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2019

SC STATE UNIVERSITY 1896

Undergraduate

CATALOG

INSTITUTIONAL ACCREDITATIONS

South Carolina State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033, telephone number: (404) 679-4500 to award the bachelor's, master's, specialist, and doctorate degrees.

The Academic Programs are accredited by various national accrediting bodies.

- 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.
- The Nutrition and Food Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Address: 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, www.eatright.org/acend.
- The Family and Consumer Sciences Programs are accredited by the American Association of Family and Consumer Sciences.
- The Business Programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.
- The Counselor Education program is accredited by the (Council for Accreditation of Counseling and Related Educational Programs)-CACREP.
- The Rehabilitation Counseling Education Program is accredited by the Council of Rehabilitation Education, Inc. (CORE) Address: 300 N. Martingale Road, Suite 460, Schaumburg, IL 60173.
- The Social Work Program is accredited by the Council on Social Work Education (CSWE).
- South Carolina State University is an accredited Institutional member of the National Association of Schools of Art and Design (NASAD).
- South Carolina State University is an accredited Instiutional member of the National Association of Schools of Music (NASM).
- The Speech Pathology and Audiology Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).
- The Teacher-Education Programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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 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 2016 thru Summer 2018.

THIS IS NOT A CONTRACT

Updates to this Catalog approved **after August 22, 2018**, can be found in the **Catalog 2018 – 2019 Addendum** which can be found on the University's website **www.scsu.edu.**

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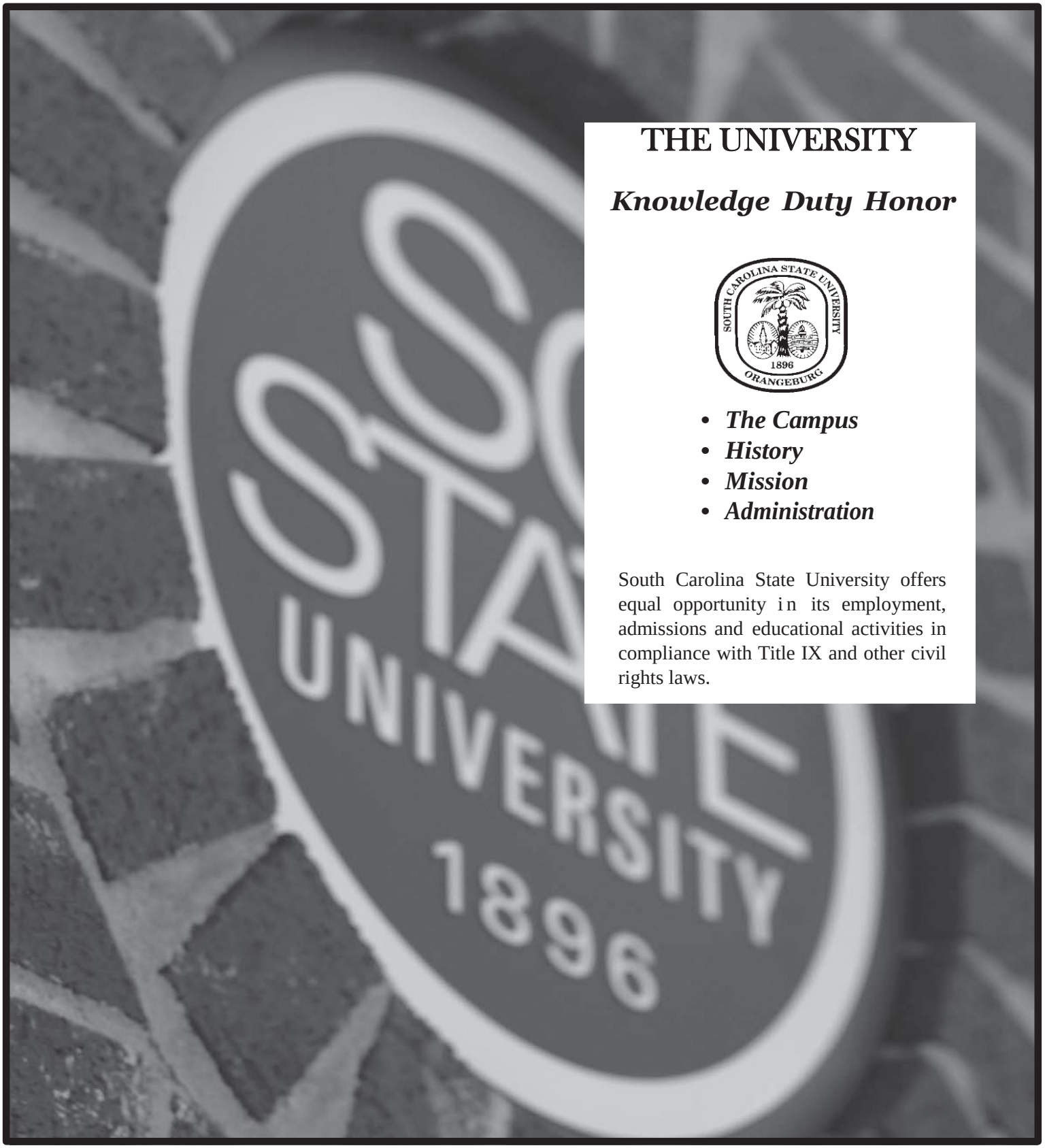

THE UNIVERSITY

Knowledge Duty Honor

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

South Carolina State University offers equal opportunity in 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 Harry E. 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 South Carolina Legislature to create the College by a severance of the state's interest from Claflin College. 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 March 4, 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; 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, dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping. All 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 online 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 E. 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 $5 million 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 26. 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. 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." Outstanding collections acquired and exhibited at the University included: The Miller F. Whittaker Library named and dedicated The Cecil Williams Collection: "A Visual Chronicle of African American History," and the I.P. Stanback Museum and Planetarium exhibited "James Brown: Preserving the Legacy" collection.

In 2010 Coach Willie E. Jeffries was given the designation Head Football Coach Emeritus; and the Willie E. Jeffries Field was named at the Oliver C. Dawson Bulldog Stadium. The University was reaccredited by the Southern Association of Colleges and Schools (SACS) through 2020. The Leroy Davis, Sr. Hall, which houses the Department of Physical Sciences, was dedicated. Dr. Rita Jackson Teal assumed the responsibilities as Acting President on March 31, 2012.

On July 5, 2012, Dr. Cynthia A. Warrick was appointed Interim President. In 2013, the Dedication and Open House for the Engineering and Computer Science Complex was held; the University was named one of the newest associate members of Oak Ridge Associated Universities (ORAU) university consortium; the University's College of Education, Humanities and Social Sciences received continuing accreditation from the Council for the Accreditation of Educator Preparation (CAEP).; and the SC State tennis teams captured the 2013 Mid-Eastern Athletic Conference Men's and Women's Tennis Championship titles.

On April 18, 2013, the Board of Trustees named Thomas J. Elzey President of South Carolina State University. On June 15th, he assumed the responsibilities as the eleventh president. Under the guidance of President Elzey, two new Master of Science Degree Programs, Energy and Environmental Science and Bio-Engineering Sciences, were developed and subsequently approved by the South Carolina Commission on Higher Education (SCCHE). Other accomplishments include: the restoration of the clock tower at Miller F. Whittaker Library; the development of a new organizational structure, which more effectively manages the academic, fiscal and operational divisions of the university; improvement of campus grounds; and increased giving of scholarship funds from the University Foundation, alumni and individual supporters.

Dr. W. Franklin Evans assumed the responsibilities as Acting President on June 1, 2013. Under his administration, the University was removed from probation by SACSOC. This was a major accomplishment because the University could have lost its accreditation.

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., PhD.	2003 - 2007
George E. Cooper, B.S., M.S., Ph.D.	2008 - 2012
Thomas J. Elzey, B.S., M.S., P.M.P.	2013 - 2015
James E. Clark, B.S., M.S., G.L.D.P., S.M.D.P.	2016 -

MISSION STATEMENT

South Carolina State University 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 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 SC State University Board of Trustees on March 30, 2010). 4

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

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Mr. Milton Irvin ~ Chairman
Mr. Rodney C. Jenkins '73 ~ Vice Chairperson
Mrs. Starlee D. Alexander
Mr. Hamilton R. Grant '11
Mr. Doward K. Harvin '04
Dr. Doris Helms
Ms. Monica R. Scott
Mr. Donnie Shell
Dr. Wilbur B. Shuler '68
Dr. Gerald Hubbard Smalls '88
Dr. Daniel R. Varat
Mr. Jeff Vinzani

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Mr. DeAndre Hurley, President, Student Government Association
Ms. Kenita D. Pitts, President, Staff Senate
Dr. David Staten, President, Faculty Senate

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Mrs. Teare Brewington ~ Vice President for Finance and Management
Dr. Tamara Jeffries-Jackson ~ Vice President for Student Affairs
Mr. Stacey Danley ~ Director of Athletics
Ms. Mercedes Pinckney ~ General Counsel
Mr. Delbert T. Foster ~ Executive Director of 1890 Programs
Mrs. Shondra F. Abraham, Chief of Staff

SENIOR ADMINISTRATORS

Dr. Matthew W. Guah ~ Acting Associate Provost for Academic Affairs
Mr. Elbert R. Malone ~ Interim Associate Provost for Sponsored Programs and Research

BOARD OF TRUSTEES

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Vice Chair

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Dr. Doris Helms

Monica R. Scott

Donnie Shell, '74

Dr. Wilbur B. Shuler, '68

Dr. Gerald Hubbard Smalls, '88

Dr. Daniel R. Varat

Jeff Vinzani

Governor's Designee

John J. Funny, '87
Ex-Officio

DeAndre Hurley
Ex-Officio

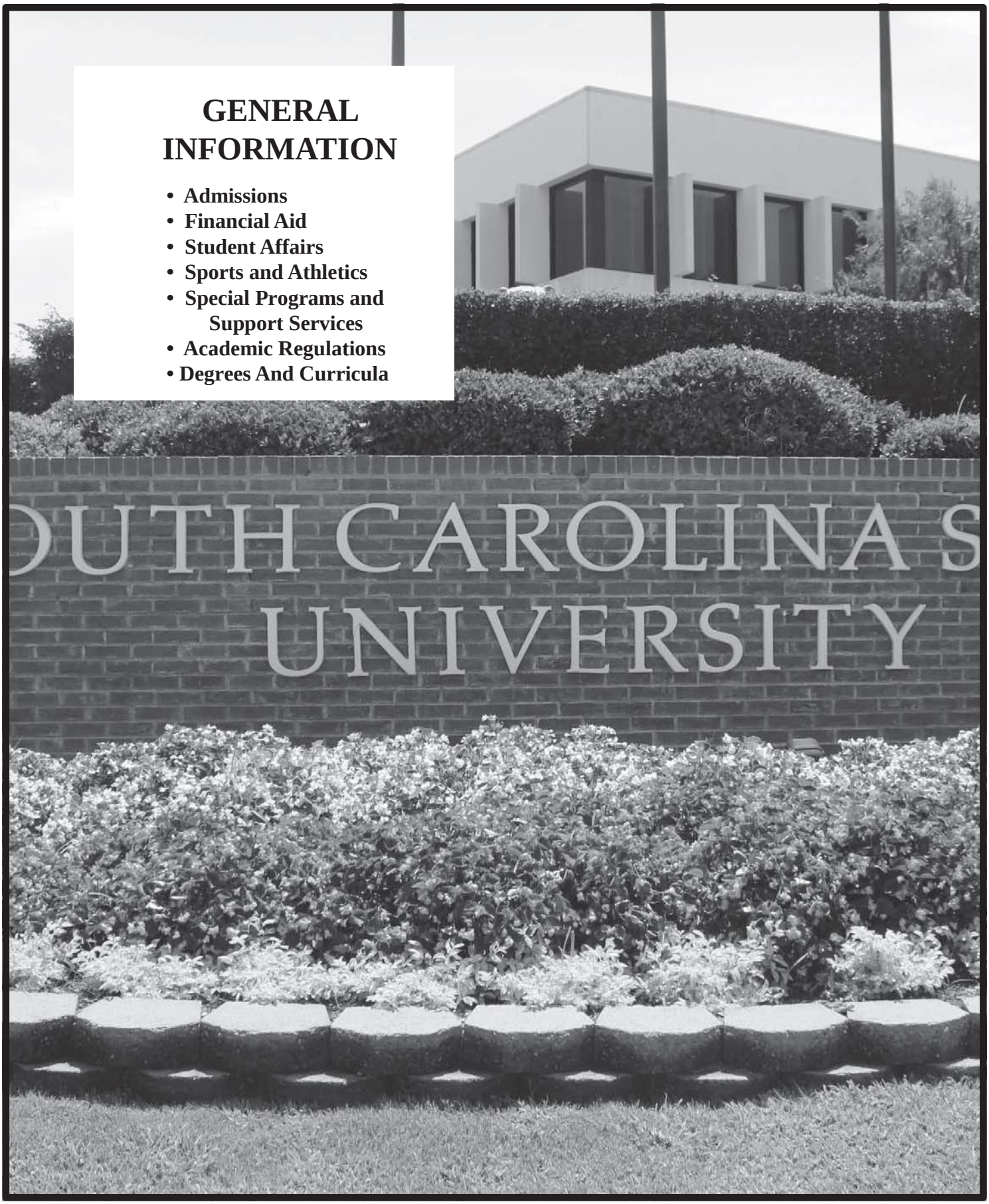
Kenita D. Pitts
Ex-Officio

Dr. David Staten
Ex-Officio

President
James E. Clark

GENERAL INFORMATION

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



THE DIVISION OF 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 of 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 interests of the student than it 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 deadlines: **May 31** for the fall semester, **October 31** for the spring semester, **April 1** for the summer session.

An application fee of $25 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 only) or ACT composite score.
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 having a high school diploma.

High School Course Requirements:

• English	**4 units**
• Mathematics	**4 units** (Algebra, Algebra II, Algebra III, and Geometry, Trigonometry, PreCalculus, Statistics, or Discrete Mathematics or Capstone Mathematics)
• Laboratory Science	**3 units** (Biology, Chemistry, Physics), and/or a prerequisite of Biology or Chemistry.) **Physical Science does not meet this requirement.**
• 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.

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 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 Teacher Education transfer block is 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.

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 on the Commission on Higher Education's websites for further information regarding transfer.

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.

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 can take credit courses **(6 hours maximum)** on a space available basis without paying tuition during the Spring and Fall Semesters. The Senior Citizen waiver does not apply during the Summer Semester. Senior citizens may register for classes under the free tuition provision on the first day of class for the Spring and Fall Semesters.

After completion of the admission process, a Senior Citizen Waiver form may be obtained from the Registrar's Office or the Web. Those seniors that are admitted in a degree seeking program can only take courses on that level. All students admitted as a "Special or Undecided" students may take any course on any level up to 6 hours during the Spring and Fall Semesters.

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

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).
7.

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

Biology
- Calculus
- Calculus AB
- Calculus BC

Chemistry
- General Chemistry

Computer Science
- Computer Science A
- Computer Science AB

Economics
- Macroeconomics
- Microeconomics

English
- English Language and Composition
- English Literature and Composition

French
- French Language
- French Literature

Government and Politics Comparative
- United States
- European
- United States
- Music Theory
- Music Listening and Literature

Physics
- Physics B
- Physics C
- Electricity and Magnetism Mechanics

Psychology
- Introductory Psychology

Spanish
- Spanish Language
- Spanish Literature

Statistics

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 $__ 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 $__, orientation fee of $__ and room deposit of $__ 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 International Student Services after the student has been accepted for admissions.

The I-901 Form and Fee

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 International Student Services.

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 International and Student Services. A copy of the documentation and the student's local address and address changes must be on file in the Office of International and Student Services 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 STUDENTS (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; 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 necessary 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 t33he Student Aid Report (SAR) sent to the Office of Financial Aid at South Carolina State University by May 1.

FEES AND EXPENSES

SC State Tuition and Fees Schedule 2016-2017

Disclaimer: The fees and expenses listed are those in effect at the present time. They are subject to change at any time, by the action of the South Carolina State University Board of Trustees or the South Carolina Legislature.

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 $200 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, or certified checks (NO PERSONAL CHECKS) for the exact amount of charges are made payable to "South Carolina State University," and sent to the Treasurer'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, Suite 262, Crawford-Zimmerman Complex. Academic refunds are prorated on the basis of the following schedule for fall and spring semesters:

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; either officially or unofficially, your aid will be terminated and a Return of Title IV calculation will be performed by the Office of Financial Aid to dete1mine the amount of aid you are eligible to receive. If you received funds for which you were not eligible, you will receive notification from SCSU for repayment of those funds.

If you have any student loans, The Department of Education will be notified of your enrollment status change and you may enter a "grace period" or repayment status. In keeping with the terms of your loans, you are required to inform The Department of Education of changes in your enrollment status.

If you plan to return to SCSU and apply for assistance, you must pay off your balance owing with the Office of Accounts Receivable. In order to receive financial aid you must be meeting financial aid satisfactory academic progress. Please refer to the Satisfactory Progress Policy to determine your eligibility status for future applications for aid.

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 https://tuitionpay.higherone.com/TuitionPay/Welcome.aspx?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. After the fee payment deadline, 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 or (803) 536-8077 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 or (803) 536-8077.

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 $800 per semester) and other necessary charges such as music, directed teaching, graduation, etc., which must be determined on an individual basis.

SC State Tuition and Fees Schedule:

Housing Fees:

Please see the current:

SC State Tuition and Fees Schedule 2018-2019

Disclaimer: Tuition and fees listed in this catalog are subject to change at any time by the Board of Trustees. Contact the Office of Student Accounts for the most recently approved tuition and fees.

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.

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.

All fees are subject to change at any time by the

Administration. Please contact the office of Student Accounts for the most up-to-date information on tuition and fees).

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.

On campus Student Plan:

21-Meals Per Week 1,551

Commuter Block Plans: Student Plan: (Optional –Off Campus Students only)

100 Block Plan plus $25 Flex Dollars 498

50 Block Plan plus $50 Flex Dollars 305

25 Block Plan plus $75 Flex Dollars 211

COST PER SEMESTER

SC State Tuition and Fees Schedule:

Please see the current:

SC State Tuition and Fees Schedule 2018-2019

Disclaimer: The fees and expenses listed are those in effect at the present time. They are subject to change at any time, by the action of the South Carolina State University Board of Trustees or the South Carolina Legislature.

SPECIAL FEES PER SEMESTER

Course Auditing ½ the per credit hour fee normally charged for course taken for credit

Non-Credit Same charge as for courses taken for credit

Practice Teaching
(One area) $70

Music Fees
Piano (3 lessons per week) $35
Organ (3 lessons per week) $40
Voice (3 lessons per week) $30
Instrumental (3 lessons per week $20

Laboratory Fees (per course) $75
(Biology, Chemistry, Engineering, etc.)

Advanced Practicum $75
Art Fee $75
Live Text Fee $80
Library Fee $50
Examination, deferred (per course) $5
Advanced Audio-Visual Aids $10
Student Health Insurance
(All students enrolled in at least 6 credit hours per semester)
Fall $548
Spring $767

Student Activity Card
(Optional for part-time students) No additional charge

Year Book No additional charge, if enrolled for full academic year

Late Registration Fee (nonrefundable) $200

Graduate Record Examination $10
Transcripts (per request) $15
Fax Charge (Verifications, etc., *except Transcripts*) $5
Graduation Application Fee for all students $100
(Nonrefundable and nontransferable)
Duplicate Diploma $45

Late Graduation Fee (Penalty)
$25.00 – If submitted after the deadline to apply.

Student Car Registration $60
Lost I.D. Card $25
Lost Room Key & Cylinder Replacement 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.

Current financial aid information can be found at the following link: http://www.scsu.edu/admissions/financialaid.aspx

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.fafsa.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.

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.

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

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.

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

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
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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.

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 freshman 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 3.1 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.
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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 Bachelor's 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.

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, 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 students' 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 rates 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 on the needs of the total residential student population.

COUNSELING, TESTING, AND STUDENT DISABILITY SERVICES

COUNSELING SERVICES

The Counseling and Self-Development Center is accredited by the International Association of Counseling Services (IACS). The center's aim is to address the counseling and developmental needs of SC State students. The mission of the Counseling and Self- Development Center is to provide quality mental health services that assist students with defining and accomplishing their personal goals while coping with stressors which may arise during the course of their matriculation. The Center is located on campus (behind Davis Hall).

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

The Counseling and Self-Development Center is located behind Davis Hall, next to the Brooks Health Center on campus. The hours of center operation are Monday through Friday from 8:30 a.m. – 5:00 p.m. To schedule an appointment, contact the center at (803) 536-7245. In the event of an after-hours or weekend crisis or emergency, please contact University Police at (803) 536-7188. For clinical emergencies, contact Orangeburg Area Mental Health Center at (803) 536 – 1571. For medical emergencies, please contact either 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.

In addition to general counseling services for mental health concerns common to most college students, referral services are available to students with more severe psychological issues. Counseling services are 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
- Mental health assessments to facilitate student learning outcomes, determine capacities, and/or identify deficits.
- Campus and community outreach programs on topics relevant to student learning outcomes, growth and development as they matriculate (e.g., depression screening, suicide prevention, alcohol and drug education, etc.)
- Referral services for psychiatric intervention 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 upon referral. Walk–in hours, on Monday through Thursday between 9:00 a.m. and 2:30 p.m., are available to students requiring the aforementioned referral services at the Orangeburg Area Mental Health Center located at 2319 Saint Matthews Road, Orangeburg, SC 29118 – (803) 536-1571.
- Consultative services are available to the entire university community upon request.

OFFICE OF STUDENT DISABILITY SERVICES

Students with 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 Office of Student Disability Services. University policies, as well as the law, require the provision of accommodations to students requesting assistance based on Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Act essentially states that "no otherwise qualified individual with a disability in the United States shall solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity, such as a college, university, or other postsecondary institution, or public system of higher education."

In order to be eligible for services, students must provide recent documentation of a disability. Disabilities may include: visual or hearing impairment, deafness, psychological disorders (such as learning disabilities or Attention Deficit Hyperactivity Disorders), medical conditions, mobility problems, etc. Examples of documentation of disability issues include Individualized Education Plans, psychological reports, medical evaluations, and psychiatric referrals.

Upon request, the Office of Student Disability Services provides reasonable accommodations and aids on the basis of the individual needs and concerns of each student. Some examples of accommodations include: recording devices, extended time for tests and projects, preferential seating, interpretive services, assistive learning devices, and note takers.

The Office of Student Disability Services is housed within the Counseling and Self-Development Center. Among the services provided are counseling, advocacy, classroom and campus accommodations and, when necessary, referral services.

Requests for additional information concerning services provided by the Office of Student Disability Services may be obtained by calling (803) 536-7245 or by visiting the office which is housed in the Counseling and Self-Development Center located behind Davis Hall.

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.

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 Davis Hall (Desaussure Court). The hours of operation are 8:30 am-5:00 pm, Monday- Friday. 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

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 health information are protected by Federal and State laws. The release of health information will be governed within the guidelines of FERPA (Family Education Rights & Privacy Act) HIPAA (Health Insurance Portability & Accountability Act) laws and will be released **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.

What Happens In Case of An Emergency?

Minor emergencies will be seen in the health center 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/official representative of SC State University.

After Hours and Weekends

Students residing in residential halls should contact their Residence Life /Graduate Residence Coordinator who will assist with for health concerns. For emergency medical health issues contact Campus Police @ 536-7188 and/or Emergency Medical Services (EMS) @ 911. For non-emergent health issues you should go to Doctor's Care, Urgent Care and +RMC.

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. The student 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 if there is no current health insurance available, a comprehensive health and dental insurance program is offered. 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 Suite 250 on the second floor in Belcher Hall. The Career Center is also located in room 202 of the Engineering Building. 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.

Special Events: Each year the Career Center coordinates informative and motivational special events (Career Fairs, Educators' Day, Internship Day, and Graduate & Professional Schools Day, Seminars & Workshops). Students are encouraged to bring resumes to all events.

Career Resource Room: 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 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, and test one's physical ability as well as offering 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 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 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.).

Alcohol Violations

- Possessing beer, wine, liquor if you under the age of 21.
- Purchasing or transferring alcohol to someone who cannot lawfully possess or buy it.
- Operating a motor vehicle with a BAC of .02 percent or higher if you are under the age of 21. Your driver's license will be suspended.
- Operating a motor vehicle while under the influence of alcohol. If you have a BAC of .08 percent or higher and found guilty your driver's license will be suspended.
- Driving a motor vehicle with a BAC of .15 percent or higher. Your driver's license will be suspended.

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 located in Poplar Hall. Payments are made at The Cashier's Office (Crawford Zimmerman).
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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 (803) 536-7188

Office of Parking and Vehicle Registration

South Carolina State University
P.O. Box 7516
Orangeburg, South Carolina 29117-0001
Phone: (803) 536-4836
Fax: (803) 536-7163

Brooks Health Center

(803) 536-7053

JUDICIAL AFFAIRS

The Office of Judicial Affairs (OJA) is charged with oversight of the student judicial system. The mission of OJA is to foster students' learning and development that reflects enforcement of standards of conduct in an educational environment. OJA also administers the SC State University Student Code of Conduct and Policies through

investigation, in conjunction with the University Police Department. Responsibilities include: adjudication of general conduct 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. Additionally, OJA supports student engagement and involvement through the administration of Counseling and Self Development Center, Brooks Health Center, and Student Support Service referrals.

Location:

Azalea Building 1st Floor
803-533-3887 or 803-516-4510
Email: judicialaffairs@scsu.edu

Student Code of Conduct

Forms

SODEXO FOOD SERVICE

Sodexo Food Service is committed to providing South Carolina State University 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 choices.

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. SC State competes in the NCAA Division I level.

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;
- to administer a scholarship program for athletes; and
- to adhere to the University standards of sportsmanship, ethical conduct and fair play.

SPECIAL PROGRAMS AND SUPPORT SERVICES

THE HONORS COLLEGE

Mission Statement:

The Honors College is a four-year interdisciplinary and enriched academic course of study within a liberal arts education—with a special emphasis on the intellectual and civic values of inquiry, discovery, knowledge and imagination. The Honors College offers a core group of courses, lectures, cultural events, special internships and outside learning opportunities designed to create a community of scholars among students, faculty and administrators. The Honors College is designed to prepare students of all majors 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 fullest intellectual potential.

Objectives:

To contribute to the University's goal of attracting an increased number of intellectually superior students with interests matching the academic programs of SC State and to retain these students to graduation.

To create a community of scholars—both among students and faculty—who work together in a challenging academic environment and to stimulate high levels of academic achievement.

To create a structured set of academic experiences comprising a clear and distinctive "honors pathway" through which students can access the opportunities and enriched academic offerings of SC State in a clear and coherent fashion.

To enhance the offerings of honors degree programs housed within academic departments, programs and schools.

To prepare students to compete successfully for prestigious national and international scholarships, as well as admission to elite graduate and professional schools.

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. Its core values encompass the following: Academic Excellence, Leadership, Intellectual Freedom, Integrity, Diversity and Civic Engagement.

At the freshman-sophomore levels, special honors seminars deal with the fundamentals and principles of leadership development, service learning, research (through information literacy and technology), and social justice to enhance students' analytical, cognitive, intuitive and critical thinking skills. The classes emphasize in-depth discussion, critical thinking, creativity and self-expression.

In the junior and senior years, students in the Honors College 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. Honors Residential Housing

Admission

For Track A applicants, the Honors College automatically admits students directly out of high school, who meet certain criteria, such as outstanding high school academic achievement (and with previously earned college credits or Advanced Placement coursework) as indicated by one or more of the following: Exceptional GPA, SAT/ACT, National Merit Semi-Finalists, strong leadership potential and/or score of 4 and above on tests in the Advanced Placement Program of the College Entrance Examination Board.

Under the Track B option, students wishing to enter the Honors College while already matriculating at the institution or as transfer students must submit an Honors College application and other supporting documents as requested by the Honors College. Membership in the Honors College is by invitation only. Honors College applications are accepted in the spring of each academic year and usually are processed within two months of their completion.

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.

ART 250	Art Appreciation
B 150	Zoology
B 151	Zoology Laboratory
B 151	Botany
B152	Botany Laboratory
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.
HPIL 101-102	Honors Seminar (Leadership Development)
HPIL 201-202	Service Learning
LS 150	Information Literacy and Technology
M 158	Calculus I
M 168	Calculus II
M 278	Calculus III
MU 250	Music Appreciation
PS 252	American Government
PS 406	International Relations

Office of International and National Student Exchange Programs

The Office of International and National Student Exchange Program serves all students, faculty and staff at South Carolina State University by implementing its mission and goals. The Office is located in Belcher Hall rooms 120 and 145 (Tel. (803) 813-1144/536-7903; Email: studyabroad@scsu.edu).

Mission Statement

The mission of the Office of International and National Student Exchange Programs (OINSEP) is to strengthen the academic and cultural environment of the University using initiatives that support the internationalization of the campus community.

Goals

1. To promote multicultural awareness, international understanding, cross-cultural training, and world affairs education at SC State.

2. To promote the integration of international understanding and global awareness in the curriculum.

3. To serve as the catalyst for negotiating, implementing, and maintaining international linkages with institutions of higher education in other countries.

4. To support study abroad programs, international student and scholar exchange programs, and the National Student Exchange program.

5. To support other programs, events, and activities that strengthen the international dimensions of the University.

6. To provide services that assist with the recruitment and retention of international students.

7. To establish a financially sustainable Center of International Education

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.

For additional information, please visit our webpage at: **http://www.scsu.edu/academics/officeofinternationalandnationalstudentexchangeprograms.aspx**

DIVISION OF LAND-GRANT SERVICES

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 nineteen (19) 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.

THE SPONSORED PROGRAMS AND RESEARCH UNIT

To support its research enterprise, the University has reorganized into the Sponsored Programs and Research unit to include Sponsored Programs-Pre-Award, Sponsored Programs-Post Award (Post Programmatic Management and Grants and Contract Administration, GCA), Title III, Research Compliance, Institutional Review Board (IRB) and Intellectual Property. These units are under the auspices of the Associate Provost for Sponsored Programs and Research, and are established to expand the University's research portfolio, and to provide more proficient management of sponsored programs and research initiatives.

The Sponsored Programs and Research (SPR) unit shares and supports the University's aspiration to be recognized among distinguished public teaching and research universities in the nation. Thus, its primary purpose is to support and advance research, scholarship, and creative activity at the University. It plays a vital role in the reinforcement of these creative activities in the public and private sectors in South Carolina and this nation

The fundamental philosophy and core values of the Sponsored Programs and Research unit are consistent with South Carolina State University core values: ***Learning, Excellence, Commitment, Achievement, Responsibility and Integrity***.

The mission of the Sponsored Programs and Research unit is to facilitate the process of research, scholarship and creative activity by: providing academic and administrative leadership; overseeing its ethical and regulatory compliance; insuring research results when appropriate, are disseminated and applied in the public and private sectors. The unit will provide university-wide efforts to: (1) devise and implement strategies for increasing financial resources from external funding sources; (2) improve the overall marketability and visibility of SC STATE and thereby enhance financial support for its programs; (3) increase the level of public service by the University through faculty involvement in projects that benefit the public and raise the visibility of University; and (4) expand upon the University's research agenda.

