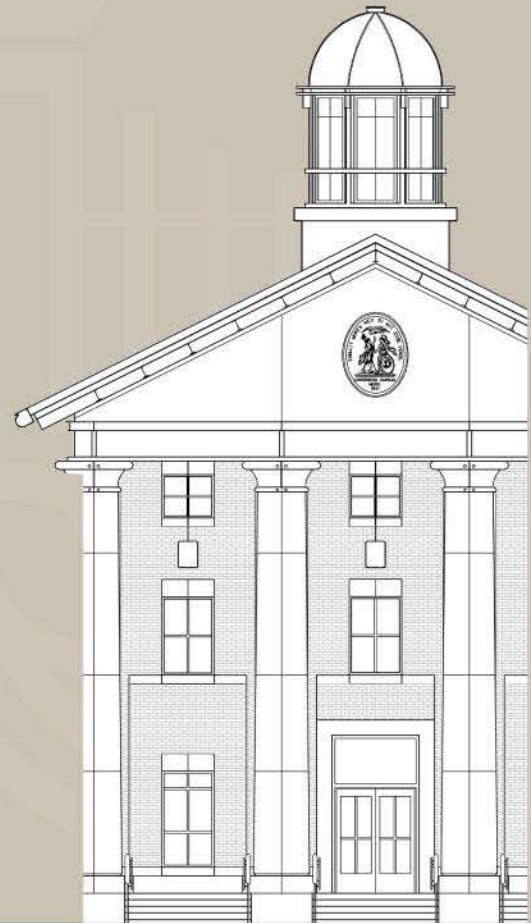
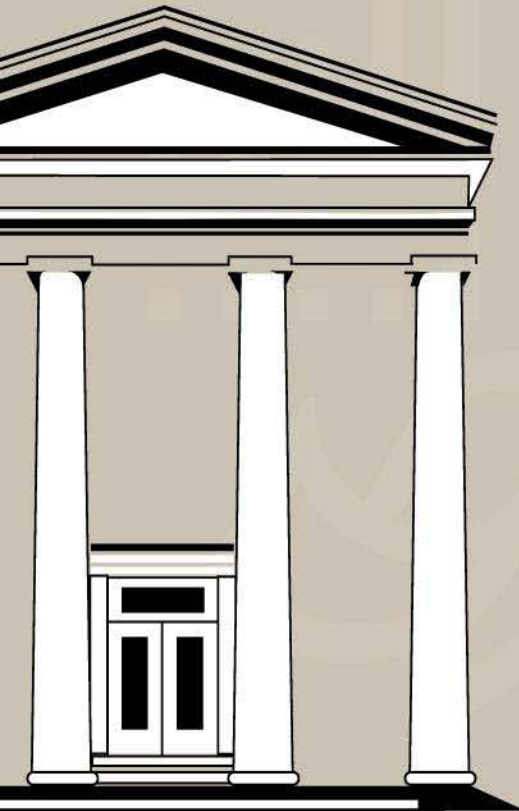




UNIVERSITY OF SOUTH CAROLINA
BEAUFORT
2003 · 2004 ADDENDUM



As the University progresses through the process of becoming fully-accredited to award four-year degrees, the **2001-2003 USC Beaufort Bulletin** will remain in effect. Please insert this addendum in your **Bulletin** as an update.

If you have questions or need additional information, please call your academic advisor or Dr. Lemoine at 521-4117.

Academic Calendar

Fall 2003

<i>August 18, Monday</i>	Faculty Reporting Date
<i>August 21, Thursday</i>	Classes begin
<i>August 27, Wednesday</i>	Last day to change a course schedule or drop a course without a grade of "W" being recorded
<i>September 1, Monday</i>	Labor Day Holiday - no classes
<i>September 11, Thursday</i>	Last day to apply for December graduation
<i>October 2, Thursday</i>	Last day to drop a course or withdraw without a grade of "WF" being recorded
<i>October 9, Thursday</i>	Midpoint in semester
<i>October 16, Thursday</i>	Last day for Fall I classes
<i>October 16-17, Thursday-Friday</i>	Fall break-no classes
<i>October 20, Monday</i>	First day of Fall II classes
<i>November 26-November 30, Wednesday-Sunday</i>	Thanksgiving recess - no classes
<i>December 5, Friday</i>	Last day of classes
<i>December 6, Saturday</i>	Reading day
<i>December 11, Monday</i>	Last day of Fall II classes
<i>December 8-15, Monday-Monday</i>	Final Examinations (includes exams on Saturday)
<i>December 15, Monday</i>	

71 Total class days

29 TTH class days, 42 MWF class days

It is recommended that faculty who teach Fall 2003 classes with a Monday-only, or Monday-Wednesday only meeting pattern adjust their schedules so as to comply with the University's standard 2100 minutes of instruction for a three hour class. Faculty may extend their meeting time by 15 minutes, schedule an additional class meeting, or make some other type of special arrangement in order to be in compliance.

Spring 2004

<i>January 7-8</i>	Late Advisement/Registration
<i>January 12, Monday</i>	Classes begin
<i>January 14, Wednesday</i>	Last day to drop/add/change section of a Spring I course without a grade of "W" being recorded
<i>January 16, Friday</i>	Last day to drop/add/change section of a 16-week spring course without a grade of "W" being recorded
<i>January 19, Monday</i>	Dr. Martin Luther King, Jr. Service Day - no classes
<i>January 26, Monday</i>	Last day to apply for May graduation
<i>February 4, Wednesday</i>	Last day to drop/withdraw from a Spring I course without a grade of "WF" being recorded.
<i>February 23, Monday</i>	Last day to drop/withdraw from a 16-week course without a grade of "WF" being recorded
<i>March 1, Monday</i>	Midpoint in semester
<i>March 3, Wednesday</i>	Spring I - Last day MW class and exam

<i>March 4, Thursday</i>	Spring I - Last day TTh class and exam
<i>March 7-14, Sunday-Sunday</i>	Spring break - no classes
<i>March 11, Thursday</i>	Last day to pay for Spring II courses without a late charge
<i>March 17, Wednesday</i>	Last day to drop/add/change section of a Spring II course without a grade of "W" being recorded
<i>March 15, Monday</i>	Spring II Classes Begin
<i>April 2, Friday</i>	Last day to drop/withdraw from a Spring II course without a grade of "WF" being recorded.
<i>April 28, Wednesday</i>	Last day of Spring classes
<i>April 29, Thursday</i>	Reading day for Spring Classes
<i>April 30, Friday</i>	Advisement & Registration for Summer & Fall 2004
<i>April 30-May 10, Friday -Monday</i>	Final examinations (includes exams on Saturday)
<i>May 5, Wednesday</i>	Spring II - Last day MW class and exam
<i>May 6, Thursday</i>	Spring II - Last day TTh class and exam
<i>May 13, Thursday</i>	Awards and Commencement Exercises

