

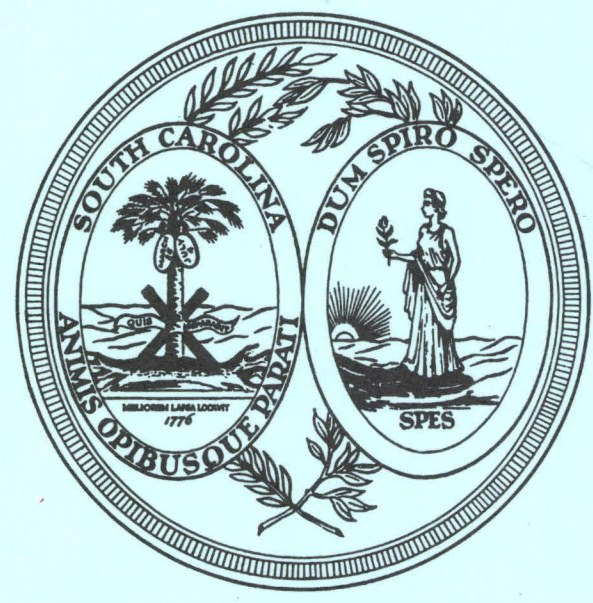
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COASTAL CAROLINA UNIVERSITY



ANNUAL REPORT 1993-1994

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COASTAL CAROLINA UNIVERSITY

October 27, 1994

The Honorable Carroll A. Campbell, Jr., Governor
Members of the General Assembly of South Carolina

Dear Friends of the University:

Enclosed is the Annual Report to the State Budget and Control Board from
Coastal Carolina University for the Fiscal Year ending June 30, 1994.

Respectfully submitted,

Ronald R. Ingle
President
Coastal Carolina University

COASTAL CAROLINA UNIVERSITY

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HISTORY

On the evening of July 23, 1954, a group of citizens met at the Horry County Memorial Library to discuss a daring proposal - the creation of a local college. The county was poised on the edge of a dramatic future, but despite the optimistic outlook, few of the region's residents could afford to send their children away to college. Horry County needed a local college, with reasonable tuition, to enable students to attend classes and live at home.

Supported by members of the Conway Merchants Association and encouraged by local educators, those present at the library that night elected a board of directors to spearhead the effort of establishing the college. At a follow-up meeting on August 6, the group voted to become a nonprofit organization called the Coastal Educational Foundation, Inc.

Less than two months after the initial meeting, Coastal Carolina Junior College opened on September 20 as a branch of the College of Charleston. Fifty-three students were enrolled, taught by a handful of part-time faculty, with classes meeting after hours at Conway High School.

The college was supported almost entirely by foundation members, and Coastal Carolina Junior College continued operation for the next three years, through June 1958, as a branch of the College of Charleston. In 1958, the College of Charleston discontinued its extension program, and Coastal Carolina Junior College became independent.

On April 9, 1959, in response to the Horry County Legislative Delegation, the South Carolina General Assembly created the Horry County Higher Education Commission, the government regulatory agency needed to oversee use of Coastal's county tax money. On August 1, 1959, commission chairman Joseph W. Holliday signed a contract with USC that established Coastal Carolina Regional Campus of the University of South Carolina, effective fall 1960.

In 1961, with the college financially stable and affiliated with the University of South Carolina, members of the commission and foundation agreed it was time to move to a campus suitable for institutional growth. They selected a central location on Highway 501, the present site of the university, which consisted of 185 acres of pine forest. Most of the tract was donated by Burroughs Timber Company and International Paper Company. Ground was broken October 22, 1962, and less than a year later the college's 110 students were moved to the first campus building, the Edward M. Singleton Building.

Under the leadership of a new director, Coastal began an unprecedented period of growth and development. The campus underwent steady expansion and student enrollment increased with one of the highest growth rates in the nation. In 1973, the college added a junior year, and in 1974, a fourth year was added. In 1975, USC Coastal awarded its first four-year degree.

The college entered a new era of progress in the late 1980's. The opening of its first on-campus residence halls in 1987 was a major milestone for the institution. The Campaign for Progress surpassed its goal of \$5 million in less than 5 years, spurring growth in capital projects, the arts, and academic enrichment programs.

During this time of unprecedented growth, the commission and foundation initiated an intensive study of the relationship between the USC System and Coastal. After considering governance and economic issues and reviewing recommendations from outside consultants, the foundation and commission began to discuss the possibility of moving Coastal toward independence.

The movement toward independence from the USC System gained momentum in July 1991 when the foundation and commission voted unanimously to pursue the steps required to establish Coastal as a freestanding, state-supported institution. The following June, the USC Board of Trustees embraced President John Palms' recommendation that Coastal become independent.

During its 1993 session, the South Carolina Legislature passed legislation establishing Coastal Carolina University as an independent, state-supported institution, effective July 1, 1993. Governor Carroll Campbell signed the bill during a ceremony at Coastal on May 14, 1993. The first board of trustees was elected by the General Assembly in June 1993 and when the Board met for the first time on July 1, 1993, Dr. Ronald R. Ingle was named the institution's first president.

