: The teacher candidate will be able to initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

The teacher candidate will be able to create artworks that use organizational principles and functions to solve specific visual arts problems.

Program Goal 2: To choose and evaluate a range of subject matter, symbols, and ideas in relation to history and cultures.

Learning Outcome: The teacher candidate will be able to evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others.

Learning Outcome: The teacher candidate will be able to analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists.

Program Goal 3: To provide connections between visual arts and other disciplines by reflecting upon and assessing the characteristics and merits of their work and the work of others.

Learning Outcome: The teacher candidate will be able to correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Learning Outcome: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Biology Education

Program Goal 1: To prepare all teachers of biology to lead students to understand the unifying concepts required of all teachers of Biology.

Learning Outcomes: The teacher candidates will be able to explain and apply their understanding of the principles of evolutionary biology and the phylogenetic relationships of the major groups of organisms; and

Learning Outcome: The teacher candidates will be able to explain the ecological relationships between organisms and their environment.

Program Goal 2: To effectively prepare All teachers of biology to lead students in the understanding of the primary fields of biology.

Learning Outcomes: The teacher candidates will describe the cellular basis for physiological and developmental processes.

Learning Outcome: The teacher candidates will compare the interactions between organisms and their abiotic and biotic environment.

Program Goal 3: To prepare All teachers of biology to effectively apply concepts from other sciences and mathematics to the teaching of biology including basic concepts.

Learning Outcomes: Students will be able to use mathematical equations to represent and explain biological phenomena.

Learning Outcome: Students will be able to apply the scientific process, including designing and conducting experiments and examining hypotheses.

Business Education

Program Goal 1: To apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity using basic mathematical operations to solve problems.

Learning Outcome: The teacher candidates will read and analyze financial statements for a business.

Learning Outcome: The teacher candidates will prepare financial statements for a business.

Program Goal 2: To analyze the management functions and their implementation and integration within the business environment by examining the characteristics, motivations, and behaviors of consumers.

Learning Outcome: The teacher candidates will identify strategies

for marketing a product/service based on demographics and psychographics characteristics.

Learning Outcome The teacher candidates will develop a marketing plan for domestic products/services.

Program Goal 3: To Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics by assessing personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

Learning Outcome: The teacher candidates will prepare a business plan for a startup business; and

Learning Outcome: The teacher candidates will integrate e-commerce in their business plan.

Learning Outcome: The teacher candidates will identify strategies for marketing a product/service based on demographics and psychographics characteristics.

Learning Outcome The teacher candidates will develop a marketing plan for domestic products/services.

Program Goal 3: To Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics by assessing personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

Learning Outcome: The teacher candidates will prepare a business plan for a startup business; and

Learning Outcome: The teacher candidates will integrate e-commerce in their business plan.

Program Goal 4: To design, develop, test, and implement programs that will play an integral role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels).

Learning Outcome: The teacher candidates will write a business and marketing plan for product/service to enter an international market; and

Learning Outcome: The teacher candidates will identify pro's and con's of joint venture, franchise, and strategic alliances as methods for entering international markets.

Program Goal 5: To incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

Learning Outcome: The teacher candidates will identify the advantages of various organizational structures.

Learning Outcome: The teacher candidates will identify and apply the social responsibility of a corporation, i.e., obstruction, obligation, response, and contribution.

Chemistry Education

Program Goal 1: To prepare all teachers of chemistry to lead students to understand the unifying concepts required of all teachers of chemistry.

Learning Outcome: The teacher will be able to develop a firm foundation in the fundamentals and application of current chemical and scientific theories.

Learning Outcome: The teacher will be able to use modern

instrumentation and classical techniques, to design experiments, and to properly record the results of their experiment.

Program Goal 2: To prepare teachers of chemistry to lead students to an understanding of the primary fields of chemistry.

Learning Outcome: The students will be able to apply foundational knowledge to analyze complex problems.

Learning Outcome: The students will be able to identify the essential parts of a problem and formulate a strategy for solving the problem.

Drama Education

Program Goal 1: To promote success all drama candidates must perform proficient in script writing through improvising, writing, and refining scripts based on personal experiences and heritage, imagination, literature, and history by acting, communicating, and sustaining characters in improvisations and informal or formal productions.

Learning Outcome: Teacher Candidates will be able to classify by genre or style and by historical period or culture unfamiliar but representative aural examples of drama and explain the reasoning behind their classifications.

Learning Outcome: Teacher Candidates will be able to identify sources of American drama; genres (e.g., swing, Broadway musical, blues), trace the evolution of those genres, and cite well-known playwrights associated with them.

Program Goal 2: To enhance all drama candidates' designs and productions, conceptualizing and realizing artistic interpretations for informal or formal productions and directing dramatic texts, organizing and conducting rehearsals for informal or formal productions are essential.

Learning Outcome: Teacher Candidates will be able to identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that theatre practitioners perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Outcome: Teacher Candidates will be able to identify and explain the stylistic features of a given Theatrical work that serve to define its aesthetic tradition and its historical or cultural context.

Program Goal 3: To provide precise information all drama candidates must conduct research that evaluates and synthesizes cultural and historical information to support artistic choices in order to compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Learning Outcome: Teacher Candidates will be able to identify and describe theatre genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Learning Outcome: Teacher Candidates will be able to write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action.

Program Goal 4: To support all drama candidates' performances, analysis, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions are essential to analyzing the role of theatre in the past and the present.

Learner Outcome: Teacher Candidates will be able to construct

dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations.

Learning Outcome: Teacher Candidates should be able to analyze representative dramatic texts and performances and the place of that work and those events in history.

Early Childhood Education

Program Goal 1: To assist candidates in acquiring the knowledge they need to understand how young children develop and learn.

Learning Outcome: Candidates will demonstrate an understanding of young children's characteristics and the various influences that may impact their development and learning such as individual developmental variations, diverse learning

Learning Outcome: Candidates will use their developmental knowledge of young children to create learning environments that are healthy, respectful, supportive, and challenging.

Program Goal 2: To prepare candidates who are knowledgeable of the importance of building family and community relationships.

Learning Outcome: Candidates will identify strategies that can be used to communicate and foster respectful, reciprocal relationships with families.

Learning Outcome: Candidates will demonstrate knowledge of various ways in which they can involve families and communities in young children's development and learning.

Program Goal 3: To provide candidates with the skills needed to plan meaningful curriculum experiences for diverse learners.

Learning Outcome: Candidates will develop lesson plans that are appropriate for young children from diverse backgrounds.

Learning Outcome: Candidates will select bias-free, culturally relevant learning materials that reflect children's individual characteristics, interests and needs.

Learning Outcome: Candidates will incorporate technology in activities to enhance learning.

Program Goal 4: To expose candidates to a variety of strategies to assess the behavior, instructional needs and capabilities of young children.

Learning Outcome: Candidates will demonstrate an understanding of various assessments, including anecdotal records, checklists, rubrics and portfolios.

Learning Outcome: Candidates will demonstrate knowledge of the relationship between assessment and instruction.

Learning Outcome: Candidates will identify the basic rights, laws and court rulings associated with assessment and young children.

Program Goal 5: To encourage candidates to engage in professional development.

Learning Outcome: Candidates will demonstrate a commitment to professional development and making a difference in the lives of young children.

Learning Outcome: Candidates will engage in reflection and self-assessment to improve classroom performance and professional growth.

Elementary Education

Program Goal 1: To prepare teacher candidates to know, understand, and use the major concepts, principles, theories, and research related to

development of children.

Learning Outcome: Teacher candidates will prepare developmentally appropriate lessons and projects for diverse settings, where theory is applied to practice.

Program Goal 2: To prepare teacher candidates to provide accurate content in the various disciplines.

Learning Outcome: Teacher candidates will prepare lessons in their content courses that will be taught during their field experience in a variety of inclusive settings.

Program Goal 3: To prepare teacher candidates to integrate and apply knowledge for instruction, adapt to diverse students, develop performance skills, actively engage in learning and communicate to foster learning.

Learning Outcome: Teacher candidates will demonstrate their understanding of instruction by developing a Teacher Work Sample during their Advanced Specialized Methods course and Student Teaching.

Program Goal 4: To prepare teacher candidates to use formal and informal assessment strategies to plan, evaluate and strengthen instruction.

Learning Outcome: Teacher candidates will be provided opportunities to use formal and informal assessment strategies as they evaluate, reflect and plot the growth of students' learning after teaching lessons to students in diverse settings.

Program Goal 5: To prepare teacher candidates to practice the behaviors of developing career teachers, reflect on and evaluate their instruction, collaborate with families, colleagues and the community.

Learning Outcome: Teacher candidates will demonstrate their professional behavior as they interact and collaborate with students, teachers, and parents during their field experience. They will seek opportunities to grow professionally by attending meetings, workshops and joining their professional organizations.

English Education

Program Goal 1: To provide students with the knowledge of their language acquisition and development through instruction and assessment designed to enhance the student's learning.

Learning Outcome: The teacher candidates will be able to demonstrate the ability to teach semantics, syntax and structural analysis.

Learning Outcome: The teacher candidates will be able to demonstrate the ability to make analogies.

Program Goal 2: To involve students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes.

Learning Outcomes: Teacher candidates will be able to demonstrate the ability to use writing to explain, inform, learn, entertain, and describe.

Learning Outcome: Teacher candidates will be able to demonstrate the effective use of language, vocabulary, and presentation techniques appropriate for the purpose and audience.

Program Goal 3: To create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes.

Learning Outcome: The teacher candidate will be able to pose questions to guide his or her research inquiry.

Learning Outcome: The teacher candidate will be able to demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

Mathematics

Program Goal 1: To demonstrate knowledge and understanding of the processes of mathematical problem solving and to develop an appreciation for mathematical rigor and inquiry through reasoning and proof.

Learning Outcome: The teacher candidate will be able to apply and adapt a variety of appropriate strategies to solve problems; and The teacher candidate will be able to develop and evaluate mathematical arguments and proofs.

Program Goal 2: To communicate mathematical thinking, orally and in writing, to peers, faculty and others, in order to make distinctions and make connections between and among mathematical ideas, in order to build mathematical understanding.

Learning Outcome: The teacher candidate will be able to use the language and notations of mathematics to express ideas precisely; and the teacher candidate will be able to recognize and apply mathematics in various contexts, both within and outside of mathematics.

Program Goal 3: To support a positive disposition toward mathematical processes, toward mathematical content and toward mathematical pedagogy.

Learning Outcome: The teacher candidate will be able to employ and make use of stimulating curricula; and The teacher candidate will be able to teach content effectively.

Program Goal 4: To demonstrate a sufficient depth of knowledge in the seven content areas of secondary mathematics – knowledge of numbers and operations, algebra, geometry, calculus, discrete mathematics, data analysis & probability and measurement - in order to provide the competence necessary for teaching secondary mathematics.

Learning Outcome: The teacher candidate will be able to analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers;

and The teacher candidate will be able to apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.

Program Goal 5: To use process, content and pedagogical skills to complete field-based experiences in mathematics classrooms in order to increase students' knowledge of mathematics.

Learning Outcome: The teacher candidate will be able to engage in a sequence of planned opportunities that include observing and participating in mathematics classrooms under the supervision of experienced and highly qualified teachers.

The teacher candidate will be able to demonstrate the ability to

increase students' knowledge of mathematics, by way of student teaching.

Middle Level Education

Program Goal 1: Middle level candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Learning Outcome: Middle level candidates will utilize their understanding of young adolescents' development and its implications for curriculum, instruction, and assessment to create learning environments that value the diversity found among young adolescents; demonstrate a strong commitment to teaching young adolescents; and provide evidence of being a positive role model in diverse settings.

Program Goal 2: Middle level candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Learning Outcome: Middle level candidates will demonstrate and apply developmentally responsive middle level practices through teaming, interdisciplinary curriculum and instruction, advisory, service learning, appropriate extracurricular, flexible scheduling and career oriented activities in diverse settings.

Program Goal 3: Middle level candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Learning Outcome: Middle level will demonstrate their ability to use standards and the interests of young adolescents to design and implement relevant, challenging, integrative, and exploratory curriculum; to use multiple types of assessment; integrate technology to enhance curriculum and assessment; and ability to serve in an advocacy role for young adolescents.

Program Goal 4: Middle level candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Learning Outcome: Middle level candidates will apply their ability to use content specific instruction and assessment strategies; commitment to make interdisciplinary and relevant connections; value staying current in chosen teaching fields; and commitment to integrating literacy skills in teaching fields to help all students become successful.

Program Goal 5: Middle level candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Learning Outcome: Middle Level candidates will develop lessons using a wide variety of teaching/learning strategies to motivate all young adolescents to learn, to create positive and equitable learning environment, to use varied assessment strategies to adapt, modify and adjust instructional activities as necessary.

Program Goal 6: Middle level candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Learning Outcome: Middle Level candidates will develop lessons that show appreciation for diversity, that utilize students' background and experiences, that utilize community resources to enhance growth of all young adolescents.

Program Goal 7: Middle level candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Learning Outcome: Middle Level Candidates will demonstrate and apply deep commitment to on-going professional development; commitment to maintaining high standards of professional conduct; ability to work with various professionals to serve all young adolescents become productive members of society.

Music Education

Goal 1: To promote positive participation among all prospective music teachers through singing alone, with students, and performing with a variety of instruments using a diverse repertoire of music.

Learning Outcome: Students must demonstrate functional keyboard and voice competencies, the technical skills necessary for artistic self-expression, and the ability to exhibit skills in performing a cross-section of repertoire in their major performance area.

Learning Outcome: Students are expected to display fluent sight-reading skills as demonstrated in general musicianship and as related to professional standards in their major performance area.

Learning Outcome: Students must possess the appropriate knowledge and skills adequate to lead and work collaboratively in areas related to musical interpretation. The ability to demonstrate competency in rehearsal and conducting skills are required.

Learning Outcome: Students will demonstrate artistic growth, knowledge of repertoire, collaborative competence and technical skills through varied performance ensemble experiences, which includes size and scope.

Program Goal 2: To encourage all prospective teachers to enhance their knowledge and abilities in the improvisation of melodies, variations, and accompaniments by composing and arranging music within specified guidelines.

Learning Outcomes Students must acquire and make obvious their fundamental capacity to replicate or create original music as notated and extemporaneously, to include music of various styles, improvisation based upon pre-existing literature, compose original works, explore various sources of sound, and manipulate the elements of music using non-traditional approaches

Learning Outcomes: Students should be able to demonstrate knowledge of musical elements and their relevant interactions through showing the ability use this knowledge in verbal, visual analyses, aural, and by being able to take aural dictation.

Learning Outcomes: Student are expected to acquire a sufficient level of understanding musical forms, structures, and processes to use for demonstrating skills in composition, performance, pedagogical applications, analytical, and scholarly capacities.

Learning Outcomes: Students must be able to adapt and arrange music from various sources to accommodate the needs of school

performing ensembles, individuals, and as necessary for classroom situations.

Program Goal 3: To achieve a positive stance in music education, all prospective music teachers must possess the ability to use skills in technology current to their specialization area, read music, notate music, listen to, understand, describe and perform music to complete accuracy.

Learning Outcome: Students must be able to resolve musical problems by combining their capabilities in performance, aural, technology, verbal, composition, improvisation, history, repertoire, and visual analysis.

Learning Outcome: Students are expected to demonstrate the ability to form and support value judgments about music, to communicate musical concepts, and requirements to both laypersons and professionals as related to their major area of specialization.

Learning Outcome: Students should display the ability and desire to remain current with current developments in music and teaching, to make independent, detailed evaluations of relevant material, and to apply the results to improve their musicianship and instructional skills.

Program Goal 4: To encourage the evaluation of music and music performances, all prospective music teachers must understand relationships between music, other arts, and disciplines outside the arts in order to recognize how music relates to history and culture.

Learning Outcome: .Students must be able to articulate their knowledge of music history, stylistic contexts and repertoire from a historical perspective, to include the various functions of music in culture, to encompass their specialization area.

Learning Outcome: Students are expected to exhibit knowledge of content, philosophies, material, methodologies, curriculum development, and technologies for music, other arts, and disciplines outside the arts.

Learning Outcome: Students should possess the ability to lead others towards an understanding of music as a form of art, means of communication, and as components related to intellectual and cultural heritages.

Learning Outcome: Students are expected to apply analytical and historical understanding to curriculum development, lesson planning, and to classroom and music performance activities with respect to literature, styles, cultural sources and historical development.

Learning Outcome: Students must demonstrate the ability to evaluate educational concepts, methods, and policies related to the arts, humanities, and arts education to determine the cultural and musical development impact.

Physical Education

Goal 1: To assist candidates with the knowledge to apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Learning Outcome: Candidate will demonstrate the content knowledge; pedagogical content knowledge and skills; pedagogical and professional knowledge and skills; and professional disposition necessary to help all students learn.

Learning Outcome: Candidate will describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Learning Outcome: Candidate will describe and apply motor development and learning theory; and psychological and behavioral theory related to skillful movement, physical activity and fitness.

Learning Outcome: Candidate will identify historical, philosophical, and social perspectives of physical education issues and legislation.

Learning Outcome: Candidate will analyze and make appropriate adjustments to correct critical elements of motor skills and performance concepts.

Goal 2: To assist candidates in becoming knowledgeable and skillful in demonstrating competent movement and maintaining health enhancing fitness levels as delineated in the *NASPE K - 12 Standards*.

Learning Outcome: Candidate will demonstrate personal competence in motor skill performance and concepts in a variety of physical activities and movement patterns.

Learning Outcome: Candidate will achieve and maintain a health-enhancing level of fitness throughout the program.

Goal 3: To assist candidates with planning and implementing developmentally appropriate learning experiences aligned with local, state, and national standards that address the diverse needs of all students.

Learning Outcome: Candidate will design short and long term plans that are linked to program and instructional goals.

Learning Outcome: Candidate will plan for and adapt instructions for diverse learners and adding specific accommodations and/or modifications for students' exceptionalities.

Learning Outcome: Candidate will demonstrate knowledge of current technology and utilizing technology appropriately to meet learning objectives.

Goal 4: To assist candidates in utilizing verbal, nonverbal, and media communication techniques effectively to enhance learning and engagement in physical education settings.

Learning Outcome: Candidate will demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Learning Outcome: Candidate will implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Learning Outcome: Candidate will recognize the changing dynamic of the school/community/environment and adjust instruction appropriately to meet the needs of learners.

Learning Outcome: Candidate will utilize managerial rules to create and maintain a safe and effective learning environment.

Learning Outcome: Candidate will provide effective instructional feedback for mastery of skills, student learning, and student motivation.

Goal 5: To assist candidates in utilizing assessments and reflections to foster student learning and make informed instructional decisions.

Learning Outcome: Candidate will utilize appropriate assessment tools to measure students' achievement of established goals and objectives.

Learning Outcome: Candidate will conduct formative and summative evaluations to determine effectiveness of teaching instructions.

Learning Outcome: Candidate will utilize reflective methods to enhance teaching instruction to promote effective teaching instructions.

Goal 6: To assist candidates to demonstrate dispositions essential to becoming an effective professional.

Learning Outcome: Candidate will demonstrate behaviors that are

consistent with the beliefs that all students can become physically educated individuals.

Learning Outcome: Candidate will participate in activities that enhance collaboration and lead to professional growth and development.

Learning Outcome: Candidate will demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers and communicate in ways that convey respect and sensitivity.

Social Studies Education Goals

Program Goal 1: To prepare social studies teachers who know their subject matter, as delineated in State and National Standards for the Social Studies. Such teachers will demonstrate understanding of the basic facts, concepts, generalization, and tool of inquiry in the teaching of social studies.

Learning Outcome: Teacher Candidates will be able to demonstrate subject matter proficiency by meeting PRAXIS II score requirements as established by the South Carolina Board of Education

Learning Outcome: Teacher candidates must be able to demonstrate and maintain at least a minimally acceptable University-required cumulative grade point average

Program Goal 2 : To prepare social studies teachers who possess the skills required to effectively organize plan, implement, and assess instruction according to learner needs, using a repertoire of appropriate strategies, based upon principal of human growth, best practices, as well as related state and national standards.

Learning Outcome: The social studies teacher's candidates will demonstrate their ability to effectively organize, plan, and integrating technology in the classroom according to learner needs, using a repertoire of appropriate strategies based upon the principal of human growth and best practices.

Learning Outcome: The social studies teacher's candidates will demonstrate their ability to effectively implement and assess instruction according to learner needs, using a repertoire of appropriate based upon the principal of human growth and best practices

Program Goal 3: To prepare social studies teachers who are committed to: presenting accurate content; planning for diverse learning styles; practicing effective communication; using technology to improve learning; fostering positive interactions among student, parents, teachers, staff members enhance the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learning Outcome: Teacher candidates will be able to demonstrate dispositions appropriate for their profession during the student teaching semester by presenting accurate content and planning for diverse learning styles.

Learning Outcome: Teacher candidates will be able to practice effective communication skills; using technology to improve learning and fostering positive interactions among students, parents teachers , staff members, administrator and all person within the schools environment.

Special Education

Program Goal 1: To understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories and demonstrating respect for their students first as unique human beings.

Learning Outcome: Teacher candidates will prepare activities using

current theory, law point of views, and human issue and explain how they might affect the future of special education.

Program Goal 2: To understand that the beliefs, traditions, and values across and within cultures can affect relationships, teacher candidates will develop a repertoire of evidence-based instructional strategies to individualize instruction for diverse individual needs.

Learning Outcome: Teacher candidates will use a variety of instructional strategies to enhance students' development of critical thinking, problem solving, and decision making skills across the content areas.

Program Goal 3: To develop long-range individualized instructional plans anchored in both general and special curricula to improve decision-making and teaching of special educators and special educators.

Learning Outcome: Teacher candidates will identify what instructional methods to use and provide learning opportunities that support students with intellectual disabilities.

Program Goal 4: To enhance assessment all special education teachers must use a variety of informal and formal assessment to assess all ages of students.

Learning Outcome: Teacher candidates will use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, emotional and physical of each learner.

Program Goal 5: To achieve maximum quality, special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

Learning Outcome: Teacher candidates will foster relationships with school colleagues, families and agencies in the larger communities.

Speech Pathology

Program Goal 1: To prepare all speech clinicians to demonstrate the knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders in servicing diverse populations.

Learning Outcome: The speech and language clinician will develop and demonstrate a deep understanding of the knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in a variety of diverse settings.

Goal 2: The speech and language clinician will demonstrate knowledge and application of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.

Learning Outcome: The speech and language clinician will apply knowledge and skills of the principles and methods of prevention, assessment, and intervention for k-12 students with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Program Goal 4: The speech and language clinician is able to demonstrate skills in oral and written or other forms of communication

sufficient for entry into professional practice of developmental, linguistic and cultural correlates of the disorders.

Learning Outcome: The speech and language clinician will develop and apply appropriate intervention plans with measurable and achievable goals that meet K12 students' needs.

Program Goal 4: To assist speech clinicians in acquiring the knowledge they need to understand how evidence-based practices will increase service delivery of methods, strategies, and assessments.

Learning Outcome: The speech and language clinicians will engage in clinical service delivery that fosters the continued growth and integration of the knowledge, skills, and tasks of clinical practices in speech-language pathology consistent with current and up-to-date-techniques.

Program Goal 5: To prepare speech and language clinicians who are knowledgeable of the importance of building family and community relationships.

Learning Outcome: The speech and language clinicians will demonstrate the critical knowledge, skills, and strategies necessary for entry-level success in prevention with K-12 diverse students.

Learning Outcome: The speech and language clinicians will use educational methods in their daily practices that reflect developments and trends in technology and pedagogy.

Technology Education Goals

Program Goal 1: The students will develop an understanding and acquire knowledge of the nature of technology.

Learning Outcome 1.1: The teacher candidate will understand the characteristics and scope of technology.

Learning Outcome 1.2: The teacher candidate will be able to apply the core concepts of technology.

Learning Outcome 1.3: The teacher candidate understands relationships among technologies and the connections between technology and other fields.

Program Goal 2: The students will develop an understanding of technology and society.

Learning Outcome 2.1: The teacher candidate will understand the cultural, social, economic and political effects of technology.

Learning Outcome 2.2: the teacher candidate will be able to understand the effects of technology on the environment.

Learning Outcome 2.3: The teacher candidate will understand the role of society in the development and use of technology.

Learning Outcome 2.4: The teacher candidate will be able to understand the effects of the influence of technology on history.

Program Goal 3: The students will develop an understanding of design.

Learning Outcome 3.1: the teacher candidate will develop an understanding of the attributes of design.

Learning Outcome 3.2: The teacher candidate will develop an understanding of engineering design.

Learning Outcome 3.3: The teacher candidate will understand the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Program Goal 4: the students will develop abilities for a technological world.

Learning Outcome 4.1: The teacher candidate will be able to apply the design process.

Learning Outcome 4.2: The teacher candidate will be able to use and maintain technological products and systems.

Learning Outcome 4.3: The teacher candidate will have the abilities to assess the impact of products and systems.

Program Goal 5: The students will develop an understanding of the designed world with practical applications.

Learning Outcome 5.1: The teacher candidate will analyze the principles, concepts and applications of medical technologies.

Learning Outcome 5.2: The teacher candidate will analyze the principles, concepts and applications of agricultural and related biotechnologies.

Learning Outcome 5.3: The teacher candidate will analyze the principles, concepts and applications of energy and power technologies.

Learning Outcome 5.4: the teacher candidate will analyze the principles, concepts and applications of information and communication technologies.

Learning Outcome 5.5: the teacher candidate will analyze the principles, concepts and applications of transportation technologies.

Learning Outcome 5.6: The teacher candidate will analyze the principles, concepts and applications of manufacturing technologies.

Learning Outcome 5.7: The teacher candidate will analyze the principles, concepts and applications of construction technologies.

Additional Outcomes for Technology Education are:

1. Demonstrate the ability to plan and implement a Technology Education curriculum.
2. Satisfy University, South Carolina State Department of Education, and NCATE requirements for Teacher Certification.

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
IN THE TEACHING OF ART
(123 Semester Hours)**

FRESHMEN			
First Semester	Credits		Second Semester
			Credits
UNIV 101	2	English 151	3
English 150	3	Health 151	2
Math 150 -154	3	Math 155	3
Science Option I (BSC)	4	Science Option II (PSC)	4
ED 206 Fund of Ed.	3	Speech 150 or S 301	3
	15		15

SOPHOMORE			
First Semester	Credits		Second Semester
			Credits
English 250 or 251	3	ARTS 250	3
ARTS 215 Drawing	3	EPSY 260 Prin of Learn	3
EPSY 250	3	ARTS 218 Ceramics I	3
ARTS 115:Design I-2D	3	CS 150 Computer Science	3
History 250 or 251	3	ARTS 116 Design II-3D	3
ARTS 223 Digital Media	3		
	18		15

JUNIOR			
First Semester	Credits		Second Semester
			Credits
ARTS 219 Printmaking I	3	SPED 216	3
ETS 250 African Amer Hi	3	ED 308 Gen Methods	3
ARTH 215 Hist 1850	3	ECON 250/255 or PS252	3
ARTS 217Painting I	3	ARTS 220 Sculpture I	3
Elective	3	ARTH 420 Modern Art	3
		ARED 350 Seminar	1
	15		16

SENIOR			
First Semester	Credits		Second Semester
			Credits
ED 425 Adv Methods	3	ED 430 Prof Clin Exp	12
ARED 315 Arts for Child	3		
ARTH415	3		
ED 450 Seminar	1		
***ARTS 315 - 355	3		
RED 317	3		
	16		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
IN THE TEACHING OF BIOLOGY
(128 Semester Hours)**

**SOUTH CAROLINASTATEUNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDIES
FOR THE UNDERGRADUATE
BUSINESS EDUCATION
(122 Semester Hours)**

FRESHMEN

First Semester Credits		Second Semester Credits	
UNIV 101	2	English 151	3
English 150	3	ED 206 Fund of Ed.	3
ET 250 (Speech)	3	Computer Science 150	3
Math 155	3	Math 152	3
Biology 150	3	Biology 151 Botany	4
Biology Lab 151	1	HED151, MS 101, PE150	2
	15		18

SOPHOMORE

First Semester Credits		Second Semester Credits	
A or MU 250 (D 254)	3	Biology 204	4
Biology 209	4	EPSY 260 Prin of Learn	3
EPSY 250	3	HU 250	3
Chemistry 150	3	Chemistry 152	3
Chemistry Lab 151 1	3	Chemistry Lab 153	1
Science 201	3	English 250 or 251	3
SPED 216	3		
	20		17

JUNIOR

First Semester Credits		Second Semester Credits	
Biology 307	4	IBES 350 Seminar	3
250 or 255	3	ED 308 Gen Methods	3
Biology 305	4	Biology 401	4
Physics 250	3	Physics 252	3
Physic Lab 251	1	Physics Lab 253	1
		History 250 or 251	3
		Biology 403	4
	15		19

First Semester Credits	Credits	Second Semester Credits	Credits
ED 425 Adv Methods	3		
ED 430 Prof ClinExp	12		
**Biology 410	1		
Elective	3		
RED 317	3		
Elective	3		
Education 450 Seminar	1		
	17		

SENIOR

FRESHMEN

First Semester Credits		Second Semester Credits	
UNIV 101	2	English 151	3
English 150	3	Health 151, PE, or MS	2
Computer Science 150	3	Business Administration 101	3
Math 151	3	Math 155	3
BSC 150 OR 152	3	PSC150 OR 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
ED 206 (Foundation of Ed)	3		
	15		18

SOPHOMORE

First Semester Credits		Second Semester Credits	
English 250 or 251	3	History 250 or 251	3
A 250, M 250 or D 254	3	ESPY 260 Prin. of Learning	3
ESPY 250	3	ECON 250	3
Accounting 207	3	Accounting 208	3
Speech 150 or 250	3	Business Admin 204	3
		Business Admin 2013	
	15		18

JUNIOR

First Semester Credits		Second Semester Credits	
Special Education 216	3	African-American Exp. 250	3
Computer Science 161	3	ED 308 Gen Methods	3
Business Administration 311	3	Business Admin 309	3
Management 216	3	Reading Education 317	3
Marketing 300	3	BA 350 Seminar	1
	15		13

SENIOR

First Semester Credits		Second Semester Credits	
ED 425 Adv. Methods	3	ED 430 Prof ClinicalExp	12
Management 412	3		
Elective	3		
Elective	3		
Elective	3		
Education 450 Seminar	1		
	16		

SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
IN THE TEACHING OF CHEMISTRY
(133 Semester Hours)

SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY FOR THE UNDER-
GRADUATE
DRAMA EDUCATION
(122 Semester Hours)

FRESHMEN

First Semester		Credits	
Second Semester		Credits	
UNIV 101	2	English 151	3
English 150	3	Health Education 151	2
ET 250 (Speech)	3	Computer Science 150	3
Math 155	3	Math 152	3
Chemistry 150	3	Chemistry 152	3
Chemistry Lab 151	1	Chemistry Lab 153	1
ED 206 Fund of Ed.	3		
	18		15

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
Art/MU 250/D 254	3	Math 204	3
Math 203	3	EPSY 260 Prin of Learn	3
EPSY 250	3	HU 250	3
Chemistry 306	3	Chemistry 307	3
Chemistry Lab 316	1	Chemistry Lab 317	1
Science 201	3	Chemistry 201	4
Economics 250 or 255	3	SPED 216	3
	19		20

JUNIOR

First Semester		Second Semester	
Credits		Credits	
English 250 or 251	3	History 250 or 251	3
Chemistry 405	4	ED 308 Gen Methods	3
PSC 150 or 152	3	ICES Seminar 350	1
Physics 250	3	Physics 252	3
Physic Lab 251	1	Physics Lab 253	1
PSC Lab 151 or 153	1	Elective	4
	15		15

SENIOR

First Semester		Second Semester	
Credits		Credits	
ED 425 Adv Methods	3	ED 430 Prof ClinExp	12
SOC or PSY 250	3		
Chemistry 410	1		
Chemistry 407	4		
RED 317	3	Senior Exit Survey and Major Field Exam	
Chemistry 403	4		
Education Seminar 450	1		
	19		

FRESHMEN

First Semester		Second Semester	
Credits		Credits	
UNIV 101	2	English 151	3
English 150	3	ED 206 Fund of Ed	3
Drama 254	3	Computer Science 150	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
151or 153	1	PSC Lab 151 or 153	1
PE 150 or Health 151	2	Speech 150	3
	17		19

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
English 250 or 251	3	Speech 250	3
Humanities 250	3	EPSY 260 Prin of Learn	3
EPSY 250	3	ECON 255 or PS 252	3
History 250 or 251	3	Drama 206	3
Art or Music 250	3	Drama 302	1
Drama 205	3	Drama 309	2
	18		15

JUNIOR

First Semester		Second	
Semester	Credits	Semester	Credits
Drama 305	3	English 302	3
English 403	3	ED 308 Gen Methods	3
Drama 301	3	Reading Education 317	3
Drama 405	3	SPED 216	3
	12	Drama 308	3
			15

SENIOR

First Semester		Second Semester	
Credits		Credits	
ED 425 Adv Methods	3	ED 430 Prof Clin Exp	12
Drama 201	1		
Education Seminar 450	1		
Drama 307	3		
Elective	3		
Elective	3		
	14		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
ELEMENTARY EDUCATION
(131 Semester Hours)**

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
IN THE TEACHING OF ENGLISH
(128 Semester Hours)**

FRESHMEN

First Semester Credits		Second Semester Credits	
UNIV 101 Intro to University	2	English 151 English Comp	3
English 150 English Comp	3	ED 206 Found of Ed.	3
Science Option I (BSC)	4	Science Option II (PSC)	4
Math 150 - 154	3	MED 104 Geometry Elem	3
Computer Science 150	3	PE/MS 150/HED 151	2
Speech 150 Fund of Speech	3	Spanish 101	3
	18		18

SOPHOMORE

First Semester Credits		Second Semester Credits	
SPED 216	3	Math 155 Math Modeling	3
E 250 or 251 World Lit.	3	HED 204 Health for Elem	3
RED 206 Children Lit.	3	EPSY 250 Prin. of Learning	3
EPSY 250 Human Growth	3	History 104 US History 1887	3
H 250 or 251 World Civil	3	PE 200 Elementary Activity	3
Spanish 2	3	A 250, MU250, or D254	3
	18		18

JUNIOR

First Semester Credits		Second Semester Credits	
GEO 305 Socio-Geography	3	MED 300 Math for Elem	3
RED 315 Teach Rdg Elem Sch	3	RED 318 Diag. Presc. TchRdg	3
ED 300 Curriculum for Elem.	3	ED 320 Test & Management	3
MUED 300 Music Class Teacher	3	SC 308 Gen Methods	3
ARED 315 Art Ed foChil	3	SST 304 Social Studies	3
ED 350 Elem Seminar	1	ED 300 Science Education	3
	16		18

SENIOR

First Semester Credits		Second Semester Credits	
ED 425 Adv. Method	3	ED 430 Prof ClinExp	12
EDHU250 African-American	3		
ED 450 Education Seminar	1		
ECON 250 or 255	3		
Elective	3		
	13		

FRESHMEN

First Semester Credits		Second Semester Credits	
UNIV 101	2	English 151	3
English 150	3	Computer Sc. 150/151	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
PE 150/Health 151	2	Speech 150	3
ED 206 Fund of Ed	3		
	16		17

SOPHOMORE

First Semester Credits		Second Semester Credits	
English 250	3	English 202	3
English 201	3	EPSY 260 Prin of Learn	3
EPSY 250	3	SPED 216	3
ECON 250 or 255	3	History 250 or 251	3
A or MU 250 (or D254)	3	Foreign Language 102	3
Foreign Language 101	3	English 251	3
	18		18

JUNIOR

First Semester Credits		Second Semester Credits	
D309, E315, D301, HU250	2/3	*English 350 Seminar	1
Reading Education 317	3	ED 308 Gen Methods	3
English 317	3	English 302	3
English 312	3	English 316	3
English 403	3	English 318	3
	17/18	Speech 301	3
			16

SENIOR

First Semester Credits		Second Semester Credits	
ED 425 Adv Methods	3	ED 430 Prof ClinExp	12
English 405	3		
English 406	3		
Elective	3		
Education 450 Seminar	1		
	13		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE DEGREE
IN THE TEACHING OF
SECONDARY MATHEMATICS
(124 Semester Hours)**

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/PIANO
(135 Credits)**

FRESHMEN

First Semester Credits		Second Semester Credits	
UNIV 101 Univ Community	2	E 151 English Composition	3
E 150 English Composition	3	ED 206 Intro to Education	3
Science Option I	4	Science Option II	4
M 158 Calculus I	4	M 168 Calculus II	4
M 210 Finite Mathematics	3	Speech 150 or 250 or Engineering Tech. 250 (Application to School of Ed.)	3
	16		17

SOPHOMORE

First Semester Credits		Second Semester Credits	
E 250 or 251 World Literature	3	H 250 or 251 World Civil.	3
M 215 Logic, Sets, Proof	3	EPSY 260 Prin. of Learning	3
M 278 Calculus III	4	M 315 Discrete Mathematics	3
CS 151 Intro to Comp. Sci.	3	M 207 Found. of Geometry	3
EPSY 250 Human Growth	3	SPED 216 Intro to Excp Child	3
PE 150/HED 151/ MS 150	2	CS 161 Intro to Programming	3
	18		18

JUNIOR

First Semester Credits		Second Semester Credits	
Art/Music 250/Drama 254	3	M 306 Modern Algebra	3
M 305 Intro. to Mod. Geometry	3	ED 308 Sem. I: Gen. Teach. Meth.	3
Economics 250 or 255 or Engineering Tech 255	3	RED 317 Teach. Read. Cont.	3
M 208 Intro to Stats	3	HU 250 African American Exp.	3
M 314 Linear Algebra	3	M 490 Problem Solving in Math	3
	15		15

SENIOR

First Semester Credits		Second Semester Credits	
ED 425 Sem. II Spec. Teach. Meth.	3	ED 430 Prof Clinical Exp	12
M 404 Intro to Real Analysis	3		
ED 450 Senior Ed. Seminar	1		
Elective	3		
Elective	3		
	13		

FRESHMAN

First Semester Credits		Second Semester Credits	
MU107 Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MPIM 105 Applied Piano	1	MPIM 106 Applied Piano	1
MUED 021 Concert Choir	1	MUED 022 Concert Choir	1
MUT 150 Mus. Technology	3	E 151 English Comp.	3
M 150 Quant. Reasoning	3	M 155 Intro. to Math. Mod.	3
E 150 English Comp.	3	ED 206 Fund. of Ed.	3
UNIV 101 Intro. to Univ.	2	PSC 150 or 152	3
		PSC Lab 151 or 153	1
			19
Application to Education	17		

SOPHOMORE

First Semester Credits		Second Semester Credits	
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-Training	2	MU 228 Ear-Training	2
MPIM 205 Applied Piano	1	MPIM 206 Applied Piano	1
MUED 023 Concert Choir	1	MUED 024 Concert Choir	1
MUED 111 Class Voice	1	MUED 112 Class Voice	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
S 150 Fund. of Speech	3	EPSY 260 Prin. of Learning	3
BSC 150 or 152	3	SPED 216 Intro. to Ex. Child.	3
BSC Lab 151 or 153	1	E 250 World Lit. I	3
EPSY 250	3	ARTS 250 or D 254	3
PE 150/HED 151	2		
	19		19
Admitted to Teacher Education			

JUNIOR

First Semester Credits		Second Semester Credits	
MU 337 Music Hist & Lit	3	MU 338 Music Hist & Lit	3
HUMU 250 Hist of Black Mus.	3	MU 309 Choral Conducting	2
MU 303 Conducting	2	MPIM 306 Applied Piano	1
MPIM 305 Applied Piano	1	MUED 026 Concert Choir	1
MUED 025 Concert Choir	1	MU 099 Recital Hour	0
MU 099 Recital Hour	0	MUED 302 Mus. Sec. Schls.	3
MUED 341 Woodwinds Meth.	1	MUED 331 Brass Methods	1
MUED 301 Mus. Elem. Schls.	3	H 250 or 251 Hist. Wrld. Civ.	3
ED 308 Gen. Teach. Meth.	3	RED 317 Teach. Reading	3
		*ED Seminar 350	1
	17		18
Admission to Advanced Standing			

SENIOR

First Semester Credits		Second Semester Credits	
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
ECON 250 or 255	3		
MU 404 Form & Analysis	2		
MU 467 Senior Recital	1		
MPIM 405 Applied Piano	1		
MU 099 Recital Hour	0		
MUED 027 Concert Choir	1		
ED 425 Spec. Meth.	3		
ED 450	1		
	14		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/VOICE
(135 Credits)**

FRESHMAN First Semester		Second Semester	
	Credits		Credits
MU107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MUED 103 Class Piano	1	MUED 104 Class Piano	1
MVOM 115 Applied Voice	1	MVOM 116 Applied Voice	1
MUED 021 Concert Choir	1	MUED 022 Concert Choir	1
MUT 150 Mus. Technology	3	MU 099 Recital Hour	0
MU 099 Recital Hour	0	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Intro. to Math Mod.	3
M 150 Quant. Reasoning	3	PSC 150 or 152 Phys. Sci	3
UNIV 101 Intro. to Univ.	2	PSC Lab 151 or 153	1
		ED 206 Fund. of Ed	3
	18		20
Application to Education			

SOPHOMORE First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-training	2	MU 228 Ear-training	2
MVOM 215 Applied Voice	1	MVOM 216 Applied Voice	1
MUED 023 Concert Choir	1	MUED 024 Concert Choir	1
MU 099 Recital Hour	0	SPED 216 Intro. to Ex. Child.	3
S 150 Fund. of Speech	3	MU 099 Recital Hour	0
E 250 World Lit. I	3	EPSY 260 Prin. of Learning	3
EPSY 250 Human Growth	3	ARTS 250 or D 254	3
BSC 150 or 152	3	PE 150/HED 151	2
BSC Lab 151 Or 153	1		
	19		17
Admitted to Teacher Education			

JUNIOR First Semester		Second Semester	
	Credits		Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MU 303 Conducting	2	MU 304 Choral Cond	2
MU 099 Recital Hour	0	MUED 331 Brass Methods	1
MVOM 315 Applied Voice	1	MVOM 316 Applied Voice	1
MUED 341 Woodwinds Meth.	1	MUED 302 Mus. Sec. Schls.	3
MUED 025 Concert Choir	1	H 250 or 251 Hist. Wrld. Civ.	3
HUMU 250 Hist Blk Mus.	3	MU 099 Recital Hour	0
MUED 301 Mus. Elem. Schls.	3	MUED 026 Concert Choir	1
ED 308 Gen. Teach Meth.	3	RED 317	3
	17	ED 350 Seminar	1
			18
Admission to Advanced Standing			

SENIOR First Semester		Second Semester	
	Credits		Credits
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
ECON 250/255	3		
MU 404 Form & Anal	2		
MU 467 Senior Recital	1		
MUED 027 Concert Choir	1		
MU 099 Recital Hour	0		
ED 425 Spec. Methods	3		
MVOM 415 Applied Voice	1		
ED 450	1		
	14		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION -INSTRUMENTAL
(137 Credits)**

FRESHMAN First Semester		Second Semester	
	Credits		Credits
MU 107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MUED 103 Class Piano	1	MUED 104 Class Piano	1
MU Appl. Major Instr.	1	MU Appl. Major Instr.	2
MUED Instr. Ensembles	1	MUED Instr. Ensembles	1
MU 099 Raecital Hour	0	MU 099 Recital Hour	0
MUT 150 Intro. to Mus. Tech	3	ED 206 Funs. of Ed.	3
E 150 English Comp	3	E 151 English Comp	3
M 150 Quant. Reasoning	3	M 155 Intro to Math Mod	3
UNIV 101 Intro. to Univ.	2	PSC 150 or 152	3
		PSC Lab 151or 153	
	18		20
Application to Educaion			

SOPHOMORE First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Appl. Major Instr.	1	MU Appl. Major Instr.	1
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 111 Class Voice	1	MUED 112 Class Voice	1
MU 099 Recital Hour	0	MU 099 Recital hour	0
S150 Fund. of Speech	3	E 250 World Lit. I	3
EPSY 250 Human Growth	3	EPSY 260 Prin. of Learning	3
PE150 or HED151	2	ARTS 250 or D254	3
BSC 150 or 152	3	SPED 216 Intr. to Ex. Child.	3
BSC Lab 151 or 153	1		
	19		19
Admitted to Teacher Education			

JUNIOR First Semester		Second Semester	
	Credits		Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MU309 Instr, Conduct	2
MUED 341 Woodwind Meth	1	MUED 331 Brasswind Methods	1
MUED Appl. Major Instr.	1	MU Appl Major Instr.	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 301 Mus. Elem. Schls.	3	MUED 302 Music Sec. Schls.	3
HUMU 250 Hist Blk Mus	3	H 250 or 251 Hist. Wrld. Civ.	3
ED 308 Gen. Teach Meth.	3	ECON 250 or 255	3
	17	ED 350	1
			18
Admission to Advanced standing			

SENIOR First Semester		Second Semester	
	Credits		Credits
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
MU404 Form & Anal	2		
MU 467 Senior Recital	1		
MU Appl Major Instr.	1		
MU 099 Recital Hour	0		
MUED Instr. Ensemble	1		
RED 317 Teach. Reading	3		
ED 450	1		
ED 425 Spec. Meth.	3		
	14		12

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
PHYSICAL EDUCATION**

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
SOCIAL STUDIES
FRESHMEN**

FRESHMEN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	ED 206 Fund of Ed	3
Speech 150	3	Computer Science 150	3
Math 150 -154	3	Math 155	3
Science Option I (BSC)	4	Science Option II (PSC)	4
Health 151	2		
	16		16

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	Math 155	3
Math 150 or 151	3	PSC 150 or 152	3
BSC 150 or 152	3	PSC Lab 151 or 153	1
BSC Lab 151 or 153	1	History 104	3
History 103	3	Speech 150	3
PE 150, HED 151 or MS 101	2	ED 206 Fund of Ed	3
	17		19

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Art 250/Music 250/D 254	3	English 250 or 251	3
Health 214	3	EPSY 260 Prin of Learn	3
EPSY 250	3	Physical Education 210	3
Physical Education 200	3	Physical Education 202	3
History 250 or 251	3	Physical Education 204	1
Physical Education 203	1	Biology 209	4
Physical Education 205	1		
	17		17

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	HHU250, H315 or H316	3
Political Science 201	3	EPSY 260 Prin of Learn	3
EPSY 250	3	SOC 250	3
Computer Science 150	3	A 250, M 250 or D 254	3
ED 206 Fund of Ed	3	PS 252	3
History 200	3		
	18		15

JUNIOR

First Semester	Credit	Second Semester	Credit
Physical Education 208	1	ECON 250 or 255	3
Education 350	1	Physical Education 305	3
Physical Education 322	3	Physical Education 300	1
Physical Education 303	3	Physical Education 301	3
Physical Education 319	3	Physical Education 404	3
Physical Education 308	3	Reading Education 317	3
	14		16

First Semester	Credits	Second Semester	Credits
History 251	3	ED 308 Gen Methods	3
SPED 216	3	Sociology 310	3
History 223 or 224	3	Geography 204 or 305	3
History 301	3	History 310 or 312	3
Elective	3	Elective	3
	15	SST Seminar 350	1
			16

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv Methods	3	ED 430 Prof Clin Exp	12
Physical Education 402	3		
Physical Education 403	3		
Physical Education 497	3		
Physical Education 410	1		
Education 450	1		
Elective	3		
	17		

First Semester	Credits	Second Semester	Credits
ED 425 Adv Methods	3	ED 430 Prof ClinExp	12
History 430	3		
RED 317	3		
H340, H403 or H404	3		
Education 450 Seminar	1		
	13		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
SPECIAL EDUCATION (EMOTIONALLY
DISABLED)
(127 Semester Hours)**

FRESHMEN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro to University	2	English 151 English Comp	3
English 150 English Comp	3	Science Option II (PSC)	4
Science Option I (BSC)	4	MED 104 Geometry	3
Math 150 - 154	3	Speech 150 Fund of Speech	3
Computer Science 150	3	ED 206 Fund of Ed.	3
PE/MS 150/HED 151	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or 251 World Literature	3	SPED219 PsyEmot Disabled	3
ECON 250	3	EPSY 260 Prin of Learning	3
EPSY 250 Hum Growth/Dev	3	History 250or251World Civil	3
SPA 209 Intro Com Disorder	2	Art/MU 250/D254	3
SPED 216 Intro to Special Ed	3	PS 252 American Govt	3
Math 155 Math Modeling	3	HED 204	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
ED 318 Curriculum/Inst/Asses	3	Math 300 or SPED499	3
SPED 319 Language Arts	3	ED 308 Generic Methods	3
MUED 300 Music Class Teacher	3	SPED 304 Behavior Problem	3
ARED 315 Art for Children	3	PE 319 Adapted PE	3
Or SPED 423 Art Disable Chil	3	RED 315 or RED 317	3
SPED 332 Assessment	3	SPED 350 Seminar	1
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	ED 430 Prof ClinExp	12
ED HU 250 Black Issues	3		
Elective	3		
ED 450 Ed. Seminar	1		
Elective	3		
SPED 327 ProcEmot Dis	3		
	16		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
SPECIAL EDUCATION (EDUCABLE MENTALLY
DISABLED)
(130 Semester Hours)
FRESHMEN**

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	Science Options (PSC)	4
Science Option I (BSC)	4	MED 104 Geometry	3
Math 150 - 154	3	Speech 150	3
Computer Science 150	3	ED 206 Fund of Ed	3
PE/MS 150/HED 151	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	SPED 217	3
ECON 250/255	3	EPSY 260 Prin of Learn	3
EPSY 250	3	History 250 or 251	3
SPED 216	3	Art/MU 250/D254	3
SPA 209	2	Political Science 252	3
Math 155	3	HED 204	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
SPED 332 Assessment	3	Math 300 or SPED499	3
ED 308 Gen Methods	3	SPED 320	3
SPED 304 BehProb	3	MUED 300	3
PE 319 Adapted PE	3	ED 318 Curr/Inst/Asses	3
SPED 327 Proc Emotion Dis	3	ARED 315 or	
RED 315 Teach Read Elem	3	SPED 423	3
or RED 317 Teach Read Cont.	3		
	18		18

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	ED 430 Prof ClinExp	12
EDHU 250 Black Issues	3		
Elective	3		
ED 450 Education Seminar	1		
Elective	3		
SPED 350 Ed. Seminar	1		
	14		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
SPECIAL EDUCATION (LEARNING DISABILITIES)
(127 Semester Hours)
FRESHMEN**

First Semester		Second Semester	
Credits		Credits	
UNIV 101 Intro to University	2	English 151 English Comp	3
English 150 English Comp	3	Science Option II (PSC)	4
Science Option I (BSC)	4	MED 104 Geometry	3
Math 150 - 154	3	Speech 150 Fund of Speech	3
Computer Science 150	3	ED 206 Foundation of Ed	3
	2		
	17		16

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
E 250 or 251 World Literature	3	SPED 218 Learning Disability	3
ECON 250 or 255	3	EPSY 260 Prin of Learning	3
EPSY 250 Human Growth	3	H 250 or 251 World Civil	3
Art 250, MU 250 or D254	3	SPA 209 Intro to Com Disord	2
SPED 216 Intro to Special Ed	3	PS 252 American Government	3
Math 155 Math Modeling	3	HED 204 Health for Elem	3
	18		17

JUNIOR

First Semester		Second Semester	
Credits		Credits	
SPED 332 Assessment	3	Math 300 or SPED 499	3
ED 318 Curriculum/Inst/Asses	3	ED 308 Generic Methods	3
SPED 319 Teach Lang Art	3	SPED 304 Behavior Problem	3
MUED 300 Music Class Teach	3	PE 319 Adapted PE	3
ARED 315 Art for Child	3	RED 315 or RED 317	3
Or 423 Art Disabled	3	SPED 350 Seminar	1
	15		16

SENIOR

First Semester		Second Semester	
Credits		Credits	
SPED 425 Advanced Methods	3	ED 430 Prof Clin Exp	12
ED 450 Education Seminar	1		
Elective	3		
EDHU 250 Black Issues	3		
Elective	3		
SPED 325 Ed Proc for LD	3		
	16		

**SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
SPEECH PATHOLOGY AND AUDIOLOGY**

FRESHMEN

First Semester		Second Semester	
Credits		Credits	
UNIV 101	2	English 151	3
English 150	3	ED 206 Fund of Ed	3
A or MU250, D254	3	History 250 or 251	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	BSC 150 or 152	3
BSC Lab 151 or 153	1	BSC Lab 151 or 153	1
		HED 151 or PE 150	2
	15		18

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
ECON FCS 251	3	English 250 or 251	3
Computer Science 150	3	EPSY 260 Prin of Learn	3
EPSY 250	3	Speech 250	3
Speech Pathology 203	1	Speech Pathology 204	1
Speech Pathology 209	2	Speech Pathology 211	3
Speech Pathology 214	3	Speech Pathology 220	3
Elective	1		
	16		16

JUNIOR

First Semester		Second Semester	
Credits		Credits	
Speech Pathology 320	3	Speech Pathology 340	3
Speech Pathology 330	3	Speech Pathology 350	3
Speech Pathology 391	3	Speech Pathology 360	3
Psychology 204	3	Speech Pathology 392	3
PSC 151 Lab	1	SW 250	3
PSC 150	3	Special Education 216	3
		Elective	3
		Education Seminar 350	1
	16		18

SENIOR

First Semester		Second Semester	
Credits		Credits	
Speech Pathology 493	3	ED 430 Prof ClinExp	12
Speech Pathology 460	3	Elective	3
Speech Pathology 470	3		
Speech Pathology 480	3		
Speech Pathology 491/2	3		
Elective	3	Electives	
Elective	3	SPA 461	
Education Seminar 450	1	SPA 495	
		SPA 496	
	17		

SOUTH CAROLINA STATE UNIVERSITY
PROGRAM OF STUDY
REQUIRED COURSE OF STUDY
FOR THE UNDERGRADUATE
TECHNOLOGY EDUCATION
(127 Semester Hours)

CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
ART EDUCATION
(128 Credits)

FRESHMEN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	ET 250 Tech Comm	3
IE 121 Prod & Struct Des	3	Computer Science 150	3
Math 150 or 152	3	Math 155	3
IE 180 Intro to Ind Tech	2	IE 122 Prod & Struct Des II	3
Health 151	2		
ED 206 Fund of Ed	3		
	18		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 or 152	3	Art or Music 250, D254	3
BSC Lab 151 or 153	1	EPSY 260 Prin of Learn	3
EPSY 250 Human Growth	3	ETS 250 Hist Tech & Science	3
IE 251 Intro to Comm	3	IE 381 Graphic Comm	3
IE 211 Const. System	3	PSC 150 or 152	3
IE 221 Manufacturing	3	PSC Lab 151 or 153	1
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
IE 301 History & Phil	3	IE 331 Power Energy	3
English 250 or 251	3	IE 241 Trans. Power	3
252 Electricity	3	IE 326 Special Needs	3
IE 325 Construction	3	History 250 or 251	3
IE 330 Concept in Mfg	3	IE 410 Facilities	3
IE Seminar 350	1		
	16		18

SENIOR

First Semester	Credits	Grade Validated	Credits
ED 425 Adv Methods	3	ED 430 Prof ClinExp	12
Reading Education 317	3		
PS 252 American Gov	3		
*Education Seminar 450	1		
Elective	6		
	16		

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund. II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	3	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
ED 199 Intro to Education	2	ED 150/151 or 152 Ed Sem.	1
	17		17
Application to Education			

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 215 Drawing I	3	ARTS 217 Painting	3
ARTS 218 Ceramics I	3	ARTS 221 Photo I	3
ARTH 215 Hist West Art I	3	ARTH 216 Hist West Art II	3
HED 151 Person Comm. Hlth	2	CS 150 Computer Tech	3
H 250 or 251 World Hist.	3	EPSY 260 Princ of Learn	3
EPSY 250 Human Growth	3	E 250 or 251 World Lit.	3
Development	17		18
Admitted to Teacher Education			

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 220 Sculpture I	3	ART 250 Art Appreciation	3
ARTS 219 Printmaking I	3	ARTS 315-355 Int/Adv	3
ARED 315 Art for Children	3	ARTH 420 Mod/Con Art	3
ED 306 Hist & Philosophy	3	ED 350 Art Ed Methods	1
HHU 250 or Cultural Aware	3	ED 308 Gen Teach Methods	3
ECON 250, 255 or PS 252	3	SPEL 216 Intro to Ex Child	3
	18		16
Admission to Advanced Standing			

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 315-355 Int/Adv	3	ED 430 Professional	12
ARTH 415 African-Am Art	3	Clinical Experience	12
ED 450 Senior Ed Seminar	1		
ED 425 Sem II (Spec Meth)	3		
RED 317 Teaching Reading	3		
	13		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
BIOLOGY EDUCATION
(135-136 Credits)**

FRESHMAN		Second Semester	
First Semester		First Semester	
	Credits		Credits
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Engineering Tech 250	3	Education 199	2
Math 155	3	Math 152	3
Biology 150	3	Biology 151 Botany	4
Biology Lab 151	1	*Education 150,151 or 152	1
		HED151, MS101, PE150	2
	15		18
Application to Education			

SOPHOMORE		Second Semester	
First Semester		First Semester	
	Credits		Credits
Art/Music 250/Drama 254	3	Biology 204	4
Chemistry 150/151	4	Chemistry 152	3
Biology 209	4	Chemistry Lab 153	1
Ed. Psychology 250	3	African-Amer. Exp. 250	3
Science 201	3	English 250 or 251	3
Special Education 216	3	Ed. Psychology 260 3	3
	20		17
Admitted to Teacher Education			

JUNIOR		Second Semester	
First Semester		First Semester	
	Credits		Credits
Economics 250 or 255	3	Education 308	3
Education 306	3	Biology 401	4
Physics 250	3	History 250 or 251	3
Physics Lab 251	1	Biology 403	4
Biology 305	4	IBES 350 Seminar	1
Biology 307	3	Physics 252	3
		Physics Lab 253	1
	17		19
Admission to Advanced Standing			

SENIOR		Second Semester	
First Semester		First Semester	
	Credits		Credits
Education 425	3	Education 430	12
Soci 250 or Psy 250 3			
Biology 410	1		
Elective	3		
*Education 450 Seminar	1		
Reading Education 317	3		
Elective	3		
	17		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
BUSINESS EDUCATION
(128 Credits)**

FRESHMAN		Second Semester	
First Semester		First Semester	
	Credits		Credits
University 101	2	English 151	3
Math 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153 1		PSC Lab 151 or 153 1	
English 150	3	*Education 150,151 or 152	1
Computer Science 150	3	Business Admin 101 3	
Health Education 151	2	Education 199	2
	17		16
Application to Education			

SOPHOMORE		Second Semester	
First Semester		First Semester	
	Credits		Credits
English 250 or 251	3	Ed. Psychology 260 3	3
Ed. Psychology 250 3	3	Economics 250	3
Accounting 207	3	Business Admin 201 3	
ArtS 250/ Mu 250/or D254	3	Accounting 208	3
Speech 150 or 250	3	Business Admin 204 3	
		History 250 or 251	3
	15		18
Admitted to Teacher Education			

JUNIOR		Second Semester	
First Semester		First Semester	
	Credits		Credits
Education 306	3	African-Amer Exp 250	3
Special Education 216	3	Management 316	3
Computer Science 161	3	Reading Education 317	3
Business Admin. 311	3	Education 308	3
Management 216.	3	Business Admin 309 3	
Marketing 300.	3	Elective	3
		*BA 350 Seminar	1
	18		19
Admission to Advanced Standing			

SENIOR		Second Semester	
First Semester		First Semester	
	Credits		Credits
Education 425	3	Education 430	12
Management 412	3		
Business Admin 450 3			
Elective	3		
*Education Seminar 450	1		
	13		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
CHEMISTRY EDUCATION
(134-136 Credits)**

FRESHMAN		Second Semester	
First Semester	Credits		Credits
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Chemistry 150	3	Chemistry 152	3
Chemistry Lab 151	1	Chemistry Lab 153	1
Math 155	3	Math 152	3
Engineering Tech. 250	3	Health Education 151	2
Education 199	2	*Education 150,151 or 152	1
	17		16
Application to Education			

SOPHOMORE		Second Semester	
First Semester	Credits		Credits
Arts 250/Mu 250/D 254	3	African-Amer. Exp. 250	3
Ed. Psychology 250 3	3	Chemistry 307	3
Math 203	3	Chemistry Lab 317	1
Chemistry 306	3	Math 204	3
Chemistry Lab 316	1	Ed. Psychology 260 3	3
Science 201	3	Chemistry 201	4
Economics 250 or 255	3	Special Education 216	3
	19		20
Admitted to Teacher Education			

JUNIOR		Second Semester	
First Semester	Credits		Credits
English 250 or 251	3	Education 308	3
Physics 250	3	History 250 or 251	3
Physics Lab 251	1	*ICES Seminar 350 1	1
Chemistry 405	4	Physics 252	3
Education 306	3	Physics Lab 253	1
PSC 150 or 152	3	Elective	4
PSC Lab 151 or 153 1			
	18		15
Admission to Advanced Standing			

SENIOR		Second Semester	
First Semester	Credits		Credits
Education 425	3	Education 430	12
Reading Education 317	3		
Chemistry 410	1		
Chemistry 407	4		
Chemistry 403	4		
Psy 250 or Soc 250	3		
*Education Seminar 450	1		
	19		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
DRAMA EDUCATION
(122 Credits)**

FRESHMAN		Second Semester	
First Semester	Credits		Credits
English 150	3	English 151	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
University 101	2	Speech 150	3
P. E. 150/Health Ed. 151	2	Computer Science 150	3
Drama 254	3	Education 206 Fund of Ed	3
	17		19
Application to Education			

SOPHOMORE		Second Semester	
First Semester	Credits		Credits
Ed. Psychology 250	3	Speech 250	3
English 250 or 251	3	Ed. Psychology 260	3
HUM 250	3	Econ. 255/Pol. Sc. 252	3
History 250 or 251	3	Drama 206	3
Elective	1	Drama 302	1
Drama 205	3	Drama 309	3
	16		16
Admitted to Teacher Education			

JUNIOR		Second Semester	
First Semester	Credits		Credits
Drama 305	3	English 302	3
English 403	3	Special Education 216	3
Drama 301	3	Reading Education 317	3
Drama 405	3	Education 308	3
	12	Drama 308	3
Admission to Advanced Standing			

SENIOR		Second Semester	
First Semester	Credits		Credits
Education 425	3	Education 430	12
Drama 201	1		
Drama 307	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
	14		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
ENGLISH EDUCATION
(130/131 Credits)**

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
FAMILY AND CONSUMER SCIENCES
(125 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
University 101	2	English 151	3
English 150	3	Computer Sc. 150 or 151	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153 1	PSC Lab 151 or 153 1		
Math 150 or 151	3	Math 155	3
Education 199	2	Speech 150	3
P. E. 150/HED 151/MS101	2	*Education 150, 151 or 152	1
	16		17
Application to Education			

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
University 101	2	English 151	3
English 150	3	Nutrition 102	3
BSC 150 or 152	3	Chemistry 150	3
BSC Lab 151 or 153 1	Chemistry Lab 151	1	
Education 199	2	Math 155	3
Math 150 or 151	3	Speech 150	3
Family & Con. Sc. 101	2	*Education 150, 151 or 152	1
	16		17
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
English 250	3	Special Education 216	3
English 201	3	English 202	3
Art/Music 250/Drama 254	3	Foreign Language 102	3
ECON 250 or 255	3	Ed. Psychology 260 3	
Ed. Psychology 250 3	History 250 or 251	3	
Foreign Language 101	3	English 251	3
	18		18
Admitted to Teacher Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
Computer Science 150	3	African-Amer. Exp. 250	3
Family & Con. Sc. 203	3	Art/Music 250/Drama 254	3
PE150/MS150 Health 151	2	Ed. Psychology 260 3	
Special Education 216	3	Nutrition 210	3
Ed. Psychology 250 3	Family & Con. Sc. 251	3	
Child Development 200	3	Fashion Merch 204	3
	17		18
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
D309, E315, D301	2/3	Education 308	3
Reading Education 317	3	Speech 301	3
English 317	3	English 302	3
English 312	3	English 316	3
Education 306	3	English 318	3
English 403	3	*Education Seminar 350	1
	17/18		16
Admission to Advanced Standing			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
FCS 304	3	Education 306	3
Fashion Merch. 364 3	Education 308	3	
English 250 or 251	3	Family & Con. Sc. 309	3
Family & Con. Sc. 306	3	History 250 or 251	3
Nutrition 311	3	*FCS Seminar 350	1
-		Elective	3
	15		16
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
Education 425	3	Education 430	12
English 405	3		
English 406	3		
English 314	3		
Elective	3		
*Education Seminar 450	1		
	16		12
Application for Professional Clinical Experience			
Application for Graduation			

SENIOR

First Semester		Second Semester	
Credits		Credits	
Family & Con. Sc. 408	3	Education 430	12
Family & Con. Sc. 498	1		
Reading Education 317	3		
Family & Con. Sc. 310	3		
*Education 450	1		
Elective	3		
	14		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
HISTORY/SOCIAL STUDIES EDUCATION
(131 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
University 101	2	English 151	3
English 150	3	Education 199	2
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153 1	PSC Lab 151 or 153 1		
Math 150 or 151	3	Math 155	3
PE 150/HED 151/MS 151	2	Speech 150	3
History 103	3	History 104	3
		*Education 150, 151 or 152	1
	17		19
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
English 250 or 251	3	+African-Amer. Exp. 250	
+Political Science 201	3	or History 315 or 316	3
Ed. Psychology 250 3	Ed. Psychology 260 3		
History 200	3	+PS 252	3
Computer Science 150	3	History 250	3
+Psychology 250	3	ARTS 250/MU 250/D 254	3
		+Sociology 250	3
	18		18
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
History 251	3	Education 308	3
Special Education 216	3	+Geography 305	3
Education 306	3	+Sociology 310	3
History 223 or 224	3	History 310 or 312	3
History 301	3	Elective	3
Econ 250	3	*SST Seminar 350	1
	18		16
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
Education 425	3	Education 430	12
History 430	3		
H304, H403 or H404	3		
Reading Education 317	3		
*Education 450 Seminar	1		
	13		12
Application to Professional Clinical Experience			
Application for Graduation			

(+) Minimum grade C or better. This also applies to all Education and History courses.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
TECHNOLOGY EDUCATION
(125 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Industrial Education 180	2	Engineering Tech. 250	3
Math 150 or 152	3	Math 155	3
HED 151	2	Industrial Education 122	3
Industrial Education 121	3	*Education 150, 151 or 152	1
	15		16
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
BSC 150 or 152	3	ARTS 250/MU 250/D 254	3
BSC Lab 151 or 153 1	ETS 250Hist Tech & Science 3		
Industrial Education 251	3	Ed. Psychology 260 3	
Industrial Education 211	3	Industrial Education 381	3
Industrial Education 221	3	PSC 150 or 152	3
Ed. Psychology 250 3	PSC Lab 151 or 153 1		
	16		16
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
Education 308	3	English 250 or 251	3
History 250 or 251	3	Industrial Education 331	3
Industrial Ed. 326	3	Industrial Education 252	3
Industrial Ed. 241	3	Industrial Education 330	3
Industrial Education 301	3	Industrial Education 325	3
Industrial Education 410	3	*IE Seminar 350	1
	18		16
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
Education 425	3	Education 430	12
PS 252 American Govt	3		
*Education Seminar 450	1		
Reading Education 317	3		
Elective	6		
	16		12
Application for Professional Clinical Experience			
Application for Graduation			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MATHEMATICS EDUCATION
(124 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
UNIV 101 Univ. Comm.	2	E 151 Eng. Comp.	3
E 150 Eng. Comp.	3	Science Option II	4
Science Option I	4	M 168 Calculus II	4
M 158 Calculus I	4	Speech 150 or 250 or	
M 210 Finite Math	3	Engineering Tech. 250	3
		ED 206 Intro. to Education	3
	16		17
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
E 250 or 251 Worldn Lit.	3	H 250 or 251 World Civ.	3
M 215 Logic, Sets, Proofs.	3	EPSY 260 Prin. of Learn.	3
M 278 Calculus III	4	M315 Discrete Math	3
CS 151 Intro. to Comp. Sci.	3	M 207 Found. Geometry	3
EPSY 250 Human Growth	3	Economics 250 or 255 or	
PE150/HED 151/MS101	2	Engineering Tech. 255	3
		CS 161 Intro to Program.	3
	18		18
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
Art/Music 250/Drama 254	3	M 306 Modern Algebra	3
M 305 Intro to Modern Geo.	3	ED 308 Seminar I: Gen	
SPED 216 Intro to Excep.	3	Teach Methods	3
Children		RED 317 Teach. Read. Cont.	3
M 208 Intro to Stats.	3	HU 250 Cultural Awareness	3
M 314 Linear Algebra	3	M 490 Prob. Solving Math	3
	15		15
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
ED 425 Seminar II	3	ED 430 Prof. Clinic Exp.	12
M 404 Intro to Real Analy.	3		
ED 450 Senior Ed. Seminar	1		
Elective	3		
Elective	3		
	13		12
Application for Professional Clinical Experience		Application for Graduation	

Science Option I: BSC150&151, BSC152&153, B150 & B154, B151 & 152
Science Option II: PSC 150&151, PSC 152&153, P250&251, P252&253,
P254&251, P255&253, C150&151, C152&153

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/VOICE
(135 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
MU107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MUED 103 Class Piano	1	MUED 104 Class Piano	1
MVOM 115 Applied Voice	1	MVOM 116 Applied Voice	1
MUED 021 Concert Choir	1	MUED 022 Concert Choir	1
MUT 150 Mus. Technology	3	MU 099 Recital Hour	0
MU 099 Recital Hour	0	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Intro. to Math Mod.	3
M 150 Quant. Reasoning	3	PSC 150 or 152 Phys. Sci	3
UNIV 101 Intro. to Univ.	2	PSC Lab 151 or 153	1
		ED 206 Fund. of Ed	3
	18		20
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-training	2	MU 228 Ear-training	2
MVOM 215 Applied Voice	1	MVOM 216 Applied Voice	1
MUED 023 Concert Choir	1	MUED 024 Concert Choir	1
MU 099 Recital Hour	0	SPED 216 Intro. to Ex. Child.	3
S 150 Fund. of Speech	3	MU 099 Recital Hour	0
E 250 World Lit. I	3	EPSY 260 Prin. of Learning	3
EPSY 250 Human Growth	3	ARTS 250 or D 254	3
BSC 150 or 152	3	PE 150/HED 151	2
BSC Lab 151 or 153	1		
	19		17
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MU 303 Conducting	2	MU 304 Choral Cond	2
MU 099 Recital Hour	0	MUED 331 Brass Methods	1
MVOM 315 Applied Voice	1	MVOM 316 Applied Voice	1
MUED 341 Woodwinds Meth.	1	MUED 302 Mus. Sec. Schls.	3
MUED 025 Concert Choir	1	H 250 or 251 Hist. Wrld. Civ.	3
HUMU 250 Hist Blk Mus.	3	MU 099 Recital Hour	0
MUED 301 Mus. Elem. Schls.	3	MUED 026 Concert Choir	1
ED 308 Gen. Teach Meth.	3	RED 317	3
		ED 350 Seminar	1
	17		18
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
ECON 250/255	3		
MU 404 Form & Anal	2		
MU 467 Senior Recital	1		
MUED 027 Concert Choir	1		
MU 099 Recital Hour	0		
ED 425 Spec. Methods	3		
MVOM 415 Applied Voice	1		
ED 450	1		
	14		12

Application for Professional Clinical Experience
Application for Graduation

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/PIANO
(135 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
MU107 Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MPIM 105 Applied Piano	1	MPIM 106 Applied Piano	1
MUED 021 Concert Choir	1	MUED 022 Concert Choir	1
MUT 150 Mus. Technology	3	E 151 English Comp.	3
M 150 Quant. Reasoning	3	M 155 Intro. to Math. Mod.	3
E 150 English Comp.	3	ED 206 Fund. of Ed.	3
UNIV 101 Intro. to Univ.	2	PSC 150 or 152	3
		PSC Lab 151 or 153	1
	17		19

Application to Education

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-Training	2	MU 228 Ear-Training	2
MPIM 205 Applied Piano	1	MPIM 206 Applied Piano	1
MUED 023 Concert Choir	1	MUED 024 Concert Choir	1
MUED 111 Class Voice	1	MUED 112 Class Voice	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
S 150 Fund. of Speech	3	EPSY 260 Prin. of Learning	3
BSC 150 or 152	3	SPED 216 Intro. to Ex. Child.	3
BSC Lab 151 or 153	1	E 250 World Lit. I	3
EPSY 250	3	ARTS 250 or D 254	3
PE 150/HED 151	2		
	19		19

Admitted to Teacher Education

JUNIOR

First Semester		Second Semester	
	Credits		Credits
MU 337 Music Hist & Lit	3	MU 338 Music Hist & Lit	3
HUMU 250 Hist of Black Mus.	3	MU 309 Choral Conducting	2
MU 303 Conducting	2	MPIM 306 Applied Piano	1
MPIM 305 Applied Piano	1	MUED 026 Concert Choir	1
MUED 025 Concert Choir	1	MU 099 Recital Hour	0
MU 099 Recital Hour	0	MUED 302 Mus. Sec. Schls.	3
MUED 341 Woodwinds Meth.	1	MUED 331 Brass Methods	1
MUED 301 Mus. Elem. Schls.	3	H 250 or 251 Hist. Wrld. Civ.	3
ED 308 Gen. Teach. Meth.	3	RED 317 Teach. Reading	3
		*ED Seminar 350	1
	17		18

Admission to Advanced Standing

SENIOR

First Semester		Second Semester	
	Credits		Credits
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
ECON 250 or 255	3		
MU 404 Form & Analysis	2		
MU 467 Senior Recital	1		
MPIM 405 Applied Piano	1		
MU 099 Recital Hour	0		
MUED 027 Concert Choir	1		
ED 425 Spec. Meth.	3		
ED 450	1		
	14		12

Application for Professional Clinical Experience

Application for Graduation

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION -INSTRUMENTAL
(137 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
MU 107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MUED 103 Class Piano	1	MUED 104 Class Piano	1
MU Appl. Major Instr.	1	MU Appl. Major Instr.	2
MUED Instr. Ensembles	1	MUED Instr. Ensembles	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUT 150 Intro. to Mus. Tech	3	ED 206 Funs. of Ed.	3
E 150 English Comp	3	E 151 English Comp	3
M 150 Quant. Reasoning	3	M 155 Intro to Math Mod	3
UNIV 101 Intro. to Univ.	2	PSC 150 or 152	3
		PSC Lab 151 or 153	3
	18		20

Application to Educaion

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Appl. Major Instr.	1	MU Appl. Major Instr.	1
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 111 Class Voice	1	MUED 112 Class Voice	1
MU 099 Recital Hour	0	MU 099 Recital hour	0
S150 Fund. of Speech	3	E 250 World Lit. I	3
EPSY 250 Human Growth	3	EPSY 260 Prin. of Learning	3
PE150 or HED151	2	ARTS 250 or D254	3
BSC 150 or 152	3	SPED 216 Intr. to Ex. Child.	3
BSC Lab 151 or 153	1		
	19		19

Admitted to Teacher Education

JUNIOR

First Semester		Second Semester	
	Credits		Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MU309 Instr, Conduct	2
MUED 341 Woodwind Meth	1	MUED 331 Brasswind Methods	1
MUED Appl. Major Instr.	1	MU Appl Major Instr.	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 301 Mus. Elem. Schls.	3	MUED 302 Music Sec. Schls.	3
HUMU 250 Hist Blk Mus	3	H 250 or 251 Hist. Wrld. Civ.	3
ED 308 Gen. Teach Meth.	3	ECON 250 or 255	3
		ED 350	1
	17		18

Admission to Advanced standing

SENIOR

First Semester		Second Semester	
	Credits		Credits
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
MU404 Form & Anal	2		
MU 467 Senior Recital	1		
MU Appl Major Instr.	1		
MU 099 Recital Hour	0		
MUED Instr. Ensemble	1		
RED 317 Teach. Reading	3		
ED 450	1		
ED 425 Spec. Meth.	3		
	14		12

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PHYSICAL EDUCATION
(123 Credits)**

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 206	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153 1	3	PSC Lab 151 or 153 1	3
Math 150-154	3	Mathematics 155	3
Speech 150	3	Computer Science 150	3
Health Education 151	2		
	17		16
Application to Education			

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama254	3	Human Anat/Physio 209	3
Physical Education 200	3	Human Anat/Physio Lab 219	1
EPSY 250	3	English 250 or 251	3
Health Education 214	3	Physical Education 202	3
History 250 or 251	3	Physical Education 210	3
Physical Education 203	1	Physical Education 204	1
Physical Education 205	1	EPSY 260	3
	17		17
Admitted to Teacher Education			

JUNIOR

First Semester	Credits	Second Semester	Credits
Physical Education 300	1	Education 308	3
Physical Education 301	3	Education 350	1
Reading Education 317	3	Physical Education 322	3
Physical Education 303	3	Physical Education 304	3
Physical Education 308	3	ECON 250 or 255	3
Physical Education 208	1	Elective	3
	17		16
Admission to Advanced Standing			

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Education 450	1		
Health Education 250	3		
Physical Education 319	3		
Physical Education 410	1		
Elective	3		
	14		12
Application for Professional Clinical Experience			
Application for Graduation			

**DEPARTMENT OF ENGLISH &
MODERN LANGUAGES**

Mission Statement

The mission of the Department of English and Modern Languages is to support the general mission of the College of Education, Humanities, and Social Sciences and South Carolina State University by systematically providing quality instruction to diverse students in an effort to assist them in developing high levels of intellectual, professional,

and personal growth. The aim is to prepare knowledgeable, technologically literate, life-long learners for careers, and/or advanced study. Ultimately, we endeavor to prepare people to be competent citizens and leaders in our complex and diverse global society.

The specific mission of the department is to teach five groups of South Carolina State University students to write clearly and effectively and to read, appreciate, and respond thoughtfully to literature. These groups are undergraduates fulfilling the requirements of the general education curriculum, undergraduate Communications majors, undergraduate English and English Education majors, undergraduate Modern Languages (Spanish) majors, and graduate students working toward the M.Ed or the M.A.T. degree.

GOALS

1. To provide instruction in reading and writing skills, the humanities, linguistics, and literature for general education courses;
2. To prepare English majors to teach and to pursue graduate training in English and other professions;
3. To prepare Spanish majors to pursue graduate training in Spanish or to work in a field that requires fluency in the Spanish language and Hispanic cultures; and
4. To prepare Communications graduates for work in the fields of Journalism and Broadcasting.

Student Learning Outcomes (Departmental)

1. Through the general education courses within the English program, students develop their abilities to read analytically, to speak and to write skillfully, and to respond logically and creatively to a variety of literary forms.
2. Through the sequence of advanced literature courses, students refine their communication skills and develop their understanding of the literary works of various world cultures, subcultures, and minority groups that form the fabric of this global community.
3. Through the advanced writing courses, students engage their critical, creative and technical skills as writers to develop proficiency and aesthetic fulfillment.
4. Through electives and options in the program, students pursue their personal interests and skills in order to develop their potential as life-long learners.
5. Through a sequence of Hispanic literature and culture courses, students will refine their communication skills in Spanish and develop their understanding of the literary works of various Hispanic cultures.
6. Through the Communications courses, students will develop the knowledge, understanding and skills to analyze the matrixes

of mass media process and produce informational, educational, entertaining, and persuasive materials and content by using print, broadcast and digital media technologies.

7. Through mass communication instruction, research and services, students prepare themselves as socially conscious, empowered visionaries and catalysts to link the SC State community to the world community of scholars, professionals and leaders.

Students who attain the B.A. in English will achieve the following:

1. Upon completion of the introductory English courses, the Professional English majors will demonstrate their abilities to analyze literary and critical readings, generate written and verbal arguments that respond logically and creatively to a variety of literary forms, and develop written and visual/verbal research-based arguments that integrate sources using MLA Format.
2. Upon completion of the curriculum for the BA in English, Professional English Majors will be able to identify key features, concepts, and passages of world literature, especially the major works of British and American literature, and will have mastered the broad terms and theories of literary criticism and of modern English.
3. Through the study of advanced courses in literature in English and writing throughout the BA in English curriculum, Professional English Majors will be able to analyze the history and structure of the English language, explicate how selected passages exemplify the literary and historical trends from which they derive, and synthesize an original interpretation using an outside critical source.

Students who attain the B.S. in English Education will achieve the following:

1. Follow a specific curriculum and meet appropriate performance assessments for pre-service English Language Arts teachers.
2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English Language Arts teachers.
3. Candidates demonstrate knowledge of, and skills in the use of, the English language.
4. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
5. Candidates demonstrate their knowledge of reading processes.
6. Candidates demonstrate knowledge of different composing processes.
7. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
8. Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.
9. Candidates demonstrate knowledge of research theory and findings in English language arts.
10. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Students who attain the B.A. in Modern Languages (Spanish) will achieve the following:

1. Modern Languages majors will apply, explain, and be able to give

examples of the various parts of speech, sentence structures, orthography, and the rules of phonology in both their written and verbal expression in the Spanish language.

2. Modern Languages majors will develop a knowledge of and appreciation for the history, peoples, and cultures of the Hispanic world, and its perspectives, particularly as they relate to contemporary issues.

Upon completion of this program, students are able to enter the work world or pursue graduate or professional studies. Graduates can use their skills for careers as social workers, criminal justice personnel, etc.

Students who attain the B.A. in Communications will achieve the following:

1. Upon completion of the Communications program, students will have clear understanding about the value and role of mass media and journalism education in market economy, participatory democracy, and in the governance of a modern state and society;
2. Through communications courses, students will be aware of the mass media history, people's right to know, and the struggles of the minorities and the media in the United States;
3. Upon completing the program, students will have the ability to think critically and independently and communicate both in writing and orally, correctly and clearly, meeting the media deadlines;
4. Through Communications courses, students will have competencies in using audio, video, the Internet, and digital technologies to research facts and sources, articulate, frame, write, produce and present news and other media stories;
5. Upon completion of the program, students will have the ability to recognize and practice the news values, neutrality, libelous elements, the First Amendment Laws, and other media related rules and ethics used by the journalists and communication professionals.

DEPARTMENT OFFERINGS

Majors: Professional English
English Education
Modern Languages – Spanish Concentration
Communications

Minors: Professional English
Modern Languages - Spanish Concentration
Broadcasting
Journalism

Professional English

The program in Professional English stresses the development of reading, writing and analytical skills in relation to the interpreting and understanding of significant literary works. These skills are important for students who plan to do advanced study in English, or who would like to pursue careers in those fields requiring English communication skills, such as advertising, editing, law, journalism, and public relations. The liberal arts background of the English major may also be useful in the areas of government, business, and industry, all of which emphasize effective communication.

Students who select Professional English as a minor must complete the following 18 semester hours in addition to English 150-151 and 250 or 251: English 201, 202, 302, 305 or 306, 317 and 318.

English Education

The program in the Teaching of English is designed to prepare students to meet teacher certification requirements in the state. It also essentially equips students for teaching careers at the secondary and postsecondary levels.