72 Total class days
29 TTH class days, 43 MWF class days

Summer 2004

<i>May 31, Monday</i>	Classes begin
<i>June 8, Tuesday</i>	Last day to apply for August graduation
<i>July 2, Friday</i>	Last day of 5-week classes and exam
<i>July 21, Wednesday</i>	Last day of MW summer 8-week classes and exam
<i>July 22, Thursday</i>	Last day of TTh summer 8-week classes and exam
<i>August 5, Thursday</i>	Last day of 10-week classes and exam

Five-Week Classes

18 class days - classes held Monday through Thursday
135 minute class time including 15 minute break

Class times

8:00 a.m. -10:15 a.m.
10:30 a.m. - 12:45 p.m.
1:00 p.m. - 3:15 p.m.
3:30 p.m. - 5:45 p.m.
6:00 p.m. - 8:15 p.m.

Eight-Week Classes

28 class days - classes held Monday/Wednesday or Tuesday/Thursday
150 minute class time including break

Class times

8:00 a.m. -10:30 a.m.
10:45 a.m. - 1:15 p.m.
1:30 p.m. - 3:45 p.m.
4:00 p.m. - 6:30 p.m.
6:45 p.m. - 9:15 p.m.

Undergraduate Exam Schedule

Spring 2004

April 30 – May 10, 2004 (including Saturdays)

This Exam Schedule is adjusted to work around Fall II courses and does not include Labs and Education Practicum. If a fall course does not fit in with this schedule, please contact the Academic Affairs Office

Class Meeting Day & Time Exam Day, Date & Time

Monday/Wednesday/Friday Meeting Times

MWF - 8:00 a.m.	Friday, April 30, 9:00 a.m. – 12:00 noon
MWF - 9:00 a.m.	Monday, May 3, 9:00 a.m. – 12:00 noon
MWF - 10:00 a.m.	Wednesday, May 5, 9:00 a.m. – 12:00 noon
MWF - 11:00 a.m.	Friday, May 7, 9:00 a.m. – 12:00 noon
MWF - 12:00 noon	Monday, May 10, 9:00 a.m. – 12:00 noon

Monday/Wednesday Meeting Times

W – 8:00 a.m.	Wednesday, May 5, 9:00 a.m. – 12:00 noon
M – 9:00 a.m.	Monday, May 3, 9:00 a.m. – 12:00 noon
W – 9:30 a.m.	Wednesday, May 5, 9:00 a.m. – 12:00 noon
M – 11:30 a.m.	Monday, May 10, 1:00 p.m. – 4:00 p.m.
W – 11:30 a.m.	Wednesday, May 5, 1:00 p.m. – 4:00 p.m.
MW – 12:00 noon	Monday, May 10, 1:00 p.m. – 4:00 p.m.
W – 12:00 noon	Wednesday, May 5, 1:00 p.m. – 4:00 p.m.
MW – 12:30 p.m.	Monday, May 10, 1:00 p.m. – 4:00 p.m.
MW – 2:00 p.m.	Monday, May 3, 1:00 p.m. – 4:00 p.m.
W – 2:00 p.m.	Monday, May 3, 1:00 p.m. – 4:00 p.m.
MW – 3:30 p.m.	Friday, May 7, 1:00 p.m. – 4:00 p.m.
MW – 4:00 p.m.	Friday, May 7, 1:00 p.m. – 4:00 p.m.
MW – 5:15 p.m.	Monday, May 10, 6:00 p.m. – 9:00 p.m.
MW – 5:30 p.m.	Monday, May 10, 6:00 p.m. – 9:00 p.m.
M – 5:30 p.m.	Monday, May 10, 6:00 p.m. – 9:00 p.m.
M – 7:00 p.m.	Friday, May 7, 6:00 p.m. – 9:00 p.m.

Tuesday/Thursday Meeting Times

TTh – 8:00 a.m.	Tuesday, May 4, 9:00 a.m. – 12:00 noon
TTh – 9:30 a.m.	Thursday, May 5, 9:00 a.m. – 12:00 noon
Th – 9:30 a.m.	Thursday, May 5, 9:00 a.m. – 12:00 noon
TTh – 11:00 a.m.	Tuesday, May 4, 1:00 p.m. – 4:00 p.m.
TTh – 11:20 a.m.	Tuesday, May 4, 1:00 p.m. – 4:00 p.m.
T – 12:00 noon	Tuesday, May 4, 1:00 p.m. – 4:00 p.m.
TTh – 12:30 p.m.	Thursday, May 6, 1:00 p.m. – 4:00 p.m.
TTh – 2:00 p.m., 2:30 p.m.	Saturday, May 1, 9:00 a.m. – 12:00 noon
TTh – 3:30 p.m.	Saturday, May 1, 1:00 p.m. – 4:00 p.m.
TTh – 5:30 p.m.	Saturday, May 8, 9:00 a.m. – 12:00 noon
T – 7:15 p.m.	Saturday, May 8, 1:00 a.m. – 4:00 p.m.

Friday Meeting Times

F – 10:00 a.m.	Friday, May 7, 9:00 a.m. – 12:00 noon
F – 12:00 noon	Friday, April 30, 1:00 p.m. – 4:00 p.m.

Written Student Complaint Policy

PRINCIPLE

Principles of Accreditation: Foundations for Quality Enhancement, SACS, Section IV: Federal Requirements: The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

POLICY

Note: The procedures to resolve a conflict or submit a formal grievance when the student believes he or she has been treated unjustly or improperly by a faculty or staff member of this campus are found in the University of South Carolina Beaufort Student Handbook, 2003-2004.

The University of South Carolina Beaufort is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097, telephone: 404-679-4501, to award the associate degree. The Southern Association of Colleges and Schools is the agency to which compliance of the University with the Principles of Accreditation: Foundations for Quality Enhancement should be addressed. Policies regarding complaints may be obtained from the Commission on Colleges.

The University of South Carolina Beaufort acknowledges complaints regarding its possible noncompliance with the Principles of Accreditation: Foundations for Quality Enhancement. The core requirements and the comprehensive standards of the Principles of Accreditation include the broad categories of institutional mission, governance, effectiveness, educational programs, library, resources, and Federal requirements.