In fall 1993, Coastal began offering its first graduate programs and reported an enrollment of 4159 undergraduate and 257 graduate students, reflecting an increase of 68.38 percent over 1982-83 enrollments.

Dramatic growth is expected to continue in Horry County, one of the 20 fastest-growing counties in the nation. Along with this growth, the university recognizes the need to continue to provide educational access to students from the service area as well as to expand the diversity of the student body. Specific areas of institutional focus include an admissions policy that gives preference to service-area students; improved inter-institutional cooperation with Horry-Georgetown Technical College providing under-prepared students an avenue for accessing baccalaureate programs; and articulation agreements that facilitate the transfer of credits from the state's 16 technical colleges to Coastal.

ACCREDITATION

Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate degree and is a candidate for accreditation to award the master's degree.

UNIVERSITY OFFICIALS

Board of Trustees

James J. Johnson, Chair
Cathy B. Harvin, Vice Chair
H. Franklin Burroughs, Secretary
Clark B. Parker, 1st Congressional District
James J. Johnson, 1st Congressional District
Oran P. Smith, 2nd Congressional District
James F. Kane, 2nd Congressional District
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William L. Lyles, Jr., 3rd Congressional District
Elaine W. Marks, 4th Congressional District
Keith S. Smith, 4th Congressional District
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Robert D. Brown, 5th Congressional District
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Cathy B. Harvin, 6th Congressional District
H. Franklin Burroughs, At-Large
Dean P. Hudson, At-Large
E. Craig Wall, Jr., At-Large
Gene Anderson, Gubernatorial Appointee
R. Cathcart Smith, Gubernatorial Designee

Campus Administrators

Ronald R. Ingle, Ph.D., President
John P. Idoux, Ph.D., Provost
Sally M. Horner, Ph.D., Executive Vice President
Cermette J. Clardy, Jr., M.Th., Vice President for University Advancement
Robert W. Squatriglia, Ph.D., Vice President for Student Affairs
Janis W. Chesson, Ph.D., Associate Vice President for Human Resources and
Affirmative Action
Patricia W. Sizemore, M.A., Associate Vice President for Administration
Andy E. Hendrick, J.D., Director of Athletics

STATEMENT OF PURPOSE

Coastal Carolina University is a primarily undergraduate, comprehensive liberal arts institution committed to excellence in teaching, research, and public service.

Educational Purpose

The educational purpose of the University is to be a community of students and scholars dedicated to personal development of men and women through the pursuit of wisdom and goodness in an environment where excellence in intellectual understanding is encouraged, individual dignity respected, and creativity stimulated. The University seeks to provide a rational view of the world and human experience so that the student will make intelligent and informed decisions as a free and active citizen in modern society. To this end, the University provides a common grounding in the intellectual tradition and inheritance of humanity in addition to the development of specific knowledge in more precisely defined areas of special interest. Academic majors are provided in the traditional liberal arts and sciences, the professional schools, and interdisciplinary studies. The University also provides selected graduate programs suitable to the needs of its service area.

Role of the University in Research and Public Service

Although primarily a teaching institution, the University recognizes the importance of research to teaching and to community service. Consistent with this recognition, the University endeavors to promote research and scholarship among the faculty. The University also recognizes its role as a major intellectual and cultural center for the Waccamaw region of South Carolina. Coastal Carolina University seeks to enrich the quality of life of this community through the performing and fine arts, faculty research, community service, off-campus programs, and continuing education programs. In its public service role, the University has been, and envisions continuing to be a major resource in the economic development of the region.

Student Population

The University has a three-tier admission policy that serves in the order of admission preference its immediate five-county service area, the state of South Carolina, and out-of-state students. The application of international students is encouraged, and these students receive support through an international program. Students are admitted to Coastal Carolina University without regard to race, sex, religion, or ethnic background.

ACADEMIC PROGRAMS

Wall School of Business and Computer Science

Dr. Peter B. Barr, Dean

Academic year 1993-94 was one of tremendous growth, opportunities, and change for the faculty and staff of the Wall School of Business and Computer Science. When one reflects on the events during the past year, it is difficult to believe that in May, 1993, Coastal Carolina was still a branch of the University of South Carolina, faculty of the Wall School of Business and Computer Science shared physical facilities with the School of Education, less than 50 outdated computers were available for instructional purposes throughout the School, a traditional M.B.A. program was unavailable, and AACSB accreditation and Professional Golf Management efforts remained in the dialogue stage of development. Truly, the faculty and staff of the Wall School embraced these challenges, embarked upon a strategic assessment, and took a proactive approach to maximize these opportunities.

Faculty, staff, administrators, students, members of the Board of Visitors of the Wall School, and the business community worked cooperatively to identify and adopt four major goals for the Wall School of Business and Computer Science. These goals are "to provide the highest level of educational opportunities for our students, to achieve and retain national accreditation of our programs by AACSB, to continue to expand our role as a major resource in the economic development of the region, and to develop a professional golf management program." In addition to these articulated goals, considerable efforts were also expended to raise the necessary funds to achieve these goals and to maximize the advantage presented by the new physical facilities.