The curriculum in English Education includes the following thirty-nine hours in the teaching specialization: E 201, English Literature, Part I (3); E 202, English Literature, Part II (3); Foreign Language 201 (3); FL 202 (3), E 317, American Literature, Part I (3); E 312, The Development of Modern English (3); E 316, Literary Criticism (3); E 302, Advanced College Grammar and Composition (3); E 318; American Literature, Part II (3); E 403, Shakespeare (3); E 405, Modern Grammar (3); S 301, Speech for the Classroom Teacher (3); E 406, Literature for Adolescents (3).

All English Education majors must include in their schedules these professional education courses: ED 206 Fund of Ed. (3); EPSY 250, Principles of Learning (3); SPED 216, Introduction to the Exceptional Child (3); ED 260 History and Philosophy of Education (3); ED 308 Generic Methods (3); RED 317, Reading in the Secondary School (3); ED 425, Specialized Methods (3); and ED 430, Professional Clinical Experiences (12).

Modern Languages

The Modern Languages Area of the Department of English and Modern Languages only offers a Concentration in Spanish at this time. The Modern Languages student will have opportunities for travel and study abroad, and a final semester internship. In addition to the primary language, the Modern Languages majors will be required to show proficiency in the second language by taking at least one three hour course above the intermediate level in a second language.

In addition to the general graduation requirements of the University, the department requires Modern Language majors to complete all language courses with a minimum grade of "C."

A minimum of 15 credit hours at the 300 and 400 levels is required for a minor in Modern Languages (Spanish). A minimum grade of "C" is required in all foreign language courses pursued. Required courses are 201 and 202. Recommended courses are these: 305, 306, 309, 311, 312, 315, 317, 318, and 410.

Communications

With concentrations in Journalism and Broadcasting, Communications is an imperative and pertinent discipline for the student who is interested in the critical issues of who, when, where, how and why of media operations and influence.

SC State's Communications majors will have opportunities to work and use SC State's public radio station WSSB-FM; the student newspaper, The Collegian; the University's Public Relations and Marketing department, 1890 Research and Extension, Sports Information Director's Office, and Digital Media Lab; and the program's Electronic

Newspaper and Video Labs in order to do practicums and to enhance hands-on skills.

All Communications minors (Journalism or Broadcasting) will take a total of 21 credit hours to complete their minor program. Out of the 21 credit credit hours, all minors will take 3 Core communications courses (Jour 201, BC 201 and Jour 302) and 4 additionally courses from their chosen concentration to complete their minor program. No grade below C in Communications courses will count as credit toward graduation.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PROFESSIONAL ENGLISH (120 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 150	3	English 151	3
Science Cluster	4	Science Cluster	4
Mathematics Cluster	3	Mathematics 155	3
University 101	2	Speech Cluster	3
Technology Cluster	3	Physical Wellness Cluster	2
Total	15	Total	15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
Sociology OR Psychology	3	English 202	3
Foreign Language 102	3	World History 250 OR	3
English 201	3	World History 251	
Foreign Language 101	3	English 251	3
English 250	3	English Approved Elective	3
Humanities Cluster	3	Elective	3
English 200	3		
Total	18	Total	18

JUNIOR

First Semester		Second Semester	
	Credits		Credits
Foreign Language 201	3	Foreign Language 202	3
English 312	3	Econ/Govt. Cluster	3
English 317	3	English 315	3
African American Exp.	3	English 318	3
English Approved Elective	3	English 316	3
Speech 301 OR SPA300	3		
Total	18	Total	15

SENIOR

First Semester		Second Semester	
	Credits		Credits
English 403	3	English 305 OR English 306	3
English 405	3	English 400 or English 402	3
English 406	3	English 412	3
English Approved Elective	3	Elective	3
Total	12	Total	12

Approved Electives

English 302, 305, 306, 310, 314, 319, 320, 321, 401, 408, 410
 BC 201, 202, 203, 301, 305, 401, 420 JOUR 201, 202, 205, 210, 301, 302,
 305/305L, S 150, 250, 302, 301, SPA 300
 H 250, 251, D 410, BA 310, WAC 399, FL-H399

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
ENGLISH EDUCATION
(128 Credits)**

FRESHMAN		Second Semester	
First Semester	Credits		Credits
University 101	2	English 151	3
English 150	3	Computer Sc. 150/151	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
Math 150-151	3	Math 155	3
Education 206	3	Speech Cluster	3
PE 150/Health 151	2		
Total	17	Total	16

Application to College of Education

SOPHOMORE		Second Semester	
First Semester	Credits		Credits
English 250/251	3	Special Education 216	3
English 201	3	English 202	3
ARTS 250/MU 250/D 254	3	Foreign Language 102	3
African-Amer. Exp. 250	3	Ed. Psychology 260	3
Ed. Psychology 250	3	History 250 or 251	3
Foreign Language 101	3	English 250/251	3
Total	18	Total	18

Admission to Teacher Education

JUNIOR		Second Semester	
First Semester	Credits		Credits
E 315, D309, D301, Hu 250	3	Education 308	3
Reading Education 317	3	Speech 301	3
English 317	3	English 302	3
English 312	3	English 316	3
Education 306	3	English 318	3
English 403	3	*English 350 Seminar	1
Total	18	Total	16

Admission to Advanced Standing

SENIOR		Second Semester	
First Semester	Credits		Credits
Education 425	3	Education 430	12
English 405	3		
English 406	3		
Elective	3		
*Education Seminar 450	1		
Total	13	Total	12

Application for Professional Clinical Experience

Application for Graduation

CURRICULUM CLUSTER CHOICES

Science Cluster Choices (8hrs. required)

Choose one of the following sequences:

BSC 150 plus 151 and BSC 152 plus 153

B 150 and B 151 7hrs. Zoology & Botany

CSC 150 and CSC 152 8hrs. Chemical Sciences & Labs

C 150 plus 151 and C 152 plus 153 8hrs. General Chemistry & Labs

PSC 150 plus 151 and PSC 152 plus 153-8hrs. Physical Sciences & Labs

Mathematics Cluster Choices (3hrs. required plus Math 155 3hrs.)

M 150 3hrs Mathematics

M 151 3hrs. Algebra

M 152 3hrs. Pre-Calculus

M 153 3hrs. Calculus I

M 154 3hrs. Business Calculus

Technology Cluster Choice (3hrs. required)

CS 150 Technology

CS 151 Computer Concepts

Personal Wellness Cluster Choices (2hrs. required)

Choose one of the following

HED 151 2hrs. Personal & Comm. Health

PE 150 2hrs. Physical Education

MS 101 2hrs. Military Science

Speech Cluster Choice (3hrs. required)

S 150 3hrs. Fundamentals of Speech Comm.

S 250 3hrs. Public Speaking

Sociology/Psychology Choices (3hrs. required)

EPSY 250 3hrs. Educational Psychology

PSY 250 3hrs. General Psychology

SOC 250 3hrs. Introduction to Sociology

Economics/Government Cluster Choices (3hrs. required)

ECON 250 3hrs. Principles of Macroeconomics

ECON 255 3hrs. Survey of Economics

PS 252 3hrs. American Government

Humanities Cluster Choices (3hrs. required)

A 250 3hrs. Art Appreciation

MU 250 3hrs. Music Appreciation

D 254 3hrs. Introduction to Theatre

JOUR 200 3hrs. Understanding Media

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN MODERN LANGUAGES
Spanish Concentration
(120 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 150	3	English 151	3
Bio/Science 150/151 Bio.		Bio/Science 152/153	
OR Chemical Science 150	4	OR Chemical Science 152	4
Mathematics 150	3	Mathematics 155	3
Spanish 112	6	Spanish 212	6
UNIV 101	2	Personal Wellness Cluster	2
Total	18	Total	18

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
English 250 or 251	3	History 250 or 251	3
Speech Cluster	3	ARTS 250/MU 250/D 254	3
Economics 250 or 255	3	Drama 309	3
Spanish 318	3	Spanish 309	3
Computer Science 150	3	French 101	3
Spanish 306	3		
Total	18	Total	15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
Soc 250 or Psy 250	3	Spanish 399	3
Spanish 311	3	Spanish 405or407	3
Spanish 315	3	Spanish elective 3 or 400	3
French 102	3	Elective	3
		French 201	3
Total	12	Total	15

SENIOR

First Semester		Second Semester	
	Credits		Credits
Spanish 409 or 411	3	Spanish 420	3
Spanish 412 or 413	3	Spanish 425	3
Spanish 400 elective	3	French (300 or above)	3
French 202	3	Spanish 407	3
Approved Elective	3	Spanish 40	3
Total	15	Total	12

A senior year internship may be substituted for six hours of Spanish electives.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN COMMUNICATIONS**

Core Courses required for all Communications Majors: Journalism or Broadcasting (15 Credit Hours)

Jour 201 Survey of Mass Communications
Jour 210 Writing for Mass Communications
BC 201 Introduction to Broadcasting
Jour 212 Introduction to Public Communications
Jour 302 Law and Ethics of Mass Media

**JOURNALISM CONCENTRATION
(123 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
* English 150	3	*English 151	3
*Science Cluster Bio /Chem.150-15	4	*Science Cluster Bio /Chem.150-154	4
*Math Cluster (M 150-154)	3	*H 250 World History	3
* Speech 150	3	#Jour 201 Survey Mass Com	3
*Univ. Com. 101	2	*Physical Wellness Cluster	2
Total	15	Total	15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
*ART 250/M 250/ D 254	3	*Sociology or Psychology	3
#BC 201 Intro to Broadcasting	3	*PS 252 American Gov.	3
**BC 202 E. Media Production I	3	**Jour 220 News Writ & Rep	3
*E 250/251 World Literature	3	**BC 320 Basic TV Prod.	3
#Jour 210 Writing for Mass Com	3	**BC 203 E. Media Prod. II	3
#Jour 212 Intro to Pub Com	3		
Total	18	Total	15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
#JOUR 302 Law and Ethics	3	**JOUR 360 Mag/Feat. Writ.	3
**BC 305 Newswrit. & Rep.	3	**JOUR 202 Social Media	3
**JOUR 340 On-line Journ.	3	**BC 340 Broadcast Journ.	3
**JOUR 320 Copy Editing	3	**BC 320 Basic TV Prod.	3
**Jour 330 Adv. Reporting	3	E 302 Adv. Grammar	3
Total	15	Total	15

SENIOR

First Semester		Second Semester	
	Credits		Credits
**BC 301 Minorities in Med.	3	**BC 415 Practicum	3
Elective	3	**BC 430 Broadcast Mngmt.	3
Elective	3	Elective	3
#JOUR 450 Jour. Capstone	3	Elective	3
#JOUR 450 Broad. Capstone	3	**JOUR 420 Internship	3
Total	15	Total	15

Notes *General Education Courses; #Com. Major Core Courses; **Com. Concentration Courses

BROADCASTING CONCENTRATION (123 Credits)

FRESHMAN YEAR

First Semester	Credits	Second Semester	Credits
*English 150	3	*E 151	3
*Science Cluster Bio /Chem150-154	4	*Science Cluster Bio /Chem.150-154	4
*Math Cluster (M 150-154)	3	*H 250 World History	3
*Speech150	3	#Jour 201 Survey Mass Com	3
*Univ. Com. 101	2	*Physical Wellness Cluster	2
Total	15	Total	15
		Total 15	

SOPHOMORE YEAR

First Semester	Credits	Second Semester	Credits
*ART 250/M 250/ D 254	3	*Sociology or Psychology	3
#BC 201 Intro to Broadcasting	3	*PS 252 American Gov.	3
**BC 202 E. Media Prod. I	3	**Jour 220 News Writ & Rep	3
*E 250/251 World Literature	3	**BC 203 E. Media Prod. II	3
#Jour 210 Writing for M. Com	3	**BC 320 Basic TV Prod.	3
#Jour 212 Intro to Pub Com	3		
Total	18	Total	15

JUNIOR YEAR

First Semester	Credits	Second Semester	Credits
#JOUR 302 Law and Ethics	3	**BC 415 Practicum	3
BC 330 Adv. TV Prod.	3	**BC 340 Broad. Journalism	3
**BC 305 Newswrit. & Rep.	3	**JOUR 360 Mag/Feat. Writ.	3
**JOUR 340 On-line Journ.	3	**JOUR 202 Social Media	3
**JOUR 320 Copy Editing	3	E 302 Adv. Grammar	3
Total 15		Total 15	

SENIOR YEAR

First Semester	Credits	Second Semester	Credits
**BC 301 Minorities in Med.	3	**BC 405 Adv. Broad Jour	3
Elective	3	**BC 430 Broadcast Mgmt	3
Elective	3	Elective	3
#JOUR 450 Jour. Capstone	3	Elective	3
#BC 450 Broad. Capstone	3	**BC 420 Internship	3
Total	15	Total	15

Notes *General Education Courses; #Com. Major Core Courses; ** Com. Major Concentration Courses

E 315 Black American Writers	3 credit hrs
E 316 Literary Criticism	3 credit hrs
E 321 Ethnic Writers	3 credit hrs
E 400 Milton	3 credit hrs
E 405 Modern Grammar	3 credit hrs
E 410 American Women's Writing	3 credit hrs

SP 10/102 Elementary Spanish	3 credit hrs
SP 201 Intermediate Spanish	3 credit hrs
SP 306 Cultures and Civilizations of Sp. Speaking	3 credit hrs
SP 307 Business Spanish	3 credit hrs
SP 309 Spanish Conversation	3 credit hrs
F 101 Elementary French	3 credit hrs
F 102 Elementary French	3 credit hrs
F 201 Intermediate French	3 credit hrs
F 202 Intermediate French	3 credit hrs
F 306 French Culture and Civilization	3 credit hrs
F 309 French Conversation	3 credit hrs
Chinese 101 Elementary (Mandarin) Chinese	3 credit hrs
Chinese 102 Elementary (Mandarin) Chinese	3 credit hrs

ARTS 323 Electronic Page Design	3 credit hrs
ARTS 333 Web Page Design	3 credit hrs
D 254 Introduction to Theatre	3 credit hrs
D 405 History of the Theatre	3 credit hrs
HUMU 250 History of Black Music	3 credit hrs
ART 250 Art Appreciation	3 credit hrs
MU 250 Music Appreciation	3 credit hrs
H 229 Topics of African American History	3 credit hrs
PS 201 An Introduction to Political Science	3 credit hrs
PS 205 State and Local Government	3 credit hrs
PS 206 Black Politics	3 credit hrs
PS 307 American Judicial System	3 credit hrs
PSY 101 Introduction to Natural Science Psychology	3 credit hrs
PSY 306 Systems of Psychology	3 credit hrs
SOC 250 Introduction to Sociology	3 credit hrs
SOC 308 Social Psychology	3 credit hrs
SOC 320 Personality, Culture and Society	3 credit hrs
CJ 201 Introduction to Criminal Justice	3 credit hrs
CJ 301/SOC 301 Criminology and Penology	3 credit hrs
ACCT 207 Financial Accounting	3 credit hrs
Econ 255 Survey of Economics	3 credit hrs
MGT 301 Principles of Management	3 credit hrs
BA 101 Introduction to Business	3 credit hrs
BA 311 Business Communications	3 credit hrs
HED 302 Public and Environmental Health	3 credit hrs
MKT 413 Principles of Advertising	3 credit hrs
PE 400 Sport Marketing	3 credit hrs
PE 413 Legal Issues in Sport	3 credit hrs

APPROVED ELECTIVES FOR COMMUNICATIONS MAJORS:

(Choose any six (18 credit hours) of the following courses:

Jour 215 Public Comm. Writing	3 credit hrs
Jour 310 Intercultural Communication	3 credit hrs
Jour 251 Understanding Television	3 credit hrs
Jour 340 On-line Journalism	3 credit hrs
Jour 360 Magazine and Feature Writing	3 credit hrs
Jour 400 Methods in Media Research	3 credit hrs
BC 401 Sports Broadcasting	3 credit hrs
E 201 English Literature I	3 credit hrs
E 202 English Literature	3 credit hrs
E 310 An Introduction to Human Language	3 credit hrs

DEPARTMENT OF HUMAN SERVICES

MISSION STATEMENT

The mission of the Department of Human Services is to provide students with the ability and motivation to identify, analyze, and respond to individual, group and cultural problems. The Department's programs focus on training and research in human services by providing for the continuing academic needs of rehabilitation, social work, counselor education, and criminal justice personnel. Its objectives, therefore,

embody those objectives inherent in the missions of the University, College of Education, Humanities and Social Sciences and professional accrediting bodies and are operationalized through the work of the Departments components.

OBJECTIVES

1. To maintain an environment in which faculty can exercise their intellectual curiosity through professional development and scholarly activities, thereby developing high standards of professional performance.
2. To foster the development of generic and professional competencies necessary for careers in Criminal Justice, Counselor Education, Rehabilitation Counseling and Social Work.
3. To foster the development of generic and professional competencies necessary for graduate school.
4. To obtain and/or maintain programmatic accreditation in Rehabilitation Counseling, Social Work and Counselor Education and program recognition (certification) in Criminal Justice and to assist in the regional institutional accreditation process of the University.

PROGRAM OFFERINGS

The Department of Human Services offers the Bachelor of Science degree in Criminal Justice, Bachelor of Social Work degree in Social Work, the Master of Arts degree in Rehabilitation Counseling and the Master of Education degree in Counselor Education.

PROGRAM REQUIREMENTS

All undergraduate students within the Department of Human Services must meet the general education requirements of the University and the following:

1. Students must choose "Cluster Choices" from a restricted list of courses while "Electives" may be selected from any curriculum offered at the University.
2. Students cannot earn a grade less than a "C" in all major and minor courses for their curriculum.
3. Criminal Justice students must complete four semesters in the same foreign language.
4. Students must earn a passing grade in any prerequisite(s) before enrolling in a course. Students must adhere to the curriculum guide in their respective disciplines.

OBJECTIVES

The objectives of the department are:

1. To facilitate, through curricular content and experiences and academic advising, the intellectual, social, and emotional growth and development of all students served by the Department;
2. To provide the psychological foundation (e.g., human growth and development, measurement, research, etc.) which undergird other program areas and which prepare students for advanced course work;
3. To offer curricula which ensure that graduates have the skills needed to work effectively with their designated clientele; and

4. To provide such services as psychological assessment, inservice education, consultation, board membership, etc., to school districts and public and private agencies. See *Graduate Catalog* for Counselor Education Program entrance and exit requirements and other information.

CRIMINAL JUSTICE - The mission of the Criminal Justice Program is to support the missions of the university, college and department and commitment to excellence by producing culturally aware, well-rounded, life-long learners who are intellectually prepared to identify, critically analyze, and solve complex social problems in diverse criminal justice and related human service fields.

The Criminal Justice Program offers an interdisciplinary approach to the study of crime, theories of crime causation, and the evaluation of societal responses to it. Students majoring in Criminal Justice take a series of core courses which cover all phases of the three components of the criminal justice system: law enforcement, courts, and corrections. Courses in English, science, mathematics, social sciences and the humanities are included as a part of the University's general education curriculum. Foreign language courses are required in order to help prepare students for working and living in an ethnically and culturally diverse society.

The curriculum for a Bachelor of Science in Criminal Justice prepares students to meet entry-level standards for various criminal justice agencies as well as admission to graduate and professional school.

In the final semester of their senior year, all Criminal Justice majors have the opportunity to enhance their total academic experience through a planned and supervised program of observation, study, and work in selected criminal justice agencies. This opportunity is offered through CJ 401-Field Experience in Criminal Justice.

Criminal Justice faculty members bring a wide range of intellectual, professional, and personal expertise to students both in and out of the classroom. In addition to teaching, they serve as academic advisors to individual students and as faculty advisors to three University-approved student organizations: Criminal Justice (CJ) Club, the SCSU chapter of the National Association of Blacks in Criminal Justice (NABCJ) and the Gamma Phi Chapter of Alpha Phi Sigma

National Criminal Justice Honor Society. Students who are active with these organizations are engaged in a variety of educational, professional, and personal enrichment activities. They attend professional conferences for both state and national criminal justice professional organizations, take field trips to state and local criminal justice agencies, and participate in public service. Participation in these activities has earned our students awards, prizes, and scholarships for their academic excellence and other contributions to the Criminal Justice field.

Since 1985, the Criminal Justice Club and the Criminal Justice Program have co-sponsored an annual banquet featuring prominent and influential local and state criminal justice professionals as keynote speakers. As the culminating event for the academic year, the Banquet recognizes the accomplishments and contributions of students, faculty, staff, alumni, and agency supporters to the programs ongoing success.

RELATIONSHIPS WITH OTHER PROGRAMS

State Technical Schools. The Criminal Justice Program may accept courses from the states of South Carolina technical schools for academic credit. Where applicable, articulation agreements between SCSU and the technical school specify which courses may be used to fulfill curriculum requirements toward the Bachelor of Science in Criminal Justice.

PROGRAM REQUIREMENTS

Admission To be eligible for admission to the Criminal Justice Program as a major or minor, a student must fulfill these requirements:

1. Present evidence of successful completion of the following pre-requisites with a grade of "C" or better: SOC250 Introduction to Sociology; PSY250-General Psychology; EPSY250-Human Growth & Development and CJ201-Introduction to Criminal Justice
2. Present evidence of a cumulative grade point average of 2.00 on a 4.00 scale.

Progression. To remain eligible for progression into the Criminal Justice major or minor, these are the minimal requirements the student must fulfill:

1. Once admitted to the program, a student must earn a grade of "C" or better in all Criminal Justice courses and CJ Cluster Choices.
2. No more than two Criminal Justice courses and two CJ Cluster Choices may be repeated more than once in order to improve the grade. Unless, approved by Program Coordinator with special provisions.

Minor To minor in Criminal Justice, a student must complete the following courses with a grade of "C" or better: SOC 250 or PSY 250 or EPSY 250, CJ 201, CJ 300, CJ 301, CJ 302, CJ 311 and CJ 331

Prerequisites for CJ 401Field Experience in Criminal Experience

To be eligible for enrollment in CJ 401, a student must meet these requirements:

1. Be a Criminal Justice major,
2. Be of senior standing in the last semester of enrollment at the University,
3. Have earned a cumulative grade point average of 2.00 for all courses completed and a minimum of 2.5 in all Criminal Justice courses,
4. Have completed all or most of his/her Criminal Justice core course work, particularly a course related to the type of agency the student desires as a field placement site,
5. Have successfully completed for field study placement in accordance with the requirements listed above. This includes completing a field placement application form, securing the signature of the academic advisor, and returning the form to the field placement coordinator **no later than the twelfth week of the preceding semester.**
7. Provide documentation of approved SLED clearance prior to entering field placement setting.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (120 Credits)

FRESHMAN

First Semester

	Credits
*E 150 English Comp I	3
UNIV Intro univ Comm	2
Science Cluster Choice	4
Mathematics Cluster Choice	3
Pers Wellness Cluster Choice	2
Technology Cluster Choice	3
	17

Second Semester

	Credits
*E 151 English Comp II	3
M 155 Intro to Math Model	3
Science Cluster Choice	4
*Speech Cluster Choice	3
*Soc/Psy Choice	3
	16

SOPHOMORE

First Semester

	Credits
+*CJ 201 Intro Crim Justice	3
Elem SP/F 101	3
CJ 250 African Amer. Exper.	3
Humanities Cluster Choice	3
Econ/Govt Cluster Choice	3
	15

Second Semester

	Credits
*E 250/251 World Literature	3
Elem SP/F 102	3
*CJ 301/SOC 301	3
##*Law Enforcement Cluster	3
H 250/251 World History	5
	15

JUNIOR

First Semester

	Credits
Inter. SP/F 201	3
*CJ 321 Amer Court System	3
*CJ 302/SOC 401 Juv Delinq	3
8CJ 331 Intro to Corrections	3
*Criminal Justice Cluster Ch	3
	15

Second Semester

	Credits
*CJ 332 Prob and Parole	3
*CJ 300 pppl Psy for Law	3
*CJ 310 Criminal Law	3
Inter SP/F 202	3
*Criminal Justice Cluster Ch	3
	1

SENIOR

First Semester

	Credits
CJ 340 Ethical Issues in CJ	3
*CJ 397 Prof Dev in CJ	3
CJ 350 Res Methods in CJ	3
*Criminal Justice Cluster Ch	3
Elective	3
	15

Second Semester

	Credits
*CJ 401 Field Exper in CJ	6
Elective	3
Elective	3
	12

NOTES:

Meaning of Symbols:

* These courses require a grade of "C" or better

+ This is a prerequisite for all criminal justice courses.

¥ Students must be in Junior or Senior standing to enroll in these courses.

Students have an option of taking either of these courses to fulfill the Law Enforcement option. If a student takes both classes, one class can be used as a Criminal Justice (CJ) Cluster Choice.

Curriculum Leading to the Bachelor of Science in Criminal Justice

LIST of General Education Curriculum CLUSTER CHOICES

Science Cluster Choices

Choose one of the following sequences:

BSC 150 plus 151 Biological Science I plus Lab and BSC 152 plus 153

Biological Science II plus Lab

B 150 General Zoology and B 151 Introduction to Botany

CSC 150 Chemical Science I and CSC 152 Chemical Science II
C 150 plus 151 General Chemistry I plus Lab and C 152 plus 153
General Chemistry II plus Lab
PSC 150 plus 151 Foundations of Physical Science plus Lab and
PSC 152 plus PSC 153 Foundations of Earth/Space Science plus Lab

Mathematics Cluster Choices

M 150 Quantitative Reasoning - Mathematics
M 151 Quantitative Reasoning - Algebra
M 152 Quantitative Reasoning — Pre-Calculus
M 153 Quantitative Reasoning Calculus I
M 154 Quantitative Reasoning Business Calculus

Personal Wellness Cluster Choices

HED 151 Personal and Community Health
PE Physical Fitness— Tennis, Golf, etc.
MS 101

Technology Cluster Choices

CS 150 Technology
CS 151 Computer Concepts

***Speech Cluster Choices**

S 150 Fundamentals of Speech Communication
S 250 Public Speaking

***Sociology/Psychology Choices**

EPSY 250 Educational Psychology
PSY 250 General Psychology
Soc 250 Introduction to Sociology

Humanities Cluster Choices

A 250 Art Appreciation
D 254 Introduction to Theatre
MU 250 Music Appreciation

Economics/Government Cluster Choices

Econ 250 Principles of Macroeconomics
Econ 255 Survey of Economics
PS 252 American Government

LIST of Law Enforcement and Criminal Justice CLUSTER CHOICES

***Law Enforcement Cluster Choices**

Choose one:

#CJ 311 American Police System
#CJ 312 Police-Community Relations

***Criminal Justice Cluster Choices**

Choose three:

CJ 303 Victimology
#CJ 311 American Police System
#CJ 312 Police Community Relations
CJ 313 Administration of Law Enforcement
CJ 400 Utilization of Community Resources
PS 201 Introduction to Political Science
PS 205 State and Local Government
PS 308 Constitutional Law

PSY 204 Abnormal Psychology
SOC 202 The Family
SOC 303 Urban Sociology
SOC 308 Social Problems
SOC 309/PSY 402 Social Psychology
SOC 311 Racial and Ethnic Minorities
SW 300 Intro to Social Work
SW 417 Substance Abuse

(Other choices are possible upon written justification and approval from the academic advisor and program coordinator/department chair).

SOCIAL WORK

Social Work is rooted in a fundamental commitment to helping people and communities identify, prevent, and solve problems. The objective of the social work program is to prepare students for entry-level generalist social work practice. The curriculum is designed to provide students with the specific social work knowledge, skills and appropriate values for working effectively:

- with multi-level systems (individuals, families, small groups, organizations and communities);
- with persons from diverse cultural, racial, and ethnic backgrounds;
- with populations reflecting multiple factors such as age, class, disability, gender and gender identification and expression, immigration status, political ideology, religion, sex and sexual orientation;
- with social systems in an effort to make them non-oppressive.

To achieve this objective, students receive instruction in the areas of social welfare policy and services, social work methods of intervention, human behavior in the social environment, research and elective courses. Students are required to implement the learned knowledge and skill in laboratory classes and social service agencies through the field instruction program.

The Social Work curriculum is sequential and builds on the knowledge gained through the liberal arts curriculum.

The Social Work Program offers courses leading to the Bachelor of Social Work degree (BSW). There is no minor in Social Work. No credit is given for life or work experiences.

The Social Work program is accredited by the Council on Social Work Education.

PROGRAM REQUIREMENTS

Admission. To be eligible for admission to the social work program, a student must:

- Be enrolled in the Introduction to Social Work course (SW 300) during the time of application to the program or during the first meeting of the Admissions Committee for students who transfer into the program.

- Have a cumulative grade point average of 2.30 or better;
- Complete the Application for Admission to the social work program;
- Have an interview with the Admissions Committee;
- Complete prerequisites: BSC 150, Biological Science, BSC 151-Biological Science Lab, PSY 250-General Psychology and SOC 250-Introduction to Sociology;
- Successfully complete thirty (30) hours of volunteer service in a social service agency;
- Successfully complete SW 300- Introduction to Social Work with a grade of “C” or better.
- Maintain behavior that is consistent with the Program’s guidelines and the National Association of Social Workers (NASW) Code of Ethics.
- Successfully past all parts of the English Proficiency Exam before enrolling in Field Instruction (SW 403)
- Pass the Senior Exit exam for all social work majors with a grade of “70” or better during the last semester of the Senior year

* Behavior considered unethical could lead to dismissal from the Program.

Once admitted to the Social Work program as a major, a student must complete each social work course with a grade of “C” or better, and maintain a 2.30 cumulative grade point average throughout their stay in the program. Students not meeting these requirements cannot enroll in additional core social work courses until these minimum requirements have been attained.

Field Instruction Students complete a two semester supervised field experience in a social service agency. Formal field instruction begins with SW 402 (*Field Instruction I*) taken the first semester of the senior year. The primary intervention focus in this field experience is with individuals, and small groups. The second semester of the senior year, students enroll in SW 405 (*Field Instruction II*). Students continue their field placement in the same agency. In addition to carrying over case situations from the first semester field experience, students engage in macro level intervention (community, organization, and society).

Students must also enroll in the concurrent Field Seminar courses- SW403 (Field Seminar I) and SW406 (Field Seminar II).

Expenses related to the field experience, including transportation, are the responsibility of students.

OFF CAMPUS PROGRAM UNIVERSITY CENTER OF GREENVILLE

The off-campus social work program was implemented to meet the need for entry-level professionals in the upstate region of the state. It is located in Greenville. Students who have at least two years of coursework

from a higher education institution may apply for admission to the off campus program. Students who do not have two years of college study may enroll in the Transfer Program at any Community College, and upon completion of the general education requirements may apply for transfer into South Carolina State University and the social work program.

Some students elect to enroll in two-year Human Service degree programs that are available at many community colleges and then seek transfer to a social work degree program. Students must complete the general education courses prior to applying for admission to the social work program. Upon admission to the university, students must make formal application for admission to the social work program, following the application process described in the Social Work handbook. Students will receive a letter from the Social Work Program Coordinator regarding the decision.

Upon acceptance into the social work program, students who have not completed social work electives may complete these at any technical college. These courses must be consistent with social work course requirements.

All social work courses at the University Center are taught by South Carolina State University faculty.

Upon approval, students may enroll in the elective courses through Greenville Technical College. All social work courses at the University Center are taught by South Carolina State University faculty.

POLICY ON INCOMPLETES

Due to the professional nature of the social work degree, the sequential nature of course content, and the need to be able to transfer knowledge from one situation to another, any social work course for which a student has received an incomplete must be passed within the first six weeks of the ensuing semester as mandated by university policy. If a course is not subsequently passed with a minimum grade of “C”, the student must immediately withdraw from all currently required social work courses in which he/she is enrolled.

Exception: Students enrolled in practice/field sequences must pass each class before entering the final component. For example, students must have at least a “C” in Social Work Practice II, Field Instruction I and Field Seminar I before enrolling in Social Work Practice III, Field Instruction II, and Field Seminar II.

Electives: Approved electives can be selected from social work electives or courses from other disciplines. Approved electives outside of the social work curriculum are selected based on the extent to which the content broadens social work knowledge and skill. Approved electives outside of the social work curriculum must be approved by the social work academic advisor.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SOCIAL WORK
(121 Credits)**

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	M 155	3
BSC 150	3	BSC 152	3
BSC Lab 151	1	BSC Lab 153	1
M 150 or 151	3	Pe 150/MS 101/HED 151	2
SOC 250	3	PSY 250	3
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	H 250 or 251	3
PS 252	3	E 250 or 251	3
SW 300	3	SW 301	3
CS 150	3	SW 250	3
S 150 or 250	3	Approved Elective	3
	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
SW 302	3	SW 306	3
SW 303	3	SW 307	3
SW 304	3	SW (Elective)	3
SW 305	3	Approved (Elective)	3
Free (Elective)	3	Free (Elective)	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SW 400	3	SW 404 3	3
SW 401	3	SW 405 6	6
SW 402	6	SW 406 2	2
SW 403	2	SW (Elective)	3
Free (Elective)	3		
	17		14

DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences at South Carolina State University is committed to the pursuit of academic excellence and intellectual growth and development. It strives to prepare students to meet the challenges of the workplace in a global environment by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society. The goal is to develop students who are well rounded, enlightened and socially responsible. The Department's mission is consistent with the overall mission of the University, and the goals of the College of Education, Humanities and Social Sciences.

HISTORY

The goal of the History Program is to provide students with a quality and relevant educational experience through a resourceful program of instruction, research and advisement. The program attempts to increase

significantly students' understanding of the historical forces at work in the world in an effort to prepare them for a wide variety of options for advanced training and careers.

OBJECTIVES

The following objectives of the History Program are supportive of the goals of the College of Education, Humanities and Social Sciences:

1. To prepare students for competitive job placement in the domestic and international arenas;
2. To prepare students for graduate and professional schools;
3. To prepare students who are competent teachers of history and social studies; and
4. To prepare students for life in an increasingly complex world by acquainting them with the human past and present conditions so that they can better shape the future.

PROGRAM OFFERINGS

The History Program offers courses leading to the Bachelor of Arts degree in History and History/Social Studies Education. Minors are offered in History and Black Studies

PROGRAM REQUIREMENTS

A GRADE OF "C" OR BETTER IS REQUIRED FOR ALL HISTORY COURSES IN THE STUDENT'S CURRICULUM. WHERE A FOREIGN LANGUAGE IS INDICATED, TWO YEARS IN THE SAME LANGUAGE ARE NECESSARY TO SATISFY THE REQUIREMENT.

MAJOR AND MINOR PROGRAMS

History—The history major provides the student with a solid liberal arts background. In addition to acquainting the student with fundamental developments in the human past, particularly American, European and African History, it offers students an opportunity to develop their skills in analysis, synthesis, research and reasoning—in short, the student learns how to think effectively. The history major who successfully completes the curriculum has mastered the skills appropriate for entering business, government, law school or graduate school.

Requirements: Those who major in History must complete 42 semester hours. Fifteen hours consist of H 103, 104, 250, 251, and 430. The student will select six hours of African American history from H 220, 315, 316, and 406; nine hours of U.S. history from H 223, 224, 234, 300, 301, 307, 324, 330, 331, 412, and 420; and twelve hours of non U.S. history from H 310, 312, 332, 333, 402, 403, 404, 405, and 415. However, each major **must** have at least three hours of African history, three hours of European history, and three hours of Latin American history.

History/Social Studies Education—The thrust of the history major with the teaching option is to prepare the student to teach History and Social Studies at the secondary level in education. In addition to providing an understanding of historical developments, this curriculum requires a sound familiarity with teaching methods and current and past developments in education. Students who select this option are, of course, prepared to teach, but they are not limited to that single choice. Such a student can choose a career in business, government or law.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN PROFESSIONAL HISTORY
(120 Credits)**

Requirements: Those who major in History/Social Studies Education must complete thirty-three semester hours in history, six of which consist of the American History survey (H 103, 104) and six consist of the two-semester world civilizations survey (H 250, 251). Students also complete courses in South Carolina history (H 301), History Research Methods (H 200), and the History Seminar (H 430). In addition, they choose at least one course in each of the following areas: African history, American history prior to 1877, African-American history, and European History.

Minor. Students who wish to minor in History must complete twenty-four semester hours, six of which consist of the American History survey (H 103, 104), six of which consist of the History of World Civilizations survey (H 250, 251), six of which consist of courses in African or African-American History, and six of which are elected by the student.

Black Studies—The minor program in Black Studies is designed to provide students an in-depth understanding of the black experience in America. The minor in Black Studies requires completion of eighteen hours including three hours in African History, and three hours in Black Politics.

Suggested General Electives

The History Program is committed to the pursuit of academic excellence and intellectual growth and development. We wish to develop students who are keen, critical thinkers. Our students should also be well rounded, enlightened and socially responsible. No course taken as remedial work, e.g. English 100, can be used as an elective. We believe that such individuals are developed when they are provided a broad liberal education. To this end, we encourage History majors to choose from a broad list of course offerings in selecting general electives. The following courses are suggested as general electives:

- CJ 321 - The American Court System
- PSY 402 - Social Psychology
- SOC 310 - Cultural Anthropology
- SOC 311 - Racial and Ethnic Minorities
- E 301 - Contemporary Literature Advanced College Grammar and Composition
- E 308 - Introduction to Journalism
- E 313 - Creative Writing
- E 315 - Black American Writers
- BC 201 - Introduction to Broadcasting
- D 309 - Black Drama
- S 250 - Public Speaking
- ECON 403 - History of Economic Thought
- ECON 407 - International Economic Relations
- MU 203 - The History of Jazz

FRESHMAN

First Semester		Credits	Second Semester	
				Credits
BSC 150/152 or B150	3	E 151		3
BSC 151/153	1	H 104		3
UNIV 101	2	M 155		3
E 150	3	PSC 150/152 or C150		3
H 103	3	PSC 151/153 or C 151		1
M 150,151/152	3	S 150/250 or ET250		3
PEO 150/HED 151/MS 101	2			
	17			16

SOPHOMORE

First Semester		Credits	Second Semester	
				Credits
SP 101/F 101/G 101	3	ECON 250/255		3
CS 150	3	ARTS 250/ D 254/ MU 250		3
E 250 or 251	3	SP 102/F 102/G 102		3
SOC 250	3	H 250		3
H 200	3	PS 252		3
	15			15

JUNIOR

First Semester		Credits	Second Semester	
				Credits
Afri Amer. Hist. (Elective)	3	SP 202/F 202/G 202		3
SP 201/F 201/G 201	3	Afri-Amer. Hist. (Elective)		3
Latin American History	3	HU 250		3
U.S. History (Elective)	3	Elective		3
H 251	3	Elective		3
	15			15

SENIOR

First Semester		Credits	Second Semester	
				Credits
H 430	3	African. Hist. (Elective)		3
Non-U.S. History 3	3	U.S. History (Elective)	3	
European Hist. (Elective)	3	Elective		3
Elective	3	Elective		3
Elective	3			
	15			12

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
HISTORY/SOCIAL STUDIES EDUCATION
(131 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
UNIV 101	2	E 151	3
E 150	3	ED 199	2
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
M 150 or 151.	3	M155	3
PE150/HED 151	3	S 150	3
or MS 101	2	H 104.	3
H 103	3	*ED 150	1
	17		19
Application to Education			

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
E 250 or 251	3	+HHU 250	
+PS 201	3	or H 315 or H 316	3
EPSY 250	3	EPSY 260	3
H 200	3	+PS 252	3
CS 150	3	H 250	3
+PSY 250	3	ARTS 250/MU 250/D 254	3
	18	+SOC 250	3
			18
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
Credits		Credits	
H 251	3	ED 308	3
SPED 216	3	+GEO 305	3
ED 306	3	+SOC 310	3
H 223 or H224	3	H 310 or H 312	3
H 301	3	Elective	3
+ECON 250	3	*SST Seminar 350	1
	18		16
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
Credits		Credits	
Education 425	3	ED 430	12
History 430	3		
H340, H403 or H404	3		
RED 317	3		
*Education 450 Seminar	1		
	13		12
Application to Professional Clinical Experience			
Application for Graduation			

(+) Minimum grade of C or better. This also applies to all Education and History courses.

POLITICAL SCIENCE

The goal of the Political Science Program is to provide students with a rich, varied and relevant educational experience through a resourceful program of instruction, research and advisement. The program seeks to further the students' understanding of the political process and dynamics in the world with a view to giving them the requisite skill sets for the global job market as well as graduate training.

OBJECTIVES

The following objectives of the Political Science Program are in conformity with and seek to further the goals of the College of Education, Humanities and Social Sciences:

1. Cognitive goal: To endow students with the requisite disciplinary knowledge base needed for their mastery of and an in their competitive advantage in a knowledge based and multicultural environment.
2. Developmental goals: Program should contribute to the development of the graduates' analytical skills and critical thinking.
3. Behavioral goals: Program graduates will demonstrate professional and academic ethics needed for their insertion in public or no-profit service, locally, regionally, nationally and internationally.

PROGRAM OFFERINGS

The Political Science program offers a Bachelor of Arts degree in Political Science (with options in Pre-Law, Public Administration and Professional Political Science). Minors are offered in Political Science and Black Studies.

PROGRAM REQUIREMENTS

A grade of "C" or better is required for all major courses in the student's curriculum. Where a foreign language is indicated, two years in the same language are necessary to satisfy the requirement.

MAJOR AND MINOR PROGRAMS

Political Science — The degree program in political science prepares students for careers in government, the private sector, teaching, research and entry into professional and graduate schools in such fields as law, public administration, and international affairs. The Professional Political Science option is designed for students desiring to attend graduate school and pursue careers in political science. The Public Administration option is designed especially for students desiring entry into governmental employment. The Pre-Law option is designed for students desiring to attend law school. Students will become acquainted with the theory and practice of politics and the description and analysis of political systems and political behavior.

Requirements: Those who major in Political Science must complete 36 semester hours including PS 201 and PS 252 and an additional 30 hours in the particular option selected by the student (*i.e., Pre-Law or Public Administration or Professional*).

MINORS

Political Science. Students who minor in political science must

complete 18 semester hours including PS 201, 252 and an additional 12 hours.

Black Studies. The minor program in Black Studies is designed to provide students a more in-depth understanding of the black experience in America. The minor in Black Studies requires the completion of eighteen hours including three hours in African-American History, three hours in African History, and three hours in Black Studies.

SUGGESTED GENERAL ELECTIVES. The mission of the Political Science program is to promote the intellectual growth of its students as well as academic excellence. Given that this goal can be achieved only if students have a broad based education, Political Science majors are encouraged to choose electives from a broad range of courses. Amongst these are:

CJ 321	—	The American Court System
PSY 402	—	Social Psychology
SOC 310	—	Cultural Anthropology
SOC 311	—	Racial and Ethnic Minorities
E 301	—	Contemporary Literature
E 302	—	Advanced College Grammar
E 308	—	Introduction to Journalism
E 313	—	Creative Writing
E 315	—	Black American Writers
BC 201	—	Introduction to Broadcasting
D 309	—	Black Drama
S 205	—	Public Speaking
ECON 403	—	History of Economic Thought
ECON 407	—	International Economic Relations
MU 203	—	The History of Jazz
H 223	—	Colonial and Revolutionary America
H 224	—	Civil War and Reconstruction
H 234	—	Family History
H 315/316	—	African-American History
H 403/404	—	African History

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN POLITICAL SCIENCE**

(123 Credits)

FRESHMAN

First Semester

UNIV 101	2
E 150	3
M 150/151/152	3
H 103	3
PS 201	3
PE 150/HED 151/MS 101	2
Credits	16

Second Semester

E 151	3
S 150/250 or ET 250	3
M 155	3
H 104	3
PS 252	3
Credits	15

SOPHOMORE

First Semester

H 250 or H 251	3
E 250 or E 251	3
CS 150	3
BSC 150+151/152+153/	
Credits	9

Second Semester

ARTS 250/D 254/MU 250	3
SP 101/F 101/G 101	3
ECON 250 or ECON 255	3
PSC150+151/152+153/	
Credits	9

B 150	4
PSY 250 or SOC 250	3
Credits	16

C 150+151	4
U 250	3
Credits	16

JUNIOR

First Semester

SP102/F 102/G 102	3
PS 206	3
PS Elective	3
PS Elective	3
Elective	3
Credits	15

Credits

Elective	3
SP 201/F 201/G 201	3
PS 304	3
Elective	3
E 302	3
Credits	15

Second Semester

Credits

Elective	3
SP 201/F 201/G 201	3
PS 304	3
Elective	3
E 302	3
Credits	15

SENIOR

First Semester

SP 202/F 202/G 202	3
PS 406	3
PS 420	3
PS 401 or 402	3
E 315/318	3
Credits	15

Credits

PS 424	3
PS Elective	3
PS 425	3
PS 407	3
lective	3
Credits	15

Second Semester

Credits

PS 424	3
PS Elective	3
PS 425	3
PS 407	3
lective	3
Credits	15

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN POLITICAL SCIENCE—PRE-LAW
(123 Credits)**

FRESHMAN

First Semester

UNIV 101	2
E 150	3
M 150/151/152	3
H 103	3
PS 201	3
PE 150/HED 151/MS 101	2
Credits	16

Credits

E 151	3
S 150/250 or ET 250	3
M 155	3
H 104	3
PS 252	3
Credits	15

Second Semester

Credits

E 151	3
S 150/250 or ET 250	3
M 155	3
H 104	3
PS 252	3
Credits	15

SOPHOMORE

First Semester

H 250 or H 251	3
E 250 or E 251	3
CS 150	3
BSC 150 plus BSC 151	4
PSY 250 or SOC 250	3
Credits	16

Credits

ARTS 250/D 254/MU 250	3
SP 101/F 101/G 101	3
ECON 250 or ECON 255	3
PSC150 + 151	4
HU 250	3
Credits	16

Second Semester

Credits

ARTS 250/D 254/MU 250	3
SP 101/F 101/G 101	3
ECON 250 or ECON 255	3
PSC150 + 151	4
HU 250	3
Credits	16

JUNIOR

First Semester

SP102/F 102/G 102	3
PS 206	3
PS 308	3
E302	3
Elective	3
Credits	15

Credits

Elective	3
SP 201/F 201/G 201	3
PS 321	3
PHIL 305 or PS 3073	3
E 315 or E 318	3
Credits	15

Second Semester

Credits

Elective	3
SP 201/F 201/G 201	3
PS 321	3
PHIL 305 or PS 3073	3
E 315 or E 318	3
Credits	15

SENIOR

First Semester

Second Semester

PSYCHOLOGY AND SOCIOLOGY

The programs in Psychology and Sociology strive to prepare students to meet the challenges of the workplace by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society. The objectives of the programs are as follows:

1. To provide quality instruction in a broad range of courses relevant to the fundamental knowledge base of the disciplines of Psychology and Sociology;
2. To provide opportunities for students to develop analytical and reasoning skills as applied to their respective programs;
3. To acquaint students with scientific analysis and research pertinent to behavioral and social science issues;

PROGRAM OFFERING

The programs in Psychology and Sociology offer courses leading to the B.S. degree in Psychology and the B.A. degree in Sociology. Minors in both Psychology and Sociology are also offered.

PROGRAM REQUIREMENTS

In addition to the general requirements of the University, the Psychology and Sociology programs have the following requirements:

1. Students majoring or minoring in either Psychology or Sociology must earn a grade of at least "C" in each major and/or minor course attempted.
2. "Electives" may be selected from any curricula offerings of the University.
3. "Approved Electives" must be selected from the course offerings designated by each program. Refer to the Course Descriptions for a complete listing.
4. All majors must complete the foreign language requirements for their field. Psychology majors must take *two semesters* of the same language. Sociology majors must take *four semesters* of the same language.
5. Students are required to take the science courses as outlined in the curriculum. Psychology majors must take two semesters of the same Biological Science courses with labs (e.g., BSC 150-151; BSC 152-153), and two semesters of the same Physical Science or Chemical Science courses with labs (e.g., PSC 150-151; PSC 152-153). Sociology majors must take two semesters of either the same biological, physical, or chemical science courses with labs (e.g., BSC 150-151; BSC 152-153).
6. Psychology majors must take four social science courses in addition to those outlined in the general education curriculum (e.g. H 103, 104, 315, 316; PS 201, 206; ECON 250, 255, 260; BA 101, 201; GEO 204, 305; SOC 250).

Transferring into the Department

Students who transfer into the Psychology and Sociology programs

	Credits		Credits
SP 202/F 202/G 202	3	PS 424	3
H 311	3	PS 425	3
PS 420	3	PS 407	3
PS 401 or 402 or PHIL 301 or 405	3	PS Elective	3
Free Elective	3	Elective	3
	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE—PUBLIC ADMINISTRATION (123 Credits)

FRESHMAN

First Semester

Credits	
UNIV 101	2
E 150	3
M 150	3
H 103	3
PS 201	3
PE 150/HED 151/MS 101	2
	16

Second Semester

Credits		Credits
E 151	3	
S 150	3	
M 155	3	
H 104	3	
PS 252	3	
	15	

SOPHOMORE

First Semester

Credits	
H 250 or H 251	3
E 250 or E 251	3
CS 150	3
BSC 150+151/152+153/ B 150	4
PSY 250 or SOC 250	3
	16

Second Semester

Credits		Credits
ARTS 250/D 254/MU 250	3	
SP 101/F 101/G 101	3	
ECON 250 or ECON 255	3	
PSC150+151/152+153/ C 150+151	4	
HU 250	3	
	16	

JUNIOR

First Semester

Credits	
SP102/F 102/G 102	3
PS 206	3
PS 310	3
PS 321	3
Elective	3
	15

Second Semester

Credits		Credits
Elective	3	
SP 201/F 201/G 201	3	
PS 325	3	
Elective	3	
E 302	3	
	15	

SENIOR

First Semester

Credits	
SP 202/F 202/G 202	3
PS 420	3
PS Elective	3
ACCT 207 or MGT 308	3
E 315 or 318	3
	15

Second Semester

Credits		Credits
PS 424	3	
PS 425	3	
PS Elective	3	
PS 410	3	
Elective	3	
	15	

from other academic Departments at South Carolina State University or from other accredited colleges and universities must meet the following requirements:

1. Have a cumulative undergraduate grade point average of 2.3 or higher.
2. Have earned no more than 76 undergraduate credit hours when they transfer to the degree programs.

MAJOR AND MINOR PROGRAMS

PSYCHOLOGY—The program in psychology offers students the opportunity to obtain a broad and thorough understanding in the science of human behavior. The psychology curriculum contributes to the General Education requirements of the University through the General Psychology course for students who are not majoring or minoring in the field. The curriculum also provides excellent preparation for the student who wants to pursue graduate training in several disciplines, including psychology, sociology, social work, law, medicine, public health, and other related social and behavioral sciences. An undergraduate degree in psychology prepares the student for a number of employment opportunities in governmental and non-governmental agencies. Examples of possible career choices for the student who opts for the bachelor's degree in psychology include mental health technician, research assistant/analyst, personnel manager, public relations officer, sales representative, social services employee, and state or federal employee. A minor is optional for students who would like to pursue a core of courses in another discipline.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PSYCHOLOGY (126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
M 150	3	S150 or ET 250 or S 250	3
BSC 150 +151 or B 150	4	M 151	3
PSY 101	3	BSC 152+153 or B 151	4
UNIV 101	2	PSY 102 3	3
	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or E 251	3	H 250 or H 251	3
PSC 150+151/CSC 150+151		SOC 250 or EPSY 250	3
P 250 + 251	4	PSC 152 +153/CSC 152 +153	
PSY 204	3	P 252 + 253	4
CS 150	3	PSY 205	3
M 155	3	ARTS 250/MU 250/D 254	3
PE 150 or H. Ed 151	2	ECON 250 or ECON255 or ET 255/FCS 251/PS 252	3
	18		19

JUNIOR

First Semester	Second Semester	Credits	Credits
HHU, HMU, EDHU 250; MU 203; E 315; H 315/316	SP 102 or F 102 or G 102 Psy 401	3	3

SP 101 or F 101 or G 101	3	Social Sci Requirement	3
Social Science Requirement	3	Social Sci Requirement	3
PSY 302	3	Electives	3
PSY 307	3		
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
PSY 306	3	PSY 405	3
Approved Electives	3	Approved Electives	3
Approved Electives	3	Electives	3
E 302	3	Electives	3
GUID 210	1		
Social Sci Requirements	3		
	16		12

SENIOR

First Semester	Credits	Second Semester	Credits
SOC 402	3	SOC 404	3
Approved Elective	3	Approved Elective	3
Approved Elective	3	Elective	3
GUID 210	1	Elective	3
E 302	3		
Elective	3		
	16		12

The Psychology Minor — The minor in Psychology can be useful for any student who desires a deeper understanding of human behavior and mental processes. Students who minor in Psychology must take the following courses: PSY 101, PSY 102, PSY 204, and PSY 205. Six additional semester hours must be selected from the other Psychology course offerings, for a total of 18 hours.

SOCIOLOGY—The major in Sociology is designed to provide the student with excellent preparation for graduate and professional study in the fields of sociology, social work, criminal justice, psychology, economics, and other related social and behavioral sciences. The major in sociology also provides the student with a sound academic background for a variety of governmental and non-governmental jobs such as research analyst, claims representative, program evaluator, city planner, equal opportunity specialist, paralegal, personnel manager, and state or federal employee. A minor is optional for students who would like to pursue a core of courses in another discipline.

The Sociology Minor—The minor in Sociology can meet the needs of any student who wants a deeper understanding of social organizations and cultures. Students who minor in sociology must take the following courses: SOC 101 or SOC 250, SOC 102, SOC 308, and SOC 310. Six additional semester hours must be selected from the other Sociology course offerings, for a total of 18 hours.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS
IN SOCIOLOGY
(124 Credits)**

FRESHMAN

First Semester

	Credits
E 150	3
M 150	3
SOC 101	3
BSC I or PSC I*	4
UNIV 101	2
	15

Second Semester

	Credits
E 151	3
M 151	3
SOC 102	3
BSC II or PSC II*	4
S 150/ ET 250 or S 250	3
	16

SOPHOMORE

First Semester

	Credits
E 250 or 251	3
SP 101/F 101/G 101	3
ARTS 250/ MU 250/ D 254	3
Approved Elective	3
ECON 255	3
M 155	3
	18

Second Semester

	Credits
H 250 or 251	3
SP102/F 102/G 102	3
SOC 203	3
CS 150 or 151	3
PSY 250 or EPSY 250	3
PE 150 or HED 151	2
	17

JUNIOR

First Semester

	Credits
SOC 310	3
SP 201/F 201/G 201	3
SOC 305 or PSY 3073	3
or PSY 406	3
HU 250 Afro Amer Exper	3
H 103	3
	15

Second Semester

	Credits
H 104	3
SP 202/F 202/ G 202	3
SOC 306	3
Approved Elective	3
Elective	3
	15

SENIOR

First Semester

	Credits
SOC 402	3
Approved Elective	3
Approved Elective	3
GUID 210	1
E 302	3
Elective	3
	16

Second Semester

	Credits
SOC 404	3
Approved Elective	3
Elective	3
Elective	3
	12

DEPARTMENT OF VISUAL AND PERFORMING ARTS

From art exhibits, musical and choral concerts; to theatre productions, the Department of Visual and Performing Arts nurtures the creative and cultural lives of our students, staff, and faculty. The Department's mission is to provide the academic and social education, along with intensive arts training to create a new generation of artists and involved citizens for a global society. The department's goals are consistent with and support the mission of the University.

In the Department of Visual and Performing Arts, students can receive the following degrees: Bachelor of Science degree in Art Education or Music Education; Bachelor of Arts degree in Drama and Drama Education; Bachelor of Arts degree in Studio Arts and Bachelor of Arts degree in Music.

VISUAL ARTS PROGRAM

The mission of the Visual Arts Program at South Carolina State University is to provide students with an accessible and supportive learning environment that emphasizes the importance of visual arts in society. The faculty and administration strive to maintain a program that provides a valuable education in the visual arts, enhances career opportunities for all students, and promotes an appreciation of life-long learning. The Visual Arts Program is dedicated to nurturing the creative and scholarly potential of students, supporting faculty in the development of excellence in teaching and research, and promoting visual arts in the community.

GOALS

The goals of the Visual Arts Program are:

- To maintain a program that enables students to develop a range of formal and technical studio skills as well as conceptual and intuitive decision making skills in order achieve a level of visual communication or expression.
- To provide students with an understanding of standards of quality in the visual arts and encourage students to practice critical thinking skills when evaluating their own work and the work of others.
- To instill in students an appreciation of the evolution and significance of art history, including major movements/artists of both the past and present in Western and non-Western cultures.
- To provide students focused in Art Education with knowledge and experience in theoretical and practical teaching strategies
- To prepare students for careers in visual art and other disciplines or graduate studies.
- To encourage students to become visually aware of the world around them.
- To support faculty in teaching as well as scholarly and creative research efforts.
- To encourage an appreciation of the arts across disciplines.
- To promote visual arts in the local community and beyond.

OBJECTIVES

- To structure studio art curricula so that student mastery of techniques in specific media as well as formal and conceptual studio skills may be achieved.
- To maintain and enhance standards of quality of student work through a shared philosophy of quality emphasized in class critiques

and instructor evaluation.

- To create opportunities for students to practice critical thinking skills through class critiques and critical writing assignments.
- To stress the significance of art history through curricular offerings as well as museum and gallery visits.
- To structure an art education curriculum that will provide experience in studio techniques, education theory and practice and observed teaching.
- To prepare students for careers in visual arts by engaging in professional development activities.
- To promote visual awareness through specific studio projects and field trips.
- To support faculty teaching and research through funding, appropriate teaching loads, tenure and promotion, etc.
- To encourage faculty and students to engage in cross-disciplinary activities through collaborations with the Music, Drama and other University programs.
- To exhibit student and faculty work in the University and surrounding community.
- To reach out to students, faculty and the community through the scheduling of visiting artist lectures and arts related events.

VISUAL ARTS PROGRAM OFFERINGS

The Visual Arts Program offers the Bachelor of Arts in Studio Art and, in conjunction with the Department of Education, the Bachelor of Science in Art Education.

BACHELOR OF ARTS IN STUDIO ART

The Bachelor of Arts degree in studio art is a liberal arts degree that offers the student a breadth of experience in the visual arts. Students enrolled in this major will gain a range of experience in the traditional tools, techniques and modes of artistic expression as well as new media and design concepts. The student will also develop an understanding and appreciation of the history of art as well as critical thinking about art and how it relates to the world. The curriculum is structured so that the student begins with foundation level courses in studio arts, moves on to beginning courses in several disciplines, including drawing, painting, printmaking, photography, digital media, ceramics and sculpture, and then moves on to gain intermediate and advanced experience in one or more disciplines. The concentration on one discipline within a liberal arts degree allows the student to go beyond beginning level skill tests and exercises in order to provide the student with experience in more advanced creative development. The Visual Arts Program offers four concentrations in studio arts:

Ceramics/Sculpture

Digital Media

Painting/Drawing

Printmaking/Photography

Studio Art Program Requirements:

Studio Art majors must complete a total of 120-121 credit hours for the Bachelor of Arts in Studio Art with 48-51 credit hours in the Visual Arts Program. The requirements include 12 hours of studio art foundation courses, 12 hours of art history, 18-21 hours in a studio concentration with 12 hours at or above the 300-level, 6 hours of studio courses outside the concentration area, and 3 hours in art exhibition techniques. Students must earn a grade of "C" or better in all art

courses to meet graduation requirements. All students must pass the English Proficiency Exam. Studio Art majors are also required to attend lectures, meetings, and gallery and museum exhibitions associated with the department, as well as lyceum and cultural enrichment programs offered at the university. Upon completion of their course work, majors are required to mount an exhibition of their artwork at the university, usually at the end of their senior year.

Career Options in Studio Art:

Careers in studio art include professional artist, graphic designer, web/interactive media designer, illustrator, community arts instructor, exhibition technician, studio lab technician and print shop technician. Graduates in the studio art major may also choose to go on to further study in art therapy, arts administration, museum studies, and fine arts studies at the master's level.

BACHELOR OF SCIENCE IN ART EDUCATION

The degree of Bachelor of Science is a liberal arts undergraduate education degree that is conferred upon students (i.e. pre-service teachers) who have majored in the teaching of art. The department of visual and performing arts collaborates with the department of education to prepare pre-service art teachers for K-12 licensure.

The purpose of the undergraduate art education program is to develop preservice art teachers who are artistically competent and pedagogically sound. The art education program is methodically structured to encourage and assist students in developing broad-based artistic capabilities and a repertoire of instructional competencies. Emphasis is placed on: in-depth knowledge and proficiency in the content of art; awareness of art history and appreciation for the arts; understanding of contemporary and historical philosophies in art education; comprehension of instructional strategies; development of effective communication skills; competence in instructional technology; exposure to ethical standards and professionalism; approaches to classroom management; knowledge of growth and stages of artistic development in children; sensitivity to diversity and its ramification for learning; commitment to scholarship and professional development; curricular paradigms that are reflective of goals and purposes of art education, the school, the community and the broader society.

Students majoring in the art education program are required to take 6 hours of studio art courses at or above the 300 level. This will enable them to develop more advanced experience in one or more of the visual art disciplines of ceramics, sculpture, painting, drawing, printmaking or digital media.

Students must apply to the Department of Education and be admitted before taking upper level education courses. In addition, students must pass the Praxis I, Praxis II (NTE specialty area exam), complete 150 pre-step hours and maintain a minimum GPA of 2.50 to remain in the program. All students must pass the English Proficiency Exam as well as apply and be admitted to the program for Professional Clinical Experience in the field.

Art Education Program Requirements:

Art Education majors complete a total of 123 credit hours. A total of 45 credit hours are required in visual art, which includes 12 hours of art history. A total of 7 credit hours are required in art education methods. A total of 31 credit hours are required in education including 12 hours of student teaching. A total of 45 credit hours are required from the General Education Curriculum. Students must earn a grade of "C" or

better in all art courses to meet graduation requirements.

Art Education majors are also required to attend lectures, meetings, and gallery and museum exhibitions associated with the department, as well as lyceum and cultural enrichment programs offered at the university.

Career Options in Art Education:

Careers in art education may include but not limited to Art teacher at the Elementary, Middle School, or High School levels; Museum Art Educator; Lecturer; Arts Consultant for Educational Programming; Visual Education Grant Writer.

Minor Programs

Students selecting studio art as a minor are required to complete a minimum of twenty-one credit hours in studio art. The following courses are required: ARTH 215, ARTH 216, ARTH 415 OR 420, ARTS 115 or ARTS 116 or ARTS 215, six hours from ARTS 216-223, and six hours at or above the 300 level.

CURRICULUM LEADING TO THE DEGREE OF THE BACHELOR OF ART IN STUDIO ART

Ceramics/Sculpture (120 credit hours)

FRESHMAN

First Semester

ARTS 115 Design Fund. I	3
UNIV 101 Intro to Univ.	2
E 150 English Comp.	3
M 150-154 Math	3
Any 150 Lab Sci. Lec.	1
Any 151 Lab Sci Lab	1
	15

Second Semester

Credits		Credits
ARTS 116 Design Fund.II	3	
E 151 English Comp.	3	
M 155 Math Modeling	3	
S 150/S 250 or ET 250	3	
Any Corresp. 152 Lab Sci.	3	
Any Corresp. 153 Lab Sci.	1	
	16	

SOPHOMORE

First Semester

ARTS 218 Ceramics I	3
ARTS 215 Drawing I	3
ART 250 Art Appr.	3
E 250 or 251 World Lit.	3
H 250 or 251 World Hist.	3
	15

Second Semester

Credits		Credits
ARTS 233 Dig Med II or Dig Imag	3	
ARTS 217 Painting I or 219 Printmaking I	3	
CS 150 Comp. Techn.	3	
MU 250 or D 254 Intro. to	3	
Any PE 150 or HED 151	2	
	14	

JUNIOR

First Semester

ARTS 323 Dig. Med III	3
ARTS 218 Ceram or 220 Sculp	3
ARTH 215 Hist West Art I	3
HHU 250 or Culture Aware	3
PSY 250/SOC 250 or EPSY 250 Behav. Sci.	3
Elective	
	15

Second Semester

Credits		Credits
ARTS 318 Ceramics II	3	
ARTH 315 Art Exhib.Tech.	3	
ARTH 216 Hist West Art II	3	
ECON 250/255 or PS 252 Amer. Govt.	3	
Elective	3	
	15	

SENIOR

First Semester

Credits	
ARTS 330 Sculpture III	3
ARTS 221 or 223 Digital Media I	3
ARTH 420 Modern and Contemporary Art	3
Elective	3
Elective	3
	15

Second Semester

Credits		Credits
ARTS 423 Dig Arts or 433 Dig Art	3	
ARTS 440 Cer/Sculp	3	
ARTH 420 Mod/Cont. Art	3	
Elective	3	
Elective	3	
	15	

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ART IN STUDIO ART with a concentration in Digital Media (121 credit hours)

FRESHMAN

First Semester

ARTS 115 Design Fund I	3
UNIV 101 Intro to Univ	2
E 150 English Comp	3
M150/154 Quant. Reasoning	3
CS150 or CS151 Comp. Tech.	3
PE 150 or HED 151	2
	16

Second Semester

Credits		Credits
ARTS 116 Design Fund II	3	
E 151 English Comp	3	
M 155 Math Modeling	3	
S 150, S 250 or ET 250	3	
ARTS 215 Drawing I	3	
	15	

SOPHOMORE

First Semester

ARTS 223 Digital Media I	3
Any Sci. 150	3
Any Corresp. Sci. 151 Lab	1
E 250 or 251 World Lit.	3
H 250 or 251 World Hist.	3
ART 250 ART Appr.	3
	16

Second Semester

Credits		Credits
ARTS 233 Digital Media II	3	
ARTS218 Cer. or ARTS220 Sculp.	3	
SOC 250 or PSY 250	3	
MU 250 or D 254	3	
Any Sci. 152	3	
Any Corresp. Sci. 153 Lab	1	
	16	

JUNIOR

First Semester

ARTS 323 Digital Media III	3
ARTS 217 Paint. or 219 Print	3
ARTH 215 Hist West Art I	3
HHU 250 or Cultural Aware	3
MU203 Museum Studies*	3
	15

Second Semester

Credits		Credits
ARTS 333 Web Page Des	3	
ARTH 216 Hist West Art II	3	
ARTH 315 Art Ex Tech	3	
CS 350 Soc Imp Comp	1	
ECON 250 or 255 or PS 252	3	
	13	

SENIOR

First Semester

ARTS 335 Mot. Graph	3
ARTH 420 Mod/Con Art	3
Elective	3
Elective	3
Elective	3
	15

Second Semester

Credits		Credits
ARTS 423 Digital Video	3	
ARTH 415 African-Am Art	3	
MKT 300 or 413 Marketing*	3	
Elective	3	
Elective	3	
	15	

*Denotes required elective.

**CURRICULUM LEADING TO THE DEGREE
OF THE BACHELOR OF ART IN
PAINTING/DRAWING
(120 credit hours)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	1	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
	15		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ARTS 219 Printmaking I	3	H 250 or 251 World Hist.	3
ARTS 250 Art Appr.	3	CS 150 Comp. Techn.	3
E 250 or 251 World Lit.	3	MU 250 or D 254 Intro to Drama	3
Any PE 150 or HED 151	3	PSY 250, SOC 250 or ESPY 250	3
	15		15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ARTS 315 Drawing II	3	ARTS 317 Painting II	3
ARTH 218 Ceramics I or Sculpt. 1220	3	ARTH 221 Photo I or Digital Media 223	3
ARTH 215 History of Western Art I	3	ARTH 216 Hist West Art II	3
HHU 250 or Culture Aware	3	ECON 250/255 or PS 252 Amer. Govt.	3
Elective	3	Elective	3
	15		15

SENIOR

First Semester		Second Semester	
	Credits		Credits
ARTS 325 Drawing III	3	ARTS 327 Painting III	3
ARTS 315 Art Exhib. Techn.	3	ART 440 Indep. Study	3
ARTH 420 Mod/Cont. Art	3	ARTH 415 African-Am Art	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ART IN
STUDIO ART
with a concentration in Printmaking/Photography
(120 credit hours)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	3	Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Corresp. 153 Lab Sci.	1
	15		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS 219 Printmaking	3	ARTS 221 Photo I	3
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ART 250 Art Appr.	3	PSY 250/SOC 250 or EPSY 250 Behav. Sci.	3
E 250 or 251 World Lit.	3	CS 150 Computer Techn.	3
H 250 or 251 World Hist.	3	MU 250 or D 254	3
	15		15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ARTS 319 Printmaking II	3	ARTS 321 Photo II Dig.	3
ARTS 315 Drawing II	3	ARTH 216 Hist West Art II	3
ARTH 215 Hist West Art I	3	Any PE 150 or HED 151	2
HHU 250 or Cultural Aware	3	ECON 250, 255 or PS 252	3
Elective	3	Elective	3
	15		14

SENIOR

First Semester		Second Semester	
	Credits		Credits
ARTS 329 Lithography	3	ARTS 331 Photo III Adv.	3
ARTH 315 Art Ex Tech	3	ARTS 218 Ceram. or 220 Sculp.	3
ARTH 415 African-Am Art	3	ARTH 420 Mod/Con Art	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
THE TEACHING OF ART
(123 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	Science Option II (PSC)	4
Science Option I (BSC)	4	Speech 150 or S301	3
ED 206 Fund. of Education	3	Health 151	2
	15		15

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
ENG 250 or 251	3	ARTS 250	3
ARTS 215 Drawing	3	EPSY 260 Princ of Learn	3
ARTS 115 Design I-2D	3	ARTS 218 Ceramics I	3
H 250 or 251 World Hist.	3	CS 150 Computer Science	3
ARTS 223 Digital Media	3	ARTS 116 Design II-3D	3
EPSY 250	3		
	18		15

JUNIOR

First Semester		Second Semester	
Credits		Credits	
ARTS 219 Printmaking I	3	SPED 216	3
ETS 250 African-Amer. Hist.	3	ED 308 Gen. Methods	3
ARTH 215 Hist. 1850	3	ECON 250/255 or PS 252	3
ARTS 217 Painting I	3	ARTS 220 Sculpture I	3
Elective	3	ARTH 420 Modern Art	3
		ARED 350 Seminar	1
	15		16

SENIOR

First Semester		Second Semester	
Credits		Credits	
ED 425 Adv Methods	3	ED 430 Professional	
ARED 315 Arts for Child	3	Clinical Experience 12	
ARTH 415	3		
***ARTS 315-355	3		
RED 317	3		
ED 450 Seminar	1		
	16		12
***ARTS 315-355 (Select One)			

DRAMA PROGRAM

The curriculum of the drama component leads to the Bachelor of Arts degree in Drama, and permits the student to develop an emphasis in general theatre studies. The program stresses the effective development of expressive skills, both oral and written. In cooperation with the Department of Education, an opportunity for teacher certification is provided and leads to a Bachelor of Science degree in Drama Education. The curriculum is designed to provide through the study of theatre history, design, performance, and production: 1) a liberal arts education in theatre; 2) preparation for graduate study; 3) teacher certification; and 4) preparation for opportunities in the performing arts.

Minor programs in English, Music, Print Journalism, Radio Broadcasting, and Visual Arts are also available.

OBJECTIVES

The objectives of the theatre component are as follows:

1. To develop in the student the power of independent and creative thinking, critical judgment, and individual initiative;
2. To help students achieve career goals in theatre and the allied professions;
3. To provide an academic program in theatre that is sufficiently broad and rigorous enough to prepare students for graduate study;
4. To offer a sequence of study and experience, including the study of children's theatre and creative drama, as well as the history and philosophy of education; a general teaching methodology and children's theatre practicum in the laboratory school, which leads to teacher certification.

MAJOR REQUIREMENTS

All majors and minors in Drama and Drama Education must register with the theatre department. No theatre course with a grade less than C will be accepted for credit toward graduation. The Drama program curriculum also includes practicum experiences. The major is expected to participate in productions on a frequent basis. The Henderson-Davis Players, housed in the Henderson-Davis Theatre, is an integral, academic adjunct to the program in theatre.

The curriculum in Drama Education includes thirty-seven (37) semester hours in the teaching specialization as follows: Theatre Management and Community Drama, Elements of Acting, Stagecraft; Introduction to Theatre, Stage Lighting, Stage Makeup, Direction of Plays, History of Costume and Design, Children's Theatre and Creative Drama, Black Drama, History of the Theatre, Shakespeare, and Public Speaking.

Drama Education majors also include in their schedules these professional education courses: Introduction to Education; Principles of Learning; History and Philosophy of Education; Generic Methods; Advanced Methods; Teaching Reading in the Content Area; Introduction to Exceptional Children; and Professional Clinical Experiences. The curriculum in Drama Education utilizes the Felton Laboratory School as its center for Pre-Professional Clinical Experiences.

Minor Requirements

A minor in drama will complement any major, especially Art, Education, English, History, Political Science, or Psychology. The drama minor requires eighteen (18) semester hours as follows: Speech 150, D 205, D206, D254, D301, D405, and D410.

CAREER OPPORTUNITIES

The Drama Education major with the teaching degree is prepared to meet certification requirements in the state. The Drama Education curriculum essentially equips students for teaching careers at the middle, secondary, and post-secondary levels. However, this does not preclude the student's participation at the performance and/or technical levels. The teaching degree enhances the student's career options as a public speaker, scriptwriter, radio-television announcer, community theatre director, and graduate student.

Prospects of employment with a teaching degree in Drama will vary. An advanced degree in teaching will provide more flexibility in the

selection of available positions in public, private and parochial schools and in colleges and universities.

A liberal arts degree in Drama will prepare students to pursue a career in the theatre as a performer or technician. Other options include careers in personnel, public relations and human relations. Corporations, consulting firms, manufacturing firms, educational institutions, the military, and state and local government agencies will provide many job opportunities in personnel and public relations. Competition at the entry level is keen.

Careers in theatre aside from acting are beginning to unfold. Job opportunities in technical theatre and theatre management are expected to increase with the advent of regional repertory theatres. A degree in theatre may also prepare students for careers in drama therapy, interior decorating and design and home planning.

Forecasts for the future of the theatre/communication industry are bright. With the development of electronic technology for information dissemination, all aspects of communication will thrive. Entry level positions are numerous.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN DRAMA (121 Credits)

FRESHMAN

First Semester

	Credits		Credits
UNIV 101	2	E 151 (English Comp)	3
E 150 (English Composition)	3	S 150 (Speech Com)	3
BSC 150 (Bio Science)	3	BSC 152 (Bio Science)	3
BSC 151 (Bio Science Lab)	1	BSC 153 (Bio Science Lab)	1
M 150 or 151 (Quant Reasoning)	3	M 155 (Intro to Math Model)	3
D 011-01 (Performance Lab)	1	D 206 (Stagecraft)	3
D 201 (Theatre Management)	1		
D 205 (Acting I)	3		
	17		16

SOPHOMORE

First Semester

	Credits		Credits
E 250 or 251 (World Lit)	3	MU 112 (Voice)	1
Humanities 250	3	MU 250 (Music Appreciation)	3
PSY 250 or SOC 250	3	Econ 255 (Survey of Econ)	3
D 254 (Intro to Theatre)	3	D 302 (Stage Makeup)	1
D 308 (Children's Theatre)	3	D 309 (Black Drama)	3
MU 111 (Voice)	1	D 011-02 (Technical Lab)	1
		CS 150 or 151 (Comp Science)	3
	16		15

JUNIOR

First Semester

	Credits		Credits
Art 250 (Art Appreciation)	3	D 311 (Adv. Stage Lighting)	3
E 403 (Shakespeare)	3	D 322 (Acting II)	3
D 301 (Stage Lighting)	3	PE 150 or H.Ed.151	2
D 305 (Direction of Plays)	3	E 302 (Adv Grammar)	3
Elective	3	D 410 (Modern Drama)	3
	15		14

SENIOR

First Semester

	Credits		Credits
D 306 (Advanced Tech)	3	H 250 or 251 (History)	3
D 307 (History of Costume)	3	D 310 (Acting III)	3
D 405 (Theatre History)	3	D 403 (Playwriting)	2
Elective	3	D 411 (Drama Seminar) 2	
Elective	3	E 315 (Black Am Writers)	3
	14		14

Electives

Group I		Group II	
BC 201 Intro. to Broadcasting	3	BC 202 Broadcast Production	3
E 201 English Literature	3	E 318 American Liter. II	3
E 317 American Literature I	3	S 301 Speech for Classroom Teacher	3
E 401 16 th Century Drama	3	S 250 Public Speaking	3

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN DRAMA EDUCATION (122 Credits)

FRESHMAN

First Semester

	Credits		Credits
English 150	3	English 151	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
University 101	2	Speech 150	3
P. E. 150/Health Ed. 151	2	Computer Science 150	3
Drama 254	3	Education 206 Fund of Ed	3
	17		19
Application to Education			

SOPHOMORE

First Semester

	Credits		Credits
Ed. Psychology 250	3	Speech 250	3
English 250 or 251	3	Ed. Psychology 260	3
HUM 250	3	Econ. 255/Pol. Sc. 252	3
History 250 or 251	3	Drama 206	3
Elective	1	Drama 302	1
Drama 205	3	Drama 309	3
	16		16
Admitted to Teacher Education			

JUNIOR

First Semester

	Credits		Credits
Drama 305	3	English 302	3
English 403	3	Special Education 216	3
Drama 301	3	Reading Education 317	3
Drama 405	3	Education 308	3
	12	Drama 308	3
Admission to Advanced Standing			15

SENIOR

First Semester

	Credits		Credits
Education 425	3	Education 430	12
Drama 201	1		143

Drama 307	3	
*Education Seminar 450	1	
Elective	3	
Elective	3	
	14	12
Application for Professional Clinical Experience		
Application for Graduation		

MUSIC PROGRAM

Students pursuing a degree in music are required to complete an audition for acceptance into their desired music specialization area. This audition process is separate from those held for the South Carolina State University choral and instrumental groups. Students must exhibit demonstrated potential for a successful career in Music through basic proficiency on their chosen instrument and provide verification of solo or ensemble experience. Additionally, a diagnostic theory entrance examination is given for placement into the proper theory class.

Enrollment in music courses does not qualify a student as a music major/minor. Official declaration of the music major/minor will be granted only after the student has successfully met the audition and entrance requirements for the appropriate Music faculty.

OBJECTIVES

The specific objectives of the Music Programs are as follows.

1. Demonstrate, by means of appropriate evaluative criteria, effective manipulative and organizational skills in the use of techniques and materials emphasizing the expressive content and communicative qualities of artistic processes.
2. Foster positive forces through music education that will continue to enhance the cultural and aesthetic life of the entire university community.
3. Provide students with basic skills, techniques, pedagogical concepts-insights, and perspectives for careers as performing artists, Commercial Music Industry Professionals and elementary and secondary-school teachers.
4. Interpret, create, and maintain the highest level in individual and group performance.
5. Prepare majors for graduate study.
6. Be flexible, accept challenge, and be willing to experiment with new ideas and new methods.

PROGRAM OFFERINGS

The Music Program offers the Bachelor of Science in Music Education and the Bachelor of Arts in Music with an Emphasis in Music Industry. A minor is offered in music. Students who desire to minor in Music Education or the Music Industry Emphasis must complete 17 hours of music course work. Required courses and specific credit hours are as follows: (a) Music Theory and Ear Training – 8; (b) Music Education – 3 or Music Industry – 3; (c) Music History & Lit. – 3; (d) Applied Instrument or Voice – 3.

PROGRAM REQUIREMENTS

Students who wish to enter the area as majors are required to take an entrance examination in order to evaluate their levels of performance in voice, on keyboard, and orchestral instruments. Additionally, a diagnostic theory examination is given for placement in proper theory classes.

All music majors must complete seven semesters of large ensemble requirements for which one credit hour is given. Majors also complete small ensemble experiences as outlined in course syllabi. Music majors

participate in large and small ensembles of their major concentration.

Vocal majors participate in concert chorus and smaller vocal ensembles as outlined in the chorus syllabus for which one credit hour is obtained. In addition to a large instrumental ensemble, instrumental majors participate in a small ensemble through applied studio requirements as is outlined in syllabi for instrumental applied studios. Participation in large and small ensembles is applied to the minimum requirements for graduation. Admission to all ensembles is by audition only.

The large vocal ensemble comprises the SC State Concert Choir and small vocal ensembles include a SC State Men Chorus and a SC State Women Chorus for which accompaniment experiences are provided for choral-piano majors. Large instrumental ensembles include Marching Band, Concert Wind Ensemble, and Symphonic Band. Small instrumental ensembles include the SC State Jazz Ensemble, String Ensemble, Brass Quintet, Woodwind Choir, Mallet Ensemble, and the Percussion Ensemble.

All music majors are required to take individual lessons on a chosen instrument or voice for a period of four years. At the end of this period a senior recital is presented. Instruction is available in all four categories of orchestral instruments (strings, woodwinds, brasswinds, and percussion) as well as organ, piano, fretted stringed instruments and voice. In addition to large and small ensemble requirements, area requirements are as follows:

Music Education Instrumental (band, orchestra or electric strings):

Instrumental music majors complete four years on a major instrument, one year of piano, one year of voice class, two years of instrumental pedagogy instruction, and 150 classroom observation/participation pre-clinical hours.

Music Education Choral-Voice:

Choral-Voice majors complete four years of studio voice, one and a half years of piano instruction, two years of choral pedagogy instruction, and 150 classroom observation/participation pre-clinical hours.

Music Education Choral-Piano:

Choral-Piano majors complete four years of studio piano instruction, one and a half years of voice class, two years of choral pedagogy, and 150 classroom observation/participation pre-clinical hours.

Music Industry Emphasis:

Instrumental majors complete four years of applied study on a band, orchestral, or electric instrument. Vocal majors complete four years of studio voice. Majors also complete one year of piano instruction; one year of voice class; related emphasis coursework to include a specialized, developed portfolio; and a semester internship that is approved by the Music Industry specialist.