Students, faculty, staff, alumni, or other interested parties who wish to submit a formal complaint regarding the University's compliance with the SACS Principles of Accreditation directly to the administration of the University must do so in writing to the Executive Vice Chancellor. The Executive Vice Chancellor will review the complaint and respond in writing to the complainant within sixty (60) days. The Executive Vice Chancellor will investigate the complaint thoroughly, exploring all available avenues, and guide the process through the appropriate procedures in those cases where other officials of the University must address the complaint. In those instances, the Executive Vice Chancellor

Undergraduate Academic Fees

Full-Time Tuition

(12 semester hours or more)

Resident: \$2,004 (per semester)
Nonresident: \$4,956 (per semester)

Part-Time Tuition

(fewer than 12 semester hours)

Resident: \$167/credit hour
Nonresident: \$413/credit hour

Other Fees:

Application Fee \$40
Readmit Fee \$10
Non-credit application fee \$10
Matriculation Fee \$50
Technology Fee:
 Full Time: \$100/semester
 Part Time: \$8/credit hour
Returned Check Fee: \$25
Late Enrollment Fee: \$5 per day
International Student Fee: \$375
Laboratory Science Fee: \$25 per lab course
Correspondence Course fee (college level): \$100/credit hour

Academic Fees are subject to change

Academic Programs

Undergraduate degree programs are offered through the Divisions of Humanities, Math/Science, and Professional & Social Sciences (see chart below).

Degrees at USCB

DISCIPLINE	UNDERGRADUATE DEGREE
Associate of Arts	A.A.
Associate of Science	A.S.
Business Administration	B.S.
with a concentration in Management (proposed)	
Early Childhood Education (proposed)	B.A.
English (proposed)	B.A.
Hospitality (proposed)	B.S.
Human Services (proposed)	B.S.
Liberal Studies (proposed)	B.A.

Cognates and Minors

The University recognizes the importance to students of in-depth study of an area to supplement their major field. Some programs require either a cognate or a minor in addition to the major as part of degree requirements.

The cognate is a minimum of 12 hours in advanced-level courses related to, but outside, the major. It is intended to support the course work in the major. Cognate courses may be drawn from one or more departments, depending on the individual interests and requirement of the student as determined by the student's major advisor. A cognate differs from a minor in that the courses must be above prerequisite level and may be distributed over more than one subject area.

The minor is normally a minimum of 18 hours of prescribed courses in one subject area. It is intended to develop a coherent basic preparation in a second field of study. It differs from the cognate in as much as the courses must be concentrated in one area and must follow a structured sequence.

A key distinction between a minor and a cognate is the point of origin. Minor course requirements are predetermined by academic disciplines and are offered to students not majoring in that field of study. Cognate course requirements are determined on an individual basis by a student and the major academic advisor. A cognate, consisting of courses outside a student's major, may be concentrated in one discipline or may include several disciplines.

Students are advised to consult their academic advisor as to whether a minor or cognate is required for their degree program. Requirements for individual minor programs of study are available from the student's academic advisor.

Study Abroad

There are numerous opportunities open to students who wish to study with USCB in other countries. Language study, course work on foreign cultures, and extensive financial planning are invariably part of the planning process.

Military Program

While the USC Marine Corps Air Station and Marine Corps Recruit Depot Program are designed specifically for active-duty military personnel and their family members; civilians (including Beaufort-campus students) are welcome to take courses on a space available basis. Classes meet on post in the day and evening twice a week for eight weeks. The program offers a wide range of general education courses, as well as some upper-division courses.

Distance Learning Activities

Courses are offered each fall, spring, and summer semester. Students interested in courses offered through distance learning education must be admitted through undergraduate admissions. All courses meet the same University standards of prerequisites, sequence, etc., that are required in residence work and are subject to the same academic regulations.

Correspondence Courses/ Independent Learning

Correspondence courses are administered through USC Distance Education and Instructional Services. Undergraduates may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available at the admissions office. Enrollment must be approved in advance by the Executive Vice Chancellor for Academic Affairs. If registration for such a course would result in a course load exceeding the recommendations, they must obtain approval from the Executive Vice Chancellor for Academic Affairs as outlined in the "Course Load" section. Courses taken by correspondence may not be used to make up full-time enrollment status for loan deferments and will not appear on the academic record until completed and a grade is assigned. Correspondence courses are not considered as in-residence credit. A maximum of 30 semester hours of credit by cor-

respondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree.

Independent Study

The purpose of the independent study option is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. The experience shall involve an academic product that is consistent with the student's program of study.

Prior to enrolling in an undergraduate independent study course, a student must complete an Independent Study or Internship Contract (AS-6). The approval of the instructor, advisor, and Executive Vice Chancellor for Academic Affairs is required; students then present their approved copy when registering for the course. Only students who take independent study as part of their major, minor, or cognate program may receive a grade point credit for independent study. All other students will receive Pass-Fail credit.

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to six hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required hours for that degree.

General Education

Mission Statement

To graduate with a baccalaureate degree from the University of South Carolina Beaufort, all students must complete a program of general study designed to provide them with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, broaden their historical and cultural awareness, and develop a proficiency in one foreign language. Students study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning.

This program of study, to be completed largely during the student's first two years at the university, serves as a foundation for later upper-division work within the student's major. It also ensures that USCB graduates have the sort of broad, well-rounded education that will enable them to succeed in graduate school or the workplace and more fully understand their place in the world and get the most out of life.

General Education Requirements¹ (38-48)

English

- BENG 101 and 102 (with a grade of C or higher) 6
- Numerical and Analytical Reasoning² 6-7
- A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or

- B. Two courses from one of the following fields: statistics, computer science, or philosophy (PHIL 110 and 111 only)
 - C. BMTH 221 and 222 (for Early Childhood Education majors only)
- Speech³
 BSPC 140 3
- Liberal Arts
 Liberal Arts Electives⁴ 6
 BHIS 101, 102, 111 or 112 3
 Fine Arts⁵ 3
 Social/Behavioral Sciences⁶ 3
- Natural Sciences⁷
 Two courses with laboratories 8
- Foreign Languages 0-6
 Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.
- Non-Western Studies⁸ 0-3
 A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

- 1 Approved by USCB Faculty, September 6, 2002.
- 2 Business majors must take BMTH 122. Early Childhood Education majors must take BMTH 221 and 222 and pass these courses with a grade of C or higher.
- 3 Early Childhood Education majors must pass this requirement with a grade of C or higher.
- 4 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Business majors, Early Childhood Education majors, and Liberal Studies majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement. English majors may use 3 hours of their major prerequisites toward this requirement. Early Childhood Education majors must fill the remainder of this requirement with BPSY 101 or BSOC 101.
- 5 Courses from: BARH, BATS, BMUS, or BTHE. Early Childhood Education majors must take, and Liberal Studies majors are encouraged to take, BARH 105, 106, BMUS 110, or BTHE 200.
- 6 Courses from: BANT, BECO, BGEO, BHVS, BLIN, BPOL, BPSY, BSOC. Human Services major prerequisites may be used to satisfy this requirement. Early Childhood Education majors must take BPOL 201.
- 7 Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. Early Childhood Education majors must take one course in Biological Sciences and one course in Physical Sciences (BAST, BPHY, BCHM, BSME 530, or BMAR 111, 112, or 210). BMAR is recommended for Education majors.
- 8 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315.