CENTER OF EXCELLENCE IN TRANSPORTATION

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 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, The 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:

- Multi-modal mission that addresses passenger and freight transportation with an emphasis on highway, transit, and intermodal facilities.
- 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.

- Diversely trained transportation workforce for this 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.
- Research component that includes multi-modal activities related to
  - Human performance and behavior;
  - Traffic safety
  - Intelligent transportation systems
  - Computer, information, and communication systems;
  - Energy and environment; and
  - Tools for transportation modeling, design, and development.
- 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 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 School 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 DUCATION

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, and 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 *varies by program*	
Instructional Materials *varies by program*	

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 located toward the center of the SC State University campus and is the only building on campus with a clock tower. The library is designed to accommodate the research and academic needs for both traditional and non-traditional students.

Hours

During the fall and spring semesters, the library is open Monday – Thursday from 8:30 am to 10:00 pm; Friday from 8:30 am to 5:00 pm; Saturday from 12:00 noon to 5:00 pm; and Sunday from 3:00 pm to 9:00 pm.

During summer sessions, the library is open Monday – Thursday from 8:30 am to 7:00 pm; Friday from 8:30 am to 5:00 pm; and Saturday from 1:00 pm to 5:00 pm. The library is closed on Sunday during the summer sessions.

During intersession, the library is open on Monday – Friday from 8:30 am to 12:30 pm and from 2:00 pm to 5:00 pm. The library is also closed on Saturday and Sunday during the intersession.

Mission Statement

The mission of the Miller F. Whittaker Library seeks to provide access to and delivery of information resources to support research methodology and critical thinking, instruction, self-development, lifelong learning skills, and the mission of the University. Library personnel strengthens the intellectual environment of the academic community by developing, organizing, and preserving mult-formatted collections for information retrieval. Library personnel focuses on meeting user needs and providing innovative and creative learning opportunities. Library personnel fosters relationships with faculty, provides outreach services to students and community, supports academic disciplines in the research process, and participates in the teaching process by instructing users on information access and use.

Vision Statement

Miller F. Whittaker Library will be recognized as a customer-oriented and technologically-driven, secure environment for enhanced teaching, learning, innovation, collaboration, and research in support of student success to meet the demands of globally competitive society.

Holdings

The library's collection consists of the Reference Collection, Print Periodicals (newspapers, magazines, and journals), State and Federal Documents Collections (partial repository), and Special Collection (books written by and about African Americans) are located on the first floor, Circulating Collection located on the second and third floor, and Historical Collection and Archives located on the third floor.

The library's book collection is organized according to the Library of Congress (LC) Classification System; state government documents collection is organized according to the State Documents Classification System; and federal government documents collection is organized according to the Superintendent of Documents (SuDocs) Classification System.

Reference Collection

The reference collection consists of general and subject specific bibliographies, dictionaries, encyclopedias, handbooks, guides, literary criticisms, etc.

Other resources housed in the reference area include 1, magazines, and newspapers. The library is a partial depository for a select group of federal documents distributed by the Government Printing Office and a sub-depository for state publications. The microform collection housed in the reference area includes ERIC documents, journals, magazines, and newspapers as well as the Atlanta University Black Culture Collection and African American Dissertation Collection.

General Circulating Collection

The general circulating collection consists of books that support the departmental curricula on campus in the College of Education, Humanities, and Social Sciences; the College of Science, Mathematics, and Engineering Technology; the School of Business; and the School of Graduate and Professional Studies.

SC State Historical Collection and Archives

The SC State Historical Collection and Archives of the Miller F. Whittaker Library (MFW Library) of South Carolina State University (SC State) serves two distinct functions. The Archives serves as the official and final repository for the historical records of SC State University (previously known as South Carolina State College and The Colored Normal Industrial, Agricultural and Mechanical College of South Carolina) from its establishment in 1896 to the present time. The Historical Collection serves as an archival repository for historical materials which are neither official university records nor faculty papers, but which relate to SC State history and the local community of which it is a part.

Materials held include but are not limited to administrative records, university publications, photographs, audio-visual, oral histories, athletic records, architectural drawings, accounting records, and donated papers.

Special Collection

The Special Collection (Spec. C) consists of books written by or about African Americans. The collection highlights the African American experience and culture.

Online Reference Resources

The library purchases online subscription databases available only through the library's website for academic research and study. These electronic resources are available to all students currently enrolled at SC State University. Remote access to online resources may be obtained using a current University issued username and password.

Historically Black Colleges and Universities Digital Collections are also linked to the library's website. These are digital collections of documents and photos celebrating the founding of Historically Black Colleges and Universities (HBCUs) sponsored by the HBCU Library Alliance.

In addition, the website links to several free online resources under Online Reference that patrons may find useful.

Staffing

The Miller F. Whittaker Library is structured into five units:

Library Management

The responsibilities of library management include the general organization, development and operational procedures of the library. The staff consists of the Dean of the Library and an Administrative Assistant.

Collection Development, Utilization, and Interpretation (Reference and Information Services)

This unit assesses and selects a quality collection that provides intellectual access through bibliographic resources, reference and instructional objectives via schools and departments. The unit has a staff of four which includes the Coordinator, two Reference and Information Specialists, and one Library Technical Assistant.

Collection Organization Preparation and Bibliographic Control (Acquisitions and Cataloging)

This unit establishes and administers the requisition, organization, and bibliographic control of all library resources to meet the informational needs of users. The unit has a staff of two which includes the Coordinator and one Library Technical Assistant.

Circulation

This unit establishes and administers all procedures relative to the circulation of library resources. The unit has a staff of four which includes the Supervisor, two Library Technical Assistants, and one night monitor.

South Carolina State University Historical Collection and Archives

This unit collects, organizes, preserves, and makes accessible materials relating the history of the university and local community. The unit has a staff of one, the Archivist.

Equipment and Technology

First Floor Computers

The Information Commons area in the Reference Department at the library provides access to 24 PC computers. The computers in this area are available for use by all library patrons. These computers provide Internet access, e-mail, the online catalog, and all the library's Web-based databases. Patrons are asked to limit computer use to 2 hours.

Also located on the first floor is the Smart Classroom that has 35 PC computers for library instruction. This classroom setting allows for interactive learning on the library, resources and services for the University community.

Wireless Network

SC State University and the Miller F. Whittaker Library provide wireless network access for students, faculty, staff, and community patrons that have wireless laptop computers.

Photocopying Services

There is one coin-operated copying machines for copying print materials located on the 1st floor in the photocopying room. The cost is $.15 a page. There are two printers located on the first floor in the Reference Area for computer copies.

Circulation Policies and Procedures

Current SC State University students, faculty, and staff must present a valid SC State University ID to check-out library materials. Patrons may check out up to ten (10) books at a time with a loan period of thirty (30) days. The due date is stamped on the Date Due Slip in the back of the book. No renewals on books.

The circulation staff sends borrowers two overdue notices, but it is the borrower's responsibility to know when books are due and to return them on time.

A $.25 cents per day fine is imposed on books returned late. If a book is lost or destroyed by a borrower, the borrower will pay $75.00 plus a $10.00 non-refundable processing fee. If parts of a set are missing, the borrower must pay to replace the entire set at the current price of the set. Any material more than 30 days past the overdue date is considered lost.

When a borrower incurs fines and fees, the borrower will receive an invoice from the library to pay at the Cashiers' Office. Upon payment at the Cashiers' Office, the borrower must get a receipt to present at the library's Circulation Desk to clear the fines from the borrower's account and restore borrowing privileges.

A borrower's right to borrow library materials will be suspended when they have 10 or more overdue books, or owe $5.00 in fines for books returned or owe $10.00 for books not returned.

Reference and Other Library Services

The Reference and Information Services Department serves as the information center for the Miller F. Whittaker Library and is located on the first floor. Reference assistance is provided by the reference staff to all library users including the general public. The Department assists patrons in locating general information, books, journal articles, or other types of information. However, it is not the responsibility of the Reference Department to provide extensive research for patrons. The reference staff is here to provide patrons with necessary tools to conduct effective research strategies enabling them to be effective and efficient life-long information seekers.

Online search assistance through e-mail is provided for quick reference, factual information, or information concerning SC State University. Extensive research questions cannot be handled through e-mail and instead require a visit to the library. Patrons are notified if their question cannot be answered through the online service.

Information Retrieval Services is one of the most important components of the Reference and Information Unit. The purpose of information retrieval services is to provide both in-house and remote library users with comprehensive current and retrospective information in the most expeditious manner using digital resources.

The Miller F. Whittaker Library accommodates the research and academic resource needs for students. Users have access to a relevant collection that supports the instructional process via: 1) the online catalog for books, serials, government documents, and microforms and 2) electronic resources (e-articles and e-books) on the library's website.

Library's Website

The library's website (http://library.scsu.edu) has been live since April of 1998. The site provides access to information about the library, the library's resources and services, and contact information for library departments and staff. In addition, the library's website serves as the portal for accessing the library's online catalog as well as the library's subscription web databases and e-books.

Online Catalog

SOUTH CAROLINA STATE UNIVERSITY
Miller F. Whittaker Library
P.O. Box 7491
Orangeburg, SC 29117
Tel. (803) 536-7045
Fax: (803) 536-8902

The library's online catalog is available from the library's website and serves as the portal to finding books, journals, and government documents housed in the library.

Information Retrieval Consortia and Other Cooperative Networks:

The library is a member of several agreements and consortia that work together to provide member libraries access to various databases, often times at discounted prices.

Carolina Consortium

CAROLINA CONSORTIUM

http://library.uncg.edu/carolinaconsortium

The Carolina Consortium enables academic libraries in North Carolina and South Carolina to use their bulk purchasing power to obtain favorable pricing on a variety of electronic resources that are of significant interest to the scholarly community.

Source: Carolina Consortium Homepage

DISCUS (**D**igital **I**nformation for **S**outh **C**arolina **U**sers)

http://www.scDISCUS.org

DISCUS is South Carolina's Virtual Library that provides South Carolinians with equitable access to a digital library of essential information and learning resources. DISCUS is administered by the South Carolina State Library in cooperation with South Carolina's school, college and public libraries. DISCUS is funded by the South Carolina General Assembly with supplemental funding by the federal Library Services and Technology Act.

Source: DISCUS Homepage

HBCU Library Alliance

http://www.hbculibraries.org/

The HBCU (Historically Black Colleges and Universities) Library Alliance is a consortium that supports the collaboration of information professionals dedicated to providing an array of resources designed to strengthen HBCUs and their constituents.

Source: HBCU Library Alliance Homepage

PASCAL (**P**artnership **A**mong **S**outh **C**arolina **A**cademic **L**ibraries)

http://web.presby.edu/pascal

PASCAL is a non-profit consortium of public and private academic libraries in South Carolina, where members of our academic and research community have equitable, immediate access to library information and services regardless of their location and at the time they are most needed. PASCAL provides access to database collections of core journals, newspapers, business information, literature reference, health science resources, and other materials. PASCAL's electronic resources build on the general-level information resources furnished by DISCUS, a program of the SC State Library.

Source: PASCAL Homepage

LYRASIS

http://www.lyrasis.org/

LYRASIS (formerly SOLINET – the Southeastern Library Network) partners with member libraries to create, access and manage information with an emphasis on digital content, while building and sustaining collaboration, enhancing operations and technology, and increasing buying power. The network's (includes OCLC), membership comprises more than 1,212 libraries of all types in 48 states. Resources in the network are provided by libraries for interlibrary loan services. The Miller F. Whittaker Library is a charter member of SOLINET.

Source: LYRASIS Homepage

Interlibrary Loan

Library materials needed that are not in the collection can be borrowed from other libraries nationally and internationally through interlibrary loan. Requests are submitted online through the library's webpage. This procedure allows the library to borrow materials from other libraries as well as to loan materials to other libraries.

The alliances mentioned above give users access to more than 75,000 libraries of all types in 112 countries and territories for interlibrary loans (ILLs.)

Community Higher Education Council (CHEC) Interlibrary Loan Services

Students, faculty, and staff at South Carolina State University, Claflin University, and Orangeburg-Calhoun Technical College have access to library holdings from each other's collections. As part of the Alliance 202 project, agreements have been formalized to allow access to borrow books in these libraries. In each library, photocopies may be made for a small charge; however, borrowing privileges and charges vary among institutions.

As with all cooperative agreements, certain rules must be followed. When visiting libraries at the respective institution, patrons should present a valid college ID or the Statewide Library Borrowing Card. Borrowers from any of the participating libraries are responsible for the replacement of any damaged or lost materials.

PASCAL Delivers is a rapid book delivery service provided by PASCAL, which enables students, faculty, and staff across the state to request and receive books from academic libraries in South Carolina. Currently, there are 56 libraries in South Carolina, including South Carolina State, that have formed a union catalog of resources. Over 12 million items are available in the catalog, and books usually arrive within a few days.

Union catalog

The library's electronic union catalog uses the Millennium software from Innovative Interfaces Inc. Currently there are 56 other libraries in South Carolina, including South Carolina State, who have formed a union catalog of resources.

Statewide Library Borrowing Card

All public institutions of higher education and all independent colleges in the state affiliated with the South Carolina Independent Colleges and Universities have committed themselves to implementing the South Carolina Statewide Library Borrowing Card Agreement. Under the terms of the agreement, individuals are issued a statewide borrower card by their institutional library. The agreement specifies that the terms for lending to users who are borrowing from a library other than their own institutional library shall be considered by the lending library. Fifty six (56) other libraries participate in the Statewide Library Borrowing Card Agreement.

Library-Faculty Liaison and Library Instruction Programs

The Library-Faculty Liaison and Library Instruction Programs are subject-oriented partnerships facilitated through personal consultation with faculty on instructional and research needs of the students and faculty. Telephone consultations, individual conferences, and group seminars are arranged to provide needed library instruction, inform students of bibliographic resources in specialized areas, and address other informational needs. Reference and information specialists serve as liaisons to the various departments on campus and provide instructional services to the students and faculty.

In addition to its other services, the Miller F. Whittaker Library offers a one-credit hour information literacy course, LS 150: Information Literacy & Technology. The course is generally offered once per fall and spring semesters to freshman and transfer students in the Honors College.

I. P. STANBACK MUSEUM AND PLANETARIUM

South Carolina State University is fortunate to have an excellent exhibition, education and activity center located centrally on the

campus. The I.P. Stanback Museum and Planetarium is a unique facility, the only museum with a planetarium on the campus of any Historically Black College or University (HBCU) 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 is a Learner Centered Museum, including students and faculty in all academic disciplines and involving students in the development of all activities. A team of faculty works to integrate the museum into curricula. Paid internships for students are provided through a Federal grant from the Institute of Museum and Library Services. *First Saturday Imagination Workshops* are community-oriented activities for children. In recognition of its important programs, the Stanback received the 2011 Governor's Award for the Humanities and is also a designated site of the South Carolina National Heritage Corridor (SCNHC).

Originally dedicated in 1980, the museum was renovated and re-opened in 2007, after a hiatus of several years. The Main Gallery, with approximately 4,000 square feet, utilizes a modular system that can be arranged in an infinite number of design layouts. The Small Gallery, Clemmie E. Webber Educator Resource Center and lobby spaces provide additional opportunities for exhibitions and programs. The patio offers additional space for use by students, faculty, staff, Pre K–12 schools and community organizations. The community, students and academic departments hold events, meetings and educational activities at the Stanback.

The Planetarium

The Stanback Planetarium is an educational resource that can accommodate up to 82 visitors. 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 location, date and time. In addition, there are special astronomy programs viewable on the planetarium dome as a special attraction for university students and K-12 school groups.

The Stanback Collections

- African Art Collection in South Carolina, recognized by the Smithsonian National Museum of African Art Library listing of *Museums in the United States with Collections of African Art*
- *Harlem on My Mind*, photographic murals created at the Metropolitan Museum of Art in 1969 and only seen there in 1969, at the Stanback in 1997-1998 and Penn Center in 2014.
- Photographic works and prints by Andy Warhol
- Paintings and prints by African American artists including Romaire Bearden, Jacob Lawrence and William Johnson

James Brown's Legacy

The Stanback 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 because Mr. Brown was committed to education, involved in the Civil Rights movement and an amateur astronomer and collector of space memorabilia. The collection includes costumes, original hand-written music, unpublished photographs, early cuts of vinyl recordings, awards and trophies, personal notes and letters, and souvenirs from all over the globe.

Films at the Stanback

The Stanback produces a documentary film series that includes discussions with humanities scholars, filmmakers and persons featured in the films. It provides a unique experience that utilizes the films to create greater understanding of current issues and the opportunity to interact with and learn from people who have made a positive impact on society.

PARTNERSHIPS

- Pre K-12 Schools
- Heritage Corridor
- Hayden Planetarium at the American Museum of Natural History
- Penn Center
- 150th Anniversary of Freedom Summer/ Civil Rights Heroes
- Association of African American Museums
- American Alliance of Museums
- Institute Of Museum and Library Services

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 COMPUTING AND INFORMATION TECHNOLOGY SERVICES

University Computing and Information Technology Services (UCITS) is the central information technology organization at South Carolina State University. The department exist to help faculty, staff and students utilize information technologies as tools to enhance teaching and learning, research, and service. Key to accomplishing this goal is managing the core technology infrastructure for the University. This includes a robust gigabit network – wired and wireless – that is accessible and available to faculty, staff, and students in academic, administrative, and residential buildings, as well as several popular outdoor locations (student center plaza, patios, breeze ways, etc.). UCITS manages Active Directory accounts for authentication to network access, email access, Blackboard access, Banner, and Bulldog Connection (web portal) access. This authentication provides faculty, staff, students and registered guests access to core technology applications and services.

UCITS operates an open lab that has 30 computers and a networked printer. The lab is staffed with student monitors and full-time technical assistants. Computers used by students in various laboratories across campus and technology infrastructure that directly impact students are planned, acquired, installed and maintained by UCITS. Partial funding is provided through a student technology fee assessed enrolled students each semester. The fee is currently set at $75.00. This fee is used to (1) lease computers for student use located in several labs on campus; (2) provide network disk storage for students;

(3) maintain and upgrade the network; (4) maintain the Microsoft Exchange Email Server; (5) purchase licenses for anti-virus and application software; and (6) employ student lab monitors, assistants, and technicians.

UCITS is currently organized into the following units - (1) Enterprise Networking Services, (2) Administrative Computing Services, (3) User Support Operations, (4) Telecommunications and (5) Records Management.

Enterprise Networking Services

Enterprise Network Services provides leadership and management of all aspects of voice, video, and data network infrastructure, special circuits, wiring infrastructure and communications plant design and development. The unit has oversight responsibility for telecommunications and data services including the management, installation, and maintenance of the campus data systems, switching system, and associated voice and data circuits, devices and supplemental equipment. This unit also designs, builds, implements, and maintains all telecommunications infrastructure on campus - including but not limited to - servers, storage, switches, networks, routers, firewalls, video conferencing systems, network security, and smart classrooms.

Administrative Computing Services

Administrative Computing Services provides leadership and guidance in the development and deployment of mission critical administrative computing applications and card services. This unit provides technical support and services to faculty, staff, and students. Working collaboratively with various administrative and academic units, the unit strives to enhance the professional computing experiences and optimize the business processes of its customers.

User Support Operations (Helpdesk)

The staff in User Support Services provide technical support to faculty, staff, and students for computing technologies and network services. The unit manages clients' access to the University's data/voice network and applications, as well as configure desktop and laptop computers and deploy client software.

Telecommunications

Telecommunications, through the leadership of the telecommunications supervisor, provides infrastructure for land-based phone lines and switchboard operations. This unit also manages wireless voice communication devices and services for University users. The department also manages financial chargebacks to various units based on vendor billings.

Records Management

The Records Management unit's main goal is to ensure that the University can control the quality and quantity of information that it creates and receives, and ensures that it is able to meet the requirements of the State Records Retention regulatory guidelines. The records manager provides oversight and support for digitizing records as well as providing information, assistance and training to users of automated records. University records must be kept for varying periods of time to ensure they are available to meet administrative needs and as evidence of the University's activities. They must be disposed only in accordance with officially approved disposal authorities. This unit also coordinates student employment, IT training and special projects for UCITS.

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 transfer money deposited in your student account to your One Card Account.

WSSB-FM Radio Station

WSSB is a public radio station licensed to SC State University embraces education in a broad sense by providing listeners with in-depth and thoughtful cultural music, news and information programs designed to increase awareness and enhance the quality of life of citizens and contribute to the development of the state and nation. A public broadcasting facility, WSSB also serves as a training facility for students and is fully committed to providing life-long learning opportunities in a professional, caring and nurturing learning environment.

WSSB-FM is an 80,000-watt public radio station licensed to South Carolina State University. The radio station has long been a provider of quality programming of both an informative, educational, and entertaining nature in its primary coverage zone: the three county areas of Orangeburg, Bamberg, and Calhoun Counties. WSSB can also be heard in various other South Carolina Counties such as Charleston, Sumter and Aiken, as well as, Augusta, GA. WSSB-FM is the most powerful noncommercial college radio station in the state of South Carolina.

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 hour course of PE 150 or one 2-credit hour 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 **$200.00**. 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.

CLASS ROLL ACTION PROCEDURE

The faculty is required to notify the Registrar's Office of all students enrolled in their courses that have never attended directly after late registration closes. Students who do not attend classes will be administratively dropped from those courses to adhere to Financial Aid and Federal guidelines. Re-enrollment in those courses will require approval from the Instructor, Registrar and Vice President of Academic Affairs and does not guarantee that Financial Aid will re-issue your previous award.

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 ½ 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. **DIS Contracts are due no later than three weeks into the current semester.** 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. Course load standard 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 department chair and the Dean of the College. 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 she/he wishes to major no later than the end of the 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 in the new major.

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 (ADD/DROP)

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 an ADD/DROP FORM from the academic department or the web and follow the procedures indicated on the form. No change is valid unless the ADD/DROP FORM is completed correctly and required signatures obtained. The completed ADD/DROP 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 withdrawal 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.

REQUEST TO RETAIN CATALOG YEAR (RRCY)

Should a student wish to take a fall or spring semester or even an academic year off from school, that student must apply for an RRCY from the Registrar's Office. The RRCY can be approved for medical or other documented extenuating circumstances. The student must be academically eligible to continue course work without being on academic probation upon returning to the University. An approved RRCY allows a student to continue in the last catalog of record or change to the current catalog. The RRCY form may be obtained from the Registrar's Office or from the University's website.

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- 69
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; academic status for Students with two or more incomplete grades for a term 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". Being in residence will no longer be a requirement for completing the necessary work. All students will become aware of and honor 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 or 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.
6. 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	Hours Quality	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 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

A senior citizen (60 years of age or older) who is a resident of South Carolina can take credit courses (6 hours maximum) on a space available

basis without paying tuition during the Spring and Fall Semesters. The Senior Citizen waiver does not apply during the Summer Semester. Senior citizens may register for classes under the free tuition provision on the first day of class for the Spring and Fall Semesters.

After completion of the admission process, a Senior Citizen Waiver form may be obtained from the Registrar's Office or the Web. Those seniors that are admitted in a degree seeking program can only take courses on that level. All students admitted as a "Special or Undecided" students may take any course on any level up to 6 hours during the Spring and Fall Semesters.

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 accredited institutions by a student will not be accepted for transfer if the student has previously been enrolled in an equivalent course at SCSU. 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.

Credit 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 course content departmental chair concerned if different.
3. Approval must be on file in writing with the Registrar's Office; and
4. Each course is passed with a grade of "C" or better for undergraduate student and a "B" or better for graduate students.

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 (Practical 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. 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:

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 arid 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 "S" 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 for the course on the basis of the current fee per credit hour.**
16. **Full-time students 12-15 hours will be charged a fee of $25.00 for the course examination up to 18 hours. For anything over 18 hours students will be charged $25.00 for a course examination plus the current fee per credit hour.**
17. **Part-time students will be charged on the basis of the current fee per credit hour and 25.00 for the course examination.**
18. **A refund of fees will be made only if the student does not sit for the examination because of a well-documented emergency**.
19. Documentation, as appropriate, of the examination and student's grade must be filed with the department chairperson and the Registrar's Office.

CREDIT BY EXAMINATION 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. Section I of the form must be completed and signed by the student and presented to his/her advisor for certification of eligibility.
3. The chairperson should review the student's academic record, complete Section II, sign and return all copies of the petition to the student.

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.

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.

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.

The instructor and student will decide upon a mutually acceptable date within the designated period for administration of the examination.

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.

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.

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.

If the student does not present a valid reason for not sitting for the examination, (s)he forfeits the fees.

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 absentees 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. All faculty members are expected to monitor enrolled students' attendance in their classes.
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	Minimum GPA to Remain in the University ON PROBATION	Minimum GPA Without Probation
03-39	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
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 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)

Student s 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 REVIEWBOARD)

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 such as a copy of a changed Social Security Card, Driver's License and Marriage Certificate. Change of Information forms can be found online at www.scsu.edu/admissions/registrarsoffice/forms.aspx

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 PETITONING 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 Self-Improvement Plan proposed by the faculty member who has fluency deficiencies.
- A Formal/Informal Fluency Course/Seminar. Attendance would be mandatory.
- 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 her 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 her 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 536-8826

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. An 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, **mandatory**. The deadline for the Fall Semester is June 1st and for the Spring Semester December 1st. **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 Add/Drop, 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 once if they fail the course and a passing grade is required for them to graduate.

UNDECLARED MAJORS

For certain chapters the DVA will allow a student to enroll with an undecided major for one semester of attendance. After that semester, Veterans 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 for certification of the next term. The Office of Veterans Affairs under DVA rules cannot certify an undecided student for more than one term of enrollment. Chapter 31 Veterans must have a declared major at all times.

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.

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.

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 SC 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 society's 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 student's 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.

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.

- First, the GEC Curriculum is designed to ensure that all students attain literacy-read with comprehension, write and think systematically and logically, and speak with clarity in a manner that is articulate and reflective of the educated.
- Second, the GEC Curriculum is designed to ensure that all graduates possess factual knowledge and conceptual understanding of the significance, impact and value of world art, history, culture, and humanities based disciplines to enhance their general awareness of world issued and the complexities of modem culture.
- Third, the GEC Curriculum is designed to ensure that all graduates possess quantitative knowledge of life related mathematics, sciences, economics, commerce and contemporary technologies.
- Fourth, the GEC Curriculum is designed to ensure that all graduates are fully functional, self-reliant contributors to the evolving global culture in which they all must participate.

I. BASIC PROGRAM *(48 Semester Credit Hours)*

II. CURRICULUM COMPONENT

A. Orientation .....(2 sch)

UNIV 101 Introduction to the University Community (2sch)

B. Communication Skills .....(9 sch)

1. English (6 sch)

E 150 English Composition I, and
E 151 English Composition II

2. Speech—*select one* (3 sch)

BA 311 Business Communications
ET 250 Technical Communications
S 150 Fundamentals of Speech Communications
S 250 Public Speaking

C. Humanities .....(9sch)

Fine Arts—*select one* (3 sch)

ART 250 Art Appreciation
D 254 Introduction to Theatre
MU 250 Music Appreciation
E 250/251 World Literature (3 sch)
H 250/251 World History (3 sch)

D. Social and Behavioral Sciences .....(6 sch)

Sociology or Psychology—*select one* (3 sch)

EPSY 250 Human Growth and Development
PSY 250 General Psychology
SOC 250 Introduction to Sociology

Economics or Government—*select one* (3 sch)

ECON 250 Principles of Macroeconomics
ECON 255 Survey of Economics
ET 255 Engineering Economic Analysis
FCS 251 Consumer Economics and Resource Management
PS 252 American Government

E. Quantitative Reasoning and Technological Understandings ..... (9 sch)

Technology—*select one* (3 sch)

CS 150 Computer Technology
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)

ENV 302 Introduction to Biostatistics
M 155 Introduction to Mathematical Modeling
M 208 Introduction to Statistics
M 210 Finite Mathematics
M 250 Linear Algebra for Science and Engineering

F. Science .....(8 sch)

Select any two sciences with lab

BSC 150 plus BSC 151 and (8 sch)
BSC 152 plus BSC 153
Biological Sciences with lab

B 150 and B151 (8 sch)
General Zoology and Introductory Botany

PSC 150 plus PSC 151 and (8 sch)
PSC 152 plus PSC 153 or
PSC 203 plus PSC 153
Physical Sciences with lab

C 150 and C 152 (8 sch)
Chemical Science

C 150 plus C 151 and C 152 plus C 153 (8 sch)
General Chemistry

P 250 plus P 25l and P 252 plus P253 (8 sch)
General Physics

P 254 plus P 25l and P 255 plus P 253 (8 sch)
P 211-212 and P 221-222

G. Personal Wellness—*select one*..... (2 sch)

PEA 150 Tennis
PEV 150 Physical Fitness Tennis, Golf, etc.
HED 151 Personal and Community Health
MS 101 Introduction to ROTC

H. Cultural Awareness: The African American Experience—*select one* .....(3 sch)

ARTH 415 African American Art History
BC 301 Afro-Americans in Broadcasting
CJ 250 African American Experience in Criminal Justice
E 315 Black American Writers
EDHU 250 Black Issues and Historical Figure
ETS 250 African American History of Technology and Sciences
D 309 Black Drama
FCS 250 African American Families
H 315 African American History to 1865
H 316 African American History from 1865
HED 250 African American Health Issues
HHU 250 The African American Experience
HUMU 250 The History of Black Music
JOUR 205 Development of the Black Press in America
MU 250 The History of Black Music
PS 206 Black Politic
SW 250 The African-Amer. Exp.: Pioneers in Social Welfare and Social Work

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 past the piano proficiency exam to be cleared for graduation.

All Students must clear the University Registrar's 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 that are 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 least 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.

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.

UNOFFICIAL WITHDRAWAL POLICY

1. If a student stops attending a class(es) or misses three consecutive class sessions without providing an excuse to the instructor after each session, those absences constitute an Unofficial Withdrawal. If the student does not attend classes again before the semester ends, the student would be considered to have dropped the course by unofficially withdrawing from the course because he/she has not followed the proper procedures for withdrawing from a course. He/she 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.

2. Unofficial Withdrawal may lead to the student's FINANCIAL AID being TERMINATED and a Return of Title IV calculation will be performed by the Financial Aid Office.