Senior students, with written approval from the appropriate studio professor, are required to appear in a creditable, 30-minute public recital in their major performing medium, individually as partial fulfillment for the liberal arts degrees offered in music at SC State University. Those degrees include the Bachelor of Science in Music Education and the Bachelor of Arts with an Emphasis in Music Industry.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF ARTS IN MUSIC
(with an Emphasis in Music Industry)
(133 credit hours)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
MU 107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MU 099 Recital Hour	0	MU 104	1
MU Applied Major Instr.	1	MU 099 Recital Hour	0
MUED Ensemble	1	MU Applied Major Instr	1
MUED 103 Class Piano	1	MUED Ensemble	1
MUT 150 Intro Music Tech.	3	S 150 Fund of Speech Com	3
E 150 English Comp	3	E 151 English Comp.	3
M 150 Quant Reasoning	3	M 155 Intro to Math Model	3
UNIV 101 Intro University	2	PSC 150 Physical Science	3
		PSC 151 Lab	1
	18		20

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Applied Major Instr.	1	MU Applied Major Instr.	1
MUED Ensemble	1	MUED Ensemble	1
HUMU 250 Hist. Blk. Mus	3	MU 099 Recital Hour	0
H 250 Hist. Wrld Civ	3	MU 203 Hist. of Jazz Mu	3
PSC 152 Phy Sci	3	E 250 World Lit. I	3
PSC 153 Lab	1	D 254 Intro to Drama	3
ECON 250 or 255	3	EPSY 250 Human Growth	3
	19		18

JUNIOR

First Semester		Second Semester	
	Credits		Credits
MU 310 Com. Mu. Prac I	3	MU 311 Com. Mu. Prac II	3
MU 370 Hist Com. Music	2	MU 202 Intro to Mus. Lit.	2
MU Applied Major Instr	1	MU Applied Major Instr.	1
MU 337 Music Hist & Lit.	3	MU 338 Music Hist & Lit.	3
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUED Ensemble	1	MUED Ensemble	1
MU 270 Har/Jazz Theory	2	MU 380 Cont Song Writing	2
MU 375 Admin & Fund	2	PE 150/HED 151	2
Elective	3	Elective	3
	17		17

SENIOR

First Semester		Second Semester	
	Credits		Credits
MU 099 Recital Hour	0	MU 468 Mus Ind Intern	12
MU Applied Major Instr	1	or 12 additional hours	
MU 404 Form and Analysis	2	from the following electives:	
MU 467 Senior Recital	1	MGT 320 Finan. Mgmt	3
MU 480 Intro to Digital Rec	2	BC 202 Broadcast Prod	3
MU 470 Artist Mgmt	2	PS 252 Amer. Govt	3
MUED Ensemble	1	PS 307 Amer. Judi Process	3
Elective	3	BA 412 Entrepreneurship	3
		BA 101 Intro. to Business	3
		MKT 413 Advertising	3
	12		

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION -INSTRUMENTAL
(137 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
MU 107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MUED 103 Class Piano	1	MUED 104 Class Piano	1
MU Appl. Major Instr.	1	MU Appl. Major Instr.	2
MUED Instr. Ensembles	1	MUED Instr. Ensembles	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUT 150 Intro. to Mus. Tech	3	ED 206 Funs. of Ed.	3
E 150 English Comp	3	E 151 English Comp	3
M 150 Quant. Reasoning	3	M 155 Intro to Math Mod	3
UNIV 101 Intro. to Univ.	2	PSC 150 or 152	3
		PSC Lab 151 or 153	
	18		20

Application to Educaion

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Appl. Major Instr.	1	MU Appl. Major Instr.	1
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 111 Class Voice	1	MUED 112 Class Voice	1
MU 099 Recital Hour	0	MU 099 Recital hour	0
S150 Fund. of Speech	3	E 250 World Lit. I	3
EPSY 250 Human Growth	3	EPSY 260 Prin. of Learning	3
PE150 or HED151	2	ARTS 250 or D254	3
BSC 150 or 152	3	SPED 216 Intr. to Ex. Child.	3
BSC Lab 151 or 153	1		
	19		19

Admitted to Teacher Education

JUNIOR

First Semester		Second Semester	
	Credits		Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MU309 Instr, Conduct	2
MUED 341 Woodwind Meth	1	MUED 331 Brasswind Methods	1
MUED Appl. Major Instr.	1	MU Appl Major Instr.	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUED Instr. Ensemble	1	MUED Instr. Ensemble	1
MUED 301 Mus. Elem. Schls.	3	MUED 302 Music Sec. Schls.	3
HUMU 250 Hist Blk Mus	3	H 250 or 251 Hist. Wrld. Civ.	3
ED 308 Gen. Teach Meth.	3	ECON 250 or 255	3
		ED 350	1
	17		18

Admission to Advanced standing

SENIOR

First Semester		Second Semester	
	Credits		Credits
MUED 351 Percussion Meth.	1	ED 430 Clinical Exp	12
MUED 361 Strings Meth.	1		
MU404 Form & Anal	2		
MU 467 Senior Recital	1		
MU Appl Major Instr.	1		
MU 099 Recital Hour	0		
MUED Instr. Ensemble	1		
RED 317 Teach. Reading	3		
ED 450	1		
ED 425 Spec. Meth.	3		
	14		12

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/VOICE
(135 Credits)**

FRESHMAN

First Semester

	Credits
MU107 Music Theory	2
MU 127 Ear-Training	2
MUED 103 Class Piano	1
MVOM 115 Applied Voice	1
MUED 021 Concert Choir	1
MUT 150 Mus. Technology	3
MU 099 Recital Hour	0
E 150 English Comp.	3
M 150 Quant. Reasoning	3
UNIV 101 Intro. to Univ.	2
	18

Second Semester

	Credits
MU 108 Music Theory	2
MU 128 Ear-Training	2
MUED 104 Class Piano	1
MVOM 116 Applied Voice	1
MUED 022 Concert Choir	1
MU 099 Recital Hour	0
E 151 English Comp.	3
M 155 Intro. to Math Mod.	3
PSC 150 or 152 Phys. Sci	3
PSC Lab 151 or 153	1
ED 206 Fund. of Ed	3
	20

Application to Education

SOPHOMORE

First Semester

	Credits
MU 207 Music Theory	2
MU 227 Ear-training	2
MVOM 215 Applied Voice	1
MUED 023 Concert Choir	1
MU 099 Recital Hour	0
S 150 Fund. of Speech	3
E 250 World Lit. I	3
EPSY 250 Human Growth	3
BSC 150 or 152	3
BSC Lab 151 Or 153	1
	19

Second Semester

	Credits
MU 208 Music Theory	2
MU 228 Ear-training	2
MVOM 216 Applied Voice	1
MUED 024 Concert Choir	1
SPED 216 Intro. to Ex. Child.	3
MU 099 Recital Hour	0
EPSY 260 Prin. of Learning	3
ARTS 250 or D 254	3
PE 150/HED 151	2
	17

Admitted to Teacher Education

JUNIOR

First Semester

	Credits
MU 337 Music Hist. & Lit	3
MU 303 Conducting	2
MU 099 Recital Hour	0
MVOM 315 Applied Voice	1
MUED 341 Woodwinds Meth.	1
MUED 025 Concert Choir	1
HUMU 250 Hist Blk Mus.	3
MUED 301 Mus. Elem. Schls.	3
ED 308 Gen. Teach Meth.	3
	17

Second Semester

	Credits
MU 338 Music Hist. & Lit	3
MU 304 Choral Cond	2
MUED 331 Brass Methods	1
MVOM 316 Applied Voice	1
MUED 302 Mus. Sec. Schls.	3
H 250 or 251 Hist. Wrld. Civ.	3
MU 099 Recital Hour	0
MUED 026 Concert Choir	1
RED 317	3
ED 350 Seminar	1
	18

Admission to Advanced Standing

SENIOR

First Semester

	Credits
MUED 351 Percussion Meth.	1
MUED 361 Strings Meth.	1
ECON 250/255	3
MU 404 Form & Anal	2
MU 467 Senior Recital	1
MUED 027 Concert Choir	1
MU 099 Recital Hour	0
ED 425 Spec. Methods	3
MVOM 415 Applied Voice	1
ED 450	1
	14

Second Semester

	Credits
ED 430 Clinical Exp	12
	12

Application for Professional Clinical Experience

Application for Graduation

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MUSIC EDUCATION-CHORAL/PIANO
(135 Credits)**

FRESHMAN

First Semester

	Credits
MU107 Theory	2
MU 127 Ear-Training	2
MU 099 Recital Hour	0
MPIM 105 Applied Piano	1
MUED 021 Concert Choir	1
MUT 150 Mus. Technology	3
M 150 Quant. Reasoning	3
E 150 English Comp.	3
UNIV 101 Intro. to Univ.	2
	17

Second Semester

	Credits
MU 108 Music Theory	2
MU 128 Ear-Training	2
MU 099 Recital Hour	0
MPIM 106 Applied Piano	1
MUED 022 Concert Choir	1
E 151 English Comp.	3
M 155 Intro. to Math. Mod.	3
ED 206 Fund. of Ed.	3
PSC 150 or 152	3
PSC Lab 151 or 153	1
	19

Application to Education

SOPHOMORE

First Semester

	Credits
MU 207 Music Theory	2
MU 227 Ear-Training	2
MPIM 205 Applied Piano	1
MUED 023 Concert Choir	1
MUED 111 Class Voice	1
MU 099 Recital Hour	0
S 150 Fund. of Speech	3
BSC 150 or 152	3
BSC Lab 151 or 153	1
EPSY 250	3
PE 150/HED 151	2
	19

Second Semester

	Credits
MU 208 Music Theory	2
MU 228 Ear-Training	2
MPIM 206 Applied Piano	1
MUED 024 Concert Choir	1
MUED 112 Class Voice	1
MU 099 Recital Hour	0
EPSY 260 Prin. of Learning	3
SPED 216 Intro. to Ex. Child.	3
E 250 World Lit. I	3
ARTS 250 or D 254	3
	19

Admitted to Teacher Education

JUNIOR

First Semester

	Credits
MU 337 Music Hist & Lit	3
HUMU 250 Hist of Black Mus.	3
MU 303 Conducting	2
MPIM 305 Applied Piano	1
MUED 025 Concert Choir	1
MU 099 Recital Hour	0
MUED 341 Woodwinds Meth.	1
MUED 301 Mus. Elem. Schls.	3
ED 308 Gen. Teach. Meth.	3
	17

Second Semester

	Credits
MU 338 Music Hist & Lit	3
MU 309 Choral Conducting	2
MPIM 306 Applied Piano	1
MUED 026 Concert Choir	1
MU 099 Recital Hour	0
MUED 302 Mus. Sec. Schls.	3
MUED 331 Brass Methods	1
H 250 or 251 Hist. Wrld. Civ.	3
RED 317 Teach. Reading	3
*ED Seminar 350	1
	18

Admission to Advanced Standing

SENIOR

First Semester

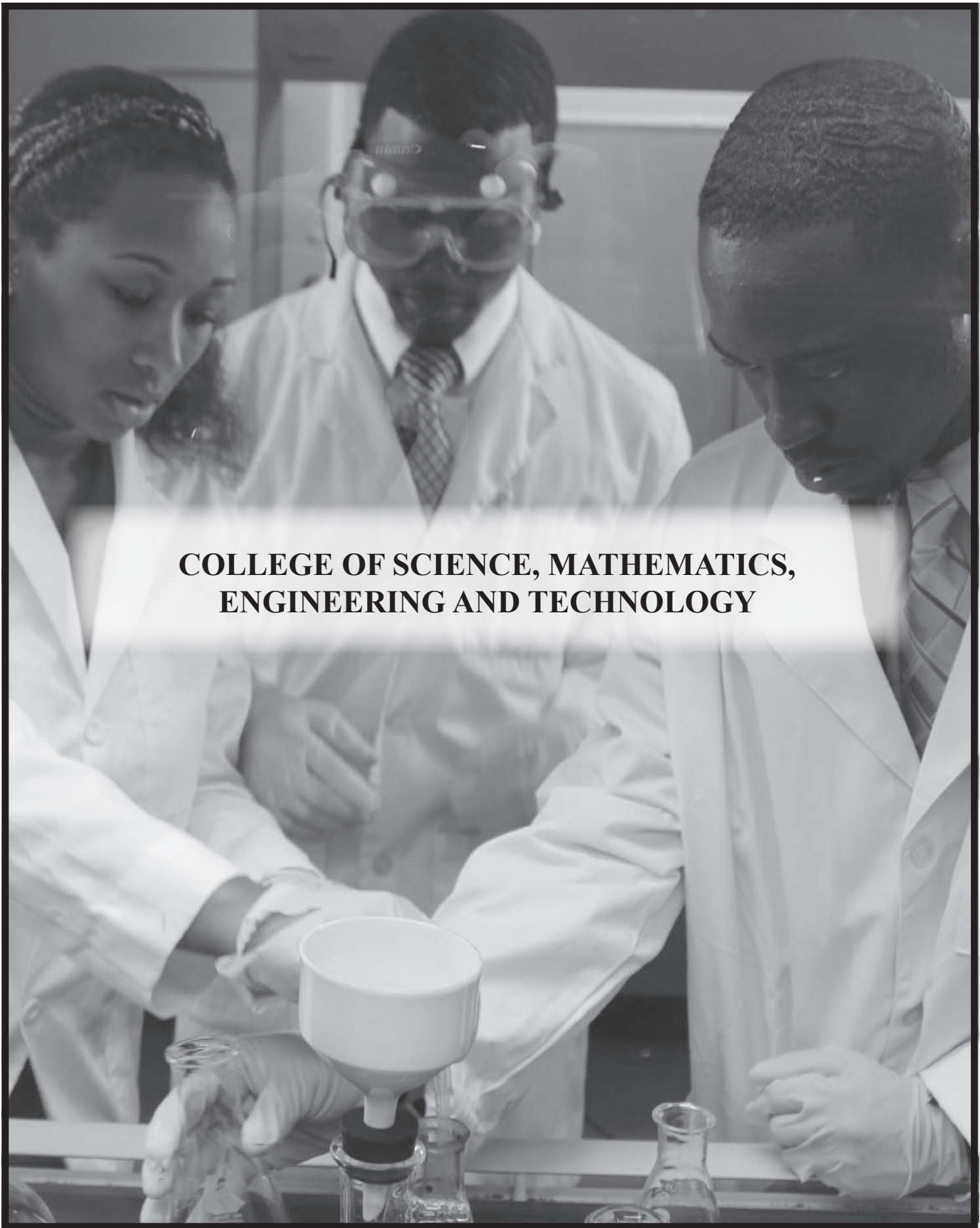
	Credits
MUED 351 Percussion Meth.	1
MUED 361 Strings Meth.	1
ECON 250 or 255	3
MU 404 Form & Analysis	2
MU 467 Senior Recital	1
MPIM 405 Applied Piano	1
MU 099 Recital Hour	0
MUED 027 Concert Choir	1
ED 425 Spec. Meth.	3
ED 450	1
	14

Second Semester

	Credits
ED 430 Clinical Exp	12
	12

Application for Professional Clinical Experience

Application for Graduation



**COLLEGE OF SCIENCE, MATHEMATICS,
ENGINEERING AND TECHNOLOGY**

COLLEGE OF SCIENCE, MATHEMATICS, ENGINEERING AND TECHNOLOGY

The College of Science, Mathematics, Engineering, and Technology is organized into the Departments of Civil and Mechanical Engineering Technology, Industrial and Electrical Engineering Technology, Mathematics and Computer Science, Biological and Physical Sciences. Through these administrative units the college provides the educational setting, the laboratories, the programs, and the faculty to assist students in developing the professional and technical competencies required to function effectively in their career fields. The college also offers continuing education courses to extend educational opportunities for part-time and off-campus students.

OBJECTIVES

The objectives of the college are as follows:

1. To impart to the student the ability to apply mathematical and physical laws to solve real-world problems, using today's technology;
2. To develop the student's cognitive skills and ability to apply new knowledge and techniques of analysis to solve practical problems of society;
3. To develop strong proficiencies in verbal and written communication skills;
4. To modify and strengthen the curricula in the College of Science, Mathematics, Engineering and Technology to ensure that the graduates have the skills needed to work effectively in chosen fields;
5. To develop competent professional teachers in Industrial Technology Education who possess a broad knowledge of the four clusters of this field;
6. To provide an opportunity for each area in the College of Science, Mathematics, Engineering and Technology, to receive professional accreditation, if applicable.
7. To provide students an opportunity to reach high standards of intellectual performance

DEGREES

The college confers the Bachelor of Science degree upon the satisfactory completion of one of the following major programs:

Biology Chemistry
*Civil Engineering Technology
**Computer Science
*Electrical Engineering Technology
Industrial Technology and Technology Education
*Industrial Engineering Technology
Mathematics
* Mechanical Engineering Technology
***Nuclear Engineering
Physics
Professional Land Surveying
Teaching of Biology
Teaching of Chemistry
Teaching of Mathematics

*Programs Accredited by the Technology Accreditation Commission of ABET, <http://www.abet.org>.

**The Computer Science program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

***The Nuclear Engineering Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Technology Education Program is accredited by NCATE.

The Professional Land Surveying program has been approved by the South Carolina Commission on Higher Education (CHE). It will admit students in 2012. The program will seek accreditation from the Applied Sciences Accreditation of ABET, <http://www.abet.org> at the appropriated time.

A BACHELOR'S PROGRAM FOR TECHNICAL COLLEGE GRADUATES

The four Bachelor of Science degree programs in Engineering Technology at South Carolina State University will admit persons holding associate degrees in engineering technology for upper-division undergraduate work that will be a direct continuation of study in the student's field of specialization. The associate degree will be considered as evidence of satisfactory completion of study equivalent to the lower-division requirements of the four-year engineering technology degree program at South Carolina State University. The students so accepted are required to complete satisfactorily only the third and fourth year requirements but are held responsible for any deficiencies in their preparation. Students transferring must abide by the same university regulations and are entitled to the same privileges as all other students at South Carolina State University.

Requirements for Admission

Students who are technical college graduates and who wish to enroll in the baccalaureate degree program in engineering technology at South Carolina State University must meet the following requirements:

1. Earn an Associate degree in Applied Science or Engineering Technology in the discipline or related field for which they plan to study;
2. Achieve an overall quality-point average of at least 2.00 (based on a 4.00 scale) in all courses taken at the technical college;
3. Complete satisfactorily the prerequisite courses for the discipline which they plan to study. If students have deficiencies, they must be made up during the student's first year of study;
4. Demonstrate a proficiency in reading, speech, and written English. All transfer students must take and pass the English Proficiency Examination; and
5. Submit to the school a letter of recommendation from the Director or Dean of the Engineering Technology department of the technical college, where the transfer students obtained their associate degree.

Prerequisite Background

Students who have been awarded an Associate in Applied Science degree from an accredited technical college will be granted full credit up to a maximum of 71 semester hours. The entering student should have completed the following subject-matter requirements in the associate degree program:

General Education Courses:	
English	6
Algebra and Trigonometry	6
Calculus	6
Chemistry	4
Social Studies	6
Physics	4
Computer Science	3
	35
Technical Courses in Major Area	36
Total Semester Hours	71

OFF CAMPUS EXTENSION OF BACHELOR OF SCIENCE DEGREE PROGRAM IN ELECTRICAL ENGINEERING TECHNOLOGY

South Carolina State University has an ongoing evening off-campus program of upper-division courses leading to a Bachelor of Science degree in Electrical Engineering Technology at the University Center in Greenville in conjunction with the Greenville Technical College. This program is designed for the employed technical college graduates who possess an associate degree in Electrical/Electronic Engineering Technology and who wish to obtain a four-year degree in the evenings. The Off-Campus Engineering Technology Office is located in the College of Science, Mathematics, Engineering and Technology at the main campus in Orangeburg. This office is responsible for the administrative operation of this program.

ADMISSION PROCEDURES

The following credentials must be submitted before a student is admitted to the program:

1. A completed application. Forms may be obtained from the Enrollment Management Office, South Carolina State University. On the application check "TEC Transfer" (Upper Division);
2. An application fee payable to South Carolina State University. The fee is not refundable;
3. Official transcripts from all technical colleges previously attended must be submitted to the Office of Enrollment Management, South Carolina State University; and
4. A health record and medical report must be included with the application.

COOPERATIVE WORK COMPONENTS

An integral part of the Bachelor's degree program in Engineering Technology and Sciences is the Cooperative Education Program. Students participating in the Co-op program will be paid an appropriate rate by the cooperating firm during their work period. The work assignments will alternate on a semester basis with the periods of academic study at South Carolina State University. Persons interested in the Co-op program should make application with the Office of Cooperative Education in the Career Planning and Placement Center.

COOPERATIVE EDUCATION

A student enrolled in Engineering Technology and Sciences may participate in the Cooperative Education Program. This program is a plan of education which permits a student to go to college and work

in industry on an alternating basis. The purpose of the program is to provide students with challenging planned work experiences directly related to their college curricula. The academic requirements are identical to those of the regular four-year student, except that Co-op students spend at least two semesters in industry gaining practical work experience related to their career-fields. The alternating pattern is worked out in a predetermined schedule, allowing students to complete their programs of study in a minimum of time consistent with the obtaining of meaningful work experience.

Co-op students register as and are considered to be full-time students while in both on-campus and off-campus phases of the program. Acceptance in the Cooperative Education Program is normally limited to students who have completed their freshman year and have an above-average academic record. The student earns six (6) academic credits for each of his/her work-learning periods. These credits are applied as elective credits toward meeting the degree requirements. Co-op credits will not substitute for required courses in their curricula.

Students may enroll in classes at another institution during their Co-op assignment, provided they have the approval of their academic advisor or chairperson before enrolling. Once approval is granted, students should execute and file with the Office of Enrollment Management an "Authorization for Transfer of Credit" form.

Participation in the Cooperative Education Program requires (1) filing an application, (2) meeting eligibility criteria, and (3) obtaining approval of the student's academic advisor. While supplementing income is not the primary purpose of the program, participants will find the income earned during their work periods to be of help to them in the financing of their education. At graduation, this integration of on-campus education and on-the-job experience is often the difference between starting permanent employment as a beginning trainee and being accepted for a higher-level position as an experienced employee.

Students interested in participating in the Cooperative Education Program should contact the Director of Cooperative Education. For additional information on the Cooperative Education Program, please refer to the Cooperative Education, Career Planning and Placement section of this *Catalog*.

COOPERATIVE EDUCATION OBJECTIVES

1. To give students practical experience under actual working conditions that will enable them to comprehend more fully the relationship between the "theoretical principle" and the "practical industrial needs";
2. To help students develop an awareness of the human factor in the industrial and professional world in order to be able to work more successfully with associates; and
3. To acquaint students with the economic factors of technology and industry with particular emphasis on the relative values of time, money, and materials.

DUAL DEGREE PROGRAM

A dual degree program leading to the Degree of Bachelor of Science in Electrical Engineering Technology/Physics is available for students majoring in Engineering Technology discipline. A dual degree graduate is well prepared to pursue a graduate degree in electrical engineering if he/she so desires. Under normal progress of study, a student should

be able to complete the requirements for a dual degree in five (5) years.

THE PROFESSIONAL ENGINEERS EXAMINATION

Engineering Technology graduates from South Carolina State University can sit for the professional engineering examinations in South Carolina as a result of legislation passed by the South Carolina General Assembly in 1993. Under the new legislation, engineering technology graduates can sit for the first part of the State Board examination, Fundamentals of Engineering (FE) examination. Those who pass the examination are certified as engineer-in-training after four years of apprenticeship under a licensed Professional Engineer. After another four years of apprenticeship, an engineer-in-training can sit for the second part of the State Board examination, Principles and Practice of Engineering examination, and upon passing, attain the status of Tier A registered Professional Engineer (unrestricted practice) with supplemental course work or the status of Tier B registered Professional Engineer (restricted practice) without supplemental course work.

Students who desire additional information on the Professional Engineers Examination may contact the Office of the Dean, College of Science, Mathematics, Engineering and Technology.

THE PRE-PROFESSIONAL AND COOPERATIVE PROGRAMS

The pre-professional and cooperative programs are coordinated by the College of Science, Mathematics, Engineering and Technology through the Departments of Biological and Physical Sciences. A faculty advisor is assigned for each program. Students interested in pursuing any of these programs should contact the Department of Biological and Physical Sciences for more detailed information.

PROGRAM OFFERINGS

Pre-professional and/or cooperative programs are offered in the following areas: Medicine, Dentistry, Veterinary Medicine, Optometry, and Agriculture.

PRE-PROFESSIONAL PROGRAM REQUIREMENTS

Students who are planning to enter medical school should consult the premedical advisor and secure a statement of the requirements for admission. The standard medical college requires a Bachelor of Science degree for admission: However, a few medical colleges continue to admit students who have completed a minimum of ninety semester hours of college work in specific fields. It should be noted, however, that in recent years a large percentage of the freshman medical classes are composed of students holding a bachelor's degree.

The following are the minimum requirements for admission to a college of medicine:

Required Courses	Semester Hour Credit	Courses Recommended (*Strongly)
Organic Chemistry	16	*Biochemistry
Chemistry		Physical Chemistry
General Chemistry		Quantitative Analysis
Organic Chemistry	8	*Microbiology
Physics		*Cell Biology
English	6	*Genetics
Rhetoric and Composition		

Foreign Language	6	*Algebra
French, German or Spanish		*Calculus
Biology	12	Statistics or Statistical Math
General Biology or Zoology		Political Science
Comparative Anatomy	15	Economics
Mathematics		
Social Science	9	
History, Sociology, Psychology		

It is the policy of South Carolina State University to require those students who plan to study medicine to complete a regular four-year curriculum with a Bachelor of Science degree.

In order to meet the above minimum requirements, the following courses are recommended:

Chemistry	50/151, 201, 306/316, 307/317, 403, 405
Biology	150, 151, 201, 204, 305, 401
French or German	101, 102
Physics	250/251, 252/253
English	150, 151, 201, 202

South Carolina State University is on the approval list of the American Medical Association.

The Medical College Admission Test is required of every applicant for admission to a medical college, and a satisfactory score must be made before his application can be considered.

PRE-DENTISTRY—

The minimum requirements accepted for admission to any dental school are sixty hours of creditable college work. However, few students without the bachelor's degree and a creditable standing in the basic sciences are able to gain admission.

Any student who is planning to enter a dental school should take the following pre-professional courses:

Biology	150, 151
Chemistry	150/151, 152/153, 306/316, 307/317,
English	150, 151, 201, 202

Electives such as modern language, mathematics, history, psychology, sociology, mechanical drawing, and economics are also desirable.

The Dental Aptitude Test is a requirement of the American Dental Association for admission to a school of dentistry.

PRE-VETERINARY MEDICINE

The following curriculum and requirements for admission to the School of Veterinary Medicine conform to the standards set forth by the American Veterinary Medical Association.

For admission, applicants must present a total of not less than two pre-professional years of college credit (sixty semester hours) which have been completed with a "C" average. The minimum requirements are as follows:

English	6
Physical Science	

Chemistry (General, Quantitative Analysis and Organic)	12
Physics	6
Biological Science	
Zoology (General, Comparative Vertebrate Anatomy)	8
Embryology	4
Genetics	4
Botany	4
Animal Science	
Elements of Animal Husbandry	3
Poultry Husbandry	3
Military Science	2 years
Electives (Suggested courses: English, mathematics, psychology, public speaking, etc.)	

PRE-OPTOMETRY PROGRAM

Candidates for admission to the professional curriculum in optometry are required to present a minimum of two academic years in college work (sixty semester hours). They must have a grade-point average of not less than C (2.00) for the pre-optometric studies listed below for admission to most optometry schools.

	Min. Sem. Hours
Required Courses	
Physics, including Mechanics, Heat, Sound, Light, Electricity, and Magnetism	8
Mathematics	
College Algebra	
Analytical Geometry	8
English Composition	6
Biological Science (with Lab)	
(Biology, Zoology or Comparative Anatomy)	8
Chemistry, General Inorganic and/or Organic	8
Psychology	4
Foreign Language	6

Recommended Elective Courses

A. Languages	D. Logic
English	
a. Literature	E. Science
b. Advanced Grammar	a. Human Physiology
c. Public Speaking	b. Mammalian Anatomy
B. Social Studies or Humanities	
C. Psychological Studies	F. Mathematics
a. Child Psychology	a. Trigonometry
b. Abnormal Psychology	b. Basic Statistics
c. Adolescent Psychology	c. Calculus

and Technology. Title 49, U.S. Code, Appendix 1607c granted authority to establish the University Transportation Centers Programs in 1987 to assist with transportation related education, research and technology transfer. In May 1998, HR 2400, Transportation Equity Act for the Twenty-first Century, Public Law 105-178 designated SC State University as the only college or university in the State of South Carolina to be selected as a University Transportation Center. The directive for the SCSU UTC is to “address transportation management and research development matters, with special attention on increasing the number of highly skilled individuals entering the field of transportation.”

The purpose of the SC State University/James E. Clyburn University Transportation Center (JECUTC) is to develop a highly skilled workforce to meet the future needs in transportation. Intermodal research, education, and technology transfer programs focus on training and recruitment of minorities and women for tomorrow’s transportation workforce and on improving the transportation systems and services in South Carolina. The goals of the Center are to be achieved through:

- * A multi-modal mission that addresses passenger and freight transportation with an emphasis on highway, transit, and intermodal facilities.
- * A multi-disciplinary approach to research, education, and technology transfer activities. Emphasis is placed on the importance of linking the various modes of transportation using advanced technologies and concepts to address future critical transportation needs.
- * A diversely trained transportation workforce for the next millennium. This strategy includes building the professional capacity of the transportation workforce, creating general public awareness of transportation benefits, and preparing the next generation of transportation professionals by providing a multidisciplinary education.
- * A research component that includes multi-modal activities related to
 - > Human performance and behavior;
 - > Computer, information, and communication systems;
 - > Energy and environment; and
 - > Tools for transportation modeling, design, and development.
- * An education and training component at the K-12, Graduate, Undergraduate, and Continuing Education levels.

The JECUTC interacts with all academic units of SC State University and capitalizes on the existing human resources and facilities that exist at the University. By doing so, the JECUTC expands and strengthens transportation related programs between and among academic units at the university. The JECUTC assists in the development of inter-disciplinary programs of coursework with a transportation concentration within the College of Science, Mathematics and Engineering Technology, the College of Business and Applied Professional Sciences, and the College of Education, Humanities and Social Sciences.

In each academic year, the JECUTC will provide grants for research by faculty principal investigators that have particular value in the education of student researchers and increasing the number of minorities and women entering the transportation profession. Faculty and students will conduct applied and practical transportation related research in transportation of hazardous materials, driver behavior and safety, intelligent transportation systems, geographical information systems,

JAMES E. CLYBURN UNIVERSITY TRANSPORTATION CENTER

The University Transportation Center (UTC) was established as a new administrative unit of the College of Science, Mathematics, Engineering

environmentally and economically sustainable transportation, rural transportation needs, paratransit, motor carrier programs and others. Final technical reports will be produced and disseminated.

SAVANNAH RIVER ENVIRONMENTAL SCIENCES FIELD STATION

The Savannah River Environmental Sciences Field Station provides hands-on, field oriented experiences for historically black colleges and university undergraduates focusing on the application of mathematical and scientific principles to solve problems in environmental science, natural science, agriculture and engineering utilizing the expertise and resources available at the Savannah River Site. Field Station objectives include: (1) Increasing recruitment and retention of minority and women in the fields of science, engineering, natural resources management and environmental science; (2) Increasing science literacy and public understanding of complex, science-based environmental issues; (3) Providing both one day classes for college student field studies as well as multi-week, intensive field courses; (4) Providing high quality/low cost field experiences for courses that are integral to the completion of undergraduate degrees in science and engineering.

DEPARTMENT OF BIOLOGICAL & PHYSICAL SCIENCES

The Department offers courses designed to contribute to the understanding and appreciation of fundamental knowledge in the sciences. It also prepares students for teaching, professional careers, and the pre-professional studies of medicine, dentistry and other fields requiring a scientific background.

OBJECTIVES

The program and course offerings in Biological Sciences undergird the goals of the College of Science, Mathematics and Engineering Technology. The objectives of these programs and course offerings are to provide appropriate learning experiences that enable students:

1. To understand the fundamental importance of science in daily life through basic, general course offerings;
2. To develop an appreciation for the natural sciences and scientific endeavors;
3. To develop scientific attitudes and skills in evaluation and problem solving as a basis for pursuing knowledge;
4. To pursue research opportunities in the natural sciences;
5. To obtain basic, quality training necessary for entering medical and allied health careers; and
6. To obtain training necessary to become professional scientists, science teachers, or pursue advanced graduate work.

PROGRAM OFFERINGS

The programs offered in Biological Sciences lead to the Bachelor of Science degree in: Biology and the Teaching of Biology. Minors are offered in Biology and Environmental Science.

PROGRAM REQUIREMENTS

All students are required to earn a grade of at least C in each of their major courses attempted. Students majoring in biology, chemistry, or physics are required to have a minor, e.g., chemistry, physics, mathematics, and environmental science.

MAJOR AND MINOR PROGRAMS

BIOLOGY—The curriculum in biology is designed to expose the student to a broad, fundamental understanding of the biological, chemical and physical sciences. The program is also designed to provide student experiences with applications of scientific principles so as to develop skills in problem solving. Students successfully completing this program will be prepared to pursue further studies and careers in medicine, dentistry, allied health, biomedical sciences, agrisciences, environmental sciences, and other fields requiring a scientific background. Students selecting biology as a minor are required to complete a minimum of twenty semester hours in biology including Biology 150 and 151.

Teaching of Biology—The program in the teaching of biology is structured to meet the needs of students who wish to teach biology and general science in middle and secondary schools. In addition to the basic features necessary for teacher preparation, the program's interdisciplinary design also provides opportunities for the pursuit of employment and study in biology and related fields as well as science education.

ENVIRONMENTAL SCIENCE MINOR

The minor in Environmental Science for biology majors is an interdisciplinary curriculum designed to provide the foundation necessary to understand the critical relationship between society and the ecosphere. Students who pursue this minor will be prepared for professional opportunities that exist in environmentally related industries, government agencies and graduate programs.

Students must complete 22 to 23 credits of the following environmental coursework: ENV 300, ENV 301, ENV 302, ENV 306, ENV 420, ENV 430 and one approved elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL BIOLOGY (Environmental Science Tract) (126-127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
B150+ B154 or B151 + B152	4	B150+ B154 or B151 +B152	4
C 150 + C 151 Gen Chem.	4	C 152 + C 153 Gen Chem II	4
E 150 English Comp.*	3	E 151 English Comp.*	3
M 152 Pre-Calculus*	3	M 153 PreCalculus*	3
UNIV 101 University Comm	2	CS 150 Computer Science	3
	16		17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B201+ B211 Comp. Anatomy	4	B 202 + B212 Verteb. Phys.	4
M208 or M309 or ENV 302	3	B 310 + B 300 Plant Phys.	4
C 306 + C 316 Organic Chem	4	C 307+ C 317 Organic Chem	4
E 250 or E 251 World Lit.*	3	H 250 or H 251 World Civ.*	3
ARTS 250/MU 250/D 254	3	PSY 250 or SOC 250	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
B305 + B315 or B204+B214	4	B305 + B315 or B204 +B214	4
P 250 + P 251 Physics I*	4	P 252 + P 253 Physics II*	4

ECON 255 Economics	3	ET 250 Technical Com.*	3
Elective (ENV 300)	4	Elective (EMV301)	3
		Elective	3
	15		17

SENIOR

First Semester		Second Semester	
	Credits		Credits
B401 + B411 Cell Physiology	4	B 403 + B 413 Ecology	4
B 410 Biology Seminar	1	HU 250 Cult Aware (ETS250)	3
PE 150 or HED151/MS 101*	2	F 101 or SP 101	3
C 403 Biochemistry	3	Approved Elective	3
Elective	3		
	14		13

*Courses fulfilling the GEC requirements. Students fulfilling this curriculum will also complete a minor in Chemistry. To complete the minor, students must complete 22-23 credits of the following recommended environmental course work: ENV 300, ENV 301, ENV 302, ENV 306, ENV 420. ENV 430 and one approved elective. The following sequence of courses is recommended to complete the requirements for the Environmental Science minor. Junior Year—2nd Semester - ENV 302 Biostats. Senior Year—1st Semester - ENV 306 Land Use Dec. and ENV 430 - Waste Mgt. Senior Year—2nd Semester -ENV 420 ENV Chem. + Approved Elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL BIOLOGY (126-127 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
B150 + B154 or B151+B152	4	B150+B154 or B151 + B152	4
C 150 + C 151 Gen ChemI	4	C 152 + C 153 Gen Chem II	4
E 150 English Comp.*	3	E 151 English Comp.*	3
M 152 Pre-Calculus*	3	M 153 Calculus I	3
UNIV 101 University Comm	2	CS 150 Computer Science	3
	16		17

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
B201+ B211 Compara. Anat.	4	B 202 + B 212 Verte. Physio.	4
M 208 or M309 or ENV302	3	B 310 + B 300 Plant Physio.	4
C 306 + C 316 Organic Chem	4	C 307+ C 317 Organic Chem	4
E 250 or E 251 World Lit.*	3	H 250 or H 251 World Civ.*	3
ARTS 250/MU 250/D 254	3	PSY 250 or SOC 250	3
	17		18

JUNIOR

First Semester		Second Semester	
	Credits		Credits
B305 + B315 or B204 +B214	4	B305 + B315 or B204 + B214	4
C 403 Biochemistry	4	P252 + P 253 Physics II*	4
P 250 + P 251 Physics I*	4	ET 250 Technical Com.*	3
ECON 255 Economics	3	Elective	3
	15		14

SENIOR

First Semester		Second Semester	
	Credits		Credits
B 401+ B411 Cell Physiology	4	B 403 + B 413 Ecology	4
B 410 Biology Seminar	1	HHU250 Cult Awareness (ETS 250)	3
PE 150/HED151/MS 101*	2	F 102 or SP 102	3
F 101 or SP 101	3	Approved Elective	3-4
Elective	3		
Elective	3-4		
	16 or 17		13 or 14

*Courses fulfilling the GEC requirements. Students fulfilling this curriculum will also complete a minor in Chemistry. To complete the minor, students must complete 22-23 credits of the following recommended environmental course work: ENV 300, ENV 301, ENV 302, ENV 306, ENV 420. ENV 430 and one approved elective. The following sequence of courses is recommended to complete the requirements for the Environmental Science minor. Junior Year—2nd Semester - ENV 302 Biostats. Senior Year—1st Semester - ENV 306 Land Use Dec. and ENV 430 - Waste Mgt. Senior Year—2nd Semester -ENV 420 ENV Chem. + Approved Elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (135-136 Credits)

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 Univ Comm	2	E 151 English Comp.	3
E 150 English Comp	3	CS 150 Computer Science	3
ET 250 Tech. Com	3	ED 199.Intro Education	2
M 155 Math. Modeling	3	M 152 Precalculus	3
B 150 Zoology/B 151 Botany	4	B 150 Zoology/B 151 Botany	4
		*ED 150 Education Seminar	1
		PE 150/HED 151/MS 101	2
	15		18
Application to Education			

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS 250/MU250/D254	3	Biology 204	4
C 150 + C 151 GeN Chem I	4	C 152 + C 153 Gen Chem II	4
B 209 Anat & Physiology	4	HU 250 Cultural Awareness*	3
EPSY 250 Hum. Growth	3	E 250 or E 251 World Lit	3
SC 201Earth & Environment	3	EPSY 260 Prin. of Learning	3
SPED 216 Special Educ	3		
	20		17
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ECON 250 or ECON 255	3	ED 308 Teaching Methods	3
ED 306 Hist & Philosophy	3	B 401Cell Physiology	4
P250 + P251 Physics I*	4	H 250 or H 251 World Civ.	3
B 305 Microbiology	4	B 403.Ecology	4
B 307 Evolution	4	IBES 350 Seminar	1
		P 252 + P 253 Physics II*	4
	18		19
Admission to Advanced Standing			

SENIOR

First Semester

	Credits
ED 425 Special Methods	3
PSY 250 or SOC 250	3
B 410.Seminar	1
Elective	3
ED 450 Seminar	1
RED 317 Reading Education	3
Elective	3
	17

Second Semester

	Credits
ED 430 Prof Clin Exp	12
	12

Application for Professional Clinical Experience
Application for Graduation

PHYSICAL SCIENCES

Physical Sciences includes the following areas: chemistry and physics. Each curriculum has its respective requirements for major students. The programs offer courses designed to contribute to the understanding and appreciation of fundamental knowledge in the sciences. It also prepares students for teaching, professional careers, and the pre-professional studies of medicine, dentistry, pharmacy, radiochemistry, environmental science and other fields requiring a scientific background. Chemistry is also a service area for several major disciplines at the University.

OBJECTIVES

The program and course offerings in the area of Physical Sciences undergird the goals of the College of Science, Mathematics and Engineering Technology. The objectives of these programs and course offerings are to provide appropriate learning experiences that enable students:

1. To understand the fundamental importance of science in daily life through basic, general course offerings;
2. To develop an appreciation for the natural sciences and scientific endeavors;
3. To develop scientific attitudes and skills in evaluation and problem solving as a basis for pursuing knowledge;
4. To pursue research opportunities in the natural sciences;
5. To obtain basic, quality training necessary for entering medical and allied health careers; and
6. To obtain training necessary to become professional scientists, science teachers, or to pursue advanced graduate work.

PROGRAM OFFERINGS

Physical Sciences offer programs leading to the Bachelor of Science degree in four major areas: Chemistry, Teaching of Chemistry, Physics and Electrical Engineering Technology/Physics. Minors are offered in Chemistry and Physics.

PROGRAM REQUIREMENTS

All students are required to earn a grade of at least C in each of their major courses.

MAJOR AND MINOR PROGRAMS

CHEMISTRY —The major in chemistry provides students with a well-rounded understanding of the major branches in the field of

chemistry. Students pursuing the curriculum in chemistry will be exposed to basic theoretical and practical experiences including research techniques and instrumentation. In addition to training in other science discipline, the chemistry program provides opportunities for students to pursue unique interdisciplinary training that will prepare them for new, developing careers in the job market. The chemistry program also prepares students for graduate study as well as careers in research, health, and industry. Students selecting chemistry as a minor are required to complete at least 20 semester hours of chemistry including Chemistry 150 and 152. Professional Chemistry majors have four options in the selection of chemistry as a major. They are: Professional Chemistry for Pre-Health Career Tract majors(CPHC), Professional Chemistry for Graduate School/Industry Tract majors(CGSI), Professional Chemistry for Environmental Science Minor Tract, (CHES), and Professional Chemistry for Radiochemistry Tract majors (CHRC). Chemistry majors are not required to have a minor. They may select a minor of choice.

Professional Chemistry Pre-Health Career Tract

Chemistry Pre-Health Career Majors must complete the needed chemistry credits and necessary biology course for admission to medical school and to ensure coverage of the medical college admissions test (MCAT) and other health areas, Dental Admission Test (DAT), Veterinary College Admission test, (VCAT), Pharmacy College Admission Test (PCAT) and other health related careers. Pre-Health career majors recommended electives are: Genetics, Microbiology, and Biochemistry II.

Professional Chemistry Radiochemistry Tract

Students complete a Summer course at Clemson University in Nuclear Chemistry, and a Summer Advanced Nuclear instrumentation course at the Savannah River Site in Addition to Radiochemistry courses at SCSU.

Professional Chemistry Graduate School/Industry Tract

Recommended electives: Zoology, Botany

Professional Chemistry Environmental Science Tract

Recommended electives: Botany, Biostatistics, and Waste Management.

TEACHING OF CHEMISTRY— The program in the teaching of chemistry is designed to prepare students to teach chemistry and general science in middle and secondary schools. In addition to the basic features necessary for teacher preparation, the interdisciplinary training of the program also provides opportunities for students to pursue careers related to and supportive of teaching such as in counseling, educational research or administration.

PHYSICS — The major in physics provides the student with fundamental training in the physical principles of nature. This program is designed for the student to acquire a basic understanding of physics and to develop the scientific skills and aptitude necessary for further study. Students pursuing the physics curriculum will have opportunities to study other useful and related fields such as mathematics, nuclear engineering, engineering technology, biology and chemistry and subfields of physics such as astronomy, health physics and medical physics. A student who successfully completes this program will be able to pursue a variety of careers in various branches of physics as well as other fields. Students selecting physics as a minor are required to complete a minimum of twenty semester hours in physics. Physics majors are not required to have a minor.

OPTIONS IN PHYSICS (Physics Majors)

- Astronomy
- Health Physics
- Medical Physics

MINORS

1. Physics (non-physics majors)
2. Astronomy (non-physics majors)

ASTRONOMY MINOR COURSE REQUIREMENTS

Students selecting astronomy as a minor are required to complete 15 to 18 credit hours selected from the following areas:

I. General Physics With or Without Calculus

P 250 or P 254.....3 hours

—and—

P 252 or P 255.....3 hours

II. General Physics Laboratory

P 251.....1 hour

—and—

P 253.....1 hour

III. Elementary Astronomy

PSC 203.....3 hours

IV. Advanced Astronomy

P 322 Intro Astrobiology.....3 hours

—and/or—

P 326 Intro Astrophysics.....3 hours

V. Research in Astrobiology or Astrophysics

P 498 Spec. Topics in Physics....3 hours

—or—

P 499 Spec. Topics in Physics....3 hours

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PROFESSIONAL CHEMISTRY
GRADUATE SCHOOL, INDUSTRY TRACT
(120 Credits)**

FRESHMAN**First Semester**

	Credits
E 150 English Comp	3
ET 250/S 250 Tech. Com	3
C 150 General Chemistry I	3
C 151 General Chem I Lab	1
M 208 Stat or Env302 Biostat	3
UNIV 101 Univ. Comm	2
	15

Second Semester

	Credits
E 151 English Comp	3
CS 150 Computer Science	3
M152 Pre-Calculus	3
C 152 General Chem Lab II	1
C153 General Chem II Lab	3
PE 150/HED 151/MS 101	3
	15

SOPHOMORE**First Semester**

	Credits
P250/254 Physics I	3
P251 Physics I Lab	1
M153 Calculus I	3
C 306 Org. Chemistry I	3
C316 Org. Chemistry I Lab	1
C201 Analytical Chemistry	4
	15

Second Semester

	Credits
P252/255 101 Physics II	3
P253 Physics II Lab	1
M163 Calculus II	3
C 307 Org. Chemistry II	3
C317 Org. Chemistry II Lab	1
E250/251 World Literature	3
	14

JUNIOR**First Semester**

	Credits
Psy250/Soc250/Epsy 250	3
French/German/Span 101	3
C405 Physical Chemistry I	4
Elective	3
ETS 250 African Amer Hist	3
	16

Second Semester

	Credits
H250/251 World History	3
C 406 Physical Chemistry II	4
C412 Research in Chemistry	4
ART 250/MU 250/D 254	3
	14

SENIOR**First Semester**

	Credits
C 410 Seminar	1
C 407 Inorg. Chemistry	4
C 403 Biochemistry	4
ECON 250/255	3
Elective	3
	16

Second Semester

	Credits
C 408 Instrumental Analysis	4
Approved Elective	4
Elective	4
French/German/Span 102	3
	16

Approved Electives: Env 420 Environmental Chemistry or C 404 Biochemistry II.

Recommended Electives: B 150 General Zoology - 4 Credits; B 151 Botany

4 Credits

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PROFESSIONAL CHEMISTRY
ENVIRONMENTAL SCIENCE TRACT(CHES)
(122 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150 English Comp	3	E 151 English Comp	3
B 150 General Zoology	4	ECON 250/255	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C150 General Chemistry Lab I	1	C153 General Chem. Lab. II	1
M 208 Statistics or Env 203 Biostatistics	3	CS Computer Science	3
UNIV 101 Intro to University	2	H250/251 World History	3
	16		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
P 250/254 Physics I	3	ET 250/S 250	3
P 251 Physics I Lab.	3	P 252/255 Physics II	3
M 153 Calculus I	3	P 253 Physics Lab	1
C 306 Org. Chemistry I	3	C307 Org. Chemistry II	3
C 316 Org. Chemistry Lab I	1	C 317 Org. Chemistry II Lab	1
C 201 Analytical Chemistry	4	M 163 Calculus II	3
E 250/251 World Literature	3		
	18		14

JUNIOR

First Semester		Second Semester	
	Credits		Credits
ENV 300 Environ. Sci.	4	Art250/Mu250/D254	3
C 405 Physical Chemical I	4	C406 Physical Chemistry II	4
ENV 306 Land Use Dec.	4	Elective	3
ETS 250 African Amer. Hist	3	PE 150/HED 151/MS 101	2
		PSY250/SOC 250	3
	15		15

SENIOR

First Semester		Second Semester	
	Credits		Credits
C 410 Seminar	1	ENV 420 Environ Chem	4
C 407 Inorg. Chemistry	4	French/German/Spain 101	3
C403 Biochemistry	4	Elective	4
Elective	4	Env 301/Masc 301	
		(Anal Mar. Polluts)	4
		Elective	3
	13		15

Recommended Electives: B 151(Botany) - 4 Credits, and ENV 430 (Waste Management) - 3 Credits.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PROFESSIONAL CHEMISTRY
PRE-HEALTH CAREER TRACT
(122 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150 English Comp	3	E 151 English Comp	3
ET 250/S250	3	PE 150/HED 151/MS 101	2
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General Chem Lab I	1	C 153 General Chem Lab II	1
M 208 Intro to Stat/Env302 Biostat 3	3	CS 150 Computer Science	3
UNIV 101 Intro Univ. Comm 2	2	PSY 250/SOC 250/EPSY 150	3
	15		15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
P 250/254 Physics I	3	B 150 General Zoology	4
P251 Physics I Lab	1	E 250/251 World Lit.	3
M 153 Calculus I	3	P 252/255 Physics II	3
C 306 Org. Chemistry I	3	P 253 Physics Lab	1
C 316 Org. Chemistry Lab 1	1	C 307 Org. Chemistry II	3
C 201 Analytical Chemistry	4	C 317 Org. Chemistry Lab II	1
		M 163 Calculus II	3
	15		18

JUNIOR

First Semester		Second Semester	
	Credits		Credits
C 403 Biochemistry 4	4	B 151 Botany	4
C 405 Physical Chemistry	4	C 406 Physical Chemistry II	4
B 201 Anatomy	4	ART 250/MU 250/D 254	3
Elective	4	Elective	4
	16		15

SENIOR

First Semester		Second Semester	
	Credits		Credits
C 410 Seminar	1	C 408 Instrumental Analysis	4
C 407 Inorganic Chemistry	4	B 202 Vert. Physiology	4
ECON 250/255	3	ETS 250 Afr American Hist	3
Fench/German/Spain 101	3	Elective	3
ECON 250/255	3		
H250/251 World Hilstory	3		
	14		14
Electives: B 204-Genetics - 4 Credits, B 305 - Microbiology - 4 Credits, C 404 - Biochemistry II - 4 Credits			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE DEGREE IN
PROFESSIONAL CHEMISTRY
RADIOCHEMISTRY CAREER TRACT
132 CREDITS**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150 English Comp	3	E 151 English Comp	3
UNIV 101 Univ. Comm	2	CS 150 Computer Science	3
M 208 or Env 302	3	M 152 Pre- Calculus(I)	3
C 150 General Chem I	3	C 152 General Chem II	3
C 151 Gen Chem Lab I	1	C 153 Gen Chem Lab II	1
ET 250/S 250/ S150 Pub Spk	3	PE 150/HED151/MS150	2
	15		15

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
P 250/254 Physics I	3	P 252/255 Physics II	3
P 251 Physics Lab I	1	P 253 Physics Lab II	1
M 153 Calculus I	3	M 163 Calculus(II) 3	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chem Lab I	1	C 317 Org. Chem Lab II	1
C 201 Analytical. Chem	4	E 250/251 World Lit	3
		C204 Intro to Radiochemistry	3
		Radioisotope Lab P 313	3
	16		20

Summer Nuclear Chemistry @ Clemson University 3 Credits

JUNIOR

First Semester		Second Semester	
	Credits		Credits
PSY250/SOC250/EPSY250	3	H250/250 World History	3
C403 Biochemistry	4	C406 Physical Chem (II)	4
C 405 Physical Chemistry (1)	4	C412 Rearch in Chemistry	4
Elective	3	ART 250/MU 250/D 254	3
ETS 250 Afri Amer Hist	3	Summer Advanced Nuclear Instrumentation	3
	17		17

SENIOR

First Semester		Second Semester	
	Credits		Credits
C 410 Seminar	1	C 408 Instrumental Anal	4
C 407 Inorg. Chemistry	4	Approved Elective	4
ECON 250/255	3	Elective	4
Elective	4	French/German/Span 102	3
French/German/Span 101	3		
	15		15

*Approved Electives: Env 420-Environmental Chemistry or C 404Biochemistry II 4 Credits

Recommended Electives: M 238 Calculus IV 3 Credits; N 403 Differential Eq - 3 Credits

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
CHEMISTRY EDUCATION
(134-136 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101.Univ Community..	2	E 151 English Comp	3
E 150 English Comp	3	CS 150 Computer Science	3
C 150 Gen Chem I	3	C 152 Gen Chem II	3
C 151 Gen Chem I Lab	1	C 153 Gen Chem II Lab	1
M 155 Math Modeling	3	M 152 Precalculus	3
ET 250.Tech Comm3	HED 151		2
ED 199.Intro Education	2	*ED 150 Educ. Seminar	1
	17		16
Application to Education			

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS 250/MU 250/D 254	3	ETS 250 African-Amer. Ex	3
EPSY 250 Ed. Psychology	3	C 307 Org. Chemistry I	3
M 153.Calculus I	3	C 317 Org. Chemistry Lab II	1
C 306 Org. Chemistry I	3	M 163 Calculus II	3
C 316 Org. Chemistry Lab I	1	EPSY 260. Ed. Psychology	3
SC 201Earth & Environ	3	C 201Quant. Anal	4
ECON 250 or 255	3	SPED 216 Special Education	3
	19		20
Admitted to Teacher Education			

JUNIOR

First Semester		Second Semester	
	Credits		Credits
E 250 or 251World Lit.....	3	ED 308 Teaching Methods	3
P 250.General Physics I.....	3	H 250 or 251World Civ	3
P 251 General Physics I Lab	1	*ICES 350 Seminar 1	
C 405 Physical Chemical I	4	P 252.General Physics I	3
ED 306 History & Philos	3	P 253 General Physics II Lab	1
PSC 150 or 152	3	Elective	4
PSC Lab 151 or 153 1			
	18		15
Admission to Advanced Standing			

SENIOR

First Semester		Second Semester	
	Credits		Credits
ED 425 Special Methods	3	ED 430 Prof Clin Exp	12
RED 317 Reading Education.	3		
C 410 Seminar	1		
C 407 Inorg. Chemistry	4		
C 403 Biochemistry 4			
PSY 250 or SOC 250.....	3		
*ED 450 Education Seminar	1		
	19		12
Application for Professional Clinical Experience			
Application for Graduation			
** Biology 150 or Biology 151			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PHYSICS
(For Students Starting With Calculus I)
(123 Credits)**

**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN
PHYSICS
(For Students Starting With Pre-Calculus)
(123 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
ET250 Tech. Comm	3	CS150 Intro. Comp. w/App	3
E150 Eng. Comp & Comm	3	E151 Eng. Comp & Comm	3
M158	4	M168	4
C150 General Chemistry I	3	C152 General Chemistry II	3
C151 Gen. Chemistry I Lab	1	C153 Gen. Chemistry II Lab	1
UNIV101 Univ Comm	2	M250 Linear Algebra/Sci.	3
	16		17

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
ET 250 Tech. Comm	3	CS 150 Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & Comm	3
M 152 Pre-Calculus	3	M 158	4
C 150 Gen. Chemistry I	3	C 152 Gen. Chemistry II	3
C 151 Gen. Chemistry I Lab	1	C 153 Gen. Chemistry II Lab	1
Personal Wellness Comp.	2	H 250 or H 251 World Lit.	3
UNIV 101 Univ Comm	2		
	17		17

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
H250 or H251 World History	3	ET 255 Eng. Econ. Analysis	3
P254 Gen. Physics I w/Calc	3	E250 or E251 World Lit	3
P251 General Physics I Lab	1	P255 Gen. Physics II w/Calc	3
M278	4	P253 General Physics II Lab	1
Personal Wellness Comp I	2	M403	3
Elective	3		
	16		13

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
P 254 Gen. Physics I w/Cal.	3	E 250 or E 251 World Lit.	3
P 251 Gen. Physics I Lab	1	P 255 Gen. Physics II w/Cal	3
M 168	4	P 253 Gen. Physics II Lab	1
M 250 Linear Algebra/Sci.	3	M 278	4
Lang Comp I	3	ET 255 Eng. Econ. Anal	3
		Lang Comp II	3
	14		17

JUNIOR

First Semester		Second Semester	
	Credits		Credits
P203 Gen. Physics III w/Calc	3	P313 Radioisotope Lab	3
P223 General Physics III Lab	1	P406 Intro Modern Physics	3
P403 Thermodynamics	3	Language Component II	3
P303 Mechanics I	3	P304 Mechanics II	3
Language Component I	3	Fine Arts Component2	3
Suggested Elective	3	HU250 African-Amer Exp	3
	16		18

JUNIOR

First Semester		Second Semester	
	Credits		Credits
P 203 Gen. Physics III w/Cal	3	P 313 Radioisotope Lab	3
P 223 Gen. Physics III Lab	1	P 406 Intro Modern Physics	3
P 303 Mechanics I	3	P 304 Mechanics II	3
P 403 Thermodynamics	3	Fine Arts Component2	3
M 403 Differential Equations	3	HU250 African-Amer Exp	3
		Elective	3
	13		18

SENIOR

First Semester		Second Semester	
	Credits		Credits
Elective	3	P402 Electricity & Mag II.	3
SOC/PSY Component3	3	P 410 Intro. Quantum Mech	3
P401 Electricity & Mag. I	3	Suggested Elective	3
P407 Advanced Laboratory	3	Elective	3
Suggested Elective	3		
	15		12

SENIOR

First Semester		Second Semester	
	Credits		Credits
Elective	3	P 402 Electricity & Mag II.	3
SOC/PSY Component3	3	P 410 Intro. Quantum Mecha	3
P 401 Electricity & Mag. I	3	Suggested Elective	3
P 407 Advanced Laboratory	3	Elective	3
Suggested Elective	3		
	15		12

Wellness Comp.: PE150 or MS150..Mil. Sci. or HED151.Pers/Comm.
 Hlth.....2 hrs
 Fine Arts Comp.: A250...Art App. or MU250...Music App. or D254..Intro
 Drama.....3 hrs
 Soc/Psy Component: PSY250...Gen. Psychology, or SOC250...Intro.
 .Sociology.....3 hrs
 Language Comp.: Computer Language I&II, or French 101&102 or German
 101&102.. 6 hrs
 Suggested Electives (PHYSICS): P 301, P 302, P 326, P 338, P 498-499.
 Suggested Electives (ADVANCED MATH TRACT): M 208, M 309/310, M
 314, M 350, M 404/405/406, M 407.
 Suggested Electives (COMPUTER SCIENCE TRACT): CS 161, CS 171, CS
 201/202, CS 402/403.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PHYSICS
Medical Physics Option
(126 Credits)**

FRESHMAN

First Semester

CS 150-Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3
M 158	4
P 254 Gen. Physics I w/Cal	3
P 251 General Physics I Lab	1
P 160 Med Phys Seminar	1
UNIV 101 Univ Comm	2
	17

Second Semester

M 250 Linear Algebra/Sci	3
E 151 Eng. Comp & comm.	3
M 168	4
P 255 Gen Physics II w/Cal	3
P 253 General Physics II Lab	1
P 180 Essential Med Physics	3
	17

SOPHOMORE

First Semester

B 150 Zoology	4
M 278	4
P 203 Gen. Physics III	3
P 223 Gen. Physics III Lab	1
C 150 Gen Chemistry I	3
C 151 Gen Chem I Lab I	1
	16

Second Semester

B 202 Vert Physiology	4
ET 255 Eng. Econ. Analysis	3
SOC 250/PSY 250	3
M 403 Differential Equations	3
C 152 Gen Chemistry II	3
C 153 Gen Chem II Lab	1
	17

JUNIOR

First Semester

P303 Mechanics I	3
P403 Thermodynamics	3
P406 Intro to Modern Physics	3
H250 or H251 World Hist.	3
Elective	3
	15

Second Semester

P 304 Mechanics II	3
P 313 Radioisotope Lab	3
ARTS 250/MU250/D254	3
E 250 or 251 World Lit	3
ET 250 Tech Comm	3
	15

SENIOR

First Semester

P 401 Electricity & Mag I	3
P 407 Advanced Laboratory	3
P 338 Scientific Image Anal	3
PE 150/HED 151/MS 101	2
Elective	3
	14

Second Semester

P 402 Electy & Magnetism II	3
P 410 Intro. Quantum Mech	3
P 498/499 Med Phys Project	3
HU 250 African-Amer. Exp.	3
Elective	3
	15

**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN
PHYSICS
Health Physics Option
(127 Credits)**

FRESHMAN

First Semester

CS 150-Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3
M 158	4
P 254 Gen. Physics I w/Cal	3
P 251 General Physics I Lab	1
P 160 Med Phys Seminar	1
UNIV 101 Univ Comm	2
	17

Second Semester

M 250 Linear Algebra/Sci	3
E 151 Eng. Comp & comm.	3
M 168	4
P 255 Gen Physics II w/Cal	3
P 253 Gen. Physics II Lab	1
P 180 Essential Med Physics	3
	17

SOPHOMORE

First Semester

H 250 or H 251 World Hist	3
P 203 Gen. Physics III	3
P 223 Gen. Physics III Lab	1
C 150 Gen Chemistry I	3
C 151 Gen Chem I Lab I	1
SOC/PSY Component	3
M 278	4
	18

Second Semester

ET 255 Eng. Econ. Analysis	3
M 403 Differential Equations	3
P 406 Modern Physics	3
C 152 Gen Chemistry II	3
C 153 Gen Chem II Lab	1
	13

JUNIOR

First Semester

P 303 Mechanics I	3
NE 408/P 408 Ionizing Radia	3
P 420 Health Physics Instru	1
P 403 Thermodynamics	3
Language Comp. I	3
Elective	3
	16

Second Semester

P304 Mechanics II	3
P 313 Radioisotope Lab	3
P421 Foundations of Health	3
ET250 Tech Comm	3
Language Comp. II	3
	15

SENIOR

First Semester

P 499/NE 499 Special Topics	2
P 338 Scientific Image Anal	3
P 401 Electricity & Mag I	3
P 407 Advanced Laboratory	3
PE 150/HED 151/MS 101	2
E 250 or 251 World Lit.	3
	16

Second Semester

P 402 Electy & Magnetism II	3
P 410 Intro. Quantum Mech	3
HU 250 African-Amer. Exp.	3
ARTS 250/MU 250/D 254	3
Elective	3
	15

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
PHYSICS
Astronomy Option
(126 Credits)**

FRESHMAN

First Semester		Second Semester	
Credits		Credits	
ET 250 Tech. Comm	3	CS 150 Intro. Comp w/App	3
E 150 Eng. Comp & Comm.	3	E 151 Eng. Comp. & Comm.	3
M 152 Pre-Calculus	3	M 158	4
C 150 Gen. chemistry I	3	C 152 Gen. Chemistry II	3
C 151 Gen. Chemistry I Lab	1	C 153 Gen. Chemistry II Lab	1
PE 150/HED 151/MS 101	2	PSC 203 Elem. Astronomy	3
UNIV 101 Univ Comm.	2		
	17		17

SOPHOMORE

First Semester		Second Semester	
Credits		Credits	
M 250 Linear Algebra/Sci	3	ET 255 Eng. Econ. Analysis	3
H 250 or H 251 World Hist	3	E 250 or E 251 World Lit	3
P 254 Gen. Physics I w/Cal	3	P 255 Gen. Physics II w/Cal	3
P 251 Gen. Physics I Lab	1	P 253 Gen. Physics II Lab	1
M 168	4	M 278	4
Lang Comp I	3	Lang Comp II	3
	17		17

JUNIOR

First Semester		Second Semester	
Credits		Credits	
P 203 Gen. Phys III w/Cal	3	P 326 Intro Astrophysics	3
P 223 Gen. Physics III Lab	1	P 406 Intro Modern Physics	3
P 303 Mechanics I	3	P 304 Mechanics II	3
P 403 Thermodynamics	3	HU 250 African-Amer. Exp.	3
M 403 Differential Equations	3	ARTS 250/MU 250/D 254	3
		Elective	3
	13		18

SENIOR

First Semester		Second Semester	
Credits		Credits	
P 498 Special Topics	3	P 499 Special Topics	3
P 401 Elec. & Mag. I	3	P 402 Elec. & Mag. II	3
P 407 Advanced Lab	3	P 410 Intro. Quant Mech.	3
PSY 250/SOC 250	3	P 338 Scientific Image Anal	3
Elective	3		
	15		12

Note: P 498/499: Topics for these courses must relate to astronomy and must be approved by the physics academic program coordinator or the department chair.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY AND NUCLEAR ENGINEERING

The Civil and Mechanical Engineering Technology programs at South Carolina State University attempts to go beyond technical competence to develop technologists who are leaders in their areas of specialization. Civil and Mechanical Engineering Technology graduates must be able to apply the principles of science and mathematics to the solution of relevant problems in our society. Challenges facing civil and mechanical engineering technologists include but not limited to housing, pollution control, transportation, trans-mission and utilization of mechanical and thermal power, water resources development, and energy.

Students majoring in Civil and Mechanical Engineering Technology programs receive a strong background in mathematics, science, engineering science, and engineering design; the programs also include a minor concentration in Energy Use and Conservation Technology. The curricula are geared toward the application of proven engineering principles with hands-on applications. Most of the departmental courses have laboratory sections and hands-on experience where use of equipment is greatly emphasized.

Graduates of Professional Land Surveying program are expected to be able to address the needs of the land surveying industry in which the demand is expected to continue to increase both in South Carolina and the nation. The program exposes students to the various aspects of land surveying, ranging from mapping of topography of land for engineering design, establishment of elevation for building sites for flood insurance, building layouts, layout of subdivisions and other construction projects to the preparation of legal descriptions for properties. A graduate of this program will be eligible to sit for the South Carolina Professional Land Surveying exam after completing State Licensing Board requirements.

The Nuclear Engineering curriculum is offered at South Carolina State University in cooperation with the University of Wisconsin – Madison and North Carolina State University. Graduates of this program will be able to address needs in the nuclear industry. They will be prepared to be part of the process: from planning, to designing, developing, testing and/or operating nuclear reactors. The curriculum emphasizes the fundamentals of engineering and therefore does not limit our graduates to the field of nuclear engineering. Graduates of this program will also be prepared for graduate studies in nuclear engineering, including radiological sciences, materials sciences and other fields.

OBJECTIVES

The objectives of the Department are as follows:

1. To provide students with fundamental technological knowledge and skills balanced by social awareness of the context within which these tools will be applied;
2. To maintain an atmosphere which promotes inquiry, learning, and growth among faculty and students;

3. To provide an educational curricula that recognizes and responds to the rapid technological changes that continually reshape society; and
4. To provide students with a thorough understanding of basic laws of engineering and its related fields, mathematics and science, and simultaneously to stimulate and develop creative thinking and sound judgment in applying these laws in solving practical engineering problems.

PROGRAM OFFERINGS

The Department of Civil and Mechanical Engineering Technology and Nuclear Engineering offers undergraduate programs leading to the Bachelor of Science degrees in: Civil Engineering Technology, Mechanical Engineering Technology, Professional Land Surveying and Nuclear Engineering. The Nuclear Engineering program is offered in cooperation with the University of Wisconsin in Madison and North Carolina State University. Students interested in majoring in any of the programs may elect at their discretion to undertake a minor in Energy Use and Conservation Technology

ACCREDITATION

Both Civil and Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

The Nuclear Engineering curriculum was started in Fall 2002 and had its first graduates in Fall 2006. The Nuclear Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Nuclear Engineering degree is conferred by South Carolina State University.

The Computer Science Program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

The Professional Land Surveying program opened its doors to students in 2012. The program will seek accreditation through the Applied Science Accreditation Commission of ABET, www.abet.org after it fulfills all requirements for accreditation as stipulated by ABET.

PROGRAM REQUIREMENTS

Students in the Department of Civil and Mechanical Engineering Technology and Nuclear Engineering who satisfy the general requirements of the University and complete all the requirements as listed in the curricula, which lead to the degree pursued are awarded degrees appropriate to their curricula.

Departmental policy requires:

1. A grade of "C" or better in major courses;
2. A grade of "C" or better in all ET or Engineering courses;
3. Completion of the Fundamentals of Engineering Technology Exit (FETE Examination).*
4. Pass the English Proficiency Examination. Students who fail the English Proficiency Examination must take Functional Grammar III

* Does Not Apply To NE

Students majoring in Nuclear Engineering must meet departmental policies listed above. Students should have excellent mathematical skills for optimal progression through the program and freshmen should be capable of successfully completing general Physics w/Calculus and Calculus I in their first semester.

MAJOR AND MINOR PROGRAMS

Civil Engineering Technology—This curriculum is designed to give the student a thorough knowledge of the basic engineering science and hands-on experience and training in the application of fundamental principles in the analysis, design, and maintenance of civil engineering works. Students in Civil Engineering Technology have the opportunity to prepare themselves for a professional career in one of several areas into which the field is traditionally divided: structures, foundations, surveying, hydraulics, material testing, soil mechanics, and construction. Graduates of this program find challenging opportunities to pursue careers in a broad spectrum of fields including urban transportation systems, industrial and commercial building, pollution control systems, water development systems, and housing and urban planning.

The Program Educational Objectives (PEOs) and Student Outcomes (SOs) of the Civil Engineering Technology program are as follows:

Program Educational Objectives of the CET Program

- To produce CET graduates who can become Managers, Supervisors, entrepreneurs, etc.
- To produce CET graduates who can continue on to graduate school.
- To produce CET graduates who can successfully work in any of the many fields and branches of the Civil Engineering Technology profession such as; construction management, structures, material testing, surveying, etc.
- To produce CET graduates who can become leaders and cognizant of the professional, societal and global issues facing the Civil Engineering Technology profession.

Student Outcomes of the CET Program

1. An appropriate mastery of the knowledge, techniques, skills and modern tools of the Civil Engineering Technology profession.
2. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology to solve Civil Engineering Technology programs
3. An ability to conduct, analyze and interpret experiments and apply experimental results to improve Civil Engineering Technology
4. An ability to apply creativity in the design of systems relating to Civil Engineering Technology processes appropriate to program objectives
5. An ability to function effectively on teams
6. An ability to identify, analyze and solve technical problems related to the Civil Engineering Technology Profession
7. An ability to communicate effectively
8. A recognition of the need for, and an ability to engage in lifelong learning
9. An ability to understand professional, ethical and social responsibilities
10. A respect for diversity and a knowledge of contemporary professional, societal and global issues and
11. A commitment to quality, timeless and continuous improvement

Professional Land Surveying—The goal of the Professional Land Surveying (PLS) program is to support the mission of the college and the University by producing competent and well qualified Professional Land Surveyors. Students enjoy small classes that emphasize fundamental theory and problem solving. Field laboratory experiences are integrated throughout the curriculum provide practical skills, and offer extensive

opportunities to prepare students to work in teams. Upon completing the freshman year, students often have sufficient experience to obtain summer employment as a survey crew member. Completion of the program qualifies graduates to take the Fundamentals of Surveying (FS) exam during the spring term of the senior year. The broad-based nature of the curriculum ensures that graduates will be prepared to fulfill both the traditional and contemporary roles of the profession. Program rigor is similar to that of a traditional engineering program; however, land surveying courses cannot replace the traditional engineering core subjects.

Program Educational Objectives (PEOs) of the Professional Land Surveying (PLS) program include but are not limited to:

- Graduates will be able to advance professionally in their careers as land surveyors beyond entry level position.
- Graduates will be able to engage in lifelong learning.
- Graduates will be able to prepare for post graduate education in Professional Land Surveying or in a related field.
- To produce graduates who can pursue career advancement by becoming registered/licensed professional land surveyors.

Student Outcomes (SOs) of the Professional Land Surveying (PLS) Program

Graduates of the Professional Land Surveying Program are expected to demonstrate that they are capable or have the following skills by the time of graduation:

1. An ability to apply knowledge of mathematics, science, and Land Surveying profession
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to formulate or design a system, process or program to meet desired needs
4. An ability to function on multi-disciplinary teams
5. An ability to identify and solve Land Surveying problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of Land Surveying solutions in a global and social context
9. Recognition of the need for, and the ability to engage in lifelong learning
10. Knowledge of contemporary issues
11. An ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice

Mechanical Engineering Technology—The curriculum in Mechanical Engineering Technology embraces the application of engineering principles to the design, manufacture, installation, and operation of machines and mechanical systems. The program emphasizes basic principles used in the development and production of such devices as tools, machinery (including production machinery), parts fabrication and more. The student receives a strong foundation in the fundamental areas of fluid mechanics, thermodynamics, machine tools and measurement techniques. Classroom lectures are supplemented by laboratory experiments designed to illustrate the application of basic principles in practical devices. Graduates of this program are prepared to work in such fields as machine tools, fluid mechanics, manufacturing, environmental control, and maintenance.

The Program Educational Objectives (PEOs) and Student Outcomes

(SOs) of the Mechanical Engineering Technology program are as follows:

Program Educational Objectives of the MET Program

- To produce MET graduates who can work as production or Manufacturing Managers.
- To produce MET graduates who can continue on to graduate school.
- To produce MET graduates who can successfully work in any of the many fields and branches of the Mechanical Engineering Technology profession such as; Manufacturing, Design, Materials, CAD, etc.
- To produce MET graduates who can become leaders and cognizant of the professional, societal and global issues facing the Mechanical Engineering Technology profession.

Student Outcomes of the MET Program

1. An appropriate mastery of the knowledge, techniques, skills and modern tools of the Mechanical Engineering Technology profession.
2. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology to solve Mechanical Engineering Technology programs
3. An ability to conduct, analyze and interpret experiments and apply experimental results to improve Mechanical Engineering Technology
4. An ability to apply creativity in the design of systems relating to Mechanical Engineering Technology processes appropriate to program objectives
5. An ability to function effectively on teams
6. An ability to identify, analyze and solve technical problems related to the Mechanical Engineering Technology Profession
7. An ability to communicate effectively
8. A recognition of the need for, and an ability to engage in lifelong learning
9. An ability to understand professional, ethical and social responsibilities
10. A respect for diversity and a knowledge of contemporary professional, societal and global issues and
11. A commitment to quality, timeless and continuous improvement

Nuclear Engineering – South Carolina State University offers a program in Nuclear Engineering in agreement with the University of Wisconsin–Madison or North Carolina State University. Undergraduates majoring in Nuclear Engineering will be awarded a Bachelor of Science conferred by South Carolina State University. Undergraduates can also pursue a BS in Nuclear Engineering through the University of Wisconsin–Madison or North Carolina State University while concurrently pursuing a BS in any of the College of Science, Mathematics, Engineering and Technology majors as listed: Civil, Electrical, Industrial, or Mechanical Engineering Technology or Professional Land Surveying, Chemistry, Computer Science or Physics.

The Program Educational Objectives (PEOs) and Student Outcomes (SOs) of the Nuclear Engineering program are as follows:

Program Educational Objectives

- To educate nuclear engineers who are highly sought after in nuclear and related fields.
- To educate nuclear engineers who can advance to graduate studies.
- To train graduates who have the communication and problem solving skills to succeed as professionals in any environment (as individuals in groups or in leadership positions).

- To produce graduates who are aware of the impact of their activities as engineers in the realm of ethical, environmental, societal, legal and global concerns.

Student Outcomes

- An ability to apply knowledge of advance mathematics, science, and engineering science, including atomic and nuclear physics, and the transport and interaction of radiation with matter, to nuclear and radiological systems and processes.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, including nuclear engineering design, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multi-disciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for, and an ability to engage in life-long learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- An ability to detect and measure ionizing radiation.

Minor in Energy Use and Conservation Technology—The Energy Use and Conservation Technology program is designed to assist engineering technology students who wish to organize a portion of their undergraduate experience around issues related to Energy Use and Conservation Technology. Students must register in one of the thirteen academic disciplines—Biology, Chemistry, Civil Engineering Technology, Computer Science, Electrical Engineering Technology, Industrial Engineering Technology, Industrial Technology Education, Mathematics, Mechanical Engineering technology, Physics, Teaching of Biology, Teaching of Chemistry, and Teaching of Mathematics; within the College of Science, Mathematics, Engineering and Technology guidelines and requirements. The student should fulfill the curriculum requirements in two areas:

- Basic core courses in the student's major area—Biology, Chemistry, Civil Engineering Technology, Computer Science, Electrical Engineering Technology, Industrial, Engineering Technology, Industrial Technology Education, Mathematics, Mechanical Engineering Technology, Physics, Teaching of Biology, Teaching of Chemistry, and Teaching of Mathematics.
- Basic technical courses which develop the methods of energy power analysis.

Minors in Energy Use and Conservation Technology must satisfactorily complete 18 semester hours in the following core courses:

- MET 390 Fundamentals of Energy Technology (3)
- MET 391 Energy Production Systems (3)
- MET 392 Heating, Ventilating & Air Conditioning (3)
- MET 393 Solar Energy & Conservation (3)

- MET 394 Energy Economic Analysis (3)
- MET 395 Energy Conservation & Audits (3)
- MET 396 Power Generation & Control (3)
- MET 397 Nuclear Energy (3)
- MET 398 Energy Applications of Microcomputers (3)

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING TECHNOLOGY (131 Credits) FRESHMAN

First Semester	Credits	Second Semester	Credits
English I-E 150	3	English II-E 15	3
Pre-Calculus M 152	3	M 153 Calculus I	3
ET150 (Mech. Draw./ Basic CAD	3	CET 205 Computer Aided Drafting	3
ET 170 Intro to Engineering	3	CS 150 Computer Science	3
Univ. 101 Intro. to Comm	2	C 150 Chemistry	3
PE 150 or HED 151 or MS 101	2	C 151 Chemistry Lab	1
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
M 250 Linear Algebra	3	E 250 Literature	3
M 163 Calculus II	3	P 255 Physics II	3
P 254 Physics I	3	P 253 Physics II Lab	1
P 251 Physics I Lab	1	A 250 or MU 250 or Drama 254	3
ET 255 Engineering Econ	3	ET 213 Strength of Materials	3
ET 212 Statics	3	ET 250 Technical Communication	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 250 or PSY 250	3	CET 312 Route Surveying	3
ET 310 Engineering Comp	3	ETS 250 Afri American Exp	3
H 250/251 World Civ	3	ET 313 Dynamics	3
CET 319 Theory of Structure	3	CET 320 Highway Engr.	3
CET 311 Plane Surveying	3	CET 315 Construction	3
ET 421 Thermodynamics	3	EET 230 Circuit Analysis	3
	18		18

SENIOR

First Semester	Credits	Second Semester	Credits
CET 413 Structural Design I	3	CET 412 Codes, Rec, & Rec	3
CET 417 Materials Test. Lab	3	CET 414 Structural Design II	3
CET 418 Soil Mechanics	3	CET 420 Water and Sewage	3
CET 415 Fluid Mechanics	3	CET 460 Senior Project	3
CET 459 Senior Project Prop	1	Open Elective	3

Restricted Elective(Select One)3

EAET 410 Engineering Ethics or EAET 411 Role of Engineers Technologist in Society	16	15
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**CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN
PROFESSIONAL LAND SURVEYING
(131)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
E 150 English Comp. I	3	E 151 English Comp. II	3
M 152 Pre-Calculus	3	M 153 Calculus I	3
C 150 General Chemistry	3	P 254 Physics I	3
C 151 General Chemistry lab.	1	P 251 Physics I Lab. 1	
Univ. 101 Intro. to Comm	2	ET 170 Intro. To Engineering	3
PE 150 or HED 151 or MS 101	2	CET 205 Computer Aided Draft.	3
ET 150 Mech./Basic CAD	3		
	17		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
SOC 250 Intro. To Soc	3	ET 213 Strength of Materials	3
M 163 Calculus II	3	CET 311 Plane Surveying	3
P 255 Physics II	3	ET 250 Technical Comm.	3
P 253 Physics I Lab	1	EET 275 Engineering Math	3
E 250 Literature	3	POL-PHIL 301 Pol. Phil.	3
ET 212 Statics	3		
	16		15

JUNIOR

First Semester		Second Semester	
	Credits		Credits
M 309 Statistical Meth.& Data	3	CET 418 Soil Mechanics	3
CET 415 Fluid Mechanics	3	ET 255 Eng. Economics	3
CET 315 Construction	3	ET 313 Dynamics	3
CET 318 GPS & Control Sur	3	CET 312 Route Surveying	3
PSY 250 General Psychology	3	CET 412 Contracts, Codes & Reg.	3
CET 417 Mat. Testing Lab.	3	CET 409 Elements of GIS	3
	18		18

SENIOR

First Semester		Second Semester	
	Credits		Credits
BA 201 Legal Envir. of Bus.	3	CET 425 Land Design & Devel	3
CET 407 Hydrology & Drainage	3	CET 460 Senior Project	3
CET 406 Construction Surveying or CET 404 Boundary Law	3	CET 411 Photogrammetry or	
CET 459 Senior Project Prop	1	CET 422 Remote Sensing	3
Restricted Elective (Select One)	3	Fine Art Perspective	3
EAET 410 Engineering Ethics or EAET 411 Role of Engineers Technologist In Society		Open Elective	3
History Perspective	3		
	16		15

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MECHANICAL ENGINEERING TECHNOLOGY
(131 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English I- E150	3	English II- E 151	3
M 152 Pre-Calculus I	3	M 153 Calculus I	3
ET 150 Mech. Dr./Basic CAD	3	CS 150 Computer Science	3
ET 170 Intro. to Engineering	3	C 150 Chemistry	3
UNIV 101 Intro Univ Comm	2	C 151 Chemistry Lab	1
PE 150 or HED 151	2	H 250 History	3
	16		1

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
MET 200 Advanced CAD	3	E 250 Literature	3
M 163 Calculus II	3	P 255 Physics II	3
P 254 Physics I	3	P 253 Physics II Lab	1
P 253 Physics I Lab	1	A 250/MU 250 or D 254	3
MET 221 Machine Tool Lab	3	ET 213 Strength of Materials	3
ET 212 Statics	3	ET 250 Technical Comm.	3
M 250 Linear Algebra	3		
	19		16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
SOC 250 or PSY 250	3	MET 380 Design of Mat. Ele	3
ET 310 Engineering Comp	3	ETS 250 Afri American Exp.	3
MET 325 Kine. & Mach Des.	3	ET 313 Dynamics	3
ET 421 Thermodynamics	3	MET 422 App. Thermodyn	3
ET 255 Engineering Econ.	3	MET 340 Manufact. Process	3
Elective	3		
	18		15

SENIOR

First Semester		Second Semester	
	Credits		Credits
MET 425 Microcomp App.	3	MET 435 Heat Transfer	3
CET 415 Fluid Mechanics	3	CET 417 Materials Test. Lab	3
MET 450 Engr. Materials	3	Select One	3
MET 427 Numerical Control	3	MET 428 CNC Machine Tools or MET 490 Special Topics in Mech. Engr Tech/Manuf.	
MET 459 Senior Project Prop	1	MET 460 Senior Project	3
Restricted Elective(Select One)	3	MET 428 CNC Mach. Tools II	3
EAET 410 Engr. Ethics or EAET 411 Role of Engineers/ Technologists in Society			

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN NUCLEAR
ENGINEERING OFFERED JOINTLY BETWEEN
SOUTH CAROLINA STATE UNIVERSITY AND
UNIVERSITY OF WISCONSIN
(139/140 Credits)**

FRESHMAN

First Semester - SC STATE		Second Semester - SC STATE	
	Credits		Credits
E 150 English I	3	E 151 English II	3
M 158 Calculus I	4	M 168 Calculus II	4
UNIV 101 Intro to Comm	2	P 254/251 General Physics I	4
C 150/151 General Chemistry I	4	ET 150 Mech Draw & Basic CAD	3
ENGR/ET 170 Intro to Engr.	3	C 152/153 General Chemistry II	4
PEO 150/HED 151/MS 101 or Consent of Instructor	2		
	18		18

SOPHOMORE

First Semester - SC STATE		Second Semester - SC STATE	
	Credits		Credits
M 403 Differential Equations	3	NEEP 271 Engr. Prob. Solving I	3
ENGR 212 Statics	3	EET 230 Circuit Analysis	3
NE 397 Nuclear Energy	3	M 278 Calculus III	4
P 255/253 General Physics II	4	P 406 Intro to Modern Physics	3
Computing Elective	3	ENGR 213 Strength of Materials	3
	17	NE 305 Intro to Nuclear Engr.	3
			18

JUNIOR

First Semester - SC STATE		Second Semester - SC STATE	
	Credits		Credits
M 208 Introduction to Statistics	3	ENGR 425 Fluid Dynamics	3
ENGR 313 Dynamics	3	P 318 Radioisotope Lab.	3
M 350 Applied Mathematics	3	ENGR 417 Mech. of Materials Lab	3
ENGR 421 Thermodynamics	3	ET250 Tech Com or S250 Pb. Spk	3
ENGR 435 Heat Transfer	3	H 250 or H 251 History	3
Liberal Studies Elective	3	NEEP 405 Nuclear Reactor Theory	3
	18		18

SENIOR

First Semester - SC STATE		Second Semester - SC STATE	
	Credits		Credits
NE 408 Ionizing Radiation	3	NEEP 428 Nuclear Reactor Lab	2
NE 411 Nuclear Reactor Engr.	3	NEEP 571/471 Env & Econ Analys	3
ENGR 450 Engineering Materials	3	Approved Elective ⁽¹⁾	3
E 250 or E 251 Literature	3	NEEP 412 Reactor Design	5
Liberal Studies Elective	3	Liberal Studies Elective	3
NE 499 Special Topics in NE	1/2		
	16/17		16

⁽¹⁾ Approved Elective by the UWM Nuclear Program

Total credits required for graduation 139/140

Required Computing Elective

CS 161 – Intro. to Programming or EET 320 – Intro. to Computer Programming

Required Liberal Studies Elective

PSY 250 – Intro. to Psychology or SOC 250 – Intro. to Sociology
ETS 250 – African American History or HHU 250
ARTS 250 – Art Appreciation or MU 250 – Music Appreciation or D 254 – Drama

DEPARTMENT OF INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

The mission of the Department of Industrial and Electrical Engineering Technology encompasses that of the College of Science, Mathematics, Engineering and Technology, which is to provide a high quality education in Electrical Engineering Technology, Industrial Engineering Technology, Technology Education, balanced with broad learning opportunities from other fields integrated to provide intellectual richness and flexibility. The department offers B.S. Degrees in Electrical Engineering Technology, Industrial Engineering Technology, Technology Education and Industrial Technology Option. The major goal of the department is twofold: First, to prepare students for professional careers in Electrical and Industrial Engineering Technology, and Industrial Technology, and second, to train persons who wish to qualify as teachers of industrial subjects in the public schools.