Associate Degree Programs

Mission Statement

To graduate with an associate degree from the University of South Carolina Beaufort, all students must complete a program of general study designed to provide them with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the humanities, study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning.

This program of study is intended to serve as a foundation for later upper-division studies or to serve students in various careers. It aims to ensure that all graduates of the associate program have the sort of broad, well-rounded education that will enable them to succeed in the university or in the workplace and more fully understand their place in the world and get the most out of life.

Associate's Degree Requirements

The University of South Carolina Beaufort offers the Associate in Arts (AA) degree and the Associate in Science (AS) degree to students who have earned at least 60 hours of credit approved by the Executive Vice Chancellor that fulfill USCB's general education requirements or that fulfill the first 60 hours of the USCB baccalaureate degree. The associate in art and in science degrees indicate a strong grounding in the liberal arts and often are used by businesses and the military for hiring and promotion considerations. For more information on the AA and AS degree programs, contact the Admission Office at 521-4101.

Option A:

	Semester Hours	
	A.A.	A.S.
1. General Education Requirements		
English 101* with a grade of C or better	3	3
English 102* with a grade of C or better	3	3
BSPC 140 Speech*	3	3
Mathematics 111-122 or higher sequence; Computer Science; BPHI 110, 111	6	6
Anthropology; Economics; Political Science; Psychology; Sociology; Geography, Afro-American Studies	6	6
Astronomy; Biology; Chemistry; Marine Science; Physics; Geology; Science and Math for Educators	6	8
Art; Art History; English (200 level and above); Foreign Language; History; Philosophy; Music; Religion; Speech; Theatre	9	3
2. Electives	24	28
Total Hours	60	60

Option B: USC Baccalaureate Degree Requirements*
 Complete the first 60 hours of any University of South Carolina baccalaureate degree program. Coursework must include BENG 101, 102, and BSPC 140.

* Student must maintain a cumulative grade point average of 2.0 and 15 semester hours must be earned at a University of South Carolina campus

Baccalaureate Degree Programs

Bachelor of Arts in Early Childhood Education

Belinda Eggen, Program Director

Professor

Rod Sproatt, Ph.D., University of South Carolina, 1985

Associate Professor

Betty Jo Marshall, Ph.D., University of South Carolina, 1999

Assistant Professors

Belinda Eggen, Ph.D., University of South Carolina, 2001

Instructor

Gail Jordan, Ed.D., NOVA University, 1996

Lecturers

Adrienne Sutton, M.Ed., University of South Carolina, 1993

Early Childhood Education Mission

The USCB Early Childhood Education program is committed to a learning environment that encourages students to reach their academic and professional potential through exposure to a highly qualified faculty, professional learning environments, and a supportive atmosphere in a multicultural setting. Graduates of the program are trained to work with colleagues and teach students of varied cultural, ethnic, and economic backgrounds in the global community.

To accomplish these goals, candidates are provided with experiences designed to develop skills, knowledge, pedagogy, and dispositions appropriate for teaching in early childhood classrooms. Each program graduate is expected to demonstrate excellent classroom teaching abilities, leadership in the school and community, and a desire to have an impact on the students the candidates will teach.

Early Childhood Program Objectives

Program objectives are measured by candidate performance. Faculty facilitates candidate achievement as measured by performance indicators by basing their actions on the central principles of the professional education program. Candidate performance indicators are to be measured as competencies in dispositions, content knowledge and methodologies, professionalism and classroom management skills necessary to create inviting, supportive and effective learning environments. These are organized into program objectives that form the framework for assessing candidate achievement and performance:

- Provide candidates with knowledge of early childhood education principles and practices applicable to current and future education environments.
- Prepare candidates to contribute to their teaching environments and the larger society and to grow personally and professionally throughout their careers.

- Provide candidates with knowledge of early childhood education principles and practices applicable to current and future education environments.
- Prepare candidates to contribute to their teaching environments and the larger society and to grow personally and professionally throughout their careers.
- Foster in candidates analytical and decision-making skills, communications skills, a global perspective, a sense of social responsibility and ethics, and characteristics of leadership.
- Meet demands of regional candidates who wish to pursue a baccalaureate degree in early childhood education.
- Attract diverse, career-oriented candidates by making available curriculum that corresponds to regional needs for teachers.
- Contribute to economic development in the region and the state by delivering educational opportunities that establish and/or improve workforce needs for well-qualified teachers.
- Establish a learning environment in early childhood education that contributes to cooperation and collaboration with the teacher education endeavors in the region and the state.
- Advance state initiatives to reduce the teacher shortage and improve teaching and learning throughout South Carolina.
- Model the goals, objectives, and competencies as described in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation (Baccalaureate or Initial Licensure Level).

Admission Standards for the Early Childhood Education Program

The baccalaureate curricula are divided into two years of general education and two years of professional training. Any student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to students who have been formally accepted into the USCB Early Childhood Education Program.

Professional Program Admission Procedures

Application for admission into the professional program is to be submitted to the Professional Education Committee during the semester that the student completes 60 hours of undergraduate study. Transfer students with more than 60 undergraduate hours and degreed students should apply during their first semester at USCB. Deadlines for submission are: Fall Semester--September 15, Spring Semester--February 1, and Summer--July 1.

Professional Program Criteria for Acceptance

- A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work.
- Grades of C or better in English (ENGL) 101 and 102 and Speech Communications and Math 221 and 222.
- Passing scores on all three sections of South Carolina Pre-Professional Skills Test (PPST). Official scores must be submitted and received by the Education Program.
- All sections of the Professional Program Application completed and submitted with appropriate signatures by the application deadline.
- Approval by the USCB Professional Education Committee.