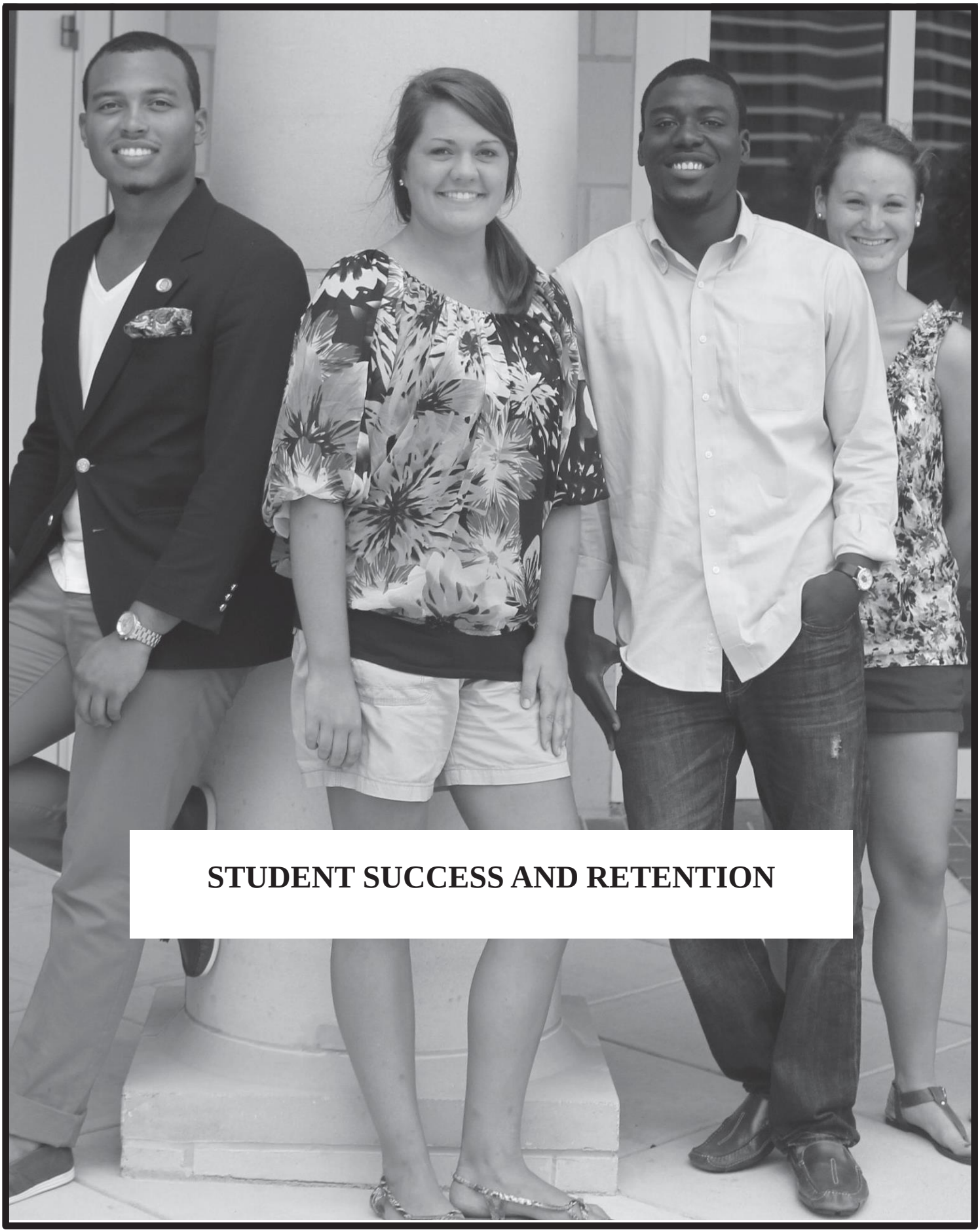
3. This calculation is a Federal Regulation pertaining to federally funded student aid programs.

4. For more information please see the Return to Title IV Policy
5. If Federal funds are returned the student will owe SC State University a balance due in full. Payment arrangements can be made through the Treasurer's Office.

6. If the student plans to re-enroll at the University, his/her account must be PAID IN FULL or he/she will not be allowed to register.

7. Financial Aid Satisfactory Academic Progress (SAP) will be affected. This means that the student may be ineligible for Financial Aid due to not meeting the SAP requirements. Students not making SAP must complete the Appeal process and be approved to regain financial aid eligibility. Please review the SAP policy.

8. For more information on financial aid and SAP, please contact your Financial Aid Counselor in the Office of Financial Aid.



STUDENT SUCCESS AND RETENTION

STUDENT SUCCESS AND RETENTENTION 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 facilitates experiences that support student success in higher education. We create innovative programs that meet the needs of the spectrum of students in transition. We collaborate with students to address their unique needs, valuing individual achievements, concerns, and goals. Our student-centered approach supports a paradigm shift on campus toward a learning-centered environment that engages students in academic and co-curricular activities.

Through its collaborative focus and student-centered approach, the Program advocates for students and supports them in developing their individual strengths and teaches students how to negotiate the challenges they encounter in realizing their potential as educated members of society. The Program fulfills this mission by offering a comprehensive network of retention and other support services through six components: (1) Accepted Student Day, (2) University 101, (3) Academic Support Services (including a Transfer Coordinator and Retention Specialist), (4) Welcome Week (5) Student Support Services 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

In an effort to provide intrusive and student-centric programming, the staff of the Student Success and Retention Program works cohesively with university constituents to:

1. Encourage an increase in the percentage of students who are retained from freshman year to sophomore year.
2. Support the overall retention of students over a four year period.
3. Promote programs to foster and increase in student persistence through graduation.
4. Recommend strategies to improve customer service to students and other constituents.
5. Analyze retention trends and make recommendations for institutional response and change.

PROGRAM DESCRIPTIONS

The Student Success and Retention Program serves as a point of entry for all new students, beginning with Accepted Student Day.

New students learn about college adjustment through Accepted Student Day, Welcome Week, and enrollment in "University 101." University 101 is a required course 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.

Welcome Week engages students in a systematic process via a series of activities that foster early academic and social success and promotes leadership development for upperclassmen that 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.

The Black Males Project offers a special initiative to increase the number of Black male youth who are interested in and prepared to pursue postsecondary educational opportunities.

PROGRAM SERVICES

The Student Success and Retention Program services include, but are not limited to, the following:

Academic Advisement
Accepted Student Day
Career Assessment
Computer-Assisted Learning
Culture Enrichment Experiences
Counseling
Early Academic Warning Alert System
Focus Groups
Leadership Development Seminars
Mentoring
Secret Shopping
Study Skills
Student Volunteerism
Test-Taking Strategies
Time Management Skills
Transfer Student services
Tutoring
University 101
Welcome Week

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 a 30 semester hours) and the General Education Curriculum (e.g. English, mathematics, biological or 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 experiences designed to expose students to cultural activities, venues, events, and programs, and to enhance the undergraduate educational experience. All students enrolled in University 101 are required to participate in two Cultural Enrichment experiences as graded activities in the course. These mandatory activities include Fall Convocation, and the Founders' Day Program.

Fall Convocation is a university-wide program designed to welcome and introduce new students to South Carolina State University. All student enrolled in University 101 during the fall semester are required to attend Fall Convocation.

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.

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.

STUDENT ORIENTATION LEADERSHIP PROGRAM

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 2.50 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 2.50 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.

ACADEMIC SUPPORT SERVICES

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.

The **Peer Academic Tutoring Program** (PAT) is a free tutorial service provided by Student Success and Retention Programs. The program bridges the gap between student performance and academic expectations for students having academic difficulty. The mission of the Tutoring Program is to facilitate student academic success by providing *personalized academic assistance* and *course-specific* peer tutoring to assist students in the development of study skills essential to success in coursework. Tutoring assistance is offered for homework assignments, class work, as well as mid-term and final examinations.

The **Multi-Purpose Academic Computer Center** (MAC Lab), located on the third floor of Adam H. Moss Hall and open to all students, provides support for academic uses of educational technology, including: student computer facilities; technology-based workshops; online courseware technical support (Blackboard & Bulldog Connection); technical consultation; standardized testing courseware and all campus digital student interfaces.

STUDENT SUPPORT SERVICES

The Student Support Services Program (SSSP) 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-general 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.

School of Business

LEARN. LEAD. INNOVATE.

THE SCHOOL OF BUSINESS

THE SCHOOL OF BUSINESS

The School of Business turns ambition into ability, with challenging academic programs that prepares competitive and innovative students for success in a global and diverse environment.

The School of Business consists of two departments with five undergraduate programs and an MBA program. All programs are accredited by AACSB – International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs, with only 5% of business programs worldwide earning this distinction.

Mantra:

LEARN. LEAD. INNOVATE.

Vision Statement

While maintaining the 1890 legacy of South Carolina State University, the School of Business will be known as a premier business program in the Southeast that provides an environment for students to enhance their potential to become future business leaders.

Mission Statement

The School of Business provides quality management education and leadership development to students who seek an inclusive environment and diverse educational experience. The School develops graduates to successfully compete in a global society, through effective teaching, innovative programs and activities, community outreach, student engagement, applied and pedagogical research.

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, faculty, peers, and other stakeholders. To that end, we affirm our values of leadership, customer satisfaction, teamwork, community outreach, integrity and performance. Therefore:

- 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 holistic needs of all students.
- We value collaborations and partnerships with our diverse stakeholders to work toward positive outcomes that impact our program and the community.
- We strive for continuous improvement in the performance and assessment of our results while ensuring that our integrity and quality is never compromised.

LEARNING GOALS AND OBJECTIVES

Our goals and objectives are centered on critical thinking, leadership, ethics, and global perspectives. The goals and objectives are:

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.

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 solve business problems.

3

4 Students will be able to apply problem solving techniques to generate alternative solutions for a given problem.

5

6 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.

Objectives

1 Students will develop and demonstrate the ability to work with others in a team setting.

2

3 Students will develop and demonstrate time and resource management skills.

4

5 Students will be able to effectively communicate ideas and information orally and in writing.

6

7 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.

Objectives

1 Business majors will demonstrate the knowledge of ethical conduct in business and the value of good citizenship.

2

3 Students will demonstrate they understand the importance of community involvement.

4 Goal 4: Global Perspective. Business majors will be cognizant of the global community in which we live and work.

5 Objectives

6 Students should be able to understand and appreciate other cultures and international diversity.

7

8 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

Students are expected to dress in business casual for all Professional Development classes, which include: SB 201, 301 and 401. The required dress for the weekly Executive Speaker Series is a dark suit, dark shoes and light shirt or blouse. See the dress code in the School of Business Handbook. Students are expected to behave in a professional manner at all times in the classroom, at programs/activities and any other professional setting designed by the School of Business.

TRANSFER STUDENTS

Students transferring to the School of Business from other colleges/departments within the University or from other regionally accredited institutions must have completed 30 semester hours and a 2.0 GPA.

- Students transferring to the School of Business 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.

- Students transferring to the School of Business 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 School of 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" in Accounting 307, Intermediate Accounting I within two attempts. That is, no students may continue his or her major in accounting having earned less than a "C" after two attempts at completing ACCT. 307.

GRADE POLICY

All courses taken in the School of 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 GPA 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 School of Business will be accepted for transfer credit 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 School of Business and the Registrar; and (c) the course is passed with a grade adequate for transfer purposes.

The School of Business generally accepts a number of credits from technical and junior colleges, especially for lower level courses. To obtain credit for upper level courses, students will be required to pass either the appropriate CLEP test or departmentally prepared and administered examination.

DEPARTMENT OF ACCOUNTING, AGRIBUSINESS & ECONOMICS

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 learning outcomes, program requirements for both 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 School of Business and the University. The program has discipline specific goals and learning outcomes.

PROGRAM GOALS

Goal 1: Develop knowledge and understanding of financial, cost, managerial and tax accounting concepts, including the ability to prepare financial statements, cost reports and individual income tax returns.

Goal 2: Demonstrate knowledge of ethical conduct in accounting/business and the value of good citizenship

.

Goal 3: Develop competency in use of technology in the financial reporting process including spreadsheets, databases, and general ledger software.

Goal 4: Enhance written and oral communication skills.

The learning outcomes 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.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ACCOUNTING (124 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	EPC 111	0
M 154	3	M 155	3
BSC 150	3	PSC 150	3
BSC 151	1	PSC 151	1
PE 150/MS 101/HED 151	2	ACT 207	4
ART 250 or MU 250	3	BA 101	3
	17		**17**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 210	2	ACCT 208	3
ACCT 307	3	HHU 250	3
BA 201	3	BA 214	3
BA 213	3	ECON 260	3
ECON 250	3	E 250 or E 251	3
PSY 250 or SOC 250	3	SB 201	1
	17		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
ACCT 308	3	ACCT 311	3
ACCT 313	3	ACCT 312	3
H 250 or H 251	3	MGT 320	3
MGT 310	3	MKT 300	3
BA 311	3	SB 301	1
		MGT 301	3
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
ACCT 418	3	ACCT 415	3
Approved ACCT Elective	3	Approved ACCT Elective	3
SB 401	1	MGT 430	3
SB 400	1	Gen. Ed. Elective	3
Gen. Ed. Elective	3	Senior Exit Survey	0
Gen. Ed. Elective	3	Senior Exit Exam	0
	14		12

Notes:

1. A Grade of "C" or better must be earned in all Business Courses and E 150, E 151, M 154, M 155.
2. Students who do not pass the English Language Proficiency Test must enroll in ENGL152 and pass.
3. Accounting Electives are courses approved by the Department (ACCT 315, 316, 407, 419, 450, 499, BA304)
4. Gen. Ed. electives are courses that are non-business. Students are encouraged to take a foreign language to satisfy this requirement.

Revised 07/10/2012

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN AGRIBUSINESS

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

Goal 1: Provide students with knowledge and understanding of core concepts and economic policies and programs related to the food and fiber industry.

Goal 2: Develop a working knowledge of the structure and performance of agricultural input supply markets and market price analysis.

Goal 3: Assess the economic impact of government policies and programs on the food and fiber industry

PROGRAM REQUIREMENTS

Students in the Agribusiness Program must complete 122 semester credit hours. All students are required to earn a grade of at least "C" in all business courses, English (E 150/151), and Mathematics (M 154/155) and all prerequisites must be completed with a grade of "C" or better before enrolling in business 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 series will not receive credit for Economics 255 as a substitute. Furthermore, as part of the business core, all agribusiness majors must pass the English Proficiency Exam by enrolling in EPC 111 along with E 151, English Composition and Communication II. A student who fails the English Proficiency Exam must take Practical English (E 152) the following semester and pass the course.

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	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	EPC 111	0
BSC 150	3	PSC 150	3
BSC 151	1	PSC 151	1
M 154	3	M 155	3
PE 150/MS 101/HED 151	2	ART 250/MU 250/D 254	3
PSY 250 or SOC 250	3	BA 101	3
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or E 251	3	H 250 or H 251	3
ACCT 207	4	ACCT 208	3
BA 201	3	ECON 260	3
ECON 250	3	HHU 250	3
SB 201	1	BA 214	3
BA 213	3		
	17		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
ECON 302	3	ECON 301	3
AGBU 310	3	AGBU 315	3
BA 311	3	MGT 301	3
MGT 310	3	MKT 300	3
Gen. Ed. Elective	3	SB 400	1
SB 301	1	Approved AGBU Elective	3
Elective 3	**16**		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
MGT 320	3	MGT 430	3
AGBU 350	3	AGBU 455	3
SB 401	1	AGBU 440	3
Approved Agribusiness Elective	3	Gen. Ed. Elective	3
Gen. Ed. Elective	3	Senior Exit Survey	0
		Senior Exit Exam	0
	13		**12**

SB 401	1	AGBU 440	3
Approved AGBU Elective	3	Gen. Ed. Elective	3
Gen. Ed. Elective	3	Senior Exit Survey	0
		Senior Exit Exam	0
	13		**12**

Notes:

1. A Grade of "C" or better must be earned in all Business Courses and E 150, E 151, M 154, M 155.
2. Students who fail English Proficiency Exam must enroll in and pass Practical English, E 152.
3. Agribusiness electives must be selected from the following approved electives: AGBU410, AGBU430, AGBU460, ECON 307, ECON 316, ECON 351, ECON 363, ECON 401, ECON 450.
4. Gen. Ed. electives are courses that are non-business. Students are encouraged to take a foreign language to satisfy this requirement.

Revised 10/27/09

DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration offers degree program 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 GOALS

Goal 1: All graduates of the Management Program will acquire knowledge and understanding of concepts and models for motivating employees**.**

Goal 2: All graduates of the Management Program will acquire knowledge in evaluation of process, performance and decision-making.

Goal 3: : All graduates of the Management Program will demonstrate a set of soft skills involving teamwork, communication, ethics and technology appreciation at a level required for the entry level of business management.

MARKETING GOALS

Goal 1: All graduates of the Marketing Program will demonstrate an understanding of the 4 P's of marketing.

Goal 2: All graduates of the marketing program will demonstrate an understanding of the consumer buying process

Goal 3: All graduates of the marketing program will be able to conduct marketing research.

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

Minor in Human Resource Management: Business majors and non-majors may minor in Human Resource Management by completing the minor curriculum. The courses making up the Human Resource Management minor curriculum are as follows:

Required Courses:

MGT 301 Principlea of Management (3 credits)
MGT 304 Human Resource Management (3 credits)
MGT 422 Staffing (3 credits)
MGT 429 Compensation and Benefits (3 credits)
BA 430 Business Internship (3 credits, prior approval required)

Additional Human Resource Management Courses

(Select 1 **or** 2 of the following):

MGT 421 Industrial Relations (3 credits)
MGT 424 Cases and Policies in Human Resource Management (3 credits)
MKT 420 Human Resource Development (3 credits)
BA 499 Special Topics in Business (3 credits, prior approval required)

Undergraduate students taking MGT 301 and MGT 304 as a part of their major area of study must take two of the elective courses. Undergraduate students taking MGT 301 as a part of their major area of study should only take one course from the elective list. All other students must take the prerequisite course, the required courses and one elective.

Total = 18 credit hours

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT (122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150	3	BSC 152	3
BSC 151 Lab I	1	BSC 153 Lab II	1
E 150	3	E 151	3
M 154	3	M 155	3
PE 150/MS 101/HED 151	2	BA 101	3
PSY 250 or SOC 250	3	H 250 or 251	3
UNIV 101	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207	4	ACCT 208	3
BA 201	3	E 250 or 251	3
BA 213	3	BA 214	3
ECON 250	3	ECON 260	3
MGT 301	3	MKT 300	3
		SB 201	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
HHU 250	3	ART 250 or MU 250	3
MGT 304	3	MGT 308	3
MGT 310	3	MGT 320	3
BA 301	3	SB 301	1
Gen. Ed. Elective	3	Approved MGT Elective	3
		Gen. Ed. Elective	3
	16		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
BA 311	3	MGT 412	3
BA 312	3	MGT 430	3
MGT 321	3	SB 401	1
SB 400	1	Approved MGT Elective	3
Gen. 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. Students who do not pass the English Language Proficiency Exam are required to enroll in and pass E 152.
3. 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)
4. Professional Development courses: SB 201, SB 301, and SB 401 must be taken in separate semesters (not offered in Summer)
5. Gen. Ed. electives are courses that are non-business. Students are encouraged to take a foreign language to satisfy this requirement.

Revised 09/13

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MARKETING (122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150 Class I	3	BSC 152 Class II	3
BSC 151 Lab I	1	BSC 153 Lab II	1
E 150	3	E 151	3
M 154	3	M 155	3
PE 150/MS 101/HED 151	2	BA 101	3
PSY 250 or SOC 250	3	H 250 or 251	3
UNIV101	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207	4	ACCT 208	3
BA 201	3	E 250 or 251	3
BA 213	3	BA 214	3
ECON 250	3	ECON 260	3
MKT 300	3	MGT 301	3
		SB 201	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
HHU 250	3	ART 250 or MU 250	3
MKT 302	3	MKT 303	3
MGT 310	3	MGT 320	3
BA 301	3	SB 301	1
Gen. Ed. Elective	3	Approved MKT Elective	3
		Gen. Ed. Elective	3
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
BA 311	3	MKT 425	3
BA 312	3	MGT 430	3
MKT 424	3	SB 401	1
SB 400	1	Approved MKT Elective	3
Approved MKT Elective	3	Gen. 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. Students who do not pass the English Language Proficiency Exam are required to enroll in and pass E 152.
3. 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)
4. Professional Development courses: SB 201, SB 301, and SB 401 must be taken in separate semesters (not offered in Summer)
5. Gen. Ed. electives are courses that are non-business. Students are encouraged to take a foreign language to satisfy this requirement.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT
Financial Management TRACK
(122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
**BSC 150	3	**BSC 152	3
**BSC 151 Lab	1	**BSC 153 Lab	1
*E 150 English Comp I	3	*E 151 English Comp II	3
*M 154 Business Calculus	3	*M 155 Math Modeling	3
***Phys Ed/Mil Sc	2	*BA 101 Intro to Business	3
PSY **or** SOC 250 Social Science	3	H 250 **or** 251 History	3
UNIV 101 Intro Univ. Com	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ACCT 207 Financial Acct	4	*ACCT 208 Managerial Acct	3
*BA 201 Legal Envir. Bus	3	E 250 **or** E 251 Literature	3
*BA 213 Quant Analysis I	3	*BA 214 Quant Analysis II	3
*ECON 250 Macro Economics	3	*ECON 260 Micro Economics	3
HHU 250 African Amer Exp	3	A **or** MU 250 Art/Music	3
		*SB 201 Professnl Dev I	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
*MGT 301 Principles of Mgt	3	*MKT 300 Principles of Mkt	3
*MGT 310 Mgt Info Systems	3	*MGT 304 Human Res Mgt	3
*MGT 320 Financial Mngt	3	*MGT 308 Org Theory & Beh	3
*BA 301 International Bus	3	*BA 312 Prod & Oper Mgt	3
*BA 311 Business Comm	3	*MGT 321 Personal Finance	3
		*SB 301 Professnl Dev II	1
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
*SB 400 Internship/ExpLrn	1	*MGT 412 Entrepreneurship	3
*Appr Mgt Elective	3	*MGT 430 Business Policy	3
*Appr Mgt Elective	3	*SB 401 Professnl Dev III	1
Gen Ed Elective	3	*Appr Mgt Elective	3
Gen Ed Elective	3	Gen Ed Elective	3
	13		**13**

IMPORTANT NOTES:

(*)A grade of "C" or better must be earned in this course.
(**)Students must successfully complete both the Lecture and Lab components in Science courses.
(***)PE 150, MS 101 **or** HED 151 are acceptable options for completing this requirement.
Professional Dev courses SB 201, SB 301 and SB 401 must be taken in separate semesters (not offered in Summer)
General Ed Elective is any course not required for your major.
Approved Financial Management Track Electives may include:
BA 450, MGT 423, MGT 425, MGT 426, MGT 427, MGT 428 and ECON 309 only.
Every student must pass the English Proficiency Exam.
Every student must pass a Senior Exit Examination in their major.
Curr. Rev. 04/26/16

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT
Human Resource Management TRACK
(122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
**BSC 150	3	**BSC 152	3
**BSC 151 Lab	1	**BSC 153 Lab	1
*E 150 English Comp I	3	*E 151 English Comp II	3
*M 154 Business Calculus	3	*M 155 Math Modeling	3
***Phys Ed/Mil Sc	2	*BA 101 Intro to Business	3
PSY **or** SOC 250 Social Science	3	H 250 **or** 251 History	3
UNIV 101 Intro Univ Com	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ACCT 207 Financial Acct	4	*ACCT 208 Managerial Acct	3
*BA 201 Legal Envir Bus	3	E 250 **or** E 251 Literature	3
*BA 213 Quant Analysis I	3	*BA 214 Quant Analysis II	3
*ECON 250 Macro Economics	3	*ECON 260 Micro Economics	3
HHU 250 African Amer Exp	3	A **or** MU 250 Art/Music	3
		*SB 201 Professnl Dev I	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
*MGT 301 Principles of Mgt	3	*MKT 300 Principles of Mkt	3
*MGT 310 Mgt Info Systems	3	*MGT 304 Human Res Mgt	3
*MGT 320 Financial Mngt	3	*MGT 308 Org Theory & Beh	3
*BA 301 International Bus	3	*BA 312 Prod & Oper Mgt	3
*BA 311 Business Comm	3	*MGT 321 Personal Finance	3
		*SB 301 Professnl Dev II	1
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
*SB 400 Internship/ExpLrn	1	*MGT 412 Entrepreneurship	3
*Appr Mgt Elective	3	*MGT 430 Business Policy	3
*Appr Mgt Elective	3	*SB 401 Professnl Dev III	1
Gen Ed Elective	3	*Appr Mgt Elective	3
Gen Ed Elective	3	Gen Ed Elective	3
	13		**13**

IMPORTANT NOTES:

(*)A grade of "C" or better must be earned in this course.
(**)Students must successfully complete both the Lecture and Lab components in Science courses.
(***)PE 150, MS 101 **or** HED 151 are acceptable options for completing this requirement.
Professional Dev courses SB 201, SB 301 and SB 401 must be taken in separate semesters (not offered in Summer).
General Ed Elective is any course not required for your major.
Approved Financial Management Track Electives may include:
MGT 420, MGT 421, MGT 422, MGT 424, MGT 429 and MGT 430 only.
Every student must pass the English Proficiency Exam.
Every student must pass a Senior Exit Examination in their major.
Curr. Rev. 04/26/2016

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT
Management Information Systems TRACK
(122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
**BSC 150	3	**BSC 152	3
**BSC 151 Lab	1	**BSC 153 Lab	1
*E 150 English Comp I	3	*E 151 English Comp II	3
*M 154 Business Calculus	3	*M 155 Math Modeling	3
***Phys Ed/Mil Sc	2	*BA 101 Intro to Business	3
PSY **or** SOC 250 Social Science	3	H 250 **or** 251 History	3
UNIV 101 Intro Univ Com	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ACCT 207 Financial Acct	4	*ACCT 208 Managerial Acct	3
*BA 201 Legal Envir Bus	3	E 250 **or** E 251 Literature	3
*BA 213 Quant Analysis I	3	*BA 214 Quant Analysis II	3
*ECON 250 Macro Economics	3	*ECON 260 Micro Economics	3
HHU 250 African Amer Exp	3	A **or** MU 250 Art/Music	3
		*SB 201 Professnl Dev I	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
*MGT 301 Principles of Mgt	3	*MKT 300 Principles of Mkt	3
*MGT 310 Mgt Info Systems	3	*MGT 304 Human Res Mgt	3
*MGT 320 Financial Mngt	3	*MGT 308 Org Theory & Beh	3
*BA 301 International Bus	3	*BA 312 Prod & Oper Mgt	3
*BA 311 Business Comm	3	*MGT 321 Personal Finance	3
		*SB 301 Professnl Dev II	1
	16		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
*SB 400 Internship/ExpLrn	1	*MGT 412 Entrepreneurship	3
*Appr Mgt Elective	3	*MGT 430 Business Policy	3
*Appr Mgt Elective	3	*SB 401 Professnl Dev III	1
Gen Ed Elective	3	*Appr Mgt Elective	3
Gen Ed Elective	3	Gen Ed Elective	3
	13		**13**

IMPORTANT NOTES:

(*)A grade of "C" or better must be earned in this course.
(**)Students must successfully complete both the Lecture and Lab components in Science courses.
(***)PE 150, MS 101 **or** HED 151 are acceptable options for completing this requirement.
Professional Dev courses SB 201, SB 301 and SB 401 must be taken in separate semesters (not offered in Summer).
General Ed Elective is any course not required for your major.
Approved MIS Track Electives may include:
BA 450, MGT 316, MGT 415, MGT 416, MGT 417 and MGT 418 only.
Every student must pass the English Proficiency Exam. Every student must pass a Senior Exit Examination in their major.
Curr. Rev. 04/26/16

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MANAGEMENT
Retail Management TRACK
(122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
**BSC 150	3	**BSC 152	3
**BSC 151 Lab	1	**BSC 153 Lab	1
*E 150 English Comp I	3	*E 151 English Comp II	3
*M 154 Business Calculus	3	*M 155 Math Modeling	3
***Phys Ed/Mil Sc	2	*BA 101 Intro to Business	3
PSY **or** SOC 250 Social Science	3	H 250 **or** 251 History	3
UNIV 101 Intro Univ Com	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ACCT 207 Financial Acct	4	*ACCT 208 Managerial Acct	3
*BA 201 Legal Envir Bus	3	E 250 **or** E 251 Literature	3
*BA 213 Quant Analysis I	3	*BA 214 Quant Analysis II	3
*ECON 250 Macro Economics	3	*ECON 260 Micro Economics	3
HHU 250 African Amer Exp	3	A **or** MU 250 Art/Music	3
	*	SB 201 Professnl Dev I	1
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
*MGT 301 Principles of Mgt	3	*MKT 300 Principles of Mkt	3
*MGT 310 Mgt Info Systems	3	*MGT 304 Human Res Mgt	3
*MGT 320 Financial Mngt	3	*MGT 308 Org Theory & Beh	3
*BA 301 International Bus	3	*BA 312 Prod & Oper Mgt	3
*BA 311 Business Comm	3	*MGT 321 Personal Finance	3
		*SB 301 Professnl Dev II	1
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
*SB 400 Internship/ExpLrn	1	*MGT 412 Entrepreneurship	3
*Appr Mgt Elective	3	*MGT 430 Business Policy	3
*Appr Mgt Elective	3	*SB 401 Professnl Dev III	1
Gen Ed Elective	3	*Appr Mgt Elective	3
Gen Ed Elective	3	Gen Ed Elective	3
	13		**13**

IMPORTANT NOTES:

(*)A grade of "C" or better must be earned in this course.
(**)Students must successfully complete both the Lecture and Lab components in Science courses.
(***)PE 150, MS 101 **or** HED 151 are acceptable options for completing this requirement.
Professional Dev courses SB 201, SB 301 and SB 401 must be taken in separate semesters (not offered in Summer).
General Ed Elective is any course not required for your major.
Approved Retail Management Track Electives may include:
BA 450, FM 302, FM 420, MKT 302 and MKT 402 only.
Every student must pass the English Proficiency Exam.
Every student must pass a Senior Exit Examination in their major.
Curr. Rev. 04/26/2016

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

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 School of Business and Applied Professional Sciences. All students must complete the English Proficiency Examination by their first semester junior year.

NUTRITION AND FOOD MANAGEMENT — The mission of the Didactic Program in Dietetics is to prepare students for a supervised practice program leading to eligibility for the CDR credentialing exam to become a Registered Dietitian Nutritionist (RDN). The learning environment is structured to promote an appreciation for lifelong learning, effective problem-solving and for service to the community and profession. The education is congruent with standards of education enunciated by the Southern Association of Colleges and Schools and the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

The Didactic Program in Dietetics (Nutrition Option) is within good standing of the credentialing body of the Accreditation Council in Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics. Students must apply for and be admitted to the Upper Division of the Didactic Program in Dietetics (DPD). Eligible candidates must have completed the following courses: Chemistry 150, 151, 152, 153, 306, 316; Biology 207, 217, 208, 218; Math 151, 155; Nutrition and Food Management 102 and Family and Consumer Sciences 101. No grade lower than a "C" will be accepted as part of the admission requirement.

After graduation, students who complete the Didactic Program in Dietetics and meet the University's minimum GPA requirement of 3.00 will be issued five copies of a verification statement which will enable them to apply for an ACEND® accredited dietetic internship. Upon completing the dietetic internship successfully and passage of the Commission on Dietetic Registration (CDR) credentialing exam and state licensure, students have satisfied the requirements to become a Registered Dietitian Nutritionist (RDN).

NUTRITION PROGRAM GOALS

1. To prepare students in the didactic program in dietetics by emphasizing foundation knowledge and competencies in nutrition and dietetics so that graduates of the DPD program will successfully apply their undergraduate education to a dietetic internship, or other supervised practice pathway.
2. To prepare graduates with the Nutrition Option of the DPD to assume leadership roles in professional and community organizations.