Program Objectives and Outcomes

PROGRAM

Electrical Engineering Technology

The Electrical Engineering Technology (EET) program supports the mission of the College and the University by providing students the opportunity to acquire a high degree of proficiency in Electrical Engineering Technology so that they can have successful careers in the fields of electronics, control systems, robotics, power systems and more.

Objectives

The program educational objectives of the Electrical Engineering Technology program are to:

1. Promote critical thinking and professional growth of each student to their full potential through mastery of knowledge, acquisition of skills and techniques, and use of latest tools in the field of Electrical Engineering Technology.
2. Provide the graduates with strong foundation in mathematics, basic sciences and engineering technology, and the ability to apply this knowledge to solve engineering problems encountered in the practice of their chosen discipline.
3. Foster the development of skills to identify, analyze, interpret, design, and solve challenging and open-ended problems by utilizing the latest technology, computer-based tools and through hands-on experiences.
4. Promote an environment to develop skills to communicate effectively, both orally and in writing, ability to work as a productive member of an interdisciplinary team, and undertake leadership roles when appropriate.
5. Provide broad-based education and awareness of contemporary issues necessary to recognize the societal and global impact of their professional endeavors, a sense of exploration and ability to maintain professional competence through life-long learning.

ADDENDUM

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUCLEAR ENGINEERING OFFERED JOINTLY BETWEEN SOUTH CAROLINA STATE UNIVERSITY AND NORTH CAROLINA STATE UNIVERSITY (139 Credits)

FRESHMAN

First Semester - SC STATE	Credits	Second Semester - SC STATE	Credits
E 150 English I	3	E 151 English II	3
M 158 Calculus I	4	M 168 Calculus II	4
UNIV 101 Intro to Comm	2	P 254/251 General Physics I	4
C 150/151 General Chemistry I	4	ET 150 Mech Draw & Basic CAD	3
ENGR/ET 170 Intro to Engr.	3	C 152/153 General Chemistry II	4
PEO 150/HED 151/MS 101 or Consent of Instructor	2		
	18		18

SOPHOMORE

First Semester - SC STATE	Credits	Second Semester - SC STATE	Credits
		NEEP 271 Engr. Prob. Solving I	3
M 403 Differential Equations	3	EET 230 Circuit Analysis	3
ENGR 212 Statics	3	M 278 Calculus III	4
NE 397 Nuclear Energy	3	P 406 Intro to Modern Physics	3
P 255/253 General Physics II	4	ENGR 213 Strength of Materials	3
Computing Elective	3	NE 305 Intro to Nuclear Engr.	3
	17		18

JUNIOR

First Semester - SC STATE	Credits	Second Semester - SC STATE	Credits
M 208 Introduction to Statistics	3	ENGR 425 Fluid Dynamics	3
ENGR 313 Dynamics	3	P 318 Radioisotope Lab.	3
M 350 Applied Mathematics	3	ENGR 417 Mech. of Materials Lab	3
ENGR 421 Thermodynamics	3	ET250 Tech Com or S250 Pb. Spk	3
ENGR 435 Heat Transfer	3	H 250 or H 251 History	3
Liberal Studies Elective	3	NEEP 405 Nuclear Reactor Theory	3
	18		18

SENIOR

First Semester - SC STATE	Credits	Second Semester - SC STATE	Credits
NE 408 Ionizing Radiation	3	*NE 406 Senior Design Prep	1
NE 411 Nuclear Reactor Engr.	3	NE 491 Nuclear Reactor Lab	2
ENGR 450 Engineering Materials	3	NE 408 Senoir Design	3
E 250 or E 251 Literature	3	Approved Elective ⁽¹⁾	3
Liberal Studies Elective	3	Liberal Studies Elective	3
NE 499 Special Topics in NE	2		
NEEP 571/471 Env & Econ Analys	3		
	20		12

⁽¹⁾ Approved Elective by the UWM Nuclear Program

* (Via Video Copnferencing @ NC State

Total credits required for graduation 139/140

Required Computing Elective

CS 161 – Intro. to Programming or EET 320 – Intro. to Computer Programming

Required Liberal Studies Elective

PSY 250 – Intro. to Psychology or SOC 250 – Intro. to Sociology

ETS 250 – African American History or HHU 250

ARTS 250 – Art Appreciation or MU 250 – Music Appreciation or D 254 – Drama

Student Outcomes

The graduates of Electrical Engineering Technology program will be able to demonstrate that they have:

- a. An appropriate mastery of the knowledge, techniques, skills, and modern tools of the Electrical Engineering Technology profession.
- b. An ability to apply current knowledge and adapt to emerging applications of mathematics, science and engineering technology skills to issues in the field of Electrical Engineering Technology.
- c. An ability to conduct, analyze and interpret experiments, and apply experimental results to improve engineering technology processes.
- d. An ability to identify, analyze and solve technical problems.
- e. An ability to apply creativity in the design of systems, components or processes appropriate to Electrical Engineering Technology program objectives.
- f. An ability to function effectively on teams and be able to assume leadership role.
- g. An ability to communicate effectively.
- h. An ability to understand professional, ethical and social responsibilities.
- i. A respect for diversity and a knowledge of contemporary professional, societal and global issues.
- j. A commitment to quality, timeliness and continuous improvement.
- k. A recognition of the need for and an ability to engage in lifelong learning.

Industrial Engineering Technology

The Industrial Engineering Technology (IET) program supports the mission of the College and the University by providing an opportunity to acquire high degree of proficiency in Industrial Engineering Technology that prepares students for successful careers in the areas such as material handling, production planning and control, quality control, project planning and control, etc.

Objectives

The educational objectives of the Industrial Engineering Technology program are to:

1. Promote critical thinking and professional growth of each student to their full potential through mastery of knowledge, acquisition of skills and techniques, and use of latest tools in the field of Industrial Engineering Technology.
2. Provide the graduates with strong foundation in mathematics, basic sciences and engineering technology, and the ability to apply this knowledge to solve engineering problems encountered in the practice of their chosen discipline.
3. Foster the development of skills to identify, analyze, interpret, design, and solve challenging and open-ended problems by utilizing the latest technology, computer-based tools and through hands-on experiences.
4. Promote an environment to develop skills to communicate effectively, both orally and in writing, ability to work as a productive member of an interdisciplinary team, and undertake leadership roles when appropriate.
5. Provide broad-based education and awareness of contemporary issues necessary to recognize the societal and global impact of their professional endeavors, a sense of exploration and ability to maintain professional competence through life-long learning.

Student Outcomes

The graduates of Industrial Engineering Technology program will be able to demonstrate that they have:

- a. An appropriate mastery of the knowledge, techniques, skills, and modern tools of the Industrial Engineering Technology profession.
- b. An ability to apply current knowledge and adapt to emerging applications of mathematics, science and engineering technology skills to issues in the field of Industrial Engineering Technology.
- c. An ability to conduct, analyze and interpret experiments, and apply experimental results to improve engineering technology processes.
- d. An ability to identify, analyze and solve technical problems.
- e. An ability to apply creativity in the design of systems, components or processes appropriate to Industrial Engineering Technology program objectives.
- f. An ability to function effectively on teams and be able to assume leadership role.
- g. An ability to communicate effectively.
- h. An ability to understand professional, ethical and social responsibilities.
 - i. A respect for diversity and knowledge of contemporary professional, societal and global issues.
 - j. A commitment to quality, timeliness and continuous improvement.
 - k. A recognition of the need for and an ability to engage in lifelong learning.

Industrial Technology and Technology Education

The Technology Education (TED) is a prerequisite to the program of Industrial Technology (IT). Technology Education majors must pass PRAXIS I by the end of their sophomore year. Any student not meeting this requirement can pursue a career in Industrial Technology. The Technology Education and Industrial Technology programs support the mission of the College and the University by providing an opportunity to acquire high degree of proficiency in Technology.

The Technology Education curriculum is designed to develop a strong foundation in technical skills, knowledge and attitude regarding technical matters needed to prepare professionals to teach technology education in the public schools.

The Industrial Technology option prepares technical and/or management-oriented professionals for employment in business, industry, and government who are equipped to meet the new and emerging challenge of a modern and highly technological society.

Objectives

The educational objectives of the Industrial Technology and Technology Education programs are to:

1. Develop an understanding and acquire knowledge of the nature of technology.
2. Develop an understanding of technology and society.
3. Develop an understanding of design.
4. Develop abilities for a technological world.
5. Develop an understanding of design world with practical applications.

Student Outcomes

The graduates of the Industrial Technology and Technology Education programs should be able to:

- 1.1 Understand the characteristics and scope of technology.
- 1.2 To apply the core concepts of technology.
- 1.3 Understand relationships among technologies and the connections between technology and other fields.
- 2.1 Understand the cultural, social, economic and political effects of technology.
- 2.2 Understand the effects of technology on the environment.
- 2.3 Understand the role of society in the development and use of technology.
- 2.4 Understand the effects of the influence of technology on history.
- 3.1 Develop an understanding of the attributes of design.
- 3.2 Develop an understanding of engineering design.
- 3.3: Understand the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 4.1 Apply the design process.
- 4.2 Use and maintain technological products and systems.
- 4.3 Assess the impact of products and systems.
- 5.1 Analyze the principles, concepts and applications of medical technologies.
- 5.2 Analyze the principles, concepts and applications of agricultural and related biotechnologies.
- 5.3 Analyze the principles, concepts and applications of energy and power technologies.
- 5.4 Analyze the principles, concepts and applications of information and communication technologies.
- 5.5 Analyze the principles, concepts and applications of transportation technologies.
- 5.6 Analyze the principles, concepts and applications of manufacturing technologies.
- 5.7 Analyze the principles, concepts and applications of construction technologies.

Additional Outcomes for Technology Education are:

1. Demonstrate the ability to plan and implement a Technology Education curriculum.
2. Satisfy University, South Carolina State Department of Education, and NCATE requirements for Teacher Certification.

PROGRAM OFFERINGS

The Department of Industrial and Electrical Engineering Technology offers programs leading to the Bachelor of Science degrees in three major areas: Electrical Engineering Technology, Industrial Engineering Technology, Industrial Technology and Technology Education. The engineering technology programs emphasize the practical aspects of engineering rather than abstract concepts or theories. Technology is a blend of the application of science, engineering knowledge, and technical skills used in support of engineering activities. The technology programs are designed to prepare persons for responsible positions in industry.

The Industrial Technology and Technology Education program is offered leading to professional teaching careers in secondary and area vocational schools and industrial training programs.

ACCREDITATION

Both Industrial Engineering Technology and Electrical Engineering

Technology programs are accredited by the Technology Accreditation Commission of ABET; www.abet.org.

Technology Education program is accredited by NCATE.

PROGRAM REQUIREMENTS

1. Department policy requires at least a grade of “C” in major courses.
2. A grade of “C” or better in all required ET (CET, EET, IET & MET) courses included in their curriculum.
3. Engineering Technology majors are required to take the Fundamentals of Engineering Technology Examination (FETE).
4. Industrial Technology/Technology Education majors are required to take the Fundamentals of Industrial Technology Education Examination during their senior year prior to graduation.

MAJOR AND MINOR PROGRAMS

ELECTRICAL ENGINEERING TECHNOLOGY

The Electrical Engineering Technology (EET) program offers a strong undergraduate curriculum with the mission of providing an opportunity to acquire high degree of proficiency in mathematics, physical sciences, and engineering technology in a supportive, interdisciplinary environment that prepares them for successful careers in industry, government, and academia. The analytical and problem-solving skills, and proficiency in the use of techniques and tools that implement these skills are stressed throughout the curriculum by incorporating the use of state-of-the-art laboratory facilities and computer-based tools. A capstone design experience in the senior year provides the opportunity to integrate design, analytical, and problem solving skills along with communication skills in a team environment which emulates electrical engineering practice. The EET program is designed to prepare students to work in the broad fields of electronics, communications, control systems, robotics, computer technology, and power systems. This program is aimed at high school graduates, non-traditional students, and transfer students from other colleges seeking an application-oriented four-year technical education. Internship and co-op experiences are encouraged as vehicles for enhancing students’ communication and interpersonal skills, in addition to establishing awareness of industry practice and technical development. The overall program provides an integrated educational experience and training to maintain professional competency through life-long learning.

During the first two years, emphasis is placed upon establishing competence in mathematics, basic sciences, and fundamental electrical engineering technology topics while in the Junior and Senior years they are devoted primarily to a balanced offering of courses in the technical specialty that gives breadth to their professional knowledge. Student desiring a minor in “Energy and Conservation Technology” may pursue 18 hours of recommended courses in this area.

INDUSTRIAL ENGINEERING TECHNOLOGY

Industrial Engineering Technology (IET) is the applied science which seeks higher productivity and more effective use of resources. The curriculum provides students with a comprehensive understanding of IET principles which will enable them to determine the most effective ways for an organization to use the three basic factors of production— people, machines, and materials to design, construct, operate, maintain and manage technical engineering projects. Industrial Engineering Technologists solve problems dealing with the location and layout of plant facilities, materials handling, workstation design, work

measurements, wage and salary payment plans, production planning and control, quality control, occupational safety and health, and economic cost studies. To enable the graduate to solve such a wide variety of management problems, the curriculum of study will be broad and interesting. The field of Industrial Engineering Technology offers the student a challenging career in industry, business, construction, education, or government.

TECHNOLOGY EDUCATION—The B.S. degree in Technology Education is designed to foster the development of a strong foundation in the skills, knowledge, and attitudes regarding technical matters that are needed to prepare persons to teach Technology Education in the public schools of South Carolina. The curriculum includes a comprehensive course of study in which general education, the sciences, humanities, and fine arts, relate to the technological processes of industry. The program is tailored to the individual student's background, interest, and objectives, and is planned to provide an adequate background for teaching. Students seeking re-certification are not required to meet the criteria for teacher certification. The program should be planned in cooperation with the advisor.

INDUSTRIAL TECHNOLOGY (Option) —The Industrial Technology curriculum is a four-year program of study leading to a Bachelor of Science degree. The program is designed to prepare students to work in a broad range of manufacturing, commercial, governmental, and private sectors careers as supervisors, managers and in technical oriented professions. Those students who pursue the B.S. degree in Industrial Technology will be exposed to a unique blend of courses in manufacturing, communication, power and energy, construction, transportation, and management. This degree also, provides flexibility for students desiring to add a specialization to their degree with technical coursework. Students completing this program are equipped to meet the emerging challenge of today's high technological society.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN ELECTRICAL
ENGINEERING TECHNOLOGY
(131 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 150	3	English 151	3
M 152 Precalculus	3	M 153 Calculus I	3
CS 150 Technology	3	H 250 or H 251	3
PE150/MS 101 or HED 151	2	C 150 General Chemistry	3
ET 170 Intro to Engr. Tech	3	C 151 General Chemistry Lab	1
UNIV 101 Intro. Univ. Comm.	2	ET 150 Mech. Drawing and Basic CAD	3
	16		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
ARTS 250/MU 250/D 254	3	EET 232 Elect. Network Anal.	3
M 163 Calculus II	3	EET 233Circuits Laboratory	1
P 254General Physics	3	P 255General Physics	3
P 251General Physics Lab	1	P 253 General Physics Lab	1
EET 230 Circuit Analysis	3	EET 275 Engineering Math.	3
ET 212 Statics	3	ET 250Technical Comm.	3
M 250Linear Algebra for Sci. and Enng	3 19	E 250 or 251World Lit.	3 17

JUNIOR

First Semester		Second Semester	
	Credits		Credits
EET 330 Electronics I	3	EET 332 Electronics II	3
ETS 250 African-Amer. Hist. of Tech & Sci.	3	EET 382 Intro. to Micropro.	3
SOC 250 or PSY 250	3	EET 383 Dig. & Micropro. Lab	1
EET 381 Digital System Design and Analysis	3	EET 392 Intro. PLC & Virt. Instr.	3
EET 320 Intro. Comp. Prog.	3	ET 255 Enng. Econ. Analysis Elective	3 3
EET 374 Electronical Machines	3		
	18		16

SENIOR

First Semester		Second Semester	
	Credits		Credits
EET 333 Electronics Lab.	1	EET 443PLC & Virt.Instr. Lab.	1
EET 450 Intro to Electrical Power Systems	3	EET 460 Senior Project	3
EET 453 Machines & Power Lab	1	EET 475 Comp. Aided Design of Electrical Systems	3
EET 459 Senior Project Proposal	1	EET 480 Intro. to Robotics	3
EET 470 Auto. Control Systems	3	EET 483 Control & Robotics Lab	1
EET 375 Electronics Comm.	3	Elective	3
Restricted Elect. EAET 410 Eng. Ethics	3		
	15		14

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
INDUSTRIAL ENGINEERING TECHNOLOGY
(128 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
Eng. Comp. I E 150	3	Eng. Comp II. E 151	3
Pre-calculus M 152	3	Calculus I M 153	3
PE 150/HED 151/MS 101	2	Mech. Draw/Basic CAD ET 150	3
Comp. Tech. CS 150.	3	Gen. Chemistry C 150	3
Intro. to Eng. Tech. ET 170	3	Gen. Chemistry Lab C151	1
Intr. Univ. Comm. UNIV101 2	2	World Civil. H250/251	3
	16		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
Linear Algebra for Sci. and Enng. M 250	3	ARTS 250/MU 250/D 254	3
Gen. Physics P254/P250	3	Gen. Physics II P255/P252	3
Gen. Physics Lab P251	1	Gen. Physics II Lab P253	1
Calculus II M 163	3	PSY 250/SOC 250	3
Statics ET 212	3	World Lit I or II E 250 or 251	3
Machine Tool Lab MET 221	3	Ind. Statistics I IET 252	3
	16		16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
African Amer. Hist. of Tech. & Sci ETS 250	3	Tech. Communications ET 250	3
Engr. Economic Ana. ET 255 3	3	Indus. Safety Eng. IET 350	3
Engr. Computing ET 310	3	Motion & Time Study IET 354	3
		Sim. Mod. Of Ind. System	3

Ind. Statistics II IET 352	3	IET 355	
Intro. Mfg. Sys. Engr. IET 353	3	Plant Lay & Mat. Handl. IET 356	3
Ind. Oper. Research I IET 357	3	Thermodynamics ET 421	3
	18		18

TED 308 Method of Teach.	3
Elective	3
	15

The program of Technology Education (TED) is a prerequisite to the program of Industrial Technology (IT). Technology Education majors must pass PRAXISI by the end of their sophomore year. Any student not meeting this requirement can pursue a career in Industrial Technology.

*Concentrated or Suggested Electives (C or better)

*ESPY 250	MET 200	CET 311	IET 252	ET 150	CS 161
*IT 326	MET 221	CET 312	IET 356	ET 212	CS 151
*EPSY 261	MET 222	CET 315	IET 353	ET 250	CS 171
*RED 317	MET 440	CET 320	IET 456	ET 101	CS 201
*IT 308	MET 427	CET 412	IET 458	ET 213	CS 202
*IT 326	MET 440	CET 205	IET 350	ET 170	
*BSC 151/153			IET 357		
*BSC 150/152					

(** Post Teaching)

SENIOR

First Semester

	Credits
Project Plan. & Control IET 450	3
NC Machinery MET 427	3
Human Factors Tech. IET 458	3
Tech. Project Proposal IET 459	1
Restricted Elect. EAET 410 Eng. Ethics	3
Elective	3
	16

Second Semester

	Credits
Technical Project IET 460	3
Statistical Quality Ctrl. IET 452	3
Product & Inven. Ctrl. IET 456	3
Elective	3
	12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY (120 Credits)

FRESHMAN

First Semester

	Credits
E 150 English I	3
Math M 151/152/153/154	3
IT 121 Prod. & Struct. Design I	3
IT 180 Intro Ind. Tech.	2
HED 151/PE 150/MS 101	2
UNIV 101 Univ. Comm.	2
	15

Second Semester

	Credits
E 151 English Comp. II	3
M 155 Math	3
IT122 Prod. & Struct. Design II	3
CS 150*; 151; MGT 216;	3
MUT 150	
ET 250*; S 250; S150, BA 331	3
	15

SOPHOMORE

First Semester

	Credits
BSC 150 or 152 Bio Sci	3
BSC 151 or 153 Bio Sci Lab	1
ARTS 250 or MU 250 or D 254	3
IT 251 Intro. to Comm.	3
IT 330 Tech. Concepts in Mfrg.	3
PS 252; FCS 251;	3
ECON 250; 255; ET 255	
	16

Second Semester

	Credits
PSC 150 or 152 Psc. Sci.	3
PSC 151 or 153 Psc. Sci. Lab	1
H 250 or H 251	3
IT 381 Graphic Comm.	3
IT 221 Mfg. Tech	
E 251 World Lit. / E 250	3
	16

JUNIOR

First Semester

	Credits
IT 211 Const. System	3
IT 241 Transp. & Engy.	3
IT 305 Psy. App. to Work	3
SOC 250; PSY 250; EPSY 250	3
Elective	3
	15

Second Semester

	Credits
IT 331 Power Mechanics	3
IT 252 Elect. & Electronics	3
ETS 250 African-Amer. His.	3
IT 325 Construction Practice	3
Elective	4
	16

SENIOR

First Semester

	Credits
IT 410 Facil. Plan & Mgt.	3
TED 326 Tech. for Learners Special Needs	3
IT 301 His. & Phil	3

Second Semester

	Credits
12 hrs. of Concentrated*or Dept. Approved Courses	

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Vision Statement:

The Department of Mathematics and Computer Science is to be the best by continuously enhancing the teaching and learning environment, improving the quality of education through instruction and research, and providing quality service to our students and other constituents.

Mission Statement:

The Department of Mathematics and Computer Science mission is to provide an educational environment responsible for producing highly skilled, competent and well prepared computer scientists, mathematicians, and teachers to enter professional careers, pursue degrees beyond the baccalaureate level, and live productively in a global, culturally diverse, and technologically advanced society.

OBJECTIVES

The objectives of the Department are:

- To provide a wide variety of courses in mathematics and computer science to meet the needs of the university population;
- To review the course offerings of the department periodically and to ensure that the curricula provide adequate training in all areas necessary to prepare students for graduate work, teaching, and employment in areas related to their major;
- To provide for high standards in courses which will prepare students with the necessary tools to be successful in society;
- To provide the kind of atmosphere in classes which will encourage students to be self-starting, self-directed, and creative in their thinking; and
- To encourage faculty and students to seek continuous collaboration that will improve the department generally, and specifically improve the quality of instruction and research.

PROGRAM OFFERINGS

The Department of Mathematics and Computer Science offers programs leading to the Bachelor of Science degree in the following major areas: Computer Science, Mathematics, Teaching of Mathematics, and Mathematics and Computer Science (Double Major).

PROGRAM REQUIREMENTS

Students majoring in Mathematics or Computer Science must complete the degree requirements as outlined in the Catalog. Majors and minors are required to have at least a "C" in all required Mathematics or Computer Science courses included in their curriculum.

Students who entered the University or declared a major in Mathematics or Computer Science, prior to Fall 2012, may complete the degree requirements in the 2012-2014 Catalog. However, students who entered the University or declared a major in Mathematics or Computer Science, effective Fall 2012, must complete the degree requirements as outlined in the 2012-2014 Catalog.

MAJOR AND MINOR PROGRAMS

The mission of our major programs is to achieve national prominence by providing outstanding education and research training to our students and prepare them for productive careers in industry, academia, and government, and to live productively in a global, culturally diverse and technologically advanced society.

Computer Science Program-The major in Computer Science prepares a student for employment in business, industry, or government and for further study in computer science or a cognate field. The Computer Science program is accredited by the Computing Accreditation Commission of ABET; www.abet.org.

Objectives of the Computer Science Program

A few year's after graduation, our Computer Science Alumni will be able to:

1. Function ethically and responsibly, remain informed and actively involved in social and professional services locally, nationally, and globally.
2. Apply their knowledge and skills to pursue careers in teaching, industry, and government and/or obtain an advanced degree.
3. Respond to changes in the computer science discipline and function effectively in a diverse global economy individually and in multidisciplinary teams.
4. Apply basic principles and the knowledge of computing for the benefit of society.

Student Learning Outcomes

Upon completion of the Computer Science Program, **graduates will have the ability:**

- a) To apply knowledge of computing and mathematics appropriate to the discipline.
- b) To analyze a problem and to identify and define the computing requirements appropriate to its solution.

- c) To design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
- d) To function effectively on teams to accomplish a common goal.
- e) To understand professional, ethical and social responsibilities.
- f) To communicate both verbally and in writing.
- g) To analyze the impact of computing on individuals, organizations and society, including ethical, legal, security and global policy issues.
- h) To describe the role of professional societies and the benefits of graduate study.
- i) To use current techniques, skills, and tools necessary for computing practices.
- j) To apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- k) To apply design and development principles in the construction of software systems of varying complexity.

Mathematics Program-The major in Mathematics provides the student with a good preparation for graduate study in mathematics, applied mathematics, statistics, or operations research as well as for many industrial positions as a mathematical analyst/programmer. With electives in business, this major is excellent preparation for actuarial careers.

The Mathematics curriculum is also designed to provide students with opportunity to study areas of application such as economics, natural sciences, and psychology which will deepen their understanding of the role of mathematics.

Objectives

The objectives of the Mathematics program are:

1. To produce graduates who are able to apply mathematical concepts and principles independently;
2. To produce graduates who are able to recognize and construct proofs;
3. To produce graduates who are able to understand the interrelationship of the different branches of mathematics studied (*algebra, analysis, geometry, number theory*);
4. To produce graduates who are able to appreciate the historical, philosophical, and cultural significance of mathematics covered in the curriculum; and
5. To produce graduates who are able to pursue graduate study or careers in business, industry, or government .

Student Learning Outcomes

Upon completion of the Mathematics Program, graduates will have the ability:

- a. To formulate, analyze and solve application problems for various real-life situations by using concepts from several areas of mathematics, statistics and operations research, and other

disciplines.

- b. To use technology, computer programs and algorithms in problem solving activities to investigate solution by graphical and numerical methods.
- c. To collect, organize, analyze, interpret and present results, involving statistical data, mathematical patterns and structures.
- d. To recognize, construct proofs and critically analyze proposed proofs in mathematics.
- e. To appreciate and analyze professional issues and significance of mathematics in the historical, philosophical, and cultural context.
- f. To perform independent and collaborative research in mathematics or other disciplines by applying advanced mathematical concepts, and presenting results in a written report and oral or poster presentation before peer and faculty members.

Teaching of Mathematics Program (Mathematics Education)-

The major in the Teaching of Mathematics provides the necessary preparation for secondary school mathematics teaching. When supplemented with a computer science minor, it is sufficient preparation for many jobs in industry as a mathematical analyst or programmer. This program is adequate preparation for graduate work in Mathematics or Mathematics Education. The Teaching of Mathematics Program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Objectives

The objectives of the Teaching of Mathematics program are:

1. To produce graduates who are able to appreciate the historical, philosophical, and cultural significance of mathematics covered in the curriculum.
2. To produce graduates who are able to demonstrate knowledge and understanding of the processes of mathematical problem solving and show an appreciation for mathematical rigor and inquiry by using reasoning and proof.
3. To produce graduates who are able to communicate mathematical thinking - orally and in writing- to peers, faculty and others, in order to make distinctions and make connections between and among mathematical ideas, in order to build mathematical understanding.
4. To produce graduates who are able to embrace technology as a vital tool for teaching and learning mathematics and use varied representations of mathematical ideas to deepen and extend mathematical understanding, when teaching mathematics.
5. To produce graduates who are able to support a positive disposition toward mathematical processes, mathematical content and mathematical pedagogy.
6. To produce graduates who are able to demonstrate a sufficient depth of knowledge in the seven content areas of secondary mathematics – knowledge of numbers and operations, algebra, geometry, calculus, discrete mathematics, data analysis & probability, and measurement - in order to provide the competence necessary for teaching secondary mathematics.
7. To produce graduates who are able to use process, content and pedagogical skills to provide experiences in mathematics classrooms that will increase students' knowledge of mathematics.

Student Learning Outcomes

Upon completion of the Teaching of Mathematics Program, graduates will have the ability:

- a) To apply and adapt a variety of appropriate strategies to solve problems.
- b) To develop and evaluate mathematical arguments and proofs.
- c) To select and use various types of reasoning and methods of proof.
- d) To communicate mathematical thinking coherently and clearly to students, faculty, and others.
- e) To use the language and notations of mathematics to express ideas precisely.
- f) To recognize and apply mathematics in various contexts, both within and outside of mathematics.
- h) To use spreadsheets, dynamics graphing tools, computer algebra systems, statistical packages, graphing calculators, data-collection devices, and presentation software.
- i) To employ and make use of stimulating curricula
- j) To plan, implement and assess mathematics activities to ensure that they promote and extend students' understanding of mathematics.
- k) To understand the role of assessment in shaping instruction.
- l) To analyze student errors and use that information to plan appropriate instruction.
- m) To recognize and use appropriate assessment tools that are both standards-based and that address a variety of student learning styles and abilities.
- n) To be committed to developing lessons and units that address appropriate learning goals, including those that address, local, state, and national mathematics standards.

Minor in Computer Science Minors in Computer Science must satisfactorily complete each of the following Mathematics and Computer Science courses with at least a "C":

M153 or M158, M 163 or M 168, M208 or M309, M215, CS 160, CS 170, and CS 260. (*twenty-four or twenty-six semester hours*).

Minor in Mathematics Minors in Mathematics must satisfactorily complete the following Mathematics and Computer Science courses with at least a "C": M153 or M158, M 163 or M 168, M207 or M305, M208 or M309, M215, M306, M314, and CS160 or an approved programming

language. (twenty-five or twenty-seven semester hours).

Double Major in Mathematics and Computer Science A double major in mathematics and computer science is the fulfillment of the degree requirements in both majors concurrently. To earn a degree with a double major in mathematics and computer science, the student must fulfill all of the requirements of both degree programs. A double major in mathematics and computer science does not imply a dual degree in mathematics and computer science. One diploma will be awarded, but a notation recognizing the completion of a second major will be posted on the students permanent academic record. To be eligible to pursue a double major in mathematics and computer science, a student must have completed a minimum of sixty (60) semester hours of course work with a minimum 2.500 cumulative GPA. As a minimum, the course work must include CS160, CS170, M158, M168, and M215. The student must have a "B" average (3.000) in all mathematics and computer science courses that have been taken. Under special circumstances, the Department Chair may waive these requirements. To initiate a double major, a student should contact the Chair of the Department of Mathematics and Computer Science and complete the appropriate forms with the Registrars Office.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MATHEMATICS
(120-122 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
PE 150/HED 151/MS 150	2	S 150/S250/ET 250	3
E 150 Eng Comp	3	M 168 Calculus II	4
M158 Calculus I	4	M 215 Logic, Sets, Proofs	3
M 210 Finite Math	3	CS 161 Intro Programming	3
CS 151 Computer Sci	3		
	17		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
E 250/251 World Lit	3	H 250/251 World Civ	3
MU 250/ARTS 250/D 254	3	PSY 250/EPSY 250/SOC250	3
M 278 Calculus III	4	M 315 Discrete Math	3
ECON 250/255/ET 255	3	HU 250 Cultural Awareness	3
P 254 Gen Physics I	3	P 255 Gen Physics II	3
P 251 Gen Physics I Lab	1	P 253 Gen Physics II Lab	1
	17		16

JUNIOR

First Semester		Second Semester	
	Credits		Credits
Elective	3	Group I	3 or 4
M 314 Linear Algebra	3	M 306 Modern Algebra	3
M 305 Intro Mod Geom	3	Group II	3
M 309 Stat Meth & Anal	3	Elective	3
M 403 Differential Eq	3	Group III	3
	15		15

SENIOR

First Semester

	Credits		Credits
M 404 Real Anal I	3	Elective	3
M 410 Numerical Anal. I	3	Elective	3
Group I	3 or 4	Group II	3
Group III	3	Group III	3
	12		12

Second Semester

- Group I:** M 207, M 301, M 303, CS 160, CS 170 (Take a minimum of 2 courses) 6 or 8 hours
- Group II:** M 310, M 350, M 408, M 409, M 412/IET357 (Take a minimum of 2 courses) 6 hours.
- Group III:** M 405, M 406, M 407, M 411, M 498 (Take a minimum of 3 courses) 9 hours.

**CURRICULUM LEADING TO DEGREE OF
BACHELOR OF SCIENCE IN
COMPUTER SCIENCE
(125 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
CS 151 Intro to Comp. Sci.	3	CS 160 Programming I	4
Science Option 1	4	E 151 Eng Comp	3
M 158 Calculus I	4	S150/S250/ET250	3
E 150 Eng Comp	3	M 168 Calculus II	4
UNIV 101 Univ Comm	2	PE 150/HED 151/MS 150	2
	16		16

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
CS 170 Programming II	4	CS 280 Data Structures	3
ECON 250/ECON255/ET255	3	HU 250 Cultural Awareness	3
E 250/E 251 World Lit	3	CS 260 Programming III	4
H 250/H 251 World Civ	3	SOC 250/PSY 250/EPSY250	3
M 215 Logic, Sets, Proofs	3	M 208 Intro to Statistics	3
	16		16

JUNIOR

First Semeste		Second Semester	
	Credits		Credits
CS 300 Computer Logic	3	CS 304 Comp Organization	3
CS 318 Programming Lang.	3	CS 320 Algorithm Analysis	3
MU 250/ARTS 250/D 254	3	P 255 Gen. Physics II	3
P 254 Gen. Physics I	3	P 253 Gen. Physics II Lab	1
P 251Gen. Physics I Lab	3	M 315 Discrete Math	3
M 314 Linear Algebra	1	CS 350 Social Implications	1
	16		14

SENIOR

First Semester		Second Semester	
	Credits		Credits
CS 401 Operating Systems	3	CS 420 Comp. Networks	3
CS Advanced Elective ²	3	CS 411 Data Base Mgt.	3
CS 405 Software Engineering	3	CS Advanced Elective ²	3
CS Advanced Elective ²	3	Free Elective ³	3
Free Elective ³	3	Free Elective ³	3
		CS 444(Capstone Assessment and Prof. Deve.)	1
	15		16

- Science Options:** B 150 & B 154, B 151 & B 152, C 150 & 151, C & 153
- CS Advanced Electives Options:** Take a minimum of 3 courses (9- hrs.) from the list of courses: CS 323, CS 324, CS 417, CS 418, CS 460, CS 480, CS 495, HCS 498
- CS Free Electives:** a. Recommended Courses: CS 205, CS 209, CS 210, CS 240, CS 307, HCS 399, CS 402, CS403, CS 496, CS 499
b. May take other courses not needed to satisfy the curriculum requirements.

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE
IN MATHEMATICS AND COMPUTER SCIENCE
(Double Major)
(156 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
E 150 Eng Comp	3	M 168 Calculus II	4
M 158 Calculus I	4	CS 160 Programming I	4
CS 151 Intro to Comp. Sci.	3	Science Option	4
M 210 Finite Math	3	S 150/S250/ET 250	3
PE 150/HED 151/MS 150	2		
	17		18

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
E 250/E 251 World Lit	3	H 250/H 251 World Civ	3
M 215 Logic, Sets, Proofs	3	M 315 Discrete Math	3
M 278 Calculus III	4	CS 260 Program.III (Group I)	4
CS170 Program. II (Group I)	4	ECON 250/255/ET 255	3
PSY 250/EPSY 250/SOC 250	3	MU 250/ARTS 250/D 254	3
		HU 250 Cultural Awareness	3
	17		19

JUNIOR

First Semester		Second Semester	
	Credits		Credits
M 314 Linear Algebra	3	Group II	3
M 208/309 Statics	3	CS 304 Comp Organization	3
CS 280 Data Structure	3	CS 318 Org Prog Lang	3
CS 300 Computer Logic	3	CS 320 Algorithm Analysis	3
P 254 Gen Physics I	3	P 255 Gen Physics II	3
P 251 Gen Physics I Lab	1	P 253 Gen Physics II Lab	1
CS 350 Social Implications	1		
	17		16

SENIOR

First Semester		Second Semester	
	Credits		Credits
M 305 Intro Mod Geom	3	M 306 Modern Algebra	3
M 403 Differential Eq	3	CS 411 Data Base Mgt	3
M 404 Real Anal I	3	Group II	3
M 410/CS 402 Num. Anal.	3	Group III	3
CS 405 Software Engineering	3	CS 420 Comp. Networks	3
CS 401 Operating Systems	3	CS Advanced Elective	3
	18		18

5th YEAR

Group III	3
Group III	3
CS Advanced Elective	3
CS Advanced Elective	3
Free Elective	3
CS 444 (Capstone Assess. and Professional Dev.)	1

16

CS ADVANCED ELECTIVE OPTIONS:

Take a minimum of 3 courses (9 hrs.) from the list of courses: CS 323, CS 324, CS417, CS418, CS460, CS480, CS495, HCS498
SCIENCE OPTION: B150 & 154, B151 & 152, C150 & 151, C152 & 153

Groups and Options

- Group I:** M 207, M 301, M 303, CS 170, CS260
Group II : M 310, M 350, M 408, M409, M 412/IE/T 357
Group III: M405, M406, M 407, M411/
CS 403, M498

**CURRICULUM LEADING TO THE DEGREE
OF BACHELOR OF SCIENCE IN
MATHEMATICS EDUCATION
(124 Credits)**

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
UNIV 101 Univ. Comm.	2	E 151 Eng. Comp.	3
E 150 Eng. Comp.	3	Science Option II	4
Science Option I	4	M 168 Calculus II	4
M 158 Calculus I	4	Speech 150 or 250 or	
M 210 Finite Math	3	Engineering Tech. 250	3
		ED 206 Intro. to Education	3
	16		17

Application to Education

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
E 250 or 251 Worldn Lit.	3	H 250 or 251 World Civ.	3
M 215 Logic, Sets, Proofs.	3	EPSY 260 Prin. of Learn.	3
M 278 Calculus III	4	M315 Discrete Math	3
CS 151 Intro. to Comp. Sci.	3	M 207 Found. Geometry	3
EPSY 250 Human Growth	3	Economics 250 or 255 or	
PE150/HED 151/MS101	2	Engineering Tech. 255	3
		CS 161 Intro to Program.	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester		Second Semester	
	Credits		Credits
Art/Music 250/Drama 254	3	M 306 Modern Algebra	3
M 305 Intro to Modern Geo.	3	ED 308 Seminar I: Gen	
SPED 216 Intro to Excep.	3	Teach Methods	3
Children		RED 317 Teach. Read. Cont.	3
M 208 Intro to Stats.	3	HU 250 Cultural Awareness	3
M 314 Linear Algebra	3	M 490 Prob. Solving Math	3
	15		15

Admission to Advanced Standing

SENIOR

First Semester		Second Semester	
	Credits		Credits
ED 425 Seminar II	3	ED 430 Prof. Clinic Exp.	12
M 404 Intro to Real Analy.	3		
ED 450 Senior Ed. Seminar	1		

Elective	3	
Elective	3	
	13	12
Application for Professional Clinical Experience		Application for Graduation
Science Option I:	BSC150&151, BSC152&153, B150 & B154, B151 & 152	
Science Option II:	PSC 150&151, PSC 152&153, P250&251, P252&253, P254&251, P255&253, C150&151, C152&153	

DESCRIPTION OF COURSES

SPECIAL COURSES

INTRODUCTION TO THE UNIVERSITY COMMUNITY

UNIV 101. Introduction to the University Community. 2(2,0).

Introduction to the University Community is a general-education course designed to assist students in bridging the gap between high school and college. This is a course which seeks to develop within the student the need and desire to excel in the college experience and to present to him the avenues which lead to success. Required of all students entering with less than 30 semester hours. (F,S)

CAREER DEVELOPMENT

GUID 201. Cooperative Education (Co-op) is a student work/study program in which students participate in a significant career-oriented work experience in business, industry, military government or social service while pursuing their college degree.

The purpose of the program is to provide students with challenging planned work experience directly related to their college curriculum.

Upon graduation they enter the labor market with an enriched background of work experience and "life" experiences so often asked for by potential employers.

Co-op helps in better preparing students for the world of work by offering them early exposure to the work environment while they are engaged in the learning process. This experience also provides an opportunity to examine original career choices to determine if the one selected is the most appropriate.

Students receive six hours of credit for each co-op experience, earning while they learn. Students are required to complete a minimum of two assignments. They get a chance to apply what they have learned in the classroom to a real work situation. Minimum grade-point average required may vary, but at least a 2.30 is necessary. Persons interested in the Co-op program should make application with the Office of Career Planning and Placement.

GUID 202. This course is the second phase of the alternating pattern allowing students to complete their program of studies within the minimum time consistent with the obtainment of meaningful work experience. Persons interested in the Co-op program should make application with the Office of Career Planning and Placement. *Prerequisite:* GUID 201. 6.0 Credit Hours.

CD 210. Career Development Seminar. This course is designed to provide experiences and knowledge which will enable students to develop the necessary skills to assemble and organize information about themselves and the world of work in order to make career/life decisions.

ETV Course

ED 526. The Teacher as Manager. 3(3,0). Hosted by Don Upton, "The Teacher as Manager" applies the management techniques used in business and industry to the classroom. Course programs cover such topics as crisis management, behavior modification and evaluation tools. The course was produced through a South Carolina Commission on Higher Education consortium arrangement between ETV, USC, The Citadel, Clemson University, the College of Charleston, South Carolina State College and Winthrop College. (F,S)

COLLEGE OF BUSINESS AND APPLIED PROFESSIONAL SCIENCES

DEPARTMENT OF ACCOUNTING, ECONOMICS AND AGRIBUSINESS

ACCOUNTING

ACCT 207. Financial Accounting. 3(3,1). An introduction to the basic concepts and principles used in financial reporting and the preparation of financial statements. Emphasis is placed on the use of accounting information in making external business decisions. *Prerequisites:* MATH 154. (F, S).

ACCT 208. Managerial Accounting. 3(3,1). An introduction to the basic concepts and principles of accounting data used by managers in planning and controlling operations. Emphasis is placed on the use of accounting information in making internal business decisions in a changing global environment. *Prerequisite:* ACCT. 207. (F,S).

ACCT 307. Intermediate Accounting I. 3(3,1). This course is designed to provide both a conceptual and practical understanding of generally accepted accounting principles (GAAP) related to the preparation of financial statements and the underlying theories, ethical and global considerations in accounting for current and non-current assets. *Prerequisite:* Acct. 207. (F,S)

ACCT 308. Intermediate Accounting II. 3(3,1). This course provides a conceptual and practical understanding of GAAP related to stockholders equity, liabilities, income taxes, earnings per share, accounting changes and statement of cash flows. *Prerequisite:* ACCT. 307 (F,S).

ACCT 310. Intermediate Accounting III. 3(3,1). This course provides a conceptual and practical understanding of GAAP related to stockholders equity, liabilities, income taxes, earnings per share, accounting changes and statement of cash flows. *Prerequisite:* ACCT. 308. (F,S).

ACCT 311. Cost Accounting. 3(3,1). A course dealing with methods and procedures in cost accounting. An analysis of problems in cost accounting dealing with job, process and standard costs systems. Emphasis is placed on determining the cost of manufacturing a product. *Prerequisite:* ACCT. 208. (F,S).

ACCT 312. The Ethical and Legal Environment of Accounting. 3(3,0). This course is a study of the ethics espoused by accountants

and their professional organizations with attention given to the current legal climate in which accountants operate. It is designed to provide a conceptual framework and practical understanding of the legal liability and ethics as it applies to the various accounting fields (audit, management, tax, consulting, etc.). *Prerequisites:* ACCT 308. (S)

ACCT 313. Federal Tax Procedures I. 3(3,1). This course provides an understanding of the federal income tax code as it relates to the income tax preparation of individuals. Students enrolled in the course acquire practical experience through preparation of computerized income tax returns. *Prerequisite:* ACCT. 207, 208. (F,S)

ACCT 314. Federal Tax Procedures II. 3(3,1). This course provides an understanding of the federal tax code as it relates to corporation and partnerships with limited coverage of federal taxation of gifts, estates and trusts. *Prerequisite:* ACCT. 207, 208, 313. (S)

ACCT 315. Governmental Accounting. 3(3,0). Accounts of institutions, municipalities, and state and federal governments; organization procedure, budgets, accounts and records; reports and audits. Course deals with specialized procedure in governmental accounting to exhibit correctly and intelligently the financial facts. *Prerequisite:* ACCT 307.(F)

ACCT 316. Fraud Examination. 3(3,1). This course examines the various elements of fraud investigation, including a discussion of specific procedures used in forensic accounting examinations. Coverage extends to detection, investigation, and prevention of specific types of fraud committed against organizations and individuals such as asset misappropriation schemes, corruption, fraudulent financial reporting, and internal control. *Prerequisites:* ACCT 308 or permission of Department Chair. (F).

ACCT 407. Advanced Accounting. 3(3,0). Selected topics in advanced accounting. Study of unique problems related to consolidated financial statements, international operations, government and non-profit organizations, partnerships and other special topics *Prerequisite:* ACCT 310. (F)

ACCT 415. Auditing. 3(3,0). This course stresses an analysis of techniques used in auditing ethics of the accounting profession. auditing standards and procedures, programs of audit of various accounts; construction and indexing of working papers, and reports to clients, and case studies applicable to various enterprises and current trends. *Prerequisite:* ACCT 310. (F,S)

ACCT 418. Accounting Information Systems. (3,2). This course is designed to provide students with a basic understanding of the core concepts of accounting information systems with an emphasis on business process and the design and use of accounting applications. Students will develop competency in information use, documentation, data modeling, systems development, and internal control. In addition, students will engage in accounting applications involving databases, spreadsheets and general ledger software. *Prerequisite:* ACCT308.

ACCT 419. International Accounting. 3(3,2). A study of multi-national dimensions of accounting with specific reference to relevant circumstances, clusters of financial accounting principles, foreign

currency translation, multiple reporting system, financial disclosure of multinational taxation and transfer pricing. *Prerequisite:* ACCT 308. (F)

ACCT 499. Special Topics in Accounting. 3(3,1). This course is designed to explore a variety of current and emerging issues in the accounting, tax and auditing fields that receives little or no coverage elsewhere in the curriculum. Students will be expected to discuss and write papers as the primary pedagogy for the course. *Prerequisite:* ACCT 308. (S).

AGRIBUSINESS

AGBU 110. Introduction to Agribusiness. 3(3,0). Basic course dealing with the nature, structure, and role of the agribusiness system (industry) within the framework of the U.S. economy. It includes the basic economic and business principles as they relate to the food and fiber sector. (F)

AGBU 270. Agribusiness Management. 3(3,0). Application of management principles to decision making in agribusiness. Emphasis is placed on the application of management functions to the operational and strategic environment unique to agribusiness firms. Consideration is also given to agribusiness financial analysis, cost analysis and resource allocation. *Prerequisite:* AGBU 110 or consent of the instructor. (S)

AGBU 310. Agribusiness Marketing and Price Analysis. 3(3,0). This course involves the evaluation of the structure and performance of agricultural and input supply markets, market price analysis, including price forecasting, application of economic theory and analytical techniques for identifying and solving marketing problems. *Prerequisites:* junior standing. (F).

AGBU 315. Commodity Marketing. 3(3,0). This course is designed to provide students with an in-depth working knowledge of the nature of commodity futures markets. Particularly, the fundamentals and technical aspects of commodity prices, basis trading, hedging and strategies are discussed. A computer simulation model is used for the purpose of practical application of buying and selling of commodity futures *Prerequisite:* AGBU310 or MKT 300. (S).

AGBU 350. Agribusiness Finance. 3(3,0). Principles of financial management and planning are applied to the farm firm and agribusiness sector. Emphasis is given to such topics as financial markets, agribusiness credit and credit institutions, cash flow analysis, capital budgeting, and liquidity management. *Prerequisite:* ACCT 207. (F).

AGBU 440. Agricultural Policy. 3(3,0). Economic analysis of the impact of government policies and programs on agriculture and the rest of the economy. The study includes the discussion and analysis of the historic and continuing role of government in agricultural price and income policies. *Prerequisite:* ECON 301, 302.. (S)

AGBU 455. Agribusiness Strategy. 3(3,0). A capstone course designed to coordinate agribusiness management, marketing, and financial principles; use of cases to analyze the problems faced by managers in agricultural industries; use of simulation games to formulate business strategy. *Prerequisite:* ECON 301, 302 and Senior standing in agribusiness. (S)

AGBU 460. Agribusiness Internship. 3(3,0). Supervised practical experience of working with an agribusiness firm or a related agency. Prerequisite: Departmental Approval.

ECONOMICS

ECON 250. Principles of Macroeconomics. 3(3,0). This course deals with aggregate or “total” economic activity and hence focuses on the things that factor the economy as a whole. The two main topics of macroeconomics are inflation and unemployment, although there are important macroeconomic aspects to economic growth and international trade. (F,S).

ECON 260. Principles of Microeconomics. 3(3,0). This course focuses on the behavior of individual decision makers in the economy. It centers on how these decision makers choose among alternatives and what are the results of these choices. Included among the decision makers are consumers, workers, business firms and governments. (F, S)

ECON 255. Survey of Economics. 3(3,0). A one-semester survey of the principles of economics and application of these principles of economics to economic issues of resources allocation, inflation, unemployment, production, economic growth, money creation and financial institutions. (F, S).

ECON 301. Microeconomic Analysis. 3(3,0). A thorough investigation of resource allocation in a private enterprise system, price and output determination under alternative market structures, consumer behavior, and factor income. Prerequisite: ECON 260. (S).

ECON 302. Macroeconomic Analysis. 3(3,0). A thorough investigation of the macroeconomic forces that influence business. Topics include the determination of GNP /GDP and employment levels, consumption and investment behavior, inflation, unemployment, appropriate monetary and fiscal policies, budget deficit, and trade deficit. Prerequisite: ECON 250. (F)

ECON 305 Business and Economic Forecasting. 3(3,0). This course includes a review of the techniques and models used in forecasting various business variables such as: sales, resource supply, and macroeconomic variables such as GDP, inflation, employment, etc. The emphasis will be to enable the student to become familiar with and have a working knowledge of quantitative methods for providing answers to various types of business and economic problems. The application of these forecasts in an uncertain business environment and as a tool of planning will be examined. Prerequisite: ECON 250 and 260, BA 214, (S)

ECON 307 Labor Economics. 3(3,0). This course introduces the student to the economic analysis of the labor market. It includes a review of the determinants of Labor Supply and Labor Demand. It also includes a review of the basic theory of Human Capital. Prerequisite: ECON 250 and 260, (S)

ECON 309 Financial Institutions and Market. 3(3, 0). The course provides an understanding of the U.S. financial system. Topics include corporate flow of funds, financial intermediation, commercial and central banks, monetary theory, financial factors and economic activity, level and structure of interest rates, and debt and derivative markets such as

bonds, commercial paper, mortgage backed securities. Prerequisite: ECON 250 or ECON 255

ECON 363. Personal Money Management, 3(3,0). The course introduces the students to the fundamental problems of personal economic decision-making. Topics include personal finance issues such as personal financial planning, rules of money management and savings, credit management, taxes, insurance, investment in fixed-income securities, stock, and mutual fund. Prerequisite: ECON 250 or ECON 255 or approval of instructor.

ECON 401 Current Economic Problems. 3(3,0). This course involves an application of economic principles to analyze present-day economic problems. The flexibility of this course permits the inclusion of any contemporary economic issue. Prerequisite: ECON 250-260 or ECON 255, (F,S)

ECON 407: International Economics. 3(3, 0). The course introduces the students to the analysis of international trade and payments. Topics include trade theory, the environment of international financial system, foreign exchange markets, exchange rate risk management, capital budgeting for multinationals, the financing of foreign operations, and international banking. Prerequisite: ECON 250 or ECON 255.

ECON 410. Introduction to Econometrics. 3(3,0). Application of statistical and mathematical concepts to the solution of economic problems; main topics include the least squares estimator, statistical inference, specification error, heteroscedasticity, auto-correlated residuals, problems of multicollinearity. Prerequisite: MATH 162, BA 214, ECON 260 or permission of the instructor. (F, S)

ECON 411. Mathematical Economics. 3(3,0). This course emphasizes the application of mathematical analysis to introductory micro-and macro economic theory. Graphical representations, algebraic functions of several variables, and differentials calculus provide the framework for analysis. Prerequisite: ECON 250-260; MATH 154. (S).

ECON 415. Managerial Economics. 3(3,0). A study of the application of economic theory to the decision making process in business enterprise. This entails the discussion of demand forecasting, cost analysis, capital budgeting, structure of the firm, and some operation research techniques. Prerequisite: ECON 260 or 255. (F).

ECON 450. Seminar in Economics. 3(3,0). This course will involve classroom presentations on topics in economics. Prerequisite: Senior standing. (S).

DEPARTMENT OF BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION

BA 101. Introduction to Business. 3(3,0). This is an introductory course to the field of business. It is designed to help students understand the American business system and the elementary concepts necessary to comprehend business organizations. Professional dress is required. (S)

BA 201. Legal Environment of Business. 3(3,0). As an introduction to business law, this course is designed to cover the fundamental principles of business law. Comprehensive and practical in coverage, it explores the traditional legal environment in which business is conducted (e.g., consumerism, labor law, and government regulations of business, and current trends in the law). It stresses aspects of the law that are essential to the decision-making process and focuses on the business use of legal knowledge. (F,S)

BA 213. Quantitative Analysis I. 3(3,0). Designed to give an introduction to the basic concepts and procedures of statistics. The course lays the foundation for the mathematics of rational decision-making. Topics include: measures of central tendency, dispersion, skewness, and kurtosis; probability; sampling tests of significance, and the application of these to sampling theory. Prerequisites: Mathematics 154 and Mathematics 155. (F,S)

BA 214. Quantitative Analysis II 3(3,0). Designed to give an introduction to the basic concepts and procedures involved in the analysis of relationship and business change. Topics include: correlation and regression analysis; time series, secular trend, seasonal variation and cyclical fluctuations. Prerequisite: BA 213. (F,S)

BA 301. Introduction to International Business. 3(3,0). Essential elements of international business. Topics covered include environments of international business, theories of international business, international financial institutions, multinational corporations and international strategic management. Prerequisites: BA 101, MGT 301 (F,S)

BA 304. Business Law. 3(3,0). This course explores the law as it relates to contracts, agency, business torts and crimes (including computer crime), commercial paper, ethics, sales, trusteeship, bankruptcy, legal responsibility of accountants and business organizations. It further treats business taxation, antitrust enforcement, franchises, and security regulations. It highlights those private law areas which may particularly constrain business operations; and how multinational business can be affected by law. Prerequisite: BA 201.

BA 309. Introduction to Information Systems. 3(3,0). This course is designed to introduce students to the basic concepts of information systems using application programs from the Microsoft Office Suite. It will give students practice in using application programs such as Word, Excel, Access, PowerPoint, and Outlook. Class assignments will also provide students the opportunity to integrate their computer application skills and generate business reports.

BA 311. Business Communications. 3(3,0). This course is designed to emphasize and enhance the importance of communication skills in the business world. It identifies and reviews the foundations of communication for business listening, speaking, writing, and reading. It broadens the communication experience by building communication skills with technologies, and practical business application, improving communication skills of non-native speakers of English, and by developing intercultural communication skills for the global business community. The ultimate mission of this course is to prepare students to become confident, flexible, resourceful communicators in the field of business. Prerequisite: English 150. (F,S).

BA 312. Production and Operations Management. 3(3,0). This course is a survey of the major operational functions of organizations. Emphasizes the identification of major problem areas associated with the conversion of resources into goods and services within the framework of the management process of planning, organizing, and control. The course covers the techniques to solve problems related to; capacity, facility location, job design, work measurement, scheduling, and inventory and quality control. Prerequisite: BA 214. (F,S)

BA 450. Business Internship. 3(1,2). Supervised laboratory hours in actual office experience in various aspects of business administration, including accounting, insurance, retailing, and management. Plans may be arranged for off-campus internship during the school year and during the summer. Prerequisite: Approval by the Instructor. (F,S)

BA 499. Special Topics in Business. (14). Topics will be selected from various areas in Business including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval by the Instructor.

MANAGEMENT

MGT 301. Principles of Management. 3(3,0). A study of business policy on the managerial level, including questions of location, internal coordination, financial control, employee relations and government control. Prerequisite: BA 101. (F,S)

MGT 304. Human Resource Management. 3(3,0). An analysis of the problems of building an efficient work force and developing sound relations among people in an organization. The organization of an effective human resource program and the development of sound personnel policies and procedures are stressed. Prerequisite: MGT 301. (F,S)

MGT 305. Insurance. 3(3,0). A study of the various types of insurance, including fire, casualty, title, liability and compensation. Life insurance and its programming are included. Prerequisite: Junior standing.

MGT 306. Real Estate. 3(3,0). A study of the field of real property and the devices used in selling and transferring it. Familiarity with documents and their handling is stressed. Prerequisite: Junior standing.

MGT 308. Organizational Theory and Behavior. 3(3,0). This course is designed to explore the dynamics of behavior in organizational settings, at the individual, interpersonal, and group levels. It includes the comprehensive coverage of both micro- and macro-organizational behavior. Topics emphasized are motivation, communication, leadership, organizational development, group functions and processes. Prerequisite: MGT 301. (F,S)

MGT 310. Management Information Systems. 3(3,0). This is a course in the analysis, design and implementation of management systems, and how they are applied to the decision process within business firms to enhance managerial effectiveness and efficiency. Special emphasis will be placed on data organization, storage retrieval, processing and reporting. Prerequisite: Junior standing. (F,S)

MGT 316. Database Management Systems. 3(3,0). This course integrates theoretical and practical aspects of database management systems. Emphasis is given on (1) basic technical concepts and system resources for data; (2) data environment; (3) database concepts such as relational databases, normalization, data dictionaries and directories; and (4) use and management of databases. Prerequisite: MGT 310.

MGT 320. Introduction to Financial Management. 3(3,0). This course is an introduction to the field of business management known as finance. The first business finance course introduces students to the concepts and problem-solving techniques related to financial decision making. The course seeks to help students to answer the following questions: Which assets should a firm acquire? How much should a firm invest in these assets? How should the firm finance these assets? In order to answer these questions, this course aims to make the students proficient in the use of concepts and techniques related to major investment and financing decisions. Some concepts stressed in this course are: time value of money, risk and return tradeoff, asset valuation models, capital budgeting, and capital structure. Prerequisites: ACCT 208, BA 213. (F,S)

MGT 321. Personal Finance and Investments. 3(3,0). This course is required for Management majors in addition to the personal finance and investment analysis fundamentals, students enrolled in this course will get a managerial and professional perspective inherent in financial decision making. The concepts learned and the skills gained through this course will (1) complement the learning objectives of the Financial Management course (MGT 320) and (2) prepare them for a possible career as a personal financial advisor or credit counselor in the consumer finance, investment, or mortgage loan industry. Prerequisites: MGT 310 and MGT 320. (F,S)

MGT 412. Entrepreneurship. 3(3,0). Understanding small business operations that range from starting a new business, operating and managing a small business, to the legal considerations and government assistance for small business. In each area, the emphasis is placed upon those aspects that are uniquely important to small firms. Examples of how to operate major types of small business in a case method analysis will be covered. Prerequisite: Senior standing and department approval. (F,S)

MGT 415. Total Quality Management. 3(3,0). This course will deal with the methods of Total Quality Management (TQM). Theory and practice of TQM will be combined by studying cases and examples from Toyota, Xerox, Ford, Citibank, Motorola and others. The ideas of Deming, Juran, Ishikawa, Taguchi and Crosby will be studied and critiqued. TQM in the context of both manufacturing and services will be studied in depth and linkages between operations, design, marketing, and procurement will be emphasized. The focus will be on the role of TQM in regaining competitive edge which American businesses have recently lost. Topics covered will include: Traditional view of quality management, modern quality management, Total Quality Management, statistical concepts in quality control, control charts, acceptance plan, computers in quality control, quality management in services, and the role of senior management and other employees in making TQM happen. Prerequisites: BA 214, BA 312, MGT 301.

MGT 416. Decision Support and Expert Systems. 3(3,0). This course deals with business problem solving, decision-making and how to use computers as resources to gain the insight needed to support selection of alternative decisions. In particular, this course places emphasis on (1) methods of decision-making and problem solving; (2) decision and expert support systems; (3) rule-based expert systems; (4) modeling with spreadsheets; (5) manipulating decision-making procedures; and (6) developing and using management models. Prerequisites: BA 312, MGT 301, MGT 310.

MGT 417. Systems Analysis and Design. 3(3,0). A one-semester study of the process to develop information technology solutions to address management problems. The methodology presented is applicable to both large computer-based solutions and personal computer based solutions. Topics include problem analysis techniques, system, program and data specification techniques, plus project management techniques. Prerequisites: BA 312, MGT 301, MGT 310. (S)

MGT 418. E-Commerce 3 (3,0). Electronic Commerce has changes the way businesses operate and compete in the global marketplace. This course introduces E-Commerce from both managerial and technological perspectives. It examines existing e-business models, new e-business opportunities, prevalent web technologies, and strategic issues associated with each model. Prerequisite: MGT 310. (F)

MGT 419. International Strategic Management. 3 (3,0). The course is a study of international management focusing on the role of executive, middle, and front line management in directing and improving organizational performance in a global environment. Major topics include strategic, cultural, behavioral, legal and functional aspects of international management. Concepts covered include the management of various types of international risk, strategic planning, operations, communications, negotiations, human resource management and legal and socio-ethical issues relative to business decision making. Development of management systems, as well as, the functions, strategies, and structures of management will be discussed.

MGT 420. Human Resource Development(HRD), 3 (3,0) This course will emphasize the theory of training and development to include needs assessment, workforce development policy, evaluation of training and its relationship to competitive advantage and human capital development. Prerequisite: BA 201, MGT 304

MGT 421. Labor Relations. 3(3,0). This course is designed to investigate the industrial relations movement in the United States and its influence on Public Policy and Human Resources Management. Topics include origins of the U.S. Labor movement, a chronological history of labor activity prior to 1900, a detailed analysis of the major labor legislation passed during the twentieth century, the organizing process, collective bargaining, contract negotiation, discipline and grievance processes, and an examination of the future of the U.S. labor movement.

MGT 422. Human Resource Recruitment and Selection. 3(3,0). This course examines the organizational functions of employment recruitment, selection, staffing, training, and personnel development. Topics include the legal considerations of recruitment and selection, reliability and validation of selection measurement tools, job analysis

and job design, information collection through the use of application forms, interviews and references, ability tests, and personality assessment. Prerequisite: MGT 301, MGT 304

MGT 423. Corporate Finance. 3(3,0). Intensive analysis of financial decision-making in the firm with is emphasis on both short-term and long-term asset and financing decision. Analytic tools of finance will be introduced. The course is a sequence of financial management, MGT 320. It will focus upon valuation concepts, risk-return analysis, financial statement analysis, working capital structure and pricing theories. Prerequisite: MGT 320.

MGT 424. Cases and Policies in Human Resource Management. 3(3,0). Through case analysis, the course is designed to develop the students' awareness, knowledge, and skills needed to solve human problems and make the appropriate organizational decisions. Cases will emphasize the current issues in human resource management such as: equal employment opportunity and affirmative action, employee representation, minorities and the disadvantaged in personnel decisions, safety and health, and flexible work scheduling. The cases will take place in college, government, industry and hospital organizations. Prerequisites: MGT 304

MGT 425. Investment and Portfolio Analysis. 3(3,0). This course deals with the methods and techniques of valuation of common stocks, bonds, options, risk-return analysis. It will also include introducing portfolios theory, investment management, and the methods of measuring the investment performance. Topics covered include asset pricing models, various portfolio strategies, contingent claim asset pricing, and futures trading. Prerequisite: MGT 320.

MGT 426. Financial Markets and Institutions. 3(3,0). Studies the flow of funds. Analyzes major financial intermediaries. Money and capital markets reviewed with emphasis on interest rates and their impact upon administration of specific financial intermediaries. Creation, operation and public regulation of financial institutions. Prerequisite: MGT 320.

MGT 427. International Financial Management. 3(3,0). The financial problems facing an internationally oriented corporation differ from those facing a domestic corporation in a number of ways. This course addresses these issues from both theoretical and practical points of view. Topics include the international financial system, foreign exchange markets, exchange rate determination, macroeconomic policy and balance of payments, interest parity, international sources of funds, capital budgeting for multinationals, international cash management, managing foreign exchange rate exposure, international portfolio allocations and international finance paradigms. Prerequisites: M 154, MGT 320.

MGT 428. Options and Futures. 3(3,0). This course deals with the valuation of contingent claims, mainly options and futures. The treatment will focus on fundamentals and applications. Topics to be covered include arbitrage relationships, binomial option pricing, the Black-Scholes model, empirical evidence, futures markets. Prerequisites: M 154, MGT 320 or instructor's approval.

MGT 429. Compensation. 3 (3,0).. This course involves

developing a compensation system that includes the effective use of rewards in order to improve the competitive advantage of the workplace. This course focuses on how managers can use rewards to attract, retain, and motivate qualified employees. It is intended to provide both an understanding of the theoretical aspects of designing a reward system as well as the legal and global implications. Through lectures, case studies, simulations and class presentations, this course introduces the critical tools needed to provide an effective reward system. Prerequisites: ACCT 207, MGT 301, MGT 304.

MGT 430. Business Policy. 3(3,0). The integration of basic functional business courses, such as accounting, finance, management, law, and marketing to develop an overall company point of view as well as conceptual approaches to dealing effectively with top management problems. Prerequisites: Senior standing, ACCT 208, MKT 300, MGT 301, MGT 320. (F,S)

PROFESSIONAL DEVELOPMENT

SOPHOMORE LEVEL:

SB 201: Professional Development I 1(1,0). This course is the first of three designed to provide supplemental experiences to better prepare students for the transition from college to the highly competitive business world. Special emphasis will be placed on establishing career goals, developing mentor-mentee relationships, determining strengths and weaknesses, and making field trips to businesses. In addition, there will be focus on developing business communication skills and exposing students to successful business professionals. Prerequisite: Sophomore standing and admission to the Business Program. (BA 101) (F,S)

JUNIOR LEVEL:

SB 301. Professional Development II. 1(1,0). The second of a three-course series, this particular course emphasizes self-assessment, resume writing, cooperative education and internship experiences, oral and written communications and career focus. In addition, structured activities and

workshops designed to develop leadership qualities will be provided. Prerequisite: SB 201. Junior standing. (F,S)

SENIOR LEVEL:

SB 400 - Internship/Experiential Learning. 1(0,1). This one-credit course offers practical experience in a business laboratory environment. The structured internship/experiential learning component of the course augments the concepts, theories, and skills learned in previous business and related classes. By promoting professionalism and actual involvement with businesses, this course is ideally suited to allow for school-to-work transition. Prerequisite: Approval by the Instructor. Senior standing. (F,S)

SB 401. Professional Development III. 1(1,0). The third and final component of a three-course series, SB 401 will focus on interviewing skills; preparing for the corporate culture; work ethics; projecting self-confidence and poise; social etiquette; dressing-for-success; and graduate school preparation. There will also be a simulated business environment to allow seniors role-playing opportunities. Prerequisite: SB 301. Senior standing. (F,S)

MARKETING

MKT 300. Principles of Marketing. 3(3,0). The marketing process: functions, institutions, channels involved in distribution of goods and services from producers to consumers; buying motives: role of the middleman; marketing practices: costs. Prerequisite: BA 101. (F,S)

MKT 302. Marketing Management. 3(3,0). This course is an analysis of the planning and control of the marketing functions. Emphasis is placed on the procedures and techniques of decision-making relative to marketing problems. Prerequisite: MKT 300. (F)

MKT 303. Consumer Behavior. 3(3,0). This course deals with the complex forces that affect the decision-making process ritual of consumers in the marketplace. Selected concepts from psychology, sociology, anthropology and other behavior disciplines are analyzed to develop the student's ability to understand and predict reactions of the consumer to marketing decisions. Prerequisite: MKT 300. (S)

MKT 304. Principles of Retailing. 3(3,0). A study of the four basic aspects of modern retail merchandising. (1) Merchandising policies: explores the problems of selecting the proper merchandise mix and service mix; (2) Merchandise planning and controls, and merchandise budgeting; (3) Pricing concepts and principles, markdowns, and legislation; and (4) Buying preparation and timing, resource relationships, negotiations, receiving and marking. Prerequisite: MKT 300.

MKT 402. Sales Management. 3(3,0). A study of the psychology and science of retail selling (stress is placed on the importance of the salesman of the knowledge of his product and of his customers in addition to the necessary steps in making a sale). Prerequisite: MKT 300.

MKT 411. Marketing Channels. 3(3,0). This course deals with the determination of channels and attributes of institutions to wholesaling and retailing; and the flow of economies through these areas. The approach integrates business objectives with specific institutional characteristics to show channel management as a fundamental accomplishment in the business enterprise. Prerequisite: MKT 300.

MKT 412. Marketing Communication. 3(3,0). This course is a study of the promotion mix of the firm. It builds in a vigorous base of consumer psychology and then proceeds to advertising, personal selling, and other used alone or in a combination to communicate satisfying attributes of products and services. Prerequisite: MKT 300.

MKT 413. Principles of Advertising. 3(3,0). A study of the principal areas relevant to planning, building, implementing and evaluating advertising and promotional activities, the coordination and integration of advertising with a total marketing effect; role of advertising in the marketing mix; stimulation of primary and selective demands; testing and evaluation of advertisement and campaigns and the impact on practitioners of the public's attitude and the governments posture toward advertising. Prerequisite: MKT 300.

MKT 419. International Marketing. 3(3,0). Managerial in nature, this course focuses on the contemporary practice of international

marketing management; examines the environment of international marketing; diagnoses the problems, opportunities, threats, and decisions facing the multinational firms; political situation analysis; marketing across international boundaries; marketing within different national markets; analysis of exporting, assembling, licensing or production of products by the domestic firms; examination of alternative multinational organization structures; integration, coordination, and organization of marketing plans and programs in diverse foreign markets; emphasis on achieving synergy in multi-country operations. Lectures, cases, computer simulations, spreadsheets. Prerequisites: BA 301, MKT 300.

MKT 424. Marketing Research. 3(3,0). Analysis of the skills and attitudes required to specify and utilize marketing information in defining marketing problems, making marketing decisions, and evaluating the effects of decisions. The student will be expected to develop competence in defining problems; specifying the information needed for effective marketing decision making; appraising existing knowledge and judgments; estimating the probable cost and value of additional information, evaluating the interpreting marketing information; and evaluating the effects of decisions. Prerequisites: BA 213, BA 214 and MKT 300. (F,S)

MKT 425. Marketing Problems. 3(3,0). The development of the understanding needed by a marketing manager; the implementation and evaluation of marketing programs which promise to obtain the strategic marketing objectives of the firm; an analysis of the marketing conditions affecting the firm and the problems to be overcome in obtaining desired objectives; the development of short-term marketing program. Other topics include the determination of specific annual goals, and the use of all of the marketing tools available. Prerequisites: MKT 300, MKT 302. Senior standing. (F,S)

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

CHILD DEVELOPMENT

CD 200. Child Development. 3(3,0). A study of the social, intellectual, physical, and emotional development of the child from birth through five years. It provides understanding for guiding development in home and educational settings. Observation and participation in a pre-school setting is required. (F,S)

CD 201. Nutrition and Health of Infants and Young Children. 3(3,0). This course includes basic information on personal health and safety issues. Attention is given to the essentials of safe and healthful living in the home, school and community. Materials and methods and techniques for teaching nutrition, health, and safety, including infant and child first aid and CPR, will be emphasized. Prerequisite: CD 200. (S)

CD 210. Advanced Child Development. 3(3,0). Advances Child Development is the second of two courses offering an in-depth investigation of selected developmental aspects from conception through late childhood. This course is a study of the physical, cognitive, social emotional and language development of the young child in the home and in educational situations. A requisite aspect of CD 210 is

observation and documentation with the context of a laboratory school environment and that addresses needs of children from culturally diverse families of origin. Prerequisite: CD 200. (S)

CD 250. Guidance and Discipline. 3(3,0). This course is an overview of developmentally appropriate, effective guidance and classroom management techniques for caregivers of young children. Constructive guidance and discipline brings together practical concepts to help young children become happy, responsible, and productive adults. A positive proactive approach is standard in the course. Prerequisites: CD 200 and CD 210. (F)

CD 260. Creative Activities for Preschool Children. 3(1,2). Emphasizes selected types of creative activities for preschool children, including art, music, literature, nature study and other educational play activities and materials. Opportunities for practical experiences in the preschool are provided. Prerequisite: CD 200, CD 210. (F)

CD 300. Science and Math for the Preschooler. 3(3,0). The preschool classroom focuses on the world in which children live and how it works through active investigation. This course includes an overview of pre-number and science concepts for preschool children. Emphasis is on the planning, implementation, and evaluation of developmentally appropriate activities utilizing a variety of methods and materials. Prerequisites: CD 200, CD 210, CD 260. (S)

CD 417. Pre-Clinical I Experiences in Preschool Teaching. 3(1,3). This course is to provide individually supervised teaching experiences with preschool age (2-5 years) laboratory setting. Guidance towards building competencies in curriculum design and implementation, while recognizing psychological, social and nutritional needs, cultural diversity and maintenance of interpersonal relationships are included. Prerequisites: CD 200, CD 201, CD 210, and FCS 308. (F) **(Must meet clearance requirement for working with children).**

CD 420. Preschool Organization and Administration. 3(3,0). This course emphasizes preschool policy and legislative requirements, program planning and implementation, budgetary considerations, equipment, staffing, parent interchange, health protection, and record/documentation essentials. Prerequisites: Senior standing or consent of instructor. Prerequisite: CD 200, CD 201, CD 210, CD 260. (F)

CD 422. Seminar in Child & Family Development 1(1,0). An overview of programs in Family & Consumer Sciences discipline, review of current policies and topics related to children and families, assessment of leadership style in preparation for the transition to professional roles. Prerequisites: CD 200, CD 201, CD 210. (S)

CD 425. Education for Parenthood. 3(3,0). An exploration and analysis of research theories and practices of parent-child-family-community interface. Emphases are placed upon the psychosocial dynamic processes involved in building strengths of human character. Prerequisites: Junior/ Senior standing, CD 200, CD 201, CD 210 and FCS 304 or consent of instructor. (S)

FAMILY AND CONSUMER SCIENCES

FCS 101. Professional Foundations of Family and Consumer Sciences. 2(2,0). Study of the historical development and philosophy of the Family and Consumer Sciences profession. Special focus on

areas of specialization and required competencies; interrelatedness of the profession and other disciplines; legislative mandates and issues; career opportunities; and professional roles and responsibilities. (F, S)

FCS 203. Home Environment Technology. 3(2,2). Utilization of experiential learning approaches to home environment technology and related systems found in the home and work environment; acquisition of competencies related to the selection, operation, care and maintenance of equipment in the near environment. (F)

FCS 207. Professional Decorum. 3(3,0). Critical analysis of social conventions, professional ethics, communications, protocol, formal and informal codes of behavior and etiquette; and the acquisition of competencies in selected areas of personal and professional development are the foci of this course (F,S)

FCS 250. African American Families 3(3,0). The course is designed to provide an ecological approach to understanding African American families past to present. Concepts include major social transitions, family systems, stereotypes, family organization/structures, patterns of family life, socio-cultural context, strengths and challenges. Acquisition of these concepts will enhance the cultural competencies of students. (F,S)

FCS 251. Consumer Economics and Resource MGT. 3(3,0). A study of consumer credit and financing; federal, state, and local laws for consumer protection; factors involved in purchasing consumer goods and services; management theory and application; and environmental concerns of the consumer. (F, S)

FCS 304. Marriage and Family Relations. 3(3,0). The course is a study of selected concepts and theories of the institutions of marriage and the family and factors and forces of society which impact on self-understanding, relationships, human development, life cycles, mate selection, alternative life styles, feminine and masculine roles, marital adjustments, parenting, and family crises. The responsibilities and privileges of family as legal entities of the nation, issues in marriage and the family and reflections on the seasons of marriage and family life are also emphasized. (F, S)

FCS 306 Human Sexuality. 3(3,0). Critical consideration of theory, historical and contemporary perspectives, and interdisciplinary approaches to human sexual behavior, attitudes, and practices. Prerequisite: Restricted to juniors and seniors or consent of instructor. (F, S)

FCS 308. Instructional Strategies in Family and Consumer Sciences. 3(3,0). This course presents underlying principles basic to the selection and utilization of effective instructional strategies for the teaching-learning process. Attention is given to the selection/creation and use of instructional technologies, materials/resources and facilities. Opportunities are provided to develop competencies in fulfilling the professional role of family and consumer scientists. Prerequisite: Junior or Senior standing. (F)

FCS 309. Housing: Design and Environment. 3(1,3). Exploration of design and changing technology in the near environment as they relate to human behavior and aesthetic concerns; public and private

efforts to meet housing needs of a diverse society; analysis of housing alternatives currently available to individuals and families. (S)

FCS 310. Adult Development. 3(3,0). A study of how adults change or develop in systematic and individual ways over the years. Emphasis is placed on developmental challenges that accompany adult life and the effect differences have on the process or patterns of adult development. (F)

FCS 350. Family and Consumer Sciences Education Seminar. 1(1,0). This course is designed for prospective family and consumer sciences teacher, middle through senior high schools. It involves an assessment of the comprehension and mastery of subject knowledge and methodologies applicable to family and consumer sciences education. A series of computerized test-bank questions related to family and consumer sciences pedagogy will be implemented. *Prerequisites:* Junior and senior standing and consent of instructor. (S)

FCS 408. Curriculum and Evaluation. 3(3,0). This course includes factors of program planning, principles of teaching and learning, design and/or selection, justification and organization of objectives, content and instructional strategies, integration of youth groups and implementation of instructional plans for Family and Consumer Sciences programs. Formulation of evaluation plans, determination and utilization of a variety of evaluation methods in educative settings and the use of evaluative feedback for restaurant and apparel retail. Students will explore similarities of management concepts in restaurant and apparel stores as well as the difference in such areas as merchandise assortment, menu offerings and other operational details specific to each industry. *Prerequisite:* Junior or senior standing or consent of instructor. (F,S)

FCS 426. Internship in Family and Consumer Sciences. 3-6 (1,3; 2,6). This course provides supervised experiential learning opportunities in Family and Consumer Sciences and related fields. It is an extension of professional understanding and development through observation, practice and problem-solving in actual work situations. Experiences are designed to meet individual needs, interests and enhance students competencies in the specialty area. Qualities and techniques essential for successful employment are emphasized. *Prerequisites:* Last semester graduating senior. Majors only. (F,S)

FCS 498. Professional Perspectives in Family and Consumer Sciences. 1(1,0). An analysis of the synergistic nature of the Family and Consumer Sciences profession; examination of professional development, roles and ethical behavior; and an exploration of current issues and social policies that impact life quality of today's individuals and families. *Prerequisites:* FCS 101 and NFM 102, FCS 251 and FCS 304. (F,S)

FCS 499. Special Topic in Family and Consumer Sciences. 1-6 (1-6,0). Opportunities to participate in indepth study and pursue action-oriented research will be provided via topic selected from various aspects of the Family and Consumer Sciences profession including priority issues, trends, programmatic innovations, organizational/ agency foci, and other applicable approaches. Special topic may be repeated to a maximum of six (6) credits provided the content is different. *Prerequisite:* Junior or Senior standing and consent of instructor.