Admission to the Teaching Internship

The Teaching Internship component of the Teacher Education Program is required by the S.C. State Department of Education and is designed to serve as the culminating experience in a student's preparation for a career in education. Interns will be placed in school districts that have cooperative agreements with USCB. Through the teaching intern program, the education program satisfies responsibilities to education majors, to the university, and to the faculty, administration and student population of the public schools. Students applying for admission to the teaching internship must meet the following criteria:

- The student must be fully admitted to the Professional Program at least one full semester prior to the teaching internship semester.
- The student must have no more than 12 hours of course work remaining to meet graduation requirements following completion of the teaching internship semester. All professional education and subject area requirements should be completed before teaching internship.
- Grades of C or better in MATH 221 and 222.
- The student must have at least a 2.75 overall GPA in all applicable courses, and at least a 2.75 GPA in professional education courses, and a grade of C or better in all professional education courses and subject area requirements.
- Students whose applications have been rejected may appeal the decision by requesting a personal interview with the Committee. Students may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the Committee.
- Applications for the teaching internship are available from the program administrative assistant and are due:
 - October 15th for internship in the following spring semester;
 - February 15th for internship in the following fall semester.

Bachelor of Arts – Major in Early Childhood Education Curriculum

I. General Education Requirements¹ (38-47)

English	
BENG 101 and 102 (with a grade of C or higher)	6
Numerical and Analytical Reasoning ²	6
BMTH 221 and 222 (for Early Childhood Education majors only)	
Speech ³	
BSPC 140	3
Liberal Arts	
Liberal Arts Electives ⁴	6
BHIS 101, 102, 111 or 112	3
Fine Arts ⁵	3
Social/Behavioral Sciences ⁶	3
Natural Sciences ⁷	
Two courses with laboratories	8
Foreign Languages	0-6
Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the	

exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁸ 0-3
 A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

- 1 Approved by USCB Faculty, September 6, 2002.
- 2 Early Childhood Education majors must take BMTH 221 and 222 and pass these courses with a grade of C or higher (BMTH 111 is a prerequisite for BMTH 221).
- 3 Early Childhood Education majors must pass this requirement with a grade of C or higher.
- 4 Early Childhood Education majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement. Early Childhood Education majors must fill the remainder of this requirement with BPSY 101 or BSOC 101.
- 5 Early Childhood Education majors must take ARTH 105, 106, MUSC 110, or THEA 200.
- 6 Early Childhood Education majors must take BPOL 201.
- 7 Early Childhood Education majors must take one course in Biological Sciences and one course in Physical Sciences (BAST, BPHY, BCHM, BSME 530, or BMAR 111, 112, or 210). BMAR is recommended for Education majors.
- 8 Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315.

II. Program Requirements 3-12

BHIS 101, 102, 111, or 112 (ECE majors must take one American History and one Western Civilization)	3
Free Electives	0-9

III. Professional Education Requirements 66

<i>(PRE-PROFESSIONAL PROGRAM COURSES)</i>	
BEDC 310, 442	4
BEDE 410	3
BEDF 321	3
BEDP 335	3
BEDR 418	3
BEDX 400	3
BEDY 333	3
HYPR 231	3

<i>(PROFESSIONAL PROGRAM COURSES)</i>	
BEDE 435, 435P, 436, 436P, 540, 542, 544, 544P	18
BEDE 469, 476	15
EDRD 420, 420P, 421, 421P	8

IV. Education Electives 6

Courses designated as developmental may not be used.

Total hours required 122

Bachelor of Arts in English

Sheila J. Tombe, Program Director

Associate Professors

John Blair, Jr. (Theatre), Ph.D., University of Georgia, 1982

Carl P. Eby (English), Ph.D., University of California Davis, 1995

Sheila J. Tombe (Comparative Literature), Ph.D., University of South Carolina, 1992

Assistant Professor

Patricia Ellen Malphrus (English), Ph.D., University of South Carolina, 1998

Scholar-In-Residence

Roy Flannagan (English), Ph.D., University of Virginia, 1966

Instructor

Marshall Kremers, Ph.D., Rensselaer Polytechnic Institute, 1983

Lecturers

Deanna Bredwell, M.A., Georgia State University, 2002

Gregg Grisham, M.A., Oklahoma State University, 1979

J.C. Bowen, M.A., University of South Carolina, 1976

Warren Slesinger, M.F.A., State University of Iowa, 1961

William Shaw, Ph.D., Ohio University, 1971

Toni Goodwin, M.A., University of South Carolina, 1967

Jan Gretlund, M.A. University of Virginia, 1974

English Program Purpose

The purpose of the proposed English program is to provide and continually improve a curriculum responsive to the region's educational needs. The study of English literature is core to a liberal arts college, fostering in students a broad cultural awareness and the ability to read carefully, think critically, and write effectively. The study of literature should help students investigate, nurture, and integrate their historical, philosophical, psychological, political, ideological, ethical, emotional, spiritual, and aesthetic responses to the world.

English Program Objectives

Program objectives include the following:

- Provide students with knowledge of English literature that results in students becoming more articulate, analytical, historically informed, and well-rounded.
- Prepare students to contribute to their future work environments and the larger society and to grow personally and professionally throughout their careers.
- Meet demands of regional students who wish to pursue a baccalaureate degree in English and provide a solid foundation for those planning to pursue graduate studies.
- Establish a learning environment in the English discipline that contributes to cooperation and collaboration with the educational community in the region and the state.

Curriculum

The Bachelor of Arts with a major in English is designed to be flexible enough to provide the student with an adequate background for graduate studies in English or preparation

for such professions as law, medicine, the ministry, advertising, communications, and technical writing.

A grade of C or better in English 102, or its equivalent, is a prerequisite for all other English courses.

Bachelor of Arts – Major in English

I. General Education Requirements¹ (38-48)

English

BENG 101 and 102 (with a grade of C or higher) 6

Numerical and Analytical Reasoning 6-7

A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or

B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)

Speech

BSPC 140 3

Liberal Arts

Liberal Arts Electives⁴ 6

BHIS 101, 102, 111 or 112 3

Fine Arts³ 3

Social/Behavioral Sciences⁴ 3

Natural Sciences⁵

Two courses with laboratories 8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁶ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

1 Approved by USCB Faculty, September 6, 2002.

2 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHVS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. English majors may use 3 hours of their major prerequisites toward this requirement.

3 Courses from: BARH, BATS, BMUS, or BTHE.

4 Courses from: BANT, BECO, BGEO, BHVS, BLIN, BPOL, BPSY, BSOC.

5 Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

6 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315.

II. Program Requirements 18-21

Foreign Language 0-3

Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USC foreign language proficiency test or achieving a passing grade in a 122 course.