FOOD MANAGEMENT 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. Students will demonstrate competence in Food Management and Foodservice Systems by outlining and presenting a Food Safety in- service for nutrition and foodservice workers.
4. 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.
5. Program graduates will be able to develop a nutrition educational session or program/educational strategy for a target population

STUDENT LEARNING OUTCOMES

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, Child Development 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. Prepare learner to incorporate content from Family and 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 and 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 adults 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 lifecycle;
6. Utilize appropriate technology to make professional presentations.
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;
11. Demonstrate competencies appropriate for interviewing, dining, networking, corresponding, workplace relationships, organizational membership, etc.;
12. Develop awareness of regional and local regulations applicable to specific career roles;
13. Utilize appropriate technology to make professional presentations;
14. Demonstrate entry level skills in planning, efficient utilization of time, and organization;
15. Apply creative, analytical, technical, and communication skills necessary for entering careers in Family and Consumer Sciences;
16. Demonstrate ethical behavior in personal presentations; and
17. 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)

FRESHMAN

First Semester	Credits	Second Semester	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**

SOPHOMORE

First Semester	Credits	Second Semester	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**

JUNIOR

First Semester	Credits	Second Semester	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**

SENIOR

First Semester	Credits	Second Semester	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**

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES BUSINESS (FASHION MERCHANDISING) (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	Credits
MKT 304 Credits	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
		English Proficiency Exam	
	15		**15**

SENIOR

First Semester	Credits	Second Semester	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.

CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE IN
FAMILY & CONSUMER SCIENCES BUSINESS
(CHILD DEVELOPMENT)
(124 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	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 Majors.
**Prior to enrollment, students must meet the clearance requirements for working with children.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUTRITION AND FOOD MANAGEMENT (NUTRITION) (130 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Second Semester	Credits
C 306	3	B 208*	3
C 316	1	B 218	1
B 207	3	NFM 210	3
B 217	1	ECON 255	3
CS 150	3	ART 250 **or** MU 250	3
SOC 250	3	H 250 **or** 251	3
E 250 **or** 251	3		

JUNIOR

First Semester	Credits	Second Semester	Credits
NFM 311	3	NFM 321	4
FCS 250	3	NFM 410	3
B 305	3	C 403	4
B 315	1	MGT 304	3
MGT 301	3	Elective	3
SOC 310	3		
English Proficiency Exam			
	16		**17**

SENIOR

First Semester	Credits	Second Semester	Credits
NFM 324	4	NFM 335	3
NFM 412	2	NFM 416	3
FCS 304*	3	NFM 418	3
FCS 251*	3	NFM 424	1
FCS 308	3	FCS 498*	1
Elective	3	Elective	3
	18		**14**

*Profession of Family and Consumer Sciences Core Courses Required of all Major

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUTRITION AND FOOD MANAGEMENT (FOOD MANAGEMENT) (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Second Semester	Credits
C 150	3	C 152	3
C 151	1	C 153	1
ARTS 250 **or** MU 250	3	FCS 207	3
SOC 250 **or** PSY 250	3	ECON 255	3
FCS 203	3	H 250 **or** 251	3
Elective	3	NFM 210	3
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
MKT 300	3	MKT 303	3
E 250 **or** 251	3	MGT 304	3
NFM 311	3	FCS 251*	3
FCS 250	3	NFM 321	4
MGT 301	3	Elective	3
English Proficiency Exam			
	15		**16**

SENIOR

First Semester	Credits	Second Semester	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 principles in teaching and coaching.

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)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro Univ Comm	2	E 151 Eng. Comp/Comm	3
E 150 Eng. Comp/Comm	3	CS 150 Comp Technology	3
BSC 150/152 Biological Sc	3	M 155 Intro to Math Model	3
BSC 151/153 Biol Sc Lab	1	ED 206 Found of Education	3
M 150-154 Quant Reasoning	3	PSC 150 Physical Science	3
S 150 Fund of Speech	3	PSC 151 Physical Sci Lab	1
HED 151 Pers/Comm Health	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	B 209 Anat & Physiology	3
PE 200 PE for Pre- Mid Sch	3	B219 Anat. & Physio. Lab	1
EPSY 250 Hum Growth/Dev	3	E 250 or 251 World Lit	3
HED 214 First Aid/Safety	3	PE 202 Adm/Super of PE/At	3
H 250 or 251World Civil	3	PE 204 Teach Indiv Sports	1
PE 203 Teach Team Sports	1	PE 210 Hist & Prin of PE	3
PE 205 Rhy and Folk Dance	1	EPSY 260 Prin of Learning	3
	17		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
PE 300 Exercise Sci. Lab	1	ED 308 Sem I Gen Tch Meth	3
PE 301 Physiology of Exer.	3	ED 350 Education Seminar	1
RED 317 Teach Reading/Cont.	3	PE 322 Kinesiology	3
PE 208 Teaching Swimming	1	PE 304 Rec & Outdoor Ed	3
PE 303 Eval & Measurement	3	ECON 250 **or** 255 Econ	3
PE 308 Psy Asp Motor Perf.	3	Elective	3
	14		**16**

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Sem II: Special Meth	3	ED 430 Prof Clinical Exp.	12
ED 450 Senior Educ Seminar	1		
HED 250 Afri-Amer Health	3		
PE 410 Coach & Office	1		
PE 319 Adapted PE & Leisure	3		
Elective	3		
	14		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
Option: Health Education Services
(123 CREDITS)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro Univ Comm	2	E 151 Eng. Comp/Comm	3
E 150 English Comp	3	ED 206 Found of Education	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	PSC 150 Physical Science	3
S 150 Fund of Speech	3	PSC 151 Physical Sci Lab	1
HED 151 Per/Comm Health	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	E 250 or 251 World History	3
HED 160 Concepts in Hlth	3	EPSY 260 Prin of Learning	3
EPSY 250 Hum Growth/Dev	3	PE 210 Hist & Prin of PE	3
HED 214 First Aid/Safety	3	PE 202 Adm/Super of PE/At	3
H 250 or 251World Civil	3	PE 204 Teach Indiv Sports	1
PE 203 Teach Team Sports	1	B 209 Hum Anat. & Physio.	3
PE 205 Rhy and Folk Dance	1	B 219 Hum Anat. Lab	1
	17		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
HED 204 Hlth Ed Elem Sch.	3	HED 250 Afr. Amer. Hlth	3
PE 200 PE for Pre/Middle	3	PE 208 Teaching Swimming	1
PE 303 Eval & Measurement	3	PE 300 Exercise Sci. Lab	1
RED 317 Teach Reading/Cont.	3	PE 301 Physio of Exercise	3
PE 308 Psych. Aspects	3	ECON 250 or 255 Econ	3
		ED 350 Education Seminar	1
		HED 213 Con Hlth Prob	2
	15		**14**

SENIOR

First Semester	Credits	Second Semester	Credits
PE 322 Kinesiology	3	HED 302 Pub & Envir Hlth	3
ED 450 Senior Edu. Seminar	1	HED 401 Mental Hygiene	3
PE 410 Coach & Officiating	1	HED 408 Health Ed Seminar	2
PE 319 Adapted Physical Ed	3	PE 304 Rec & Outdoor Ed	3
Elective	3	HED 304 Consumer Health	2
Elective	3		
	14		**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	Credits	Second Semester	Credits
UNIV 101 Intro Univ 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 151 Lab Phys. Sc Lab	1
HED 151 Pers/Com Health	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	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	Credits	Second Semester	Credits
B 209 Anatomy & Phys	3	Elective	3
B 219 Anatomy & Phys Lab	1	ED 350 Ed Seminar	1
PE 202 Adm/Super of PE/At	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	Credits	Second Semester	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	PE415 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	Credits	Second Semester	Credits
UNIV 101 Intro Univ 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		**16**

SOPHOMORE

First Semester	Credits	Second Semester	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	Credits	Second Semester	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
ED 350 Educ. Seminar	1		
	13		**14**

SENIOR

First Semester	Credits	Second Semester	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

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 Graduate Studies 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 (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.

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.

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. 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 Audiology The major in speech pathology and audiology provides the academic and practicum experiences 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.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN SPEECH PATHOLOGY AND AUDIOLOGY (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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
ART 250/MU 250/D 254	3	H 250/251 Hist. World Civ.	3
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	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
Elective	1		
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	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

First Semester	Credits	Second Semester	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
SPA 480 Sph/Hrng in Schls.	3	SPA 499 Clinical Research	3
SPA 491/492 Clin. Pract. III/ **IV**	1	SPA 491/492 Clin. Pract. III/ **IV**	1
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 Graduate Studies 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);
1. 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 master's 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, 322in 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, and 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 Army's 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.

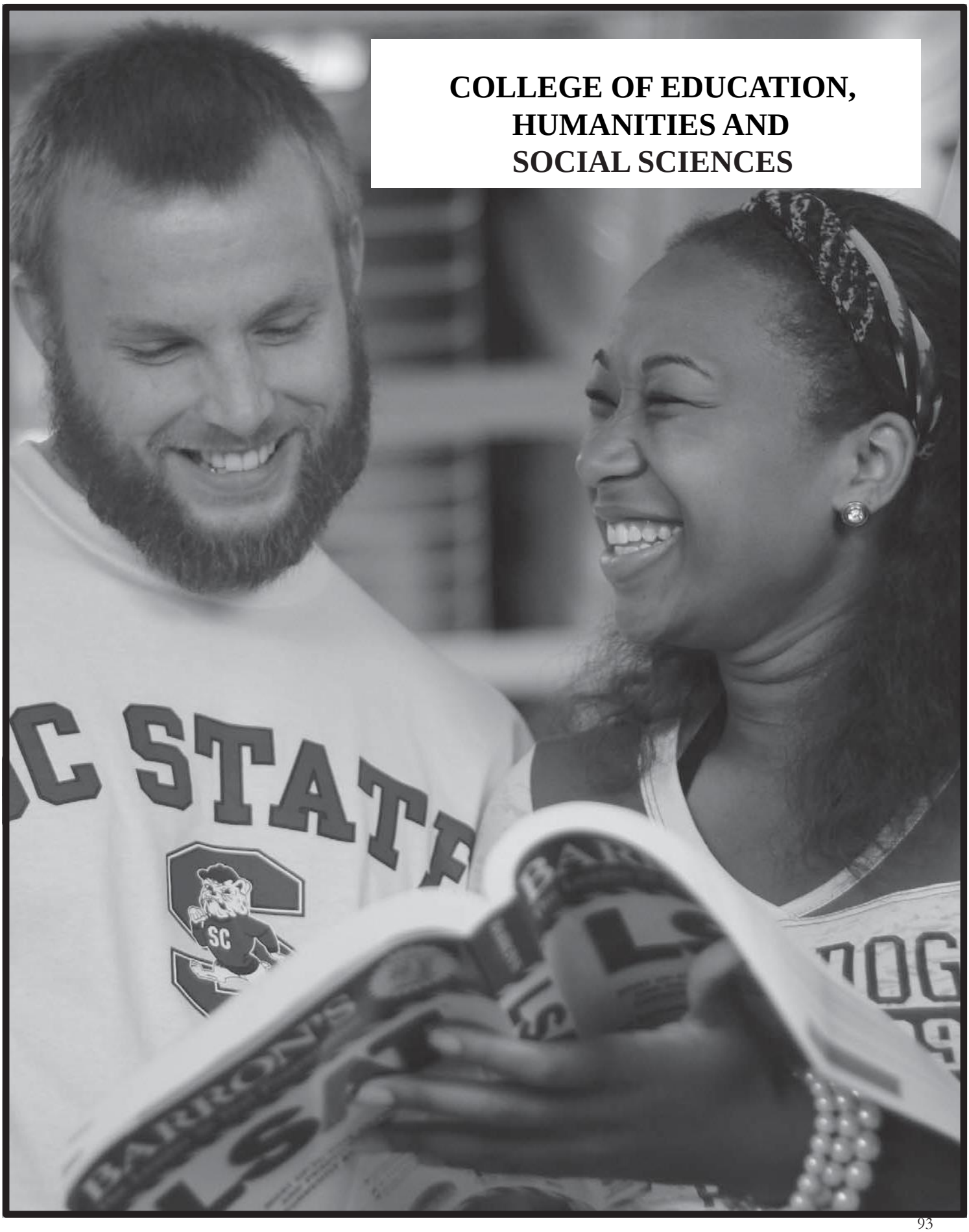
2. **Color Guard:** Basic ROTC students are eligible to participate in the color guard. The color guard honors our country at homecoming, Founders Day, commissioning ceremonies, commencement convocations, parades, and other commemorative ceremonies.

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 School of Business 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/CAEP 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-STEP 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, and 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

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

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.

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 CORE 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 CAEP 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

Passing Score on all Subsets of PRAXIS CORE

Test	Registration Code	Passing Score
Mathematics	5732	150
Reading	5712	156
Writing	5722	162
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 CORE, 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 CORE, 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 CORE 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 4: 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 5: 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 pros and cons of joint venture, franchise, and strategic alliances as methods for entering international markets.

Program Goal 6: 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, and 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 Education

Program Goal 1: To prepare teacher candidates to know, understand, and use the processes of mathematical problem solving and to develop an appreciation for mathematical rigor and inquiry through reasoning and proof.

Learning Outcome: Teacher candidates will apply and adapt a variety of appropriate strategies to solve problems; teacher candidates will develop and evaluate mathematical arguments and proofs.

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 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: Teacher candidates will use the language and notations of mathematics to express ideas precisely; teacher candidates will 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: Teacher candidates will employ and make use of stimulating curricula; teacher candidates will 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: Teacher candidates will analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers; teacher candidates will 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: Teacher candidates will engage in a sequence of planned opportunities that include observing and participating in mathematics classrooms under the supervision of experienced and highly qualified teachers.

Teacher candidates will 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

Program 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, repertory, 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 socials studies education.

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 improving 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 special education 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.

Program 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 3: 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 bio- technologies.

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 CAEP requirements for Teacher Certification.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN
ART EDUCATION, PK-12
(122 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151 English Comp. II	3
E 150 English Comp. I	3	Health 151	2
M 150 -M 154 Math	3	M155 Math	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
E 250 or E 251 English	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
H 250 or H 251 History	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 PS 252	3
ARTS 217 Painting I	3	ARTS 220 Sculpture I	3
Elective 3ARTH 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 Art for Child	3		
ARTH415	3		
ED 450 Seminar	1		
***ARTS 315 – 355	3		
RED 317 3			
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (133 Semester Hours)

FRESHMAN

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 **or** Botany 152	4
Biology Lab 151	1	HED151, MS 101, PE150	2
Art250/Mu250/D254	3		
	18		**18**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Biology 209+219	4	Biology 204 + 214	4
EPSY 250	3	EPSY 260 Prin. of Learn	3
Chemistry 150	3	HU 250	3
Chemistry Lab 151	1	Chemistry 152	3
BIO 201 + 211	4	Chemistry Lab 153	1
SPED 216	3	English 250 **or** 251	3
	18		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
Biology 307 + 317	4		
Econ 250 or 255	3	ED 308 Gen Methods	3
Biology 305 +315	4	Biology 401 + 411	4
Physics 250	3	Physics 252	3
Physics Lab 251	1	Physics Lab 253	1
IBES 350 Seminar	1	History 250 or 251	3
RED 317 3		Biology 403 + 413	4
	18		**18**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clinical Exp.	12
**Biology 410	1		
RED 322	3		
Soc **or** Psy 250	3		
Elective	3		
Education 450 Seminar	1		
	14		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS EDUCATION (122 Semester Hours)

FRESHMAN

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		
	18		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 **or** 251	3	History 250 **or** 251	3
ART 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 203	3
	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	Marketing 300	3
Reading 317	3	BA 350 Seminar	1
	15		**13**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clinical Exp.	12
Management 412	3		
RED 322	3		
Elective	3		
Elective	3		
Education 450 Seminar	1		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY EDUCATION (133 Semester Hours)

FRESHMAN

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	Art 250/Mu250/D254	3
	18		**18**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Math 203	3	Math 204	3
EPSY 250	3	EPSY 260 Prin. of Learn	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
	16		**17**

JUNIOR

First Semester	Credits	Second Semester	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
PSC Lab 151 **or** 153	1	Physics 235	3
Physic Lab 251	1	Physics Lab 253	1
Physics 250	3	RED 317	3
Hu 250	3	Soc **or** Psy 250	3
	18		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clin Exp	12
Chemistry 410	1		
Chemistry 407	4		
RED 322	3		
Chemistry 403	4	Senior Exit Survey and	
Education Seminar 450	1	Major Field Exam	
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN DRAMA EDUCATION (123 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	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
BSC 151**or** 153	1	PSC Lab 151 or 153	1
PE 150 **or** Health 151	2	Speech 150	3
	17		**19**

SOPHOMORE

First Semester	Credits	Second Semester	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	Credits	Second 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
		Drama 308	3
	12		**15**

SENIOR

First Semester	Credits	Second Semester	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		**12**

PROGRAM OF STUDY FOR THE UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION (129 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro to Univ.	2	English 151 English Comp	3
English 150 English Comp	3	PSC 150 **or** 152	3
BSC 150 **or** 152	3	PSC Lab 151 **or** 153	1
BSC Lab 151 **or** 153	1	M ED104Geometry	3
Math 150-154	3	Speech 150 Fund of Speech	3
Computer Science 150	3	PE/MS 150 or HED 151	2
ECE 200 Intro to ECE	1	Math 155 Math Modeling	3
	16		**18**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 **or** 251WorlD Lit.	3	Reading 206	3
PS 252 American Gov.	3	EPSY 260Prin of Learning	3
EPSY 250 Human Growth	3	PE 200 Elementary Activity	3
H 250 **or** 251 World Civil	3	CD 201 Nutrition Health	3
CD 200 Child Development	3	SPED 216 Intro to Special Ed	3
ED 206 Found of Ed.	3	Art, Music 250 **or** D254	3
	18		**18**

JUNIOR

First Semester	Credits	Second Semester	Credits
MED 300 Math for Elem	3	ECE 350 Seminar	1
ECE 313The Child Curric	3	MUED 300 Music Class Teach	3
ECE 317 Lang. Develop	3	ED 308 Generic Methods	3
GEO 305 Socio-Geography	3	ECE 310 Assessing &Interp	3
SST 304 Social Studies	3	ARED 315 Art for Education	3
		SC 300 Science Education	3
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Specialized Methods	3	ED 430 Prof Clin Exp	12
ED 450 Education Seminar	1		
CD 420 Org & Admin	3		
EDHU250 Black Issues	3		
RED 315 Teaching Read. El.	3		
Elective	3		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (131 Semester Hours)

FRESHMAN

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 (BSC)	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**

Application to Education

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 102	3	ART 250, MU250**, or** D254	3
	18		**18**

Admitted to Teacher Education

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. Tch. Rdg.	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 for Child.	3	SST 304 Social Studies	3
ED 350 Elem Seminar	1	SC 300 Science Education	3
	16		**18**

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Method	3	ED 430 Prof Clin Exp	12
EDHU250 African-American	3		
ED 450 Education Seminar	1		
ECON 250 **or** 255	3		
Elective	3		
	13		**12**

Application for Graduation
Application to Professional Clinical Experiences

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ENGLISH EDUCATION (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ 101	2	English 151	3
English 150	3	Computer Sc. 150/151	3
Math 150-154	3	Math 155	3
Science Option I (BSC)	4	Science Option II (PSC)	4
PE 150/Health 151	2	Speech 150	3
ED 206 Fund of Ed	3		
	17		**16**

Application to Education

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**

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
D309, E315, D301, HU250	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
Speech 301	3		
	18		**13**

Admitted to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clin Exp	12
English 405	3		
English 406	3		
Reading Education 322	3		
Education 450 Seminar	1		
	13		**12**

Application to Professional Clinical Experiences
Application for Graduation

Science Option I:
BSC 150 & 151, BSC 152 & 153,
B 150 & B 154, B151 & 152

Science Option II:
PSC 150 & 151, PSC 152 & 153,
P 250 & 251, P 252 & 253, P 254 & 251, P 255 & 253,
C 150 & 151, C 152 & 153

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (124 Semester Hours)

FRESHMAN

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	3
	16		**17**

Application to School of Ed.

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 Into 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
M305 Intro. to Modern Geo	3	ED 308 General Methods	3
Economics 250 **or** 255 **or**		RED 317 Teach. Read. Cont.	3
Engineering Tech 255	3	HU 250 African American Exp.	3
M 208 Intro to Stats	3	M 490 Problem Solving in Math	3
M 314 Linear Algebra	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		
RED 322 Reading Education	3		
Elective	3		
	13		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION-CHORAL/PIANO, PK-12 (134 Credits)

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	PSC 150 **or** 152	3
UNIV 101 Intro. to Univ.	2	PSC Lab 151 **or** 153	1
	17		**16**

Application to Education

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	ED 206 Fund. of Ed.	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	MUED 304 Choral Conducting	2
MUED 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	E 250 World Lit I.	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		
H 250 or Hist. World Civ.	3		
MU 404 Form & Analysis	2		
MU 467 Senior Recital	0		
MPIM 405 Applied Piano	1		
MU 099 Recital Hour	0		
MUED 027 Concert Choir	1		
ED 425 Spec. Meth.	3		
ED 450	1		
	16		**12**

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION-CHORAL/VOICE, PK-12 (134 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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		**17**

Application to Education

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
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
S150 Fund of Speech	3	EPSY 260 Prin. of Learning	3
EPSY 250 Human Growth	3	ARTS 250 or D 254	3
BSC 150 or 152	3	ED 206 Fund of Ed	3
BSC Lab 151 or 153	1	MU 099 Recital Hour	0
PE 150/HED 151	2		
	18		**18**

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MUED 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	E 250 World Lit. I	3
HUMU 250 Hist Blk Mus.	3	MU 099 Recital Hour	0
MUED 301 Mus. Elem. Schls.	3	MUED 206 Concert Choir	1
ED 308 Gen. Teach Meth.	3	RED 317 Teaching Reading	3
		ED 350 Seminar	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 250/255	3		
H 250 or 251 Hist. World Civ.	3		
MU 404 Form & Anal	2		
MU 467 Senior Recital	0		
MUED 027 Concert Choir	1		
MU 099 Recital Hour	0		
ED 425 Spec. Methods	3		
MVOM 415 Applied Voice	1		
ED 450	1		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION –INSTRUMENTAL PK-12 (136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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.	1
MUED 011 Instr. Ensembles	1	MUED 041 Band	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MUT 150 Intro. to Mus. Tech	3	E 151 English Comp	3
E 150 English Comp	3	M 150 Quant. Reasoning	3
M 155 Intro to Math Mod	3	PSC 150 **or** 152	3
UNIV 101 Intro. to Univ.	2	PSC Lab 151**or** 153	1
	18		**17**

Application to Education

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
MU Appl. Major Instr.	1	MU Appl. Major Instr.	1
MUED Instr. Ensemble	1	MUED 042 Band	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 Funs. of Ed.	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		
MUED 012 Band	1		
	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
MUED 303 Conducting	2	MUED 309 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 013 Band	1	MUED 043 Band	1
MUED 301 Mus. Elm. Schls.	3	MUED 302 Music Sec. Schls.	3
HUM 250 Hist Blk Mus.	3	E 250 World Lit. I	3
ED 308 Gen. Teach Meth.	3	RED 317 Teaching Reading	3
		ED 350 Seminar	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		
MU404 Form & Anal	2		
MU 467 Senior Recital	0		
MU Appl Major Instr.	1		
MU 099 Recital Hour	0		
MUED 014 Band	1		
ECON 250 or 255	3		
H 250or 251 Hist. World Civ.	3		
ED 450	1		
ED 425 Spec. Meth.	3		
	13		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro Univ Comm	2	E 151 Eng. Comp/Comm	3
E 150 Eng. Comp/Comm	3	CS 150 Comp Technology	3
BSC 150/152 Biological Sc	3	M 155 Intro to Math Model	3
BSC 151/153 Biol Sc Lab	1	ED 206 Found of Education	3
M 150-154 Quant Reasoning	3	PSC 150 Physical Science	3
S 150 Fund of Speech	3	PSC 151 Physical Sci Lab	1
HED 151 Pers/Comm Health	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	B 209 Anat & Physiology	3
PE 200 PE for Pre- Mid Sch	3	B219 Anat. & Physio. Lab	1
EPSY 250 Hum Growth/Dev	3	E 250 or 251 World Lit	3
HED 214 First Aid/Safety	3	PE 202 Adm/Super of PE/At	3
H 250 or 251World Civil	3	PE 204 Teach Indiv Sports	1
PE 203 Teach Team Sports	1	PE 210 Hist & Prin of PE.	3
PE 205 Rhy and Folk Dance	1	EPSY 260 Prin of Learning	3
	17		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
PE 300 Exercise Sci. Lab	1	ED 308 Sem I Gen Tch Meth	3
PE 301 Physiology of Exer.	3	ED 350 Education Seminar	1
RED 317 Teach Reading/Cont	3	PE 322 Kinesiology	3
PE 208 Teaching Swimming	1	PE 304 Rec & Outdoor Ed	3
PE 303 Eval & Measurement	3	ECON 250 **or** 255 Econ	3
PE 308 Psy Asp Motor Perf.	3	Elective	3
	14		**16**

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Sem II: Special Meth	3	ED 430 Prof Clinical Exp.	12
ED 450 Senior Educ Seminar	1		
HED 250 Afri-Amer Health	3		
PE 410 Coach & Office	1		
PE 319 Adapted PE & Leisure	3		
Elective	3		
	14		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SOCIAL STUDIES EDUCATION (122 Semester Hours)

FRESHMAN

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		
	17		**16**

SOPHOMORE

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	ART 250, M 250 **or** D 254	3
ED 206 Fund of Ed	3	PS 252	3
History 200	3		
	18		**15**

JUNIOR

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
ED 317 Reading in the Area	3	Elective	3
		SST Seminar 350	1
	15		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clin. Exp.	12
History 430	3		
Education 450 Seminar	1		
Reading 322 3			
	13		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (EMOTIONALLY DISABLED) (127 Semester Hours)

FRESHMAN

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	SPED 219 Psy Emot Disabled	3
ECON 250 **or** 255	3	EPSY 260 Prin of Learning	3
EPSY 250 Hum Growth/Dev	3	History 250 **or** 251 World 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 **or**	3	PE 319 Adapted PE	3
SPED 423 Art Disable Child.		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 Clin. Exp.	12
ED HU 250 Black Issues	3		
Elective	3		
ED 450 Ed. Seminar	1		
Elective	3		
SPED 327 Proc Emot Dis	3		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (EDUCABLE MENTALLY DISABLED) (130 Semester Hours)

FRESHMAN

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 219	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 300 Curr for Elem	3	SPED 304	3
SPED 320	3	PE 319	3
MUED 300	3	ED 308	3
ED 318	3	RED 317	3
ARED 315 **or** SPED 423	3	SPED 327	3
	18		**18**

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	ED 430 Prof Clin Exp.	12
EDHU 250 Black Issues	3		
SPED 319	3		
ED 450 Education Seminar	1		
Elective	3		
SPED 350 Ed. Seminar	1		
	14		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (LEARNING DISABILITIES) (127 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150 English Comp. I	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/HED 151	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	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** 251World Civil	3
ART 250/MU 250/ 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	Credits	Second Semester	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 **or**	3	RED 317	3
423 Art Disabled		SPED 350 Seminar	1
	15		**16**

SENIOR

First Semester	Credits	Second Semester	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		**12**

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN TECHNOLOGY EDUCATION (127 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	ET 250 Tech Comm	3
IE 121Prod & 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 250/Music 250/DD254	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	IE Seminar 350	1
		PSC Lab 151 **or** 153	1
	16		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
IE 301 History & Phil	3	IE 331 Power Energy	3
ED 308	3	English 250 **or** 251	3
IE 241 Trans. Power	3	IE 252 Electricity	3
IE326 Special Needs	3	IE 325 Construction Needs	3
IE 410 Facilities	3	IE 330 Concept in Mfg.	3
History 250 **or** 251	3	RED 317	3
	18		**18**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clinical	12
Reading Education 322	3		
PS 252 American Gov	3		
*Education Seminar 450	1		
Elective	6		
	16		**12**

Application for Professional Clinical Experience
Experience Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MIDDLE LEVEL EDUCATION (143-144 Semester Hours)

General Education Requirements (54-55 Semester Hours)

I. Orientation

University 101	3

II. Communication Skills

English 150 English Composition I	3
English 151 English Composition II	3
Speech 150 Fundamentals of Speech **or** ET 250 Technical Communications	3

III. Humanities

Art 250, Music 250 **or** Drama 254	3
English 250 **or** 251 World Literature	3
History 250 **or** 251 History of World Civilizations	3

IV. Social and Behavioral Sciences

EPSY 250 Adolescent Growth and Development	3
Economics 250 Principles of Macroeconomics **or** Economics 255 Survey of Economics	3

V. Quantitative Reasoning and Technological Understandings

Mathematics 150 **or** higher-Quantitative Reasoning **or** (Math 153 for Math Concentration)	3
Mathematics 155 Introduction to Mathematical Modeling	3
Computer Science 150 **or** (CS 151 for Math Concentration)	3

VI. Science

BSC 150 **or** 152 (BSC 150 required for Science Concentration)	3
BSC Lab 151 **or** 153 (required for all areas of Concentration)	1
PSC 150 **or** 152 (P250-General Physics I required for Science Concentration)	3
PSC Lab 151 **or** 153 (P251-General Physics Lab required for Science Concentration)	1

VII. Personal Wellness

PE 150 **or** HED 151 **or** Military Science 101	2

VIII. Cultural Awareness: The African American Experience

(Select one)

EDHU 250 Black Issues	3
English 315 Black American Writers	
ETS 250 African American History of Technology & Sciences	
History 315 **or** 316 African American History	
HHU 250 The African American Experience	

IX. International Understanding (Required for English Languages Arts Concentration)

Foreign Language 101	3
Foreign Language 102	3

Professional Education (43 Semester Hours)

Education 206 Foundations of Education	3
Education 308 Generic Teaching Methods	3
SPED 216 Introduction to Exceptional Children	3
RED 317 Teaching Reading in the Content Area	3
RED 322 The Teaching of Reading in the Middle School	3
EPSY 260 Principles of Learning	3
CI 338 Curriculum in the Middle School	3
ED 350 Middle Level Seminar	1
ED 425 Specialized Methods	3
ED 450 Senior Seminar	1
ED 430 Professional Clinical Experiences in the Middle School	12

Selection two courses from the following list related to your concentration areas:

SST 305 Teaching Social Studies in the Middle School	3
RED 323 Teaching Language Arts in the Middle School	3
MED 320 Teaching Mathematics in the Middle School	3
SCED 320 Teaching Science in the Middle School	3

Concentration Courses

ENGLISH/LANGAUGE ARTS (18 Semester Hours)

E 406 Literature for Adolescents	3
E 302 Advanced College Grammar **or** E 405 Modern Grammar	3
E 250 **or** E 251 World Literature	3

Select three courses from the following:

E 201 English Literature	3
E 305 Romantic Movement	3
E 306 Victorian Period	3
E 317 American Literature I	3
E 318 American Literature II	3
E 400 Milton	3
E 403 Shakespeare	3

SOCIAL STUDIES (21 Semester Hours)

GEO 204 Introduction to Geography or GEO 305 Socioeconomic Geography	3
H 103 United States History to 1877	3
H 104 United States History since 1877	3
H 301 History and Government of South Carolina	3
H 250 **or** H 251 History of World Civilizations	3
PS 252 American Government **or** PS 205 State and Local Govt.	3
SOC 250 Introduction to Sociology **or** SOC 310 Cultural Anthropology	3

MATHEMATICS (21 Semester Hours)

M 163 Calculus II	3
M 207 Foundations of Geometry or M 305 Intro. to Modern Geometry	3
M 208 Introduction to Statistics	3
M 315 Discrete Mathematics	3
M 314 Linear Algebra	3

Select two (2) courses from the following:

M 237 Calculus III	3
M 303 Introduction of Number Theory	3
M 306 Modern Algebra	3

SCIENCE (21-22 Semester Hours)

***Note:** All concentration courses must be different from General Education courses.

Life Science - *Select two courses from the following:*

B 151 Introductory Botany	4
B 204 Genetics	4
B 209 Human Anatomy and Physiology	4

Physical Science - *Select two courses from the following:*

C 150 & 151 Lab General Chemistry I	4
C 152 & 153 Lab General Chemistry II	4
P 250 & 251 Lab General Physics I	4
P 252 & 253 Lab General Physics II	4
PSC 203 Elementary Astronomy	3

Earth Science

ENV 303 The Earth and Its Environment	3
PSC 200 Elementary Geology	3

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 the 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, 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.