FASHION MERCHANDISING

FM 103. Introduction to FM. 3(3,0). This course provides an overview of FM within the context of the Fashion Industry, supplying a foundation of fundamental knowledge for a career in fashion at the retail, wholesales, manufacturing and support services levels. The nature, development, and operation of the Textiles and Apparel Industry is explained; from the development of textiles, to the production and MKT of apparel and accessories, and in the distribution to the consumer. (S)

FM 204. Essentials of Textiles. 3(1,2). This course offers an introductory study of textiles from fiber to fabric to finished product. This course also explores the types of fibers, and their properties and applications in apparel and home furnishings. Consumer textiles are emphasized, from selection to usage, care and serviceability. (S)

FM 205. Design Elements and Principles for the Consumer and Environment. 3(2,2). This course provides a knowledge base for the acquisition of competencies on the principles and elements of design within the professional and consumer context. Observation, analysis and the application of ARTS are utilized to familiarize students with the interpretation and integration of the basic design fundamentals in their lives. An appreciation of aesthetics is gained through the application of art and design laboratory assignments. (F)

FM 302. Apparel Merchandising Quantitative Analysis. 3(3,0). The course provides the basics of financial merchandise management for profitable apparel retail and manufacturing. Merchandising is viewed from a qualitative and quantitative perspective. Pricing, inventory control, stock and sales, budgeting and management, profit and loss, terms, dating and discounts, are taught in conjunction with the interpretation of the math. The corresponding financial terminology is also incorporated into the course content. Computer simulations, along with activities, problems and exercises are the methods employed. (S) program improvement are included. *Prerequisite:* Junior or senior standing. (F, S)

FCS 412. Restaurant and Apparel Store Entrepreneurship. 3(3,0). The course is designed to expose students to entrepreneurial concepts in **FM 312. Contemporary Aspects of Clothing. 3(3,0).** This course provides an introduction to fashion and the consumer in contemporary society. It also offers an exploration of the multidisciplinary nature of appearance management from a consumer behavioral perspective. The environmental factors that contribute to the adoption and diffusion of fashion, apparel and adornment are examined, from a consumer point of view. (S)

FM 364. Apparel Construction and Analysis I. 3(1,3). This course offers the analysis of apparel as a product and process. The application of garment construction and the fundamentals of fashion apparel production are employed to do this. Both the home sewing and apparel manufacturing industries are examined, with emphasis on the consumer, quality, terminology, technology, the components of construction, and elements of design. (F)

FM 410. Principles and Practices in FM. 3(3,0). This course offers a quantitative and qualitative approach to apparel merchandising. Principles and practices are applied through merchandise planning and control, visual merchandising and the study of the current state

of the fashion industry. Retail buying and merchandise management are examined from the contemporary perspective. Problem solving and analytical thinking, case study analysis, computer applications, and undertaking projects with local retailers are utilized. *Prerequisites:* Junior or Senior standing or consent of instructor. (F)

FM 420. Merchandising MGT. 3(3,0). This course prepares merchandising students for entry-level management positions in textiles, apparel, retail and/or the support service industries by providing an integrative explanation of the role of merchandise management. An examination and exploration of the many aspects of merchandising management is undertaken through the utilization of role playing, simulated management activities, case study analysis and computer applications. This course is taken the first half of the semester and part of the 15 hour Intern Block of courses. *Prerequisites:* Junior or Senior standing or consent of instructor. (F)

FM 427. Field Internship in Family and Consumer Sciences-FM. 3(3,0). This course provides fashion merchandising students the opportunity for paid, full-time temporary employment in the textile, apparel, retail or support services industries. This course is taken the second half of the semester and part of the 15 hour Intern Block of courses. *Prerequisites:* Junior or Senior standing or consent of instructor. (F)

FM 450. Fashion Industry Overview and Trends. 3(3,0). Students utilize their acquired knowledge of concepts and principles in merchandising to integrate and synthesize information through analyzing and solving cases, surveying and discussing environmental occurrences and other activities. Students learn how to monitor the current environment and interpret its impact on the fashion industry and the consumer. Opportunities for internship will also be explored. Decision-making, critical thinking, interpersonal and communication skills are enhanced through the required written and oral reports. This course is taken the first half of the semester and part of the 15 hour Intern Block. *Prerequisite:* All FM 200 & 300 level courses. (F)

NUTRITION AND FOOD MANAGEMENT

NFM 102. Nutrition and Food. 3(3,0). A study of the significance and nature of food as related to technological, psychological, and socioeconomic influences; values, standards, goals, and provisions for nutrition and food decisions and their relationship to health; and the impact of public policy on food and nutrition. Cross cultural/global concerns and career in nutrition management will also be emphasized. (F, S)

NFM 210. Meal Management. 3(1,3). This course provides principles and practice in food selection, preparation and service in conjunction with the management of human and economic resources to meet the needs and eating patterns of various groups. Emphasis centers on consumer concerns and conservation of resources affecting the nutrition of individual and families. *Prerequisite:* NFM 102. (F,S)

NFM 311. Human Nutrition. 3(3,0). The scientific basis of nutritional principles is an integral part of this course. The course encompasses the nutrients; their digestion, absorption and metabolism; and their procurement through prudent food selection. *Prerequisites:* C 150, C 151, NFM 210 or consent of instructor. (F, S)

NFM 321. Quantity Food Production. 4(2,4). This is a course in the application of principles of cookery to the preparation of food in large quantity with emphasis on food planning, purchasing, storage, and service; cost, care, and use of institutional equipment. *Prerequisites:* NFM 210, junior or senior standing or consent of instructor. (S)

NFM 324. Food Service MGT. 4(2,4). This course is a study of the problems involved in the organization and management of food services as applied to quantity food preparation; selection, arrangement and installation of institutional equipment; food service policies; and food cost and control. This course also includes an analysis and interpretation of management functions in conducting a feasibility study for establishing a food service facility. (i.e., site analysis, facilities layout, functional design and planning). *Prerequisite:* NFM 321. (F)

NFM 335. Community Nutrition. 3(1,3). This course emphasizes nutritional care as a part of health promotion and maintenance. It examines the relationship of the community resource structure and dynamics to the individuals needs and ability to be well fed; community nutritional needs and programs; and the means of effecting change in nutritional knowledge and practice. Experiences in community nutrition programs are included. *Prerequisites:* NFM 210, NFM 311 and FCS 308, or consent of instructor. (S)

NFM 410. Medical Nutrition Therapy I. 3(3,0). This course examines the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 217, B 208, B 218, C 403 and NFM 311.(S)

NFM 412. Medical Nutrition Therapy II. 2(2,0). This course is a continuation of the examination of the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 217, B 208, B 218, C 306, C 316, C 403, NFM 311, and NFM 410. (F)

NFM 416. Clinical Applications in Nutrition and Dietetics. 3(0,9). This course provides a variety of clinical experiences in health care facilities which complement the didactic component of medical nutrition therapy. Students will be supervised by registered dietitians and other qualified practitioners. *Prerequisites:* C 403; B 305; B 315, NFM 311, NFM 410; or concurrent enrollment. (S)

NFM 418. Food Science. 3(1,3). This course consists of laboratory experiences, testing fundamental principles of food preparation and recent advances in foods; the evaluation of products and establishing standards of foods. The development of an independent research project is required. Senior standing or consent of instructor. *Prerequisites:* NFM 210, C 403, and B 305. (S)

NFM 424. Seminar in Food and Nutrition. 1(1,0). This course requires reports based on current research, recent articles and reviews which give perspectives in food and nutrition. *Prerequisites:* NFM 311, NFM 410, and C 403. Senior standing. (S)

DEPARTMENT OF HEALTH SCIENCES HEALTH EDUCATION

HED 105. Health Problems. 2(2,0). Major emphasis on drug education. Considers types of drugs, legal use, means of abuse, motivational factors and alternatives. Discussions and class activities related to other major health problems of society. Health career alternatives and the unique problems of what are surveyed. Clinical experiences included. (S)

HED 151. Personal and Community Health 2(2,0). This course is designed to acquaint the student with the essentials of effective living. It deals with personal health problems and corrective and protective services in the community. Surveys of community problems are made in order to integrate individual health problems with community services. (F,S)

HED 160. Concepts in Community Health Education 3(3,0). This course is designed to provide the student with a framework of knowledge of the concepts in health education and community health education. This course provides an overview of the organization, role and structure of community health agencies with specific emphasis in health education services. It also includes an examination of the roles and responsibilities of health education professionals. (S)

HED 204. Health for the Elementary School Child. 3(3,0). This course stresses experiences in food and nutrition, public health, first aid, home nursing and health as they relate to food conservation, housing and clothing factors which are essential to effective living for elementary school children. Special emphasis is placed on a total program of healthful living for children in their homes, schools, and communities. (F, S)

HED 213. Contemporary Health Issues 2(2,0). In this course, the major emphasis is on drug education. The course includes consideration of types of drugs, legal use, means of abuse and, motivational factors related to drug use; and alternatives to drug use. There are discussions and class activities related to other major health problems of the U.S. society. Health career alternatives and the unique problems of each are surveyed. Clinical experiences are included. (S)

HED 214. First Aid and Safety. 3(3,0). This course is designed to provide the student with the knowledge and skills necessary to act as a "First Responder" to help sustain life and decrease the chance of further injury to a victim of an accident or sudden illness until more advanced medical help arrives. Such "First Responders" might include athletic trainers, lifeguards, safety personnel and others acting in similar capacities, as well as the trained citizen responder. This course also presents opportunities for students to receive American Red Cross certification in Adult CPR and First Aid. (F,S)

HED 250. African American Health Issues 3(3,0). This course is designed to provide students with an understanding and appreciation of the contributions to health and medicine by African American pioneers and to address major health issues and concerns. It will also generate an awareness of contributions by minority health professionals to the nation's health care. (F,S)

HED 302. Public and Environmental Health 3(3,0). This course is a study of community and national health problems, their scope, effects, and attempted solutions. Responsibilities and efforts of governmental and volunteer agencies in the area of sanitation and communicable diseases are covered, with emphasis on the application of health science principles for prevention and control. (S)

HED 304. Consumer Health. 2(2,0). This course emphasizes selection of health products and services. Superstitions, misconceptions, advertising and quackery are considered along with the roles of health protection and consumer rights agencies. Related careers are also discussed. (F)

HED 306. Administration and Supervision of School Health Programs 3(3,0). This course emphasizes organization and supervision of school health education. Healthful school living, health services and health instruction are studied, with emphasis on the principles, methods, materials, and resources for quality health education in elementary and secondary schools. (S)

HED 401. Mental Hygiene. 3(3,0). This course is designed to provide a framework for organizing the body of knowledge available into strategies for dealing with problems as they occur in daily life, daily pressures, and abnormal behavior. The understanding accruing from the course should enable the student to put into perspective his or her own behavior and also the behavior of others, normal and abnormal. Students should be able to apply the principles learned toward a better appreciation of themselves and others and thereby become more effective in dealing with the complexities of today's living. (S)

HED 406. School Health Programs. 3(3,0). This course emphasizes organization and supervision of school health education. Healthful school living, health services and health instruction are studied with emphasis on the principles, methods and materials, and resources for elementary and secondary schools. (F)

HED 408. Health Education Seminar. 2(1,2). This course emphasizes a review of the major concepts regarding community, national, world and gerontological health and aging. Health concepts will be discussed and students will participate in learning experiences that emphasize classroom and practicum experiences related to health and aging. *Prerequisite:* At least one 300-level health education course or permission of the instructor. (S)

PHYSICAL EDUCATION

NOTE: Each of the courses labeled PE_ 150 is designed to promote health, knowledge, skill and an appreciation for leisure activities. The courses include current fitness and wellness concepts within the context of a specific physical activity (sports, games, rhythmic, aquatics, or conditioning).

PEA 150. Tennis. 2(1,2). This is a course designed for instruction and practice in the fundamental skills, regulations, playing strategies, and selection and care of equipment in tennis. (F, S)

PEB 150. Golf. 2(1,2). This is a course designed for instruction and

practice in the fundamental skills of golf. Essential concepts of golf etiquette and rules are considered. (F, S)

PEC 150. Swimming 2(1, 2). This course is designed to develop basic swimming skills, safety awareness and knowledge of aquatic activities. Swimmers of sufficient ability are taught standard American Red Cross swimming skills. (F,S)

PEF 150. Soccer/Basketball. 2(1,2). This is a course designed for instruction and practice in fundamental skills, strategies, terminology, and the origin and development of soccer and basketball. (F, S)

PEG 150. Football/Tumbling. 2(1,2). The purpose of this course is to teach the fundamental skills and strategy of football and tumbling. Students will learn basic formations and plays used in seven-and eleven-man football. They will also learn and practice basic techniques of stunts and tumbling, as well as considerations needed for safety while participating in these activities. (F, S)

PEH 150. Volleyball/Conditioning. 2(1,2). This course emphasizes fundamental skills, historical background, rules, strategies and the terminology of volleyball. It also includes playing experiences and physiological conditioning, along with related principles and theories. (F, S)

PEI 150. Dance. 2(1,2). This course stresses fundamental rhythmic skills in contemporary dance, ethnic dance, social dance and other dance forms. Some emphasis is placed on development of good posture, aesthetic values and creative expression. (F, S)

PEJ 150. Recreational Games/Conditioning. 2(1,2). This is a course designed for instruction and participation in group games of a recreational nature, along with experiences, principles and theories of physiological conditioning. (F,S)

PEK 150. Adapted Physical Education. 2(1,2). This course involves individualized instruction in selected physical activities modified for students with disabling conditions, and designed to develop physical fitness, skills, and interests for leisure-time pursuits. (F, S)

PEL 150. Handball/Racquetball. 2(1,2). This is course designed for instruction and practice in the fundamental skills, regulations, rules and terminology of handball and racquetball and development of skills for their carry-over value in these sports. (F, S)

PEM 160. Aerobics and Slimnastics. 2(1,2). This course presents a program of selected group and individually prescribed activities designed to promote organic fitness, proper body mechanics, and understanding of principles involved in cardiovascular fitness and weight control. Anthropometric and physiological measurements are taken at intervals throughout the course. (F, S)

PEN 150. Introduction to Weight Training. 2(1,2). This course is designed as an introduction to and practice in proper techniques and procedures in weight training, using isotonic, isometric and isokinetic exercise. (F, S)

PEO 150. Life Fitness Concepts. 2(1,2). This course provides for study of kinesiological, physiological, sociological and psychological aspects applied to development and maintenance of personal health-related fitness. Emphasis will be placed on regular participation in specific personalized physical fitness and wellness programs. (F,S)

PEP 150. Physical Activity-Dance. 2(1,2). For S.C. State University Dancers—All dance group members may register for one dance course per semester for which one semester credit hour is given. The course provides for study, rehearsal, and performances of dance works including modern, jazz, ballet, folk and ethnic dance. (F, S)

PEQ 150. Beginning Gymnastics 2(1,2). This is a course designed the development of gymnastic skills and techniques for working on men's or women's apparatus and floor exercise events. (F,S)

PER 150. Intermediate Tennis 2(1,2). This course offers instruction in advanced groundstrokes, the volleys, and supplementary shots. Emphasis is placed on singles and doubles strategy for common playing situations. *Prerequisite:* PEA 150 or permission of instructor. (F,S)

PES 150. Intermediate Golf. 2(1,2). This course is designed for students who have some fundamental knowledge of golf. The content includes instruction in club selection for hitting the various kinds of shots, care of equipment, rules, golf etiquette and tournament play. *Prerequisite:* PEB 150 or permission of instructor. (F, S)

PET 150. Intermediate Swimming. 2(1,2). This course offers instruction in a variety of swimming skills. Emphasis is on the mastery of a series of basic strokes for American Red Cross certification. *Prerequisite:* PEC 150 or passing of a swimming skills test. (F, S)

PEU 150. Individualized and Specialized Program of Weight Training. 2(1,2). Students will develop and implement personalized weight training programs for the development of muscular strength and endurance. *Prerequisite:* PEN 150 or permission of instructor. (F, S)

PEV 150. Advanced Dance. 2(1,2). This course addresses basic dance techniques; creation of dance to music, poetry, and instruments of percussion; theory of composition, pre-classic dance forms; and relationship of dance to painting, sculpture, music and drama. *Prerequisite:* PEI 150 or permission of instructor. (S)

PE 200. Physical Education for Teachers of Pre-School to Middle School Children. 3(3,0). This course is designed for elementary education, early childhood, special education and physical education majors to develop pedagogical skills for teaching movement education, fundamental motor skills, dance and rhythmic activities, educational games and lead-up games for individual and team sports. (F, S)

PE 202. Administration and Supervision of Health, Physical Education and Intramurals. 3(3,0). This course is designed to develop effective procedures concerning organization, administration and supervision in health and physical education and intramural programs. It includes the utilization, planning and care of equipment; the organization of pupils; the selection of activities; organization of leisure activities; legal aspects of physical activities; and time and spatial

factors relating to planning activities. (F,S)

PE 203. Teaching of Team Sports. 1(0,2). This course emphasizes methods and techniques of teaching soccer, basketball, volleyball and softball. Students learn and participate in analysis of skill progression, drills, unit planning and in-class teaching experiences. (F)

PE 204. Teaching of Individual Sports. 1(0,2). This course emphasizes methods and techniques of teaching tennis, badminton, golf, and track and field. Students learn and participate in analysis of skill progression, drills, unit planning and in-class teaching experiences. (S)

PE 205. Rhythmic and Folk Dance. 1(0,2). This course provides an understanding of rhythmic fundamentals, time, dynamics, quality, and form. It includes an introduction to dances gathered from a variety of cultural sources, stressing an appreciation of other nations and their culture through acquaintance with their customs and music. (F,S)

PE 208. Teaching Swimming. 1(0,2). This course is designed to provide students with fundamentals of swimming and swimming instruction at the intermediate, swimmer, and advanced swimmer levels. Opportunities to earn American Red Cross Certificates are available. Prerequisite: PEC 150 or equivalent swimming ability. (F,S)

PE 210. History and Principles of Physical Education. 3(3,0). This is a course in the historical and philosophical foundations of health and physical education. Study of the history of the disciplines related to physical education are followed by a thorough treatment of human organic development. Skill, interpretive and emotional development are particularly addressed. (S)

PE 300. Exercise Science Laboratory. 1(0,2). This course is designed to reinforce textbook concepts with hands-on experience via field and laboratory experiments. Each laboratory experience will illustrate an important principle of exercise physiology or other exercise sciences. (F,S)

PE 301. Physiology of Exercise. 3(3,0). This course is a study of the physiological changes brought about by moderate to strenuous muscular exertion. Emphasis is placed on analyzing stressful situations and the applicability of the results to training for specific physical activities. *Prerequisite:* B 209. (F,S)

PE 303. Evaluation and Measurement in Health and Physical Education 3(3,0). This course includes analysis of elementary statistical procedures, evaluation, interpretation and use of tests, testing, and other measurement techniques as they relate to health, physical education, and physical activity settings. (F)

PE 304. Recreation and Outdoor Education. 3(3,0). This course provides leadership training in the fields of recreation and outdoor education. Objectives, methods, organization, finance, and personnel are emphasized. Experiences in camping and other outdoor recreational pursuits are included. (S)

PE 308. Psychosocial Aspects of Motor Performance. 3(3,0). This course provides for study of the psychological and developmental bases for learning and performance in the psychomotor domain. The

course explores various motor learning theories and the application of related theories to coaching and performances. The role of sport in contemporary American society is also explored. (F)

PE 309. Gymnastics and Tumbling. 1(0,2). This course provides practical experiences in the development of tumbling and gymnastic skills with special emphasis given to teaching methods, techniques, and safety procedures. (F, S)

PE 310. Introduction into Physical Activity and Leisure Management. 3(3,0). This course introduces concepts in the field of leisure services. Students examine the significance and impact of leisure on lifestyle, as well as the history, philosophy, and scope of the leisure industry. (F)

PE 312. Research and Technology Applications in Physical Education and Leisure Services. 3(2,2). This course allows students to develop and apply computer skills in the areas of physical education and leisure services. Students are exposed to several computer application programs and utilize these programs to conduct research and analyze data. This course also emphasizes the utilization of technology in the physical activity and leisure service professions. (F)

PE 314. Professional Issues in Physical Activity Management, Sport, and Leisure Services. 3(3,0). This focus of this course is on various professional concerns related to the leisure services industry. Emphasis is placed on professional preparation, development, and membership opportunities, ethical principles, and the application of leisure research concepts in practical settings. (S)

PE 319. Adapted Physical Education and Leisure Activities for the Exceptional Child. 3(3,0). This course prepares teachers to instruct, organize and develop physical activity programs for children who have disabilities. Emphasis is placed on learning how to modify movement mechanics, equipment and leisure activities to meet individual needs. (F)

PE 322. Kinesiology. 3(3,0). This course is a study of the principles of human motion. It stresses anatomical and mechanical analysis of muscle and joint actions in the production of forces applicable to the teaching of physical education activities and other common physical activities. *Prerequisite:* B 209. (F, S)

PE 400. Sport Marketing. 3(3,0). This course is designed to examine professional and recreational sport utilizing the basic concepts of marketing. Students not only explore marketing strategies, research and planning, but also study advertising, publicity, and promotions as they relate specifically to sport organizations. (S)

PE 407. Physical Education Seminar. 2(1,2) This course is a comprehensive review of knowledge, problems and professional obligations in the teaching of health and physical education. It includes an evaluation of the processes and products of physical education by means of discussion, assignments and standardized testing. (F)

FE 409. Water Safety Instruction. 1(0,2). This is an elective course for students who have advanced swimming skills. This course offers fundamental knowledge of water safety, survival and rescue techniques

used in lifesaving experiences. Students develop performance ability in aquatic instruction, water rescue, and first aid. An American Red Cross Certificate is given on successful completion of the course. *Prerequisite:* Swimmers Certificate or Swimming Competency Test. (F, S)

PE 410. Coaching and Officiating. 1(2,0). This course is designed to acquaint the student with theoretical and practical principles, methods, and mechanics of coaching and officiating athletic activities. Major team sports and selected individual sports are emphasized. (F)

PE 413. Legal Issues in Sport. 3(3,0) The primary purpose of this course is to introduce students to the laws and legal foundations of the sport and leisure industry. This course examines the legal aspects of teaching, coaching, and administering fitness, physical education, recreation, and sport programs. (S)

PE 415. Physical Activity Management Practicum 3. The purpose of the practicum in physical activity and leisure management is to provide students with an opportunity to apply the knowledge and skills that they have acquired through course work in a practical setting. The practicum is a three-credit-hour course, in which students must satisfactorily complete a minimum of 52 hours of experiences in a physical activity environment. (F,S)

PE 420. Practicum in Sport Communication 3. The purpose of the practicum in sport communication is to provide students with an opportunity in a practical setting to apply the knowledge and skills that they have acquired through course work. The practicum is a three credit-hour course, in which students must satisfactorily complete a minimum of 52 hours of experiences in a sport communication environment. (F,S)

MILITARY SCIENCE

BASIC COURSES

(Note: All basic MS courses include Leadership Laboratory training which offers practical experience in customs and courtesies, wearing of the uniform, drill and ceremonies, weapons training, compass course, radio procedures, and chemical warfare operations. Special events such as Awards Day, Black History Program, Campus March, and Organization Day occur throughout the school year.)

MS 101. Introduction to ROTC. 2(2, 1.5). An introduction to the Army, Army Reserve. Opportunities for ROTC students and graduates. Customs and traditions of the service. Includes training in basic drill and ceremony. Leadership Laboratory training offers practical experience in customs and courtesies, weapons training, and wear of the uniform. Special events include: ROTC/Youth Day, Fun Activities (MS I/II), Ranger Challenge Team Competition, Spring Awards Ceremony, Veterans Day Ceremony, and Dining Out.

MS102. Introduction to Leadership. 2(2, 1.5). A further examination of map reading and land navigation skills as introduced in MS 101. Topics covered include terrain features, 6 and 8 digit grid coordinates, measuring straight line and road distance, intersection, resection. Leadership skills such as oral presentations, developing fitness programs, and leadership assessment also are covered. Leadership Laboratory training offers practical experience in customs and courtesies, weapons training, and proper wear and appearance of the uniform.

Special events such as a Spring Awards Ceremony, ROTC Organization Day, and a Black History Program will be highlighted throughout the semester.

MS 201. Soldier Team Development. 2(2, 1.5). Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentation, writing concisely, planning of events, coordination of group efforts, advance first aid, land navigation and basic military tactics. Learn the fundamentals of the ROTCs Leadership Assessment Program (LAP). Leadership Laboratory training offers practical experience in classroom subjects as well as customs and courtesies, weapons training and wear of the uniform. Special events include: ROTC/Youth Day, Fun Activities (MS I/II), Ranger Challenge Team Competition, Spring Awards Ceremony, Veterans Day Ceremony, and Dining Out.

MS 202. Individual/Team Military Tactics. 2(2, 1.5). A further examination of map reading and basic leadership skills. Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus optional participation in PT for non-scholarship cadets. Participation in tactical training is optional for non-scholarship cadets, but highly encouraged. Special events include: Spring Awards Ceremony, ROTC/Youth Day, Black History Program, and the Military Ball.

ADVANCED COURSES

(Note: Both MS courses include Leadership Laboratory training on Thursday, physical training three times a week, and flag detail. During Leadership Lab all students, who successfully completed Advanced Camp, are assigned positions as officers and conduct training in drill and ceremony and selected military skills.)

MS 321. Leading Small Organizations. 3(3, 3.5). MS 321 teaches MS III cadets the essential leadership basics of the US Army Infantry Squad. It focuses on the leaders role in organizing, directing and coordinating the efforts of individuals and equipment within squad size units for the execution of offensive and defensive tactical missions. MS 321 basics; focuses on Physical Fitness, Rifle Marksmanship, Land Navigation, Oral and Written Communications, and Leadership Development and Assessment. Students leadership attributes are developed by participation in physical fitness training, leadership laboratory and tactical training. Immediate feedback keeps the student focused. The successful completion of these military skills is a prerequisite for continuation to MS 322 and the ROTC Advanced Camp. Cadets are required to participate in all ROTC events/activities.

MS 322. Leading Platoon-Level Organizations. (3) (3,3.5). Continues the methodology of MS 321. The command and control and leadership development processes enables cadets to be in charge of 35-40 personnel. Primary focus is preparation for attendance at Advanced Camp, Fort Lewis, Washington. Analyze tasks; prepare written and oral guidance for platoon and squad/team members to accomplish. Delegate tasks and supervise execution. Cadets are evaluated on how they perform

in stressful situations, then counseled/mentored. Introduction to ethics and ethical decision-making. Course requirements: Weekly Leadership Laboratory, Physical Fitness Program, Tactical Training Exercises, Rifle Marksmanship Training, Land Navigation, Oral Presentations and ROTC Events/Activities.

MS 421. Leadership Challenges and Goal-setting. (3) (3,3.5). Student Officers plan, conduct, and evaluate activities of the Bulldog ROTC Cadet Battalion. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army Policies and programs in this effort. Implement the chain of command, and develop Officer-NCO relationships. Emphasized throughout the course are effective oral and written communication skills. Required participation includes: a three hour class, a weekly leadership lab, a monthly tactical field training exercise, and three (weekly) one-hour sessions for physical fitness.

MS 422. Transition to Lieutenant. (3) (3,2.5). Continues the methodology from MS 421. Student Officers identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Continued emphasis on effective oral and written communication/skills. Examine aspects of military tradition and law. Continued leadership development through coaching and mentoring. Final preparation for a future as a successful Army Officer. Required participation includes a three-hour class, a weekly leadership lab, all tactical training exercises, and three (weekly) one-hour sessions for physical fitness.

NURSING

NURS 101. Professional Nursing Development. (1). This course is designed to introduce students to the basic concepts of the nursing profession. It prepares students for higher level thinking relative to establishing internally controlled rather than externally controlled behavior. Assessments will be conducted to determine reading readiness, social support, and resource availability, attitudes, learning styles, self-concept, resilience and interdependent functioning. A pre-nursing assessment will be useful in helping students determine their career choice and overall readiness to participate in the Pre-licensure academic plan for professional nursing. A seminar teaching modality will be used. **Prerequisites:** None. **For nursing students only. (S)**

NURS 201. Fundamentals of Nursing I. (3,0). This is the first nursing course in which students have the opportunity to focus on client centered care as a provider. Emphasis is placed on the use of scientific inquiry skills to explore core competencies in holistic assessment, and scenario analysis. Beginning core knowledge in illness and disease management is introduced. There is a laboratory experience that focuses on the performance of basic psychosocial and psychomotor skills to include hygiene care, bathing, vital sign assessment, bed making, infection control, interviewing and documentation of care at a beginning level of proficiency. **Prerequisites:** Admission to the Program of Nursing-NURS 210 and NURS 220. Sophomore standing in nursing, or consent of Director. (F, S, SU)

NURS 210. Intro. to Nursing. (2,0). This course serves as an introduction to the nursing major with orientation to the professional nursing concepts of person, health, environment, and nursing. The course includes communication, wellness, health promotion, health

care teams, personal and environmental influences on health. Nursing theories, educational preparation, health care economic issues, and therapeutic communication techniques relative to the nursing process will be introduced. In this course, students are required to develop their own philosophy and to study and compare their philosophy to that of the Nursing Program's philosophy. **Prerequisites:** NURS 101. (F,S)

NURS 211. Fundamentals II. (3,0). This course is a didactic course designed to focus on the application of the holistic approach to the care of clients with common health stressors and the scientific rationale for suggested nursing interventions. Assessment, diagnosis and treatment of persons with infections, self-care deficit, impaired skin integrity, alterations in elimination impaired physical mobility, ineffective breathing pattern, sensor, peripheral alterations, sleep pattern dysfunction and pain are emphasis. The clinical component of Nursing 211: In the four hour per week clinical, students learn to apply the nursing process with clients in a variety of health care settings. Competencies related to cognitive, affective and psychomotor skills and technologies necessary for treatment of infections, self-care deficits, impaired skin integrity, alteration in elimination, impaired physical mobility, ineffective breathing pattern, sensory, perceptual alterations, sleep pattern disturbances and pain are emphasized. Note: Clients may be persons or high fidelity human simulators. **Prerequisites:** NURS 210, or with Director approval. **Co-requisite:** NURS 212 (S, SU)

NURS 220. Pharmacology. (2). An introduction to drug therapy in health care. The course overviews broad drug categories, identify legal standards for drug administration and management, and differentiate therapeutic and untoward effects of drugs. Information resources for nursing implications inherent in drug administration are covered. Course serves as a guide to the study of pharmacotherapeutics in subsequent nursing. **Co-requisite:** Nursing 210 (F, S)

NURS 240. Health Assessment. (2). This course provides students with the essential first step of the nursing process by introducing the A & P content skills required to conduct a full head-to-toe health assessment for clients throughout the lifespan. Although physical assessment is the major emphasis, mental and spiritual assessment will be integrated in a culturally sensitive approach to evaluating health status. The course gives the student an opportunity to develop and practice assessment skills on individuals within a structured clinical laboratory setting. Students will learn to integrate health teaching with assessment findings within the framework of the nursing process to begin to think critically and make clinical decisions. **Prerequisites:** Admission to the Program of Nursing, NURS 210, NURS 220 and/ or consent of Director. (F, S, SU)

NURS 301. Professional Transition in Nursing. (5,0). This is a bridge course for RNs in transition to the BSN Program. Emphasis will be placed on professional concepts that influence self-awareness, critical thinking, motivation, cultural competencies and self-care behaviors. Emphasis will be placed on contemporary nursing issues as it relates to the development of professionalism and historical influences on nursing practice, education and research. The clinical experience will allow the RN student the opportunity to participate in a precepted learning environment that focuses on the continued development and analysis of professional concepts, skill, techniques and strategies that promote self-awareness, critical thinking, motivation, cultural competence and self-care behaviors. **Prerequisites:** Thirty-three (33) hours of General

Education, twenty-six (26) hours of Professionally Related Sciences and thirty (30) hours of basic nursing courses granted by RN licensure, and full acceptance into the nursing program. (F, S).

NURS 351. Adult Health Problems I. (5,0). This course focuses on selected pathophysiological problems of adult clients. The adaptive and maladaptive responses of clients to internal and external environmental systems will be presented. Using the nursing process, students will analyze health care situations in which patients experience interferences in their dynamic patterns of functioning which result from illness or disease. A clinical experience that focuses on the performance of students interacting with clients in the acute care setting. Emphasis is placed on the use of critical thinking within a nursing process framework. Students will care for clients experiencing interferences in their dynamic patterns of health functioning which result in illness and disease. **Prerequisites:** NURS 201, 211, 220 and 240, Junior standing in nursing or *if transfer student* with Director Approval. (F)

NURS 360. Nursing Research. (3). This course is designed to introduce the student to the principles and process of nursing research. The course examines the development of evidence based nursing practice through research. The course emphasizes ethical principles and the importance of baccalaureate educated nurses' being able to read, critique, and synthesize research articles so that evidence can be used to make changes in the practice arena. **Prerequisites:** Admission to the Program of Nursing, junior standing. (S)

NURS 361. Childbearing Family. (5,0) . Health care specific to the phase of motherhood (antepartum, intrapartum, and postpartum), father, neonate, and the family is explored through the use of the nursing process in this course. Health teaching and promotion are emphasized for clients experiencing the effects of normal childbirth, maternal and neonatal health problems, and women's health issues relating to childbearing. A clinical experience where students apply the nursing process and provide competent evidence-based care for the normal and high risk childbearing families, antepartal clients, postpartum clients, and low/moderate risk newborn. **Prerequisites:** NURS 351 or by approval of the Director. (S)

NURS 371. Adult Health Problems II. (5,0) . This course enhances and reinforces the student's knowledge of selected health care problems learned in Adult Health Problems I. It introduces them to critical care concepts specific to Nursing Management of Adult Clients with Selected Alterations in Oxygenation and Immunology including HIV and AIDS, Cardiac Output and Tissue Perfusion, Selected Metabolic, Nutritional, Bowel and Urinary Elimination Alterations, and Selected Alterations in Consciousness, Movement, Coordination, and Sensory Input. The student will have an opportunity to become more proficient in performing psychomotor and psychosocial skills applicable to the client with the above selected health care problems. Students in the course analyze and evaluate nursing problems in health assessment, health promotion, teaching/learning, communication, cultural diversity, nursing management and professional role development. Students reflect on the nursing theory which undergirds selected primary / secondary / tertiary interventions and critique the evidence for their validity in clinical. This Clinical Practicum in the acute care setting on a med-surg unit that focuses on opportunities for students to apply and critique selected primary, secondary, and tertiary nursing care giving

practices. Within the nursing process framework, students use their critical thinking skills to develop competencies in caring for adult client experiencing selected health care problems. The student will have an opportunity to become more proficient in performing psychomotor and psychosocial skills. **Prerequisites:** NURS 351, Junior standing in nursing. (S) **Co-requisite:** NURS 372

NURS 401. Psychosocial Nursing. (5,0). This course is designed to introduce students to basic concepts of Psychiatric-Mental Health Nursing. The course is based on a holistic and humanistic framework, emphasizing critical thinking, caring and nursing practice competencies. It progresses from the study of individuals and groups experiencing high-level wellness to variations in wellness experiences. Continuing themes of growth and development across the life span, therapeutic communications, nutrition, social, cultural, racial and ethnic dimensions, pharmacotherapeutics, client advocacy, teaching, and legal and ethical standards are explored. Emphasis is placed on counseling and personal self-awareness and self-growth. Traditional psychotherapeutic and alternative healing methods are addressed. Students have the opportunity to carry out the nursing process and plan clinical care for individual and groups at a variety of mental health agencies and with a diverse group of psychiatric clients. The clinical component to NURS 401 Psychosocial Nursing. The main emphasis is on developing competencies and advancing evidence based practices using the nursing process to establish therapeutic relationships, care for the clients with psychiatric illness, engage in patient education, administer psychotropic drugs, observe group and family therapies, conduct individual and group therapies and implement and evaluate mental health interventions to include behavioral therapy, cognitive therapy, anger management, milieu therapy, crisis intervention, complementary therapy, and intrusive therapies. **Prerequisites:** All 300 level nursing courses successfully completed, May take concurrent with NURS 421, Senior standing in nursing. (F)

NURS 420. Professional Issues. (1). The study of the development of nursing as a profession including current issues and trends in the theory and practice of professional nursing. Topics include evolving roles, economic and ethical issues, and legal and political aspects of nursing practice in contemporary society. The course focuses on the challenges and opportunities for practice as well as responsibilities and accountability of the professional nurse. **Prerequisites:** Admission to the Program of Nursing, senior level status, with Director Approval. (F)

NURS 421. Nursing of Infants, Children and Adolescents. (5,0). This course emphasizes the use of the nursing process in the application of evidence based nursing interventions for family centered health issues in children. Health teaching and health promotion are emphasized with clients and their families along with nursing interventions for problematic and/or pathologic responses to stressors in children. Child health objectives are met in this course through the application of the nursing process at an analysis, and evaluation level. A clinical experience which focuses on the care for children at various developments within the context of families. Professional accountability is demonstrated by students in the care of pediatric patients and their families. **Prerequisites:** NURS 351, 352, 401, 402. All prior level nursing courses successfully completed as per curriculum schedule. Students who have the prerequisite courses with senior standing in nursing may take this course concurrently with NURS 401 or with the approval of

the Director. (F)

NURS 431. Community Health. (5) (3,2) Nursing 431 is a 5 credit course that focuses on the study of the components and context of Community health nursing and the use of the nursing process to promote and maintain the health of individuals, families, and populations as client systems. Approaches to community health nursing are presented from the perspectives of health promotion, case management and community empowerment. The course emphasizes epidemiological content, motivational theory and exploration of community resources. Nursing interventions in community settings as diverse as homes, schools, work, correctional facilities, rural and urban environments and in disaster settings are explored. Students have opportunities to demonstrate mastery of skills: psychomotor, community assessment, teaching/learning communicators, charge, leadership/management and direct care givers. An expected outcome is that these knowledge, skills and technologies will be used to reduce health disparities in the vulnerable populations under study. In the clinical component of this course, students conduct a community assessment, monitor health status of populations to identify community health problems, diagnose and investigate health problems and health hazards in the community. Inform, educate, and empower people about health issues, mobilize community partnerships to solve health problems, develop policies and plans to support individual and community health efforts, lead people to needed health services and develop new insights and innovative solutions to health problems. **Prerequisites:** All prior level nursing courses successfully completed, May take concurrent with NURS 451 and *481, senior standing in nursing. Students may take NURS 471 (SCRIPT) as substitution for 431 with **prior** consent of Director. **Corequisite:** NURS 432. (S)

NURS 451. Leadership and Management in Professional Nursing. (3). In this course, the student will apply principles of leadership and management to health care situations and will receive preparation for the NCLEX-RN examination. Interpersonal relations and communication techniques, theories in business administration, organizational behavior, economics, and conflict resolution and group dynamics along with NCLEX test preparation will be included. **Prerequisites:** Senior standing in nursing and all courses except 431. (F, S). **Corequisite:** NURS 452. **Nurs 452, Precepted Capstone Clinical. (1).** In this four hour per week precepted clinical, students are provided with mentors in the clinical area who help them to transition to the world of work. Emphasis is placed on the role of manager of care with a focus on patient safety, teamwork, communications, computerized documentation, and evidence based practice. **Corequisite:** NURS 451.

NURS 471. Managed Care in the Community. (5). This elective course focuses on the study of the components of Community Health Nursing with use of the process to promote and maintain the health of the individual, family and the community as a client system. Nursing interventions for clients across the life span in the community setting will be studied and explored. Management of individuals, families and populations will be emphasized for the RN-BSN. The course will also include epidemiological content, motivation theory, and exploration of community health care and the client as a decision maker. Three hours of theory and six clinical laboratory hours per week are required in an agency organized to meet health needs in the community. **Prerequisites:** Completion of junior level in nursing and **prior** consent of Program

Director. (SU)

NURS 481. Independent Study: Health in Diverse Cultures. (1). This course promotes awareness of the dimensions and complexities involved in caring for people from culturally diverse backgrounds. Using the nursing process, students analyze how cultural heritage serves as a contextual variable, influencing lifestyles and the interpretation, delivery, and acceptance of health care provided by others. This course focuses on culturally competent nursing interventions to reduce health disparities and the knowledge and values incorporated in the content to assist the RN student to become more culturally sensitive and competent in the delivery of health care. This course is presented in a seminar format. **Prerequisites:** RN-BSN students only or with Director Approval. (F, S, SU*) **RN-BSN students only.**

SPEECH PATHOLOGY AND AUDIOLOGY

SPA 105. Survey of Speech Pathology. 3(3,1). Overview of the speech and hearing professions. Emphasis is on professional competencies, different work situations, professional organizations, and an orientation to the training program. ()

SPA 203. Pre-Clinical Experiences I. 1(1,2).. Activities designed to prepare the student to engage in supervised clinical practicum. It involves the completion of training modules which introduce the student to clinical report writing and the diagnosis of communicative disorders. Speech, language, and hearing screening are also emphasized. Students will obtain a minimum of five (5) observation clock hours. *For SPA majors only.* (F)

SPA 204. Pre-Clinical Experiences II. 1(2,1). Instruction and experience in behavior modification procedures, charting and recording client behaviors, modifying client behaviors and preparing materials for the management of communicative disorders. Students must complete a minimum of ten (10) observation hours of clinical sessions. *For SPA majors only.* (S)

SPA 209. Introduction to Communication Disorders. 2(2,10). Introduction to the professions of speech-language pathology and audiology. It studies the classification and etiology of communication disorders, introduces diagnostic and therapeutic procedures, and requires a minimum of ten (10) observation hours of clinical sessions. (F)

SPA 211. Anatomy and Physiology of Speech and Hearing. 3(3,1). Study of the structure, function and control of the human mechanism by which speech sounds are produced and received. *Prerequisite:* Sophomore standing. (S)

SPA 214. Introduction to Phonetics. 3(3,1). Introduction to the study of English phonemes and the laws that govern their patterning. Emphasis is on the acoustic and physiologic features of English phonemes. Speech transcription skills are developed through practice with the International Phonetic Alphabet. (F)

SPA 220. Language Development. 3(3,1). Course reviews the various aspects of language development and provides a foundation in topics such as linguistic reception, integration, and expression of

symbolic information; nature and effects of sociocultural factors; and behavior of linguistic symbolism. Basic norms and descriptive procedures for language development as a basis for diagnosis. Primary focus is the study of normal language acquisition, processes, and related linguistic theory. *Prerequisite:* Sophomore standing. (S)

SPA 300. Voice and Diction. 3(3,1). This self-improvement course is designed to develop vocal, linguistic and articulatory competence. It is appropriate for persons who want to improve their articulation, diction, or dialectal variations. Emphasis is on the demonstration of effective communication through concentrated practice. (F)

SPA 320. Language Disorders in Children. 3(3,1). Study of the communication problems associated with the impairment of language function in children. Diagnostic assessment of language disorders is required. Emphasis is placed on clinical management. Students will obtain a minimum of five (5) observation clock hours. *Prerequisites:* SPA 209 and 220. (F)

SPA 330. Speech Problems: Articulation. 3(3,1). This is a study of the disorders of speech-sound production in children and adults. Methods of diagnosis and treatment are emphasized. Students must obtain a minimum of five (5) observations hours. *Prerequisites:* SPA 209 and 214. (F)

SPA 340. Speech Problems: Stuttering. 3(3,1). Study of current management approaches in the treatment of stuttering disorders in children and adults. Emphasis is on diagnosis and management; practical application of theoretical information is stressed. A minimum of five (5) observation hours must be obtained. *Prerequisite:* SPA 209. (S)

SPA 350. Speech Problems: Voice Disorders. 3(3,1). Detailed study of the nature of voice disorders. Evaluation procedures and intervention strategies are stressed. Students will obtain a minimum of five (5) observations clock hours. *Prerequisites:* SPA 209 and 211. (S)

SPA 360. Introduction to Audiology. 3(3,1). Introduction to the discipline of audiology and hearing disorders. Course of study will include physics of sound, theories of hearing, causes of hearing impairment, and basic pure tone audiometric procedures. Students will obtain a minimum of five (5) observation clock hours. *Prerequisites:* SPA 209 and 211. (S)

SPA 391. Supervised Clinical Practicum I. 1(1,2). Course provides junior-level students with supervised clinical experiences in the administration and interpretation of selected tests, the selection and implementation of management strategies, and the observation of clinical policies in treating clients with communicative disorders. *Prerequisites:* SPA 203 and 204. (F)

SPA 392. Supervised Clinical Practicum II. 1(0,2). Continuation of supervised clinical practicum for junior-level student clinicians. *Prerequisites:* SPA 391. (S)

SPA 401. Delivery of Speech, Language, and Hearing Services in Diverse Settings. 3(3,0). Guidelines for the potential speech-language pathologist in the understanding of public laws, professional issues, credentialing, ethics, and multicultural issues that undergird the delivery

of assessment and management services in medical, quasi-medical, and non-medical settings. (S).

SPA 460. Speech Reading and Auditory Training. 3(3,1). Study of the use of speech reading, auditory training and amplification in developing and improving the communication skills of the hearing handicapped. Observation and supervised practicum are required. *Prerequisites:* SPA 209, 220, 320, and 360. (F)

SPA 461. Audiometry. 3(3,1). Theory and practical experiences in audiometric procedures for children and adults. Course covers pure tone and speech audiometry, impedance audiometry, public school hearing identification programs, and an introduction to advanced audiometric test procedures. *Prerequisites:* SPA 209, 211, 360. (S)

SPA 470. Neurogenic Disorders. 3(3,1). Survey of the speech and language problems of neurologically impaired children and adults. Emphasis will be placed on traumatic brain injured population. *Prerequisites:* SPA 209, 211, 220, and 320. (F)

SPA 480. Speech and Hearing Therapy in the Schools. 3(3,0). Study of the organization and management of clinical speech-language programs in the schools. Materials and methods for program operation are explored. Federal and state laws and regulations are reviewed in terms of their impact on case selection, client management and due process. Emphasis is on screening, placement, and management of speech-language impaired pupils in the schools. *Prerequisites:* SPA 203, 204, 209, 211, 214, 320, 330, 360, and 391. (F,S)

SPA 490. Diagnostic Procedures in Speech Pathology and Audiology. 3(3,1). This course provides supervised clinical experiences in the assessment of speech, language and hearing disorders. It teaches the diagnostic process and procedures necessary in determining the presence of a speech and/or language disorder. Interpretation of test results, report writing, and appropriate follow-up activities will also be emphasized. Laboratory hours are required. *Prerequisites:* SPA 203, 204, 209, 211, 114, 320, 330, 340, 360, and 391. (S)

SPA 491. Supervised Clinical Practicum III 1(0,2). Supervised clinical practicum for intermediate-level and advanced level student clinicians. *Prerequisites:* SPA 391 and 392. (F,S,Su)

SPA 492. Supervised Clinical Practicum IV. 1(0,2). Supervised clinical practicum for intermediate-level and advanced level student clinicians. *Prerequisites:* SPA 391 and 392. (F,S,Su)

SPA 493. Seminar in Speech Pathology. 3(3,0). Seminar is concerned with new research, diagnostic techniques, management procedures, and current trends in speech-language pathology and audiology. *By permission. Prerequisites:* SPA 209, 220, 320, 330, and 360. (F,S)

SPA 495. Introduction to Manual Communication. 3(3,0). Course covers the manual alphabet used in finger spelling and the language of signs. Emphasis is on expressive as well as receptive skills. (F)

SPA 496. Intermediate Manual Communication. 3(3,0). Continuing study of the language of signs. Emphasis is on the devel-

opment of expressive and receptive skills. *Prerequisite.* SPA 495 or permission of the instructor. (S)

SPA 499. Clinical Research Seminar. 3(3,1). The purpose of this course is to introduce students to single-subject and group clinical research designs. In addition to learning how to apply research methodology to intervention, students will engage in cooperative learning to design, conduct, and report clinical research. (S).

SPA 402 - Speech Education 430. Professional Clinical Experiences in Speech Pathology. 12 (). Student teaching in speech-language pathology in off-campus settings (clinics and school situations) under the supervision of experienced speech clinicians.

Twelve weeks of supervised practicum in the public schools are required for state certification. *Prerequisites:* SPA 203, 204, 209, 211, 214, 220, 320, 330, 340, 360, 391, 392, 470, 480, and 50 clock hours of supervised pre-professional clinical experiences. (F,S)

COLLEGE OF EDUCATION, HUMANITIES & SOCIAL SCIENCES DEPARTMENT OF EDUCATION ADULT EDUCATION

AED 320. Interviewing and Counseling the Disadvantaged Adult. 3(3,0). This course is designed to present techniques, procedures, and instruments for providing occupational, educational, and social counseling for the disadvantaged adult. The content includes techniques of (a) unit teaching in occupational areas; (b) orientation or life-adjustment areas; (c) placement and follow-up activities; (d) classification and description of jobs and industries; and (e) current issues, problems and trends in education, society, and the world of work. (F, S)

AED 360. Teaching Strategies for Adult Basic Education. 3(3,0). This course is designed to provide a sound background from research data about the principles, methodology, and instructional competencies, which underlie the areas, referred to as adult education. These areas include (a) teaching the basic skills to adults; (b) teaching adults to develop new insights, attitudes, skills; (c) teaching adults to help themselves develop positive attitudes toward and acceptance of aging, illness, and death; and (d) teaching adult citizens skills of thinking and learning, group and intergroup dynamics, functional democracy, and the human geography. (F, S)

CURRICULUM AND INSTRUCTION

CI 338. Curriculum in the Middle School. 3(3,0). Curriculum in the Middle School is a study of grouping patterns, goals, and materials of instruction unique to the needs of the child in the fifth, sixth, seventh, and eighth grades. The teacher education student will be involved in short- and long-range planning, the development of skills in classroom management, interpersonal relationships, appraisal and diagnostic techniques for prescription writing, and measurement and evaluation of the individual program. (F, S)

CI 339. Instructional Methods for the Middle School. 3(3,0). Theories of learning dealing with the mental, social, and moral,

emotional, and physical development of the middle school child are implemented through instructional techniques and procedures. Emphasis is placed upon the appropriateness of model individual, small group, or large group- for the objective and the learning style of the individual. The teacher education student demonstrates his competencies with students in the fifth, sixth, seventh, or eighth grades during field experience.

EARLY CHILDHOOD EDUCATION

ECE 200. Introduction to Early Childhood. 1(1,1). This seminar will introduce the students to the discipline of early childhood education. Through a variety of activities planned in the laboratory schools and in community settings, students will acquire an understanding of the profession. Emphasis will be placed on career opportunities and involvement in professional organizations. Ten hours of pre clinical experiences are required in an appropriate school and/or agency setting. (F, S)

ECE 310. Assessing and Interpreting Child Behavior. 3(3,0). This course focuses on the techniques and strategies that are needed to assess the behavior, instructional needs, and capabilities of young children. Emphasis is placed on methods for recording and documenting individual and group behavior in a variety of settings. Laboratory experiences will be included to allow students to make practical use of the strategies discussed. Prerequisites: ECE 200; CD 200 and/or EPSY 250. (F,S)

ECE 313. The Child and the Curriculum. 3(3,0). This course introduces the fundamental concepts of child development as it relates to the basic theories and principles underlying early childhood curriculum planning and teaching. A primary objective of this course is to explore a variety of curriculum alternatives appropriate for this level, which will meet the needs of children from diverse backgrounds. Pre-clinical experiences are required. Prerequisites: ECE 200; CD 200 and/or EPSY 250. (F,S)

ECE 314. Teaching Strategies in Early Childhood Education. 3(3,2). This course focuses upon direct nursery school participation. It is a study of the developmental problems of the pre-school child. Students learn methods and techniques of working with children; the selection of appropriate toys, games and music for the child from three to five years. Pre-clinical experiences are required (twenty to forty hours).

ECE 317. Language Development for the Young Child. 3(3,0). This course considers the role of language in the young child's life (infancy to nine years). A thorough study is made of the interrelated areas of speaking, listening, reading and writing of children. Developmental theories that investigate children's mastery of language skills are emphasized.

Current research, educational practices and materials are explored. Pre-clinical experiences are an integral part of this course. Prerequisites: ECE 200;

CD 200 and/or EPSY 250 (F,S)

ECE 350, Early Childhood Seminar. 1(1,0). This seminar is designed to assess the content knowledge of early childhood majors. A series of test will be used to assess content-specific pedagogy. (F,S)

ECE 400. Senior Seminar. 2(2,0). In this course, advanced undergraduate students engage in study of special issues, trends and current problems affecting the field of early childhood education. This is a culminating course to fully prepare students for professional and postgraduate teacher education goals. *Prerequisites:* All Early Childhood Education major courses.

ELEMENTARY EDUCATION

ED 105. Paraprofessional Clinical Experiences and Medial 3(3,0). This laboratory course is an individualized, modularized program of clinical and instructional media experiences designed to provide the prospective teacher with the competencies in the performance of activities required of the classroom paraprofessional. The student should normally complete this sequence during the freshman year. Field experiences are required. (S)

ED 112. Human Relation Component I. 2(2,0). This competency-based component is designed primarily to provide pre-service teachers with a human relations model that is reality oriented to future teaching situations. Communication exercises enable pre-service teachers to gain a better grasp of the complexities of the communication process as it occurs in the school setting. Group discussions facilitate feedback from participants' peers and promote an understanding of the group process as it might be achieved in the classroom. (F)

ED 113. Human Relations Component I 2(2,0). This is a competency-based component based on interpersonal skill activities, which expand the role of flexibility, and offers an opportunity to test and to practice new behaviors essential to successful living. Professional problem solving introduces the kinds of realistic demands placed on persons in their professional or social roles. Clusters are mixed in balanced proportions to offer individuals an added dimension with which to meet the ever-increasing demand for flexible, dynamic personality development in varied settings. (S)

ED 150. Education Seminar. 1(1,0). Emphasis is on mastery of reading, writing and mathematics concepts as related to the PRAXIS I examination. The PRAXIS Laboratory Assessment must be completed. (F,S)

ED 201. You and the Task of Teaching. 3(3,0). This competency-based component course is designed to introduce each prospective teacher to the profession and to allow him to test

himself as a potential teacher. Through individualized laboratory experiences and seminars, the student develops a cognitive and experiential basis for selecting teaching as a vocation. Learning is facilitated through exploration of issues, problems, frustrations and regards of the profession. (S)

ED 206. Foundations of Education. 3 (3,0). This course is designed to provide prospective teacher education majors with an overview of public education programs (K-12) and supportive agencies. Structure, organization, administration, and management of public schools, as well as the opportunity to test ones potential as a teacher, are the major foci. Pre-Clinical observation and participation are provided in a variety of settings, including programs for exceptional children. Ten hours of pre-clinical experiences in appropriate schools or agencies are required. (F,S).

ED 300. The Elementary School Curriculum. 3(3,0). The purpose of this course is to familiarize prospective kindergarten and elementary school teachers with the philosophy undergirding the objectives of this important area of the school program. An evaluation is also made of such educational practices as using materials, equipment, scheduling and planning, grouping and recording data that are appropriate for this school level. Students will have the opportunity to observe pupils at work in a school setting. Pre-clinical experiences are required (twenty to thirty hours). (F, S)

ED 308. Seminar I: Generic Teaching Methods. 3(3,2). This methods course is designed to familiarize all teacher education majors (K-12) with the planning, presentation, assessment skills of teaching and the orchestration of the learning environment through the use of learning theories and current technology applied to teaching. A Junior Thesis is an integral component of this course. Peer teaching, simulation, preparation of teaching materials, with observation and participation in the public schools are an integral component of these learning experiences forty hours of preclinical experiences are required in an appropriate school and/or agency setting. Prerequisite: Passing score on State-mandated test for admission to Teacher Education programs. (F, S)

ED 320 Measurement and Evaluation (Formerly ED 420). 3(3,0). An analysis and application of a wide variety of traditional assessment and alternative assessment methods to enhance the interpretation and translation of data into instructional plans. A comprehensive approach to effective classroom and hands-on experiences of relevant techniques that today's teachers must know to plan for elementary and middle school students with varied learning styles, developmental levels and abilities.

ED 322 Diagnostic-Prescriptive Teaching. 3(3,0). This course is designed to enable the regular classroom teacher to

become more sensitive to variabilities in learning needs and styles of children and to adjust instruction through diagnostic-prescriptive teaching, task analysis, and intervention techniques (S)

ED 350. Education Seminar. 1(1,0). This seminar is designed to assess the Elementary Education majors comprehension and mastery of the subject content area. A series of tests, based on the SOCKET Model will be designed to assess content specific pedagogy, understanding how to teach certain fundamental concepts in the subject area.

ED 415. Independent Study of Educational Problem (1-3). This course is designed to permit independent pursuit of information on and solution of educational problems throughout library research or fieldwork. The student desiring to take this course will present a study proposal to the department for approval. Students who show unusual promise as developing educators may take this course as an honors activity. (S)

ED 425. Seminar II; Application and Assessment in Specialized Methods 3(3,24). This course is divided into two segments and utilizes the team approach to instruction. The first four weeks are devoted to review and synthesis of the teaching process and the cognitive processes relevant to the context of teaching. Segment two is managed by subject-matter specialists and includes experiences in micro-teaching, large group, small group and individualized instruction: preparation of instructional materials; selection of appropriate gaming, and demonstration in the public schools to improve and assess the student's teaching effectiveness. Students will synthesize and demonstrate skills acquired in prerequisite courses. Minimal performance on designated standardized and criterion-referenced tests is required as well as fifty (50) hours of pre-clinical experiences. A Senior Thesis is an integral component of this course. *Prerequisite:* ED 308. (F,S)

ED 430. Professional Clinical Experience I 2(12,0). This performance-based clinical experience is provided for all student teachers and interns as the zenith experience of the elected teaching major. Students are team-directed through three program phases: Orientation, Participation in Teaching, and Evaluation. A major portion of the course is field based (sixty-five days) under the supervision of a certified master teacher or specialist. During this time the student teacher/intern demonstrates mastery of the teaching and management skills in an approved public school setting. *Prerequisite:* Passing score on content area of PRAXIS II examination and admission to a Teacher Education program one full semester. (F, S)

ED 450. Senior Education Seminar. 1(1,0). A continuation of various assessments and the use of case studies to measure pedagogical knowledge at different grade levels.

INSTRUCTIONAL TECHNOLOGY

ITE 310 Instructional Technology. 3(3,0). This course stresses the general principles underlying the recognition of the availability of the audiovisual materials and equipment and the practical classroom application of both non-projected and projected materials which involve selection, production, and use of recordings, filmstrips, slides, motion pictures, models, maps, charts, chalkboards and feltboards and microcomputers. (F, S)

PSYCHOLOGICAL, HISTORICAL AND PHILOSOPHICAL FOUNDATIONS

EPSY 250. Human Growth and Development. 3(3,0). This course is designed to provide students with basic knowledge and understanding of the principles of lifelong human growth and development, with particular emphasis on the mental, social, emotional and physical aspects. Twenty of pre-clinical experiences are required in an appropriate school and/or agent setting. (F, S)

EPSY 251 Adolescent Development 3(3,0). This course is designed to study the in-depth knowledge of various influences and adolescent development. A clear understanding of these factors for making instructional and guidance decisions is essential. Furthermore, educators must be cognizant of how these factors affect student academic performance and classroom dynamics. Only with this knowledge are teachers prepared to establish and evaluate reasonable expectations for effective student learning. Students will be aided in seeing the relationships between theory and practice through the provisions of "real life" examples. Further, students will develop their reflective thinking skills and problem-solving skills for effective classroom management.

EPSY 260. Principle of Learning. 3 (3,0). This course is an examination of fundamental principles of human learning and cognition and their practical implications in education. The course provides an introduction to major approaches, issues, and trends in the study of learning and human development. Presentations of theories and principles of human situations suitable to various age and grade levels are made. Field study is required. Twenty of pre-clinical experiences are required in an appropriate school and/or agent setting. (F, S)

ED 306. History and Philosophy of Education. 3(3,0). This course is a study of the major phases of educational development from various important periods in world history such as Precolonial Greece to the present and a history of education in the United States from the early 1600s to the present time. An emphasis will be given on school law and ethics as well. Twenty of pre-clinical experiences are required in an appropriate school and/or agency setting. Prerequisites: Passing score on State-mandated test and grade point average required for admission to Teacher Education programs. (F, S)

EPSY 328. Theories of Personality. 3(3,0). Basic concepts of personality organization and development are presented in a multidisciplinary approach incorporating biological, sociological, psychological, and anthropological factors. (F)

EDHU 250. Black Issues and Historical Figures in Education. 3(3,0). This course is designed to study the social, economic, moral,

and political issues that have effected the education of black people in America. The course also examines the learning environment and achieve equitable black representation in education and society as a whole.

GEOGRAPHY

GEO 204. Introduction to Geography. 3(3,0). This course is a survey of the methods and principles of geographic inquiry. Emphasis is placed upon the basic tools utilized by geographers, such as the globe, map and atlas. (S,E)

GEO 305. Socioeconomic Geography. 3(3,0). This course considers such vital questions as world distribution of population; maps, landforms, soils and mineral resources; current problems in conservation of the natural resources of the United States. (F,S)

READING EDUCATION

R 100. Developmental Reading. 2(2,0). In this course, emphasis in developing efficient reading is placed upon basic reading skills, vocabulary, comprehension, study skills, and rate. Each student upon evaluation is expected to achieve at least 12.5 grade level. If not, he receives a "U" (unsatisfactory) and will be required to register for the course the next semester. Two semester credits are earned after successfully completing the course. Concurrent enrollment in E 100 is required. (F, S)

RED 206 Integrating Language Arts and Literature Methods and Strategies (Formerly RED 206 and RED 316). 3(3,0). A unique amalgam of theory and practice, the course promotes teaching the integration of language arts and literature in a student-centered, literature-rich environment with the goal of producing students in grades K-8 who are truly literate. Pre-clinical experiences are required (Forty hours). (F, S)

RED 315. Teaching Reading in the Elementary School 3(3,0). This is a basic fundamental course in the teaching of reading; emphasizes the nature of the reading process and the principles, methods, and skill for the development of effective reading. Practical application is included. Thirty (30) hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 317. Teaching Reading in the Content Areas 3(3,0). This course is designed for pre-service secondary teachers. It emphasizes basic reading skills, assessment of reading performance materials and methods for teaching reading in the content areas. Thirty (30) hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 318. Diagnostic Prescriptive Teaching of Reading (Formerly RED 416). 3(3,0). This course provides the student with a review of causes, assessment and remediation of reading problems. Assessment and remediation are applied to children/youth in the classroom. Students learn techniques and materials used in diagnosis and remediation of reading difficulties. Also, this course provides the student with an opportunity to experiment and/or conduct an in depth study of selected problems, projects or case studies in the teaching of reading. Thirty (30) hours of pre-clinical experiences are required in an

appropriate school and/or agency setting (F, S)

RED 319. Diagnosis of Remedial Reading Problems 3(3,0). Emphasis is placed on causes of reading problems and prescriptions for those problems. Each student will diagnose one child and write a diagnostic report based upon the battery of tests used. *Prerequisite:* RED 316.

RED 320. Treatment of Remedial Reading Problems. 3(3,0). This course is designed to provide experience in treating disability cases and following previously prescribed treatment for those cases. Each student will teach one disability case under supervision. A written report of the treatment procedures and outcome is required. *Prerequisite:* RED 315. Ten hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 321. Seminar in Reading. 3(3,0). This course is designed to provide pre-service teachers with an overview of research in reading. Emphasis placed on the implications, practical applications for teaching reading research. *Prerequisite:* RED 315.

RED 322. The Teaching of Reading in the Middle School. 3(3,0). This is a course dealing with methods and materials of teaching reading in grades four through six. Emphasis is placed upon the development of higher skills as children mature. *Prerequisite:* Reading Education 315.

SECONDARY EDUCATION

SOCIAL STUDIES

SST 304. Teaching Social Studies in the Elementary Grades. 3(3,0). This course is designed to acquaint prospective elementary school teachers with techniques, procedures and materials used in teaching of social studies. An attempt will be made to interpret learning theories as applied to actual classroom situations. Current affairs will be discussed in the course in an effort to broaden the students perspective in treating problems and controversial issues. Pre-clinical experiences are required (20-40 hours). (F, S)

MIDDLE LEVEL EDUCATION

SST 305. The Teaching of Middle School Social Studies. 3(3,0). This course prepares candidates to create and sustain an inclusive and supportive learning environment in which all students can engage in learning. They will develop skills in using reflective practice to adapt behavior to assist all students in learning. Candidates will be able to design and implement instruction and assessment that assist students in developing critical thinking skills. They will develop a variety of learning experiences to integrate content knowledge into the planning, implementation, and assessment of instruction. Candidates will be able to create opportunities to enable students to demonstrate skill in the content area. They will be able to use a variety of approaches for teaching students to construct meaning from the text and experiences in the content area. They will be able to reflect on their own teaching in light of research, theories and best practice and demonstrate an understanding of the purposes and characteristics of different kinds of curricula and related resources that are consistent with student learning. Candidates will learn to work with teachers in other content areas to connect important ideas, concepts, and skills within other disciplines.

They will also establish criteria and develop strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences. They will learn to work harmoniously with parents, teacher, administrators and the community and to embrace technology as an essential tool for teaching and learning. Finally, this course will provide opportunities for observing and participating in various school and classroom settings that include a wide range of instructional and administrative elements. They will have opportunities for interacting with students of varying socio-economic, racial and ethnic backgrounds, and those with special learning needs and diverse learning styles.

SPECIAL EDUCATION

SPED 216. Introduction to Exceptional Children 3(3,0). An introductory course to study the characteristics and needs of exceptional children, the competencies needed to work with special abilities and disabilities, and an overview of appropriate educational program and delivery of services. Designed for special-education students and those students who are preparing to teach individuals with disabilities. Twenty hours of preclinical experiences are required in an appropriate school or agency setting. (F, S)

SPED 217. Psychology of the Mentally Disabled. 3(3,0). An in-depth study of mental disabled nature, diagnosis, learning characteristics, parental considerations, and therapeutic aspects of various degrees of mental retardation. The social and psychological impact on the individual and his environment are observed to provide background information. *Prerequisite:* SPED 216. (F)

SPED 218. Characteristics of Learning Disabilities. 3(3,0). An introductory course to specific learning disabilities that includes the identification and characteristics of those factors that may impinge upon effective learning. Emphasis will be placed on research, theoretical approaches, psycho evaluation, and differential diagnosis. *Prerequisite:* SPED 216. (F)

SPED 219. Nature or Psychology of the Emotionally Disabled. 3(3,0). This course is designed to provide intensive study of the characteristics and types of emotional disturbances. Biochemical psychoanalytical, social, behavioral and cultural etiological theories and strategies will be examined. Focus will be on screening, identification, placement and procedures for individuals with emotional disabilities. *Prerequisite:* SPED 216. (F)

SPED 304. Behavior Problem. 3(3,0). The development and nature of behavior disorders in children are surveyed. Emphasis is placed on the functional behavior disorders and emotional inhibitions of childhood: differential diagnosis, prognosis, and psychotherapy. *Prerequisite:* SPED 216. (S)

SPED 319. Teaching of Language Arts for the Exceptional Child. 3(3,0). This course is designed to provide a comprehensive overview of the language arts for learning disabilities, mentally disabled and individuals with emotional disabilities. Emphasis will be placed on evaluation techniques, teaching strategies, and the development of materials for listening, speaking, reading, and writing skills. Pre-clinical experiences are required (twenty hours). *Prerequisites:* SPED 216, 217,

218, 219.

SPED 320. Psychological and Sociological Aspects of the Disabled. 3(3,0). This survey course offers study of the biological, sociological, and psychological aspects of the individual with disabilities. *Prerequisite:* SPED 216, and 217, or 218, or 219 (S)

SPED 321. Educational Procedures for the Moderately-Severely Mentally Disabled. 3(3,0). Course emphasizes the curriculum, educational practices, teaching approaches, materials, and services appropriate to the needs of the moderately and severely disabled individual. Consideration is given to legal implications and vocational training. Pre-clinical experiences are required (twenty to forty hours). *Prerequisites:* SPED 216 and SPED 217. (F)

SPED 322. Educational Procedure for the Mildly Mentally Retarded 3(3,0). Course is designed to prepare persons to work with individuals identified as mentally disabled. It presents theories, program practices, curricular considerations, teaching strategies, and materials geared to the individual needs of the mildly mentally retarded. Consideration is given to placement procedures, reports, records, observation and participation, guidance procedures and legal implications. Pre-clinical experiences are required (twenty to thirty hours). *Prerequisite:* SPED 216 and SPED 217. (F)

SPED 325. Educational Procedures for Students with Learning Disabilities 3(3,0). Course will present a variety of teaching strategies and educational materials designed to meet the individual needs of the student with learning disabilities. It will concentrate on academic, language and perceptual-motor programs as well as curriculum development for the educational environment. *Prerequisites:* SPED 216 and SPED 218. (F)

SPED 327. Educational Procedures for Students with Emotional Disabilities. 3(3,0). Strategies and techniques for the management of emotional and behavioral problems that interfere with learning will be the major emphasis of this course. Consideration will be given to curriculum development, intervention strategies, and instructional materials. *Prerequisites:* SPED 216 and SPED 219. (F)

SPED 332. 3(3,0). Educational Diagnosis and Prescription for Learning Problems (Formerly SPED 432. 3(3,0). Experiences in children, writing prescriptions and developing educational evaluations. Study of assessment teaching used for psychological and educational evaluation. Interpretation and translation of data into corrective instructional plans for special needs children. *Prerequisites:* SPED 216, 217, 219; ED 308. Twenty (20) of pre-clinical experiences are required in an appropriate school and/or agency setting. (S)

SPED 350- Special Education Seminar. 1(1,0). This seminar is designed to assess special education teaching candidates comprehension and mastery of the subject content area. A series of tests based on the SOCKET Model and other programs will be used to assess content specific pedagogy. (F,S)

SPED 423. Art Education for Children with Disabilities. 3(3,0). This course is designed to integrate into the daily curriculum experiences

of social living, enjoyment, reading, writing, spelling, and arithmetic for children identified as having a disability. Prerequisite: SPED 216. (F)

SPED 429. Introduction to Rehabilitation and Community Service. 3(3,0). This is a survey of community resources and local, state and national rehabilitation programs serving persons with disabilities. Consideration will be given to vocational training and placement services lectures and supervised field experiences. (S)

SPED 440. The Psychology of the Gifted and Talented. 3(3,0). Course reuses on intellectual, creative, emotional factors and other psychological needs of gifted and talented children and youth. Attention will be placed on observation and participation. *Prerequisite:* SPED 216. (F)

SPED 441. Education of the Gifted and Talented. 3(3,0). Course deals with the characteristics of the gifted and talented and their implications it identification, curriculum planning, teaching strategies, instructional resources, counseling and guidance. Special attention will be given to the needs of the underachiever and minority gifted and talented students. *Prerequisites:* SPED 216 and 440. (F)

SPED 442. Programs, Methods and Materials for Teaching the Gifted and Talented. 3(3,0). Course will focus on learning theories, methods, models, and techniques utilized in developing differential curriculum for the gifted and talented. Creative writing, individualized strategies, and integration of mentorship will be employed. *Prerequisites:* SPED 216 and 440.

SPED 443. Classroom Instruction and Management for the Academically Gifted and Talented. 3(3,0). This course is designed to assist in the identification of individual learning styles of the gifted and talented. A variety of curricula models and program approaches will be utilized to teach. (F)

SPED 444. Creative Movement for the Gifted and Talented. 3(3,0). This course acquaints students with movement education methodology in the teaching of recreation, dance, gymnastics, rhythmic activities, and body management for the gifted and talented. (S)

SPED 499. Teaching of Mathematics for Students with Disabilities. 3(3,0). Adaptations of materials and methods to the use for students with disabilities. Emphasis is placed on the teaming patterns of students with disabilities. *Prerequisite:* SPED 216, 217. (S)

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

ENGLISH

E 150. English Composition and Communication. 3(3,0). This course deals with the English language as a means of expression. Emphasis is placed on the main types of writing: exposition, argumentation, description, and narration. Attention is also given to grammar, usage, and mechanics. (F,S)

E 151. English Composition and Communication. 3(3,0). This is a literature-based course with emphasis on critical writing. A research

paper is required. Attention is also given to grammar, usage, and mechanics as needed. Prerequisite: "C" in English 150. (F,S)

English 152. Practical English. 3(3, 0). This course gives the student who has failed the English Proficiency Examination, the opportunity to improve his/her communication skills. Attention is given to usage, mechanics, structural and grammatical relationships, and idiomatic expressions or word choice. This course also provides intensive practice in writing. This course is not to be used as a substitute for any other English course or as a free elective. Prerequisite: Failure of the English Proficiency Examination

English 200. Sophomore Seminar. This is a required course for those who major in Professional English. It is designed to introduce the beginning major to the characteristics of literary genres, the components of literature, essential critical terms, and basic literary theory. Students will write several critical essays and perform close reading of literary texts. Prerequisites: English 150, 151 and completion of the English Proficiency requirement.

E 201. English Literature. 3(3,0). Reading and discussion of representative masterpieces of English literature. Emphasis upon types of literature and the relation of writing to other arts. Lectures on historical and literary backgrounds. A survey of English literature from the Old English Period through the Neo-Classical Period. Prerequisites: English 150,151, and completion of the English Proficiency requirement. (F,S) (F)

E 202. English Literature. 3(3,0). Reading and discussion of representative masterpieces of English Literature from the Romantic, Victorian, and Modern Periods. Emphasis upon types of literature and the relation of writing to other arts. Prerequisites: English 150,151, and completion of the English Proficiency requirement. (F,S) (S)

E 250. World Literature, Part I 3(3,0). Selected world masterpieces, with emphasis on Western civilization and historical, literary and philosophical antecedents of twentieth-century United States culture. The course introduces students to the concepts and vocabulary required for reading, analyzing, and interpreting literature. Prerequisites: English 150,151, and completion of the English Proficiency requirement. (F,S)

E 251. World Literature, Part II. 3(3,0). A survey of literary masterpieces of the world. From the Age of the Enlightenment to the Twentieth Century, this course presents classical selections for reading, interpretation and critical analysis through lectures, discussions and rhetorical assignments. Prerequisites: English 150, 151, and completion of the English Proficiency requirement.(F,S)

E 302. Advanced College Grammar and Composition. 3(3,0). A detailed study of classical and modern rhetorical methods to be used in the various forms and levels of discourse; also, some consideration of traditional, structural, and transformational grammars as a means of achieving greater skills in composition. Prerequisites: English 150 and 151, passing score on the English Proficiency Examination. (F,S).

E 305. Romantic Movement. 3(3,0). This course examines the essence of the Romantic Movement in English literature. Emphasis is on the major poets such as Wordsworth, Coleridge, Byron, Shelly and

Keats, the major shift in literary history the movement initiated, and the social and intellectual context of the movement. (S,E)

E 306. Victorian Period. 3(3,0). A course of study in Victorian literature that introduces students to the literary scene with an emphasis on the major poets and novelists whose works reflect the changing temper of the era. Attention is paid to the social and intellectual climate that produced these writers and those significant writers of prose whose works complement those of the creative writers. (S,0).

E 310. An Introduction to Human Language. This is an essentially introductory course that is designed to provide candidates with introductory theoretical and descriptive knowledge of the nature of human language. This knowledge is not only important, but is essential for English language studies, disciplines in the humanities and social sciences and special areas in education. It presents some basic concepts in linguistics and relates linguistics to applied areas like language acquisition and language in social contexts.

E 312. The Development of Modern English. 3(3,0). A study of the origins and development of the English language and its growth and spread worldwide. The forces and factors that have shaped its grammar, phonology, vocabulary and orthography are traced and explored in the various stages-Old, Middle, Modern English-of this growth. Attention is given to complexity and variation, especially native and non-native varieties, in modern English. (F)

E 314. The Novel. 3(3,0). A course designed to bring into prominence the natural steps in the development of the novel. (S)

E 315. Black American Writers. 3(3,0). A survey course in American Negro literature from 1746 to the present. (S)

E 316. Literary Criticism. 3(3,0). An introduction to literary analysis with particular emphasis upon the terminology, language, and techniques of literary criticism; emphasis placed upon direct examination and study of literary texts; special attention given to developing skills in close reading of a text in poetry, fiction, and drama. The writing of critical papers. Texts selected from significant writings of American, English, and European authors. (S)

E 317. American Literature, Part I. 3(3,0). A study of American Literature from 1660 to 1860. (F)

E 318. American Literature, Part II.3 (3,0). A study of American writers 1860 to present. (S)

E 319. Contemporary African American Literature. This is an upper level course in the study of African American literature from the mid 1960s to the present. Students will be exposed to a variety of texts, poetry, drama, fiction, and essays and a variety of writers and writing styles. The writers and works will be studied within the context of the cultural, economic, social, and political environment that helped to shape and define the language and literature of contemporary American society.

E 320. The Harlem Renaissance in Literature and the Arts. This

is an upper level, three credit English course designed to support the English and Liberal Arts majors. Students will make a study of works representative of the cultural capital of African-American life that flourished between approximately 1919 and 1934. Focusing on the social, musical, artistic, and literary origins of this movement, as well as the different literary and artistic genres created during this era, this course is designed to introduce students to the analysis of major literary works and genres within the context of the larger culture and debates of the Harlem or New Negro-Renaissance. We will focus on the ways in which literature represents, responds to, and shapes intellectual and political transformations in American society and African American culture during the period, with special attention to the meaning of migration, constructions of black identity, and issues of difference within black America. We will also consider the impact of the Harlem Renaissance, including its representation in contemporary culture.

E 321. Ethnic Writers. This course concerns ethnic writers from Asian-American, Native-American, and Hispanic-American literary traditions.

E 399. Independent Study/Internship. 2-3(2-3, 0). An elective for juniors or seniors with the ability to design or organize and complete a creative scholarly project as an extension of English courses. Petitions to engage in a creative project, scholarly research, extensive reading, development and experimentation with teaching materials, or another legitimate, individualized activity can be submitted for approval. Under this rubric, students may also engage in an approved Internship program. (F,S)

E 400. Milton. 3(3,0). A study of the poetry and prose of Milton. Emphasis on selections representative of Milton's poetic development. (S)

E 401. Sixteenth-century Drama. 3(3,0). A study of the most significant non-Shakespearean drama and dramatists of the Elizabethan and early Jacobean period. The course also looks at their contribution in shaping dramatic idiom and traditions, and the crucial role of the professional acting companies and playhouses that influenced them. (F)

English 402. Chaucer. 3(3,0). This course will focus on close reading and discussion of *The Canterbury Tales* by Geoffrey Chaucer, the father of English poetry. Emphasis will be on reading and pronouncing the text in the original Middle English and contextual analysis of the work. (S, E)

E 403. Shakespeare. 3(3,0). This course introduces Shakespeare as dramatists, his preeminent standing in Renaissance drama, and his achievement in the theater, as well as his exploitation of and contribution to the English language. Selected plays and sonnets are studied critically, analyzed and interpreted to demonstrate Shakespeare's continued relevance and the quality of his work. (F)

E 405. Modern Grammar. 3(3,0). A study of the three major grammatical systems (traditional, structural, and transformational-generative) with emphasis on syntax, morphology, and semantics of English sentences. (F)

E 406. Literature for Adolescents. 3(3,0). This course is designed

to acquaint prospective teachers of English, and other students in the discipline, with the range of literature appropriate to the needs and capabilities of junior and senior high school students. (F)

E 407. Literature of the American South. This is a one-semester course for which students receive three credits. The course surveys Southern writing from the Old South to the present, encountering the Civil War, Reconstruction, the New South, Southern Renaissance, and Post-Renaissance along the way. Using slave narratives, short stories, poetry, novels, and critical essays, students trace the development of Southern literature in close relation to cultural factors that shape the production of texts.

E 408. Modern American Poetry. This is an upper level course designed to give students an intense experience in the reading, analysis, and interpretation of Modern American poetry, a demanding field that can challenge and delight even the most sophisticated reader. Students are expected to demonstrate how Modern American poets use formal elements of poetry (e.g., rhyme, meter, form, connotation, imagery, voice, etc.) to contribute to the total meaning of a poem, but also to understand the artful ways contemporary poets deconstruct these elements, or engage elements (i.e., politics) outside the text. Critical papers analyzing the form and content of significant poems are required. Both major and minor poets, representing diverse cultures, are studied.

E 410 American Women's Writing. This course will define and explore the long literary tradition known as American women's writing, discussing the various forms it can take and the critical language appropriate to analysis of those forms. A brief survey of the rise of American women's writing from the eighteenth century to the present will be presented as the course progresses, with the reading of appropriate texts to illustrate the variety of genres within this area.

E 412 Senior Capstone Seminar. In the Senior Capstone Seminar, the Professional English major will integrate the skills and knowledge acquired during her/his course of study. This course is both a culmination of baccalaureate work in English and preparation for further work in academic or non-academic environments. Students in this course will demonstrate proficiency with the English language, as well as knowledge of writing, literature, culture, and the conventions of Research in English.

WAC 399. Practicum in Tutoring Writing. This course will explore paradigms and practices of supplemental instruction, while establishing principles for constructive criticism and providing practical experience in offering critiques of student writing in diverse disciplines during a one-to-one conference. Required for PUSH Writing studio leaders and Writing Center tutors. Prerequisite: Grade of A or B in English 150 and 151, and the recommendation of an English instructor.

BROADCASTING

BC 201. Introduction to Broadcasting. 3(3,0). A lecture-demonstration course designed to familiarize students with the principles, tools, and skills involved in radio and TV broadcasting. Emphasis throughout is upon historical developments and the psychological-sociological aspects of broadcasting which determine current practices and trends in the medium. (F)

BC 202. Electronic Media Production I. 3(3,0). A lecture demonstration course that deals with the various technologies involved in announcing and other performing activities of radio and TV broadcasting. Emphasis is placed on both the practical application of these technologies and the theory and philosophy underlying major aspects of their use. (S)

BC 203. Electronic Media Production II. 3(3,0). A demonstration course concerned with the various softwares and technologies required in creating and producing a wide variety of electronic media programs. Attention is directed toward the activities of writers, directors, and producers of such programs. Emphasis is placed upon different radio, TV and Social Media production techniques. (F)

BC 251: Understanding Television. 3. (0, 3) This course is a comprehensive course in examining the commercial and public television systems. The role of independent and cable stations, networks, programming and advertising as it is reflected in TV programs. The course is designed around critical reading and viewing some of the major programs that have affected the modern television industry. (F)

BC 301. Minorities in Mass Media. 3(3,0). This course examines the history of African-Americans in the broadcasting and Social Media industry. Attention is given to African-Americans from past to present. (S)

BC 305. Broadcast Newswriting and Reporting. 3(2,0). This course is designed to acquaint students with the kind of writing required in the electronic media. (F,S)

BC 310: Television Appreciation (Elective). 3 (0, 3). An examination of the television industry and its audience will be discussed. The role of networks, cable stations, programming, marketing, advertising, and station ownership affecting viewers mindset will be emphasized. This course will review and critique the structure of selected television programs and their impact on viewers. (S)

BC 320: Basic Television Production. 3. (0, 3). This course is a lecture and lab class about the basic techniques of television production. Students will learn about the video production process, studio and field production, electronic audio-video technology, editing and post-production equipment. Students will be required to participate in team productions. (F)

BC 330: Advanced TV Production/Editing. 3. (0, 3). An advanced course built on BC 320 Basic Television Production. Students will continue learning video production procedures and systems, acquainting themselves with digital editing equipment and processes. Students will prepare stories and storyboards, utilize equipment and lighting, and select and direct talents to produce their own original productions. (F)

BC 340: Broadcast Journalism. 3. (0, 3) This is a course on broadcast journalism emphasizing the techniques of reporting and editing for electronic media. Use of visual words in newswriting and application of visuals with broadcast reporting will be emphasized. One camera and standup reporting and editing techniques will be highlighted.