History (an additional selection from History 101, 102, 111, or 112)	3
Humanities (Courses selected from African American Studies, fine arts, foreign languages and literatures, history, philosophy (except 110, 111, 511) or religious studies)	6
Philosophical reasoning (a course in Philosophy excluding 110 & 111)	3
Social Studies (Courses selected from anthropology, economics, geography, political science, psychology, or sociology)	6

III. Major Requirements	36
Prerequisites (ENGL 287, 288, and 289)	9
Two courses in pre-1800 literature	6
Three courses in post-1800 literature	9
Four additional courses from 380 or above, one of which must be ENGL 453	12

IV. Electives **16-28**

Total hours required **120**

The English faculty recommends that students planning to attend graduate school take the second year of a foreign language. It is also advisable that the student take as electives as many upper-level English courses as possible.

Students seeking the bachelor's degree in English must earn a grade of C or better in all required English courses at the 200 level and above in order for those courses to count toward their major program. English majors are limited to no more than 6 hours of ENGL 399 and/or ENGL 495 credit.

An exit survey is required of all graduating seniors.

Bachelor of Arts in Liberal Studies

Juanita Villena-Alvarez, Program Director

Professors

- Pamela Cooper-Hoel, Ph.D., (Communication Education) Purdue University, 1977
- Gordon Haist (Philosophy), Ph.D., Southern Illinois University, 1974
- Lynn Mulkey (Sociology), Ph.D., Columbia University, 1985

Associate Professors

- John Blair (Theatre), Ph.D., University of Georgia, 1982
- Roy Darby (Psychology), Ph.D., University of Florida, 1978
- Carl Eby (English), Ph.D., University of California Davis, 1995
- C. Somers Miller (History), M.A., University of Tennessee, 1974
- Sheila J. Tombe (Comparative Literature), Ph.D., University of South Carolina, 1992
- Juanita Villena-Alvarez (French), Ph.D., University of Cincinnati, 1994

Assistant Professors

- Efram Burk (Art History), Ph.D., Pennsylvania State University, 1998
- Robert Landrum (History), Ph.D., University of Wisconsin-Madison, 1999
- Patricia Ellen Malphrus (English), Ph.D., University of South Carolina, 1998

Visiting Professor

- Randolph Hawkins (Sociology), Ph.D., Bowling Green State University, 1983

Instructors

- Deborah Bernsten (Anthropology), Ph.D., University of Oklahoma, 2001
- William Boggan (Psychology), Ph.D., University of North Carolina, Chapel Hill, 1968
- Cherryl Garner (Psychology), Ph.D., Adelphi University, 1994
- Marshall Kremers (English), Ph.D., Rensselaer Polytechnic Institute, 1983

Scholar-In-Residence

- Roy Flannagan (English), Ph.D., University of Virginia, 1966

Lecturers

- Dana Arneman (History), Ph.D., University of South Carolina, 1996
- James Becker (Psychology), Ph.D., Loyola University, 1960
- Thomas E. Creely, Sr. (Religion), M.Div., New Orleans Baptist Theological Seminary, 1984
- Blanche Douglas (Psychology), Ph.D., Rhodes University, 2000
- Charles W. Jarret (Sociology), Ph.D., Ohio State University, 1982
- Daniel R. Morgan (Geography), M.S., Utah State University, 1995
- Colin Pearce, (Political Science), Ph.D., University of Toronto, 1986
- Howard Radest (Philosophy), Ph.D., Columbia University, 1971
- Paul Shepherd (Human Development/Gerontology) Ph.D., University of Maryland; (Psychology), M.A., Washington College 1986
- Warren Slesinger (English), M.F.A., University of Iowa, 1961
- John Smith (Social Work), M.S.W., Ohio State University, 1984

Liberal Studies Program Purpose

The purpose of the Liberal Studies program is to provide and continually improve a curriculum responsive to the region's educational needs. Liberal Studies, traditionally known as liberal arts, are at the core of USCB's programs in the general education requirements of all degrees and serve as the foundation for the institution. This B.A. with a major in Liberal Studies provides upper level study in a range of liberal arts disciplines and fosters students' ability to think critically, communicate effectively, solve problems, and interpret human experience. Goals of this program are to enhance students' creative and intellectual capacities and broaden their historical, ethical, social, and international perspectives while allowing them some flexibility in designing the upper level curriculum based on previous studies and employment objectives.

Liberal Studies Program Objectives

Program objectives include the following:

- Provide students with broad-based knowledge in the liberal arts that result in students becoming more articulate, analytical, historically informed, and well-rounded.
- Prepare students to contribute to their future work environments and the larger society and to grow personally and professionally throughout their careers.

- Foster in students analytical and decision-making skills; communications skills; a global perspective; a sense of social responsibility and ethics; and characteristics of leadership.
- Meet demands of regional students who wish to pursue a baccalaureate degree in Liberal Studies and provide a solid foundation for those planning to pursue graduate degrees.
- Attract diverse, career-oriented students by making available curricula that corresponds to regional community needs and employment opportunities.
- Establish a learning environment in liberal arts disciplines that contributes to cooperation and collaboration with the educational community in the region and the state.

Admission Standards for the Liberal Studies Program

Students must fulfill USCB admissions requirements to enroll in general education courses. USCB will admit freshmen students based on completion of college preparatory courses and predicted college grade point average (PCGPA). The PCGPA is determined by a formula, which uses two variables: the high school grade point average and the SAT or ACT verbal scores. Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended. There are no admissions criteria specific to this program. USCB students in good standing may enroll in upper division liberal arts courses when appropriate relative to meeting general education requirements and pre-requisites.

Bachelor of Arts – Major in Liberal Studies Curriculum

The Bachelor of Arts with a major in Liberal Studies is designed for students who want to pursue liberal studies without a major in a single discipline.

I. General Education Requirements¹ (38-48)

English

BENG 101 and 102 (with a grade of C or higher) 6

Numerical and Analytical Reasoning 6-7

A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or

B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)

Speech

BSPC 140 3

Liberal Arts

Liberal Arts Electives² 6

BHIS 101, 102, 111 or 112 3

Fine Arts³ 3

Social/Behavioral Sciences⁴ 3

Natural Sciences⁵

Two courses with laboratories 8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the

exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁶ 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

- 1 Approved by USCB Faculty, September 6, 2002.
- 2 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Liberal Studies majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement.
- 3 Courses from: BARH, BATS, BMUS, or BTHE. Liberal Studies majors are encouraged to take ARTH 105, 106, MUSC 110, or THEA 200.
- 4 Courses from: BANT, BECO, BGEO, BHVS, BLIN, BPOL, BPSY, BSOC.
- 5 Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.
- 6 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course.

II. Program Requirements 3
Psychology, sociology, anthropology, geography, or political science 3

III. Major 36
A minimum of 36 hours of 300/400 level coursework from the following disciplines: Anthropology, Art, Art History, English, Foreign Language, Government, History, Philosophy, Psychology, Religion, Sociology, Theatre, and Speech

Each student must complete a program of study designed by a liberal studies program committee appointed by the chief academic officer. The program shall include a minimum of 36 semester hours of credit in courses numbered 300 or above in two or more fields. No course submitted in fulfillment of the general education requirements may be included in the program requirements.