Students who attain the B. A. in Communications will achieve the following:

1. Upon completion of the Communications program, students will have a clear understanding of the value and role of mass media and journalism in a market economy, in a participatory democracy, and in the governance of a modern state and society.
2. Through Communications courses, students will be aware of mass media history, people's right to know, and the struggles of 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 media deadlines.
4. Through Communications courses, students will develop 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 news values, neutrality, libelous elements, the First Amendment Laws, visual communication, verbal and non-verbal communication, and other media-related rules and ethics used by journalists and communication professionals.

DEPARTMENT OFFERINGS

Majors: Professional
English
Education
Modern Languages (Spanish Concentration)
Communications (Broadcasting and Journalism Concentrations)

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 English Education 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, Human Growth and Development (3); EPSY 260 Principles of Learning (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 majors will have opportunities for travel and study abroad, and a final semester internship. In addition to their primary language, 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 Languages majors to complete all language courses with a minimum grade of "C."

A minor in Spanish consists of the first two years of Spanish (Sp 101 -- Sp 202) plus a minimum of 9 credit hours at the 300 and 400 levels. A minimum grade of "C" is required in all foreign language courses.

Spanish majors are prepared to enter the work world or pursue graduate or professional studies. Graduates with a Spanish minor will have a bilingual foundation for careers as social workers, criminal justice personnel, etc.

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 the who, when, where, how and why of media operations and influence.

SC State's Communications majors will have opportunities to work for 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 hours, all minors will take 3 core communications courses (Jour 201, BC 201 and Jour 302) and 4 additional courses from their chosen concentration to complete their minor program. No grade below "C" in Communications courses will count as credit toward graduation.

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 ARTS IN PROFESSIONAL ENGLISH (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
English Composition 150	3	English Composition 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
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Sociology **or**		English 202 (Eng. Lit.)	3
Psychology	3	Foreign Language 102	3
English 201 (Eng. Lit)	3	World History 250 or	
Foreign Language 101	3	World History 251	3
English 250 **or** 251	3	Elective	3
Humanities Cluster	3	English Elective	3
English 200	3	Approved Elective	3
	18		**18**

JUNIOR

First Semester	Credits	Second Semester	Credits
Foreign Language 201	3	Foreign Language 202	3
Linguistic Cluster	3	Econ./Govt. Cluster	3
English 317 (Amer. Lit. I)	3	Ethnic American Cluster	3
African American Exp.	3	English 318	3
English Elective	3	Criticism Cluster	3
Speech 301 OR SPA300	3		
	18		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
Pre-1800 Cluster)	3	Pre-1800 Cluster	3
Post -1800 Cluster	3	Post 1800 Cluster	3
Linguistics Cluster	3	English 412	3
Approved Elective	3	Elective	3
	12		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ENGLISH EDUCATION (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	English 151	3
English 150	3	Computer Sc. 150/151	3
Math 150-154	3	Math 155	3
Science Option I (BSC)	4	Science Option II (PSC)	4
PE 150/Health 151	2	Speech 150	3
ED 206 Fund of Ed	3		
	17		**16**

Application to Education

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**

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
D309, E315, D301, HU250	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
Speech 301	3		
	18		**13**

Admitted to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Adv. Methods	3	ED 430 Prof Clin Exp	12
English 405	3		
English 406	3		
Reading Education 322	3		
Education 450 Seminar	1		
	13		**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
C 150 and C 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)
ART 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	Credits	Second Semester	Credits
E 150 English	3	E 151 English	3
Bio/Science 150/151 **or**		Bio/Science 152/153 **or**	
Chemical Science 150	4	Chemical Science 1524	4
M 150 Mathematics	3	M 155 Mathematics	3
SP 101 Spanish	3	SP 102 Spanish	3
UNIV 101	2	HED 151 Health Ed. **or**	
CS 150 Computer Science	3	PE 150 Physical Education	2
	18		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 **or** 251 English	3	H 250 **or** 251 History	3
S 150 **or** 250 Speech	3	Art/MU 250 **or** D 254	3
ECON 250 **or** 255 Economics	3	SP 202 Spanish	3
D 309 Drama	3	SP 309 Spanish	3
SP 201 Spanish	3	*F 101 French	3
SP 306 Spanish	3		
	18		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 250 or PSY 250	3	SP 399 Spanish	3
SP 311 Spanish	3	SP 405 **or** 407	3
SP 315 Spanish	3	Spanish Elective 300 **or** 400	3
*F 102 French	3	Elective	3
		*F 201 French	3
	12		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
SP 409 **or** 411 Spanish	3	SP 420 Spanish	3
SP 412 **or** 413 Spanish	3	SP 425 Spanish	3
Spanish 400 Elective	3	*French (300 or above)	3
*F 202 French	3	Approved Elective	3
Approved Elective	3		
	15		**12**

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	Credits	Second Semester	Credits
* English 150	3	*English 151	3
*Science Cluster Bio/		*Science Cluster Bio/	
Chem. 150-154 & 1H Lab	4	Chem.150-154 & 1H Lab	4
*Math Cluster (M 150-154)	3	*H 250/H 251 World History	3
*S 150/S 250 (Speech Cluster)	3	#JOUR 201 Survey of Mass Com.	3
*UNIV 101 (Univ. Com.)	2	*Physical Wellness Cluster	2
		(PEA-PEV 150/HED 151/MS 101)	
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ART 250/M 250/D 254	3	*CS 150/CS 151/MGT 310	3
#BC 201 Intro to Broadcasting	3	*E 250 or E 251 (World Lit.)	3
*SOC 250/PSY 250	3	**BC 202 (E. Med. Prod. I)	3
*E 302 (Adv. Grammar)	3	#JOUR 212 (Intro./Pub. Com.)	3
#JOUR 210 Writing for Mass Com	3	PS 252 American Gov't	3
*Math Cluster (M 155 or Open)	3		
	18		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
E 315 (Blk. Am. Writers)	3	E 310 (Intro.to Hum. Lang.)	3
**ARTS 235 (Digital Imaging)	3	**JOUR 340 (Online Journ.)	3
#JOUR 202 (Social Media)	3	**JOUR 330 (Adv. Reporting)	3
**JOUR 320 Copy Editing	3	**JOUR 220 (News Wrtg./Rep.)	3
**BC 203 (E. Med. Prod. II)	3	Communications Elective	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
**BC 340 (Broadcast Journalism)	3	#JOUR 302 Law and Ethics	3
**JOUR 360 (Mag./Feature Wrtg.)	3	**BC 301 (Minorities/Media)	3
Communications Elective	3	Communications Elective	3
Communications Elective	3	Communications Elective	3
**BC 415 (Practicum)	3	**BC 420 (Internship)	3
	15		**15**

Notes: *General Education Courses;
#Com. Major Core Courses;
**Com. Concentration Courses

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN COMMUNICATIONS BROADCASTING CONCENTRATION (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
*E 150 English Composition	3	*E 151 English Composition	3
*Science Cluster Bio./ Chem. BSC 151 & 1H Lab	4	*Science Cluster Bio./ /Chem. BSC 150-154 &1H Lab	4
*Math Cluster (Open: M 150-154)	3	*H 250/H 251 World History	3
*S 150/S 250 (Speech Cluster)	3	#JOUR 201 Survey of Mass Com.	3
*UNIV 101 (Univ. Com.)	2	Physical Wellness Cluster (PEA-PEV 150/HED 151/MS 101)	2
Total	15	Total	15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
*ART 250/M 250/ D 254	3	*CS 150/CS 151/MGT 310	3
#BC 201 Intro to Broadcasting	3	*E 250 or E 251 (World Lit.)	3
*SOC 250/PSY 250	3	**BC 202 (E. Med. Prod. I)	3
*E 302 (Adv. Grammar)	3	#JOUR 212 (Intro./Pub. Com.)	3
#JOUR 210 Writing for Mass Com	3	PS 252 American Gov't	3
*Math Cluster (M 155 or Open)	3		
Total	18	Total	15

JUNIOR

First Semester	Credits	Second Semester	Credits
E 315 (Blk. Am. Writers)	3	E 310 (Intro. to Hum. Lang.)	3
**ARTS 235 (Digital Imaging)	3	**BC 305 (News Wrtg./Rep.)	3
#JOUR 202 (Social Media)	3	**BC 340 (Broadcast Journ.)	3
**BC 203 (E. Med. Prod. II)	3	Communications Elective	3
**BC 320 (Basic TV Production)	3	Communications Elective	3
Total	15	Total	15

SENIOR

First Semester	Credits	Second Semester	Credits
**BC 330 (Adv. TV Production)	3	#JOUR 302 Law and Ethics	3
**BC 405 (Adv. Broadc. Journ.)	3	**BC 430 (Broadcast Mgt.)	3
Communications Elective	3	Communications Elective	3
Communications Elective	3	Communications Elective	3
**BC 415 (Practicum)	3	**BC 420 (Internship)	3
Total	15	Total	15

Notes: *General Education Courses;
#Com. Major Core Courses;
** Com. Major Concentration Courses

APPROVED ELECTIVES FOR COMMUNICATIONS MAJORS:

(Choose any six (18 credit hours) of the following courses:

BC 301 Minorities in Mass Media	3 credit hrs.
BC 305 News Writing and Reporting	3 credit hrs.
BC 310 Television Appreciation	3 credit hrs.
BC 320 Basic TV Production	3 credit hrs.
BC 330 Advanced TV Production	3 credit hrs.
BC 401 Sports Broadcasting	3 credit hrs.
BC 430 Broadcast Management	3 credit hrs.
JOUR 215 Public Comm. Writing	3 credit hrs.
JOUR 251 Understanding Television	3 credit hrs.
JOUR 310 Intercultural Communication	3 credit hrs.
JOUR 330 Advanced Reporting	3 credit hrs.
JOUR 340 Online Journalism	3 credit hrs.
JOUR 350 Public Comm. Campaign	3 credit hrs.
JOUR 351 Understanding Movies	3 credit hrs.
JOUR 360 Magazine/Feature Writing	3 credit hrs.
JOUR 400 Methods in Media Research	3 credit hrs.
E 201 English Literature	3 credit hrs.
E 202 English Literature	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 101 Elementary Spanish	3 credit hrs.
SP 102 Elementary Spanish	3 credit hrs.
SP 306 Cultures and Civilizations of Spanish Speaking	3 credit hrs.
SP 307 Business Spanish	3 credit hrs.
F 101 Elementary French	3 credit hrs.
F 102 Elementary French	3 credit hrs.
F 201 Intermediate French	3 credit hrs.
CHI 101 Elementary (Mandarin) Chinese	3 credit hrs.
CHI 102 Elementary (Mandarin) Chinese	3 credit hrs.
ART 250 Art Appreciation	3 credit hrs.
ARTS 323 Electronic Page Design	3 credit hrs.
ARTS 333 Web Page Design	3 credit hrs.
MU 250 Music Appreciation	3 credit hrs.
HUMU 250 History of Black Music	3 credit hrs.
D 254 Introduction to Theatre	3 credit hrs.
D 405 History of the Theatre	3 credit hrs.
H 229 Topics of African American History	3 credit hrs.
H 316 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 306 Systems of Psychology	3 credit hrs.
SOC 250 Introduction to Sociology	3 credit hrs.
SOC 308 Social Psychology	3 credit hrs.
SOC 310 Cultural Anthropology	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.
HED 302 Pubic and Environmental Health	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.
MKT 413 Principles of Advertising	3 credit hrs.
PE 400 Sport Marketing	3 credit hrs.
PE 413 Legal Issues in Sport	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 Departments 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, in-service 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 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, The 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 state 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 2.20 on a 4.00 scale.
3. Student will be expected to provide evidence of a Criminal Records Check from the South Carolina Law Enforcement Division (SLED) and Drug Tests Results, prior to the first semester of their junior year.

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.**
6. Provide documentation of approved SLED Criminal Records Check and Drug Tests Results 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	Second Semester	Credits
*E 150 English Comp I	3	*E 151 English Comp II	3
UNIV Intro Univ Comm	2	M 155 Intro to Math Model	3
Science Cluster Choice	4	Science Cluster Choice	4
Mathematics Cluster Choice	3	*Speech Cluster Choice	3
Pers Wellness Cluster Choice	2	+Soc/Psy Choice	3
Technology Cluster Choice	3		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
+*CJ 201 Intro Crim Justice	3	*E 250/251 World Literature	3
Elem SP/F /C/101	3	Elem SP/F/C 102	3
CJ 250 African Amer. Exper.	3	*CJ 301/SOC 301	3
Humanities Cluster Choice	3	*Law Enforcement Cluster	3
Econ/Govt Cluster Choice	3	H 250/251 World History	5
	15		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
Inter. SP/F 201	3	*CJ 332 Prob and Parole	3
*CJ 321 Amer Court System	3	*CJ 300 Applied Psy for Law	3
*CJ 302/SOC 401 Juv Delinq	3	*CJ 310 Criminal Law	3
*CJ 331 Intro to Corrections	3	Inter SP/F 202	3
*Criminal Justice Cluster Ch	3	*Criminal Justice Cluster Ch	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
*CJ 340 Ethical issues in CJ	3	*CJ 401 Field Exper in CJ	6
*CJ 397 Prof Dev in CJ	3	Elective	3
*CJ 350 Res methods in CJ	3	Elective	3
*Criminal Justice Cluster Ch	3		
Elective 3			
	15		**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.

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
C 150 Chemical Science I and C 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

ART 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
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.

***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 205 Sociology of Genocide
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 "80" 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.

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 M 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 H 251	3
PS 252	3	E 250 or E 251	3
SW 300	3	SW 301	3
CS 150	3	SW 250	3
S 150 or S 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
SW 401	3	SW 405	6
SW 402	6	SW 406	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 primary 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 Professional History, History/African-American Studies, History/International Studies, and History/Social Studies Education. A minor in History is also offered.

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. NO COURSE TAKEN AS REMEDIAL WORK CAN BE USED AS AN ELECTIVE IN HISTORY.

CONENTRATIONS

Professional History—The professional history curriculum is designed to provides the student with a comprehensive 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 skills in analysis, synthesis, research, and reasoning. The history major that successfully completes the curriculum will be able to demonstrate mastery of the skills appropriate for entering business, government, law school, or graduate school.

History/African American Studies— African American Studies provides undergraduate History majors with the interdisciplinary tools and resources to study the experiences of people of African descent and to evaluate black historical, cultural, social, economic and political developments in South Carolina, the South, the United States, and beyond. A bachelor's degree in History/African American Studies from SC State University, the only public historical Black college in South Carolina, will provide excellent preparation for graduate studies, professional degrees in law and journalism, and careers in education, politics, health care delivery and administration, social work, tourism, business, non-profit management, and competition in a global market that increasingly include people of color from around the world.

History/International Studies—International Studies is, at present, one of the most vibrant fields in academics. It is the consequence of the increasing internationalization and intermeshing of the world's economic, political, social, and cultural affairs. The field provides an historical understanding of global societies, cultures, languages, and systems of government, and covers the complex relationships between them that shape the modern world. While history provides the foundation and general context for International Studies, the field, by nature, draws on a variety of established disciplines. International Studies provides students with the preparation to enter either graduate studies or pursue professional degrees and careers in areas that range from the social sciences to the business world. Beyond that, a background in International Studies is increasingly valued in educational and legal fields, as well as in politics, journalism, translating services, and tourism.

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 Grade levels K-12. 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 choice. Such a student can also choose a career in business, government or law.

Minor—Students who wish to minor in History must complete twenty-four semester hours in History, six of which consist of the American History surveys (H 103, 104), and six of which consist of the History of World Civilizations surveys (H 250, 251).

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. 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. Selections of electives will depend on each student's concentration within the History major and must be discussed with the advisor.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PROFESSIONAL HISTORY (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150/151 * Bio Science	4	E 151* Engl. Comp & Comm.	3
UNIV 101*	2	H 104 US Hist. since 1877	3
E 150* Eng. Comp.	3	M 155* Intro to Math Model.	3
H 103 US Hist. to 1877	3	PSC 150 + 151 or 152 + 153*	4
M 150 or M 151 or M 152	3	S 150 or S 250 or ET 250*	3
PE 150/HED 151/MS 101	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Foreign Language 101	3	Foreign Language 102	3
CS 150* Computer Science	3	ECON 250/255	3
E 250 or E 251* World Lit.	3	ARTS 250/ D 254/ MU 250	3
SOC 250 Intro to Sociology	3	H 250	3
H 200 Intro to Hist. Research	3	PS 252	3
	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
Foreign Language 201	3	Foreign Language 202 or	
H 251 World Civ. From 1750	3	F 306 or SP 306	3
Afric. Am. Hist. Elective	3	HHU 250 Cultural Exper.	3
US Hist. Elective	3	Latin Ameri. Hist. Elective	3
European Hist. Elective	3	Afri. Am. Hist. Elective	3
		US Hist. Elective	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
H 430 Hist. Seminar	3	Elective	3
African Am. Hist. Elective	3	Elective	3
Non-US Hist. Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	15		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN HISTORY/SOCIAL STUDIES EDUCATION (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro to Univ. Comm.	2	E 151* English Composition II	3
E 150 English Composition I	3	ED 199	2
M 150 or 151 Mathematics	3	M 155* Mathematics	3
H 103 U.S. History to 1865	3	PSC 150 + 152 or	3
BSC 150 or 152	3	PSC Lab 151 153	1
BSC Lab 151 or 153	1	S 150 Speech	3
PE 150 or HED 151 or		H 105	3
MS 101	2	*ED 150	1
	17		19

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or 251	3	+ HHU 250 or	
+PS 201	3	H 315 or H 316	3
EPSY 250	3	ESPY 260	3
H 200	3	+PS 252	3
CS 150	3	H 250	3
+PSY 250	3	ARTS 250/MU 250/D 254	3
		+SOC 250	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
H 251	3	ED 308	3
SPED 216	3	+GEO 305	3
ED 306	3	+SOC 310	3
H 223 or H 224	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	Credits	Second Semester	Credits
Education 425	3	ED 430	12
H 430	3		
H 340, H 403 or H 404	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 processes and dynamics in the world with a view to giving students 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 enhancing 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 non-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 the public arena. 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 313	—	Creative Writing
BC 201	—	Introduction to Broadcasting
D 309	—	Black Drama
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	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150/S 250 or ET 250	3
M 150/M 151/M 152	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2	PS 252	3
	16		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ARTS 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101/G 101	3
CS 150	3	ECON 250 or ECON 255	3
B 150	4	C 150 + 151	4
PSY 250 or SOC 250	3	HU 250	3
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
SP 102/F 102/G 102	3	Elective	3
PS 206	3	SP 201/F 201/G 201	3
PS Elective	3	PS 304	3
PS Elective	3	Elective	3
Elective	3	E 302	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202/G 102	3	PS 424	3
PS 406	3	PS Elective	3
PS 420	3	PS 425	3
PS 401 or PS 402	3	PS 407	3
E 315/E 318	3	Elective	3
	15		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN HISTORY/AFRICAN AMERICAN STUDIES (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101* Intro to Univ. Comm.	2	E 151* Engl. Comp & Comm.	3
E 150* Eng. Comp. I	3	H 104 U.S. History since 1865	3
M 150 **or** M 151*	3	M 155* Intro to Math	3
H 103 U.S. History to 1865	3	PSC 150 + 151* **or** 152 + 153*	4
BSC 150 + 151* **or** 152 + 153	4	S 150 **or** S 250* Speech	3
PE 150/ED 151/MS 101*	2		
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
FL 101 Foreign Language	3	FL 102 Foreign Language	3
CS 150* Computer Science	3	H 251* World History since 1750	3
E 250* World Literature **or**	3	HHU 250* The Afr. Am. Exper.	3
E 251* American Literature		ECON 250/255* Economics	3
H 200 Intro to Research Methods	3	ARTS 250*/D 254*/MU 250*	3
H 250* World History to 1750	3		
	15		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
FL 201 Foreign Language	3	FL 202 Foreign Language	3
H 315 African. Am. History I **or**	3	H 316 African Am. History II	3
H 320 Hip-Hop Culture		PS 206 Black Politics	3
H 403 African History to 1885	3	F 317/F 410/SP 420	3
E 315 Black Am. Writers	3	Free Electives	3
ARTH 415/D 309/MU 203	3		
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
H 410 The African Diaspora	3	H 430 History Seminar	3
H 335 African Women History	3	H Non AA Concentration **or**	
H 404 Afric. History since 1885	3	History Elective	3
E 319 Cont. Afric. Am. Literature **or**	3	POL-PHIL 405 African Am.	
E 320 The Harlem Renaissance		Political Philosophy	3
BS 301 Minorities in the Mass Media **or**	3	Free Elective	3
H 320 Hip-Hop Culture **or**			
H 331 U.S. Constitutional History Since 1896			
	15		**12**

***General Education Curriculum**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN HISTORY/INTERNATIONAL STUDIES (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101* Intro to Univ. Comm.	2	E 151* Engl. Comp. & Comm.	3
E 150* Engl. Comp.	3	FL 102 Foreign Language	3
M 150 **or** M 151* Math	3	M 155* Intro to Math Model	3
FL 101 Foreign Language	3	PSC 150 + 151 **or** 152 + 153*	4
BSC 150 + 151* Bio Science	4	PE 150/HED 151/MS 101* PE	2
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
FL 201 Foreign Language	3	FL 202 Foreign Language	3
CS 150* Computer Science	3	HHU 250* African-Am. Exp.	3
E 250/251*World Literature	3	S 150/250* Speech	3
H 104 US since 1865	3	ECON 250/255*	3
H 250*World Hist. to 1750	3	Arts 250/D 254/MU 250*	3
	15		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
H 200 Intro to Research in Hist.	3	IS Focus Area 4/1: Internatl. Rela (PS 304/312/406/407/450 **or** ECON 407	3
H 251 World Hist. since 1750	3	IS Focus Area 1/2: Pop. Demog. (SOC 310/SOC 321/SOC 322)	3
IS Focus Area 3**: Disenfr. Gr. in Comp. Persp. (H 315/H 316)	3	IS Focus Area 2/2: Reg. & Cont. Americas (H 103/324/340/412/420)	3
IS Focus Area 2/1: Reg. & Cont. Europe (H 310/H 333)	3	H 312 Mod. Eur. 1815-pres.	3
IS Focus Area 1/1: Cult. Evol. /Dev. Focus (H332 **or** H 415)	3	HIS Focus Area 4/2: Internatl. Bus. (BA 301/MKT 419/MGT 419 **or** MGT 427/ACCT 419)	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
HIS Focus Area 2/3: Reg. & Cont Africa (H 335/H 403)	3	IS Focus Area 4/1: Internatl. Relations-Electives	3
H 404 Africa since 1885	3	Free Elective	3
H 430 History Seminar	3	Free Elective	3
IS Elective	3	Free Elective	3
IS Elective	3	Free Elective	3
	15		**15**

***General Education Curriculum**
****Discuss Selections from International Studies (IS) Focus Areas & Groups with Advisor**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE— PRE-LAW (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150/S 250 or ET 250	3
M 150/M 151/M 152	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2		
	16		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ARTS 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101	3
CS 150	3	ECON 250 or ECON 255	3
B 150 plus BSC 151	4	PSC 150 + 151	4
PSY 250 or SOC 250	3	HU 250	3
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
SP 102/F 102	3	Elective	3
PS 206	3	SP 201/F 201	3
PS 308	3	PS 321	3
E 302	3	PHIL 305 or PS307	3
Elective	3	E 315 or E 318	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202	3	PS 424	3
H 311	3	PS 425	3
PS 420	3	PS 407	3
PS 401 or PS 402 or PHIL 301 or PHIL 405	3	PS Elective	3
		Elective	3
Free Elective	3		
	15		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE— PUBLIC ADMINISTRATION (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150	3
M 150	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2		
	16		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ART 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101/G 101	3
CS 150	3	ECON 250 or ECON 255	3
BSC 150+151/152+153/ B 150	4	PSC150+151/152+153/ C 150+151	4
PSY 250 or SOC 250	3	HU 250	3
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
SP 102/F 102/G 102	3	Elective	3
PS 206	3	SP 201/F 201/G 201	3
PS 310	3	PS 325	3
PS 321	3	Elective	3
Elective	3	E 302	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202/G 202	3	PS 424	3
PS 420	3	PS 425	3
PS Elective	3	PS Elective	3
ACCT 207 or MGT 308	3	PS 410	3
E 315 or 318	3	Elective	3
	15		**15**

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 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	S 150 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
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or E 251	3	H 250 or H 251	3
PSC 150+151/C 150+151		SOC 250 or EPSY 250	3
P 250 + 251	4	PSC 152 +153/C 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 HED 151 or MS 101	2	ECON 250/ECON255/ ET 255/FCS 251/PS 252	3
	18		**19**

JUNIOR

First Semester	Credits	Second Semester	Credits
HHU, HMU, EDHU 250; MU 203; E 315; H 315/316	3	SP 102 or F 102 or G 102	3
SP 101 or F 101 or G 101	3	PSY 401	3
Social Science Requirement*	3	Social Science Requirement*	3
PSY 302	3	Social Science Requirement*	3
PSY 307	3	Free Electives	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	Free Electives	3
E 302	3	Free Electives	3
GUID 210	1		
Social Science Requirement*	3		
	16		**12**

****APPROVED ELECTIVES**

(Psychology courses not required in curriculum-SELECT THREE)

Psychology 308	Child Psychology	3
Psychology 309	Behav Aspects Human Sexuality	3
Psychology 399	Honors Topics in Psychology	3
Psychology 402	Social Psychology	3
Psychology 403	Applied Psychology.	3
Psychology 404	Psychology of Personality	3
Psychology 406	Psychological Testing	3
Psychology 499	Senior Honors Thesis	3

***Social Science Requirements: (12 Credits)**

SELECT FROM:
History 103, 104, 315, 316
Criminal Justice 201-399;
Business Administration 101; 201;
Geography 204 **or** 305;
Political Science 201, 206; SOC 101-399; **or**
others approved by the department.

A minor is optional for students who would like to pursue a core of courses in another discipline.

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	Second Semester	Credits
E 150	3	E 151	3
M 150	3	M 151	3
SOC 101	3	SOC 102	3
BSC I **or** PSC I*	4	BSC II **or** PSC II*	4
UNIV 101	2	S 150/ ET 250 **or** S 250	3
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 **or** 251	3	H 250 **or** 251	3
SP 101/F 101/G 101	3	SP102/F 102/G 102	3
ARTS 250/ MU 250/ D 254	3	SOC 203	3
Approved Elective	3	CS 150 **or** 151	3
ECON 255	3	PSY 250 **or** EPSY 250	3
M 155 3		PE 150 **or** HED 151	2
	18		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 310 3 H 104	3		
SP 201/F 201/G 201	3	SP 202/F 202/ G 202	3
SOC 305 or PSY 307	3	SOC 306 or PSY 406	3
HHU 250 Afro Amer Exper	3	Approved Elective	3
H 103	3	Elective	3
	15		**15**

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**

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.
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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 PK-12

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 art education. 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 122 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 25 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 eighteen 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 BACHELOR OF SCIENCE IN THE
ART EDUCATION, PK-12
(122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	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)

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CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN STUDIO ART
with a concentration in Ceramics/Sculpture
(120 credit hours)

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 Sci. Lec.	3	Any Corresp. 152 Sci. Lec.	3
Corresp. 151 Sci Lab	1	Corresp. 153 Sci. Lab	1
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 218 Ceramics I	3	ARTS 220 Sculpture I	3
ARTS 215 Drawing I	3	ARTS 217 Painting I **or** 219 Printmaking I	3
ART 250 Art Appr.	3		
E 250 **or** 251 World Lit.	3	CS 150/CS 151	3
H 250 **or** 251 World Hist.	3	MU 250 **or** D 254 Intro. to	3
		Any PE 150 **or** HED 151	2
	15		**14**

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 320 Sculpture II	3	ARTS 318 Ceramics II	3
ARTH 215 Hist West Art I	3	ARTH 315 Art Exhib. Tech.	3
HHU 250 or Culture Aware	3	ARTH 216 Hist West Art II	3
PSY 250/SOC 250 **or** EPSY 250 Behav. Sci.	3	ECON 250/255 **or** PS 252 Amer. Govt.	3
Elective	3	Elective	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 330 Sculpture III	3	ARTS 328 Ceramics III	3
ARTS 221 **or** 223 Digital Media I	3	ARTS 440 Independent Study	3
ARTH 415 African American	3	ARTH 420 Mod/Cont. Art	3
Elective	3	Elective	3
Elective	3	Art Elective	3
	15		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN STUDIO ART
with a concentration in Digital Media
(121 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund I	3	ARTS 116 Dsgn Fund II-3D	3
UNIV 101 Intro to Univ	2	E 151 English Comp	3
E 150 English Comp	3	M 155 Math Modeling	3
M150/154 Quant. Reasoning	3	S 150, S 250 or ET 250	3
Any Sci. 150 Lec.	3	Any Corresp.152 Sci. Lec.	3
Corresp. Sci. 151 Lab	1	Corresp. 153 Sci. Lab	1
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 223 Digital Media I	3	ARTS 233 Digital Media II	3
CS 150 **or** CS 151	3	ARTS218 Cer. **or** ARTS220 Sculp.	3
ARTS 215 Drawing I	3	SOC 250, PSY 250**, or** EPSY	3
E 250 **or** 251 World Lit.	3	MU 250 or D 254	3
H 250 **or** 251 World Hist.	3	Art 250 Art App.	3
	15		**15**

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 323 Digital Media III	3	ARTS 333 Web Page Design	3
ARTS 217 Paint. **or** 219 Print	3	ARTH 216 Hist West Art II	3
ARTH 215 Hist West Art I	3	ARTH 315 Art Ex Tech	3
HHU 250 **or** Cultural Aware	3	CS 350 Soc Imp Comp	1
Elective	3	ECON 250 **or** 255 **or** PS 252	3
		Any PE 150 **or** HED 151	2
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 325 Mot. Graph	3	ARTS 423 Digital Video	3
ARTH 415 African Amer. Art	3	ARTH 420 Mod./Cont. Art	3
Elective	3	MKT 300 **or** 413 Marketing*	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		**15**

*Denotes required elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PAINTING/DRAWING
with a concentration in Painting/Drawing
(120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I:2D	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
150 Sci. Lec.	3	Corresp. 152 Lec. Sci.	3
Corresp. 151 Lab Sci.	1	Corresp. 153 Lab Sci.	1
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ARTS 219 Printmaking I	3	H 250 or 251 World History	3
ARTS 250 Art Appreciation	3	CS 150 or CS151.	3
E 250 or 251 World Lit.	3	MU 250 OR D 254	3
Any PE 150 or HED 151	2		
		PSY 250, SOC 250, or ESPY 250	3
	14		*15*

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 315 Drawing II	3	ARTS 317 Painting II	3
ARTS 218 Ceramics I or Sculpt. 220	3	ARTS 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	3
Elective 3		Elective	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 325 Drawing III	3	ARTS 327 Painting III	3
ARTH 315 Art Exhib. Techn.	3	ART 440 Independent Study	3
ARTH 415 African Am. Art	3	ARTH 420 Mod./Cont. Art	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN STUDIO ART
with a concentration in Printmaking/Photography
(120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I:2D	3	ARTS 116 Design Fund. II:3D	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 Sci. Lec.	3	Any Corresp. 152 Sci. Lec.	3
Corresp. 151 Sci. Lab	1	Corresp. 153 Sci. Lab	1
	15		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 219 Printmaking I	3	ARTS 221 Photo I	3
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ART 250 Art Appreciation	3	PSY 250, SOC 250 or EPSY 250	3
E 250 or 251 World Lit.	3		
H 250 or 251 World History	3	CS 150 or CS151.	3
		MU 250 or D 254	3
	15		**15**

JUNIOR

First Semester	Credits	Second Semester	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	Credits	Second Semester	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/Cont. Art	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		**15**

DRAMA PROGRM

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.to teacher certification.