Concepts of converged media will also be emphasized during the course. (S)

BC 351: Understanding Movies. 3 (0, 3) This is a course in understanding and appreciating feature films and the production process. Emphasis will be on representative American films from D.W. Griffith to present. Role of minorities as producers, directors, actors, and distributors in the film industry will be highlighted. (S)

BC 401. Sports Broadcasting, Writing, and Reporting. 3(2,0). ABC 401. Sports Broadcasting, Writing, and Reporting. 3(2,0). An introduction to the theory and practice of sports events. Similarities and differences between radio and television are discussed. Emphasis is placed on the sportscasters' need to know the rules of each sport. (S)

BC 405: Advanced Broadcast Journalism. 3 (0, 3) An advanced course built on BC 340 on writing, editing and reporting for electronic media. Students will write, edit, produce, and broadcast their team and individual news stories in TV facilities. Advanced techniques in one camera standup reporting, and investigative and special field reporting will be emphasized. Concepts of converged media will also be highlighted during the course. (F/S)

BC 415: Practicum/Senior Project. 3 (0, 3) Students will spend regular hours working in a newsroom, radio/TV, or an electronic publication. Students also must work with the university's student media, The Collegian, and public media, 1890 Research & Extension, WSSB-FM, and local TV facilities as a reporter, editor, designer, videographer, manager, and other roles as assigned by the instructor, radio/TV advisor, or practicum supervisor. (F)

BC 420. Internship. (3-6). This course offers qualified students an opportunity to work in professional media facilities in the Orangeburg-Columbia- Charleston and other markets. Emphasis is on learning overall business structure and development toward entry into professional-level decision-making positions. Students will be allowed to engage in the internship only after they have fulfilled all curriculum requirements, successfully passed the English Proficiency Examination, and received the recommendation of Communications Coordinator or Chair of the Department. (F,S)

BC 430: Broadcast Management. 3 (0, 3) The theories and techniques of management will be taught in relation to mass communications media and broadcast stations. Management and operations of programs, licensing, personnel, media sales, marketing, advertising, budgeting etc., of public and commercial media and stations will be discussed. (S)

BC 450 Broadcasting Capstone. 3 This course offers students an opportunity to create a weekly up-to-date news product that will combine print, audio, video, and Web design. Students will be required to take JOUR 450 and BC 450 during the same semester.

JOURNALISM

JOUR 200: Understanding Media. 3. This is a basic course on understanding the mass media process and business, how messages are produced and broadcast, and how and why the media operates as it do.

The students will learn how to become critical users of the media by analyzing the form, content, and meaning of media messages. (Open to all students as part of the General Education Options).

JOUR 201: Survey of Mass Communications. 3. Introduction to the principles, philosophies, policies and practices of the mass media and the allied professions of print journalism, public relations/advertising, and radio/TV. Prerequisite: English 101, 102, SP 103, and completion of the English Proficiency requirement. (F)

JOUR 202: Social Media and Mass Communications. 3. A series of seminar lectures and group discussions to train students to effectively utilize social media platforms. Social media is a dominating force in the lives of media professionals, and it is important that Communications students are taught how to utilize social media effectively, professionally and intelligently. It would also explore the usage and impact of social media on modern society. (F)

JOUR 210: Writing for Mass Communications: Newswriting I. 3. Lecture and laboratory course with a focus on developing media newswriting skills. This course will also provide fundamental techniques of pre-reportorial research, organization of materials, pinpointing courses, testing of accuracy, and preparation of final copy. Prerequisite: English 150 and 151; S 150 or 250; CS 150 (F)

JOUR 220: News Writing and Reporting. 3(0,3). This is an introductory course on basic elements and styles of newswriting and reporting. Students will learn how to gather information from different sources, conduct research for media, interview and take notes, and present facts as a printable report. Emphasis on accuracy and balance will be highlighted. (S)

JOUR 301: History and Philosophy of the Mass Media. 3. Development of the mass media in the United States from colonial times to the present. The effects of American social, cultural, political, and economic theory of the media. Prerequisite: JOUR 205 (SO)

JOUR 302: Law and Ethics of Mass Media. 3. State and federal statutory and administrative law and the role of the regulatory agencies in mass communication. Special emphasis is given to an investigation of the professional ethics and legal concerns of the working journalist; prior restraint; shield law; libel; invasion of privacy; and the Freedom of Information Act. Prerequisite: JOUR 301 (SO)

JOUR 305/305L: Public Relations and Persuasion Course and Writing Lab. 3. An analysis of how business, government, consumer groups, minorities, environmentalists, and others work to influence public attitudes toward their activities. Students must also register for the public relations lab, which emphasizes public relations writing skills, which runs concurrently with this course. Prerequisite: English 151, JOUR 210, and CS 150 (S)

JOUR 310: Intercultural Communication 3(3,0) This course will introduce how the concepts and theories of culture and communication are intertwined and how they evolved overtime. Using comparative cultural communication illustrations, it will examine how selective exposures of cultural values and traits produce selective perceptions and patterns of communication, and the impact on individual

and collective cultural values and traits. Techniques and methods of communication competence will be emphasized to overcome ethnocentric cultural barriers to professionally operate in intercultural spheres. Prerequisite: JOUR 201

JOUR 320: Copy Editing. 3.(0, 3). This course will prepare students to edit copy for publication in the daily newspapers. The emphasis will be given on journalistic writing styles, grammar, fact checking for names, titles, numbers, photographs, house policy, and proofreading. Students will learn editorial skills to deal with news reporters, photojournalists, managers, graphic and page designers, and to make publications' editorial decisions. (F)

JOUR 330: Advanced Reporting.3 (0, 3). This course will provide advanced skills in pre-reportorial research, subject interview techniques, dealing with sources, covering public meetings, local beats and assignments, and writing reports based on the facts collected. Students will prepare reports for publication in the student newspaper. (F)

JOUR 340: On-Line Journalism (Computer Assisted Reporting). 3, (0, 3). A computer-skill-based course designed to teach database research and reporting and editing for the Internet. Students will create their own websites to work on publishable news stories from secondary data bases and reports from correspondents, staff writers, syndicated columnists, press releases, letters, newspaper websites, blogs, and other text messages. (S)

JOUR 350. Advanced PC Campaigns. 3. (0, 3). Students in this course will analyze and evaluate the tactics and strategies adopted and applied in successful model campaigns by major public communications firms. Students will develop and apply innovative strategies in their own public communications campaigns. (S)

JOUR 360: Magazine/Feature Writing. 3, (0, 3). This course will teach techniques of magazine and newspaper feature writing. The process of selecting feature topics, content research and development, timelines, viewpoints, leads, in depth and investigative writing styles, story writing, editing, presentation, interviews, profiling and attributions are discussed. (F)

JOUR 400. Methods in Media Research (Elective). 3. (0, 3). Introduction and application of theories and methods in mass media research will be discussed. Each student will conduct a research project employing an appropriate research method. (S)

JOUR 415: Practicum/Senior Project. 3 (0, 3) Students will spend regular hours working in a newspaper, magazine, PR or electronic publications. Students also must work with the university's newspaper The Collegian, student magazine Inkwell, yearbook Bulldog, and faculty interdisciplinary magazine Plenum, University's PR, SID, and 1890 Research divisions as a reporter, editor, designer, photographer, contributing writer, and other roles as assigned by the instructor, Journalism advisor, or practicum supervisor. (F)

JOUR 420. Internship. (3-6). This course offers qualified students an opportunity to work in professional media facilities in the Orangeburg-Columbia- Charleston and other markets. Emphasis is on learning overall business structure and development toward entry into professional-level decision-making positions. Students will be

allowed to engage in the internship only after they have fulfilled all curriculum requirements, successfully passed the English Proficiency Examination, and received the recommendation of Communications Coordinator or Chair of the English Department. (F,S)

JOUR 450 Journalism Capstone. 3 This course offers students an opportunity to create a weekly up-to-date news product that will combine print, audio, video, and Web design. Students will be required to take JOUR 450 and BC 450 during the same semester.

PUBLIC COMMUNICATIONS

JOUR 212: Intro to Public Communications. 3 (0, 3) This course is an introductory course on public communications and public relations with emphasis on civic and community involvements; not just the traditional corporate or business PR-oriented perspective. The course will discuss how individuals, groups, organizations, companies, corporations, governments and other agencies work; and how their works and good names are protected, improved and enhanced as managed by image managing professionals. It will also talk about who these professionals are, their qualifications and skills, how do they operate in the public arena, and how this profession developed overtime. Public communicators' professional and ethical responsibilities towards consumers and citizens will also be highlighted. (S)

JOUR 215. Public Communications Writing. 3. (0, 3). This course is a basic course on public communications writing covering the mechanics, style, format and content of public communications. News releases, organizational and personality profiles, information on creators of ideas, product, service, articles, newsletters, brochures, advertising copies, and broadcast script writing techniques will be emphasized. Students will also work on desktop publishing processes. (F)

JOUR 350. Advanced PC Campaigns. 3. (0, 3). This course is an advanced course built on Jour 220. This course will analyze and evaluate the tactics and strategies adapted and applied in successful model campaigns by major public communications firms. Students will develop and apply innovative strategies in their own public communications campaigns. (S)

JOUR 400. Methods in Media Research (Elective). 3. (0, 3). Introduction and application of theories and methods in mass media research will be discussed. Each student will conduct a research project employing an appropriate research method. (S)

JOUR 401. Public Communication Management. 3. (0, 3). This course is an advanced course on how to operate and manage public communication and media organizations and provide quality services to their clients. The course will analyze and evaluate the strategies, tactics and tasks applied and performed in successful model PR organizations in image and reputation management and enhancement campaigns. Some management theories and tactics, selling, buying, marketing, budgeting processes in these organizations will be discussed. (F)

JOUR 405. Public Communications Cases and Current Issues. 3. (0, 3). A case study is a communications research method in

analyzing issues and problems. This course will conduct in-depth analyses of the structure and organization of some of the exemplary communications management cases in history. What strategic plan and proactive techniques the PC professionals adopted in preventive and curative public communications solutions in selective cases will be discussed. Some important current communication issues prevailing in business, politics, media, sports, government will be discussed from employer, employee and consumer perspectives. Social and ethical issues, and crisis management techniques, etc. will be included for analysis. (F)

JOUR 412. Practicum/Senior Project 3.(0,3). Students will spend regular hours working in a public Communications department, firm or agency to have hands-on experience of different aspects of public Communications activities and campaigns. The University's Public Communications and Marketing Department would be the first place to start their practicum under an advisor or a practicum supervisor. (F)

SPEECH ARTS

S 150. Fundamentals of Speech Communication/Formerly Speech 101 and 102. 3(3,0). This is a course in the basic principles of oral communication. It is designed to prepare students to communicate effectively in a culturally diverse global society. Students will improve their speech proficiency, poise, and self-confidence in oral communication situations. The course will include not only a study of voice and articulation but also the techniques for analyzing, researching, preparing and delivering speeches. A grade of at least "C" is necessary for satisfactory completion of the course.(F,S)

S 250. Public Speaking. 3(3,0). This course in public speaking is designed to help each student realize his/her full potential as a link in the communication chain by acquiring strong organizational, delivery, and speaking skills necessary for effective communication. Thus, each student will strengthen present abilities and develop additional skills as an intelligent speaker, listener, and responder. A grade of at least "C" is necessary for satisfactory completion of the course. (F,S)

S 301. Speech for the Classroom Teacher. 3(3,0). A study of the principles of teaching speech activities in both secondary and elementary schools. Prerequisite: English 150, 151, and completion of the English Proficiency requirement. (F, S)

S 302. Forensics. 2(2,0). A course dealing generally with the principles of debating, types of discussions, oral interpretation, and extemporaneous speech. The course is designed for those interested in directing forensics. (S)

MODERN LANGUAGES

CHINESE

Chinese 101: Elementary (Mandarin) Chinese. 3(3.0). Chinese 101 is the first of two foundation courses in Chinese. Through this course, beginning students will develop an awareness of the importance of Chinese in connection to their own culture as well as other disciplines, and develop interests that make them lifelong learners and ambassadors of Chinese in the global community. No prerequisites.

Chinese 102: Elementary (Mandarin) Chinese. 3 (3.0). This course is designed to develop in the student basic interpersonal, interpretive and presentational skills in Chinese and the foundations of Chinese language. Students will also develop an awareness of the importance of Chinese in connection to their own culture as well as other disciplines, and develop interests that make them lifelong learners and ambassadors of Chinese in the global community. Prerequisite: Elementary (Mandarin) Chinese 101.

Chinese 201: Intermediate (Mandarin) Chinese. 3 (3.0). A course designed to develop in the student basic interpersonal, interpretive and presentational skills in Chinese and the foundations of Chinese language. Prerequisite Mandarin Chinese 102.

Chinese 202: Intermediate (Mandarin) Chinese. 3 (3.0). A course designed to develop in the student basic interpersonal, interpretive and presentational skills in Chinese and the foundations of Chinese language. Prerequisite Mandarin Chinese 201.

FRENCH

F 101. Elementary French. 3(3,0). The basics of communication in French and an introduction to French and Francophone cultures. No prerequisite.

F 102. Elementary French. 3(3,0). Continuation of the basics of communication in French and an introduction to French and Francophone cultures. Prerequisite: French 101 or placement by examination.

F 201. Intermediate French. 3(3,0). Introduction of more complex communication structures and a continuation of study of French-speaking cultures in the world. Students develop a personal use for French in their career choice. Prerequisite: French 102 or placement by examination.

F 202. Intermediate French. 3(3,0). Continuation of more complex communication structures and a continuation of the study of French-speaking cultures in the world. Students develop a personal use for French in their career choice. Prerequisite: French 201 or placement by examination.

F 305. Francophone Short Story 3(3.0). A survey of the short story including works from various Francophone countries. The course is designed to help master the comprehension skills required to read extensively in advanced literature courses. Prerequisite: French 202 or consent of instructor.

F 306. French Culture and Civilization. 3(3,0). Civilization from the points of view of geography, industry, social and political institutions, and scientific achievements. (F)

F 309. French Conversation. 3(3,0). Concentration on oral French, with the purpose of perfecting pronunciation and fluency in the language. Prerequisite: French 202 or consent of instructor. (S)

F 311. Survey of French Literature. 3(3,0). Literature of France from its genesis to 1700; reading of chosen works supplemented by discussion and lectures on outstanding writers and literary currents.

Prerequisite: French 202 or consent of instructor. (FE)

F 312. Survey of French Literature. 3(3,0). The second course in the literary survey from the eighteenth century to the present. Prerequisite: French 311 or consent of instructor. (S,O)

F 315. Advanced Grammar and Composition. Daily. 3(3,0). For majors and minors, and others with adequate preparation; intensive grammar review, composition, and conversation. Prerequisite: French 202 or consent of instructor. (F,E)

F 317. Survey of Afro-French Literature. 3(3,0). A study of major black writers and poets whose native culture is African but whose literary contributions are recorded in French. Prerequisite: French 202 or consent of instructor. ()

F 318. French Phonetics and Pronunciation. 3(3,0). Elements of French phonetics; practical course providing the student with systematic means of correcting defects in pronunciation; exercises in ear training and oral expression. Prerequisite: French 102. (F,O)

F 400. French Classical Literature. 3(3,0). Formation and application of French classical doctrine. Prerequisite: French 312. (SE)

F 407. The Age of Enlightenment. 3(3,0). French literature and thought in the eighteenth century. Prerequisite: French 312. (F,E)

F 408. French Romanticism. 3(3,0). Surveys the masterpieces of the great romanticists: Alfred de Vigny, Lamartine, Victor Hugo, and Alfred de Musset. Collateral readings, oral and written reports are included in this course. Prerequisite: French 312. (SO)

F 409. Realistic Period in French Literature. 3(3,0). Prose and poetry during the latter part of the nineteenth century. Prerequisite: French 312. (O)

F 410. West African Novel in French. 3(3,0). A study of oral tradition, colonization, West African thought, cultural conflicts, and human rights struggles, through the eyes of West African novelists of French expression. Prerequisite: French 317 recommended, or another 300 level literature course.

F 425. Introduction to Linguistics. 3(3,0). A presentation of subject matter used in language courses in terms of applied linguistics, with special emphasis on phonetics, morphology, and syntax. Prerequisite: French 102. (S,E)

SPANISH

SP 101. Elementary Spanish. 3(3,0). A course designed to develop in the student the basic interpersonal, interpretative, and presentational skills in Spanish and the foundations of Spanish grammar. No prerequisite.

SP 112 Accelerated Elementary Spanish 6 combines the first two foundation courses in Spanish (SP 101 and SP 102) into 1 course. It is designed for Spanish majors, Honor's College students, students with high achievement in Spanish in high school, and heritage speakers. No prerequisite

SP 201. Intermediate Spanish. 3(3,0). Grammar, reading, composition, oral-aural exercises. Prerequisite: Spanish 102. (F,S)

SP 202. Intermediate Spanish. 3(3,0). Grammar, reading of modern authors, composition, oral-aural exercises, emphasis placed on reading. Prerequisite: Spanish 201. (F,S)

Spanish 212. Accelerated Intermediate Spanish. 6 second-year Spanish combines Spanish 201 and 202 in one semester. Prerequisite: Sp102 or Sp112

SP 306. Cultures and Civilizations of the Spanish-speaking World. 3(3,0). A study of the cultures and civilizations of Hispanic America and of the Iberian Peninsula from the points of view of geography, history, ethnic attitudes, social and political institutions, and literary and artistic achievements. May substitute for Spanish 202 with the consent of the instructor.

SP 307. Business Spanish 3(3, 0) This course is intended to strengthen students communication skills in Spanish in the areas of business and commerce. Students acquire an abundance of business and commercial terminology in Spanish Marketing and Advertising analysis. Prerequisite SP 201 or instructor's approval.

SP 309. Intermediate Conversation. 3(3,0). Concentration on strengthening oral proficiency in Spanish; grammar review of commonly-used structures. Prerequisite: Spanish 202 or concurrent enrolment or consent of the Area Coordinator. (F)

SP 311. Intermediate Grammar and Composition. 3(3,0). Intensive grammar and composition review with emphasis on structures required for basic oral and written communication. Prerequisite: Spanish 202 or consent of Program coordinator. (F,E)

SP 312 Cinema in Spanish 3(3,0) An introduction to Latin American and/or Peninsular Spanish culture, society and history through film. May be taught in English.

SP 315 Introduction to Literature in Spanish 3(3,0) Introduction to some of the most famous works; emphasis on strategies for learning to read and understand literature in Spanish. Prerequisite: Sp 202 or consent of area coordinator.

SP 317 Introduction to Afro-Hispanic Cultural Studies 3(3,0) An introduction to Afro-Spanish American history, society and culture.

SP 318. Spanish Phonetics and Pronunciation. 3(3,0). Elements of Spanish phonetics; practical course providing the student with systematic means of correcting defects in pronunciation; exercises in ear training and oral expression. Prerequisite: Spanish 102, (FE)

SP 320. Drama of the Golden Age. 3(3,0). A review of the rise of drama in Spain and a critical study of representative dramas of Lope de Vega, Calderon, Tirso de Molina, Alarcon, Moreto, and Jimenez Encina. Prerequisite: Spanish 312. (S,O)

SP 325. Spanish Translation Skills II. 3 (3, 0) This course is designed to give students further experience in Spanish translation, and to provide them strategies for carrying out a broad range of translations. It is

intended to give students a practical understanding of real problems of translation as well as a theoretical foundation in basic notions of translation. The course addresses the relationship between units of speech, such as the word, the phrase, the paragraph, the broader text, etc. and the linguistic systems in which they exist. Prerequisites: SP 202 or instructor's approval, and a solid knowledge of Spanish and English grammar.

SP 399. Service Learning 3 (3, 0) Learning through active service experiences in Spanish-speaking communities or by participating in Spanish programs at Felton or abroad. It enhances and extends learning beyond the classroom, linking the university to the community. Develops Spanish competence through communication and negotiation of meaning.

SP 400 Special Topics 3(3,0) A course of advanced study on a topic of special interest. May be repeated with a different topic. Prerequisite: Sp 202 or consent of Area Coordinator.

SP 405 Survey of Spanish American Literature 3(3,0) An introduction to the literary canon of Spanish America from the colonial period to the present. Prerequisite: Sp 315 or consent of area coordinator.

SP 407 Survey of Peninsular Spanish Literature 3(3,0) An introduction to the literary canon of Spain from the Medieval period to the present. Prerequisite: Sp 315 Prerequisite: or consent of area coordinator.

SP 408 Advanced Culture and Civilization of Latin America or Spain 3(3,0) An in-depth study of the history, society and culture of Latin America or Spain. Prerequisite: SP 315 or instructor's approval.

SP 420 Afro-Hispanic Literature 3(3,0) Introduction to Spanish American literature by authors of African descent. Prerequisite: Spanish 315 or instructor's approval.

SP 425. Introduction to Linguistics. 3(3,0). A presentation of subject matter used in language courses in terms of applied linguistics, with special emphasis on phonetics, phonemics, morphology and syntax. Prerequisite: Spanish 102. (S,E)

FL-H 399. Foreign Language Seminar. 3(3,0). A course designed to address the diversity of ethnic cultures that have impacted upon values, languages, customs and ideas expressed in the literary, artistic, intellectual and daily life and achievements of ethnic groups and individuals. Languages included will be French, German, and Spanish. (F,S)

DEPARTMENT OF HUMAN SERVICES CRIMINAL JUSTICE

CJ 201. Introduction to Criminal Justice. 3(3,0). A critical survey of the various components of the criminal justice process as a means of social control. Emphasis will be placed on the functions and relationships of the components from an interdisciplinary perspective. This course is a prerequisite to all other criminal justice courses. Prerequisite: SOC 250 or PSY250 or EPSY 250. (F, S)

CJ 250. African American Experience in Criminal Justice 3(3,0).

This course is designated to provide students with an in-dept understanding of the intimate role the criminal justice system has played in the lives of African-Americans and how African-Americans have interacted with the criminal justice system. This course will take an historical look at the development and the roles of African-Americans and the criminal justice system in the United States from its earliest beginnings to the present. Prerequisite: SOC 250 or PSY or EPSY 250. (F)

CJ 300. Applied Psychology for Law Enforcement and Corrections Officers. 3(3,0). Applied Psychology for Law Enforcement and Corrections Officers. 3(3,0). This course examines basic behavioral science concepts and applies them the law enforcement and corrections fields. Special attention is given to general, abnormal and developmental psychology, as they relate to police community relations and the role of the corrections professional. Prerequisites: SOC 250 or PSY 250 or ESPY 250 and CJ 201. (S)

CJ 301/SOC 301. Criminology and Penology. 3(3,0). Scientific study of the nature and cause of crime, processes of criminal maturation and criminal behavior, punishment and penal systems, correctional treatment and crime prevention. Prerequisite: CJ 201 and SOC 250 or PSY 250 or ESPY 250. (S)

CJ 302/SOC 401. Juvenile Delinquency. 3(3,0). An exploration of the juvenile delinquent in society: theories of delinquency causation and methods of correction and prevention. The course will also cover the juvenile courts and other societal institutions as they relate to treatment methods and aftercare. Prerequisites: SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 303. Victimology. 3(3,0). A comprehensive study of victimization, the crime victim and related criminal justice research. The following topics will be examined: the history and development of the victims rights movement, the legal, social, psychological, economic, and physical impacts of crime on the victim, victim assistance and victim compensation programs, issues and controversies surrounding victim's rights; implications of the victims rights movement for process, procedure, and policy in the criminal, civil, and juvenile justice systems. Students will be required to participate in a service-learning project for this course. Prerequisites: SOC 250 or PSY 250 or EPSY 250 and CJ201.

CJ 310. Criminal Law. 3(3,0). This course examines the historical development of the criminal law and presents the evolution of America's current philosophy of law. Definitions and classifications of crimes and their total relationship to criminal justice. Law and specific principles of criminal law will be examined from various perspectives to gain insight into criminal behavior. Prerequisites: SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 311. American Police System. 3(3,0). An overview of the historical development of law enforcement with emphasis on the function, activities, and related problems of police in America. Prerequisites: SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 312. Police Community Relations. 3(3,0). An analysis of the factors involved in the areas of human relations between police and the

public and a critique of historical and current methods designed to enhance relations and improve police effectiveness. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 313. Administration of Law Enforcement. 3(3,0). A study of the structure and management of law enforcement organizations. Also included is an overview of the competing perspectives and issues related to organizing, staffing, budgeting, and controlling. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201.

CJ 321. American Court System. 3(3,0). An introduction to criminal and civil courts, their internal structure, jurisdiction and general operation. A critical examination of the difference between the theoretical court and court in practice. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 331. Introduction to Corrections. 3(3,0). An overview of the correctional process and the various models of correctional treatment for different correctional philosophies. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F,S)

CJ 332. Probation and Parole. 3(3,0). An analysis of current and historical practices of correctional treatment using probation and parole services. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 340. Ethical Issues in Criminal Justice. 3(3,0). This course is designed to introduce students to ethics, ethical decision-making, ethical frameworks, and ethical dilemmas involved in a criminal justice career. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250, CJ 201, and CJ 301. (F)

CJ 350. Research Methods in Criminal Justice. 3(3,0). An introduction to the principles of design, collection, and analysis of data in criminal justice research. This course is only offered for junior and senior students. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201, and CJ 301 or CJ 302. (F)

CJ 397 Professional Development in Criminal Justice. 3(3,0). This course is designed to prepare criminal justice majors for the transition from the classroom to the demands of a professional, human services career. Course content will include conducting self-assessments, setting career goals and objectives, developing written and oral professional communication skills (*cover letter and resume writing, completing applications, interviewing, documenting, etc.*), test-taking and exploring career opportunities. Students will also engage in activities that will foster time management, work ethics, conflict management, professional decorum, workplace safety, participant observation, and cultural diversity and sensitivity. They will be exposed to professionals currently working in criminal justice and other human services professions through field trips, guest lectures, and attending professional meetings and workshops. These experiences will help students to build and maintain a professional network. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250, and CJ 201 and Junior or Senior standing. (F)

CJ 400. Utilization of Community Resources. 3(3,0). This course examines the potential of community organization and action as alternatives to formal criminal justice processing in addressing the problem of crime in the United States. The history and current roles of public, private and grass roots organizations will be discussed in terms of

implications for future approaches to crime and related social problems. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201 and CJ 331.

CJ 401. Field Experience in Criminal Justice. 6(6,0). A supervised internship in an approved criminal justice or related agency. An approved agency shall include, but is not limited to, an agency with a mission related to law, criminal justice administration, juvenile justice, crime and delinquency prevention, adult corrections, law enforcement, security, courts, legislation, and victims' rights. The student will spend a minimum of 224 hours at the agency receiving practical experience in its daily operation. The course will also require participation in a seminar. During the seminar session, the student will participate in discussions and classroom activities to integrate his/her experiences and theoretical knowledge. *Prerequisites are:* 1) Criminal Justice major, 2) Senior in final semester of enrollment, 3) Cumulative Grade Point Average of 2.0, 4) Criminal Justice Grade Point Average of 2.5, 5) Successful completion of the English Proficiency Exam or English 152 (**Practical English**), 6) Successful completion of all or most Criminal Justice core course work, especially those courses related to field placement site, and 7) Completion of Field Placement application form no later than the twelfth week of the preceding semester.. (F, S)

SOCIAL WORK

SW250. African American Experience. 3 (3,0). This course is designed to provide students with a sense of history and pride regarding the contributions of African Americans to social welfare and social work practice. The course focuses on the contributions of African American in initiating, planning and developing social welfare programs and services during the harsh period in US history when segregation, social and economic injustices toward people of color was acceptable. *Prerequisites:* Sophomore status. (S)

SW 300. Introduction to Social Work. 3 (3,0). This course is designed as a survey course examining the concepts, attitudes, resources, functions and activities in the field of social work It stresses values, ethics, definition and function of the social welfare system. It also presents the history of social welfare policy and services in the United States, contemporary issues in social welfare, the impact of racism, oppression, poverty and gender on such policies and programs. Thirty (30) hours of community agency service is required. Students apply for admission to the program during this class. (F,S)

SW 301. Human Behavior and Social Environment I. 3(3,0). This is the first of two courses in the human behavior and the social environment sequence. The course examines major social science theories of human behavior, and their application in social work, stressing the concepts of person-in-environment, human ecology, social systems and strengths. The course provides tools useful in problem identification, assessment, and planned change across the lifecycle from conception to adolescence. Students explore the relationship between biological, psychological, social, cultural, spiritual and environment factors and their impact on human behavior and relationships. (S)

SW 302. Human Behavior and the Social Environment II. 3 (3,0). This course will draw upon the personality theories taught in SW301. The emphasis is on human development and behavior from

adolescence through old age of the life cycle and the adjustment tasks common to each stage. Students will explore the relationship between biological, psychological, and environmental factors and the interactions and interrelationships between people and their social environment. Taken concurrently with SW303, SW304 and SW305. *Prerequisite:* SW301. (F)

SW 303. Human Diversity and Social Work Practice. 3 (3,0). Students will examine cultural and social diversity with an emphasis on populations at risk who are oppressed due to race, color, gender, age, physical and/or mental ability, sexual orientation, religion or poverty status. The cognitive and sensitivity focus of the course will help students address concepts of individuality, equality and power as ways of helping them clarify attitudes and values as they deal with clients and other systems as they strive to enhance social and economic justice. Taken concurrently with SW302, SW304 and SW305. *Prerequisites:* SW301. (F)

SW 304. Social Welfare Policy and Services. 3(3,0). This course examines the policies and issues that affect social work practice and the problems which social workers confront. Through this course, students examine the development of social policies through which society and social service organizations attempt to manage, control, minimize, and/or eliminate social problems, their consequences, and effects. Since social workers are charged with the responsibility to become change agents, students explore their roles in the development and implementation of social policies and programs that further social and economic justice. Taken concurrently with SW301, SW303 and SW302. *Prerequisite:* SW301. (F)

SW 305. Orientation to Professional Development. 3(1,2). This is a laboratory course. Course content will include issues related to student readiness to enter field instruction and professional practice. Interviewing, stress and time management skills are some of the topics to be covered. Taken concurrently with SW302, SW303, SW304. *Prerequisites:* SW 301. (F)

SW 306. Social Work Research and Statistics I. 3(3,0). This is the first of two courses in research and statistics. The intention of both courses is to prepare students to use research as a means of informing and improving their professional practice and to conduct research to add to the profession. Taken concurrently with SW 307. *Prerequisite:* SW 302, SW 303, SW 304, and SW 305. (S)

SW 307. Social Work Practice I. 3(3,0) (Formerly SW 303-Methods of Intervention I). This first course in the practice sequence introduces students to the generalist perspective of social work practice. The focus of theory is on problem solving with individuals and small groups. Taken concurrently with SW 305 and SW 306. *Prerequisite:* SW 302, SW 303, SW 304, and SW 305. (S)

SW 400. Social Work Research and Statistics II. 3(3,0). The course provides students with advanced skills in (a) conceptualizing research problems in practice, (b) completing research on a timely issue, and (c) using inferential skills of data analysis. The techniques of single subject research will be reinforced. Students will apply research measures to the proposal submitted in SW306 as well as in Field Instruction I and II. Taken concurrently with SW401, SW402 and SW403. *Prerequisite:* SW 306 and SW 307. (F)

SW 401. Social Work Practice II. 3(3,0). This course focuses on a generalist approach to social work practice with families and individuals at risk because of substance abuse, domestic violence, poverty, handicapping conditions, poor housing and unsafe communities. Special attention is given to intervention with individuals and families with special needs including gays and lesbians, people of diverse racial and ethnic backgrounds, and women. Taken concurrently with SW400, SW402 and SW403. *Prerequisites:* SW 306 and SW 307. (F)

SW 402. Field Instruction I 6(0,6). Under the supervision of a professional social worker students will spend 16 hours per week in an agency or an approved setting to acquire experience in direct social work practice, thereby giving them an opportunity to apply theory to practice with individuals and small groups. Must be taken concurrently with SW400, SW401 and SW403. *Prerequisites:* SW 306 and SW 307. (F)

SW 403. Social Work Seminar I 2(0,2) A seminar to accompany SW 402. (F)

SW 404. Social Work Practice III. 3(3,0). This third course in the practice sequence builds upon the conceptual base of the materials presented in SW307 Social Work Practice I and SW401 Social Work Practice II. The emphasis is on organizations and communities which provide a bridge between micro and macro levels of intervention. The course parallels and enhances the field practicum by providing a range of theories and methods of macro intervention appropriate for beginning generalist practice. Taken concurrently with SW 405 and SW 406. *Prerequisites:* SW 401, SW402 and SW403. (S)

SW 405. Field Instruction II. 6(6,0). A continuation of Field Instruction I: Students will spend 16 hours per week in an approved setting to receive experiences for theory application. The focus of attention is macro intervention. Must be taken concurrently with SW 404 and SW 406. (S)

SW 406. Social Work Seminar II. 2(0,2). A seminar to accompany SW 405. (S)

SW 415/SOC 316. Gerontology I. 3(3,0). A survey of the field of social gerontology, with particular emphasis on cross-cultural values affecting the position and status of the aged; the biological, psychological, and social aspects of aging; the impact of the aging population on American society, and social problems relating to aging. *Prerequisites:* None. (Alternate F,S)

SW 416/SOC 416. Gerontology II. 3(3,0). The principles and techniques essential in social work practice with the elderly, as well as concentration of death, dying and working with the dying individuals and their families. *Prerequisites:* None. (Alternate F,S)

SW 417. Substance Abuse. 3(3,0). This course is a survey course which examines, primarily from a family systems perspective and approach, the use, abuse of and addiction to substances, (alcohol and drugs) both legal and illicit. A balanced perspective on treatment, spanning disease and maladaptive behavior is presented. *Prerequisites:* None. (Alternate F,S)

SW 418. Child Welfare Services. 3(3,0). This course focuses on the history of child welfare in the United States and social changes, issues and problems facing children, youth and their families. Students will examine the role of child welfare policies, programs and practices that attempt to address these issues including services to the child in his/her home, foster care, adoption, protective services and school social work. *Prerequisite:* None. (Alternate F,S)

SW 419. Disability Issues in a Multi-Cultural Society. 3(3,0). Important issues/topics related to disabilities in a contemporary multi-cultural society will be explored. There will be discussion of historical and contemporary thinking and assumptions on people and policy. Exercises, field, classroom discussions and guest lecturers will be used to help sensitize students to living with a disability. *Prerequisite:* Junior or senior standing. (Alternate F,S)

SW 420. Special Topics. 3(3,0). This course offers selected students an opportunity to have intensive focus on a selected topic in social work. Students will research topics of interest and present their findings orally and in writing. Open to social work majors with 3.00 average, or by recommendation of faculty advisor. *Prerequisite:* Junior or senior standing. (Alternate F,S)

SW 421. Health Care Issues in Social Work. 3(3,0). This course examines gender, social class, race and ethnicity as predisposing factors of health status, health behavior and health care delivery. Students are expected to consider undeserved population groups and their health status from a perspective of social change. (Alternate F,S)

SW 422. Grief, Dying and Death. 3(3,0). This course is designed to introduce students to a wide array of issues and strategies of intervention and grief counseling. Students will be prepared to work from an informed perspective that demonstrates an understanding of the special needs and communications of the dying, their families, and those who work with them. *Prerequisite:* None. (Alternate F,S)

SW 423. International Social Welfare Policy. 3(3,0). Students will study the structure of the international system and its influence on international institutions, agency structures, geopolitical and psychosocial dimensions. *Prerequisite:* None. (Alternate F,S)

SW 424. Women's Issues. 3(3,0). This course examines, from a multicultural perspective, the bio-psychosocial issues impacting women in our society. The course will specifically address such issues as health, poverty, employment, career choices, violence, substance abuse and how these affect women. In addition, the course will address gender specific treatment programs. *Prerequisite:* None. (Alternate F,S)

DEPARTMENT OF SOCIAL SCIENCES

HISTORY

H 103. United States History to 1877. 3(3,0). This course provides an introduction to the major political, economic, and social development in American history from the first contacts between Europeans, Native Americans, and Africans through the Civil War and Reconstruction. (F,S)

H 104. United States History from 1877 to the Present. 3(3,0). This course provides an introduction to the major political, economic, and social developments in American history from Reconstruction to the present. The impacts of industrialization, urbanization, the black struggle for civil rights, other reform movements, and foreign affairs are emphasized. (F,S)

H 200. Introduction to Research Methods in History and the Social Sciences. 3(3,0). This course is an entry-level class designed to familiarize history/social studies majors with research, communications, and conceptual skills that are essential to understanding history and related disciplines. The course emphasizes reading, writing, note taking, and research methods (*including library and computer skills that are important for upper level courses and careers in History and related fields*). (S)

H 220. Topics in African-American History. 3(3,0). A topical survey of key issues in African-American history. This course will focus on selected issues in the Black Experience, using those issues to understand the Black Experience. ()

H 221. Survey of African Civilization from Prehistoric Times to the Present. 3(3,0). This course is a survey of African history for non-history majors. This course surveys African history and culture from earliest times to the present. The course highlights important events, personalities, occurrences and movements in African history. The course also surveys African culture and its development emphasizing diversity, practicality and appropriateness to the environment. ()

H 223. Colonial and Revolutionary America. 3(3,0). This course examines the American colonial experience, the causes for the War for Independence, and the political culture of the new nation. (F)

H 224. Civil War and Reconstruction, 1833-1877. 3(3,0). This course focuses on the development of the sectional crisis between the North and South. It concentrates on the events leading to the Civil War, the war itself, and the problems of Reconstruction. (S)

H 234. Family History. 3(3,0). In this course the family, in all its various forms, will serve as a means to examine and acquire an understanding of the past. Through research and investigation of preceding generations, students will expand their knowledge of the way in which previous human experiences ranging from wars and race relations to personal economic successes and failures have had a lasting and meaningful impact on not only those who lived them but on successive generations as well. Students will compile their family history as the major requirement in this course. ()

H 250. History of World Civilizations from Earliest Times to 1750. 3(3,0). This course surveys the rise, growth, and flowering of world civilizations in Africa, America, Asia, and Europe. It emphasizes diversity as well as universal themes which unite all human cultures. (F,S)

H 251. History of World Civilizations Since 1750. 3(3,0). This course surveys the development of modern civilization from the rise of nationalism and imperialism through the great world wars of the twentieth century, the end of the colonialism in Africa and Asia, and the rise of independent states on those continents. The course concludes with an assessment of the problems facing this generation of world

citizens. (F,S)

H 300. Military History of the United States. 3(3,0). This course is designed to acquaint the student with the American military experience from the Colonial era to the present. The course will deal with the development of military institutions, tradition, thinking, theory and practice as well as with armed conflicts involving the United States. The main purpose will be to understand the role that the military has played in the evolution of American history. (F)

H 301. History and Government of South Carolina. 3(3,0). This is a survey covering South Carolina's settlement and development as a colony in the seventeenth century to its emergence as a growing Southern state in the latter half of the twentieth century. Among the topics considered are South Carolina's involvement in the American Revolution, the Nullification Crisis, the Civil War and Reconstruction, and recent politics. Emphasis is on the relationships that have existed among South Carolina's various people—red, black, and white. (S)

H 307. Foreign Relations of the United States. 3(3,0). This course is a general survey of the foreign relations of the United States from 1898 to the present. The major issues in twentieth-century diplomacy are examined. ()

H 310. European History, 1500-1815. 3(3,0). This course is the first part of an upper-level European History series and covers the period between 1500 and 1815. Important topics of the course include the Renaissance, the Reformation, the Enlightenment, and the French Revolution. Special consideration is given to the impact these large-scale developments had on ordinary Europeans. (F)

H 312. European History, 1815 to the Present. 3(3,0). This course is the second part of an upper-level European History series and covers the period between 1815 and the present. Important topics of the course include the economic, political, and cultural revolutions of the nineteenth century, European Imperialism, World War I, the rise of Fascism and Nazism, World War II, the Cold War, and the post-World War II rise of consumer societies. Special consideration is given to the changing roles of women and the family in nineteenth- and twentieth-century Europe. (S)

H 315. African-American History. 3(3,0). The course surveys the black experience in America from colonization to 1865. This course begins with a brief survey of the African background, and concentrates on the development of American blacks politically, socially, and economically. (F)

H 316. African-American History. 3(3,0). This course surveys the black experience from 1865 to the present. The course begins with Reconstruction and examines intensely the political, social, and economic development of blacks in the United States. (S)

H 324. The Emergence of Modern America, 1877-1919. 3(3,0). This course traces the main developments in late-nineteenth-century and early-twentieth-century America including economics and industrial expansion, the Populist and Progressive movements, the continuing deterioration in race relations and U.S. involvement in the Spanish-American and First World Wars. ()

H 330. U.S. Constitutional History to 1877. 3(3,0). This course surveys the development of American constitutional thought and practice from the British background through Reconstruction. Emphasis is placed on governmental institutions, political theory, political parties, and law in the context of American history. ()

H 331. U.S. Constitutional History 1877 to Present. 3(3,0). This course surveys American constitutional thought and practice from Reconstruction to the present. The course focuses on the development of the American Constitution in response to industrialization, urbanization, and the rise of the United States to world power status. Emphasis is placed on the Supreme Court, the Presidency, federal-state relations, civil rights. (S)

H 332. Technology and the Development of the Modern World; 1750 to the Present. 3(3,0). This course is designed to provide history majors with a detailed description and analysis of the technological development of human society in general and the impact of technological improvements, inventions and innovations on specific societies during specific historical periods. ()

H 333. History of Women in the West. 3(3,0). The course will examine women's experiences in European societies from antiquity to the present. It will trace the origin and development of philosophical, religious, economic, and political traditions that have influenced women's roles in society, men's views of women, and women's self-understanding. Important topics of the course will be: the lives of peasant women and women in pre-industrial towns; the exceptional experiences of women as queens and rulers of empires; changes in women's roles during industrialization; and the feminist movements of the nineteenth and twentieth centuries. Readings in the course will highlight experiences of women from different parts of Europe.

H 335: African Women's History. 3(3,0). This course introduces students to the field of African women's history from pre-colonial times to the present. The principal focus of this course is the analysis of lives of African women as lived, felt, and understood by them and their integration into the general history of Africa. We will utilize a variety of analytical frameworks to interpret African women's multiple roles and mothers, daughters, wives, workers, and agents of social change. Themes to be considered include: sexuality and reproduction, the household, women's economic activities, political power, religion, colonialism, democracy, AIDS, and the life of contemporary female African leaders. The course will also look at the significance of gender roles in African cultures and societies. Readings, including historical studies and novels, will be drawn from across the cultures and languages of Africa.

H 340. Survey of Latin American and Caribbean History. 3(3,0). This course provides a survey of Latin America and the Caribbean from the pre-Columbian period to the present. The course emphasizes social, economic, cultural, and political developments which have shaped the region. The role of the United States in the history of selected countries is an important feature in this course. (F,S)

H 350. Survey of Mexico. (3(3,0)). This is a survey of Mexican history from the pre-Columbian period until the present. The course covers social, economic, political, and intellectual issues. Major topics include the Aztecs, the Spanish Conquest, the colonial era, independence, the

Revolution, as well as recent issues, immigration and the North American Free Trade Agreement. ()

H 402. Asia in the Twentieth Century. 3(3,0). This course is a study of Asia in the twentieth century covering the ascendancy of Japan to world power preeminence, the end of Imperial China and its embrace of Communism, and the decline of European interference elsewhere in Asia, with emphasis on India and Indo-China. *Prerequisite:* Junior standing. ()

H 403. African History to 1885. 3(3,0). This course surveys pre-colonial Africa, including the evolution of man and his early cultures, the rise and fall of indigenous civilizations and states, contacts between Africans and Europeans, and the scramble for Africa up to the Berlin Conference of 1884-85. (F)

H 404. Africa Since 1885. 3(3,0). This course surveys the history of the region south of the Sahara. This course describes the forces which led to the partitioning of the continent, European imperialism in practice, the rise of nationalism, and contemporary Africa. *Prerequisite:* Junior standing. (S)

H 405. Russia From Imperial Times Through the Soviet Era. 3(3,0) This course acquaints students with major developments in Russian and Soviet history. Important topics of the course include: Russia before its contact with the West, the reforms of Peter the Great, Russian Absolutism, industrialization during the nineteenth century, the revolutions of 1905 and 1917, the Stalinist dictatorship, the emergence of the Eastern bloc and its collapse. Special emphasis is given to the impact these major developments have had on the lives of ordinary Russians. ()

H 406. African American, Africa and Pan Africanism. 3(3,0). This course is a seminar course designed to identify the various theories, philosophies and intellectual and cultural moments that have historically attempted to promote the ideal of Pan Africanism and identification with Africa among African Americans. ()

H 412. Contemporary America, 1920 to the Present. 3(3,0). This course is an advanced study of the major political, economic, social and international problems that have affected the United States since 1920. ()

H 415. Revolutions in Modern History. 3(3,0). This course focuses on the social, economic and political conditions that precipitated revolutions and liberation movements in Asia, Africa and Latin America. It also identifies and analyzes the philosophical and ideological foundations of revolutionary movements, as well as the means employed by revolutionaries, and the results of their actions. ()

H 417. Independent Study. 3(3,0). This course consists of directed reading and research on an individual basis with a member of the faculty. It is open to outstanding senior history majors with 3.00 average in the major, or by recommendation of the academic advisor and approval of the Departmental chair. ()

H 420. The Economic History of the United States: 1860 to Present. 3(3,0). This course surveys United States economic development in the broad context of a society undergoing rapid change

during the years since the start of the Civil War. Special emphasis will be placed on the emergence of the New South, industry and big business, the changing role of the agricultural sector, long-term economic trends, and the consumer culture. ()

H 430. History Seminar. 3(3,0). The subject and region that this course examines change from semester to semester. The general content and method of approach are established by the instructor each semester the course is offered. The course provides a basic foundation in historiography and research methods directed toward the preparation of a scholarly paper. The course is required for all history and history education/social studies majors. (F,S)

HHU 250. The African-American Experience. 3(3,0). This course will survey the experience of African Americans in the United States. It will focus on specific historical periods that significantly impacted black life and were important in shaping the social, economic, political, ideological, and cultural landscape of American society. Major topics covered will include the following: the African background; the Atlantic slave trade; slavery; the Civil War; Reconstruction; Jim Crow and segregation; blacks and the welfare state; and black political activism. The course not only delineates the experience of African Americans as they confronted hostile institutions and social forces in America, but it also juxtaposes those experiences with the ideas and themes articulated in African American social and political thought. (F,S)

POLITICAL SCIENCE

PS 201. An Introduction to Political Science. 3(3,0). This course is designed to introduce students to the core concepts of Political Science, including politics; the state and government; political participation; political institutions, political ideology and political culture; democracy and democratic practices; and totalitarian and authoritarian regimes. Through laboratory exercises the course will facilitate students critical observation and analysis of political phenomena. (F,S)

PS 205. State and Local Government. 3(3,0). This course examines the historical evolution of state government and constitutional systems; the role of states in the American constitutional system; institutional organization and functioning of local government units. *Prerequisites:* PS 252 and sophomore standing. (S)

PS 206. Black Politics. 3(3,0). This course is designed to study and critique the political activities of black people in the United States. The course aims to facilitate the kind of intellectual environment within which students might develop a critical and perceptive understanding of black political activity. The course will examine the historical and contemporary socio-political contexts of current black political activity, by assessing both black electoral politics and black radical politics. It is expected that students will acquire an informed theoretical and critical understanding of black political life. (F)

PS 252. American Government. 3(3,0). This course is a study of the structure, principles and practice of American government from the colonial period to the present. Emphasis is placed on the role of the citizens in the political system and the forces which have fostered the growth and functioning of the American political system. (F,S)

PS 304. Comparative Politics. 3(3,0). This is an introductory

course in comparative politics. The course is designed to introduce the student to the structures, processes and politics of Western and non-Western (Third World) countries and developed and developing political economies. It will provide the student with a theoretical and conceptual understanding of specific areas, problems, countries and social formations. *Prerequisite:* PS 201 or PS 252 (F)

PS 305. African Politics and Government. 3(3,0). This course is designed to survey contemporary politics and government in post-colonial Africa. It will provide an analysis of the historical-political factors that have shaped politics and society in Africa from the pre-colonial to the post-colonial periods. Specific emphasis will be given to the evolution of independence struggles, national liberation, neo-colonialism, the character of the post-colonial African state and the interplay of social relations in African societies. It is expected that the course will provide the student with a theoretical, conceptual and analytical framework for understanding contemporary African politics and government. ()

PS 306. Urban Politics. 3(3,0). This course will study the dynamics of urban politics. It will focus on the social, economic, institutional and political forces that shape the urban setting. It will evaluate the power structure of and explore the interest, conflict and public policy formulation in American cities. (S)

PS 307. American Judicial Process. 3(3,0). This course is an examination of the institutions and operations of the American judicial system. Although prime attention will be devoted to the national judiciary, consideration will be given to state judiciaries. Among the many topics covered are the nature of law, judicial power, organization of the federal judiciary, federal court personnel, etc. *Prerequisite:* PS 252 ()

PS 308. Constitutional Law. 3(3,0). This course is a study of the development of American constitutional law. Particular emphasis is placed on the interrelations of the three major branches of the national government and the state governments as interpreted by the U.S. Supreme Court. *Prerequisite:* Political Science 252. (F)

PS 309. American Civil Liberties. 3(3,0). This course is concerned with the relations between the individual and the state. It is concerned specifically with the rights of individuals as provided for in the Bill of Rights of the U.S. Constitution and as interpreted by the U.S. Supreme Court. *Prerequisite:* Political Science 252. ()

PS 310. Public Administration. 3(3,0). This course is a survey of the principles and methods of administrative organization and arrangement as well as administrative law and responsibilities. Basic problems of personnel and finance are also examined. *Prerequisites:* Political Science 201 and 252. (F,S)

PS 312. American Foreign Policy. 3(3,0). This course examines the nature, content, motivations, principles and practices of American foreign policy from 1775 to the present time. Emphasis will be placed on the institutional framework, dynamics and execution of American foreign policy as well as the analysis and impact of specific foreign policy position taking such as the Monroe Doctrine, the Truman Doctrine, the Eisenhower Doctrine, the Marshall Plan, the Nixon Doctrine) on domestic and external policies of the United States. *Prerequisite:* Political

Science 201 and 252. ()

PS 321. Administrative Law. 3(3,0). This course investigates elements of Administrative Law, the powers, procedures and liabilities of administrative agencies and offices. Government activities in regulation of agriculture, industry and labor will be emphasized. *Prerequisite:* Political Science 252. (S)

PS 322. Women and Politics. 3(3,0). The course examines, from a cross-cultural perspective, the structural position, consciousness, and autonomous actions of women in the United States of America, on the one hand, and in Africa, on the other, as well as issues involved in the redistribution of political power. Students will explore some of the major philosophical ideas on role definition; the commonalities and differences in the structure of power relationships as experienced by women in very diverse societies; and the impact of social, economic, and political developments on the status of women. (S)

PS 325. Public Personnel Administration. 3(3,0). This course examines the theory, practice and organization of public personnel system (civil and foreign service) in the United States, including the essentials of personnel recruitment, training, classification, testing, promotion, and employee relations and organization. *Prerequisite:* Political Science 310. (S)

PS 326. Politics of Technology. 3(3,0). This course studies the ways means in which public policy, politics, and technology interact and affect each other. The course will focus on the many problems associated with the development and use of technology. The course delineates the role of the state and various interest groups in shaping technological innovations. (F,S)

PS 401. Classical Political Theory. 3(3,0). This is an introductory course to the methods and the approaches to political theory. Emphasis is placed on the examination of political thoughts from the African, Asian, Greek and Roman philosophers to Machiavelli. (F,E)

PS 402. Contemporary Political Theory. 3(3,0). This course involves a survey of the dominant political views from Machiavelli to the present; emphasis is placed on nation-state theories, social contract theories and the development of various ideologies. (S,E)

PS 403. Public Finance. 3(3,0). This course is an introduction to the method and nature of government financing. This includes a study of public revenues, expenditures, debts, fiscal politics, and certain problems of government fiscal system. (S,O)

PS 405. Political Parties. 3(3,0). This course is a study of the character, structure and the role of political parties in the American political system, as well as the historical development of American political parties; party platforms, nominating devices and campaign strategies.(SE)

PS 406. International Relations. 3(3,0). This course examines the strategies, political, legal, economic and ethical factors affecting relations among nation-states. It analyzes the nature scope, concept, theories, approaches, and practices of international relations with a view to understanding the character and functioning of the international

system as its subsystems. (F)

PS 407. International Law. 3(3,0). International law or the law of nations is defined as the rules, principles, and norms which govern the interaction among states. Many scholars of international relations view international law as a meaningful tool for providing order to world politics and for minimizing global conflict. Others summarily dismiss it. For the latter, who are basically realists, state interests--not internationally agreed-upon rules, principles, and norms--guide interaction among states. This course critically confronts the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it instrumentalized by states to promote their self-interest? In an effort to address this question, we will examine the fundamental principles of international law, sovereignty and non-intervention, and will consider whether these principles have been eroded in recent decades as a result of growing support for new international legal norms, including human rights. Furthermore, it would examine emerging international law in specialized areas such the environment, the economy and the international criminal court.

PS 410. Internship. 3(3,0). This is a course designed to provide students the opportunity to participate in politically oriented projects, including public and private agencies, political seminars and workshops, etc. *Prerequisites:* Political Science 201 or 252, and approval of the Political Science instructor. (S)

PS 420. Research Methods in Political Science. 3(3,0). This course is designed to expose the student to the philosophy, logic and methods of social and political analysis. The course examines the development of political science discipline; the scientific methods; ethical issues in social science research; social measurement and research design; sampling in social research; content analysis; survey research and questionnaire design in political science. Emphasis is placed on understanding the logic and procedures of executing social science research. *Prerequisites:* Political Science 201 and 252. (F)

PS 424. Public Policy Analysis. 3(3,0). This course is open to all seniors. It focuses on both the formulation, implementation and evaluation of public policy. The course examines case studies of public policy areas such as housing, environment, social welfare, health, education, and so on. Students will have the opportunity for vigorous, theoretical and abstract thinking. (S)

PS 425. Political Science Seminar. 3(3,0). This seminar is designed to endow the student with the requisite skills for carrying out qualitative and quantitative analysis. The seminar provides the student with a descriptive and critical analysis of the evolution and scope of political science. The seminar will facilitate an understanding of the major concepts, approaches, theories, developments, trends and areas of study of the discipline. The seminar will evaluate the role of Political Science in its assessment of contemporary political life. Given its hands on bias, seminar participants are required to do a research paper. *Prerequisite:* PS 420. (S)

PS 450. Topics in Contemporary Politics and Public Policy. 3(3,0). This course is designed to provide a seminar treatment of contemporary issues and problems of politics and public policy within a

national and an international context. To this end, the course will survey and analyze some of the current issues and problems which shape the politics and formulation of public policy (FO)

POLITICAL PHILOSOPHY

POLI/PHIL 301. Introduction to Political Philosophy. 3(3,0). This course will examine central themes in political philosophy. It is concerned with an inquiry into the kinds of questions which political philosophers ask themselves about the political world. The course will introduce the student to political theorizing as a systematic intellectual and critical enterprise. In large measure, it is concerned with how politics informs the human ethos and telos. Major political philosophers are examined as a way of informing the students political understanding and consciousness. (F)

POLI-PHIL 305. Logic. 3(3,0). This course is designed to explore the art of thinking. It will assist students in developing the skills and insights necessary in problem solving. The course will focus specifically upon the elements of logic. (S)

POLI-PHIL 405. Afro-American Political Philosophy. 3(3,0). This course is designed to provide a critical and philosophical approach to the development of black thought from the beginning of its development during the advent of slavery in America to its impact on the creation and development of black critical social theory today. *Prerequisite:* Philosophy 301. (S)

BLACK STUDIES

H 315. African-American History. 3(3,0). This course surveys the black experience in American from colonization to 1865. This course will begin with a brief survey of the African background, but will concentrate on the development of American blacks politically, socially, and economically. (F)

H 316. African-American History. 3(3,0). This course is a survey of the black experience from 1865 to the present. The course will begin with Reconstruction and examine intensely the political, social, and economic development of blacks in the United States. (S)

H 403. African History to 1885. 3(3,0). This is a survey course of pre-colonial Africa, including the evolution of man and his early cultures, the rise and fall of indigenous civilizations and states, contacts between Africans and Europeans, and the scramble for Africa up to the Berlin conference of 1884-85. (F,O)

H 404. Africa Since 1885. 3(3,0). This course surveys the history of the Africa south of the Sahara. This course describes the forces which led to the partitioning of the continent, European imperialism in practice, the rise of nationalism, and contemporary Africa. *Prerequisite:* Junior standing. (S,E)

PS 206. Black Politics. 3(3,0). This course is designed to study and critique the political activities of black people in the United States. The course aims to facilitate the kind of intellectual environment within which students might develop a critical and perceptive understanding of black political activity. The course will examine the historical and contemporary socio-political contexts of current black political activity, by assessing both black electoral politics and black radical politics. It is expected that students will acquire an informed theoretical and critical

understanding of black political life. (F)

PS 305. African Politics and Government. 3(3,)). This course is designed to survey contemporary politics and government in post-colonial Africa. It will provide an analysis of the historical-political factors that have shaped politics and society in Africa from the pre-colonial to the post-colonial periods. Specific emphasis will be given to the evolution of independent struggles, national liberation, neo-colonialism, the character of the post-colonial African state and the interplay of social relations in African societies. It is expected that the course will provide the student with a theoretical, conceptual and analytical frame for understanding contemporary African politics and government. (S)

PSYCHOLOGY

PSY 101. Introduction to Natural Science Psychology. 3(3,0)
The aim of this course is to introduce students to the basic concepts in the study of human behavior as a natural science. This includes experimentation, biological effects on behavior, sensation, perception, learning, memory and intelligence. This course is required for all majors and minors, and is a prerequisite to all other psychology courses. (F)

PSY 102. Introduction to Social Science Psychology. 3(3,0). The aim of this course is to introduce students to the basic concepts in the study of human behavior as a social science. This includes development, motivation, emotion, personality, psychological disorders and social psychology. This course is required for all psychology majors and minors, and is a prerequisite to all other psychology courses. (S)

PSY 204. Abnormal Psychology. 3(3,0). This course surveys the principal forms of disordered behavior, with emphasis upon causes, symptoms, and treatments. The description and analysis of major diagnostic categories will be given consideration. (F,S)

PSY 205. Psychology of Learning. 3(3,0). This course is designed to study basic problems in reference to theories of learning as developed by the authorities in this field. Experiences in the evaluation of experimental evidence relating to theories of learning will be developed. (S)

PSY 250. General Psychology. 3(3,0). The aim of this course is to introduce students to the basic concepts in the scientific study of human behavior. This includes biosocial basis of behavior and emotions, sensory and motor functions, learning personality and social psychology. *Prerequisite* for Non-Majors to all other Psychology courses. (F,S)

PSY 302. Physiological Psychology. 3(3,0). This course investigates the structures and functional physiological processes of human and animal behavior. Sensory, muscular, and nervous systems and their relations to emotion, motivation, learning and behavioral responses will be studied. (F)

PSY 306. Systems of Psychology. 3(3,0). The major systems and schools of psychology such as behaviorism, psychoanalysis, existentialism, Gestaltism and biosocial therapy are studied. The differences and agreements among the various systems are examined, and special issues are appraised with particular attention to the leading proponents of each school. (F)

PSY 307. Statistics in Psychology. 3(3,0). This course examines statistical concepts and techniques employed by the psychologist in the study of human performance and variability. Focus is on both descriptive and inferential statistics. *Prerequisites:* Math 150, Math 151; CS 150. (F,S)

PSY 308. Child Psychology. 3(3,0). This course examines both the descriptive and psychodynamic aspects of individual development from birth to puberty: it includes trends in childcare, motor, emotional, intellectual and social development. The course will cover problems of infancy, pre-school years, pre-adolescence and puberty. (S)

PSY 309. Behavioral Aspects of Human Sexuality. 3(3,0). This course examines theory, research studies and historical and contemporary writings, interdisciplinary approaches and group discussions on human sexuality. (F)

HPSY 399. Honors Topics in Psychology. 3(3,0). A special topics seminar, it is open to junior honor students meeting the requirements established by the Department. Its purpose is to allow the occasional offering of related topics not adequately covered in any regular course available to students in the Psychology and Sociology programs. *Prerequisite:* Consent of Departmental Chair, Director of Honors or Department Honors Committee, if the Department has one. ()

PSY 401. Experimental Psychology. 3(1,2). This course initiates students into the application of scientific method of study of psychological laws and principles. Laboratory experiments are performed under controlled conditions and the results related to basic psychological principles. Topics covered include perception, learning judgment, emotional reactions, and social suggestions. *Prerequisite:* Psychology 307. (F,S)

PSY 402/SOC 309. Social Psychology. 3(3,0). This course examines how Human nature and behavior is influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. This course explores the theoretical and methodological bases of applications of behavioral science to social problems. *Prerequisite:* Sociology 250. (F,S)

PSY 403. Applied Psychology. 3(3,0). This course investigates the application of psychology and psychological research methods to common social problems and to areas of human endeavor such as education, business, government, and professions. (F)

PSY 404. Psychology of Personality. 3(3,0). A survey of theories, methods, findings in the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment, varieties of adjustive behavior and influences of cultural forces are emphasized. (S)

PSY 405. Seminar in Psychology. 3(3,0). Directed studies in an area approved by the instructor, with an emphasis on advanced psychological contributions to modern thought. Didactic conferences with instructor are a part of course requirements. *Prerequisite:* Senior standing. (S)

PSY 406. Psychological Testing. 3(3,0). This course is designed to assist students in developing psychological testing skills and techniques which can be applied in numerous fields of endeavor. It also includes

the appropriate selection and interpretation of tests and test results applicable to measurement, development of skills in evaluating standardized instruments with emphasis on criteria for standardization such as validity, reliability, and norms and also research techniques in the use of tests. (S)

HPSY 499. Senior Honors Thesis. 3(3,0). Intensive study and research under faculty directions, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. Admission to honors candidacy is open only to senior honors students majoring in Psychology or with the approval of the Departmental chair and those students who have shown a marked capability for independent study. ()

SOCIOLOGY

SOC 101. Principles of Sociology. 3(3,0). This is an introduction to different perspectives, approaches, and basic concepts used in the sociological study of human social behavior. This course is the first part of a required year-long introductory course for all sociology majors and minors. (F) *Prerequisite* to all other Sociology courses.

SOC 102. Introduction to Social Institutions. 3(3,0). This course surveys and examines the patterned ways by which human societies deal with the basic and major needs of social life. This course is the second part of a required year-long course for all sociology majors and minors. *Prerequisite:* SOC 101. (S)

SOC 202. The Family. 3(3,0). The central thesis of this course is the problems of the family which often represent a clash between the needs of the individual and requirements of the social order. Functional and social change approaches to the problems of the contemporary American family are examined (S)

SOC 203. Fundamentals of Social Research: An Introduction. 3(3,0). This course is designed to introduce the student to qualitative research methods and the scientific method used in Social Science research. The student will be given an overview of social science research and will be expected to write a number of papers utilizing qualitative research methods such as library research, textual analysis and ethnographic field research. *Prerequisites:* SOC 101/102 and sophomore standing. (S)

SOC 205: Sociology of Genocide. 3(3,0) This course will examine efforts to eliminate various ethnic, racial and religious groups, before and after World War II, in a phenomenon known as genocide. In an attempt to understand why over fifty million people have died in acts of genocide in the 20th and 21st centuries, the course will analyze the dynamics that drive human beings to undertake such actions against their fellow human beings. The Sociology of Genocide will consider the economic, social, and political conditions that have led to acts of genocide, and will examine the roles of specific actors such as: victims, perpetrators, bystanders, beneficiaries and survivors. Special attention will be paid to sociological themes that occur within the contextual frameworks of genocides such as: definitions of race and ethnicity, religion, nationality, and social class as well as issues of power, authority, conformity, prejudice and bureaucracy. Specific genocides to be examined include, but are not limited to: the Holocaust, the Armenian genocide, the Pol pot Regime, The Rwandan genocide, Bosnia and the

genocide in Darfur.

SOC 250. Introduction to Sociology. 3(3,0). The course examines the basic concepts and principles of sociology. A scientific approach to the analysis and explanation of culture, personality and social organization are emphasized. (Prerequisite for Non-Majors to all other Sociology courses.) (F,S)

SOC 301. Criminology: Principles/Criminal Justice, Criminology and Penology. 3(3,0). This is a scientific study of the nature and cause of crime, processes of criminal maturation and criminal behavior, punishment and penal systems; correctional treatment and crime prevention.

SOC 302. Collective Behavior. 3(3,0). Group behavior from the point of view of human nature and social change. Social unrest, crowd behavior and social movements are treated as stages in the process of institutional disorganization and reorganization.

SOC 303. Urban Sociology. 3(3,0). The social, economic and political structures of cities are analyzed. The student learns how the relationships among these factors can be manipulated to affect changes in different groups of citizens in their everyday lives. ()

SOC 304. Rural Sociology. 3(3,0). Rural community life, with major attention to rural-urban contrasts, regional variations in rural socio-cultural conditions, and the relationship between agriculture and the personality, social relationships, and institutional organizations of rural people. (F)

SOC 305/306. Quantitative Research Methods and Statistics. 3(3,0). These courses are designed to introduce the student to both descriptive and inferential statistics as well as quantitative research methods in Sociology and related disciplines. An integrated approach to the research process (from asking research questions to drawing conclusions) is the courses focus. Computer application exercises utilizing packaged social science computer programming such as SPSSX and/or SAS will be incorporated to facilitate course instruction. Three credits per semester. *Prerequisites:* Math 150, Math 151; CS 150 and SOC 101 and 102. Junior standing. (F,S)

SOC 307. Behavioral Aspects of Human Sexuality. (3(3,0). This course provides students with an overview of theoretical and empirical issues related to human sexual behavior. Topics covered in the course include sexology, physiology, biochemistry, anatomy, conception, pregnancy and childbirth, contraception, love and intimacy, sexual variations, and sexually transmitted diseases. The course is open to all students who have completed the introductory psychology course (Psychology 250 or Psychology 101 and 102). (F)

SOC 308. Social Problems: Introduction. 3(3,0). This course is a systematic treatment of problems arising out of social change and social disorganization. Empirical studies are used to supplement theoretical orientation of course material. (S)

SOC 309/PSY 402. Social Psychology. 3(3,0). This course explores how human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and

the psychological implications of individual and group differences. This course explores the theoretical and methodological bases of applications of behavioral science to social problems. (F,S)

SOC 310. Cultural Anthropology. 3(3,0). This course examines the following topics: (1) the evolution of man; (2) the basic concepts in linguistics; (3) preliterate cultures; (4) methods of research; (5) approaches to Anthropology; (6) culture change and applied anthropology; (7) current controversies. *Prerequisite:* Junior standing. (F)

SOC 311. Racial and Ethnic Minorities. 3(3,0). The nature and significance of minority differences (racial, ethnic, religious, etc.) for distributive patterns and social relationships. Dominant-minority group patterns in America. Tactics and strategies in eradication of inequality are examined. *Prerequisite:* Junior standing. (S)

SOC 312. Medical Sociology. 3(3,0). Medical Sociology examines the social definitions and correlates of health and illness, and those individuals who seek to provide health and medical care. The professions of medicine are examined, as are modern institutions such as hospitals and insurance companies. Alternatives to traditional Western medicine will be considered and critical issues currently facing the medical establishment will be examined. (S)

SOC 314. Sociology of Education. 3(3,0). Social determinants of academic achievements; education, socialization, and the world of work; teacher-student relationships and social class; current issues affecting social aspects of education. ()

SOC 316/SW 415. Gerontology I. 3(3,0). A survey of the field of social gerontology, with particular emphasis on cross and sub-cultural values affecting the position and status of the aged; the biological, psychological, and social aspects of aging; the impact of the aging population on American society, and social problems relating to aging. *Prerequisite:* Junior standing and approval of instructor. (F,S)

SOC 320. Personality, Culture and Society. 3(3,0). Socialization processes, including early childhood training and rites of passage, personality and national character; cultural definitions of emotion and stress responses. ()

SOC 321. Social Change. 3(3,0). This course examines theories and processes of social and cultural change in community and society; mechanisms for coping with change; models of directed social change and proposals for the critical analysis of planned action programs. *Prerequisite:* Junior standing. (F)

SOC 322. Population and Demography. 3(3,0). Population size, distribution, composition, and processes; social and economic determinants and consequences of demographic variations; methods of measurement. *Prerequisite:* SOC 305-306 (S)

HSOC 399. Honors Topics in Sociology. 3(3,0). A special topics seminar, it is open to junior honor students meeting the requirements established by the Department. Its purpose is to allow the occasional offering of related topics not adequately covered in any regular course available to students in the Psychology and Sociology programs. *Prerequisite:* Consent of Departmental Chair, Director of Honors or

Department Honors Committee, if the Department has one. ()

SOC 401/CJ 302. Juvenile Delinquency. 3(3,0). This course focuses on the juvenile delinquent society; theories of delinquency causation and methods of correction and prevention from the viewpoint of personality disorganization. The course will also study the juvenile courts and other institutions as they relate to treatment methods and aftercare. *Prerequisite:* SOC 101-102 and Junior standing ()

SOC 402. Sociological Theory: Introduction. 3(3,0). This is a systematic study of the major sociological theories from Comte to present. Emphasis is placed on the development of conceptual framework basic to understanding of sociological materials and the contributions of various writers to the field. *Prerequisite:* SOC 201. (F)

SOC 404. Sociology Seminar. 3(3,0). Designed to synthesize theoretical and empirical analysis in Sociology, the Seminar reevaluates the basic terminology concepts, principles and literature pertinent to the discipline of Sociology. Empirical and theoretical research activities, critiquing of significant articles, and discussion of current problems in Sociology will be required. (S)

SOC 405. Field Experiences in Applied Sociology. 3(3,0). This course is designed to provide upper-level students with supervised field experience in a community organization, social service agency or social change organization. The instructor will establish contact with the sponsoring organization to help structure the student's practical experiences so that they satisfy both the student and the sponsoring organization. As a part of the field experience, students are expected to develop a daily log of activities and final practicum report. *Prerequisites:* Senior status or a minimum of 24 semester hours in Sociology including SOC 203 and SOC 305-306 with a cumulative grade point of 2.00 or better and the consent of the instructor. ()

SOC 416/SW 416. Gerontology II. 3(3,0). This course deals with the principles and techniques essential in social work with the aged, as well as a concentration of death, dying and working with the dying individual and the family. *Prerequisite:* SOC 316/SW 415 or approval of the instructor. (F,S)

HSOC 499. Seniors Honors Thesis. 3(3,0). Intensive study and research under faculty direction, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. Admission to honors candidacy is open only to senior honors students majoring in Sociology or with the approval of the Departmental Chair and those students who have shown a marked capability for independent study.

DEPARTMENT OF VISUAL AND PERFORMING ARTS ART EDUCATION

ARED 112. Practicum in Art for Kindergarten and Elementary School 2(0,2). This course provides laboratory experience as a teachers aid. Activities include presenting selected studio art projects to pre-school, kindergarten, and elementary school students. *Prerequisite:* Three credits in a studio area. ()

ARED 213. Crafts. 3(0,3). This course explores several crafts media including metalwork, jewelry, weaving, textile printing, and woodwork. It is required of all art education majors, and it is an elective for students in other departments. ()

ARED 214. Weaving. 3(0,4). This course consists of basic weaving structure, loom-controlled and hand-manipulated. Prerequisite: At least one course in crafts or permission of the instructor. ()

ARED 312. Practicum in Art for Middle and High School Students. 3(0,3). This course provides a laboratory experience in teaching selected art projects to middle and high school students in and around the Orangeburg area. The course includes readings, critiques, and discussions by experienced art teachers. ()

ARED 315. Art for Children. 3(0,3). This course provides two- and three-dimensional laboratory experiences in painting, drawing, sculpture, graphics, and crafts appropriate for children in elementary school. Emphasis is placed upon developing skill in handling tools and materials, and safety concerns. Other activities include using knowledge of formal and aesthetic design principles in art making, analyzing visual arts in relation to history and cultures, assessing the characteristics and merits of artwork by children, and making the connections between visual arts and other disciplines. (F, S)

ARED 350. Education Seminar. 1(1,0). This seminar is designed to assess the Elementary Education majors comprehension and mastery of the subject content area. A series of tests, based on the SOCKET Model will be designed to assess content specific pedagogy, understanding how to teach certain fundamental concepts in the subject area. Prerequisite: Art Education majors only. (F,S)

ARED 412. Teaching Art to Disadvantaged Students from Low Socio-economic Backgrounds. 3(1,2). This course concentrates on methods of teaching visual awareness to students from low socioeconomic groups and the use and selection of art works, art projects and subject matter related to their backgrounds and experiences. Observations and practice of procedure in schools in and around Orangeburg are also required. Prerequisite: Education 204. ()

ARED 413. Philosophies and Readings in Art Education. 3(0,3). This course is a study and discussion of philosophical backgrounds and current research in art education. ()

ARED 414. Art in the Secondary School. 3(0,3). This course includes materials and procedures for teaching art in the secondary school, designing curriculum and lesson plans, and practice in classroom management techniques. (F,S)

ART HISTORY

ARTH 215. The History of Western Art I. 3(3,0). A survey of the visual arts from prehistory through the early Renaissance. The analysis, identification, and discourse on significant art works through exploration of aesthetics, terminology, media, principles, techniques, and styles. (F)

ARTH 216. The History of Western Art II. 3(3,0). A survey of the visual arts from the European Renaissance through the end of the 20th Century. The analysis, identification, and discourse on significant art

works through exploration of aesthetics, media, principles, techniques, and styles. Taught from a socio- and multi-cultural perspective. (S)

ARTH 415. African-American Art History 3(0,3). A survey of the artworks from colonial times to the present. Readings, discussions and slide presentations used to parallel African-American art trends with prevailing American experimental tendencies are included in its content. Prerequisite: Arts 250 or permission of instructor. (S)

ARTH 420. Modern and Contemporary Art and Theory. 3(3,0). A survey of the visual arts from the middle of the 19th century through the present. The analysis, identification, and discourse on significant art works. Exploration of aesthetics, critical theory, and philosophy in the analysis of art and its effect on contemporary art and culture. (F)

MUSEUM COURSES

ARTM 210 Museum Studies. 3(0,3). This course is designed to introduce students to museums. It is intended to provide the background for a lifetime of understanding and enjoying museums and cultural activities. Museum Studies is relevant and valuable to students in a variety of majors including the arts, sciences, social sciences, education and business management. The course provides the opportunity for students to begin to acquire the conceptual and practical foundation necessary for collections management, museum management, the development of programs and exhibitions and an understanding of the role of museums in culture and education. (F,S)

ARTM 310 Special Topics in Museum Operations. 3(0,3). Students will develop a specific topic related to Museum Operations from the broad topics of Collections Management; Exhibition Design; Programming; and Administration, research the topic and submit a research paper. In addition, students will work in the Museum for a minimum of 3 hours a week and keep a journal of their activities. Prerequisite: ARTM 210 Museum Studies. (F,S)

ARTM 410 Museum Internship. 3(0,3). This course is designed to assist students with gaining professional experience in working in a Museum. Experience will be provided in the following areas: collections management, marketing, educational programming, exhibition design. Students will be required to work in the Museum for a minimum of 6 hours a week, keep a journal of activities, assist with special events, serve as a docent, visit other museums and submit a written evaluation and summary of the internship. Prerequisite: ARTM 210 Museum Studies. (F,S)

ART APPRECIATION

ART 250. Art Appreciation. 3(3,0). This course is an introductory survey into the realm of visual art. Painting, sculpture, architecture and the minor arts are studied in this course. The aim of art appreciation is to develop an understanding of humanities long struggle to communicate through the visual arts, from prehistoric times to today. Art principles, techniques and media are studied. (F,S)

STUDIO ART

ARTS 115. Fundamentals of Design I-2D. 3(0,6). A basic exploration of the fundamentals of visual design and principles of artistic organization. The use of line, shape, value, texture, and color in the development of effective visual expression is explored through the use of a variety of two-dimensional media and activities. (F,S)

ARTS 116. Fundamentals of Design II-3D 3(0,6). A continuation of Arts 115. Emphases are placed on experimentation with three-dimensional elements and materials and introductory design techniques. (F,S)

ARTS 215. Drawing and Composition I. 3(0,6). An introduction to basic drawing skills and visual organization. It stresses exploration of drawing techniques through the use of the still life and the introduction of drawing materials, including pencil, charcoal, brush and ink, conte, pastels. Studio. (F,S)

ARTS 217 Painting I. 3(0,6). Introduction to painting techniques, materials, and concepts, and media including water color, acrylic, tempera, and oil. Analysis of form, content, and use of color in compositions. (F,S)

ARTS 218 Ceramics I. 3(0,6). An introduction to the materials and techniques of ceramic art through pinching, coiling, and slab construction in clay as well as an introduction to throwing on the potters wheel. (F)

ARTS 219. Printmaking I. 3(0,6). This course is a study of the processes involved in making and printing relief. Emphasis is placed on control of techniques and creative artistic expression. Process including linoleum and woodcuts. (F)

ARTS 220 Sculpture I. 3(0,6). Study of three-dimensional design through a focus on media, form, and content. Development of a visual sensitivity to three-dimensional composition as well as a conceptual sensitivity to the relationship between form and content. Introduction of a variety of construction techniques in wood, plaster, metal, and found objects used in three-dimensional work. (S)

ARTS 221 Photography I. 3(0,6). An introductory course to black and white photography. Students will learn how to shoot and develop negatives and print enlargements. They will also learn the standards of mounting, matting and framing fine art photography. This course is taught through lectures, demonstrations, hands-on training, research and presentations, and group and individual critiques. (F,S)

ARTS 223 Digital Media I. 3(0,6). An introduction to design concepts, theory, and methods. Students are introduced to a broad range of traditional tools and toolsets from various computer applications to utilize for design projects. Content focuses on the use of artistic innovation in visual, perceptual, and conceptual elements. *Prerequisites:* ARTS 115, ARTS 215, or permission of instructor. (F)

ARTS 233 Digital Media II. 3(0,6). The computer as a drawing, illustration, and painting tool, and the use of color in the unique digital environment. Processes covered include scanning, digital painting techniques, and basic color theory and application. *Prerequisite:* ARTS 223 or permission of instructor. (S)

ARTS 235 Digital Imaging. 3(0,6). Professional studio techniques in Adobe PhotoShop including photo scanning, image correction and manipulation, and special effects. Emphasis on technical proficiency and use of aesthetic judgment. Content also includes preparing digital

images for print, the web, and interactive media use as well as digital camera aesthetics. *Prerequisite:* Arts 223 or permission of instructor. ()

ARTS 315. Drawing & Composition II 3(0,6). This course is an intermediate level, dry and wet media experience in drawing materials. Primary emphasis on exploring perspective techniques, creative problem solving, color usage, and themes such as still life, landscape, and the human figure. *Prerequisite:* ARTS 215. (S)

ARTS 317. Painting II. 3(0,6). Intermediate course with emphasis on reinforcing technical skills, formal compositional and aesthetic concerns and painting the human figure. Individual expression is encouraged through a series of larger works. *Prerequisite:* ARTS 217 or permission of Instructor. (S)

ARTS 318. Ceramics II. 3(0,6). Concentration on development of throwing skills with a focus on the cup, bowl, plate, pitcher, and teapot. Experience with glaze experimentation in the form of tri-axial blends as well as slip formulation. *Prerequisite:* ARTS 218 or permission of Instructor. (S)

ARTS 319. Printmaking II. 3(0,6). This course is a study of processes related to intaglio printmaking as a tool for artistic expression. Techniques include etching, drypoint, aquatint, color intaglio, and engraving. Studio. *Prerequisite:* ARTS 219 or permission of Instructor. (F)

ARTS 320. Sculpture II. 3(0,6). Concentration on woodworking skills, construction, and carving in wood. Introduction to casting in clay, wax, and other materials. Further development of content and its relationship to medium. *Prerequisite:* ARTS 220 or permission of Instructor. (F)

ARTS 321. Photography II: Digital Methods. 3(3,0). This course is an exploration of photography utilizing digital media, including the digital camera, computer hardware and software. The course is taught through lectures, demonstrations, hands-on training, assignment of art projects, written assignments, and group and individual critiques and presentations. *Prerequisite:* ARTS 221 Photography I. (S)

ARTS 323. Digital Media III 3(0,6). Theories, processes, and applications of layout and page design in the digital environment. Course content includes desktop publishing, poster layout/design, promotional design, editorial design, and publication design. *Prerequisites:* ARTS 233 or 235 or permission of Instructor. (F)

ARTS 325 Drawing III: Figure Drawing. 3 (0,6). An advanced level course in drawing that explores primarily the human figure. The purpose of this course is to help students obtain the basic skill of drawing the human form, including anatomy, observation of the human form and fundamental exercises in gesture, contour, outline, and tonal modeling. While working from the basis of their personal vision, students explore contemporary approaches to drawing and broaden the conceptual basis for their work. *Prerequisite:* ARTS 215 Drawing I. (F)

ARTS 327 Painting III. 3 (0,6). This course will give the student more responsibility and choice of direction, problem solving and concept development in painting with a great deal of faculty involvement and support. Students work on perfecting skill sets and work with subject

matter that is more complex, such as the figure. Group and individual critiques will continue as an integral part of the curriculum, with an emphasis on contemporary art and criticism. Prerequisite: ARTS 217 Painting I and ARTS 317 Printing II. (S)

ARTS 328. Ceramics III. 3(0,6). Concentration on hand building skills, knowledge of raw materials through experimentation with clay and glaze chemistry. Introduction to kiln stacking and firing and continued glaze and clay experimentation, and specialized kiln firing such as raku and reduction methodology. Research in clay and glaze technology. Prerequisite: ARTS 218 (S)

ARTS 329. Lithography. 3(0,6). This course is an in-depth exploration of lithographic printmaking processes. Specific attention is focused on printing lithographs from stones as well as metal plates. Black-and-white and color printing is also explored. Prerequisite: ARTS 219 or permission of Instructor. (F)

ARTS 330. Sculpture III. 3(0,6). This course explores sculptural form through the fabrication techniques in metals. Students learn braising and soldering, oxyacetylene and arc welding. Further development of content and its relationship to medium. Prerequisite: ARTS 220 or permission of Instructor. (F)

ARTS 331. Photography III. Advanced Methods. 3(3,0). This course is a continuation of the black and white photographic production techniques of Photography I, with a broader use of photographic materials, alternative processes and presentation methods. The course is taught through lectures, demonstrations, hands-on training, assignment of art projects, written assignments, and group and individual critiques and presentations. Prerequisite: ARTS 221 Photography I. (F)

ARTS 333. Web Page Design. 3(0,6). Critical assessment of aesthetic and technical aspects of web design. Students develop fundamental skills in web authoring, imaging, and animation using computer software. Emphasis on effective design interfaces with Web page design; new software; and exploration of new technical information for working with links, image maps, hotspots, and site management. Prerequisites: ARTS 323 or permission of Instructor. (S)

ARTS 335. Motion Graphics & 2-D Animation. 3(0,6). The theory, application, and processes of 2-D animation in the digital environment. Content covers graphics for television and film titles, and animated logo development. Emphasis on developing timing, staging, and fluid movement in animated creations as well as storyboarding ideas. Prerequisites: ARTS 333; may be taken concurrently with ARTS 333 with permission of Instructor. (F)

ARTS 423. Digital Video. 3(0,6). The theories, techniques, and technologies of sequential (time-based) digital media. Content focuses on digital video recording, production, and digital aesthetics. Conventional skills such as drawing and storyboarding are required for this course. Prerequisites: ARTS 335 or permission of Instructor. (S)

ARTS 433. Digital Art and Design. 3(0,6). The aesthetics of combining digital media elements and issues surrounding coherence in nonlinear environments, and the interface of multimedia and the viewer.

Students are introduced to authoring techniques and technologies along with arranging text, graphic images, and sound into cohesive multimedia presentations. Prerequisites: ARTS 423 and ARTS 335 or permission of Instructor.