IV. Minor 18
A minimum of 18 hours of 300/400 level coursework from the following disciplines: Anthropology, Art, Art History, Business, Education, English, Foreign Language, Government, History, Hospitality Management, Philosophy, Psychology, Religion, Sociology, Theatre, and Speech.

IV. Electives 15-25

Total hours required 120

Bachelor of Science in Business Administration with a Concentration in Management

Dean Cleavenger, Program Director

Professor

Davis Folsom (Economics), Ph.D., University of Connecticut, 1979

Associate Professors

Rick Boulware (Economics), M.B.A., Winthrop University, 1977
Tom Odom (Computer Science), M.S., University of South Carolina, 1974

Assistant Professor

Dean Cleavenger (Management), Ph.D., University of Mississippi, 1997

Instructor

John Abbott (Management), Ph.D., University of North Texas, 2000

Lecturers

James Pennell (Computer Science), Ph.D., University of Virginia, 1988
Aurel Stuart (Management), M.S., Troy State University, 1999
Richard Wakefield, (Finance), M.B.A., University of Connecticut, 1979
Alden Weeks (Management) M.B.A., University of Dallas, 1980

Mission Statement

The Business Administration Program focuses on creating a caring learning environment in its undergraduate program at multiple locations. The program prepares students to successfully meet the dynamic global, technological, and ethical challenges of business and society.

Accreditation

The University of South Carolina Beaufort will be seeking accreditation by AACSB International - The Association to Advance Collegiate Schools of Business for the Business Administration Program.

Curriculum

USCB offers the Bachelor of Science with a major in Business Administration and a concentration in Management degree. To qualify for graduation, a student must meet general education requirements, business core requirements and area of concentration requirements as stated below.

Students are encouraged to choose courses that will contribute to their educational development in the liberal arts as well as to their development and preparation for particular careers. Students should study the degree requirements under which they are to graduate and should seek proper advisement. It is to their advantage to decide their areas of concentration as soon as possible. This is particularly true of the student who plans to finish degree requirements at another campus. Where this is done, proper course selection is facilitated.

Admissions Standards for the Business Administration Program

Students who fulfill the admission requirements of USC Beaufort may enroll in the pre-professional curriculum. Application for admission into the professional program of the B.S. degree with a major in Business Administration and a concentration in Management will be required during the semester the student completes 60 hours of undergraduate study. Criteria for admission to the professional program are the following:

- Students must apply to the professional program in business administration during the semester in which they complete 60 hours of instruction unless that occurs in a summer session, in which case applications must be made by the fall deadline. Transfer students who have completed 60 or more credit hours of approved credit must apply during their first semester after having been admitted to USC Beaufort. Applications must be filed by September 15 or February 1 of the appropriate semester.
- Students seeking to become business administration majors must achieve a cumulative grade point average (GPA) of 2.00 in all courses accepted toward the degree program.
- Students whose applications have been rejected may appeal the decision by requesting a personal interview with the Professional Program Committee.
- Students with 60 or more credit hours will not be admitted to business or economics courses numbered 300 or higher unless they have been formally admitted to the professional program. (Exceptions will be made for transferring students in their first semester.)

Bachelor of Science – Major in Business Administration with a Concentration in Management

I. General Education Requirements¹ (38-48)

English

- BENG 101 and 102 (with a grade of C or higher) 6
Numerical and Analytical Reasoning² 6-7
A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or
B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)

Speech

- BSPC 140 3

Liberal Arts

- Liberal Arts Electives³ 6
BHIS 101, 102, 111 or 112 3
Fine Arts⁴ 3
Social/Behavioral Sciences⁵ 3
Natural Sciences⁶
Two courses with laboratories 8

Foreign Languages	0-6
Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.	
Non-Western Studies ⁷	0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.	

- 1 Approved by USCB Faculty, September 6, 2002.
- 2 Business majors must take BMTH 122.
- 3 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Business majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement.
- 4 Courses from: BARH, BATS, BMUS, or BTHE.
- 5 Courses from: BANT, BECO, BGEL, BHVS, BLIN, BPOL, BPSY, BSOC.
- 6 Courses from: BAST, BBIO, BCHM, BGEO, BMAR, BSME, and BPHY.
- 7 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course.

II. Program Requirements	15-25
BECO 221 and 222	6
Psychology, sociology, anthropology, geography, or political science	6
One course must be from the social/behavioral sciences	
Free Elective(s)	2-13
<i>(The Business Administration program encourages the study of foreign languages as free electives.)</i>	

III. Business Core Requirements	36
BACC 225, 226	6
BBAD 345, 363, 379, 380, 383	15
BMGT 371, 478	6
BMGS 190, 291, 390	9
BMKT 350	3

IV. Management Concentration Requirements	18
BMGT 374, 376, 473, 475, 477	15
Any one of the following: BBAD 429; BMGT 378, 411 3	

IV. Business Elective	3-4
Business or Economics course (300 or higher) or Computer Science course (BCSC 145 or higher)	

Total hours required 120

Students must complete 120 hours for the bachelor's degree. Included in these hours must be the courses to complete all the individual requirements listed. Developmental courses will not count toward degree requirements in the Business Administration program.

All Business Administration majors are required to earn a C or higher in each course (Business Electives excepted) satisfying the Area of Concentration Requirements. Each student in the Business Administration program must also earn at least a 2.0 average overall on his/her business core and concentration area courses for graduation. At least 50 percent of the Business Administration credit hours required for the Business Administration degree must be earned through USC Beaufort. Students must also complete assessment procedures as required by the program.

Bachelor of Science in Hospitality Management

Charles L. Calvert, Program Director

Associate Professors

Charles L. Calvert, Ed.D., North Carolina State University, 1997
Elizabeth Pederson, Ed.D., Northern Arizona University, 1991

Instructor

Katerina Annaraud, M.S., Texas Tech University, 2000

Hospitality Management Mission

The mission of the hospitality management program is to provide and continually improve a curriculum responsive to the dynamics of the regional hospitality industry. Graduates will be prepared to serve in leadership and management positions in a wide range of capacities including settings in lodging, food service, time-share operations, golf courses, resort operations, conference and convention arenas, private clubs, and continuing care/retirement facilities, among others.