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;
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

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.

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, and 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	Second Semester	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		
	15		**13**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or 251(World Lit)	3	MU 112 (Voice)	1
HHU 250(Cult. Aware Courses)	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	Second Semester	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	Second Semester	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 16th Century Drama	3	S 250 Public Speaking	3

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN DRAMA EDUCATION (123 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	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
BSC 151**or** 153	1	PSC Lab 151 **or** 153	1
PE 150 **or** Health 151	2	Speech 150	3
	17		**19**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Speech 250	3
HUMU 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	3
	18		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
Drama 305	3	English 302	3
English 403	3	ED 308 Gen. Methods	3
Drama 301	3	RED 317	3
Drama 405	3	SPED 216	3
		Drama 308	3
	12		**15**

SENIOR

First Semester	Credits	Second Semester	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		**12**

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, instrumental pedagogy instruction, and 134 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, choral pedagogy instruction, and 134 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, choral pedagogy, and 134 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) (132 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	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	MUED 104 Piano Class	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	Credits	Second Semester	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		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	Credits	Second Semester	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	Credits	Second Semester	Credits
MU 099 Recital Hour	0	MU 468 Mus Ind Intern **or**	12
MU Applied Major Instr	1	12 additional hours from the	
MU 404 Form and Analysis	2	**following electives**:	
MU 467 Senior Recital	0	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*
	11		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION – INSTRUMENTAL, PK-12 (136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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.	1
MUED 011 Band	1	MUED 041 Band	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 151or 153	1
	18		**17**

Application to Education

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
MU Appl. Major Instr.	1	MU Appl. Major Instr.	1
MUED 012 Band	1	MUED 042 Band	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	ED 206 Funs. of Ed	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	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MUED 309 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 013 Band	1	MUED 043 Band	1
MUED 301 Mus. Elem. Schls.	3	MUED 302 Music Sec. Schls.	3
HUMU 250 Hist Blk Mus	3	E 250 World Lit. I.	3
ED 308 Gen. Teach Meth.	3	RED 317 Teaching Reading	3
		ED 350 Seminar	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		
MU404 Form & Anal	2		
MU 467 Senior Recital	0		
MU Appl Major Instr.	1		
MU 099 Recital Hour	0		
MUED 014 Band	1		
ED 450	1		
ED 425 Spec. Meth.	3		
ECON 250 **or** 255	3		
H 250 or 251 Hist. Wrld Civ.	3		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION- CHORAL/VOICE, PK-12 (134 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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**

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
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
PE 150/HED 151	2	EPSY 260 Prin. of Learning	3
EPSY 250 Human Growth	3	ARTS 250 **or** D 254	3
BSC 150 **or** 152	3	E 250 World Lit I	3
BSC Lab 151 **or** 153	1		
	18		**18**

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MUED 303 Conducting	2	MUED 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	Credits	Second Semester	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	0		
MUED 027 Concert Choir	1		
MU 099 Recital Hour	0		
ED 425 Spec. Methods	3		
MVOM 415 Applied Voice	1		
ED 450	1		
	13		**12**

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION- CHORAL/PIANO, PK-12 (134 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
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	Credits	Second Semester	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
S150 Fund of Speech	3	EPSY 260 Prin. of Learning	3
EPSY 250 Human Growth	3	ARTS 250 or D 254	3
BSC 150 or 152	3	E250 World Literature	3
PE 150/HED 151	2	MU 099 Recital Hour	0

JUNIOR

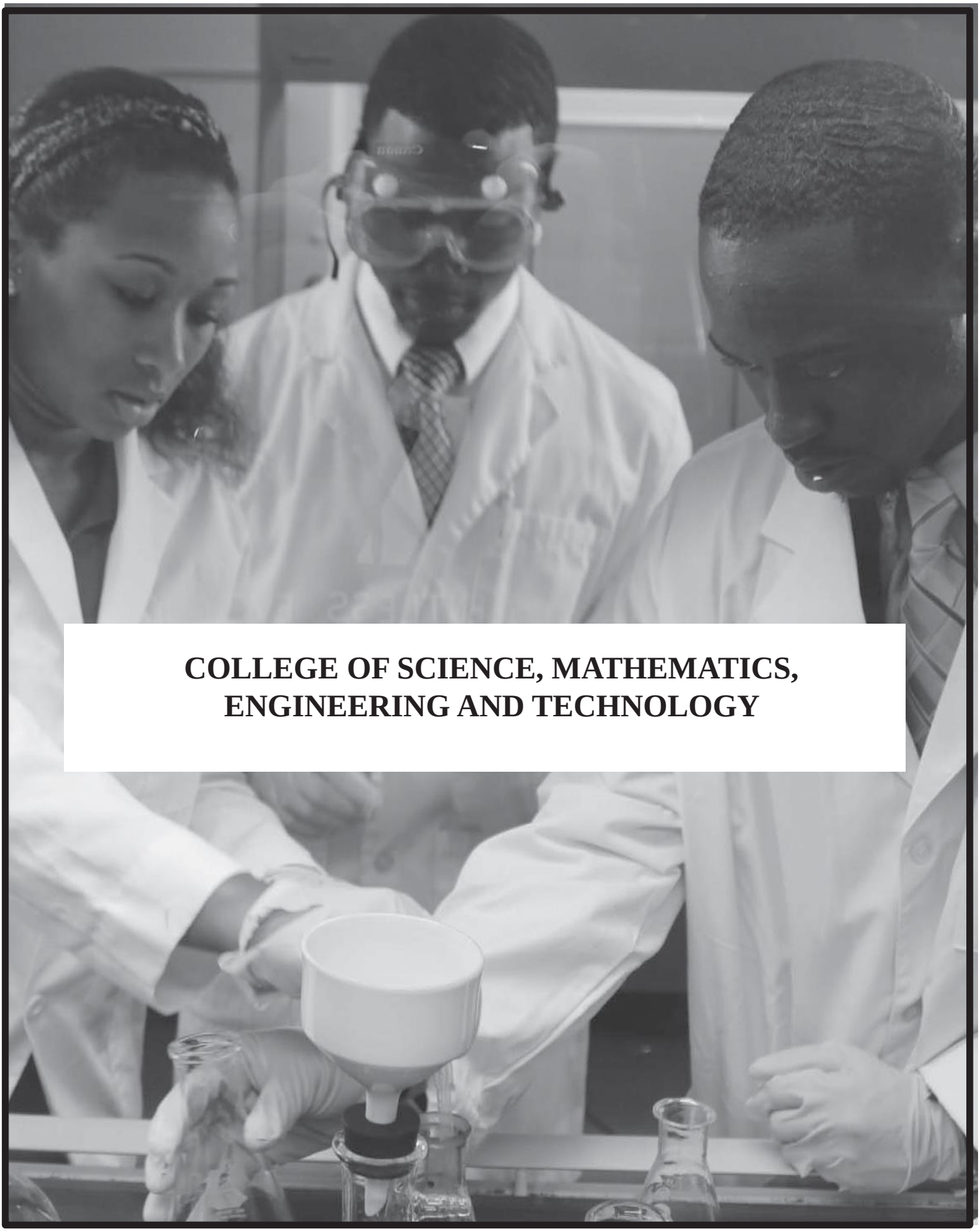
First Semester	Credits	Second Semester	Credits
MU 337 Music Hist & Lit	3	MU 338 Music Hist & Lit	3
HUMU 250 Hist of Black Mus.	3	MUED 304 Choral Conducting	2
MUED 303 Conducting	2	MPIM 306 Applied Piano	1
MPIM 305 Applied Piano	1	MUED 026 Concert Choir	1
MUED 025 Concert Choir	1	MU 099 Recital Hour	0
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	0		
MPIM 405 Applied Piano	1		
MU 099 Recital Hour	0		
MUED 027 Concert Choir	1		
ED 425 Spec. Meth.	3		
ED 450	1		
	13		**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 Department of Civil and Mechanical Engineering Technology and Nuclear Engineering, the Department of Industrial and Electrical Engineering Technology, the Department of Mathematics and Computer Science, and the Department of 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 Biology Education
Chemistry Education
Mathematics Education

* Programs Accredited by the Engineering 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 CAEP.

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 Commission 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 and Nuclear Engineering at South Carolina State University will admit students 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. Pre-requisite deficiencies must be made up during the 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 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 and Career Center 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

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 Department 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		
Chemistry	16	*Biochemistry
General Chemistry		Physical Chemistry
Organic Chemistry		Quantitative Analysis
Physics	8	*Microbiology
English	6	*Cell Biology
Rhetoric and Composition		*Genetics
Foreign Language	6	*Algebra
French, German **or** Spanish		*Calculus
Biology	12	Statistics **or** General
Biology **or** Zoology		Statistical Math
Comparative Anatomy		Political Science
Mathematics	15	Economics
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.

Required Courses	Min. Sem. Hours
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
   a. Literature
   b. Advanced Grammar
   c. Public Speaking

B. Social Studies or Humanities

C. Psychological Studies
   a. Child Psychology
   b. Abnormal Psychology
   c. Adolescent Psychology

D. Logic English

E. Science
   a. Human Physiology
   b. Mammalian Anatomy

F. Mathematics
   a. Trigonometry
   b. Basic Statistics
   c. Calculus

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 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 School of Business; the College of Graduate Studies 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.

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 students 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.

BIOLOGICAL SCIENCES 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 Biology Education. 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 are required to have a minor, e.g., chemistry, physics, mathematics, or 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.

BIOLOGY EDUCATION—The program in the biology education 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/MASC 301, ENV 302, ENV 306,
ENV 420, ENV 430 and one approved elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY
(Environmental Science Option)
(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
B 201+ B 211 Comp. Anatomy	4	B 202 + B 212 Verteb. Phys.	4
M 208 **or** M 309 **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
B 305 + B 315 **or** B 204+B 214	4	B 305 + B 315 **or** B 204 +B 214	4
P 250 + P 251 Physics I*	4	P 252 + P 253 Physics II*	4
ECON 225 Economics	3	ET 250 Technical Com.*	3
Elective (ENV 300)	4	Elective (Env301/Masc301)	3
		Elective	3
	15		**17**

SENIOR

First Semester	Credits	Second Semester	Credits
B 401 + B 411 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	4	Approved Elective	3
Elective	3		
	14		**13**

***Courses fulfilling the GEC (General Education Curriculum) 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/MASC 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 Decisions **and** ENV 430 - Waste Mgt.

Senior Year—2nd Semester - ENV 420 ENV Chem. **and** Approved Elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY
(126-127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
B 150 + B 154 **or** B 151+B 152	4	B 150+B 154 **or** B 151 + B 152	4
C 150 + C 151 Gen Chem I	4	C 152 + C 153 Gen Chem II	4
E 150 English Comp.*	3	E 151 English Comp.*	3
M 152 PreCalculus*	3	M 153 Calculus I	3
UNIV 101 University Comm	2	CS 150 Computer Tech.	3
	16		**17**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 201+ B 211 Compara. Anat.	4	B 202 + B 212 Verte. Physio	4
M 208 **or** M 309 **or** ENV 302	3	B 310 + B 300 Plant Physio.	4
C 306 + C 316 Organic Chem I	4	C 307+C 317 Organic Chem II	4
E 250 **or** E 251 World Lit.*	3	H 250 **or** H 251 World Civ.*	3
ART 250/MU 250/D 254	3	PSY 250 **or** SOC 250	3
	17		**18**

JUNIOR

First Semester	Credits	Second Semester	Credits
B 305 + B 315 **or** B 204 +B 214	4	B 305 + B 315 **or** B 204 + B 214	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	Credits	Second Semester	Credits
B 401 + B411 Cell Mol Biol	4	B 403+B413 Ecology	4
B 410 Biology Seminar	1	HHU 250 Cult. Awareness (ETS 250)	3
PE 150/HED151/MS 101*	2		
F 101 **or** SP 101	3	F 102 **or** SP 102	3
Elective	3	Approved Elective	3-4
Elective	3-4		
	16 or **17**		**13** or **14**

***Courses fulfilling the GEC requirements.**

Suggested Electives:

ENV 300, ENV 302, ENV 305, ENV 306,
ENV 420/520, ENV 430/530, ENV 490, ENV 491, ENV 495,
MASC 201, MASC 202,
MASC 301, MASC 302,
B 160, B 180,
B 200, B 205, B 206, B 210,
B 301, B 302, B 303, B 304, B 306, B 311, B 312, B 322,
B 402, B 405, B 415, B 490, B 491,
C 404,
IBS 307, IBS 308,
IBS 407, IBS 408,
SC 313,
P 310

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (135-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ Comm	2	E 151 English Comp.	3
E150 English Comp	3	CS 150 Computer Science	3
ET 250 Tech. Com	3	ED 206 Found. Education	3
M155 Math. Modeling	3	M152 PreCalculus	3
Biology 150	3	Biology 151/Botany 152	4
Biology Lab 151	1	PE150/HED151/MS101	2
A **or** MU 250 (254)	3		
	18		**18**

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ART 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	Credits	Second Semester	Credits
ECON 250 **or** ECON 255	3	ED 308 Teaching Methods	3
ED 306 Hist & Philosophy	3	B 401+B 411 Cell Mol Biol	4
P 250 + P 251 Physics I*	4	H 250 **or** H 251 World Civ.	3
B 305+B 315 Microbiology	4	B 403+B 413 Ecology	4
B 307+B 317 Evolution	4	IBES 350 Seminar	1
		P 252 + P 253 Physics II*	4
	18		**19**

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Special Methods	3	ED 430 Prof Clin Exp I	12
PSY 250 or SOC 250	3		
B 410.Seminar	1		
Elective	3		
ED 450 Seminar	1		
RED 317 Teaching Reading	3		
Elective	3		
	17		**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, Chemistry Education, 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 disciplines, 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. Students have four options in the selection of chemistry as a major: Chemistry for Pre-Health Career Option majors (CPHC), Chemistry for Graduate School/Industry Option majors (CGSI), Chemistry for Environmental Science Minor Option, (CHES), and

Chemistry for Radiochemistry Option majors (CHRC). Chemistry majors are not required to have a minor. They may select a minor of choice.

Chemistry Pre-Health Career Option (CPHC)

Chemistry Pre-Health Career Majors must complete the needed chemistry credits and necessary biology courses 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.

Chemistry Radiochemistry Option (CHRC)

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.

Chemistry Graduate School/Industry Option (CGSI)

Recommended electives:

Zoology, Botany

Chemistry Environmental Science Option (CHES)

Recommended electives:

Botany,
Biostatistics and
Waste Management.

CHEMISTRY EDUCATION — The program in the chemistry education 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 REQUIREMRNTS

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 CHEMISTRY

GRADUATE SCHOOL,

INDUSTRY Option (CGSI)

(120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
ET 250/S 250 Tech. Com	3	CS 150 Computer Science	3
C 150 General Chemistry I	3	M152 PreCalculus	3
C 151 General Chem I Lab	1	C 152 General Chem II	3
M 208 Stat **or** Env302 Biostat	3	C153 General Chem II Lab	1
UNIV 101 Univ. Comm	2	PE 150/HED 151/MS 101	2
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
P250/254 Physics I	3	P252/255 Physics II	3
P251 Physics I Lab	1	P253 Physics II Lab	1
M153 Calculus I	3	M163 Calculus II	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C316 Org, Chemistry I Lab	1	C317 Org. Chemistry II Lab	1
C201 Quantitative Analysis	4	E250/251 World Literature	3
	15		**14**

JUNIOR

First Semester	Credits	Second Semester	Credits
Psy250/Soc250/Epsy 250	3	H250/251 World History	3
French/German/Span 101	3	C 406 Physical Chemistry II	4
C405 Physical Chemistry I	4	C412 Research in Chemistry	4
Elective	3	ART 250/MU 250/D 254	3
ETS 250 African Amer Hist	3		
	16		**14**

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	C 408 Instrumental Analysis	4
C 407 Inorg. Chemistry	4	Approved Elective	4
C 403 Biochemistry	4	Elective	4
ECON 250/255	3	French/German/Span 102	3
Elective 4			
	16		**15**

Approved Electives:
Env 420 Environmental Chemistry – 4 credits **or**
C 404 Biochemistry II - 4 credits.

Recommended Electives:
B 150+B154 General Zoology - 4 credits;
B 151+B152 Introductory Botany - 4 credits

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY ENVIRONMENTAL SCIENCE OPTION (CHES) (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
B 150+B154 Gen Zoology	4	ECON 250/255	3
C 150 Gen Chemistry I	3	C 152 Gen Chemistry II	3
C 151 Gen Chem I Lab	1	C 153 Gen Chem. II Lab.	1
M 208 Statistics or Env 302 Biostatistics	3	CS Computer Science	3
		H250/251 World History	3
UNIV 101 Intro to University	2		
	16		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
P 250/254 Physics I	3	ET 250/S 250	3
P 251 Physics I Lab.	1	P 252/255 Physics II	3
M 153 Calculus I	3	P 253 Physics Lab	1
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chemistry I Lab	1	C 317 Org. Chemistry II Lab	1
C 201 Quantitative Analysis	4	M 163 Calculus II	3
E250/251 World Literature	3		
	18		**14**

JUNIOR

First Semester	Credits	Second Semester	Credits
ENV 300 Environ. Sci.	4	Art250/Mu250/D254	3
C 405 Physical Chemistry 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	Credits	Second Semester	Credits
C 410 Seminar	1	ENV 420 Environ Chem	4
C 407 Inorg. Chemistry	4	French/German/Span 101	3
C403 Biochemistry	4	Elective	4
Elective	4	Env 301/Masc 301 (Anal Mar. Polluts)	4
		Elective	3
	13		**18**

Recommended Electives:
B 151+B152 (Introductory Botany) - 4 Credits and
ENV 430 (Waste Management) - 4 Credits.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY PRE-HEALTH CAREER OPTION (CPHC) (122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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 I Lab	1	C 153 General Chem II Lab	1
M 208 Intro Stat/Env302 Biostat	3	CS 150 Computer Science	3
UNIV 101 Intro Univ. Comm	2	PSY 250/SOC 250/EPSY 150	3
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
P 250/254 Physics I	3	B 150+B154 Gen Zoology	4
P 251 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 II Lab	1
C 316 Org. Chemistry I Lab	1	C 307 Org. Chemistry II	3
C 201 Quantitative Analysis	4	C 317 Org. Chem II Lab	1
		M 163 Calculus II	3
	15		**18**

JUNIOR

First Semester	Credits	Second Semester	Credits
C 403 Biochemistry	4	B 151+B152 Intro. Botany	4
C 405 Physical Chemistry I	4	C406 Physical Chemistry II	4
B 201 Anatomy	4	ART 250/MU 250/D 254	3
Elective	4	Elective	4
	16		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	C 408 Instrumental Analysis	4
C 407 Inorganic Chemistry	4	B 202+B 212 Vert. Physiology	4
ECON 250/255	3	ETS 250 Afr American Hist	3
French/German/Span 101	3	Elective	3
H250/251 World History	3		
	14		**14**

Recommended Electives:
B 204+B214 (Genetics) - 4 Credits,
B305+B315 (Microbiology) – 4 Credits,
C 404 (Biochemistry II) - 4 Credits.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY RADIOCHEMISTRY CAREER OPTION (CHRC) (132 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E151 English Comp	3
UNIV 101. Univ Community	2	CS 150 Comp Sc	3
M 208/Env 302	3	M152 PreCalculus (I)	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
ET 250/S 250/ S150 Pub Spk	3	PE 150/HED151/MS150	2
	15		**15**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
P 250/254 Physics I	3	P 252/255 Physics II	3
P 251 Physics I Lab	1	P 253 Physics II Lab	1
M 153 Calculus I	3	M 163 Calculus (II)	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chem I Lab	1	C 317 Org. Chem II Lab	1
C 201 Quant. Analysis	4	E 250/251 World Lit	3
		C204 Intro to Radiochemistry	3
		P313 Radioisotope Lab	3
	15		**20**

Summer Nuclear Chemistry @ Clemson University 3 Credits

JUNIOR

First Semester	Credits	Second Semester	Credits
PSY250/SOC250/EPSY250	3	H250/250 World History	3
C403 Biochemistry	4	C 406 Physical Chem II	4
C 405 Physical Chemistry I	4	C 412 Research in Chemistry	4
Elective	3	ART 250/MU 250/D 254	3
ETS 250 Afri Amer Hist	3	Summer Adv. Nuclear Instrumentation	3
	17		**17**

SENIOR

First Semester	Credits	Second Semester	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 404 Biochemistry II - 4 Credits

Recommended Electives:
M 238 Calculus IV - 3 Credits
M 403 Differential Eq - 3 Credits

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY EDUCATION (134-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101.Univ Community	2	E 151 English Comp	3
E 150 English Comp	3	CS 150 Comp Sc.	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 Comm	3	HED 151	2
ED 206 Fund Education	3	*ED 150 Educ. Seminar	1
	18		**16**

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	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 II Lab	1
C 306 Org. Chemistry I	3	M 163 Calculus II	3
C 316 Org. Chemistry I Lab	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	Credits	Second Semester	Credits
E 250 **or** 251 World Lit.	3	ED 308 Teaching Methods	3
General Physics I	3	H 250 **or** 251 World Civ.	3
P251 Gen Physics I Lab	1	* ICES 350 Seminar	1
C405 Physical Chem. I	4	P252 General Physics I	3
ED 306 History & Philos	3	P 253 General Phys. 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	Credits	Second Semester	Credits
ED 425 Special Methods	3	ED 430 Prof Clin. Exp. I	12
RED 317 Teach Reading	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

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
(For Students Starting With Calculus I)
(123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ET250 Tech. Comm.	3	CS150 Intro. Comp. w/App	3
E150 Eng. Comp & Comm.	3	E151 Eng. Comp & Comm	3
M158 Calculus I	4	M168 Calculus II	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**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H250 or H251World 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 Calculus II	4	P253 General Physics II Lab	1
Personal Wellness Comp I	2	M403 Differential Eq.	3
Elective	3		
	16		**13**

JUNIOR

First Semester	Credits	Second Semester	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**

SENIOR

First Semester	Credits	Second Semester	Credits
Elective	3	P402 Electricity & Mag II.	3
SOC/PSY Component3	3	P 410 Intro. Quantum Mech	3
P401Electricity & Mag. I	3	Suggested Elective	3
P407 Advanced Laboratory	3	Elective	3
Suggested Elective	3		
	15		**12**

<u>For All Physics Majors</u>:

Personal Wellness Comp.:
PE 150 **or** MS 150 Mil. Sci. **or** HED 151 Pers/Comm. Hlth 2 hrs.

Fine Arts Comp.:
A 250 Art App. **or** MU 250 Music App. **or** D 254 Intro Drama 3 hrs.

SOC/PSY Component:
PSY 250 Gen. Psychology **or** SOC 250 Intro. Sociology 3 hrs.

Language Comp.:
Computer Language I&II, **or** French 101&102 **or** German 101&102 6 hrs.

<u>SUGGESTED ELECTIVES</u>

PHYSICS:
P 301, P 302, P 326, P 338, P 498-499.

ADVANCED MATH OPTION:
M 208, M 309/310, M 314, M 350, M 404/405/406, M 407.

COMPUTER SCIENCE OPTION:
CS 161, CS 171, CS 201/202, CS 402/403.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
(For Students Starting With PreCalculus)
(123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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 Calculus I	4
C 150 Gen. Chemistry I	3	C 152 Gen. Chemistry II	3
C 151 Gen. Chemistry I Lab	1	C 153 Gen. Chem 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	Credits	Second Semester	Credits
P 254 Gen. Physics I w/Cal.	3	E 250 **or** E 251 World Lit.	3
P 251Gen. Physics I Lab	1	P 255 Gen. Physics II w/Cal	3
M 168 Calculus II	4	P 253Gen. Physics II Lab	1
M 250 Linear Algebra/Sci.	3	M 278 Calculus III	4
Lang Comp I	3	ET 255 Eng. Econ. Anal	3
		Lang Comp II	3
	14		**17**

JUNIOR

First Semester	Credits	Second Semester	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	Credits	Second Semester	Credits
Elective	3	P 402 Electricity & Mag II.	3
SOC Suggested Elective	3		
P 407 Advanced Laboratory	3	Elective	3
Suggested Elective	3		
	15		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
Medical Physics Option
(126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
CS 150-Intro. Comp w/App	3	M 250 Linear Algebra/Sci	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & Comm.	3
M 158 Calculus I	4	M 168 Calculus II	4
P 254 Gen. Physics I w/Cal	3	P 255 Gen Physics II w/Cal	3
P 251 General Physics I Lab	1	P 253 General Physics II Lab	1
P 160 Med Phys Seminar	1	P 180 Essential Med Physics	3
UNIV 101 Univ Comm	2		
	17		**17**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 150+B154 Zoology	4	B 202+B212 Vert Physiology	4
M 278 Calculus III	4	ET 255 Eng. Econ. Analysis	3
P 203 Gen. Physics III	3	SOC 250/PSY 250	3
P 223 Gen. Physics III Lab	1	M 403 Differential Equations	3
C 150 Gen Chemistry I	3	C 152 Gen Chemistry II	3
C 151 Gen Chem I Lab I	1	C 153 Gen Chem II Lab	1
	16		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
P 303 Mechanics I	3	P 304 Mechanics II	3
P 403 Thermodynamics	3	P 313 Radioisotope Lab	3
P 406 Intro to Modern Physics	3	ART 250/MU250/D254	3
H250 **or** H251 World Hist.	3	E 250 **or** 251 World Lit	3
Elective	3	ET 250 Tech Comm	3
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
P 401 Electricity & Mag I	3	P 402 Electy & Magnetism II	3
P 407 Advanced Laboratory	3	P 410 Intro. Quantum Mech	3
P 338 Scientific Image Anal	3	P 498/499 Med Phys Project	3
PE 150/HED 151/MS 101	2	HU 250 African-Amer. Exp.	3
Elective	3	Elective	3
	14		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
Health Physics Option
(127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
CS 150-Intro. Comp w/App	3	M 250 Linear Algebra/Sci	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & comm.	3
M 158 Calculus I	4	M 168 Calculus II	4
P 254 Gen. Physics I w/Cal	3	P 255 Gen Physics II w/Cal	3
P 251 General Physics I Lab	1	P 253 Gen. Physics II Lab	1
P 160 Med Phys Seminar	1	P 180 Essential Med Physics	3
UNIV 101 Univ Comm	2		
	17		**17**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251 World Hist	3	ET 255 Eng. Econ. Analysis	3
P 203 Gen. Physics III	3	M 403 Differential Equations	3
P 223 Gen. Physics III Lab	1	P 406 Modern Physics	3
C 150 Gen Chemistry I	3	C 152 Gen Chemistry II	3
C 151 Gen Chem I Lab	1	C 153 Gen Chem II Lab	1
SOC/PSY Component	3		
M 278 Calculus III	4		
	18		**13**

JUNIOR

First Semester	Credits	Second Semester	Credits
P 303 Mechanics I	3	P304 Mechanics II	3
NE 408/P 408 Ionizing Radia	3	P 313 Radioisotope Lab	3
P 420 Health Physics Instru	1	P421 Foundations of Health	3
P 403 Thermodynamics	3	ET250 Tech Comm	3
Language Comp. I	3	Language Comp. II	3
Elective	3		
	16		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
P 499/NE 499 Special Topics	2	P 402 Electy & Magnetism II	3
P 338 Scientific Image Anal	3	P 410 Intro. Quantum Mech	3
P 401 Electricity & Mag I	3	HU 250 African-Amer. Exp.	3
P 407 Advanced Laboratory	3	ART 250/MU 250/D 254	3
PE 150/HED 151/MS 101	2	Elective	3
E 250 **or** 251 World Lit.	3		
	16		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
Astronomy Option
(126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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 Calculus I	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	Credits	Second Semester	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 Calculus II	4	M 278 Calculus III	4
Lang Comp I	3	Lang Comp II	3
	17		**17**

JUNIOR

First Semester	Credits	Second Semester	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	ART 250/MU 250/D 254	3
		Elective	3
	13		**18**

SENIOR

First Semester	Credits	Second Semester	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**

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 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 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 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 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 Nuclear Engineering Students

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 a 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.
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 pro-gram 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.
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 pursing 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

a. 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.

b. An ability to design and conduct experiments, as well as to analyze and interpret data.
c. 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.
d. An ability to function on multi-disciplinary teams.
e. An ability to identify, formulate, and solve engineering problems.
f. An understanding of professional and ethical responsibility.
g. An ability to communicate effectively.
h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
i. A recognition of the need for, and an ability to engage in life-long learning.
j. A knowledge of contemporary issues.
k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
l. 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, Biology Education, Chemistry Education, and Mathematics Education; within the College of Science, Mathematics, Engineering and Technology guidelines and requirements. The student should fulfill the curriculum requirements in two areas:

1. 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, Biology Education, Chemistry Education, and Mathematics Education.
2. 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:

1. MET 390 Fundamentals of Energy Technology (3)
2. MET 391Energy Production Systems (3)
3. MET 392Heating, Ventilating & Air Conditioning (3)
4. MET 393Solar Energy & Conservation (3)
5. MET 394Energy Economic Analysis 3)
6. MET 395Energy Conservation & Audits (3)
7. MET 396Power Generation & Control (3)
8. MET 397Nuclear Energy (3)
9. MET 398Energy 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
E 150 English I	3	E 151 English II	3
M 152 Pre-Calculus	3	M 153 Calculus I	3
ET 150 (Mech. Draw./Basic CAD)	3	CET 205 Comp. Aided Draf.	3
ET 170 Intro. to Engineering	3	CS 150 Computer Science	3
UNIV 101 Intro to Comm.	2	C 150 Chemistry	3
PE 150/HED 151/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	ART 250/MU 250/Drama 254	3
ET 255 Engineering Econ	3	ET 213 Strength of Materials	3
ET 212 Statics 3		ET 250 Tech. 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**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL LAND SURVEYING (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Credits	Second Semester	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 II 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	Credits	Second Semester	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 424 Elements of GIS	3
	18		**18**

SENIOR

First Semester	Credits	Second Semester	Credits
BA 201 Legal Envir. of Bus.	3	CET 425 Land Design & Devel.	3
CET 428 Hydrology & Drainage	3	CET 460 Senior Project	3
CET 406 Construction Surveying **or**		CET 422 Photogrammetry **or**	
CET 404 Boundary Law	3	CET 423 Remote Sensing	3
CET 459 Senior Project Prop	1	Fine Art Perspective	3
Restricted Elective (Select One)	3	Open Elective	3
EAET 410 Engineering Ethics **or**			
EAET 411 Role of Engineers			
Technologist in Society			
History Perspective	3		
	16		**15**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING TECHNOLOGY (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English I	3	E 151 English II	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		**16**

SOPHOMORE

First Semester	Credits	Second Semester	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 251 Physics I Lab	1	ART 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	Credits	Second Semester	Credits
SOC 250 or PSY 250	3	MET 380 Design of Mat. Elec.	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	Credits	Second Semester	Credits
MET 425 Microcomp. App.	3	MET435 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 459 Senior Project Prop	1	MET 490 Special Topics in	
Restricted Elective (Select One)	3	Mech. Engr. Tech/Manuf.	
EAET 410 Engr. Ethics **or**		MET 460 Senior Project	3
EAET 411 Role of Engineers/		MET 428 CNC Mach. Tools II	3
Technologists in Society			
	16		**15**

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	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
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
		NE 305 Intro to Nuclear Engr.	3
	16		**19**

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 Mat. Lab	3
ENGR 421 Thermodynamics	3	ET 250 Tech Com **or** S 250 Pb. Spk	3
ENGR 435 Heat Transfer	3	H 250 **or** H 251 History	3
Liberal Studies Elective	3	NEEP 405 Nuclear Reactor The.	3
	18		**18**

SENIOR

First Semester - SC STATE	Credits	Second Semester - SC STATE	Credits
NE 408 Ionizing Radiation	3		
NE 411 Nuclear Reactor Engr.	3	NEEP 428 Nuclear Reactor Lab	2
ENGR 450 Engineering Materials	3	NEEP 571/471 Env & Econ Analys	3
E 250 or E 251 Literature	3	Approved Elective[1]	3
Liberal Studies Elective	3	NEEP 412 Reactor Design	5
NE 499 Special Topics in NE	1 / 2	Liberal Studies Elective	3
	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

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
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
		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	ET 250 Tech Com or S 250 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 Senior 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 Conferencing @ 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

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 and the University which is to provide a high quality education balanced with broad learning opportunities from other fields integrated to provide intellectual richness and flexibility. The department offers four-year programs leading to the Bachelor of Science degrees in Electrical Engineering Technology, Industrial Engineering, Industrial Engineering Technology, and Industrial Education with an option in Industrial Technology. The engineering and engineering technology programs emphasize concepts or theories in addition to the practical aspects of engineering and are a blend of the application of science, engineering knowledge, and technical skills in support of engineering activities. The engineering and engineering technology curricula are designed to prepare persons for responsible positions in industry or to pursue further studies in their respective fields. The industrial education program trains persons who wish to qualify as teachers of industrial subjects in the primary schools whereas the industrial technology program prepares professionals for employment in business, industry and government.