ARTS 440. Independent Study in Art. 3-6(0,3-6). Students in this course develop a specialized body of artwork in consultation with a faculty advisor. Students must be at an advanced level, sign a contract of intent, and have permission of the instructor and chairperson for enrollment. Prerequisites: Twelve hours of courses in concentration area or permission of Instructor. ()

ARTS 445. Professional Internship ART. 3-6(0,3-6). Students secure an internship in their area of expertise to gain valuable work place and industry skills. Prerequisite: Acceptance in an internship position and permission of Instructor. ()

DRAMA PROGRAM

D 011-01. Drama Laboratory Performance. 1(1,0). This course is a laboratory with emphasis on performance. (F)

D 011-02. Drama Laboratory Technical. 1(1,0). This course is a laboratory with emphasis upon technical theatre. (F,S)

D 200 Interpretative Reading. 2(2,0). Practical experiences and theory in the techniques of interpretive reading with great stress upon the oral study of acting. (F)

D 201. Theatre Management and Community Drama. 1(2,0). Theories and principles of theatre management: emphasis will be placed upon publicity, ticket control, house management, budget, as well as upon developing and organizing the community theatre. The laboratory includes the use of adults in the community. (F)

D 205. Acting I: Elements of Acting. 3(3,0). The techniques of acting, character analysis, creative pantomime, voice and diction, interpretation. Participation in the Henderson-Davis Players is required. (F)

D 206. Stagecraft. 3(3,0). Practical experiences and theory in the designing of stage sets, construction of scenery, lighting the stage, and costuming a play. Students are required to participate in the Henderson-Davis Players. (S)

D 254 (Formerly D 204). Introduction to Theatre. 3(3,0). A survey of theatre forms, techniques, and practices, including the basic aspects of acting, staging, and producing a play. A significant focus of the course is a reading of culturally diverse plays. (F,S)

D 301. Stage Lighting. 3(3,0). A study of light sources, control of lights, types of stages and theatres, styles of production, supervision of lighting programs. Each student will be required to design and light a production. Prerequisite: D206 or instructor permission. (F)

D 302. Stage Makeup. 1(2,0). The study of stage makeup techniques/designs, practices and equipment. Each student will be required to design and execute the makeup for a major or laboratory production. (S).

D 305. Direction of Plays. 3(3,0). A laboratory-lecture course with emphasis upon the origin and development of play direction: basic principles, movement, pantomime, composition, picturization, and rhythm are given. Students must participate in the directing of a laboratory production. (F)

D 306. Advanced Technical Production. 3(3,0). This course embraces theory and stage practice in the planning, construction, and operation of stage production elements and related equipment. *Prerequisite:* D206 or instructor permission. (F)

D 307. History of Costume and Design. 3(3,0). A study of the history of costume from ancient to modern times; consideration of the relationship of costume and stage design in the planning of theatre productions. Some attention is given to the planning and construction of costumes and stage designs for various plays. (F)

D 308. Children's Theatre and Creative Drama. 3(3,0). A practicum in play production, selection and analysis of dramatic literature designed and performed specifically for children. College students are required to perform in laboratory Children's theatre productions and relate the logical extension of the artistic experience to the elementary classroom setting. Emphasis is placed on ways and means of using creative drama in the classroom. The campus demonstration school is used as a laboratory. The Children's Theatre workshop will be used for "nucleus activity." (F)

D 309. Black Drama. 3(3,0). A historical and contemporary study of significant developments in the theatre of Black Americans since 1900 as reflected through the major playwrights and theatre organizations. The course also examines plays, theatre people, and actors of Black America, both past and present. (S)

D 310. Acting III: Advanced Acting. 3(3,0). This course focuses upon acting, theories, advanced techniques in acting, and styles of acting. (S)

D 311. Advanced Stage Lighting. 3(3,0). This course includes the following: assigned problems and criticism in designing lighting for plays, musicals, indoor/outdoor pageants, and an evaluation of the methods and styles of stage lighting. *Prerequisite:* D301 or instructor permission. (S)

D 322. Acting II: Movement for the Actor, 3(3,0). This course includes a study/performance of the physical and vocal demands to create a role for the stage. The course will involve intensive work to train the actors speaking voice and body for types of stage movement. Course materials will include audition techniques, sight-reading, role analysis, and physical exercises for the body. (S)

D 403. Playwriting. 2(2,0). Emphasis is placed on materials, characters, conflict, unity, dramatic action, suspense, and the writing of the dialogue. The writing of a one-act play, a children's play, or a historical pageant drama forms the basis of the course. (S)

D 405. History of the Theatre. 3(3,0). A course which embraces a survey of plays, playwrights, actors, modes of production, and the physical development of the theatre from the time of the Greeks to

the present. (F)

D 410. Modern Drama. 3(3,0). A study of representative European, British and American plays from 1850 to present. Emphasis is placed on the literary qualities and social significance of the plays, rather than on the history of the theatre. (F)

D 411. Seminar in Drama. 2(2,0). Although the course will embrace world drama, its major focus during a semester will be upon a single aspect of the subject—African, American, classic French, Irish, Jewish, Oriental, Chinese, Spanish, Russian, or some other similar drama: or, its major focus during a semester will be upon a person who has made a significant contribution to the theatre—Baraka, Brecht, Bullins, Chekhov, Soyinka, Beckett, Ibsen, O'Neill, Strindberg, T. Williams, or a similar contributor. Students will engage in research and symposia, as well as assist in selecting persons who are knowledgeable in dramatic literature and are invited to lecture in the course. The seminar is a requirement for all majors in drama. *Prerequisite:* Junior standing. (S)

MUSIC THEORY AND HISTORY

MU 098. Basic Musicianship. 2(2,0). A study of the rudiments of music, major and minor scales, intervals, simple chord construction, rhythmic drills, etc. (*For music majors only.*) (F)

MU 107/108. Theory, Musicianship and Counterpoint. 2(3,0). Basic vocabulary; notations; pitch- and time-values; rhythms, harmonic tetrachord; time beating patterns; diatonic and chromatic scales; intervals; triads; seventh chords; melodic modulations; transpositions. (F,S)

MU 127-128. Ear-Training, Sight-Singing, Keyboard Harmony. 2(3,0). Sight-singing and ear-training; solfege of intervals, scales, melodies in various rhythms; melodic and rhythmic dictations. Emphasis is on singing from score, principle; aural analysis of melody and harmony. Keyboard practice, functional piano technique developed; ability to play primary chords in all keys; to harmonize simple melodies and to improvise basic rhythms. Elements of forms in composition; analysis and creative work. (F,S)

MU 207/208. Theory, Musicianship and Counterpoint. 2(3,0). Continued part-writing in free contrapuntal style: Three- and four-part harmonizations of given bass and soprano, using chords and their inversions; modulations, sequences; seventh, ninth and augmented sixth chords; continued figured bass melodies from the chorales of J.S. Bach; continued transpositions and modulations. Counterpoint; three-part strict counterpoint in all five species. *Prerequisite:* Music 107 & 108. (F,S)

MU 227-228. Ear-Training, Sight-Singing, Keyboard Harmony. 2(3,0). Continuation of sight-singing and ear-training through more advanced literature multi-part dictation. Continuation of keyboard practice; the playing of chords, in all keys; transposition and modulations; improvisations. Simple homophonic forms of composition; analysis and creative work. *Prerequisite:* MU 127 & 128. (F,S)

MU 270. Contemporary Harmony/Jazz Theory 2(2,0). Students will use traditional harmonic techniques to analyze traditional & contemporary jazz compositions. In addition to harmonic analysis, students will use this information to construct improvised melodic solos on their

applied instrument. *Prerequisite(s)*: MU 107, MUED 103.

MU 307308. 3(3,0). Counterpoint I and II. Analysis and writing in the style of vocal music of the late Renaissance and contrapuntal style of the late Baroque era.

MU 404. Form and Analysis. 2(2,0). Figures, motives, sections, phrases, periods, small and large binary and ternary form, trio form, rondo, sonatina; sonata form as exemplified in sonatas for various instruments and combinations of instruments, including the symphony orchestra; variation form; passacaglia; chaconne, fugue; free forms; elements of form in contemporary music. Harmonic analysis. *Prerequisites*: MU 207208 and MU 227228. (F,S)

MU 409. Scoring and Arranging. 2(3,0). Scoring and arranging for choral groups, modern band, and orchestral instruments. Arrangements for strings, woodwinds, brass combinations, and orchestration of compositions by romantic, classical, and modern composers. (F,S)

MUSIC EDUCATION

MUED 103-104. Beginning Class Piano. 1(1,0). Beginning class piano for music majors. This is a course in functional piano skills for non-pianist music majors. Majors develop skills such as basic keyboard reading, technique, harmonization, transposition, and elementary repertoire that can be used in classroom music teaching. These courses begin to prepare students for the piano proficiency exam. A limited number of non-music majors may register depending on space availability and the permission of the instructor. (F,S)

(* MUED 213-214. Intermediate Class Piano. 1(1,0). Second year class piano for music majors. Music majors continue to develop functional basic skills in preparation for the piano proficiency exam. Covers major and minor scales, chord progressions, more advanced harmonization and transposition, and early intermediate level repertoire. For music majors only, a limited number of non-music majors may register with the permission of the instructor. *Prerequisites*: MUED 103 and 104.

MUED 323-324, 433-434. Piano Classes. 1(1,0). Functional piano technique is developed, including the ability to harmonize simple melodies and to read and play community songs at sight; keyboard harmony is introduced. (For music majors only). (F,S)

MUED 300. Music for the Classroom Teacher. 3(3,0). In this course, elementary education majors learn the fundamentals of music and the music-making activities comprising music skills. Elementary education majors acquire lab experience and teaching strategies for planning, teaching, integrating, and assessing standards-based lessons that are integrated with music activities for grades Pre-K through grade 5. (F,S)

(* MUED 301. Music in the Elementary School 3(3,0). This course is designed to equip music education majors with the required methods for teaching general music to students in grade Pre-K through grade five. Specific emphases are given to music fundamentals, singing, playing instruments, movement, listening, responding, reading, notating, creating, improvising, music education methodologies, and diverse repertoire. Majors also acquire methodologies for teaching performing ensembles at the elementary level. Thirty-four pre-step hours are also

required for this course. (F)

(* MUED 302. Music in the Secondary School. 3(3,0). Music majors develop effective strategies for teaching students at the middle and high school levels. Additional concepts are studied and implemented in lesson planning, the use of varied assessment types, peer teaching, informal and formal observations of music educators, and lab experience with grades 6-12 of students in non-performance and performance classes. Majors are required to complete 34 hours of pre-step experiences. *Prerequisite*: MUED 301 (S)

MUED 303. Essentials of Conducting. 2(2,0). This course consists of basic conducting techniques: visual metric patterns, use of the baton, dynamic indications, cueing, rehearsal and performance organization; application. (F,S)

(* MUED 304. Choral Conducting. 2(2,0). This course is a continuation of Essentials of Conducting. Its content includes principles, techniques and problems in choral conducting and training choruses; voice production, intonation, rhythm, diction, and tone color; organization of school, church and civic choral groups; repertoire building; experience in conducting various ensembles; additional required laboratory periods in choral organizations for secular and religious literature of all periods; excerpts from cantatas and oratorios; materials, techniques and problems in organization of high school choruses. (F,S)

(* MUED 309. Instrumental Conducting. 2(2,0). This course is an essential for score reading, techniques of the baton; attacks release, diatonic intonation, interpretation; experience in conducting bands and smaller instrumental groups; periodic literature for band and orchestra and administration of high school bands and orchestras; and practical exercises in arranging instrumental solos and other instrumental literature for various media. (S)

(* MUED 331. Brass Methods Class. 1(2,0). Brass Methods is a course designed to provide music majors with the basic understanding of brass playing techniques, history, construction, literature, simple maintenance/repair, student mouthpiece testing, and other related pedagogy. The course is presented with a special emphasis on techniques necessary for the basic understanding and effective teaching of the five major brass instruments (i.e. Trumpet, Horn, Trombone, Euphonium, and Tuba). Students will learn to recognize pedagogical performing issues and methods for solving them. By completion of this course, students will be able to perform on each brass instrument. (S)

(* MUED 341. Woodwind Methods Class. 1(2,0). Class instruction in woodwind instruments. Correct embouchure, tone production, and execution with knowledge of basic playing techniques and fingering on all woodwind instruments. (F)

(* MUED 351. Percussion Methods Class. 1(2,0). This course is designed to equip students pursuing a degree in music education (instrumental emphasis/concentration) with the appropriate skills, knowledge, and resources to effectively teach percussion in the public school (K-12). A large portion of the class involves individual practice and performance (playing and written tests). The purchase of textbook(s), drumsticks, practice pad, and mallets are required. Other

materials and/or requirements may be assigned at the discretion of the instructor. (F)

(*) MUED 361-462. Stringed Strings Methods Class. 1(2,0). Strings methods include group instruction in the traditional non-fretted string family (violin, viola, cello, and string bass) and limited instruction in the fretted guitar (one to two weeks at most). The class will learn several techniques and solutions to problems of tone production, right and left hand technique with proper form, including fundamental knowledge of basic first position fingering, shifting and position work, bowing variations with Suzuki's rhythmic patterns, beginning shifting and vibrato. Papers on ASTA, MENC, and Suzuki will be required along with magazines of those various associations. (F)

MUED 407. Choral Methods and Materials. 2(3,0). Methods of teaching choral music in the secondary school, including analysis of texts and literature relative to vocal music programs, program building, and concept planning. (F)

MUED 408. Instrumental Methods and Materials. 2(3,0). This course stresses methods of teaching instrumental music in the secondary schools including an analysis of texts and literature for the concert band, marching band, orchestra and small ensembles. The course stresses representative material on thinning related responsibilities of the instrumental music teacher. (F)

(*) MPCM 155-456. Percussion Instruments. 1(1,0). Applied percussion lessons are designed to prepare, develop, and produce knowledgeable, mature, and experienced musicians capable of a high level of artistic expression via a variety of percussion instruments. At least one performance during Recital Hour (MU099) and jury examination at the end of the semester are required. Participation in Percussion Ensemble (MUPC 051-058), membership in Percussive Arts Society, attendance at all [percussion music major] senior recitals, percussion-related masterclasses and clinics are required. Students are also required to own appropriate sticks, mallets, and instruments (i.e. triangle, tambourine, etc.). Other materials and/or requirements may be assigned at the discretion of the instructor. Prior to the first time enrolling in applied percussion lessons, students must have passed an entrance audition. (F,S)

MUPC 051-058. Percussion Ensemble. 1(1,0). The percussion ensemble performs repertoire from a wide range of styles including: contemporary and "classic" percussion repertoire, avant-garde, experimental, Afro-Cuban, jazz, rock, African, Middle-Eastern, ragtime, etc. Typically, the ensemble will perform at least once/semester and embarks on an annual tour. Students are expected to have prior experience: reading standard music notation (pitches in treble and bass clef, rhythms, dynamic symbols, etc.), knowledge and demonstration of percussion fundamentals (rudiments, ability to play all major scales, tune pitches on timpani, etc.), and must provide their own sticks/mallets for individual practice, group rehearsals, and performances. Attendance at all rehearsals, dress rehearsals, concerts, and tours is required. Other materials and/or requirements may be assigned at the discretion of the instructor. *Prerequisite:* audition (F,S)

MUPM 051-058. Mallet Ensemble. 1(1,0). This ensemble focuses on the performance of percussion repertoire written and/or arranged for mallet percussion instruments. Students are expected to have prior experience: reading standard music notation (pitches in treble and bass clef, rhythms, dynamic symbols, etc.), knowledge and demonstration of percussion fundamentals (rudiments, ability to play all major scales, tune pitches on timpani, etc.), and must provide their own sticks/mallets for individual practice, group rehearsals, and performances. Attendance at all rehearsals, dress rehearsals, concerts, and tours is required. Other materials and/or requirements may be assigned at the discretion of the instructor. *Prerequisite:* audition (F,S)

MUSIC GENERAL

MU 452. Diction for Singers. 1(1,0). A study of Italian, French, and German diction as it relates to singing. The international phonetic alphabet will be studied. Emphasis will be placed on clarity of enunciation, articulation, and purity of vowels.

MUSIC PERFORMANCE

MU 099. Recital Hour. 0(1,0). Weekly performance and seminar period for all music majors. Required each semester for a total of 7 semesters for nonperformance majors and 8 semesters for performance majors.

MUED 011-18. Band. 1(1,0). Provides prospective high school band directors with the experience and training afforded by performing in a college marching band. Audition required (F)

MUED 021-28. Concert Choir. 1(1,0). Study, rehearsal, and concert performance of extended choral works. Audition required.

MUED 031-038. Jazz Ensemble. 1(1,0). Study, rehearsal, and concert performance of various periods and styles. *Prerequisite:* Audition and consent of instructor. (S)

(*) Courses that are available to Music Majors Only

MUED 041-48. Concert Wind Ensemble. 1(1,0). Study, rehearsal, and concert performance of various periods and styles. (S) Audition Required

MUED 051-58. String Ensemble. 1(1,0). Study, rehearse, and perform concert repertoire of various periods and styles. **Audition Required** (F,S)

MUED 111. Voice Class. 1(1,0). Development of a basic foundation in posture, breathing, attack, agility, articulation, shading, control of power and diction. One credit. (F)

MUED 112. Voice Class. 1(1,0). Development of a basic foundation in posture, breathing, attack, agility, articulation, shading, control of power and diction. One credit. (S)

(*) MVOM 115-116. Voice. 1(1,0). Development of a thorough foundation, posture, breathing, attack, agility, articulation, shaping, control of power; diction. Vocalises, simple folk and art songs from Clipping:

Vocal Methods; Tchaikovsky: A Legend; Bohm: Still As the Night; Rachmaninoff: Lilacs; Franz: Dedication; Gantz: A Memory; Deis: Waiting; Vaughan-Williams: Silent Noon; Greig: By the Brook. (F,S)

MU 125-126. Organ. 1(1,0). This course stresses fundamentals of Manual and Pedal Techniques, Principles of registration, hymn playing; Gleason: Methods or Stainer, The Organ; Telemann (and other German masters): Choral Preludes. (F,S)

(* MVOM 215-216. Voice. 1(1,0). Continuation of foundation development. Arias and songs of classic to contemporary periods. Style and interpretation. Purcell: Evening Hymn; Greig: I Love Thee; Quilter: To Daisies; Handel: Care Selve; Handel: Whereer You Walk; Quilter: Go Lovely Rose; R. Thompson: Velvet Shoes; Durante: Vergin, tutto Amor; Giordani: Caro mio ben; Bruneau: Lheureaux Vagabond; Debussy: Beau Soir. (F,S)

MU 225-226. Organ. 1(1,0). This course consists of hymn and service playing. Bach "Eight Little Preludes and Fugues; Bach: Choral Preludes (selected); Other selected pieces. (F,S)

(* MVOM 315-316. Voice. 1(1,0). Development of repertoire, style and interpretation through material of greater difficulty. Monteverdi: Lasciatemi Morrie; Faure: Apre Un Reve; Kotchetoff: Tell, O Tell Her; Purcell: Come Unto These Yellow Sands; Quilter: Now Sleep the Crimson Petal; Debussy: Romance; Dunhill: The Clothes of Heaven; Bassani: Posate, Dormite; Madnikoff: The Hills of Gruzia. (F,S)

MU 325-326. Organ. 1(1,0). Bach: Liturgical Year; Mendelssohn: Sonatas; works of Brahms, Dupre, Franck, Widor. (F,S)

(* MVOM 415-416. Voice. 1(1,0). Continuation of development of repertoire, style and interpretation through material and vocal literature of greater difficulty. Selections from Samuel Barber, Schubert, Schumann, Wolf, Brahms, and Strauss. Sibelius: From the North; Brahms: O Death Thou Art the Cooling Night. Preparation for senior recital. (F,S)

MU 425-426. Organ. 1(1,0). Bach: Toccata and Fugue in D Minor, Fugue in G Minor, Choral Preludes; Dupre: Antiphons; Franck: Prelude, Fugue and Variation, Patorale, Piece Heroique; Karg-Elert: Seven Pastels, Choral

MU 453,454,457. Opera Workshop. 3(3,0) Study, rehearsal and performance of extended opera works.

Brasswind Instruments. 1(1,0).

(* MTRM 135-436 Applied Trumpet is a course designed to provide the student with professional performance competencies on the trumpet. The emphasis of this course is to learn how to play the trumpet and to develop skills essential to teaching this instrument. In addition, students will learn to transfer learning competencies to other areas of music such as theory/ear training, history, and rehearsal technique. Students in applied trumpet will focus on the attainment of skills such as the basic fundamentals of embouchure, tone production, holding position, breathing, articulation, intonation, and care/maintenance of the instrument. In addition, students will study appropriate methods,

solos, chamber, band, and orchestra literature written for the instrument. By completion of the *400 level*, students will have amassed a vast amount of repertoire in preparation to perform the senior recital. (F,S)

(* MFHM 135-436 Applied French Horn is a course designed to provide the student with professional performance competencies on the French Horn. The emphasis of this course is to learn how to play the French Horn and to develop skills essential to teaching this instrument. In addition, students will learn to transfer learning competencies to other areas of music such as theory/ear training, history, and rehearsal technique. Students in applied French Horn will focus on the attainment of skills such as the basic fundamentals of embouchure, tone production, holding position, breathing, articulation, intonation, and care/maintenance of the instrument. In addition, students will study appropriate methods, solos, chamber, band, and orchestra literature written for the instrument. By completion of the *400 level*, students will have amassed a vast amount of repertoire in preparation to perform the senior recital. (F,S)

(* MTBM 135-436 Applied Trombone is a course designed to provide the student with professional performance competencies on the trombone. The emphasis of this course is to learn how to play the trombone and to develop skills essential to teaching this instrument. In addition, students will learn to transfer learning competencies to other areas of music such as theory/ear training, history, and rehearsal technique. Students in applied trombone will focus on the attainment of skills such as the basic fundamentals of embouchure, tone production, holding position, breathing, articulation, intonation, and care/maintenance of the instrument. In addition, students will study appropriate methods, solos, chamber, band, and orchestra literature written for the instrument. By completion of the *400 level*, students will have amassed a vast amount of repertoire in preparation to perform the senior recital. (F,S)

(* MEUM 135-436 Applied Euphonium is a course designed to provide the student with professional performance competencies on the euphonium. The emphasis of this course is to learn how to play the euphonium and to develop skills essential to teaching this instrument. In addition, students will learn to transfer learning competencies to other areas of music such as theory/ear training, history, and rehearsal technique. Students in applied euphonium will focus on the attainment of skills such as the basic fundamentals of embouchure, tone production, holding position, breathing, articulation, intonation, and care/maintenance of the instrument. In addition, students will study appropriate methods, solos, chamber, band, and orchestra literature written for the instrument. By completion of the *400 level*, students will have amassed a vast amount of repertoire in preparation to perform the senior recital. (F,S)

(* MTUM 135-436 Applied Tuba is a course designed to provide the student with professional performance competencies on the tuba. The emphasis of this course is to learn how to play the tuba and to develop skills essential to teaching this instrument. In addition, students will learn to transfer learning competencies to other areas of music such as theory/ear training, history, and rehearsal technique. Students in applied tuba will focus on the attainment of skills such as the basic fundamentals of embouchure, tone production, holding position, breathing, articulation, intonation, and care/maintenance of the instrument. In

addition, students will study appropriate methods, solos, chamber, band, and orchestra literature written for the instrument. By completion of the *400 level*, students will have amassed a vast amount of repertoire in preparation to perform the senior recital. (F,S)

Woodwind Instruments. 1(1,0).

(*) **MFLM 145-446. Applied Flute** is a course designed to provide majors with professional performance competencies on the flute. Specific emphases will include repertoire comprising literature from fundamental levels to advanced levels that are appropriate for the collegiate level. (F,S)

(*) **MOBM 145-446. Applied Oboe** is a course designed to provide majors with professional performance competencies on the oboe. Specific emphases will include major and minor scales through five sharps and five flats; fingering and tonal development; studies to include Ferling's 144 Preludes and Studies; Baret's Complete Method for Oboe; Franck's Piece V and Piece in G Minor; all major and minor scales throughout the practical performing range; sight-reading; reed adjustment; scale study, performing literature; reed making; Tustin's studies; Prestin and Handel, Sonata in G Minor; Goosen's Concerto and continued emphasis on performing literature. (F, S)

(*) **MCLM 145-446. Applied Clarinet** is a course designed to provide majors with professional performance competencies on the clarinet. Study will include major and minor scales through five sharps and five flats; emphases on fingerings and tonal development; studies: Klose, Celebrated Method for Clarinet and Rose, 32 Etudes; Stubbin's, Recital Literature for the Clarinet, Vol II; all major and minor scales throughout the practical performing range; emphasis on sightreading; reed adjustment, and the Klose and Rose 40 Etudes. (F, S)

(*) **MSXM 145-446. Applied Saxophone** is a course designed to provide majors with professional performance competencies on the saxophone. Emphases will include major and minor scales through five sharps and five flats; fingerings and tonal development; DeVille's Universal Method; Edressen and Endrejen's Supplementary Studies; all major and minor scales through the practical performing range; sight-reading; reed adjustment; studies by DeVille and Rascher: Top Tones for Saxophone; Bozza's Aria; Casadeus' Romance; continued scale study; performing literature; an introduction to jazz improvising; DeVille and Rascher's 158 Saxophone Exercises; Creston's Sonata; Debussy's Rhapsodie; and Fasch's Sonata; Music Minus One Saxophone. (F, S)

(*) **MBNM 145-446. Applied Bassoon** is a course designed to provide majors with professional performance competencies on the bassoon. Emphases will include major and minor scales through five sharps and five flats; fingerings and tonal development; McDowell's Practical Studies, Bk. 1; Kovar's 24 Daily Exercises; Wessenborn's Practical Method Bassoon; all major and minor scales throughout the practical playing range; sight-reading; reed adjustment and making; studies by Wessenborn, Method for Bassoon; Kovar's 24 Daily Exercises; McDowell's Practical Studies, Bk. II; continued scale study; performing literature; Pierne's Concert Piece; Galliard's Sonatas; Mozart's Concerto; and continued emphasis on performing literature. (F, S)

Percussion Instruments. 1(1,0).

(*) **MPCM 155-456 Applied Percussion. 1 (1,0).** Applied percussion lessons are designed to prepare, develop, and produce knowledgeable, mature, and experienced musicians capable of a high level of artistic expression via a variety of percussion instruments. At least one performance during Recital Hour (MU099) and jury examination at the end of the semester are required. Participation in Percussion Ensemble (MUPC 051-058), membership in Percussive Arts Society, attendance at all [percussion music major] senior recitals, percussion-related masterclasses and clinics are required. Students are also required to own appropriate sticks, mallets, and instruments (i.e. triangle, tambourine, etc.). Other materials and/or requirements may be assigned at the discretion of the instructor. Prior to the first time enrolling in applied percussion lessons, students must have passed an entrance audition. (F,S)

String Instruments. 1(1,0).

(*) **MVNM 165-466. Applied violin** lessons cover scales, arpeggios, bowing techniques, and etudes to improve a student's preparation for compositions and styles from many eras of music – Renaissance to the present. Music majors should prepare music for their qualifying senior recital which could include sonatas, concerti, character pieces or suites from the Baroque, Classical, Romantic, and Modern eras. (F,S)

(*) **MVAM 165-466. Applied viola** lessons cover scales, arpeggios, bowing techniques, and etudes to improve a student's preparation for compositions and styles from many eras of music – Renaissance to the present. Music majors should prepare music for their qualifying senior recital which could include sonatas, concerti, character pieces or suites from the Baroque, Classical, Romantic, and Modern eras. (F,S)

(*) **MCOM 165-466. Applied cello** lessons cover scales, arpeggios, bowing techniques, and etudes to improve a student's preparation for compositions and styles from many eras of music – Renaissance to the present. Music majors should prepare music for their qualifying senior recital which could include sonatas, concerti, character pieces or suites from the Baroque, Classical, Romantic, and Modern eras. (F,S)

(*) **MBSM 165-466. Applied string bass** lessons cover scales, arpeggios, bowing techniques, and etudes to improve a student's preparation for compositions and styles from many eras of music – Renaissance to the present. Music majors should prepare music for their qualifying senior recital which could include sonatas, concerti, character pieces or suites from the Baroque, Classical, Romantic, and Modern eras. (F,S)

MU 467. Senior Recital. 1(1,0). This course requires a thirty-minute recital at the end of seven semesters of applied study. In the event an eighth semester is needed, students must be enrolled in their major applied performing medium when completing Senior Recital. Each applied instructor submits an approved list of names to the office of the music executive director one semester prior to the Senior Recital presentation. (F,S)

MUSIC HISTORY AND LITERATURE

HUMU 250. The History of Black Music. A detailed analysis of contributions of the black American to the social, religious and political milieu of the U.S.A., and the world through music. Emphasis will be placed on the musical heritage of the African, reinterpreting this culture in the United States of America, according to its influence upon varying social, religious and musical climates. Musical and artistic examples through recordings and audiovisual devices are employed. (F,S)

MU 202. Introduction to Music Literature. 3(3,0). A general survey of the forms and styles of music. Directed listening experiences are provided toward developing in the student basic criteria for understanding music.

MU 203. The History of Jazz. 3(3,0). A detailed development of jazz from the late 1800s to the present, its impact to social, religious, and political environment in the United States and the world as a whole. Study of musical styles and form essential in the development of jazz will be surveyed with examples through recordings and audio-visual aids. Emphasis will be placed on the black mans contribution to jazz. (F,S)

MU 250. Music Appreciation. 3(3,0). A survey of music through the ages with emphasis on the development of traditional and contemporary music and its relationship to the other arts from a variety of world cultures. (F,S)

MU 327. Symphonic Literature. 2(2,0). Historical and analytical study of selected works from the Classical Period to the present.

MU 337-338. Music History and Literature. 3(3,0). A general development of Western music from Pre-Christian times to the present; the analysis of characteristic musical forms, supplemented by assigned readings and listening. Study of essential aspects of musical styles and forms of representative composition. Prerequisite: Music 207-208. (F,S)

MU 340. Piano Literature. 2(2,0). An historical and analytical survey of keyboard from 1700 to the present. *Prerequisites:* MU 337-338.

(*) Courses that are available to Music Majors Only

MU 450. Vocal Literature. 2(2,0). A survey of operatic, oratorio, and song literature from the Baroque to the Modern Period. Emphasis will be on musical and stylistic analysis; text; and interpretation.

MUSIC PEDAGOGY

MUED 441. Piano Pedagogy. 3(3,0). This course is a study of techniques and methods in the instruction of piano, focusing particularly on methods for instructing K/12 students in individual lessons and in groups. *Prerequisites:* MPIM 105-206.

MU 448. Vocal Pedagogy. 2(2,0). A course dealing with the teaching of voice. Subject includes vocal production, tone quality, registration, vocal classification, and teaching material. Each student will be assigned at least one voice student to be taught in a demonstration lesson.

APPLIED MUSIC

MU100 Piano for Non-music majors. 1(1,0). Instruction will include basic techniques such as scales, chords, and arpeggios; etudes; sight-reading; and repertoire assigned according to the student's level of previous experience. *Prerequisites:* 2 years of piano instruction or MUED 103-104 or permission of the instructor. (F,S)

(*) MPIM 105-106. Piano. 1(1,0). First year applied piano lessons for music majors. Priority for enrollment is given to piano/choral majors and music industry majors whose primary instrument is piano. Topics covered include major and minor scales, arpeggios, chords, technical etudes, sight-reading, and repertoire at least at the late-intermediate to early advanced level. Limited number of non-pianist music majors and non-music majors may register with the permission of the instructor. Prerequisites for piano choral majors or music industry majors with piano as principal instrument: 3 years of previous piano instruction and a successful audition. Prerequisites for other music majors: MUED 103-104, 213, and the permission of the instructor. *Prerequisites for non-music majors:* MU 100 and permission of the instructor. (F,S)

(*) MPIM 205-206. Piano. 1(1,0). Second year applied piano lessons for music majors. Continuation of scale, arpeggio, and chord techniques in more advanced configurations. Technical etudes such as from the Czerny School of Velocity or others chosen at the discretion of the instructor. Repertoire from standard classical works at the early advanced level, i.e. single sonata movements of the classical era, romantic character pieces, Baroque suite movements, and appropriate selections from the modern era. *Prerequisites:* MPIM 105-106. (F,S)

(*)MPIM 305-306. Piano. 1(1,0). Third year applied piano lessons for music majors. Continuation of scale, arpeggio, and chord techniques in all configurations. Etudes and repertoire will be drawn from the standard classical advanced repertoire, including works of Bach, Mozart, Haydn, Beethoven, Chopin, Schumann, Liszt, Brahms, Debussy, Prokofiev, and any other composer at the instructor's discretion. (F,S)

(*)MPIM 405-406. Piano. 1(1,0). Fourth year applied piano lessons for music majors. A continuation of advanced repertoire-building in preparation for the senior recital. (F,S)

MUSIC INDUSTRY

(*) MUT 150. INTRODUCTION TO MUSIC TECHNOLOGY. 3(3,0) This course is designed to expose music majors to the basic operations of computer hardware, the fundamental properties of sound and digital audio, basic methods of digital audio editing and sequencing, basics of engraving and notation software, basics of multitrack editing, and common software used in the teaching of music. (F,S)

MU 310. Commercial Music Practices I 3(3,0). This course covers the fundamental organizational structures of the music industry, giving students exposure to hierarchical business structures, copyright law and licensing practices, royalties structures, contract law, and business ethics. The basic structures of the components of the music industry are observed through their relationships to each other. *Prerequisite:* Junior standing (60 Credit Hours completed by semester of

registration) required (F)

MU 311. Commercial Music Practices II 3(3,0). A continuation of MU 310, MU 311 further investigates legalities of copyright and intellectual property, current practices in industrial structure and internet business, and case studies in histories of the music business. Initial approaches to marketing, merchandizing, creating business plans, and promotion are discussed. Significant research and library use is expected. *Prerequisite: C or better in MU 310 (S)*

MU 370. History of Commercial Music in the United States. (2,0). This course is designed to trace the rise and fall of the recording industry from the early 1900s to present-day Internet-based releasing and promotion. Important record labels, recording artists, and business successes and failures are studied as they impacted the recording industry and Western culture at large. *Prerequisite: Sophomore standing (30 Credit Hours completed by semester of registration) required (F)*

MU 375. Musical Arts Administration and Funding. (2,0). This course is designed to furnish students with tools and knowledge necessary to both gain employment and mentor others wishing to do the same through understanding professional writing strategies and intermediate marketing plans. Students will also learn basic skills in academic and for-profit facilities and personnel administration in music. *Prerequisite: C or better in MU 310 (F,S)*

MU 380. MIDI and Contemporary Songwriting. (2,0). A group composition class, students are required to write songs in their favored genre as well as in different genres and styles, including Blues, Country, Rock, Motown, and Hip-Hop. Students are also instructed in basics of literally composing for commercials through jingles and basic sound design. Songwriters and jingle-writers are studied and discussed as well. *Prerequisite: C or better in MUT150 (F,S)*

MU 468. Music Industry Internship. 12(12,0). This course is designed to give a student a full semester of unfettered, hands-on, direct involvement with a music retailing, production, broadcasting, distribution entity, or with an artistic entity sought out by the student. All internships must log at least 120 contact hours before the final class day of the semester and all internship placements must be approved by the supervising music industry faculty. A final portfolio of the experience must be generated as part of the final assessment. *Prerequisite: All coursework and senior recital must be completed before registering for MU 468 (and no more than three hours of online-only, elective courses). All students planning to enroll in the Internship must meet with the supervising Music Industry faculty at least four months in advance to begin the process to obtain clearances for the Internship. (F,S)*

MU 470. Artist Management. (2,0). This course provides students with a comprehensive overview of one-to-one management techniques as a manager of an artist. The course covers significant management and human resource practices in the music business while capitalizing upon previous coursework in marketing, press, and distribution. Students learn about recording contracts, management contracts, and financial flow through the perspective of the manager and A&R personnel. *Prerequisite: MU 311. (F)*

MU 480. Introduction to Hard Disk Recording. (2,0). Students in this course will build upon skills learned in MUT 150 and will learn advanced methods of sound recording through multitrack recording and complex studio organization as well as mastering and post-mastering techniques recognized as industry standards. Students will be encouraged to work with students in MU 311 and others in the music program in order to generate a studio recording engineering portfolio. *Prerequisite: 150 (F,S)*

COLLEGE OF SCIENCE, MATHEMATICS & ENGINEERING TECHNOLOGY

DEPARTMENT OF BIOLOGICAL & PHYSICAL SCIENCE

BIOLOGICAL SCIENCE

BSC 150. Biological Science. 3(3,0). The first part of a two-semester course for non-science majors who require a laboratory science. The primary purpose of the course is to enhance the scientific literacy of students. A detailed study of the fundamental principles of biology such as basic cell biology and chemistry, energy production and use, cellular reproduction, photosynthesis, plant reproduction, and ecology.

BSC 151. Biological Science Laboratory. 1(0,2). A one-semester laboratory course to accompany Biological Science 150. The student will engage in a series of hands-on experience in microscopy, cell structure and function, genetics, interrelationship of organisms and survey of the plant kingdom. *Prerequisite: completion or concurrent enrollment in BSC 150. (F,S)*

BSC 152. Biological Science. 3(3,0). The second part of a two-semester course for non-science majors who require a laboratory science. The primary purpose of the course is to enhance the scientific literacy of students. A detailed study of important biological concepts including genetics and inheritance is combined with a survey of the animal kingdom and the anatomy and physiology of human organ systems. *Prerequisite: Completion of Biological Science 150. (F,S)*

BSC 153. Biological Science Laboratory. 1(0,2). A one-semester laboratory course to accompany Biological Science 151. The student will engage in a series of hands on experiences in taxonomy, survey of the animal kingdom including anatomy and physiology of organ systems. *Prerequisite: completion or concurrent enrollment in BSC 151. (F,S)*

BIOLOGY

B 150. General Zoology Lecture. 3(3,0). Zoology is the scientific study of animal biology. During this introductory biology course, subjects such as cytology, histology, physiology, ecology and taxonomy will be covered. After the completion of this course, the student should have a vast foundation of knowledge to progress to upper Biology courses. Students must concurrently enroll in the companion laboratory

course B154. (F,S)

B 154. General Zoology Laboratory. 1(0,3). Zoology is the scientific study of animal life. During the course, students will perform laboratory assignments that will apply concepts learned in General Zoology lecture. Areas such as cytology, histology, physiology, ecology and taxonomy of biological specimen will be analyzed through various laboratory exercises. Students must concurrently enroll in the companion lecture course B 150. (F,S)

B 151. Introductory Botany Lecture. 3(3,0). Morphology, Anatomy and Ecology of Plant Kingdom are emphasized in this course. Students are also exposed to genetics and Physiology.(F,S)

B 152. Introductory Botany Laboratory. 1 (0,3). This course includes hands on experiences with all plant organs such as collecting, drawing, dissecting and classifying them. Morphology, Anatomy and Ecology are emphasized in hands on experience. Students are also exposed to experiments on Genetics and Physiology.

B 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical physics. Professionals in the field will emphasize future career options in Medical Physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisites:* None ()

B 180. Essentials of Medical Physics. 3(3,0). Basic principles in medical physics. Foundation course for theoretical and practical aspects necessary for studying medical physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite:* P 160/NE 160/B 160 ()

B 200. Introduction to Neurobiology. 4(2,4). This course covers basic concepts of neurobiology. The course covers range from sensory-motor integration in bacteria to organization of complex neurostructures, capable of interaction and learning from the environment. (F,S)

B 201. Comparative Vertebrate Anatomy Lecture. 3(3,0). Classification of the vertebrates; comparative anatomy of organs and organ systems; homologies and phylogeny of vertebrate groups; also a detailed study of mammalian anatomy. *Prerequisite:* Biology 150/B154 and concurrently enrolled in B211. (F,S)

B 211. Comparative Vertebrate Anatomy Laboratory. 1(0,3). Comparative Vertebrate Anatomy laboratory will complement Comparative Vertebrate Anatomy lecture. Students study and dissect representative animals—protochordates and vertebrates such as amphioxus, lamprey, dogfish shark and the domestic cat to gain intimate knowledge of the structure and function of each system comprising the vertebrate body. The taxonomy of these vertebrate will be emphasized. *Prerequisite:* Successful completion of B 201 or concurrent enrollment in B 150/B154. (F,S)

B 202. Introduction to Vertebrate Physiology Lecture. 3(3,0). Physiological processes common to all vertebrate classes are studied. Detailed functions ranging in complexity from the sub cellular to the

organismal level are presented with a focus on human systems. Special emphasis include aerobic and anaerobic metabolism, osmoregulation, neurophysiology, and muscle contractions. *Prerequisite:* Biology 212. (F,S)

B 212. Vertebrate Physiology Laboratory. 1(0,3). Laboratory experiences will include hands on experiments and demonstrations of basic physiological systems. Clinical techniques will be utilized to train students in monitoring normal homeostatic functions of cardiovascular, sensory, and neurological systems. *Prerequisites:* Successful completion or concurrent enrollment in B 202.

B 204. Genetics Lecture. 3(3,0). This course will convey the basic principles of modern genetics that apply to all living things on earth. Specific components will include Mendelian genetics, gene regulation, molecu

lar genetics genetics and genomics. Emphasis will be placed on genetics, methods and concepts. Students should concurrently enroll in B 214. *Prerequisites:* Biology 150/B154, B151/B152; and sophomore standing. (F,S)

B 214 Genetics Laboratory. 1(0,3). Genetics laboratory will complement genetics lecture B 204 with a series of actual and simulated genetics crosses to demonstrate principles of Mendelian inheritance. Analysis of genetic outcomes and application of results to general principles will be emphasized. *Prerequisites:* Successful completion or concurrent enrollment in B 204.

B 205. Introductory Entomology. 4(2,4). Destructive and useful insects. Taxonomic characteristics of orders, suborders, and families of insects; injurious and beneficial insects, their morphology, physiology, metamorphosis, and their control. *Prerequisite:* Biology 150 and sophomore standing. ()

B 206. Introductory Systematic Botany. 4(2,4). Identification and classification of representatives of the major plant groups. *Prerequisites:* Biology 151 and sophomore standing. ()

B 207. Mammalian Anatomy Lecture. 3(3,0). This course offers lectures and demonstrations on anatomy as applied to the human body, with special emphasis on bones, nerves, muscles and circulatory systems. Designed for nursing students. (F)

B 217. Mammalian Anatomy Laboratory. 1(0,3). Mammalian Anatomy laboratory will complement Mammalian Anatomy lecture. Lab experience with mammalian tissues, organs and systems is provided. This course is designed for Nursing and Nutrition Programs. *Prerequisites:* Successful completion or concurrent enrollment in B 200. (F)

B 208. Human Physiology Lecture. 3(3,0). This course will convey the basic principles of the human body functions, and functional mechanisms of cells, organs and systems in the human body. Human Physiology is designed for Nursing and Nutrition Programs. *Prerequisite:* B 207. (S)

B 218. Human Physiology Laboratory. 1(0, 3). This course offers laboratory experience related to human physiology. It will complement the B 208 Human Physiology lecture. Designed for Nursing and Nutrition Programs. *Prerequisite or co-requisite:* B 208. (S)

B 209. Human Anatomy and Physiology. 4(2,4). Lectures, demonstrations, and experimental work on the anatomical structure and functional mechanism of the human body. Dissection of the cat, study of prepared skeletons and models, and chemical reactions basic to an understanding of normal body function are included in the laboratory work. *Prerequisites:* Designed for Physical Education and Science Education Majors. (F,S)

B 210. Introduction to Neurobiology Laboratory. 1(0,3). Introduction to Neurobiology will complement neurobiology lectures. This course covers basic laboratory experience with animal models. *Prerequisite:* Successful completion or concurrent enrollment in B 200 (F, S)

B 301. Vertebrate Histology. 4(2,4). Study and preparation of the principal kinds of tissues of the vertebrate body. *Prerequisites:* Biology 150 and 202. ()

B 302. Embryology. 4(3,3). An introduction to animal development. Lectures include current topics in the development of plant and animal systems. The organogenesis of the vertebrate body is emphasized. Laboratory work includes the descriptive and experimental embryology of frog and chicken embryos. *Prerequisites:* Biology 150, 151, and 204. ()

B 303. Advanced Invertebrate Zoology. 4(2,4). Origin, structure and development of invertebrates, detailed morphology of representatives of specific groups; taxonomy and life histories. *Prerequisite:* Biology 150 and junior standing. (S)

B 304. Plant Morphology. 4(2,4). A survey of the morphology of representative members of the major plant groups. *Prerequisite:* Biology 151 and junior standing. ()

B 305. Microbiology Lecture. 3(3, 0). This course is designed to acquaint students with the form, structure, reproduction, physiology, metabolism and identification of bacteria, fungi, protozoan, algae, and viruses. Numerous applied aspects are included to convey the variety and significance of microbial activities. *Prerequisites:* Biology 150/B154; B151/B152; C150/C151 and C 152/C153. (F,S)

B315 Microbiology Laboratory. 1(0, 3). Microbiology laboratory will complement the microbiology lecture by giving students a hands-on experience in examining and identifying various microorganisms using the microscope, staining and culturing procedures, and other techniques. Critical thinking and problem solving skills will be enhanced while employing microbiological principles. *Prerequisites:* Successful completion or concurrent enrollment in B 305. (F,S)

B 306. Parasitology. 4(2,4). Animal parasites, life cycles, morphology and taxonomy; environmental relations. *Prerequisites:* Biology 150 and 303, junior standing. (F)

B 307. Evolution Theory. 3(3,0). This course will cover the major features of evolutionary knowledge and understanding as developed from phylogenetic, paleontological and experimental studies. The mechanisms and consequences of evolution will be covered in detail. Focus will be on natural selection, the evolution of life on earth and

human evolution. Some knowledge of genetics will be helpful but not required. A brief evolutionary history of the universe, the solar system and earth will also be included. Students must concurrently enroll in B 317. (S)

B 317. Evolution Laboratory. 1(0,3). This course will supplement evolution lecture B 307. The course will consist of a series of laboratory exercises, including computer simulations, demonstrating simple genetic principles and the factors that effect evolution. These factors will include environmental variables, heritability, predation, competition, reproductive rate, natural selection and genetic drift. Some knowledge of genetics will be helpful but not required. *Prerequisites:* Successful completion or concurrent enrollment in B 307.

B 310. Plant Physiology Lecture. 3(3, 0). This course intends to introduce undergraduate students encountering plant physiology for the first time. The course will help students to gain a solid foundation in fundamental concepts of plant physiology. This course examines the biogenesis and function of plant organelles in relation to cell and whole plant physiology. *Prerequisites:* Successful completion in B151/B152 and C150/C151. (F,S)

B 300. Plant Physiology Laboratory. 1(0,1). Plant physiology laboratory will complement plant physiology lecture B 310 with a series of hands-on experiments to demonstrate principles of how plants function and respond to environment. Gathering data and analysis of the outcome of experiments along with application of results to general principles will be emphasized.

B 311. Techniques in Biology. 4(3,3). A general review of the techniques in the various biology disciplines and an introduction to modern advanced techniques. Majors and minors of senior classifications only and consent of the department. ()

B 312. Research in Biology. 4(0,6). Provides an opportunity for a student to pursue a supervised research problem under the supervision of a staff member. *Prerequisite:* Majors of senior classification only and consent of the department. (S)

B 322. Introduction to Astrobiology. 3(3,0). Cross-disciplinary introduction with subject matter drawn from astronomy, biology, chemistry, geology, and physics. Questions regarding the conditions necessary for the origin of terrestrial and extraterrestrial life forms as well as the existence of life elsewhere in the universe will be examined. *Prerequisites:* Successful completion or concurrent enrollment in either P 252 or P 255 and the approval of the department chair. ()

B 401. Cell and Molecular Biology Lecture. 3(3,0). This course will acquaint students with molecular processes that occur in the eukaryotic and prokaryotic cell. Emphasis will be placed on DNA replication, mutagenesis, transcription, translation and transcriptional regulation. Students should concurrently enroll in B 411. *Prerequisite:* B204/B 214; 305/B 315; and junior standing. (S)

B 411. Cell and Molecular Biology Laboratory. 1(0,3). The Cell and Molecular Biology laboratory will complement the Cell and Molecular Biology lecture. Students will engage in hands-on experiences in DNA and protein gel electrophoresis, and transcriptional regulation.

Western blot analysis, the Polymerase Chain Reaction (PCR), Enzyme Linked Immunosorbent Assays (ELISA) and DNA fingerprinting. *Prerequisite:* Successful completion or concurrent enrollment in B 401. (F,S)

B 402. Scanning Electron Microscopy. 4(2,4). This course is designed to give the student a basic understanding of the physical principles involved in the operation of the scanning electron microscope, and of the reasons for the various limitations of the technique. Of practical interest will be the training in microscope alignment, electron photography, printing, developing, and biological or engineering applications. Advanced topics will be covered after mastery of the basic principles. *Prerequisites:* Senior standing, consent of instructor. ()

B 403. Ecology Lecture. 3(3, 0). This course presents students with an understanding of the interactions between organisms and their environments through units on physiological ecology and evolutionary ecology. An in-depth understanding of population changes is also developed. Throughout the course, ecosystem theory is presented along with ecological energetic. *Prerequisite:* B150/B154; B151/B152; junior standing. Students should concurrently enroll in B 413. (F,S)

B 413. Ecology Laboratory. 1(0,3). This course presents students with hands-on laboratory and field experiences to complement the ecological theory and concepts presented in B 403-Ecology Lecture. Lab experiences include biostatistics, plant community sampling, aquatic community analysis, and populations dynamics. Scientific report writing and compute modeling are also presented. *Prerequisite:* Successful completion or concurrent enrollment in B 403. (F,S)

B 405. Medical Physiology Lecture. 3(3,0). This course offers introduction to medical science from the standpoint of human physiology. The course works on preparation of biology students toward a medical career and graduate study. Symptoms, immune response, diagnosis, prognosis and treatment of disorders in physiological mechanisms are discussed. Emphasis is given to the new trends in treatment such as gene therapy. *Prerequisite:* B 201/B211; B 202/B 212; B 207/B217; and B 208/B 218. Highly recommended B 401 (F,S)

B 415. Medical Physiology Laboratory. 1(0,3). This course offers laboratory experience related to medical science from the stand point of human physiology. It will complement the B 405 Medical Physiology lectures. The course works on preparation of biology students toward a medical career and graduate study. *Prerequisite or co-requisite:* B 405 (F,S)

B 410. Biology Seminar. 1(1,0). A course designed to orient and acquaint the student with current issues and developments in the field of Biology. The content of the course will be taken from up-to-date periodicals and recent research. Attendance at and participation in the seminar are required of all seniors majoring in Biology. (F,S)

B 490. Brain Science Lecture. 3(3,0). This course gives advance knowledge of brain, a control system of higher biological organisms that controls the body, and interacts with the environment. The brain cognitive, intellectual and emotional capabilities are also covered. The course prepares biology students for both graduate and medical school. *Prerequisite* B 201/ B 211; B 202/B 212; or B 207/B 217; B 208/B 218. Highly recommended B 401 (F,S)

B 491. Brain Science Laboratory. 1 (0,3). Brain Science laboratory will complement Brain Science lecture. Brain electrophysiology is part of the laboratory work. It will enhance the students' knowledge with a hands-on experience. *Prerequisite:* Successful completion or concurrent enrollment in B 490. (F,S).

CHEMISTRY

C 102. Introduction to Chemistry. 3(2,2). This course is a preparatory course for General Chemistry C150, C152. The course provides skills enhancement in problem solving, critical thinking, graphical presentation of data, and basic mathematics for chemistry. Also, writing simple chemical formulas, equations, and elementary mole concepts will be presented. The course should facilitate the successful completion of the chemistry core courses (C150-152). *Prerequisite:* (S)

C 150 General Chemistry I. 3(3,0). This is the first segment of a two course sequence in college chemistry including basic concepts associated with matter, measurements, atomic theory, properties of elements, molecules, compounds; bonding theories, chemical periodicity, geometry, chemical reactions, solution equilibria (molarity), gaseous equilibria and nomenclature. Students should concurrently enroll in the companion lab course, C151. Students will be given a placement test to assess readiness for college chemistry. If unsuccessful they must enroll in C102, Introduction to Chemistry. (F,S).

C 151. General Chemistry Laboratory I. 1(0,3). This course is a one-semester laboratory course to accompany General Chemistry 150. The physical and chemical properties of matter are examined. The fundamentals of measurement are presented and practiced. Proper techniques for working safely with chemicals and accurate recording of laboratory observations are emphasized. *Prerequisites:* Concurrent enrollment in C 150 or successful completion of C 150. (F,S)

C 152. General Chemistry II. 3(3,0). This is the second segment of the two-semester course in college chemistry. The course includes the following topics: solution equilibria, acid/base equilibria, kinetics, chemical equilibrium, thermodynamics, solubility product equilibria, hydrolysis of salts, ionic equilibria, redox reactions, electrochemistry, qualitative analysis. Students should concurrently enroll in the companion laboratory course, C153. *Prerequisite:* Successful completion of C150. (F,S)

C 153. General Chemistry Laboratory II. 1(0,3). This course is a one-semester laboratory course to accompany General Chemistry 152. The physical and chemical properties of aqueous solution are examined and interpreted in terms of thermodynamics, rate of reactions and equilibrium concepts. Proper techniques for working safely with chemicals and accurate recording of laboratory observations are emphasized. *Prerequisites:* Concurrent enrollment in C152 or successful completion of C 152.(F,S)

C 201. Quantitative Analysis. 4(2,5). A study of the theory of quantitative analysis, including gravimetric analysis, volumetric analysis, electro-analytical methods and introductory instrumental analysis. Emphasis is placed on the stoichiometric relations involved in each determination. *Prerequisites:* Successful completion of C152, M153.(F)

C 204. Introduction to Radiochemistry 3(3,0). This course

is designed to teach students the fundamentals of nuclear science and the basic technologies in radiochemistry. The students will learn the theories and the principles of the radiochemical techniques. The basics of nuclear chemistry, radiation chemistry, health physics, and nuclear counting statistics that are closely related to radiochemistry will also be introduced in the course. The economical effects and social impacts of radiochemistry on the energy and environmental problems faced by human being will also be discussed in the class. The important applications of radiometric techniques in many fields such as nuclear energy, molecular imaging, radiotherapy, archaeological dating, and environmental sciences, are introduced as well.

C 306. Organic Chemistry I. 3(3,0). This course is the first segment of a two-semester course in organic chemistry that includes the general principles and theories of organic chemistry and organic reactions using the functional group approach. Preparation, properties, nomenclature, and mechanisms of reactions of aliphatic compounds comprise the course. *Prerequisites:* Successful completion of C 152. (F,S)

C 307. Organic Chemistry II. 3(3,0). This course is the second segment of two-semester course in organic chemistry which presents the general principles and theories of organic chemistry using the functional group approach. Preparation, properties and naming of aliphatic compounds comprise C307. Students must concurrently enroll in Organic Chemistry Laboratory C 317. *Prerequisites:* Successful completion C 306.(F,S)

C314. Nuclear and Radiochemistry Instrumentation, 4(3,3). The course provides students with fundamental knowledge of nuclear detection principles, nuclear counting statistics, as well as an intensive training in operating nuclear instruments. Students are also trained on the basic radiochemistry procedures of preparing samples obtained from natural resources for radioanalysis. *Prerequisites:* C204/NE305, P253, C153, M163.

C 316. Organic Chemistry Laboratory I. 1(0,3). A one-semester laboratory course to accompany Organic Chemistry C 306. Fundamental methods of purification and identification of organic compounds are presented. Proper techniques for working safely with organic chemicals and accurate recording of laboratory observation are emphasized. *Prerequisites:* Concurrent enrollment in C306 or successful completion of C 306.(F,S)

C 317. Organic Chemistry Laboratory II. 1(0,3). A one-semester laboratory course to accompany Organic Chemistry C 307. Various organic functional group families are synthesized and characterized using spectrophotometric methods. Proper techniques for working safely with organic chemicals and accurate recording of laboratory observation are emphasized. *Prerequisites:* C316; concurrent enrollment in C 307 or successful completion of C 306.(F,S)

C 403. Biochemistry I. 4(3,3). This course covers the fundamental principles of biochemistry dealing with the three-dimensional structures of proteins and their biological activities; metabolic pathways of generating and storing energy; biosynthesis of macromolecules; storage, transmission, and expression of genetic information; certain aspects of molecular physiology and biochemical calculations. *Prerequisites:* Successful completion of C306. (F,S)

C 404. Biochemistry II. 4(3,3). Continuation of Chemistry 403. This course covers the biochemical concepts of enzymes, enzyme kinetics, and basic principles of the mechanism of enzyme action are discussed. Students learn about the molecular motors, microtubules, skeletal muscle myosin and muscle contractions. The various metabolic, degradative, and biosynthetic pathways are discussed. *Prerequisites:* Successful completion of C 403 (S)

C 405. Physical Chemistry I . 4(3,3). This introductory undergraduate course in physical chemistry deals with the fundamental laws governing the properties and behavior of solids, liquids, and gases; thermodynamic properties of physiochemical systems; chemical equilibria; electrochemical properties of solutions; chemical kinetics; symmetry, structure, bonding and wave-mechanical properties of atoms and molecules. *Prerequisite* for Chemistry 405: C152, C201, P252, Math 163.(F)

C 406. Physical Chemistry II. 4(3,3). Continuation of Chemistry 405. This course covers electrochemistry, chemical kinetics, and quantum chemistry. *Prerequisite:* Successful completion of C 405.(S)

C 407. Inorganic Chemistry. 4(3,3). A systematic study of the chemistry of elements and their compounds, with emphasis on periodicity of the relationships between the properties of substances and their atomic and molecular structures; modern theories of acids and bases; chemical bonding and stereochemistry; reactions and electronic structures of coordination compounds. Synthesis and characterization of some typical inorganic compounds using methods and techniques, which are unique to inorganic chemistry. *Prerequisites:* C152, C201, and Math 163. Required of all professional chemistry majors, or by special permission. (F)

C 408. Instrumental Methods of Analysis. 4(3,3). A course designed to enable the student to receive basic instruction and experience with modern instrumentation and its applications to chemical systems. Emphasis is placed on the characterization and identification of inorganic systems using modern instrumental methods: AA, Infrared, UV-Visible, IR, NMR, GC, HPLC, and LCMS methods of analysis. Basic electronics and computer interfacing will also be introduced. *Prerequisite:* C 152, C201, C407, M163, C406. (S)

C 410. Chemistry Seminar. 1(1,0). A course designed to orient and acquaint the student with current issues and developments in the field of Chemistry. The content of the course will be taken from up-to-date periodicals and recent research. *Prerequisites:* C152, C201, C306, major of junior classification.(F)

C 412. Research in Chemistry. 4(0,6). This course teaches the important theories, and the instrumental techniques involved in research areas of importance to modern day chemistry, including how to do background literature searches for doing an independent research project. The laboratory part of this research provides an opportunity for a student to pursue a supervised research problem under the supervision of a faculty, and make a presentation of the same. *Prerequisite:* C152, C201, C306, major of junior classification and instructor consent. (S)

C414. Research in Radiochemistry, 4(3,3). This course is designed

for the Radiochemistry and Nuclear Engineering undergraduates to conduct independent research in their senior year. A variety of research topics are offered in the fields including environmental radioactivity, radiochemical processes in the nuclear fuel cycle, scintillation materials for neutron detection, new development in nuclear battery, etc. Basic math/nuclear knowledge, physical and chemical knowledge, as well as nuclear and radiochemistry instrumentation training are required for taking this course. Prerequisites: C204/NE305, P253, C153, M163, C214/P313.

ENVIRONMENTAL SCIENCE MINOR

ENV 300. Introduction to Environmental Science 4(3,1). A one semester lecture and laboratory course for students interested in minor concentration in environmental science. The primary purpose of the course is to introduce students to the biological, chemical, political, economic and cultural factors that affect the environment, and the interaction of these factors with the ecosystem concepts of nature. (S)

ENV 302. Introduction to Biostatistics. 3(3,0). This course will provide students an understanding of fundamental statistical theory, hypothesis testing, and statistical applications for the biological sciences. Topics covered will include basic concepts, randomization, distributions, statistical measures, tests of hypotheses, ANOVA, experimental design and sampling, correlation and regression, as well as test of significance. (S)

ENV 305. Environmental Health. 3(3,0) This course is designed for students pursuing an environmental science minor or future health professions career. The primary objective of this course is to introduce students to the environmental effects upon human health. The ecological position of human populations within the global ecosystem will be presented along with human populations with the local environment. Impacts of natural

environmental factors and pollutants on human health will be explored including case studies. Subjects to be addressed will include effects of natural carcinogen, ultraviolet light, invertebrate disease vector, epidemiology, ecotoxicology, density-dependent disease transmission, food supply health, and water supply quantity and quality.

ENV 306. Land Use Decisions. 4(3,1) A one semester lecture course for students interested in a minor in environmental science. Students will be introduced to zoning regulations, land ownership, and private and public management of land in the United States. The development and the proper use of environmental impact statements are emphasized. (F) *Prerequisite:* ENV 300 - Introduction to Environmental Science

ENV 420/520. Environmental Chemistry. 4(2,3) This course will enable students to make informed judgments on environmental issues while providing a basic understanding of chemical principles and practices. Emphasis will be placed on ozone depletion, global warming, air and water pollution and the hazards of radioactivity. The laboratory component will introduce water analysis, soil, feed and forage analysis. *Prerequisites:* ENV 300, C 150,151 and C 152, 153.

ENV 430/530. Waste Management. 4(3,2) An approved one-semester lecture and laboratory course for students interested in minor concentration in environmental science. The course will explore modern

waste disposal management strategies. Landfills and hazardous waste management strategies will be explored. Emphasis will be placed on recycling reuse and composting as alternative waste management strategies.

ENV 490. Environmental Engineering Technology. 4(3,1). Students are exposed to environmental engineering principles through standard and cutting edge technologies designed to manage, mitigate or remediate pollutants in soil, water and air. The technologies include wastewater management from domestic and industrial sources, landfills, surface water containment, and remediation of wastes by chemical and biological process, and transport of solid and hazardous wastes. Students obtain familiarity with database management characterization of contaminants, sensors, survey procedures, and State and Federal regulations and permitting.

ENV 491. Soils and Hydrology. 4(3,1). Fundamentals of soils and hydrology essential to environmental science careers are discussed. Topics include soil physical properties that affect transport and retention of pollutants, saturated and unsaturated flow in the soils, drainage, basic aquifer characteristics, erosion and sediment transport, stream flow and storm flow dynamics in response to rainfall and watershed features. Fieldwork will emphasize measurements and assessment of vegetative and non-vegetative surfaces, particularly in the riparian zone.

ENV 495. Wetlands and Aquatic Ecology. 4(3,1). Freshwater habitats account for 90% of our nations wetlands. This course will emphasize the vegetation, hydrology, water chemistry, soils, fauna, and management strategies of freshwater ecosystems. Field experiences will include habitat analysis and sampling, limnological sampling, wetland delineation, plant and animal identification, and GIS technology. Appropriate for students interested in parks and recreation, wildlife ecology, fisheries biology, soil science, agriculture, natural resource management, or other field-based careers

MARINE SCIENCE

MASC 201. Concepts in Marine Science. 4(3,3). This course introduces students to the wide variety of ocean environments and how physical and chemical forces structure them ecologically. Ecosystem theory is presented along with detailed examples of systems ranging from the deep sea to salt marshes. Laboratory activities include coastal field trips as well as training in water chemistry, statistical sampling, and microcomputer applications. *Prerequisites:* Biology 150 and 151. (F,S)

MASC 202. Biology of Marine Fishes. 4(3,3). This course is designed to teach students basic principles in ichthyology, fish physiological adaptations, population dynamics, utilization, and management. Students will be exposed to anatomical parameters, taxonomy, physiological ecology, population sampling, and modeling. Mathematical approaches to fisheries yield will be taught along with microcomputer simulations. *Prerequisites:* Biology 150 and sophomore standing. (S)

MASC 301. Analysis of Marine Pollution. 4(3,3). This course will expose students to information on the wide variety of pollutants affecting our coastal waters and oceans. Students will gain an understanding of different types of pollution ranging from thermal inputs and river flow

alterations to nutrient enrichment and chemical contamination. Material will include analytical methods, pollution sources and their impacts upon aquatic and marine ecosystems; and methods of managing pollution. *Prerequisites:* Biology 150, Chemistry 150 and sophomore standing. (F)

MASC 302. Special Topics in Marine Science. 4(3,3). This course will analyze specific processes of marine ecosystems in detail. Emphasis will be placed upon detailed analytical experiments designed to study selected questions in organism physiology, nutrient flows, pollution toxicity or population dynamics. Individual research projects will be developed. *Prerequisites:* MASC 201 and junior standing. ()

PHYSICS

P 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical and health physics. Professionals in the field will emphasize future career options in medical and health physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisites:* None (F)

P 180. Essentials of Medical Physics. 3(3,0). Basic principles in medical and health physics. Foundation course for theoretical and practical aspects necessary for studying medical and health physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite:* P 160/NE 160/B 160 or approval of the instructor. (S)

P 203/ENV 203. General Physics III w/Calculus. 3(4,0). A calculus based continuation of P 255. Topics covered include: geometrical and physical optics, relativity, modern and nuclear physics. This course is required for physics majors and is recommended for students majoring in chemistry and all areas of engineering technology. *Prerequisites:* Successful completion of P255 and successful completion of or concurrent enrollment in M 153 or M 158. (F)

P 223. General Physics III Laboratory. 1(0,2). The laboratory companion course to P 203. The student will have the opportunity to apply concepts presented in the lecture course to a variety of experiments. Techniques of measuring, graphical data analysis, and writing laboratory reports will be practiced. *Prerequisite:* Successful completion of or concurrent enrollment in P 203. (F)

P 250. General Physics I w/o Calculus. 3(4,0). A general physics course without calculus covering kinematics, Newton's Laws, gravitation, simple harmonic motion, energy, and momentum. This course is intended primarily for students majoring in biology. This course, along with P 251, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of or concurrent enrollment in M 152 (Precalculus). (F,S)

P 251. General Physics I Laboratory. 1(0,2). A one-semester laboratory course to accompany either P 250 or P 254. The student will apply concepts presented in the lecture course, use diverse methods of data collection and analysis, and learn various ways to report the results of experimentation. This course, along with either P 250 or P 254, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion

of or concurrent enrollment in either P 250 or P 254. (F,S)

P 252. General Physics II w/o Calculus. 3(4,0). A general physics course without calculus covering topics in fluids, thermodynamics, wave motion, electricity, and magnetism. This course is intended primarily for students majoring in biology. This course, along with P 253, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of P 250. (F,S)

P 253. General Physics I Laboratory. 1(0,2). A one-semester laboratory course to accompany either P 252 or P 255. The student will apply concepts presented in the lecture course, use diverse methods of data collection and analysis, and learn various ways to report the results of experimentation. This course, along with either P 252 or P 255, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of or concurrent enrollment in either P 252 or P 255. (F,S)

P 254. General Physics I w/Calculus. 3(4,0). A general physics course with calculus covering kinematics, Newton's Laws, gravitation, simple harmonic motion, energy, and momentum. This course is required for students majoring in physics and is recommended for those majoring in chemistry, mathematics, computer science, and civil/mechanical/industrial/or electrical engineering technology. This course, along with P251, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisite:* Successful completion of or concurrent enrollment in M 153 or M 158 (Calculus). (F,S)

P 255. General Physics II w/Calculus. 3(4,0). A general physics course with calculus covering topics in fluids, thermodynamics, wave motion, electricity, and magnetism. This course is required for students majoring in physics and is recommended for those majoring in chemistry, mathematics, computer science, and civil/mechanical/ industrial/ or electrical engineering technology. This course, along with P 253, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of P254. (F,S)

P 301. Electronics for Scientists. 3(2,2). A general course in electronics intended for students in physics, chemistry, and biology who need to gain a working knowledge of electronic devices and circuits. The course emphasizes various types of electronic circuits and devices. Students construct and analyze electronic circuits and devices. *Prerequisites:* P 254 and 255, M 163 or M 168 and consent of instructor. ()

P 302. Optics. 3(3,0). An intermediate course in the study of geometrical and physical optics. Topics studied include on mirrors and lenses, optical instruments, polarization, interference, diffraction, line spectra, thermal radiation, photometry, and color. *Prerequisites:* P 254 -255 or approval of instructor. ()

P 303. Mechanics I. 3(3,0). Intermediate course includes vector analysis, and application of Newton's laws to three-dimensional motion, oscillations, non-inertial reference frames, and central forces. *Prerequisite:* M 163 or M 168 and consent of department. (F)

Prerequisite: M 163 or M 168 and consent of department. (F)

P 304. Mechanics II. 3(3,0). Continuation of Physics 303 includes motion of systems of particles, rigid body motion, and Lagrangian mechanics. Prerequisite: P 303 (S)

P 310. Biophysics. 3(3,0). An introductory course in the application of physics to biology. This course is designed to use physics as a tool for understanding biological systems and to understand a living cell from the most basic standpoint possible. Beginning with the subatomic level, the basic knowledge of physics is used to understand the structure and function of atoms, simple molecules, macromolecules, cellular organelle, and the many processes occurring within a cell. The ideas of physics, chemistry, and molecular biology are all essential to the course. This course will provide a unified, interdisciplinary view of the sciences. Prerequisite: Consent of instructor. ()

P 313/ENV 313. Radioisotope Laboratory. 3(2,2). A course designed to provide a working knowledge of radioisotopes and their technical uses with emphasis on radiation safety, the use of nuclear instrumentation, and tracer problems. Prerequisite: P 254-255 and consent of instructor. (S)

P 322. Introduction to Astrobiology. 3(3,0). Cross-disciplinary introduction with subject matter drawn from astronomy, biology, chemistry, geology, and physics. Questions regarding the conditions necessary for the origin of terrestrial and extraterrestrial life forms as well as the existence of life elsewhere in the universe will be examined. Prerequisites: Successful completion or concurrent enrollment in either P 252 or P 255 and the approval of the department chair. ()

P 326. Introduction to Astrophysics. 3(3,0). Applications of physics to problems in astrophysics, including planetary astronomy, stellar atmospheres and interiors, the interstellar medium, and galactic dynamics. Prerequisites: PSC 203, M 163 or M 168, P 255 or consent of the instructor. ()

P 338. Scientific Image Analysis. 3(3,0). Introduction to scientific visualization and digital image analysis, including an overview of detectors and imaging techniques used to gather digital images. Software applications will be used to process and analyze images including removal of noise sources and calibration of data. Image display, analysis, and interpretation of digital data will be covered. Applications will be presented from space science, earth science, remote sensing, and the medical fields. Prerequisites: M 163 or M 168, P 250 or P 254. ()

P 401. Electricity and Magnetism I. 3(3,0). Intermediate course includes vector calculus, electrostatics, solution of Laplace's equation, dielectrics, and magnetostatics. Prerequisites: P 254-255, Math 163 or M 168. (F)

P 402. Electricity and Magnetism II. 3(3,0). Continuation of Physics 401 includes magnetic materials, electrodynamics, and electromagnetic waves. Prerequisite: P 402 (S)

P 403. Thermodynamics. 3(3,0). A study of the fundamental concepts of classical thermodynamics and their applications to gases, kinetic theory, vapors and mixtures, heat transfer, and energy transformation.

P 406. Introduction to Modern Physics. 3(3,0). A study of the experimental and theoretical advances in physics during the twentieth century. Among the topics discussed are the wave theory of matter, the theory of relativity, atomic structure, and the quantum mechanical theory of the hydrogen atom. Prerequisite: Consent of the department. (F)

P 407. Advanced Laboratory. 1 to 3 (1,4). The student will perform select advanced experiments in physics. Prerequisites: Physics 301 and M 163 or M 168 or consent of the physics academic program coordinator or the department chair. (S)

P 410. Introduction to Quantum Mechanics. 3(3,0). This course will present principles of quantum mechanics. Physical content and mathematical formulation of the theory will be studied. Problems in one-dimensional motion with wave and matrix mechanics will also be presented. Prerequisites: P 254-255; and Physics 406. ()

P 420 Health Physics Instrumentation 1 (0,2). A laboratory course for science and engineering majors designed to familiarize the student with instrumentation relevant to the field of Health Physics. The student will develop a working knowledge of the use of nuclear instrumentation, including counters and detectors, as well as tracer problems. ()

P 421 Foundations of Health Physics 3 (3,0). This is a course for science and engineering majors that is designed to teach students basic principles in health physics. The course will provide the student with a working knowledge of radioisotopes and their technical uses with emphasis on radiation safety, the use of nuclear instrumentation and tracer problems. The student will acquire the background necessary for effective participation in operational radiation protection. ()

P 498-499. Special Topic in Physics. 1-3(1-3,1-3). These courses will provide the student an opportunity for detailed study of specialized fields in physics such as astrophysics, medical physics and high temperature superconductivity. Students may also use these courses to pursue independent research projects. Topics offered will be based on requests by students or at the discretion of the faculty. Independent research projects must have faculty approval. A student may repeat this course with different topics or research for up to a maximum of six (6) credit hours. Prerequisites: Depends on the topic offered or the area of research pursued. ()

ETS 468-469. Interdisciplinary Research Seminar in Space Science. 1 (1,0) A two-semester course which provides the opportunity for students to attain first-hand research experience working as a member of an interdisciplinary student research team under the direction of a faculty mentor. Research projects related to space science will be chosen so as to utilize the training and skills of each team member. Presentation of results at a state, regional or national professional meeting will be a requirement of the course. Grading of the course will be on a pass/fail basis. Prerequisite: Permission of the appropriate department chair and the instructor. ()

PHYSICAL SCIENCE

PSC 150. Foundations of Physical Science. 3(3,0). A one-semester course for non-science majors. The primary purpose of the course is to enhance the scientific literacy of those students who do not have a strong background in mathematics or special aptitude in science. Basic concepts in physics such as motion, heat and temperature, wave motion, electricity, and magnetism are studied. The historical development of these concepts and the methods of scientific inquiry are examined.

NOTE: Those students whose curricula require a laboratory science should concurrently enroll in PSC 151. (F,S)

PSC 151. Physical Science Laboratory. 1(0,2). A one-semester laboratory course to accompany PSC 150. The student will have the opportunity to apply concepts presented in the lecture course to a variety of experiments. Techniques such as accurate measuring and graphical data analysis will be practiced. Prerequisite: Completion or concurrent enrollment in PSC 150. (F,S)

PSC 152. Foundations of Earth/Space Science. 3(3,0). A one-semester course for non-science majors. It is designed to enhance the scientific literacy of those students who do not have a strong background in mathematics or special aptitude in science. Basic concepts in astronomy, atmospheric science, geology, and oceanography are examined. Theories on the origin and evolution of the Earth, Solar System, and Universe are discussed along with their historical development. Current problems such as pollution, hazardous waste disposal, and depletion of natural resources are presented and possible solutions debated. **NOTE:** Those students whose curricula require a laboratory science should concurrently enroll in PSC 153. ()

PSC 153. Earth/Space Science Laboratory. 1(0,2). A one-semester laboratory course to accompany PSC 152 or PSC 203. The student will apply concepts presented in the lecture course to a variety of hands-on learning activities such as map reading, telescope observations, weather predicting, and rock identification. Prerequisite: Completion or concurrent enrollment in PSC 152 or PSC 203. ()

PSC 154 Modern Ideas in Physical Science: Cosmology for Non-Science Majors, 3(3,0). This course gives students an opportunity to study basic physics with an emphasis on more recent scientific discoveries in physics. Scientific evidence will be studied qualitatively, using graphs, computer simulations, and hands-on activities. This course complements the survey courses in the physical science cluster which do not have the time to address topics in depth. Prerequisite: M 152: Pre-Calculus, or equivalent. ()

PSC 200. Elementary Geology. 3(3,0). A study of the earth as a planet, the rocks and minerals of which it is composed and the processes that continually modify its surface. ()

PSC 202. Physical Geology. 3(2,2). An interdisciplinary approach to physical geology, emphasizing the nature and origin of minerals and rocks; volcanoes; earthquakes; interiors of the earth; mountains; soil; subsurface water; coastal features; landscape; and the geologic work of glaciers, streams, and wind; with special attention given to the geological

processes in ecology and the geological hazards in pollution. ()

PSC 203. Elementary Astronomy. 3(2,2). A conceptual, descriptive, guided exploration of the cosmos within which we live. This course should appeal to everyone with an interest in astronomy and especially to those planning to teach science on the junior high or high school levels. Students need no training in mathematics but may find knowledge of algebra, geometry, and trigonometry helpful. Areas of focus include: the history, foundations, and tools of astronomy; the solar system; the nature, variety, and formation of stars; galaxies, cosmic origins, and the search for life in the cosmos. **NOTE:** Those students whose curricula require a laboratory science should concurrently enroll in PSC 153. ()

SCIENCE

SC 201/Env 303. The Earth and Its Environment. 3(3,0). This course is meant for those who are curious about their physical environment. The areas of astronomy, earth science, meteorology, and oceanography will be treated. Both observational astronomy and topics from planetary motion and cosmology will be covered. The earth's geological development from its formation to the present will be traced. Weather phenomena and topics from marine environments will also be treated. Man's influence on the environment in all these areas and current problems in pollution will be considered. ()

SC 300. Science for Elementary School Teachers. 3(3,0). This course is designed to give the prospective elementary school teacher an understanding of the broader concepts of general science. Emphasis will be placed upon content materials offered in the state-approved science textbook for grades 18. Pre-clinical experiences are required (twenty to forty hours). Prerequisites: Biological Science 150152, Chemistry 150151152153. (F,S)

SC 301. The History of Science. 3(3,0). This course is designed to acquaint science majors with the evolution of major physical and biological ideas. Accomplishments in the areas of biology, which these achievements were made, will be discussed. Current advancements and opportunities in the sciences will be studied in the light of past work. ()

SC 313. Honors Research. 24(2,04,0). An interdisciplinary course designed to introduce students to identification of research problems in the various areas of the biomedical sciences and to acquaint them with the planning and execution of research experimentation. Students will be exposed to selected topics on experimental design, literature research, research techniques and instrumentation, and data analysis. This course will also provide the student an opportunity to gain initial research preceptors in the department. From these experiences, the student will initiate an independent research project which will be presented in an interdisciplinary biomedical seminar. Prerequisites: Junior, permission of instructor. ()

SC 314. Honors Research. 2 4(2,0-4,0). Continuation of SC 313. ()

SC 400. Science for Secondary School Teachers. 3(3,0). It is the aim of this course to correlate the biological and physical sciences, so that the student will have a full knowledge of the interrelationship between the sciences. Prerequisites: Physics 250251/252253, Biology

150, 152, Chemistry 150151/152153. ()

SC 413. Honors Research. 24(2,04,0). Continuation of SC 314.
Prerequisite: Senior classification, permission of instructor. ()

SC 414. Honors Research. 24(2,04,0). Continuation of SC 413. ()

SC ED 308. Principles of Learning Secondary School Materials and Methods. 3(3,0). The purpose of this course is to enable prospective teachers of science to reexamine and to become thoroughly competent in present-day course content and teaching methods of secondary school science. (S)

MIDDLE LEVEL EDUCATION

SCED 320 The Teaching of Science In Middle School 3(3,0).

This course prepares candidates to create and sustain an inclusive, safe and supportive learning environment in which all students can engage in learning. They will develop skills in using reflective practice to adapt behavior to assist all students in learning. Candidates will be able to design and implement instruction and assessment that assist students in developing critical thinking skills. They will develop a variety of learning experiences to integrate content knowledge into the planning, implementation, and assessment of instruction. Candidates will be able to create opportunities that enable students to demonstrate skill in the content area. They will be able to use a variety of approaches for teaching students to construct meaning from the test and experiences in the content area. They will be able to reflect on their own teaching in light of research, theories and best practice and demonstrate an understanding of the purposes and characteristics of different kinds of curricula and related resources that are consistent with student learning. Candidates will learn to work with teachers in other content areas to connect important ideas, concepts, and skills within other disciplines. They will also establish criteria and develop strategies for assessments that allow all students to understand what they know and can do in light of their instructional experiences. They will learn to work harmoniously with parents, teachers, administrators and the community and to embrace technology as an essential tool for teaching and learning. Finally this course will provide opportunities for observing and participating in various school and classroom settings that include a wide range of instructional and administrative elements. They will have opportunities for interacting with students of varying socio-economic, racial and ethnic backgrounds, and those with special learning needs and diverse learning styles.

IBS 307. Interdisciplinary Biomedical Seminar. 1(1,0). A course designed for the review of related literature, organization and presentation of biomedical research experiences. This course will provide students an opportunity to attend seminars presented by experts in the field of biomedical research. Students in the course will be required to present at least one seminar on a current topic of biomedical research. *Prerequisites:* Junior classification, permission of instructor. ()

IBS 308. Interdisciplinary Biomedical Seminar. 1(1,0). Continuation of IBS 307. ()

IBS 407. Interdisciplinary Biomedical Seminar. 2(2,0). Continuation of IBS 308. *Prerequisites:* Senior classification, permission

of instructor. ()

IBS 408. Interdisciplinary Biomedical Seminar. 1(1,0). Continuation of IBS 407. ()

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY

CIVIL ENGINEERING TECHNOLOGY

CET 203 – Principles and Practice of Geomatics 3(2,3) This course deals with surveying measurements and computations for engineering project control including; mapping and construction layout, theory of observational errors and error propagation, fundamental concepts of horizontal and vertical control systems, use of topographic maps and plan profile sheets, computation of horizontal and vertical curves and more. *Prerequisite* – M 153.

CET 205. Computer-Aided Drafting. 3(3,0). This course will discuss the general concept of Computer-Aided Design. Various hardware and software will be introduced to the students. Concept of Solid Modeling will be covered in detail. Hands-on experience is integrated in laboratory exercises Individual projects are required. *Prerequisites:* ET 150.

CET 305 Principles of Surveying 3(2,3) Surveying is the science, art and technology of determining the relative positions of points This course addresses surveying theory and practice as applied to plane surveying. The areas of error propagation, differential leveling, distance and angle measurements, traverse computations, are determination, and topographic mapping will be addressed.

CET 311. Plane Surveying. 3(2,3). This is a course in the theory of measurements and errors. It stresses use and care of surveying instruments tape, compass, level, transit, Theodolite, and EDM. Fieldwork includes taping, level, traverse, and topographic surveys. *Prerequisite:* Math 152. (F)

CET 312. Route Surveying. 3(2,3). This is a course in Control Surveying, Planning and Construction Surveying. Horizontal, vertical, and spiral curves; Earthwork. *Prerequisite:* CET 311. (S)

CET 315. Construction. 3(3,0). This course is the study of construction material properties and uses of conventional and new types of materials and methods employed in building construction and their relationship in assembly, and an analytic study of buildings under construction. *Prerequisite:* Junior standing. (FS)

CET 318 GPS & Control Surveying 3(2,3). Fundamental concepts and computations for higher order control surveys using terrestrial and satellite (GPS) based systems. Use of least squares adjustment techniques.

CET 319. Theory of Structures. 3(3,0). This course emphasizes stress and deflection in statically determined and statically indeterminate structures, influence lines, and secondary stresses. It is an introduction of plastic theory and its application to elementary structural problems.