Hospitality Management Program Objectives

Program objectives include the following:

- Provide students with knowledge of hospitality management principles and practices applicable to current and future marketplaces that contribute to individual and industry success.
- Prepare students to contribute to their organizations and the larger society and to grow personally and professionally throughout their careers.
- Foster in students analytical and decision-making skills; communications skills; a global perspective; a sense of social responsibility and business ethics; and characteristics of leadership.
- Meet demands of regional students who wish to pursue a baccalaureate degree in hospitality management.
- Attract diverse, career-oriented students by making available curriculum that corresponds to regional hospitality industry needs.
- Contribute to economic development in the region and the state by delivering educational opportunities that establish and/or improve the workforce for existing, expanding, relocating, and new hospitality oriented businesses.
- Establish a learning environment in hospitality management disciplines that contributes to cooperation and collaboration with the hospitality industry community in the region and state.

Admission Standards for the Hospitality Management Program

Students who fulfill the admission requirements of USC Beaufort may enroll as hospitality majors. USCB will admit freshmen students based on completion of college preparatory courses and predicted college grade point average (PCGPA). The PCGPA is determined by a formula, which uses two variables: the high school grade point average and the SAT or ACT verbal scores. Transfer students are required to have a 2.0.

Curriculum

The curriculum focuses on preparing students for managerial positions in the hospitality industry. Careers include management and entrepreneurial positions in time-share organizations, private clubs, lodging and food service operations, and the private and public tourism sectors.

Bachelor of Science – Major in Hospitality Management

I. General Education Requirements¹ (38-48)

English

BENG 101 and 102 (with a grade of C or higher) 6

Numerical and Analytical Reasoning 6-7

A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or

B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)

Speech

BSPC 140 3

Liberal Arts

Liberal Arts Electives² 6

BHIS 101, 102, 111 or 112 3

Fine Arts³ 3

Social/Behavioral Sciences⁴ 3

Natural Sciences⁵

Two courses with laboratories 8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁶ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

1 Approved by USCB Faculty, September 6, 2002.

2 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.

4 Courses from: BANT, BECO, BGEO, BHVS, BLIN, BPOL, BPSY, BSOC.

5 Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

6 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course.

II. Program Requirements 24

BECO 224: Principles of Economics 3

Social Sciences 3

A course selected from anthropology, psychology, or sociology

BACC 225 and BACC 226 6

BMKT 350 and BMGT 371 6

BMGS 290 or BCSE 101 3

BENG 463 or BBAD 345 3

III. Professional Concentration Courses 36

BHRM 110, 260, 270, 280, 285, 290, 357, 370 or 372,

421, 450, 490 36

IV. Professional Elective Courses 9

BHRM electives (at least six credits at 300 level or higher) 9

BHRM 228, 230, 311, 312, 313, 328, 335, 340, 352, 355, 364,

376, 390, 410, 440, 473, 475, 485, 491

V. Electives 3-13

Total hours required 120

Bachelor of Science in Human Services

Lynn Mulkey, Program Director

Professor

Lynn Mulkey (Sociology), Ph.D., Columbia University, 1985

Associate Professor

Roy Darby (Psychology), Ph.D., University of Florida, 1978

Visiting Professor

Randolph Hawkins (Sociology), Ph.D., Bowling Green State University, 1983

Instructors

William Boggan (Psychology), Ph.D., University of North Carolina, Chapel Hill, 1968

Cherryl Garner (Psychology), Ph.D., Adelphi University, 1994

Lecturers

James Becker (Psychology), Ph.D., Loyola University, 1960

Blanche Douglas (Psychology), Ph.D., Rhodes University, 2000

Charles W. Jarret (Sociology), Ph.D., Ohio State University, 1982

Patrick D. Nolan (Sociology), Ph.D., Temple University, 1978

Philip Robinson (Sociology), M.A., Montclair State College, 1975

Robert A. Rogers (Sociology), M.A., University of Detroit, 1965

Paul Shepherd (Human Development/Gerontology) Ph.D., University of Maryland; (Psychology), M.A., Washington College 1986

John Smith (Social Work), M.S.W., Ohio State University, 1984

Human Services Program Mission Statement

Human Services is an interdisciplinary degree program guided by the principles of the National Council for Standards in Human Service Education (CSHSE) that prepares students in the two broadly-based theoretical areas of psychology and sociology for practical application in a variety of human service or “helping” agencies. The term “Human Services” is in common usage in Australia, Canada, Scandinavia, and the United States and can be defined as: “Those helping and caring in activities which range across the fields of health, social care, education, guidance, counseling, the remedial professions, probation, social and justice systems and the independent sector.” The program also provides service and expertise specific to the needs of the community.

Curriculum

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the Human Services major must have a grade of C or better in each major course in order for that course to count toward the degree. Major courses in which less than C is earned may be repeated twice for a maximum of three attempts. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree. A minor usually requires 18 hours of course work in one academic field. A grade of C or higher is required in each minor course. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Human Services majors must complete 15 credit hours both in psychology and sociology courses at 300 level and above and must satisfactorily complete the Human Services courses to include six hours of internship.

Bachelor of Science – Major in Human Services

I. General Education Requirements¹ (38-48)

English

BENG 101 and 102 (with a grade of C or higher) 6

Numerical and Analytical Reasoning 6-7

A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or

B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)

Speech

BSPC 140 3

Liberal Arts

Liberal Arts Electives² 6

BHIS 101, 102, 111 or 112 3

Fine Arts³ 3

Social/Behavioral Sciences⁴ 3

Natural Sciences⁵

Two courses with laboratories 8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁶ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

1 Approved by USCB Faculty, September 6, 2002.

2 Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.

3 Courses from: BARH, BATS, BMUS, or BTHE.

4 Courses from: BANT, BECO, BGEL, BHVS, BLIN, BPOL, BPSY, BSOC. Human Services major prerequisites may be used to satisfy this requirement.

5 Courses from: BAST, BBIO, BCHM, BGEO, BMAR, BSME, and BPHY.

6 The following courses have been approved for this requirement: BANT 102, BANT 317, BARH 349, BENG 270, BGEO 121, BRLG 203, BSOC 315, or any non-Western History course.

II. Program Major Requirements 63-64

BPSY 101 and BSOC 101 6

Foreign Language 6

One statistics course from either BPSY 227, BSOC 220,

STAT 110, or STAT 210 3

One research methods course from either BPSY 226

or BSOC 497 3-4

Five psychology courses at 300 level or above 15

Five sociology courses at 300 level or above 15

BHSV 300 3

BHSV 301 3

BHSV 302 3

BHSV 401 (two internships) 6

III. Minor Requirements (optional)

Students can obtain a minor by completing 18 credit hours of 300 level or above coursework in an area of study (i.e., anthropology).

IV. Electives 8-19

Total hours required 120

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