Program Objectives and Outcomes

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 (PEOs) of the Electrical Engineering Technology program are to produce graduates who after five years of graduation are able to:

1. Use technical skills and knowledge acquired via the Electrical Engineering Technology program to work as a practicing engineer in the design, development, application, testing, manufacturing, maintenance, operation and installation fields.
2. Use their broad knowledge of Electrical Engineering Technology as a foundation for on-going and life-long learning and have realized measurable success in their professional careers (such as supervisors, managers, etc.) and/or in the pursuit of graduate school.
3. Use their critical reasoning skills to solve technical problems, ethically and responsibly, in service to society as well as to demonstrate being effective and contributing member of interdisciplinary team(s).
4. Excel in an increasing diverse and global marketplace.

Student Outcomes

The graduates of the Electrical Engineering Technology program at South Carolina State University should be able to demonstrate that they have:

a. An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.
b. An ability to select and apply knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
c. An ability to conduct tests and measurements; to conduct, analyze and interpret experiments, and to apply experimental results to improve processes.
d. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
e. An ability to function effectively as a member or leader on a technical team.
f. An ability to identify, analyze and solve broadly-defined engineering technology problems.
g. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
h. An understanding of the need for and an ability to engage in self-directed continuing professional development.
i. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
j. A knowledge of the impact of engineering technology solutions in a societal and global context.
k. A commitment to quality, timeliness, and continuous improvement.

Industrial Engineering

Industrial engineers (IEs) apply science, mathematics, and engineering methods to complex system integration and operations. Because these systems are so large and complex, IEs need to have knowledge and skills in a wide variety of disciplines, the ability to work well with people, and a broad, systems perspective. Industrial engineers use their knowledge and skills to improve systematic processes through the use of statistical analysis, interpersonal communication, design, planning, quality control, operations management, computer simulation, and problem-solving.

Industrial engineering is about choices. Other engineering disciplines apply skills to very specific areas. IE gives practitioners the opportunity to work in a variety of businesses. Industrial Engineering offers the best of both worlds: an education in both engineering and business.

Industrial engineering is about more than manufacturing – it also encompasses service industries, with many IEs employed in entertainment industries, shipping and logistics businesses, and healthcare organizations.

Industrial engineers are the only engineering professionals trained specifically to be productivity and quality improvement specialists.

IEs make processes better in the following ways:

- More efficient and more profitable business practices
- Better customer service and product quality
- Improved efficiency
- Increased ability to do more with less
- Making work safer, faster, easier, and more rewarding
- Helping companies produce more products quickly
- Making the world safer through better designed products
- Reducing costs associated with new technologies

During the first two years, emphasis is placed upon establishing competence in mathematics, basic sciences, and fundamental industrial engineering topics while the Junior and Senior years they are devoted primarily to a balanced offering of courses in the specialty that gives breadth to their professional knowledge.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING (129 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp. I	3	E 151 English Comp. II	3
M 153 Calculus I	3	M 163 Calculus II	3
ENGR 150 Mech Draw. & Basic CAD	3	S 250 Public Speaking	3
ENGR 170 Intro. to Engineering	3	C 150 General Chemistry I	3
SOC 250/PSY 250/(H*)	3	C 151 General Chemistry I Lab	1
UNIV 101 Intro. Univ. Comm.	2	H 250 or H 251 History World Civil. (H*)	3
	17		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
M 237 Calculus III	3	C 152 Gen. Chem. II (L*)	3
P 254 General Physics	3	C 153 Gen. Chem. II Lab (L*)	1
P 251 General Physics Lab	1	P 255 Gen. Phy. II w/calculus	3
ARTS 250/MU 250/D 254	3	P 253 General Physics II Lab	1
E 250 or E 251 World Lit. (H*)	3	IE 201 System Design	3
ETS 250 African Amer. in Tech. & Sc. (H*)	3	IE 252 Industrial Statistics I	3
ENGR 212 Statics	3	ENGR 213 Strength of Materials	3
	19		**17**

JUNIOR

First Semester	Credits	Second Semester	Credits
EET 230 Circuit Analysis	3	IE 355 Simulation Modeling (I*)	3
IE 368 Professional Practice in IE	1	IE 353 Intro. to Mfg. Sys. Eng.	3
ENGR 255 Eng. Econ. Analysis	3	IE 357 Indust. Oper. Research I	3
ENGR 310 Eng. Computing (E*)	3	IE 356 Plant Layout and Material Handling	3
IE 352 Industrial Statistics II (I*)	3	EET 233 Circurit Laboratory	1
IE 354 Motion amd time Study	3	M 403 Differential Equations	3
	16		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
IE 440 Decision Support Sys. in IE	3	IE 460 Technical Project	3
IE 456 Production and Inv. Control	3	MGT 316 Database Man. Sys.	3
IE 458 Human Factors Eng.	3	ENGR 313 Dynamics	3
IE 454 Indust. Oper. Research II	3	IE 452 Statistical Quality Control	3
IE 457 Facility Location	3		
IE 459 Tech. Project Proposal	1		
	16		**12**

Industrial Engineering

Objectives

The Program Educational Objectives (PEOs) of the Industrial Engineering program are to produce graduates who after five years of graduation are able to:

1. Graduates are acknowledged in their profession as capable designers, developers, implementers, and professionals who are able to improve integrated systems that include people, materials, information, equipment, and energy using appropriate analytical, computational and experimental practices.
2. Graduates continue to apply information technologies in post graduate work and their professions to the practice of industrial engineering.
3. Graduates are able to conduct themselves in a professional and ethical manner and provide meaningful contributions in graduate work and industry.
4. Work and communicate effectively with colleagues at every level in the organization.

Student Outcomes

The graduates of the Industrial Engineering program at South Carolina State University should be able to demonstrate that they have:

a. An ability to apply knowledge of mathematics, science, and engineering.
b. An ability to design and conduct experiments, as well as to analyze and interpret data.
c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
d. An ability to function on multidisciplinary teams.
e. An ability to identify, formulate, and solve engineering problems.
f. An understanding of professional and ethical responsibility.
g. An ability to communicate effectively.
h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
i. A recognition of the need for, and an ability to engage in life-long learning.
j. A knowledge of contemporary issues.
k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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. 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 industrial engineering technology topics while 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.

The Industrial Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org.

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.

Goals and Learning Outcomes of Industrial Education and Industrial Technology programs

The goals and student learning outcomes of the Industrial Education and Industrial Technology programs are as follows:

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 bio- technologies.

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 Learning Outcomes for Industrial Education program are:

1. Demonstrate the ability to plan and implement an Industrial Education curriculum.
2. Satisfy University, South Carolina State Department of Education, and CAEP (Council for the Accreditation of Educator Program)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 Engineering Technology Accreditation Commission of ABET, http://www.abet.org.

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).

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 skill, 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 as well as pursue higher studies in the field. 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 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.

The Electrical Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org.

INDUSTRIAL ENGINEERING TECHNOLOGY (IET)

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. 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 industrial engineering technology topics while 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.

The Industrial Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org.

INDUSTRIAL TECHNOLOGY EDUCATION

Objectives

The Program Educational Objectives (PEOs) of the Industrial Engineering Technology program are to produce graduates who after five years of graduation are able to:

1. Use technical skills and knowledge acquired via the Industrial Engineering Technology program to work as a practicing engineer in the design, development, application, testing, manufacturing, maintenance, operation and installation fields.
2. Use their broad knowledge of Industrial Engineering Technology as a foundation for on-going and life-long learning and have realized measurable success in their professional careers (such as supervisors, managers, etc.) and/or in the pursuit of graduate school.
3. Use their critical reasoning skills to solve technical problems, ethically and responsibly, in service to society as well as to demonstrate being effective and contributing member of interdisciplinary team(s).
4. Excel in an increasing diverse and global marketplace.

Student Outcomes

The graduates of the Electrical Engineering Technology program at South Carolina State University should be able to demonstrate that they have:

a. An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.
b. An ability to select and apply knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
c. An ability to conduct tests and measurements; to conduct, analyze and interpret experiments, and to apply experimental results to improve processes.
d. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
e. An ability to function effectively as a member or leader on a technical team.
f. An ability to identify, analyze and solve broadly-defined engineering technology problems.
g. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
h. An understanding of the need for and an ability to engage in self-directed continuing professional development.
i. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
j. A knowledge of the impact of engineering technology solutions in a societal and global context.
k. A commitment to quality, timeliness, and continuous improvement.

INDUSTRIAL TECHNOLOGY (Option)

The Industrial Education program is designed to foster the development of a strong foundation in the skills, knowledge, attitudes regarding technical matters that are needed to prepare professionals to teach Industrial Education in the public schools. 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. Industrial 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 Industrial Technology (option) program prepares technical and/or management-oriented professionals in business, industry, and government who are equipped to meet the new and emerging challenge of a modern and highly technological society.

The Industrial 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 Industrial Education program is accredited by NCATE.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING TECHNOLOGY (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp. I	3	E 151 English Comp. II	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	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	EET 232 Elect. Network Anal.	3
M 163 Calculus II	3	EET 233 Circuits Laboratory	1
P 254 General Physics	3	P 255 General Physics	3
P 251 General 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 250 Linear Algebra for Sci. and Engg.	3	E 250 or E 251 World Lit.	3
	19		**17**

JUNIOR

First Semester	Credits	Second Semester	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
		EET 383 Dig. & Micropro. Lab	1
SOC 250 or PSY 250	3	EET 392 Intro. PLC & Virt. Instr.	3
EET 381 Digital System Design and Analysis	3	ET 255 Engg. Econ. Analysis	3
EET 320 Intro. Comp. Prog.	3	Elective	3
EET 374 Electrical Machines	3		
	18		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
EET 333 Electronics Lab.	1	EET 443 PLC & Virt. Instr. Lab.	1
EET 450 Intro to Electrical Power Systems	3	EET 460 Senior Project	3
		EET 475 Comp. Aided Design of Electrical Systems	3
EET 453 Machines & Power Lab	1		
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 TECHNOLOGY EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro to Univ.	2	E 151 English	3
E 150 English	3	CS 150 Computer Science	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		
ED 206 Foundations of Ed			
	15		**15**

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 or 152	3	ART 250/MU 250/D 254	3
BSC Lab 151 or 153	1	ETS 250 Hist. 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
		IE Seminar 350	1
	16		**16**

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Education 308	3	E 250 or 251 English	3
H 250 or 251 History	3	Industrial Education 331	3
Industrial Education 326	3	Industrial Education 252	3
Industrial Education 241	3	Industrial Education 330	3
Industrial Education 301	3	Industrial Education 325	3
Industrial Education 410	3	RED 317	3
	18		**18**

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
PS 252 American Government	3		
*Education Seminar 450	1		
Reading Education 322	3		
Elective	3		
	13		**12**

Application for Professional Clinical Experience Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING TECHNOLOGY (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng. Comp. I	3	E 151 Eng. Comp II.	3
M 152 Pre-calculus	3	M 153 Calculus I	3
PE 150/HED 151/MS 101	2	ET 150 Mech. Draw/Basic CAD	3
CS 150 Comp. Tech.	3	C 150 Gen. Chemistry	3
ET 170 Intro. to Eng. Tech.	3	C 151 Gen. Chemistry Lab	1
UNIV101 Intr. Univ. Comm.	2	H 250/H 251 World Civil.	3
	16		**16**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
M 250 Linear Algebra for Sci. and Engg.	3	ARTS 250/MU 250/D 254	3
		P 255/P 252 Gen. Physics II	3
P 254/P250 Gen. Physics	3	P 253 Gen. Physics II Lab	1
P 251 Gen. Physics Lab	1	PSY 250/SOC 250	3
M 163 Calculus II	3	E 250 or E 251 World Lit I or II	3
ET 212 Statics	3	IET 252 Ind. Statistics I	3
MET 221 Machine Tool Lab	3		
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
ETS 250 African Amer. Hist. of Tech. & Sci.	3	ET 250 Tech. Communications	3
		IET 350 Indus. Safety Eng.	3
ET 255 Engr. Economic Ana.	3	IET 354 Motion & Time Study	3
ET 310 Engr. Computing	3	IET 355 Sim. Mod. of Ind. System	3
IET 352 Ind. Statistics II	3		
IET 353 Intro. Mfg. Sys. Engr.	3	IET 356 Plant Lay & Mat. Handl.	3
IET 357 Ind. Oper. Research I	3	ET 421 Thermodynamics	3
	18		**18**

SENIOR

First Semester	Credits	Second Semester	Credits
IET 450 Project Plan. & Control	3	IET 460 Technical Project	3
MET 427 NC Machinery	3	IET 452 Statistical Quality Ctrl.	3
IET 458 Human Factors Tech.	3	IET 456 Product & Inven. Ctrl.	3
IET 459 Tech. Project Proposal	1	Elective	3
ET 410 Eng. Ethics	3		
Restricted Elect. EA			
Elective	3		
	16		**12**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English I	3	E 151 English Comp. II	3
Math M 151/152/153/154	3	M 155 Math	3
IT 121 Engineering Design I	3	IT122 Engineering Design II	3
IT 180 Intro Ind. Tech.	2	CS 150*; 151; MGT 216; MUT 150	3
HED 151/PE 150/MS 101	2		
UNIV 101 Univ. Comm.	2	ET 250*; S 250; S150, BA 331	3
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 or 152 Bio Sci	3	PSC 150 or 152 Psc. Sci.	3
BSC 151 or 153 Bio Sci Lab	1	PSC 151 or 153 Psc. Sci. Lab	1
ARTS 250 or MU 250 or D 254	3	H 250 or H 251	3
IT 251 Intro. to Comm.	3	IT 381 Graphic Comm.	3
IT 330 Tech. Concepts in Mfrg.	3	IT 221 Mfg. Tech	
PS 252; FCS 251; ECON 250; 255: ET 255	3	E 251 World Lit. / E 250	3

JUNIOR

First Semester	Credits	Second Semester	Credits
IT 211 Const. System	3	IT 331 Power Mechanics	3
IT 241Transp. & Engy.	3	IT 252 Elect. & Electronics	3
IT 305 Psy. App. to Work	3	ETS 250 African-Amer. His.	3
SOC 250; PSY 250; EPSY 250	3	IT 325 Construction Practice	3
Elective	3	Elective	4
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
IT 410 Facil. Plan & Mgt.	3	12 hrs. of Concentrated*or Dept. Approved Courses	
TED 326 Tech. for Learners Special Needs	3		
IT 301 His. & Phil	3		
TED 308 Method of Teach.	3		
Elective	3		
	15		12

The program of 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.

*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)

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:

1. To provide a wide variety of courses in mathematics and computer science to meet the needs of the university population;
2. 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;
3. To provide for high standards in courses which will prepare students with the necessary tools to be successful in society;
4. To provide the kind of atmosphere in classes which will encourage students to be self-starting, self-directed, and creative in their thinking; and
5. 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, Mathematics Education, 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 2014, may complete the degree requirements in the 2014-2016 Catalog. However, students who entered the University or declared a major in Mathematics or Computer Science, effective Fall 2014, must complete the degree requirements as outlined in the 2014-2016 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.

Minor and Concentration Programs - The Computer Science program also offers a minor in Computer Science, a minor in Robotics and Embodied Intelligence, and a concentration on Cybersecurity. **The Minor in Computer Science** is designed to allow other majors to complete selected courses (24 to 26 credit hours with a minimum of "C" grade) in mathematics and computer science to gain a broad understanding of Computer Science. **The Robotics and Embodied Intelligence Minor** offers possibility to the Computer Science majors to organize their knowledge around the notion of Robotics and Embodied Intelligence. It widens the possibilities for job application for computer science majors in emerging job areas such as classical robotics, artificial intelligence, and biology based robots. Students need to complete selected courses (18 credit hours with a minimum of "C" grade) for this minor. **The Concentration in Cybersecurity** is designed to introduce our majors to the important field of Cybersecurity. Students in this concentration are required to complete selected courses (17 hours with a minimum of "C" grade) for this concentration. These courses include hands-on and virtual laboratory experiences. Students completing this concentration may have better career opportunities.

The Computer Science Program Educational Objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within a few years of graduation. They are based on the needs of program constituencies, mission of the department/university, and program criteria. The career and professional accomplishments require a depth of knowledge, breadth of experiences and an attitude of professionalism.

Program Educational Objectives: Within a few years of graduation, the graduates of the Computer Science Program are expected to attain the following:

1. Apply general and computing specific knowledge and skills to pursue computing related careers in teaching, industry, and government.

2. Demonstrate an individual desire and commitment to remain technically current with and adaptive to, changing technologies through continuous learning and self-improvement.

3. Demonstrate independent thinking, function effectively in team-oriented settings, and maintain a high level of performance in a professional/industrial environment.

4. Communicate effectively in a professional/industrial environment.

5. Perform ethically and professionally in business, industry and society.

6. Attain increasing levels of responsibility and leadership in one's chosen career field.

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 recognize the need for and an ability to engage in continuing professional development.

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.

Minor in
ROBOTICS AND EMBODIED INTELLIGENCE
For Computer Science majors

This Minor offers possibility to the Computer Science majors to organize their knowledge around the notion of Robotics and Embodied Intelligence. It widens the possibilities for job application for computer science majors in emerging job areas such as classical robotics, artificial intelligence, and biology based robots. The Minor will be mentioned in students' graduation record so the students have formal record of education in robotics and artificial intelligence.

Courses needed to complete this Minor (18 credits)

RO1	CS300 Computer Logic
RO2	CS323 Artificial Intelligence
RO3	CS401 Operating Systems and Computer Architecture
RO4	CS480 Introduction to Robotics
RO5	CS495 Biocomputing and Bioinformatics
RO6	Select one from: CS304, CS324, CS418, CS420, HCS399, CS460, CS496, HCS498, CS499

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.

Mathematics Education Program -The major in the Mathematics Education 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 Mathematics Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Objectives

The objectives of the Mathematics Education 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 Mathematics Education 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 Robotics and Embodied Intelligence Minors in Robotics and Embodied Intelligence must satisfactorily complete each of the following 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. *(eighteen semester hours).*

Concentration in Cybersecurity Students in Cybersecurity Concentration must satisfactorily complete each of the following Computer Science courses with at least a "C": CS 225, CS 325, CS 335, CS 425, CS 435, and CS 489 *(seventeen 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 Registrar's Office.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS (120-122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	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	Credits	Second Semester	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	Credits	Second Semester	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		**15/16**

SENIOR

First Semester	Credits	Second Semester	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
	12/13		**12**

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	Credits	Second Semester	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	S 150/S 250/ET 250	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	Credits	Second Semester	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 Semester	Credits	Second Semester	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	Credits	Second Semester	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**

1. **Science Options:**
   B 150 & B 154, B 151 & B 152, C 150 &151, C 152 &153

2. **CS Advanced Electives Options:**
3. 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

4. **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	Credits	Second Semester	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	Credits	Second Semester	Credits
E 250/E 251 World Lit	3	H 250/H 251 World Civ.	3
M 215 Logic, Sets, Proofs	3	M 315Discrete 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	Credits	Second Semester	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	Credits	Second Semester	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

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/IET 357
Group III:	M405, M406, M 407, M411/ CS 403, M498

CS ADVANCED ELECTIVE 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

SCIENCE OPTION:
B 150 & 154, B 151 & 152, C 150 & 151, C 152 & 153

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (124 Semester Hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	E 151 Composition II	3
E 150 English Composition I	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 Technology 250	3
	16		**17**

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or E 251 World Lit.	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. Science	3	M 207 Found. of Geometry	3
EPSY 250 Human Growth	3	SPED 216 Intro to Ex. 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. Geo.	3	ED 308 Gen. Methods	3
Economics 205 **or** 255 **or**		RED 317 Teach. Rdg. Cont.	3
Engineering Tech 255	3	HU 250 African Amer. Exp.	3
M 208 Intro. to Stats	3	M 490 Prob. Solving in Math	3
M 314 Linear Algebra	3		
	15		**15**

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Seminar II	3	ED 430 Prof. Clin. Exp.	12
M 404 Intro. to Real Analysis	3		
RED 322	3		
Elective	3		
ED 450 Senior Ed. Seminar	1		
	13		**12**

Clinical Experience

Science Option I:
BSC 150 & 151, BSC 152 & 153,
B 150 & B 154, B151 & 152

Science Option II:
PSC 150 & 151, PSC 152 & 153,
P 250 & 251, P 252 & 253, P 254 & 251, P 255 & 253,
C 150 & 151, C 152 & 153

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN COMPUTER SCIENCE with Concentration in CYBERSECURITY (125 credits)

FRESHMAN

First Semester	Credits	Second Semester	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	S 150/S 250/ET 250	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	Credits	Second Semester	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
Free Elective (Cyber - CS 225)	*3*	SOC 250/PSY 250/EPSY250	3
M 215 Logic, Sets, Proofs	3	M 208 Intro to Statistics	3
	16		**16**

JUNIOR

First Semester	Credits	Second Semester	Credits
CS 300 Computer Logic	3	CS 304 Comp Organization	3
CS 318 Programming Lang.	3	CS 320 Algorithm Analysis	3
CS Advanced Elective (Cyber CS 325)	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 Advanced Elect (Cyber CS 335)*	3
	16		**16**

SENIOR

First Semester	Credits	Second Semester	Credits
CS 401 Operating Systems	3	CS 420 Comp. Networks	3
MU 250/ARTS 250/D 254	3	CS 411 Data Base Mgt.	3
CS 405 Software Engineering	3	*Cyber Capstone CS 489*	2
CS Advanced Elective (Cyber CS 425)	3	*Free Elective (Cyber - CS 435)*	3
H 250/H 251 World Civ	3	Free Elective Cyber CS 499	1
CS 350 Social Implications	1	CS 444(Capstone Assessment and Prof. Development.)	1
	16		**13**

1. **Science Options:** B 150 & B 154, B 151 & B 152, C 150 &151, C 152 &153
2. **Cybersecurity Courses (Advanced and Free Electives):** Take the following 6 courses (17- hrs.) - CS 225, CS 325, CS 335, CS 425, CS 435, CS 489, and CS 499

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN COMPUTER SCIENCE with Minor in ROBOTICS AND EMBODIED INTELLIGENCE (125 credits)

FRESHMAN

First Semester	Credits	Second Semester	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	S 150/S 250/ET 250	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	Credits	Second Semester	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 Semester	Credits	Second Semester	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	Credits	Second Semester	Credits
CS 401 Operating Systems	3	CS 420 Comp. Networks	3
CS Advanced Elective R CS 323	3	CS 411 Data Base Mgt.	3
CS 405 Software Engineering	3	CS Advanced Elective R CS 480	3
CS Advanced Elective R CS 495	3	Free Elective R CS 498	3
Free Elective R CS 324/CS 460	3	Free Elective R CS 418	3
		CS 444(Capstone Assessment and Prof. Development.)	1
	15		**16**

1. **Science Options:**
   B 150 & B 154, B 151 & B 152, C 150 &151, C 152, &153

2. **Robotics Minor CS Advanced Elective Options:** Take the following 3 courses (9- hrs.) - CS 323, CS 480, CS 495

3. **Robotics Minor CS Free Electives**:
   a. Recommended Courses: CS 324, CS 418, CS 498, CS 460
   b. May take other courses not needed to satisfy the curriculum requirements.

DESCRIPTION OF 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.

GUID 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.

ED 526. The Teacher as Manager. **ETV Course** 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)

LS 150. Information Literacy & Technology (1 hour credit)
The Association of College & Research Libraries (ACRL) defines information literacy as a set of abilities enabling individuals to recognize the need for information and to locate, evaluate and effectively use that information to become lifelong learners. This instructional component is an introduction to the development of library research skills in the: 1) information retrieval (digital and traditional), including defining and focusing individual's information need; 2) critical evaluation of information using specific criteria; and 3) effective use of information for decision-making, problem-solving, and related needs within ethical and legal parameters. Ultimately, the aim of this library component is to empower individuals to become independent information seekers, users of information, and lifelong learners.

SCHOOL OF BUSINESS

DEPARTMENT OF ACCOUNTING, AGRIBUSINESS, AND ECONOMICS

ACCOUNTING

ACCT 207. Financial Accounting. 4(4, 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 210. Writing and Computer Application in Accounting. 2 (2, 0). This course is designed to establish a foundation and enhance competencies in writing and computer techniques in accounting related applications. Emphasis will be placed on the writing process and the use of technology related to communicating financial information. Prerequisite; ACCT 207. (F).

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 309. Managerial Cost Analysis. 3(3, 1) A course in decision-making and the use of accounting data for planning, controlling, and evaluation. Emphasis is placed on the use of case

analysis involving cost data and performance measurements. Prerequisite; ACCT 208. (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. 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. 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 307. (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 307. (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 450. Accounting Internship 3(1, 2) integrates classroom studies with work-based learning related to the student's academic curriculum and/or career goals. Students will gain practical experience in the field of accounting through internships. They will also engage in writing and presenting a paper on the internship experience and the skills needed to be a successful part of the accounting profession. Prerequisite: ACCT. 308; Minimum GPA 2.5 and approval of Internship Instructor/Coordinator. (F, S)

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 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 410. Natural Resource Economics. 3(3, 0). Conceptual analysis involving the use of water, land, forest and fisheries. It also evaluates the impact of public policies on resource use, regional growth, and the ecological balance. Cost-benefit analysis is applied to the evaluation of these issues. Prerequisites: ECON 301. (F, S)

AGBU 430. Agricultural Price Analysis. 3(3, 0). An examination of the factors affecting agricultural prices, cyclical, seasonal and other price movements; effect of production and demand factors; and the impact of government's actions on the agricultural product prices. Prerequisites: BA 214, ECON 301. (F, S)

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.

BUSINESS 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, and mortgage backed securities. *Prerequisite:* ECON 250 or ECON 255

ECON 316. Economic Development. 3(3, 0). A study of growth in less developed countries and communities, emphasizing the problems of capital formation, technology, labor supply, productivity, poverty, and the role of government and international organizations in economic development. Prerequisite: ECON 250 or ECON 255. (F, S)

ECON 351/ENV 351. Environmental Economics. 3(3, 0). Examines the nature of environmental problems and questions of environmental quality. Their origin as a cse of market failure will be analyzed, and the tools of economic analysis will be used to find solutions to, and evaluate these questions. The course will also deal with the economic growth controversy from the standpoint of the environment. Prerequisite: ECON 250-260 or ECON 255. (, S)

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 Mathematical and Computer Applications in Business 3(3, 0). This course emphasizes the application of basic mathematics and technological tools to analyze and resolve a variety of business problems. In addition to a review of basic mathematics such as decimals, fractions, and percentages; the course covers key business topics such as bank services, payroll, business discounts and markups, simple and compound interest, stocks and bonds, consumer loans, taxes and insurance, depreciation, financial statements, and basic statistics. This course also focuses on building technical competency related to word processing, spreadsheets, databases, and professional presentations. 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; (S) 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-Schools 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)

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

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 412. Restaurant and Apparel Store Entrepreneurship. 3(3,0). This course is designed to expose students to entrepreneurial concepts in 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 Fashion Merchandising. 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. Prerequisites: All FM 100 & 200 level courses, M 154 & 155 and ACCT 207 (S)

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, form 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 Fashion Merchandising. 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 Management. 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- Fashion Merchandising. 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. S

NFM 201. Introduction to Dietetics. 3(3, 0). Introduction to the profession to dietetics and responsibilities associated with dietetic professional practice. The emphasis is on development of a pre-professional portfolio, career options in dietetics and preparation for a dietetic internship. Leadership and professional career development for the dietitian is addressed through self-reflection, creation to materials for post-baccalaureate programs and job shadowing experience. Professional issues related to dietetic practice include Code of Ethics, legal credentialing and standards of Professional practice, leadership and future trends in the profession.(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, or consent of instructor. (F, S)

NFM 315. Nutrition and Food II. 3 (3, 0). This course is an in-depth study of the significance of nutrients in maintaining homeostasis in the human body and investigating the interrelationships between the nutrients in metabolism. Since the science of nutrition is still evolving, the ability to understand how research impacts the dietetics profession is essential. It will enable the student studying to become a nutrition professional understand the complexity of the inter-relationship of nutrients in the human body. *Prerequisite:* NFM 311. (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:* 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 individual 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 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:* 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. Team Sports Education. 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. Individual Sports Education. 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 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 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 4 2 0 . 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)

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-depth 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 3O1/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

SW 250. 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 concurrent 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 SW 302, SW 303, and SW 304. *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 5W307 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 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/IIs, Ranger Challenge Team Competition, Spring Awards Ceremony, Veterans Day Ceremony, and Dining Out.