Prerequisite: ET 213 and M153. (S)

CET 320. Highway Engineering. 3(3,0). The content in this course consists of highway systems, traffic flow theory, highway planning, vehicle and driver characteristics, geometric design, highway structure design, pavement design, drainage, earthwork, intersections, traffic control, and highway maintenance. *Co-requisite:* CET312. (F)

CET 404 Boundary Law 3(0,3). Laws, evidence and procedures in boundary surveying. Topics include written, unwritten and riparian rights, easements, interpretation of written and field boundary evidence, subdivisions, and preparation of boundary descriptions and plans. Boundary project management and professional practice are emphasized throughout the course.

CET 406 Construction Surveying 3(2,3). A study of advanced surveying applications in the planning, design, layout, and construction of physical environment and infrastructure, with emphasis placed on the development of effective strategies to solve modern surveying problems. The course covers surveying instrumentation, utilization of maps and plans, understanding and using working drawings, computing coordinates, areas, earthwork quantities (volumes), monitoring construction for line and grade, and performing as-constructed surveys and mapping.

CET 407 Hydrology & Drainage 3(0, 3). Hydrologic and hydraulic principles are utilized in the planning, design, operation and construction of water management projects. Topics include elements of storm water drainage pertaining to hydrology, hydraulics of open channel and pipe flow, storm water management, and issues pertinent to state storm water regulations. The course also covers water distribution and sewage collection systems.

CET 409 Elements of GIS 3(2, 3). The study of geographic and land information systems as they relate to the practice of land surveying. Surveying reference systems for control, attributes of computerized land data bases, and their impact on the recording of land titles and boundaries are treated, as well as the use of CAD enhancements and satellite technology.

CET 410. Engineering Computing II 3(2,3). This course introduces the students to a more detailed discussion on computing. The course material includes the storage, additional data types, format features, subprogram features, common equivalence, data statements; some selected features from modern programming languages CPL-I, PASCAL, etc.); structures, pointers and stacks, recursion; and introduction to a graphics language. Stress is to be placed on application of the above ideas to engineering problems. *Prerequisite:* ET 310. (F)

CET 411 Photogrammetry 3(2, 3). This course covers the study of aerial and close range photogrammetry and the corresponding reduction and interpretation of data. The geometry of the photographic camera, vertical photography, aerial mapping camera, project planning, supporting field surveys and field classification and targeting are emphasized. Photogrammetric plotters and comparators are discussed. An introduction to digital image scanning and GPS synchronization is presented. The application of photogrammetry to engineering and surveying mapping programs is discussed.

CET 412. Contracts, Legal Regulations, Codes and Records. 3(3,0). This is a study of contracts, specifications and economic laws relating to engineering; ordinances and regulations governing building construction, land surveying, and Federal Communications Commission. *Prerequisite:* Senior standing. (S)

CET 413. Structural Design L 3(3,0). This course consists of design of tension and compression members, design of beams, columns, base plates, and connections with application to the design of elementary steel structures, and study of AISC Code. *Prerequisite:* CET 319. (S)

CET 414. Structural Design II. 3(3,0). This course stresses fundamentals of reinforced-concrete design with emphasis on strength design method; design of beams, slabs, columns, floor systems and footings with application to the design of elementary structure, and a study of AC1 Code. *Prerequisite:* CET 319. (S)

CET 415. Fluid Mechanics and Hydraulics. 3(2,3). This course teaches properties of fluids; principle of hydrostatics, kinematics and dynamics of fluid motion continuity, momentum and energy equations; flow of fluids in pipes and in open channels; measurements of fluid flow; and hydromachinery. *Prerequisite:* ET 313. (F,S)

CET 416. Hydraulics Laboratory. 3(2,3). Students are exposed to calibration of nozzles, orifices, flow meters, wires, pressure gauges. Measurement of flow quantities in pipes and in open channels. Observation of flow patterns; and hydraulic jump. *Prerequisite:* CET 415. (S)

CET 417. Mechanics of Materials Laboratory. 3(2,3). Students are taught the care and the use of testing instruments; mechanical and electrical strain gauges; tension, compression, buckling, torsion, bending, hardness and impact tests on metals. Tests on concrete and wood; and the study of nondestructive testing; and the study of ASTM specifications. *Prerequisite:* ET 213. (F,S)

CET 418. Soil Mechanics. 3(2,3). In this course, students learn the physical properties of soils, soil classifications, seepage and flow nets, stress distribution; consolidation and settlement, compaction, soil stabilization, shearing strength, rupture theory, and subsurface soil investigation. *Prerequisite:* ET 213. (F)

CET 419. Foundation Engineering. 3(3,0). This course is an introduction to foundation engineering including concept, analysis, design, and construction of structural foundations, slope stability, earth pressure, retaining walls, piles, and anchors. Special emphasis is placed on designing. *Prerequisite:* CET 418. (S)

CET 420. Water and Sewage Systems. 3(3,0). This course stresses sources of water supply; water demand; population prediction; water quality requirements; principle of water treatment which includes coagulation, sedimentation, filtration, disinfection, and softening process. Characteristics of wastewater, principles of physical, chemical and biological treatment of wastewater. *Co-requisites:* Chemistry 103, CET 415. (S)

CET 421. Microcomputer Applications. 3(3,0). In Microcomputer Applications in Civil Engineering, various Computer-Aided Engineering

(CAE) and Computer-Aided Design (CAD) software will be used to solve Civil Engineering problems. Students will learn the content of computer programs, installation procedures, system configuration, data input, program execution, file management, and output interpretation. The computer applications in the following areas will be included in this course: Steel Structure Design and Analysis, Reinforced Concrete Design and Analysis, Retaining Wall Design, Slope Stability Analysis, Flownet and Geometric Property Calculation. Prerequisite: **ET 310. (S)**

CET 422 Remote Sensing 3(2, 3). This course covers electromagnetic energy, passive and active sensing systems, earth resource satellite systems, digital image formats, image enhancement, image interpretation and applications of computer-assisted interpretation in mapping, geology, soils, water quality and urban and regional planning. It also covers image rectification, registration and image data merger with GIS.

CET 424/424L Elements of Geographic Information 3(2, 3). Design, implementation and use of automated procedures for storage, analysis and display of spatial information. Covers data bases, information manipulation and display techniques, software systems and management issues. Apply GIS in the natural resource management.

CET 425 Land Design and Development 3(2, 3). Applications of fundamental site engineering principles, land design principles and permitting issues. A brief historical review of subdivision and urban designs and their impact on current practice. Site surveying and engineering issues including hydrology, storm water management, site geometry, grading, design of roads, engineering design standards and computer applications in site engineering are examined. The principles of citing and theories of design for esthetic and efficient alignment of roads, layout of structures and subdivision parcels are introduced.

CET 428 Hydrology and Drainage 3(2,3) This course provides students with basic understanding of (1) hydrologic Principles including the hydrologic cycle; precipitation, infiltration, percolation and groundwater, runoff and stream flow, surface water, evaporation and transpiration; mechanics of erosion; energy balance, radiation, temperature, wind and humidity; measurement and analysis of hydrologic data for engineering design, and (2) drainage principles, design tools and their applications and information on how drainage design relates to engineering economic, technical, environmental, and safety variables.

CET 459. Senior Project Proposal. 1(1,0). The intent of this course is to enhance the students chance of successfully completing senior project CET 460. It is a prerequisite for senior project CET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. Prerequisite: Senior standing in CET. (F,S)

CET 460. Senior Project. 3(3,0). This course is designed to enable CET students with senior standing to apply the knowledge and skills acquired from different CET courses towards accomplishing a practical design project. Students will also be required to successfully complete the fundamentals of Engineering Technology Examination FETE. Prerequisite: CET 459. (F,S)

ENERGY USE AND CONSERVATION TECHNOLOGY

MET 390. Fundamentals of Energy Technology. 3(3,0). This course is designed to give students an overview of the field of energy conservation and use and to provide descriptions of job functions typical of energy technologists. This course stresses analysis of methods of utilizing the sources of energy to meet the economic and environmental requirements of modern society and industry. Sources of energy considered are renewable, as direct and indirect solar energy systems, and exhaustible as fossil fuels and nuclear energy systems. Students learn about patterns of energy consumption, energy uses by source, interchangeability among fuels, and sources of current and potential supply. (F)

MET 391. Energy Production Systems. 3(3,0). This course is a study of processes and equipment used to convert energy resources (such as geothermal and the sun) and fuels (such as coal and natural gas) into useful energy forms, such as electricity, heat and motion or light. This course deals with the generation of hot water or steam utilizing solids and fuels such as coal, lignite and wood. The various fuels and their BTU content, impurities, burning characteristics and attendant handling techniques will be described. (F)

MET 392. Heating, Ventilating and Air Conditioning. 3(3,0). This course is designed to give the student a working knowledge of heating, ventilating and air-conditioning systems and the components and subsystems. Emphasis is placed on proper operation and maintenance to achieve maximum system performance. Prerequisite: ET 421. (S)

MET 393. Solar Energy and Conservation. 3(3,0). This course is a study of solar energy systems with emphasis on solar heating and cooling of buildings; the solar collector, the energy storage and the heating and cooling subsystems. Methods of energy conservation utilizing passive solar design; variations in system designs, and their relative advantage, limitations and practical uses are discussed. (F)

MET 394. Energy Economic Analysis. 3(3,0). This course develops the techniques necessary to evaluate the economic impact and advantages of energy production. Quantitative measures of profitability of alternative.

energy investment proposals as well as energy conservation techniques are analyzed. The theory of the tools is sufficiently flexible to apply to any specific energy project. The course includes simple, real-to-life examples demonstrating the net present value, internal rate of return and payback periods. (S)

MET 395. Energy Conservation and Audits. 3(2,3). This course is designed to give students technical knowledge and specific skills required to perform conservation measures as well as energy audits relative to the most common energy uses. Practical techniques for energy conservation in building heating systems and proper measurement and analysis techniques will be presented. The course includes four laboratory hours a week which include the energy audits in school buildings, residential homes, office buildings, and manufacturing plants. Finally, audit analysis is undertaken, with students recommending remedial actions based on analysis of their practice audits. (S)

MET 396. Energy Applications of Microcomputers. 3(3,0). In this course, the versatility of microcomputers is illustrated by operating two application programs related to energy conservation. The first is an energy audit that uses field data to estimate heat loss from a structure. Students apply this to their own residence. The program also computes the most cost-effective conservation strategy. The second program illustrates load shedding strategy used by large consumers of electricity to keep their peak demand under control. This problem is turned into a game students play, trying to find a shedding strategy that minimizes inconvenience. Two versions are provided; in one, the student does the shedding, and in the other, the student programs the computer-controlled shedding. (S)

MET 397. Nuclear Energy. 3(3,0). This course stresses the fission process and reactor theory. The types of equipment involved in the utilization of nuclear energy are described, as well as their principles of operation. Basic elements of thermodynamics, fluid mechanics, heat generation and removal, control theory, materials and economic factors as they are applied to nuclear reactor engineering are taught.

MET 398. Power Generation and Control 3(3,0). The emphasis in this course is on general considerations in transmission and distribution of electrical energy as related to power systems. Students learn calculations of electric transmission in line constants and load flow studies and general theory of symmetrical components, also. *Prerequisite:* ET 271. (F)

ENGINEERING

ENGR 212. Statics. 3(3,0). This course deals with the section of engineering Mechanics commonly referred to as Statics. It uses visual analysis in the classification of force systems, free body diagrams and principles of equilibrium applied to bodies and simple structures. It also looks at friction, centroids, moments of inertia. *Prerequisite(s):* Math 153 and Physics 254

ENGR 213. Strength of Materials. 3(3,0). This course is designed to teach the student concepts related to stress and strain, torsion, bending of beams, shearing stresses in beams, compound stresses, principal stresses, deflection of beams, and statically indeterminate members. *Prerequisite(s):* ENGR 212

ENGR 313. Dynamics. 3(3,0). This course is designed to teach students concepts related to rectilinear and curvilinear motion of a particle; force, mass, acceleration; work, potential, and kinetic energy; impulse and momentum; kinematics of rigid bodies; moving coordinate systems with relative motion; general planar rigid body kinematics and kinetics. *Prerequisite(s):* M 163, ENGR 212

ENGR 417. Mechanics of Materials Laboratory. 3(3,0). This course provides an introduction to uncertainty analysis and data acquisition with measurement instruments, and covers topics in dynamics, strength of materials, and manufacturing. *Prerequisite:* ENGR-213 with a grade of "C" or better.

ENGR 421. Thermodynamics. 3(3,0). This course is an introduction to thermodynamics. Its content includes basic concepts and definitions; thermodynamics properties work and heat interactions; Energy and Mass Conservation Laws; First Law analysis of systems and control volumes and applications to engineering systems and processes; thermodynamics cycles and Second Law. *Prerequisite(s):* M 168 and P 254

ENGR 425. Fluid Dynamics. 3(3,0). Fundamental concepts of fluid flow using conservation law (mass, momentum, energy). Analysis of flows in pipe. The use of Navier Stokes equation to solve flow problem in different geometrical systems. *Prerequisite(s):* M 163/168 and ENGR 435 or consent of instructor.

ENGR 435. Heat Transfer. 3(3,0). Fundamental concepts of conduction, convection, radiation. Heat-exchanger principles. *Prerequisite(s):* M 163/168 and NE 305

ENGINEERING AND ENGINEERING TECHNOLOGY

EAET 410. Engineering Ethics 3(3,0). In the course of their work, Engineers and Technologists deal with ethical issues that require them to make decisions that deal with balance between loyalty to the employer and public interest. Engineering ethics is designed to assist students in recognizing that while loyalty to the employer is encouraged, moral and ethical responsibilities to the public are equally very important and cannot be ignored.

EAET 411. The Role of Engineers and Technologists in Society, 3(3,0). We live in a world in which the role of Engineers and Technologists are undeniably evident. The contributions of Engineers and Technologists are multifaceted. They design the cars we drive, build the homes we live in, and much more. This course looks at the role of Engineers and Technologists in society beyond designing and building, our homes, cars, etc. .

ENGINEERING TECHNOLOGY

ET 150. Mechanical Drawing. 3(2,3). This course consists of an introduction to fundamentals of Technical Drawing and use of a Computer Aided Design Software to introduce the students with the use of computer as a tool to generate engineering drawings.

ENGR 170/ET 170. Introduction to Engineering/Technology. 3(3,0). This course stresses the role of Engineering and Technology in the society in general and in technological environment in particular; presentation of various physical and mathematical tools for solving technical problems; adequate use of graphical analysis, technical sketching, digital and analog computers. Introduction to analysis and synthesis of electrical, mechanical, environmental and pollution-control systems.

ET 212. Statics. 3(3,0). This is a course in the classification of force systems, free body diagrams and principles of equilibrium applied to bodies and simple structures. Friction, centroids, moments of inertia. *Prerequisite:* Math 152.

ET 213. Strength of Materials. 3(3,0). This course emphasizes concepts of stress and strain; stress-strain relations; tension, compression, torsion, buckling and bending of structural elements. Deflection, shear, and moment in beams and in statically determinate and statically indeterminate beams; and mechanical properties of materials. *Prerequisite:*

ET 212.

ET 250. Technical Communications. 3(2,3). This course is designed to familiarize the student with concepts, principles, and con-temporary practices used in industry to create, write and present technical information. Attention will be given to report writing, oral presentations, and graphic communications. It will also include word processing and exercises that reinforce the areas of technical communications. *Prerequisites:* English 101 and 102. *A minimum grade of "C" must be obtained.*

ET 255. Engineering Economic Analysis. 3(3,0). Basic concepts in Engineering Economic Analysis, principles of equivalence of time value of money, return on investment, evaluation of alternatives, the effects of taxes on economic analysis, break-even and crossover analysis, replacement policies, optimization of engineering design. Case studies are used. *Prerequisite:* M 152. (F,S)

ET 310. Engineering Computing. 3(2,3). Hardware and software; low-level and high-level languages; detailed discussion of one high-level language-variables and constants; type declarations, input/output statements, intrinsic functions, mixed-mode arithmetic, selection using IF-THEN-ELSE or similar statements, format-directed 110 statements, subscribed variables, repetition using DO-Loops or similar statements; subroutines and functions, and additional topics depending upon the language used. *Prerequisite:* CS 150. (F,S)

ET 313. Dynamics. 3(3,0). This is a course in kinematics and dynamics of a system of material particles, kinematics and dynamics of rigid bodies in space, moment of inertia of masses, principle of work, and energy. Impulse and momentum, impact and mechanics of vibrations. *Prerequisite:* ET 212. (F,S)

ET 421. Thermodynamics. 3(3,0). This course is an introduction to thermodynamics. Its content includes basic concepts and defini-tions; thermodynamics properties, work and heat interactions; energy and mass conservation laws; First Law analysis of system and control volumes and applications to engineering systems and processes; ther-modynamics cycles and Second Law. *Prerequisites:* Physics 250/254, 251. MATH 163.

MECHANICAL ENGINEERING TECHNOLOGY

MET 200. Advanced CAD. 3(2,3). This course will consist of top-ics in the area of Computer-Aided Design with emphasis on three-dimensional Solid Modeling. Hands-on experience is integrated in laboratory exercises Individual projects are required. *Prerequisite:* ET 150.

MET 221. Machine Tool Laboratory. 3(2,3). This course consists of lecture and laboratory work designed to provide the student with knowledge of, and experience with, hand and machine tools, measuring instruments, classes of fits: gear cutting and thread cutting, inspection. (F).

MET 324. Kinematics and Machine Design. 3(2,3). This course is an analytical and graphical study of displacements, velocities and accelerations involved in commonly used linkages, gears and cams. The course consists of two lecture hours and three hours of problem solving which involves graphical solutions of design problems as well as course

projects. *Prerequisite:* Physics 254, 251. (F)

MET 325. Kinematics and Machine Design. 3(2,3). This course is an analytical and graphical study of common mechanisms such as gears, gear trains, linkages and cams. The course includes two hours of lecture and three hours of problem solving which involves graphical solutions of design problems as well as course projects. *Prerequisite:* Physics 254, 251 (S)

****MET 326. Internal Combustion Engines. 3(2,3).** This course is a study of fundamental principles of gasoline and diesel engines; the combustion processes, engine designs and characteristics, valve and ignition timing, fuels and carburetion. Particular emphasis is placed on the use of testing equipment, the dynamometer, and interpretation of test results. (F)

MET 340: Manufacturing Processes 3(3,0). The intent of this course is to familiarize the students with various aspects of manufacturing such as material procurement and processing, machining, casting, production economics and more. There will also be visits to industries. *Prerequisite:* MET 221

****MET 370. Metrology. 3(2,3).** This course covers the principles of metrology and the relationship of precise measurement to design practice and production processes. It also covers the use of various measuring devices. Laboratory exercises focus on applications of various measuring devices. *Prerequisites:* MET 221. ()

MET 380. Design of Mechanical Element. 3(3,0). This course covers the selection and design of basic mechanical elements such as shafts, bolts, rivets, brakes, clutches, bolts, chains, fastener, welds, gears, etc. It also deals with analysis of combined state of stress, failure criteria such as fatigue and selection of material. *Prerequisite:* ET 213.

MET 422. Applied Thermodynamics (continuation of MET 421). 3(3,0). This is a course in the application and corollaries of the Second Law of Thermodynamics Entropy, irreversibility, and availability. Thermodynamics relations- psychometry; mixtures and solutions; combustion of fuels. This course is a combination of basic theory and its application to gas and vapor power cycles, refrigeration and air-conditioning, heat pumps, and other engineering systems and processes of interest. *Prerequisite:* ET 421. (S)

MET 425. Microcomputer Applications. 3(3,0). This course emphasizes the use of microcomputers in solving mechanical engineering problems. Students learn content of programs, installation procedures, system configuration, data input, program execution, file management and output interpretation. The computer application in the areas of heat transfer, fluid mechanics and machine design will be included, *Prerequisite:* CS 150 and ET 310.

MET 427. Numerically Controlled Machinery. 3(2,3). This course emphasizes automatically controlling machine tools; a study of symbolic instruction codes such as alphabets and numbers; interpreting numerical drawings, numerical control concepts, part programming, types of numerically controlled machines, numerically controlled tooling and fixturing. *Prerequisite:* MET 221 or consent of Instructor.

MET 428 CNC Machine Tools II. 3(2,3). This course is a continuation of MET 427 Numerically Controlled Machine Tools. It is designed to provide a close study of multiple axis CNC machine tools similar to those used in everyday manufacturing industries. A section of this course will be devoted to computer-aided programming. *Prerequisite:* MET 427.

****MET 430. Introduction to Air Pollution Control. 3(2,3).** This is a course in the study of the sources of air pollution and characteristics of source emissions, atmospheric reactions, effects of pollutants, sampling, analysis, measurement and control of pollutants. *Prerequisite:* Chemistry 150.

MET 435. Heat Transfer. 3(2,3). This is a basic course in heat transfer with an introduction to mass transfer. Students learn the principles of conduction, convection and radiation and application of principles of heat transfer to contemporary problems in engineering technology. *Prerequisite:* ET 421. (S)

MET 450. Engineering Materials. 3(2,3). This course is a study of metallic and non-metallic materials such as plastics, composite materials, etc., used in design including characteristic properties and methods of conducting common tests and interpreting results. The laboratory includes the forming and fabrication of composite materials, heat treatment as well as mechanical testing. *Prerequisite:* ET 213, M 163.

MET 459. Senior Project Proposal. 1(1,0). The intent of this course is to enhance the students chance of successfully completing senior project MET 460. It is a prerequisite for senior project MET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. *Prerequisite:* Senior standing in MET (F,S)

MET 460. Senior Project. 3(3,0). This course is designed to enable MET students with senior standing to apply the knowledge and skills acquired from different MET courses towards accomplishing a practical design project. Students will also be required to successfully complete the fundamentals of Engineering Technology Examination FETE. *Prerequisite* MET 459 (F,S)

***Elective (Taught on Request)*

MET 490: Special Topics in Mechanical Engineering Technology
This course is designed to afford Mechanical Engineering Technology students in senior standing the opportunity to concentrate three (3) credit hours of the MET curriculum in studying special topics in Mechanical Engineering Technology that was not possible for inclusion in other courses. Topics may include such areas as: Rapid Prototyping, lean manufacturing, Pro E, etc. *Prerequisite:* Senior Standing

NUCLEAR ENGINEERING

NE 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical physics. Professionals in the field will emphasize future career options in Medical

Physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisite(s):* None

NE 180. Essentials of Medical Physics. 3(3,0). Basic Principles in medical physics. Foundation course for theoretical and practical aspects necessary for studying medical physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite(s):* P 160, NE 160, B 160

NE 271 Engineering Problem Solving, 3(3,0). This course teaches the solution of engineering problems using commercially- available software tools (spreadsheets, symbolic manipulators and equation solvers). The emphasis will be on nuclear science and engineering problems including radioactive decay, nuclear cross sections, scattering and criticality. *Prerequisite(s):* M 153 and M 158

NE 305. Fundamentals of Nuclear Engineering. 3(3,0). A study of the properties of nuclei, nuclear structure, radioactivity, nuclear reactions, fission, resonance reactions, and moderation of neutrons. *Prerequisites:* NE 397 or taken concurrently or consent of the instructor.

NE 397. Nuclear Energy, 3 (3,0). This course introduces the student to the fundamental principles in nuclear Science and Nuclear Engineering. *Prerequisite(s):* M 153/M 158

NE 405. Nuclear Reactor Theory, 3 (3,0). The neutronics behavior of fission reactors, primarily from a theoretical, one-group and multi-group perspectives. Criticality, fission poisoning, reactivity control, reactor stability and introductory concepts in fuel management followed by slowing down and one-group diffusion theory. *Prerequisite(s):* NE305

NE 408. Ionizing Radiation. 3(3,0). This course is the study of interactions and detection of ionizing radiation: Biological effects, shielding and standards of radiation protection. *Prerequisites:* NE 305 or consent of the instructor.

NE 411. Nuclear Reactor Engineering. 3(3,0). This course is the study of reactor heat generation and removal, steady-state and non-steady-state conduction in reactor elements, single phase, two phase, liquid metal cooling, and core thermal design. *Prerequisite(s):* NE 305 or concurrent enrollment in ENGR 435 or consent of the instructor.

NE 499. Special Topics 1-2 (1-2,0). This course will enable NE students to apply the knowledge and skills gained in other courses toward the solution of practical problems in nuclear engineering. *Prerequisite(s):* Permission of instructor.

NEEP 571/471 Economic and Environmental Aspect of Nuclear Energy 3(3,0). Economics of the nuclear fuel cycle. Economic and environmental impact the nuclear fuel cycle. Impact on design, plant siting and regulation. Consent of instructor.

DEPARTMENT OF INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

ELECTRICAL ENGINEERING TECHNOLOGY

EET 230. Circuit Analysis 3(3,0). This course combined with Electrical Network Analysis, is designed to introduce the concepts and principles of electrical network analysis. This course covers the following: electrical current, voltage, energy, and power, Ohms law, Kirchoffs voltage and current laws; Analysis of DC circuits. *Prerequisite:* M 153 (F)

EET 232. Electrical Network Analysis. 3(3,0). This course is a continuation of Circuit Analysis (EET 230) course. It covers the following: Inductance and capacitance; introduction to DC transients; phasor concepts and AC steady-state analysis including magnetically coupled circuits: Introduction to frequency response and filters; balanced 3 - phase circuit analysis. *Prerequisites:* EET 230, P254. *Co-requisite:* M 163 (S)

EET 233 Circuits Laboratory, 1 (0,2). This is a laboratory course on electrical circuits and networks. *Co-requisite:* EET 232 (S)

EET 275. Engineering Mathematics. 3(3,0). This course emphasizes application of the following topics: Vectors; Complex Variables; Differential and integral Calculus: Matrices and Determinants. Special emphasis on Differential equations and Laplace Transform. *Prerequisite:* M 163. (S)

EET 320. Introduction to Computer Programming. 3(3,0). This course introduces students to theory and principles behind C/C++ computer programming. The students will be introduced to variables, loops, structures, functions, arrays, and pointers. *Prerequisite:* ET 170. (F)

EET 330. Electronics I. 3(3,0). This course covers the following: Semiconductor Materials; Principles and application of: Pn junction Diode; Bipolar Junction Transistor (BJT); Field Effect Transistor (FETs); PNP and other special devices. *Prerequisites:* EET 232, P255. (F)

EET 332. Electronics II.3(3,0). This course covers the following: BJT and FET modeling: small and large signal analysis: BJT and FET frequency response: Operational Amplifiers; Op-Amp applications and active filters; Linear and Digital ICs. *Prerequisite:* EET 330 (S)

EET 333. Electronics Laboratory 1(0,2). Laboratory experiments to accompany EET 330, EET 332, and EET 375. *Co-requisite:* EET 332 (F)

EET 374. Electrical Machines. 3(3,0). This course is designed to introduce the concepts and principles of electric machines and transformer. It covers the following; magnetic concepts and magnetic circuits: DC machines; Transformers; AC machines. *Prerequisites:* EET 232 and P 255 (F)

EET 375. Electronics Communications. 3(3,0). This course introduces students to communication techniques. Topics include basic

components of communication systems, noise measurements, AM and FM transmission and reception. *Prerequisite:* EET 330. (F)

EET 381. Digital Systems Design and Analysis. 3(3,0). This course covers the following: binary arithmetic; SSI logic gates; Boolean algebra and theorems; K-Map. Q-M procedure, MEV method; logic design using SSI IC chips; logic design using MSI chips; study of arithmetic circuits; Introduction to sequential circuits; flip-flops - truth table and characteristics equation; application of flip-flops - frequency division, counters, and shift registers; design of syn-chronous sequential circuits; analysis of BJT digital logic circuits and logic families. *Prerequisite:* Junior standing or consent of instructor. (F)

EET 382. Introduction to Microprocessors. 3(3,0). This course covers the following materials: assembly language programs that include data transfer operations; arithmetic and logic operations; stacks and subroutine operations; programming the input/output port; A/D and D/A conversions; introduction to micro-controller programming and applications. The course will concentrate on Intel 8-bit and 16-bit microprocessors and Motorola micro-controllers. *Prerequisite:* EET 381 (S)

EET 383. Digital and Microprocessor Laboratory. 1(0,2). A one- semester laboratory course to accompany Digital Systems Design and Analysis (EET 381) and Introduction to Microprocessors (EET 382). The student will be engaged in a series of hands-on and simulation experience in digital circuits and microprocessors. The student will also be introduced to virtual instrument (VI) concept in this laboratory. *Co-requisite:* EET 382 (S)

EET 392. Introduction to PLC and Virtual Instruments. 3(3,0). This course is designed to introduce Engineering Technology and Sciences majors to the following: theory and programming of PLC; virtual instruments using LabVIEW; LabVIEW fundamentals— structures, arrays and clusters, charts and graphs, strings and files; introduction to data acquisition. *Prerequisite:* EET 381 (S)

EET 443. PLC and Virtual Instruments Laboratory.1(0,2). A one-semester laboratory course to accompany Introduction to PLC and Virtual Instruments (EET 392). The student will be engaged in a series of hands-on and simulation experience in PLC and virtual instruments. The student will also be introduced to data acquisition and advanced virtual instrument (VI) concept in this laboratory. *Co-requisite:* EET 392 (S).

EET 450. Introduction to Electrical Power Systems. 3(3,0). This course is designed to introduce the fundamental concepts and principles of electrical power systems. It covers a review on balanced three-phase circuits and per phase method of analysis; one-line diagram; power system basics: important components, generation and transmission/distribution of electrical energy, important analyses, hazards and protection; transmission line parameters and modeling; complex power transmission; power system modeling; per unit method of analysis. *Prerequisite:* EET 374 (F).

EET 453. Machines and Power Laboratory. 1(0,2). This is a laboratory course on electrical machines and power systems. *Co-requisite:* EET 450 (F).

EET 459. Senior Project Proposal. 1(1,0). This course is designed to prepare the student for the senior project course. Students will be able to select a topic, do literature survey, and determine methodology for accomplishing the senior project course. *Pre-requisites:* EET 233 and EET 330 (F)

EET 460 Senior Project. 3(3,0). This course is designed to enable the EET students to apply the knowledge and skills acquired from different courses toward accomplishing a practical design project. *Prerequisite:* EET 459 (S)

EET 470. Automatic Control Systems. 3(3,0). This course is a study of linear control systems. Topics include basic control principles, system modeling, and analysis and design techniques. *Pre-requisite:* EET 275 (F)

EET 475. Computer Aided Design of Electrical Systems. 3(3,0). In this course, students will learn the design technique of various systems such as electrical, electronics and electro-mechanical systems using CAD application software. The design process will include the study and analysis, configuration, specification, performance, effect of parameter variations and trade-off. Students will prepare a report on major steps in the design process documenting important results. *Prerequisites:* Senior standing and consent of instructor. (S)

EET 480. Introduction to Robotics. 3(3,0). This course provides an introduction to robotics and includes the following topics: robot arm direct and inverse kinematics, robot dynamics, control scheme for robot arm control. *Pre-requisite:* EET 470 (S)

EET 483. Control and Robotics Laboratory. 1(0,2). A one-semester laboratory course to accompany Automatic Control Systems and Introduction to Robotics. The student will be engaged in a series of hands-on and simulation experience in control systems and robotics. *Co-requisite:* EET 480. (S)

SUGGESTED LIST OF ELECTIVES

EET 259. Introduction to GIS and GPS. 3(3,0). This course will introduce the students to various GIS and GPS concepts and applications. ArcView/MapInfo. Software will be used to design and study maps from geographical data. *Pre-requisite:* CS 107 (F,S)

EET 359. Introduction to Computer Networks. 3(3,0). This course will introduce the students to theory and applications of various types of computer networks. *Pre-requisite:* EET 320 (F,S)

EET 369. Applications of Object-Oriented Programming. 3(3,0) This course will introduce the students to Visual-Basic Programming language and its use in various industrial applications. *Pre-requisite:* CS 107. ()

EET 379. Material Science. 3(3,0). This course will introduce the students to electronic properties of solids, factors influencing these properties and possible control of materials properties. *Prerequisite:* EET 330 and EET 275 (F,S)

EET 389. Signals and Systems. 3(3,0). This course will acquaint the EET majors with the mathematical tools to analyze electrical systems. Topics mathematical tools to analyze electrical systems. Topics include:

wave form analysis, circuit parameters, basic time domain circuit, laplace transform and its application to circuit analysis, simu-soidal steady state representation. *Prerequisites:* EET 232 and EET 275 (F,S)

EET 399. Fiber Optics Communications. 3(3,0). This course is the study of guided optical communication systems. It includes optical source detectors, fiber optic components such as connectors, couplers, multiplexing devices, modulation and noise considerations. *Prerequisite:* EET 332 and EET 375 (F,S)

EET 429. Digital Communications. 3(3,0). This course will introduce the student to the analysis and design of different types of Digital Communication Systems. *Prerequisite:* EET 382 (F,S)

EET 439. PCB Layout and Fabrication. 3(3,). This course is a study of different phase of layout and fabrication of printed circuit board. Students will use PCB layout software package for laying out the circuit board and will fabricate it in the laboratory. *Prerequisite:* EET 382 and EET 232 (F,S)

EET 449. Electromagnetics. 3(3,0). This course is a study of transmission, propagation and reception of electromagnetic waves. Students will use various advanced mathematical techniques to study different wave properties. *Pre-requisite:* EET 275 (F,S)

EET 469. Introduction Digital Filters and Signal Processing. 3(3,0). This course will introduce the students to different type of dig-ital filters and different signal analysis techniques. Students will use MATLAB/Lab VIEW software packages to achieve these objectives. *Pre-requisite:* EET 275 (F,S)

EET 479. Digital Control System. 3(3,0). This course covers discrete systems analysis, Z-transform, discrete equivalents to continuous transfer functions, design of digital control systems using transform techniques, state-space methods and system identification. *Pre-requisite:* EET 470 (F,S)

EET 485. Digital Communications. 3(2,3). This course will introduce the EET majors to different types of Digital Communication Systems, analyzing and designing these systems alone and in the presence of noise. Topics include: introduction to information transmission, frequency response of linear systems, digital communication systems, modulation techniques, performance of communication systems, limitations due to noise, statistical communication theory and digital communications, networking—protocols, probability theory, random processes and optimum signal detection. *Prerequisites:* EET 382, 381 and Math 163. (F,S)

EET 489. Special Topics in Electrical Engineering Technology. 3(3,0). Detailed study of a special topic in EET, selected from numerous subjects taught in major universities, to permit students and faculty to explore topics in Electrical Engineering and Technology which are not offered in campus. *Pre-requisite:* Senior standing and consent of instructor (F,S)

TECHNOLOGY EDUCATION AND INDUSTRIAL TECHNOLOGY

ETS 250. African Americans in Technology and Science. 3(3,0).

A survey of the contributions by African American's to major scientific discoveries and techno-logical innovations since the Scientific Revolution. Special attention will be paid to the Newtonian mechanistic worldview, theories of evolution, industrial revolution, medical advances, computers, and robot-ics. The social, economic, and ethical impact of modern scientific and technical discoveries will also be discussed. (F,S)

IT 180. Introduction to Industrial Technology. 2(3,0). Designed for both programs, this course provides an overview of development, societal impacts, and future implications of technology. The course is designed to address human abilities to integrate resources to solve social-technical problems. The course serves as an introduction to the study of communication, construction, manufacturing, and transportation technology and systems. (F)

IT 301. History and Philosophy of Industrial Education. 3(3,0).

This course deals with the development of Industrial Education; aims and objectives of vocational industrial education and industrial arts education; basic laws and trends in federally aided pro-grams; state plans; changes in practices due to changing philosophies and technological development. (F)

IT 305. Human Relations in Industry. 3(3,0). This course treats the important phases of the application of psychology to industrial problems. It consists of a study of labor problems, labor legislation, employment conditions and the labor movement. The course aims to provide all students with a background against which they may interpret and evaluate the significant developments in the field of labor relations. (F)

IT 306. The Making and Utilization of Trade and Job Analysis. 3(3,0). Trade and job analysis are studied as the basic for trade teaching. (S)

IT 308. Methods and Management for Teaching Industrial Subjects. 3(3,0). This course is designed to acquaint students with several methods of teaching industrial subjects and with shop management. The development and use of teaching aids are stressed. Pre-clinical experiences are required (twenty to thirty). (F)

IT 309. Course Making. 3(3,0). This course is designed to teach techniques of course construction. It is based upon Trade and Job Analysis with emphasis on the arranging in sequence of difficulty those jobs within each division of a trade; the determination of teach-able content. (F)

IT 310. School Shop Safety. 3(3,0). This course deals with the teaching of safety education in the school shop, showing the correlation between school shop safety and industrial safety programs. It seeks to establish a background for individual development of attitudes in safety and accident prevention in the school shop. (F,S)

IT 318. Advanced Methods of Teaching Industrial Subjects. 3(2,3). This course is designed to provide the new teachers in-depth instructions as well as practical application of the skills needed to be a successful vocational teacher. *Prerequisite:* IT 308. (F,S)

IT 323. Comprehensive Industrial Arts. 3(2,3). This course focuses upon a single shop program involving many industrial areas. Students rotate through the areas in order. Organization and methods of the comprehensive shop are emphasized. (F,S)

IT 326. Technology for Learners with Special Needs. 3(3,0). Emphasis is placed on those attitudes and competencies which the teacher must acquire to adapt the learning activities to the unique needs of learners often classified as "disadvantaged" or as described by the Vocational Education Acts as persons with "special needs." (F)

IT 404. Professional Clinical Experiences. 12(6,6). In this course, the prospective teacher assumes responsibility for preparing for teaching, and managing classes in the supervised teaching experience. Each student acquires a wide range of experiences in such teaching responsibilities as lesson planning, classroom management, record keeping, which are representative of the teaching process in technology education and vocational education. The prospective teacher gains increased teaching proficiency under the expert guidance of an experienced teacher. (F,S)

IT 410. Facilities, Planning and Management. 3(3,0). This course focuses upon planning, organizing and managing industrial and technical education laboratories, layout, selection, and management of equipment and supplies. It includes a study of laboratory requirements, with special concern for safety, maintenance, and modification of existing facilities. *Pre-requisite:* IT 122 (S)

IT 415. Special Projects. 13(1 to 3,0). The student is assigned a project in accordance with his or her needs and capabilities. Projects are either experimental, theoretical or developmental and cover subjects not thoroughly covered in other courses. *Prerequisite:* Consent of instructor. (F,S)

IT 416. Competency Testing in Vocational Subjects 3(3,0). Study of competency testing in vocational education which includes educational objectives and measurement; construction and use of oral, objective, short answer, matching, essay, and performance tests; and treatment of test data of grade assignments and statistical analysis.

CONSTRUCTION

IT 211. Construction Systems. 3(2,3). Construction systems can be very complex in today's technological world. The student will use the systems approach to analyze the basic parts of the construction industry. The students will also explore how structures influence the society and how construction systems can be operated safely and efficiently (F)

IT 212. Machine Woodworking. 3(2,3). This course stresses basic elements in nomenclature, setup and operation of power equipment. It includes a study of the processes and techniques of furniture construction. The student will design and construct a product either individually or in a group. *Prerequisite:* IT 211. (S)

IT 311. Machine Woodworking. 3(2,3). An advanced course in furniture construction. Complex operations and processes in the construction of furniture and fine woodworking are explored. *Prerequisite:* IT 211. (F,S)

IT 312. Cabinet Work. 3(2,3). This is an advanced course in cabinet-making millwork. A study of special interior finishing, cabinets, storage, walls, mantels, etc. Drawer and door construction. Students are exposed to preliminary planning showing sectional relationship or structural members, joints and methods of fastening. *Prerequisite:* IT 311. (F,S)

IT 325. Construction Practices. 3(2,3). This course is a study of industrial practices affecting man, materials, and equipment employed by one construction industry. Activities are directed to developing a working knowledge of construction technology and a framework for incorporating this industry into the technology education of the secondary school. *Prerequisite:* IT 180. (S)

IT 411. Carpentry. 3(2,3). This course consists of advance roof framing, cornice, construction, exterior finishing, design and construction of door and window frames: building materials and insulation. *Prerequisite:* IT 212. (F,S)

IT 412. Design of Woodworking. 3(2,3). This is a special course designed for prospective industrial teachers covering problems of planning, designing and making drawings of projects, stock cutting bills, patterns and job plans for a course of study at a chosen grade level.

MANUFACTURING

IT 221. Manufacturing Technology. 3(2,3). The content in this course includes basic principles of metal working and processing, including casting, welding, sheet metal, and machine shop practice. Related theory and technical information. (S)

IT 330. Technological Concepts in Manufacturing. 3(2,3). This course is designed to familiarize industrial education students with the technological concepts of management, production, and personnel practices employed in manufacturing industries. Students also will assist them in teaching concepts about manufacturing at the secondary school level. *Prerequisite:* IT 180 (F)

IT 333. Energy/Power Tech. 3(2,3). This is a course is design to introduce the ITE/IT students to mechanical power systems and various forms of engine sources used in the four sectors of industry. This course also includes hands-on lab experience to further facilitate the understanding of technology.

IT 421. Machine Shop Practice. 3(2,3). This is a course in advanced milling machine operations, spiral and helical milling, helical and core gear cutting, cam making and precision grinding. This course also includes equipment selection, repairs, and maintenance. *Prerequisite:* IT 321. (S)

TRANSPORTATION

IT 241. Transportation System. 3(3,0). The focus will be on transportation systems used to move people and goods. Emphasis will be placed on water, land, air, and space transportation systems and the vehicular systems relating to these forms of transportation systems. (F,S)

IT 331. Power Mechanics. 3(2,3). Power Mechanics is the study of power, motors, engines and vehicles. It is designed to include the many different phases of power mechanics; provides excellent opportunities for the development of problem-solving abilities while working with

tools, materials and processes related to power development and its importance. (F)

IT 332. Automotive Chassis Units. 3(2,3). This is a course in the history, development and social implications of the automobile. Students engage in a study of service brakes, parking brakes, standard steering, power steering, steering gears, steering geometry, mechanical brakes, hydraulic brakes, power brakes, wheel balance, frames, suspension systems, and fundamental materials and processes. (S)

IT 341. Automotive Engines 3(2,3). This course is a study of two-and four-stroke-cycle gasoline engines, two- and four-stroke diesel engines, steam engines, and gas turbine engines. *Prerequisite:* IT 331 or IT 333. (F)

IT 342. Automotive Fuels, Fuel and Electrical Systems. 3(2,3). This course is a study of automotive fuels, fuel requirements, fuel ratings, fuel tanks, lines, fittings, pumps, carburetors, fuel injector, superchargers, governors, gauges, manifolds, and exhaust systems; automotive batteries, generators, alternator, rectifiers, current regulators, cranking motors, ignition systems, lighting systems, signaling devices, wiring, power windows, and convertible-top electrical apparatus. *Prerequisite:* IT 341. (S)

IT 441. Automotive Power Train. 3(2,3). This course is a study of fluid coupling, torque, converters, disk clutches, standard transmissions, overdrive, semi-automatic transmissions, automatic transmissions, universal joints, torque tube and Hotchkiss drives, rear axle assemblies, wheels and tires. *Prerequisite:* Approval of the instructor. (F)

ELECTRICITY

IT 251. Introduction to Communication. 3(2,3). Introduction to the process, technical devices and systems used to aid in human communication. Emphasis is placed on contemporary technological concepts and systems used for encoding, transmitting, receiving, decoding, storing, retrieving, and using information. (F,S)

IT 252. Electricity and Electronics. 3(2,3). This course is designed to introduce the student to fundamentals of electricity and electronics; applied electricity; DC theory and circuits; alternating current theory; electronic devices and applications; basic electronic circuits; and electronic communication and data systems. *Prerequisite:* IE 251. (S)

GRAPHIC COMMUNICATIONS

IT 381. Graphic Communications I. 3(2,3). This course is an introduction to basic printing technology, including the major processes of layout and design, copy preparation and composition, continuous-tone photography, reproduction photography, silkscreen printing, offset lithography, and binding and finishing. (F,S)

IT 384. Graphic Communications II. 3(2,3). This course is a continuation of the study of graphic processes with emphasis on advanced techniques applied to offset, screen printing and photography. *Prerequisite:* IT 381. (S)

PRODUCE AND STRUCTURAL DESIGN

IT 121. Product and Structure Design I. 3(2,3). Introduction to the design process and graphic methods to create and convey technical

ideas and concepts. Emphasis on technical designing, freehand sketching, orthographic projection, pictorial drawing, charts and graphs, and reprographics relative to developing products and structures. (F)

IT 122. Product and Structural Design II (CAD). 3(2,3). This course introduces the engineering graphics workstation and utilizes AutoCAD to create technical drawings. The student will employ architectural planning and design concepts to solve problems for residential and light commercial buildings. *Prerequisite:* IT 121. (S)

INDUSTRIAL ENGINEERING TECHNOLOGY

IET 252. Industrial Statistics I. 3(3,0). This course is the study and application of probability theory in the solution of industrial and manufacturing problems. Topics include data description, probability, various probability distributions, measures of central tendency, statistical estimation, confidence intervals, hypothesis testing, and computer applications. The microcomputer is used as a problem-solving tool. *Prerequisite:* M 153. (S)

IET 350. Industrial Safety Engineering. 3(3,0). This course is a basic study of industrial hygiene and safety, Industrial hygiene includes recognition, evaluation, and prescription of environmental factors which influence health, industrial safety relates to accident prevention and consideration of the nature and extent of the accident problem. The course stresses the role management must play in industrial safety, the information it must have to ensure an efficient, well-managed safety program with particular emphasis on the OSHA requirements. (S)

IET 352. Industrial Statistics II. 3(3,0). This course is the study and application of statistical theory in the solution of industrial and manufacturing problems. Topics include regression, ANOVA, experimental design, and applications to engineering problems. Computer software is used to solve large-scale problems. (This course is a continuation of IET 252.) *Prerequisite:* IET 252. (F)

IET 353. Introduction to Manufacturing System Engineering. 3(3,0). In this course, students are introduced to the concepts of modern manufacturing system activities. Topics include modern production control techniques, recent manufacturing methods, manufacturing process control, industrial robotics, flow line analysis, group technology, computer-aided process planning, shop floor control, and computer-integrated manufacturing systems. *Prerequisite:* M 153. (F)

IET 354. Motion and Time Study. 3(2,3). This course is a study of fundamentals relating to engineering methods of work and work measurement. Special emphasis is given to the scientific methods and graphical tools of methods analysis for determining efficient work methods. Time study emphasizes the fundamentals and procedures of work measurement as a basis for productivity and performance improvement. *Prerequisite:* IET 252. (S)

IET 355. Simulation Modeling of Industrial Systems. 3(3,0). This course is an introduction to concepts of simulation modeling and analysis with application to industrial and manufacturing systems. Emphasis is placed on the principles and practice of modeling various manufacturing systems. Statistical techniques in simulation methodology are also studied. *Prerequisite:* M163 and CS 150. (S)

IET 356. Plant Layout and Material Handling. 3(2,3). This course is a study of the systematic method of plant layout for efficient material handling and product flow. Emphasis is placed on charting techniques in the optimization of material handling, the economic factors essential to the evaluation of design alternatives, the fundamentals of equipment selection, and the effects of automation on the field of material handling are studied. *Prerequisite:* IET 252. (S)

IET 357. Industrial Operations Research I. 3(3,0). This course is the study of the quantitative techniques used in the solution of industrial problems. Topics include linear programming, nonlinear programming, integer programming and dynamic programming. Computer software is used to solve large-scale problems. Emphasis is placed on industrial application and problem solving. *Prerequisites:* M 163. (F)

IET 450. Project Planning and Control. 3(3,0). This course is the study of project scheduling and management, including Program Evaluation and Review Technique (PERT), Critical Path Method (CPM), and line-balancing techniques. Computer is used in the study. Practical applications are emphasized. *Prerequisite:* IET 252. (F)

IET 452. Statistical Quality Control 3(3,0). This course is an introduction to the concepts of applied statistical quality control. Topics covered include control charts for variables and attributes, process capability assessment, design and analysis of tolerances. Emphasis is placed on industrial applications to improve product quality and reduce cost. *Prerequisite:* IET 352. (S)

IET 453. Automatic Identification Technology. 3(3,0). This course will provide an understanding of Automatic Identification Technology (AIT) and its industrial applications. The topics covered will include AIT objectives, bar coding, radio frequency systems, magnetic stripe, voice recognition, radio data terminals, machine vision and optimal character recognition. Emphasis is placed on selection and application of AITs. *Prerequisite:* IET 353. (F)

IET 454. Industrial Operations Research 11.3(3,0). This course is an introduction to the method and techniques of mathematical decision making in the solution of industrial problems. Topics include network optimization, stochastic processes, queuing theory, inventory theory, Markovian decision processes and applications, and reliability. Computer software is used to solve large-scale problems. This course is a continuation of IET 357. *Prerequisite:* IET 357. (F)

IET 456. Production and Inventory Control. 3(3,0). This course emphasizes the concept of a basic production control system and the requirements of production control for both continuous and intermittent manufacturing are covered. Control of inventory is treated as an integral part of the production control system. Various methods and techniques of planning, scheduling, routing, and detailed procedures of production control are studied. Involves the most economical methods, machines, operations, and materials for the manufacture of a product. Case studies are used. *Prerequisite:* IET 252. (F)

IET 458. Human Factors Technology. 3(2,3). This course is a study of human characteristics and limitations as they affect the design of operating systems. It stresses the application of the human factors database including anthropometric data and behavioral and physiological

research to practical design problems involving the work environment, tools and equipment, and consumer products. *Prerequisite:* IET 252. (F)

IET 459 Technical Project Proposal. 1(1,0). The intent of this course is to enhance the student's chance of successfully completing senior project IET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. *Prerequisite:* senior standing in IET. (F)

IET 460. Technical Project. 3(3,0). This course is a study of any timely or special problem requiring the application of industrial engineering methodology for pragmatic solution. The problem selected should provide the student with many of the experiences and challenges likely to be encountered by practicing industrial engineering technologists. Collaboration with representatives of industry, government agencies, or community institutions is encouraged. A final written technical report, with evidence of extensive development and/or laboratory performance and tests, is required. *Prerequisite:* IET 459. (S)

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

COMPUTER SCIENCE

CS 150. Computer Technology. 3(1,2). A one-semester course for undergraduates from all disciplines, which explores the nature and history of computers, their impact on society, and their use in various disciplines and careers, including selected popular applications such as word processing, spreadsheets, data base management, presentation software, the internet, and web page development. This course involves a one hour large lecture and two hours of structured laboratory each week. *Prerequisite:* None. (F,S)

CS 151. Introduction to Computer Science. 3(1,2). This course is an introductory survey of computer science. It explores the breath of the subject while including enough depth to convey an honest appreciation for the topics involved. This course explores the nature and history of computers, their impact on society, algorithms, computer organization, computing systems, and numerical methods. This course involves one hour of lecture and two hours of structured laboratory each week. The lab segment introduces a syntax-free approach to computer programming logic. Topics covered in the lab include algorithm development using executable flowcharts. *Prerequisite:* None (F,S)

CS 160. Programming I 4(2,2). This is the first programming course in the Computer Science sequence. It introduces students to programming with a structured programming language. Emphasis is on problem solving methods and algorithm development; definition of language syntax and semantics; and development of ability to apply concepts by designing coding, debugging, documenting, and executing programs. Topics include data types, variables, assignment, control structures (branching and looping). This course involves two hours of lecture and two hours of structured laboratory each week. *Prerequisites:* CS 151 or consent of instructor (F, S)

CS 161. Introduction to Programming. 3(2,1). An introduction to programming with a structured language on a standard computer system. Currently, we use C++ language and the UNIX operating system; but the choice of language and operating system depend on availability and currency. Emphasis is on understanding the various programming concepts. Some of the programming concepts include: syntax, semantics, declarations, variables, input/output, formatting, selection, loops, subprograms, documentation, software engineering, and scope. Students apply those concepts by writing simple programs in the given language. This course involves two hours of lecture and one hour of structured laboratory each week. *Prerequisite:* None. (F,S)

CS 170. Programming II 4(2,2). This course is a continuation of CS 160 and develops object-oriented programming. Topics include file input/output, inheritance, arrays, pointers, recursion, exceptions, and error handling. Additional topics will introduce students to data structures such as lists, stacks, and queues and to searching and sorting algorithms. This course involves two hours of lecture and two hours of structured laboratory each week. *Prerequisites:* CS 160 (F, S)

CS171. Introduction to Object-Oriented Programming. 3(3,0) Classes and objects are introduced using I/O streams as built-in classes and objects. User-defined classes and objects, and abstract data types are also studied. Other topics include inheritance, overloading, one-dimensional arrays, multidimensional arrays, strings, pointers, recursion, templates, and exception-handling. *Prerequisite:* CS 161. (F,S)

CS 201. Computer Programming I. 3(3,0). An introduction to problem solving methods and algorithms using object-oriented design. The course covers the graphical representations such as Class-Object diagrams, UML diagrams, and Interaction diagrams to help students understand problem representation and problem-solving using the OO approach. Special consideration is given to algorithms on basic problem representations such as arrays and strings. Graphical user Interface and applets are also a part of the course. *Prerequisite:* CS 171. (F, S)

CS 202. Computer Programming II. 3(3,0). This course offers advanced topics related to the object-oriented and multithread programming. Topics include multi-thread programming, object serialization, message handling, and network oriented programming. Internet programming and the related event driven programming are a part of the course. *Prerequisite:* CS 201. (F, S)

CS 205. Scientific Programming. 3(3,0). An introduction to scientific programming using a computer language such as FORTRAN, Mathematica, Visual Basic and LabView. Most applications are selected from mathematics, statistics, physics, engineering and other sciences. Topics include operating system fundamentals (UNIX, Windows and/or VMS), data types, arithmetic, structured selection, structured loops, input/output, sequential files, formatting, statement functions, subroutines, functions, arrays, matrices, character manipulation. *Prerequisite:* CS 160. (F,S)

CS 209. Business Programming. 3(3,0). Introductory computer programming course using a structured or object oriented programming language to solve business problems. This course will introduce: algorithm concepts and development; structured or object oriented

programming methodologies; language syntax; graphical interface design and event based programming. Prerequisite: CS 160 or CS 161. (F)

CS 210. Advanced Business Programming. 3(3,0). A continuation of CS 209, emphasizing structured programming in a business-oriented language and management of files. Details on structures on disks, including sequential access, index sequential, and random access. Commonly used routines, including sorting, merging, table-handling. Prerequisite: CS 209. (S)

CS 240. Computer Science Cooperative Education-/Internship. 6(6,0). A supervised learning experience in an approved private or government facility. Students must be employed full-time for at least one semester and must perform supervised work that will enhance their educational background in an area related to computer science. It provides students the opportunity to apply computer science in industry, business, military, government, or other services. It allows early exposure to the work environment while engaged in the learning process, and lets students examine their career choices. In addition to the supervisors evaluation in the field, students performance the field, students performance will be based upon a portfolio, a written report and a oral presentation. Prerequisite: CS 170 or CS 171. (F,S)

CS 260. Programming III. 4(2,2). This course introduces the study of programming language specifications and provides students with knowledge of various concepts. Topics include lexical structure, syntax, semantics, and pragmatics (idioms, common uses) of programming languages; Stages of compilation, linking and execution; Strings, arrays, structures, pointers, and memory management; library functions; tools for design, maintenance, and debugging of programs; separate compilation, modular programming; integrated development environments. This course involves two hours of lecture and two hours of structured laboratory each week. Prerequisite: CS 170. (F, S)

CS 280. Data Structures. 3(3,0). Basic concepts of abstract Data Types and their applications in problem solving. Recursion and its applications in problem solving . Abstract models for elementary data structures, array, list, stack, queue, tables and their implementations. Various applications of these data structures in the area of computer science. Prerequisite: CS170. (F,S)

CS 300. Computer Logic. 3(3,0). A study of the mathematical foundations of Computer Science, with emphasis on number representation and hardware design logic. Topics include: data representation, unsigned and signed integers and real numbers, base conversions of numbers; sets and Venn diagrams; Boolean algebra and its application to gates and circuit designs; simplifying circuits using Karnaugh maps; flip flops, simple combinatorial and sequential circuits. Prerequisite: CS 160 or CS 201. (F,S)

CS 301. Introduction to Computer Systems. 3(3,0). Introduction and overview of computer systems. Binary representation of information. Digital logic structures. The basic von Neumann model of computer. Machine instructions. Assembly language elements and programming techniques: instructions, I/O routines, traps, subroutines, using stacks. Programming in a high-level language. Control structures. Functions. Recursion. I/O operations. Machine implementation of these high-level language features. Prerequisite: CS 300. (F,S)

CS 304. Introduction to Computer Organization. 3(3,0). An introduction to the hardware construction of digital computers and their major components. Topics include register transfer language, instruction codes and their hardware implementation (shift registers, arithmetic, branching), microprogrammed control, types of addressing and instruction formats, comparison of RISC/CISC computers. Prerequisite: CS 300. (F, S).

CS 307. Introduction to File Processing. 3(3,0). The techniques of structuring data on bulk storage devices. Sequential and direct access files, file management techniques. Algorithms for manipulating linked lists, trees, and other file organization. Prerequisite: CS 170 or CS 202.

CS 308. Data Structures and Algorithms Analysis. 3(3,0). Abstract data types are used as mathematical models for elementary data structures, including records, lists, linked lists, queues, stacks, and trees. Each is analyzed for speed, memory usage, simplicity, pitfalls, and is compared to other data structures. Some applications include searching, sorting and merging. Prerequisite CS 202. (F,S)

CS 318. Organization Of Programming Languages 3 (3,0). Evolution, classification and evaluation of Programming Languages, formal language theory, syntax, semantics, pragmatics. Design and implementation issues. Different language models. Study of languages from different models. Prerequisites . CS 280 (F,S)

CS 320. Analysis of Algorithms. 3(3,0). Basic concepts of efficiency of an algorithm. Notion of BigO and SmallO for space and time requirements. Mathematical techniques for computing time and space requirements for algorithms. Various sorting, searching, advance tree and graph algorithms and their analysis. Some discussion of complexity classes as well as the nature of NP completeness and intractability. Prerequisites: CS 280, M 315 (F,S)

CS 323. Artificial Intelligence. 3(2,1). The concept of intelligence and intelligent systems, both biological and non-biological is the main focus of this course. Embodied and disembodied intelligence along with the human intelligence are discussed. In addition to theoretical knowledge, and integral part of the course is work in the laboratory. Students learn to program robots and other intelligent agents. Prerequisite: CS 308 or CS 280. (S)

CS 324. Introduction to Computability, Languages, and Automata. (3,0). An introduction to the theoretical foundations of computer science. Topics include mathematical foundations of computing, computer tapes (finite-state, push-down, turing), the Chomsky language hierarchy, automata computations, unsolvable problems, and halting problems. Prerequisite: CS 170 and M 315.

CS 350. Social Implications of Computing. 1(1,0). A study of the social influences of computers and technology on society. Includes: computer ethics, professional responsibility, intellectual property, privacy, access, and the law. Prerequisites: CS 170 or CS 202. (F,S).

HCS 399. Honors Topics In Computer Science. 3(3,0). A special topics seminar for junior honor students with at least a 3.250 cumulative grade point average and a 3.000 GPA in computer science. Its purpose

is to allow the occasional offering of advanced related topics not adequately covered in any regular course available to qualified students of the Department of Mathematics and Computer Science. Prerequisite: Permission by instructor.

CS 401. Operating Systems. 3(3,0). A study of the evolution of operating systems. Topics include control of input/output, interrupts, job and CPU scheduling, process synchronization, starvation, deadlocks, recovery, memory management and process management. Prerequisite: (CS 304 and CS 308) or (CS 304 and CS 280). (F,S)

CS 402. Numerical Analysis I. 3(3,0). A study of numerical methods for solving linear systems of equations, solution of transcendental equations and polynomial equations. Error analysis, convergence of numerical algorithms and iterative methods. Numerical methods of evaluating definite integrals. Approximate methods of solving systems of equations. Prerequisite: (CS 160 or CS 161) and M 163. (F)

CS 403. Numerical Analysis II. 3(3,0). A study of numerical methods for solving boundary value problems in ordinary differential equations. Error analysis and convergence of numerical algorithms. Interpolation and numerical differentiation. Smoothing of data and method of least square. Solution of systems of differential equations. Prerequisite: CS 402. (S)

CS 405. Software Engineering. 3(3,0). Formal techniques in software design, development, testing, and implementation of large-scale software projects. Students work in teams to experience organization, specifications, design, implementation, and testing of a large software project. Prerequisite: CS 308 or CS 280. (F,S)

CS 411. Database Management System Design. 3(3,0). Introduction. Data modeling: the Entity-relationship and Relational Models. Relational algebra and calculus. SQL and queries. Database application development: embedded SQL, cursors, SQL-Java. Internet applications: TML, XML, three-tiered architectures. Physical database design: disks, file organization. Indexing: tree structures and hash indexing. Query evaluation and optimization. Schema refinement and normalization. Physical database design and tuning. Transaction management. Concurrency control. Database security. Overview of advanced topics: data mining, multimedia databases. Prerequisite: CS 318. (F,S)

CS 417. Compiler Theory. 3(3,0). The formal treatment of programming language translation and compiler design. Emphasis will be placed on the theoretical aspects of parsing, context-free languages, translation specifications, and machine-independent code improvement. Students will be assigned programming projects to give them experience with the various concepts. Prerequisite: CS 318 and CS 324. (S)

CS 418. Computer Graphics. 3(3,0). Overview of computer graphics. Graphical display systems and graphic primitives. 2D drawing primitives. Programming line-drawing applications with OpenGL. Window-to-viewpoint transformation for display. Clipping. Vectors, vector operations and affine transformations. 3D transformations. Drawing 3D objects using OpenGL. Tools for viewing and animation of 3D scenes. Development of classes for 3D drawing and animation. Advanced topics: ray tracing, visualization, multimedia. Prerequisite: CS

308 or CS 280. (S)

CS 420. Computer Networks. 3(3,0). The fundamentals of computer networks and current methods and practices in using computer networks. Topics include physical elements, architectural elements, information layering, diagnostics, design, operational performance measurement tools, communication protocols, datalinking, switching, routing, data security, and LANS. Prerequisite: CS 304. (F, S)

CS 444. Capstone Assessment and Professional Development. (1, 0). This course will focus on professional development activities such as invited speaker series, team work, communication and others. This will also focus on capstone assessment activities such as review sessions for Major Field Test and Senior Exit Examination and administration of these examinations. Prerequisites: Senior standing and permission by instructor (S)

CS 460. Senior Project. 3(3,0). Provides students the opportunity and experience to do independent research under the guidance of a computer science faculty member. Students may choose to do research in (but not restricted to) one of the following areas: networks, compiler theory, graphics, computer architecture, embedded systems, numerical methods, systems analysis and design, operating systems, artificial intelligence, and games. This course will enable students to apply knowledge and skills acquired from computer science and related courses towards accomplishing a productive design project. Prerequisite: Permission by instructor.

CS 480. Introduction to Robotics. 3(2,1). This course offers knowledge of a special type of intelligent systems, robots. Among many approaches toward robotics the course concentrates on cognitive and behavior-based robotics. An integral part of the course is working in the laboratory. Students learn to control real robots and to build simple robot controllers. Prerequisite: CS300, and CS323. (F)

CS 495. Biocomputing and Bioinformatics 3(3, 0). This course covers information processing in biological cells. Among other standard issues of information processing, this course considers system software in biological systems, string processing, and manufacturing. This course also provides knowledge of techniques of bioinformatics as a career oriented discipline within computer science, including digital encyclopedias and bioinformatics websites. Prerequisite: CS170 or CS 202. (F)

CS496. Neuroinformatics and Brain-Computer Interface 3(2, 1). This course covers information processing systems in neural systems. It includes neurocomputing on neuron level, cognitive processing on brain level, neuroinformatics websites, artificial neural architectures, biosignal processing, brain-computer interface, and brain-robot interface. Laboratory work with biosignals is part of the course. Prerequisite: CS170 or CS 202. (S)

HCS 498. Senior Honors Thesis. 3(3,0). Provides an opportunity for the student to do intensive independent study and research under the direction and supervision of a faculty member, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. This course is open only to senior honor students majoring in computer science with at least a 3.25 cumulative grade point average and a 3.00 GPA in computer science,

and have shown a marked capability for independent study. Prerequisite: Permission by instructor.

CS 499. Special Topics in Computer Science. 1-3(1-3,0). Study of a special topic in Computer Science, relevant to the current state of the art, not covered in other courses. Topics are offered as needed or requested. Some of the topics are Parallel and Distributed processing, Wireless Networking, Sensor AdHoc Networks, Web Page Design, Fuzzy Logic and Neural Networks, Computer Security, Advanced Digital Design, High Performance Computing and Embedded Systems. Students may repeat this course with different topics as additional electives toward their graduation, up to a maximum of six credits. Prerequisite: Permission by instructor. (F,S)

MATHEMATICS

M 150. Quantitative Reasoning—Mathematics. 3(3,0). A study of how mathematics is used to formulate problems and solve applications problems within the context of the real-world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of mathematics to analyze quantitative information to make decisions and predictions. Topics include sets, number properties and theory, arithmetic review, consumer mathematics, estimation, measurement, basic geometry, and elementary statistics and probability. Technology is used and writing is emphasized. *Prerequisite:* None. (F,S)

M 151. Quantitative Reasoning—Algebra. 3(3,0). A study of how algebra is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of algebra to analyze quantitative information to make decisions and predictions. Topics include operations with polynomials, solutions of inequalities and linear, quadratic, radical and rational equations, operations with exponents, simplifying expressions and basic concepts of functions. Technology is used and writing is emphasized. *Prerequisite:* M150. (F,S)

M 152. Quantitative Reasoning—Precalculus. 3(3,0). A study of how precalculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of precalculus to analyze quantitative information to make decisions and predictions. Topics include absolute value and inequalities, polynomial, rational, linear, logarithmic, exponential, and trigonometric functions; polar coordinates, solution of triangles, and the conic sections. Technology is used and writing is emphasized. *Prerequisite:* M151. (F,S)

M 153. Quantitative Reasoning—Calculus. 3(3,0). A study of how calculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills and the methodology of calculus to analyze quantitative information to make decisions and predictions. Topics include functions, limits, continuity, the derivative, and techniques and applications of differentiation. Technology is used and writing is emphasized. *Prerequisite:* M152. (F,S)

M 154. Quantitative Reasoning Business Calculus. 3(3,0). A study of how calculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of calculus to analyze quantitative information to make decisions and predictions. Topics include functions, limits, continuity, the derivative, antiderivative, and techniques and applications of differentiation and integration with emphasis on business and economics. Technology is used and writing is emphasized. *Prerequisite:* M152. (F,S)

M 155. Introduction to Mathematical Modeling. 3(3,0). A study of mathematical models and how they are used to analyze quantitative information to make decisions and predictions. Topics include percentage change, formulas, statistics, statistical inference, probability and odds, and linear, exponential, and logarithmic functions. The course emphasizes problem solving by means of numerical or geometrical representations of real world phenomena, determining how to solve a problem, formulating alternatives, and predicting outcomes. Writing assignments and the use of technology are an integral part of the course. A written project using student-generated data is required. *Prerequisite:* M150. (F,S)

M 158. Calculus I. 4(4,0). A study of how calculus is used to formulate and solve application problems in science and engineering. Topics in this course are as follows: Limits, Differentiation and Related Rates, Differentiation Rules, Maximum/Minimum, Optimization Problems, Definite and Indefinite Integrals, Logarithmic, Exponential and Inverse Trigonometric Functions, Differentiation and Integration of Transcendental Functions, Elementary Differential Equations. Emphasis is on science and engineering applications of calculus. *Prerequisite:* M152. (F,S)

M 163. Calculus II. 3(3,0). The definite and indefinite integral; techniques of integration; differentiation and integration of transcendental functions; applications of integration. *Prerequisite:* M 153. (F,S)

M 168. Calculus II.4 (4,0). A study of how calculus is used to formulate and solve application problems in science and engineering. Topics in this course are as follows: Differential Equations (Slope Fields and Euler's Method, First-Order Linear Differential Equations), Area of Plane Regions, Volume-of Solids, Arc Length, Surface of Revolution, Work, Moments, Center of Mass, Fluid Pressure, Fluid Force, Integration by Parts, Trigonometric Integrals, Partial Fractions, Improper Integrals, Sequences and Series, Convergence, Alternating Series, Ratio and Root Test, Taylor Series, Power Series, Parametric and Polar Coordinates, Kepler's Laws. *Prerequisite:* M 158. (F,S)

M 207. Foundations of Geometry. 3(3,0). Theorems and concepts more advanced than those of high school geometry. Geometry of the triangle, circle, plane, and solid figures, with proofs by coordinate methods. *Prerequisite:* M 151. (S)

M 208. Introduction to Statistics. 3(3,0). Descriptive statistical measures, discrete/continuous random variables, probability/sampling distributions, statistical inference to include hypothesis testing, point/interval estimation, correlation, and regression. A calculator is required. *Prerequisite:* M 152. (F,S)

M 210. Finite Mathematics. 3(3,0). Matrix algebra, elements of linear programming, simplex method, sets basic counting principles, basic statistics and probability concepts, Markov chains, elementary game theory. The emphasis will be on problem formulation and application. Prerequisite: M 151.

M 214. Mathematics for the Managerial, Military, and Social Sciences. 3(3,0). Review of arithmetic and algebra with emphasis on applications. An introduction to selected topics in finite mathematics including matrix algebra, systems of linear equations, graphical solution of max-min problems in two variables, the simplex method. Prerequisite: M 151.

M 215. Logic, Sets, and Proofs. 3(3,0). An introduction to the language of logic and set theory, elementary set theory, properties of the real number system, symbolic logic and its relationship to theory, algorithms and their complexity, set counting methods and recurrence relations. Special attention will be given to proof of the various theorems and properties. Prerequisite: M 151. (F,S)

M 237. Calculus III. 3(3,0). Parametric equations, polar coordinates, vectors in the plane and three dimensions, techniques of integration, and application of the integral. Prerequisite: M 163. (F,S)

M 238. Calculus IV. 3(3,0). Infinite series, partial derivatives, maxima and minima of functions of several variables, and application of line, surface, and volume integrals. Prerequisite: M 237. (S)

M 250. Linear Algebra for Science and Engineering. 3(3,0). The course will cover the following fundamental topics: two and three dimensional vectors. Do not cross product with applications in physics and engineering; Matrices and their elementary properties, Linear systems and determinants, Matrix Decomposition, eigenvalues eigenfunctions. Prerequisites: M 153 or M 158.

M 278. Calculus III. 4(4,0). A study of how calculus is used to formulate and solve application problems in science and engineering. Topics in this course are as follows: Partial Derivatives, Differentials, Chain Rule, Directional Derivatives and Gradient, Maximum/Minimum, Applications of Minimum/Maximum, Lagrange Multipliers, Iterated Integrals, Change of Variables, Center of Mass and Moment of Inertia, Surface Area, Triple Integrals and Applications, Vector Fields, Line Integrals, Conservative Vector Fields, Green's Theorem, Parametric Surfaces, Surface Integrals, Divergence Theorem, Stokes Theorem. Prerequisite: M 168. (F,S)

M 301. Introduction to Mathematical Logic. 3(3,0). The sentential and predicate calculus, logical inference and proof theory. Prerequisite: M 153 or M 158.

M 303. Introduction to Number Theory 3(3,0). A study of the properties of the integers with theorems on primes, divisibility, congruencies, Diophantine equations, and continued fractions. Prerequisite: M 153 or M158. (F)

M 305. Introduction to Modern Geometry. 3(3,0). Transformation groups, invariants, affine and projective geometry. Prerequisite: M 153 or 158. (F)

M 306. Modern Algebra. 3(3,0). An axiomatic treatment of the basic algebraic systems, including groups, rings, integral domains, and fields. Prerequisite: M 153 or M158, M 215. (S)

M 309. Introduction to Statistical Methods and Data Analysis I. 3(3,0). Techniques of describing data; exploratory data analysis; random variables and probability distributions; statistical inferences about population means; categorical data and inferences about variances; linear regression and correlation; multiple comparisons; an introduction to the analysis of variance; throughout the focus is on computer solutions. Prerequisite: M 152. (F)

M 310. Introduction to Statistical Methods and Data Analysis II. 3(3,0). The general linear model; multiple regression; the relationship between regression and analysis of variance; analysis of variance for some fixed, random, and mixed effects models; the analysis of covariance; data description and management; computer packages are used through the course. Prerequisite: M 309. (S)

M 314. Linear Algebra. 3(3,0). This course covers vectors and linear spaces, operations on matrices, determinants, linear systems of equations, linear subspaces, linear transformations and canonical forms. Prerequisite: M163 or M168, M 215. (F,S)

M 315 Discrete Mathematics. 3(3,0). An introduction to computer based mathematics including recursion, algorithms and their complexity, graph theory and the theory of formal languages. Prerequisite: M 215. (F,S)

M 350. Applied Mathematics. 3(3,0). This course stresses the application of mathematics to problems drawn from engineering, physical, chemical and biological fundamentals. Course topics include the following: Advanced topics from fourier analysis, partial differential equations, boundary value problems, signal processing and wavelet analysis. Prerequisite: M 237 or M 278.

M 403. Differential Equations. 3(3,0). Ordinary differential equations with applications; series solutions; solution by Laplace transform; numerical methods. Prerequisite: M 237 or M 278. (F)

M 404. Introduction to Real Analysis I. 3(3,0). Advanced topics from the theory of functions of one variable; includes the real number system, Bolzano-Weierstrass Theorem, Heine-Borel Theorem; theory of limits; continuity, uniform continuity, differentiability, sequences of functions, theory of Riemann integration. Prerequisite: M 238 or M 278. (F)

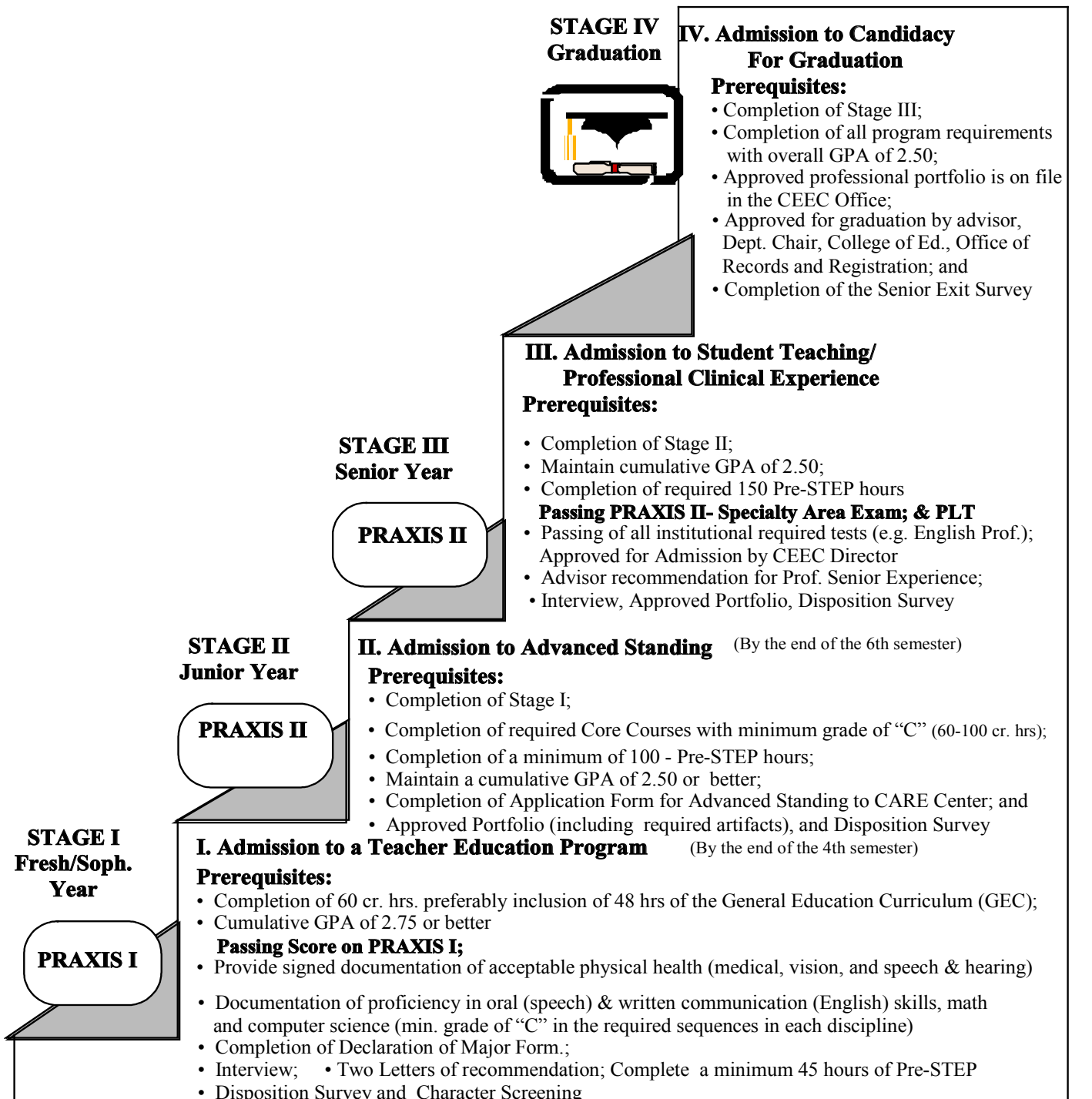
M 405. Introduction to Real Analysis II. 3(3,0). Advanced topics from the theory of functions of several variables: includes a review of partial differentiations, general theorems of partial differentiation, transformations and mappings; Jacobians, Implicit Functions Theorem; multiple integrals. Prerequisite: M 404. (S)

M 406. Introduction to Complex Analysis. 3(3,0). The algebra of complex numbers, analytic functions, the geometry of elementary functions, power series, and contour integration. Prerequisite: M 237 or M 278. (S)

M 407. Mathematical Models and Applications. 3(3,0). Introduction to theory and practices of building and studying

Admission and Monitoring Matriculation Process
 Department of Education, South Carolina State University
 Effective Fall 2002

Each stage of the matriculation process provides adequate opportunity for teacher educators to monitor the progress of students toward predefined criteria to be achieved within an identified time frame. (Stages I-IV)



I. Students not meeting eligibility requirements for Stage I will be required to enrolled in another program of study at SCSU, and will not be allowed to pursue a Teacher Education Program.

II. Students not meeting all requirements for Stage II will be required to transfer to another program of study.

*** **IMPORTANT** All students not admitted to a Teacher Education program by January 4, 2000 must follow the above procedure.

mathematical models for various real-world situations that may be encountered in management, life, social and physical sciences. *Prerequisite:* M163 or M 168, CS 161 or CS 160. (S)

M 408. Introduction to Probability. 3(3,0). Probability as a mathematical system, probability spaces and their properties, conditional probability; random variables (discrete and continuous and their distributions), functions of random variables. Chebyshev's inequality, regression and multivariate distributions; limit theorems and special distributions; introduction to stochastic processes. *Prerequisite:* M 208, M 237 or M 278. (F)

M 409. Mathematical Statistics. 3(3,0). Sampling, point and interval estimates, testing hypotheses, the power of a test, regression, analysis of variance and some nonparametric methods. *Prerequisite:* M 408. (S)

M 410. Numerical Analysis I. 3(3,0). A study of numerical methods for solving linear systems of equations, solution of transcendental equations and polynomial equations. Error analysis, convergence of numerical algorithms and iterative methods. Numerical methods of evaluating definite integrals. Approximate methods of solving systems of equations. *Prerequisite:* CS 161 or CS 160, M 163 or M 168. (F)

M 411. Numerical Analysis II. 3(3,0). A study of numerical methods for solving boundary value problems in ordinary differential equations. Error analysis and convergence of numerical algorithms. Interpolation and numerical differentiation. Smoothing of data and method of least square. Solution of systems of differential equations. *Prerequisite:* M 410/CS 402.(F)

M 412. Operations Research. 3(3,0). Linear programming, transportation and assignment problems, non-linear programming, network analysis, dynamic programming, queuing theory, and Markov processes. *Prerequisite:* M 208 or M 309, M 314. (S)

M 490. Problem Solving in Mathematics. 3(3,0). Students will engage in extensive experiences and practice in solving mathematical problems. The experiences will serve as a backdrop for an in-depth examination of research into the learning of mathematical concepts. *Prerequisites:* M 207, M 208 or M 309, and M 237 or M 278. (F)

M 498. Mathematics Research Study. 3(3,0). Provides an opportunity for the student to do independent reading and research under the supervision of a staff member. The students may elect to read in the following areas: number theory, theory of equations, Boolean algebra, convexity and inequalities, vector and tensor analysis, differential geometry, elementary topology, linear spaces, probability, statistics, and boundary value problems. *Prerequisite:* M 238 or M 278. (F)

MATHEMATICS EDUCATION

M ED 104. Geometry for Elementary School Teachers. 3(3,0). A modern view of geometry for pre-service elementary school teachers. The course is concerned with elementary geometric ideas and proofs, and some practical geometric applications. Pre-clinical experiences are required (twenty to forty hours). *Prerequisite:* M 150. (F,S)

M ED 300. Mathematics for Elementary School Teachers. 3(3,0). Designed primarily for prospective elementary school teachers. The study of new approaches and course content. Emphasis is placed on efficiency in performing mathematical computations and the understanding of elementary mathematical procedures. Pre-clinical experiences are required (twenty to forty hours). *Prerequisite:* M 150 and MED 104. (F,S)

M ED 308F. Principles of Learning Secondary Materials and Methods. 3(3,0). The purpose of this course is to enable prospective teachers of secondary school mathematics to re-examine and to become thoroughly competent in present-day course content and teaching methods of secondary school mathematics. M 237 or M 278. (F,S)

MIDDLE LEVEL EDUCATION

M ED 320 The Teaching of Mathematics in Middle School 3(3,0).

This course prepares candidates to create and sustain an inclusive and supportive learning environment in which all students can engage in learning. They will develop skills in using reflective practice to adapt behavior to assist all students in learning. Candidates will be able to design and implement instruction and assessment that assist students in developing critical thinking skills. They will develop a variety of learning experiences to integrate content knowledge into the planning, implementation, and assessment of instruction. Candidates will be able to create opportunities that enable students to demonstrate skill in the content area. They will be able to use a variety of approaches for teaching students to construct meaning from the text and experiences in the content area. They will be able to reflect on their own teaching in light of research, theories and best practice and demonstrate an understanding of the purposes and characteristics of different kinds of curricula and related resources that are consistent with student learning. Candidates will learn to work with teachers in other content areas to connect important ideas, concepts, and skills within other disciplines. They will also establish criteria and develop strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences. They will learn to work harmoniously with parents, teachers, administrators and the community and to embrace technology as an essential tool for teaching and learning. Finally this course will provide opportunities for observing and participating in various school and classroom settings that include a wide range of instructional and administrative elements. They will have opportunities for interacting with students of varying socio-economic, racial and ethnic backgrounds, and those with special learning needs and diverse learning styles.

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CERTIFICATION OF CATALOG CONTENTS

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

Dr. Franklin Evans

Vice President for Academic Affairs

SOUTH CAROLINA STATE UNIVERSITY

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