MS 102. 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/IIs), 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 leader's 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.

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 development 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).

SPAE 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 win 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 upon basic presentation of skills; techniques and materials will be explored as means to assess the needs, motivations and capacities of children. It includes understanding informal and formal assessments; the purposes of assessment; the interpretation of assessment results; and the communication of such conclusions to different stake holders. (20 Hours of Pre-Clinical Practicum is required) Prerequisites: ECE 200; CD 200 and/or EPSY 250. (F, S)

ECE 313 The Child and the Curriculum 3(3.0) introduce

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. (20 Hours of Pre-Clinical Practicum is 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 Developments for Young Children 3(3.0) provides a study of typical and atypical language development in children from birth to nine years old. 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 in order to give candidates exposure to the culture and community influences that affect emerging literacy in young children. (20 hours pre-clinical practicum is required) 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 CORE 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 setting s, 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 teachers with the philosophy undergirding objectives of the elementary school curriculum. The course explores both pedagogy and content of language arts, math, social sciences, and other subjects commonly taught in elementary school settings. 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. Generic Methods 3(3.0). This methods course is designed to familiarize teacher candidates (PK-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. Prerequisite: Passing score on State- mandated test for admission to Teacher Education program. (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, 0). 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 12(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 felt boards 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 Warning 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 arid 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 Porcelain 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, political issues and Black African American historical figures that have affected the education of Blacks of African descent in America. The course also examines systemic issues that impact the learning environment and social justice and equity of children of Black African descents' 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 3(3.0). This course deals with the interrelationship of reading and writing with an emphasis on the history of children's literature in a culturally diverse environment; different genres of literature; children's poetry; selecting literature for children; methods of encouraging reading; illustration of children's literature; criteria for the selection and evaluation of literature for children; and application. (Twenty hours of pre-clinical experiences are required under the supervision of a mentor teacher.) (F, S)

RED 315. Teaching Reading in the Elementary School 3(3.0). This course helps candidates to discover approaches and techniques that fit their teaching style, as well as their teaching situation. Candidates will be provided sufficient background knowledge of teaching methods and theories, children`s books and other reading materials to enable them to create effective instruction for all the children they teach. (20 Hours of Pre-Clinical Practicum Required) (F, S)

RED 317. Teaching Reading in the Content Areas 3(3.0). This course is a survey of reading strategies and comprehension strategies designed to provide candidate with researched based strategies to comprehend text. The primary focus of this course is to provide middle level and secondary candidates a plethora of strategies for teaching reading and writing. Candidates will learn both reading and writing strategies that will foster and activate the comprehension of print. (20 hour pre-clinical practicum is required) (F, S)

RED 318. Diagnostic Prescriptive Teaching of Reading 3(3.0) (Formerly RED 416. 3(3, 0). This course provides candidates with a review of causes, assessment and remediation of reading problems. Candidates will discuss and use a variety of assessment tools, such as Informal reading Inventory, Running Records, Miscue analysis, and case studies to diagnose and provide remediation for students in the K-5 classroom setting. (20 Hours of Pre-Clinical Practicum is required) (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 course focuses on a literate environment where instructional strategies, major theories, and empirical research are used to describe the cognitive, linguistic, motivational, and social cultural foundations of reading and writing development. Additionally, attention will be given to instructional approaches, a variety of assessment practices, and literacy practices that develop awareness of differences in our society. (20-hours of pre-clinical practicum is required) *Prerequisite:* Reading Education 315.

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 Reading Education 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.

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 social studies education. 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 Middle School Social Studies Education.

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. The 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. (20 hours of Pre-Clinical experiences are required.) (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, intellectually 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. (20 Hours of Pre-Clinical Practicum is required) 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 ad 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 recreation education, dance, gymnastics, rhythmic activities, and body management for the gifted and talented. (S)

SPED 499. 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 313. Creative Writing. 3(3, 0). This course is designed to facilitate the student's creative faculties and abilities. The course will serve as an introduction to the writing of original short stories, poetry, and narrative fiction. Instruction in development of plot, setting, themes, structure, and characters will direct the student's writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to exemplary texts by selected authors. Students will learn to develop skills in editing from a mechanical and story perspective. Students will participate in roundtable forums and workshops, and will be expected to analyze their own work and the work of their peers. Students will be introduced to outlets for creative writing and will be encouraged to submit their work for publication. *Prerequisite:* E 150, E 151, E 250/E251, Sample of Creative Writing. (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 322. Advanced Creative Writing 3(3, 0). This course is designed to help students better understand the craft, technique, and process of creative writing. The course will serve as an advanced analysis of the work of creative writing, including studying genres, reading and analyzing work, and developing a better understanding of the business of writing and publication. Instruction in development of plot, setting, themes, structure and characters will direct the student's writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to exemplary texts by selected authors. Students will learn to develop skills in editing from a mechanical and story perspective. Students will participate in roundtable forums and workshops, and will be expected to analyze their own work and the work of their peers. Students will be introduced to outlets for creative writing and will be encouraged to submit their work for publication. *Prerequisite*: E 313 (Creative Writing Course), Sample of Creative Writing. (S)

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 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 Mess 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 course gives the student knowledge of basic principles of verbal 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 will focus on the art of public speaking. It 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 activities for teaching speech or disciplined courses 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 law, politics, salesmanship, and 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.

SPANISH

SP 101. Elementary Spanish. 3(3, 0). A course designed to develop basic skills in Spanish and knowledge of grammar and culture. No prerequisite.

SP 102. Elementary Spanish. 3(3, 0). A continuation of the development of basic skills in Spanish and knowledge of grammar and

culture. Prerequisite: SP 101 or placement by exam. (F, S)

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). A continuation of the development of basic and intermediate skills in Spanish and knowledge of grammar and culture. Prerequisite: Spanish 102. (F, S)

SP 202. Intermediate Spanish. 3(3, 0). A continuation of the development of basic and intermediate skills in Spanish and knowledge of grammar and culture. 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). Historical, social and cultural studies of Latin American countries and/or of Spain. This course is recognized by the University as a substitute for Spanish 202.

SP 307. Business Spanish 3(3, 0) This course will strengthen communication skills in Spanish in the areas of business and commerce. Students also acquire cultural knowledge of business settings in the Spanish-speaking world. Prerequisite SP 202.

SP 309. Intermediate Conversation. 3(3, 0). Concentration on strengthening oral proficiency in Spanish; grammar review of commonly-used structures. Prerequisite: Spanish 202. (F)

SP 311. Intermediate Grammar and Composition. 3(3, 0). Review of the fundamentals of grammar and composition. Prerequisite: Spanish 202. (F, S)

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 authors and works; emphasis on strategies for learning to read and understand literature in Spanish. Prerequisite: SP 202.

SP 317. Introduction to Afro-Hispanic Cultural Studies 3(3, 0) An introduction to Afro-Spanish American history, society and culture. Prerequisite: SP 202 or instructor's approval.

SP 318. Spanish Phonetics and Pronunciation. 3(3, 0). This course will help students to improve pronunciation, knowledge of the phonetic rules of Spanish and the written accentuation system. Prerequisite: Prerequisite: SP 202 or instructor's approval. (F, S)

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 315. (S, O)

SP 325. Spanish Translation Skills II. 3 (3, 0) Introduction to translation from Spanish to English. Prerequisites: Prerequisite: SP 202 or instructor's approval.

SP 399. Service Learning 3 (3, 0). Learning through active service experiences in Spanish-speaking contexts within the local community or by participating in Spanish programs at Felton or abroad. Prerequisite: SP 202 or instructor's approval.

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 instructor's approval.

SP 405. Survey of Spanish American Literature 3(3, 0). An introduction to selected authors of Spanish America from the colonial period to the present. Prerequisite: S 315.

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.

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: SP315 or instructor's approval.

SP 420. Afro-Hispanic Literature 3(3, 0). Introduction to Spanish American literature by Afro-Spanish American authors. 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 202. (S, E)

FL-H 399. Foreign Language Seminar. 3(3, 0). A course designed to address cultural, historical, and social diversity in a variety of countries. Languages included will be French and Spanish. (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 developments 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 of 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). A survey course, it covers 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 Carolinas 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. Early Modern Europe, 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. Modern Europe, 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 320. Hip Hop Culture. This course will examine the history, content, legacy, and controversy of the music known as Hip-Hop. It will begin with an historical analysis and will address how politics, capitalism, sexuality, education, racial stereotypes, and gender roles have affected American culture through the prism of Hip-hop.

H 324. The Emergence of Modern America, 18771919. 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, and 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 Europe. 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 status, 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 188485. (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 1912, 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 designed to identify the various theories, philosophies and intellectual and cultural moments that have historically beeen the vehicle for 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 have precipitated revolutions and liberation movement in the world since 1500. 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 GPA 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 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(, 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 or 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,)). 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. *Prerequisites:* 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, S)

PS 402. Contemporary Political Theory. 3(3, 0). This course is 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 policies, 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 a 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. It also 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). This course comprises 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 the field of sociology that examines the core concepts and theories of the discipline. It is the first of a two-part introductory sequence (SOC 101 and SOC 102) that is required of all sociology majors and minors, and serves as a pre-requisite for higher-numbered sociology courses. (F)

SOC 102. Introduction to Social Institutions. 3(3, 0). This course examines the ways in which members of a society organize themselves into small and large groups in order to fulfill the functions that every society must address. These include groups such as families and community organizations, as well as institutions such as government and religion. This is the second course in the two-part sequence required of all sociology majors and minors. *Pre-requisite:* SOC 101 OR SOC 250. (S)

SOC 202. The Family. 3(3, 0). This course examines the institution of family as it fulfills the needs of individuals as well as those of the larger society. Issues facing the contemporary family will be considered. (S)

SOC 203. Fundamentals of Social Research. This course serves as an introduction to social science research in general, and to qualitative research methods in particular. Students will be expected to write papers utilizing various qualitative research methodologies. *Pre-requisites:* SOC 101 and SOC 102. (S)

SOC 205. Sociology of Genocide. 3(3, 0) This course will examine the economic, social, and political conditions that have led to acts of genocide around the world, and will analyze the dynamics that drive human beings to undertake genocidal actions against other human beings. Special attention will be paid to sociological themes that occur within genocides, such as: definitions of race and ethnicity, religion, nationality, and power, among others.

SOC 250. Introduction to Sociology. 3(3, 0). This course serves as an introduction to sociology by examining the basic concepts and principles of the discipline. It is open to students of any major and is a pre-requisite for non-sociology majors who wish to take other sociology courses. (F, S)

SOC 301. Criminology. 3(3, 0). This course will take a scientific approach to the study of the types and causes of crime. It will also consider penal systems, rehabilitative measures, and crime prevention.

SOC 302. Collective Behavior. 3(3, 0). This course will examine the behaviors of people in groups, with an emphasis on human nature as it affects and is affected by, social change. Topics to be considered include social unrest, social movements and the

behaviors of people in crowds.

SOC 303. Urban Sociology. 3(3, 0). This course examines and analyzes the social, economic, and political structures and functions of cities. The student learns how the relationships among these factors can be manipulated to bring about changes that affect different groups of citizens in their everyday lives. ( )

SOC 304. Rural Sociology. 3(3, 0). This course examines social life in rural areas, with an emphasis on how rural-urban differences and regional variations affect the lives of people and the organization of institutions. (F)

SOC 305 and 306. Quantitative Research Methods and Statistics. 3(3, 0). These two courses are designed to introduce students to descriptive and inferential statistics, as well as quantitative research methodologies used in various social sciences. The courses will incorporate computer assignments that utilize packaged social science programming such as SPSSX and/or SAS. *Pre-requisites*: Math 150, Match 151, Computer Science 150, Sociology 101 or Sociology 250, and Sociology 102. (F, S)

SOC 307/PSY 309. Behavioral Aspects of Human Sexuality. (3(3, 0). This course gives and overview of empirical and practical issues related to human sexual behavior. Topics to be covered include: love and mate selection, contraception, assisted reproductive technology, atypical sexual behaviors, sexual dysfunctions and treatments, and sexually transmitted infections, among others. This course is cross-listed as Psychology 309. For those students taking this course as Psychology 309, pre-requisites are Psychology 250 or Psychology 101. For those students taking this course as Sociology 307, *Pre-requisites:* Sociology 250 or Sociology 101. (F)

SOC 308. Social Problems. 3(3, 0). This course examines problems currently faced by the United States and other societies. Topics to be considered include: poverty, over-population, terrorism, and inequality, among others. *Pre-requisites:* Sociology 250 or Sociology 101. (S)

SOC 309/PSY 402. Social Psychology. 3(3, 0). This course examines how human behavior and attitudes are influenced by the social environment, with emphasis on culture, personality, and individual and group differences. As this is a cross-listed course, those students who are taking it as Psychology 402, pre-requisites are Psychology 250 or Psychology 101. For students taking the course as Sociology 309, *Pre-requisites:* Sociology 250 or Sociology 101. (F, S)

SOC 310. Cultural Anthropology. 3(3, 0). This course examines such topics as the evolution of human beings, linguistics, pre-literate societies, research methods, and cultural change and applied anthropology. *Pre-requisites:* Sociology 250 or Sociology 101. (F)

SOC 311. Racial and Ethnic Minorities. 3(3, 0). This course will examine the nature and significance of differences in such factors as race, ethnicity, and religion, among others. The course will also consider relations and patterns among dominant groups and minority groups in America. *Pre-requisites:* Sociology 250 or Sociology 101. (S)

SOC 312. Medical Sociology. 3(3, 0). Medical Sociology examines the social correlates of health and illness, as well as the various professions of medicine. It looks at the places and institutions that provide medical care and the entities that fund it, such as health maintenance organizations and insurance companies. *Pre-requisites:* Sociology 250 or Sociology 101. (S)

SOC 314. Sociology of Education. 3(3, 0). This course examines the social factors that underlie achievements in academic settings, such as: socialization, social class, educational experiences, and student-teacher interactions. *Pre-requisites:* Sociology 250 or Sociology 101. ( )

SOC 316/SW 415. Gerontology I. 3(3, 0). This course serves as an introduction to the field of social gerontology, underlining how different cultures and sub-cultures define the aging process and the aged. The class will include an examination of the biological, psychological, and social aspects of aging, as well as the impact of an aging population on American society. For those students taking the class as a Sociology class. *Pre-requisites:* Sociology 250 or Sociology 101. This course is also cross-listed as Social Work 415. (F, S)

SOC 320. Personality, Culture, and Society. 3(3, 0). This course examines how personality is shaped by societal factors such as socialization, rites of passage, and cultural definitions of character and emotion. *Pre-requisites:* Sociology 250 or sociology 101.

SOC 321. Social Change. 3(3, 0). This course examines theories and processes of social and cultural change in communities and in societies. *Pre-requisites:* Sociology 250 or Sociology 101.

SOC 322. Population and Demography. 3(3, 0). This course examines the size, distribution, composition of populations, as well as the social and economic determinants and consequences of demographic variations and methods of measurement. *Pre-requisites:* Sociology 305, Sociology 306, and either Sociology 250 or Sociology 101. (S)

HSOC 399. Honors Topics in Sociology. 3(3, 0). This is a special topics seminar open only to junior honor students who meet the requirements of the Department of Social Sciences. The purpose of HSOC 399 is to offer special topics not usually covered in a regular Sociology course. Pre-requisites are the consent of the Chairperson of the Department of Social Sciences, and the consent of the Director of the Honors College or the Departmental Honors Committee.

SOC 401/CJ 302. Juvenile Delinquency. 3(3, 0). This course focuses on theories of the causes of juvenile delinquency and methods of correction and prevention. The course will also consider the juvenile court system and methods of treatment and aftercare. This course is also cross-listed as Criminal Justice 302. Pre-requisites for those taking the class as Sociology 401 are Sociology 102 and either Sociology 101 or Sociology 250.

SOC 402. Sociological theory. 3(3, 0). This course is an examination of the major sociological theories and theorists from Auguste Comte to contemporary theorists. *Pre-requisites:* Sociology 102 and either Sociology 250 or Sociology 101. (F)

SOC 404. Sociology Seminar. 3(3, 0). This capstone course is designed to synthesize and integrate theories and methods of empirical analysis in the discipline. It re-evaluates the basic terms, concepts, and literature of Sociology. *Pre-requisites:* Sociology 102, either Sociology 250 or Sociology 101, and senior standing.

SOC 405. Field Experiences in Applied Sociology. 3(3, 0). This course is designed to provide junior and senior sociology majors with supervised field experience in a community organization, social service agency or social change organization. The instructor and the student will establish contact with the sponsoring organization in order to structure the student's practical experiences so that they meet the requirements of the student, the Department of Social Sciences, and the field placement organization. *Pre-requisites:* junior or senior status, Sociology 203, Sociology 305, Sociology 306, Sociology 102, and either Sociology 101 or Sociology 250, a cumulative grade point average of 2.00 or higher, and the consent of the instructor. ( )

SOC 416/SW 416. Gerontology II. 3(3, 0). This course examines the principles and techniques used in working with the aged, as well as end-of-life issues such as death and dying as they pertain to individuals and families. This course is cross-listed as Social Work 416. For students taking the class as Sociology 416. *Pre-requisites:* Sociology 316, Sociology 102, and Sociology 250 or Sociology 101. (F.S)

HSOC 499. Senior Honors thesis. 3(3, 0). Under the direction of a faculty member, students will engage in intensive study and research of a particular topic, culminating in the writing of a thesis. Enrollment may be split between two semesters, but no grade will be assigned until the thesis is completed. HSOC 499 is open to senior honors students majoring in Sociology, to those students who have the approval of the Chairperson of the Department of Social Sciences, or to those students who have a demonstrated ability for independent study. Pre-requisites are to be determined by the faculty member in conjunction with the Department Chairperson.

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 teacher's 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 though 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 studies 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 potter's 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 combing 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 **act**ing, 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 dictions. 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 transportations 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 & con- temporary 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 307/308 Counterpoint I and II. . 3(3, 0). 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 grade5. (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 education 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. Studio Voice. (1((1, 0). The course develops a thorough technical foundation, posture, breathing, attack, agility, articulation, sharping, control of power, and diction. Students are individually assigned repertoire appropriate to their technical and artistic development, selected from various time periods and languages, and sung from memory.

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. Studio Voice. (1(1,0). A continuation of the development of a thorough technical foundation, posture, breathing, attack, agility, articulation, shaping, control of power, and diction. Students are individually assigned repertoire that demonstrated their growing technical and artistic development, selected from various time periods and languages, and sung from money.

MU 225-226. Organ. 1(1, 0). This course consists of hymn and service playing. Bach "Eight Littler Preludes and Fugues; Bach: Choral Preludes (selected); Other selected pieces. (F, S)

(*)MVOM 315-316. Studio Voice. 1 (1,0). A continuation of the development of a thorough technical foundation, posture, breathing, attack, agility, articulation, shaping, control of power, and diction. Students are individually assigned more advanced repertoire appropriate to their technical and artistic development, selected from various time periods and languages, and sung from money.

MU 325-326. Organ. 1(1, 0). Bach: Liturgical Year; Mendelssohn: Sonatas; works of Brahms, Dupre, Franck, Widor. (F, S)

(*) MVOM 415-416. Studio Voice. 1 (1,0). A continuation of the development of a thorough technical foundation, posture, breathing, attack, agility, articulation, shaping, control of power, and diction. Students are in preparation for their senior recital hearing leading to their public recital. The recital program is selected from the advanced repertoire appropriate to their technical and artistic development, selected from various time periods and languages, and sung from memory.

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; Barett'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 sight-reading; 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 man's 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 education 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 education 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, molecular 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. (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 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 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 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)

B 315. 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, straining 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 computer 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/B218. 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).

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. ( )

lBS 308. Interdisciplinary Biomedical Seminar. 1(1, 0). Continuation of lBS 307. ( )

lBS 407. Interdisciplinary Biomedical Seminar. (2, 0). Continuation of lBS 308. Prerequisites: Senior classification, permission of instructor. ( )

lBS 408. Interdisciplinary Biomedical Seminar. 1(1, 0). Continuation of lBS 407. ( )

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). (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, and 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)

C 314. 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 C 306 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:* C 316; 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: C 152, C 201, P 252, 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: C 152, C 201, C 306, 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)

C 414. 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 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 (Pre-calculus). (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 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)

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. Prerequisite: M 163 or M 168 and consent of department. (F)

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). Pre-clinical experiences are required (twenty to forty hours). Prerequisites: Biological Science 150/151, 152/153, Chemistry 150/151, 152/153. (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. 2-4(2, 0-4, 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 250/251, 252/253, Biology 150/154, 151/152, Chemistry 150/151, 152/153.

SC 413. Honors Research. 2-4(2, 0-4, 0). Continuation of SC 314. *Prerequisite:* Senior classification, permission of instructor.

SC 414. Honors Research. 2-4(2, 0-4, 0). Continuation of SC 413.

SCED 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 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 rate 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.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY AND NUCLEAR ENGINEERING

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 dis- cuss 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. (F, S)

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 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-l, 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 flownets, 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 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--a 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, and 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, convention, 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.

T 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 definitions; 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; thermodynamics 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 topics 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 neutrons 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 sitting 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, Kirchoff's 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); PNPN and other special devices. *Prerequisites:* EET 230, P 254. (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 synchronous 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/Maplnfo. 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 digital 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 trans-form 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 trans-mission, 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 robotics. 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(2, 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, transportation, power, and energy. (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 308. Methods and Management for Teaching Technology Education. 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 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 technology education 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 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, IT 121. (F)

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 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. *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. Manufacturing and Engineering Processes. 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. *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. (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. *Prerequisite:* IT 121 or IT 122. (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 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. (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. *Prerequisites:* 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 net-work 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. Supply Chain Engineering Management. 3(3, 0). This course emphasizes the concept of a basic production control system and the requirements of production control for both continuous and intermit- tent 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. Senior 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. Senior 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, govern-ment agencies, or community institutions is encouraged. A final writ-ten technical report, with evidence of extensive development and/or laboratory performance

and tests, is required. *Prerequisite* IET 459. (S)

IE 201. System Design I 3(3,0). Description: This course is an introduction to the design of industrial engineering systems. Emphasis is placed on design methodologies in the context of a design process including the user or stakeholder needs identification, the design specification development, the design concept generation, evaluation and selection, design development, the prototype development and refinement, and the product delivery to the customers. A series of projects are used to apply the knowledge to real life cases.

IE 368. Professional Practice in Industrial Engineering 1(1,0). Description: This course is conducted as a seminar to orient students to issues of professional practice as an industrial engineer, through a discussion of design cases, industrial problems, and professional situations, led by South Carolina State University faculty and staff, and by practicing professionals.

IE 440 Decision Support Systems 3(3,0) Description: This course is an application of decision support systems arising in Industrial Engineering (IE). Emphasis is placed on the study of the design of design of decision support systems for production and service systems based on operations research models. It includes methods of decision-making and problem solving, use of spreadsheet with VBA applications, databases, and integrated VBA development environments to implement decision support systems.

IE 457. Logistics Network Design 3(3, 0). Description: This course is designed to teach students techniques used in finding a location for a new manufacturing facility. Topics discussed are transportation, work force, tax base, educational facilities, real estate availability, recreation and others. Upon completion of the course the student should be able to use the above techniques to select a suitable location for a new facility.

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 computer, their impact on society, networks, cybersecurity, and their use in various disciplines and careers. This course involves one hour of lecture and two hours of structured laboratory each week. The lab segment introduces students to selected popular applications such as spreadsheets and web page development software and cybersecurity hands-on exercises. *Prerequisite:* None.

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 students to programming using Linux and Python. Students use Raspberry PI and/or other kits for developing and testing their programs. 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)

CS 171. 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, and 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 an 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 (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 Chromsky 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 purposeis 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)

CS 496. 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: CS 170 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)

CYBERSECURITY CONCENTRATION COURSES

CS 225. Introduction to Cybersecurity. 3 (3, 0). This course provides a comprehensive, trustworthy framework of practices for assuring information security. The content of the course will be based on the Department of Homeland Security and Department of Energy's Essential Body of Knowledge (EBK) for IT Security. Course includes hands-on laboratory exercises. Prerequisite: CS 151 or Equivalent. Consent of Instructor. (F, S)

CS 325. Computer Forensics. 3 (3, 0). This course introduces students to computer forensics and cyber-crime scene analysis. The various laws and regulations dealing with computer forensic analysis will be discussed. Students will be introduced to the emerging international standards for computer forensic analysis, as well as a formal methodology for conducting computer forensic investigations. Course includes hands-on laboratory exercises. Prerequisite: CS 225 or Consent of Instructor. (F, S)

CS 335. Cryptography and Network Security. 3 (3, 0). This course provides an introduction to the fundamental components of encryption. Topics include the history of cryptography, public key and private key systems, hashing and digital signatures. Topics also include the development of the Advanced Encryption Standard (AES), the use and functionality of Pretty Good Privacy (PGP) and the Secure Socket Layer (SSL). Course includes hands-on laboratory exercises. Prerequisite: CS 225 or Consent of Instructor. (F, S)

CS 425. Application and Data Security with Privacy. 3 (3, 0). This course focuses on application and data security provides students a look at how malware infects computers, how SQL injections and DNS injections work, as well newer topics such as healthcare information systems data security and industrial control systems security. Prerequisite: CS 225 or Consent of Instructor. (F, S)

CS 435. Management of Information Security. 3 (3, 0). This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities. Prerequisite: CS 225 or Consent of Instructor. (F, S)

CS 489. Cyber Security Capstone. 2 (0, 2). Students will be required to complete a practical project on Cyber Security. Students will use their knowledge from previous courses to complete this project. The project topics will be decided in consultation with DOE labs, federal agencies and others. Students will be required to submit a final project report and present their project findings in class. The presentations may be conducted in a virtual environment to allow participation of members at a distance. Instructor will provide guidelines for the project. Prerequisite: Consent of 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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (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 or Consent of the Instructor. (F, 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 or Consent of the Instructor. (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 or Consent of the Instructor. (F, S)

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 or Consent of the Instructor. (F, S)

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 or Consent of the Instructor. (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 or Consent of the Instructor. (F, S)

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 Laplaces 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-Weierstrss 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 11. 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 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 or Consent of the Instructor. (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 or Consent of the Instructor. (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. Junior Standing or Consent of the Instructor. (F, S)

MIDDLE LEVEL EDUCATION

M Ed 320. The Mathematics Education 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 rate 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.

Admission and Monitoring Matriculation Process
College of Education, Humanities and Social Science, South Carolina State University
Undergraduate Education Programs

Each stage of the matriculation process provides adequate opportunity for teacher education faculty/advisors to monitor the progress of students toward predefined criteria to be achieved within an identified time frame. (Stages I-IV)

STAGE IV

IV. Admission to Candidacy For Graduation

***Key assessments & Other Requirements**

*Successful completion of internship
* Completion of degree requirement
*Minimum GPA 2.5 Udgrd. & 3.0 MAT

Approved for graduation by advisor, Dept. Chair, College of Ed., Office of Records and Registration
Completion of the Senior Exit Survey
Program Evaluations

STAGE III

III. Completion of Clinical Practice/ Professional Clinical Experience

***Key assessments & Other Requirements**

*Disposition Survey; *Content Knowledge Rubric; *Professional Portfolio Rubric; Long-Range Plan Rubric; *ADEPT/SAFE-T Summative Evaluation; *ADEPT Dossier*Praxis II Scores;**Lesson Plan Rubric; *Unit Work Sample; *Cum. GPA of 2.50 Udgrd. & 3.0 for MAT Cand., Completion of 487.5 Clinical Practice hours (62 days), Certification Application

STAGE II

II. Admission to Clinical Practice

***Key assessments & Other Requirements**

*Disposition Survey; *Lesson Plan Rubric; Content Knowledge Rubric; *Unit Work Sample Rub.(Contextual Factors/Learning Goals)*Cum GPA 2.50, MAT 3.0 GPA or better; * Pass scores Praxis II;- Specialty Area Exam & PLT; Pass all institutional required tests (e.g. English Prof.);Cert. of Medical Exam/TB Test; Comp.of 150 hrs. (Pre-STEP); Long-Range Plan Rubric; Reflective Journal (Pre- STEP); Comp. of Content Courses with minimum grade of "C"; FBI/SLED Clearance; Pre- Certification Application; Updated Cert. of Medical Exam/TB Test, Academic & Professional Characteristic Screen

STAGE I

I. Admission to a Teacher Education Program

***Key assessments & Other Requirements**

*Lesson Plan Rubric;*Unit Work Sample Rubric (Contextual Factors/Learning Goals); *Disposition Survey (Self- Asses.);Certificate of Medical Exam/TB Test;*Developmental Portfolio Rubric I;*Lesson Plan Rubric; Praxis Scores; *Cum. GPA 2.75 or better; Reflective Journal (Pre-STEP); Two Letters of Recommendation; Academic & Professional Characteristic Screen(Self-Asses.); Completion of 60 cr. hrs. preferably inclusion of 48 hrs of the General Education Curriculum (GEC); Praxis I or SAT score of 1650, ACT 24.

Candidates must meet all requirements in one stage before moving to another stage.
Candidates not meeting eligibility requirements for Stage I will be advised to pursue another degree program at SCSU.

INSTITUTIONAL ASSURANCES AND NOTICES

EQUAL EDUCATIONAL OPPORTUNITY POLICY

South Carolina State University has filed with the federal government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to this end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution receiving federal financial assistance. Under this assurance, this institution is committed not to discriminate against any person on the grounds of race, color or national origin in its admission policies and practices or any other policies and practices of this institution relating to the treatment of students and other individuals, including the provision of services, financial aid and other benefits, and including the use of any building, structure, room, space, materials, equipment, facility or other property. Any person who believes himself, or any specific class of individuals, to be subjected to discrimination prohibited by Title VI of the Act and Regulation issued thereunder may, by himself or a representative, file with the Secretary of Education or with this institution, or both, a written complaint.

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, in ways designated 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 procedures to be used for compliance with the provision of the Act can be found in the Offices of Records and Registration and Student Services.

CERTIFICATION OF CATALOG CONTENTS

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

James E. Clark

President

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