In 1993, faculty of the Wall School, Politics, Psychology/Sociology, Mathematics, and Information Technology Services division moved into the new facility. Besides the obvious benefits associated with the additional classrooms and office space, the new building features four computer enhanced classrooms, two computer labs, two 120 seat case study classrooms, an auditorium with seating for 225 persons, a student lounge, and a large Boardroom. In October, 1993, the building was formally dedicated.

Recognizing that the computer resources owned by the institution were insufficient (both in quantity and quality) to meet the needs of the students and the opportunities provided by the new facilities, the Board of Visitors approached the Administration and Coastal Educational Foundation during the previous academic year and received permission to raise the necessary funds to support the purchase of new computers and accomplish our articulated goals. Under the leadership of the Vice President for Advancement over \$840,000 of a \$1.5 million campaign was pledged this year. This effort enabled the purchase of approximately 200 state-of-the-art micro-computers. These micro-computers and an academic mini computer were ordered, installed, and networked to meet the needs of Coastal students.

Student computers were placed into four computer enhanced classrooms and two computer labs.

The Wall School of Business applied for and was formally accepted into pre-candidacy for AACSB accreditation. A consultant from AACSB was assigned by the accrediting body and visited the campus on two different occasions to provide guidance. Faculty of the School, in conjunction with all stakeholders (Board of Visitors, students, business leaders, and administration) developed and approved a formal statement of the mission of the school. In addition, faculty wrote and adopted a written description of the policies and procedures regarding performance activities and expectations.

As a requirement of the accreditation process, an accreditation plan developed by faculty and administration was submitted to the consultant on June 30, 1994. This document with applicable revisions will be submitted to the candidacy committee of AACSB on or before August 15, 1994.

Although the need for a program in professional golf management has been recognized since at least 1983, little formal action had been taken prior to the summer of 1992. During the 1992/93 academic year, the changes and opportunities were formally assessed and strategies developed to pursue this goal. This led to the design of a cooperative golf management program which incorporates the concurrent pursuit of a B.S./B.A. (major in Marketing) and "Class A" P.G.A. certification. This program of study relies heavily upon close working relationships between regional course owners, Class A golf professionals, and the Wall School of Business.

Prior to this date, students residing in the Coastal service region were forced to move in order to pursue an AACSB accredited program of study leading to a conventional M.B.A. Although a non-traditional "Professional Master of Business Administration (P.M.B.A.)" was offered via ETV by the University of South Carolina, the program of study was designed for working professionals and effectively blocked entry by traditional students. Consequently, efforts were undertaken to explore new opportunities to meet the needs of a rapidly expanding service area. These efforts led to a cooperative agreement between Winthrop and Coastal Carolina Universities. Under the terms of this agreement, the program will be administered by Winthrop with 25% of the courses taught by Coastal faculty. This will be achieved using two-way interactive telecommunications. The first classes will start in Fall 1994, with early indications of significant enrollment.

In addition to the progress made toward the achievement of articulated goals, faculty of the Wall School continued their personal development and continuous improvement. Some of the more noteworthy achievements are as follows:

1. More than 80% of the full-time tenure track faculty reported one or more publications during the academic year.
2. More than 60% attended one or more professional meetings.
3. Faculty of the School prepared more than 27 academic reviews of papers/articles for professional organizations.
4. Twenty-three applied research/continuing education projects were conducted throughout the year. Much of the public service component of the School's mission is conducted under the auspices of the

Coastal Center for Economic and Community Development. Additional public service aspects include the highly successful Business Week and Coastal Economic Conference which were held in March and over 50 separate instances of external professional service by the faculty in the community.

5. More than thirty-seven professional presentations were made by faculty.
6. Eight faculty members held offices in international, national, and/or regional professional organizations.
7. All faculty participated in significant committee assignments for the School/University.

Finally, it is expected that the next academic year will be just as exciting. Continuous improvement will occur as we pursue the accreditation process, the accomplishment of articulated goals, and meet the increasing needs for accountability. In addition to these activities, we will also seek to expand our service through demonstrated leadership in economic development, tourism research, and increased focus on student recruitment and retention.

School of Education

Dr. Dennis G. Wiseman, Dean

The chief role of the School of Education is to prepare students for early childhood, elementary, and secondary school teaching careers. Programs are available at the undergraduate level leading to initial certification in South Carolina and at the graduate level for professional development of certified teachers. Additionally, the School, through the Department of Health, Physical Education and Recreation, offers one non-certification program focusing on the field of recreation and leisure management as a career, and offers a minor in Health Promotion.

School of Education faculty are administratively organized into the following three departmental areas:

Early Childhood and Elementary Education
Health, Physical Education and Recreation
Secondary Education

Through these departments, the School offers the following undergraduate and graduate programs of study.

Undergraduate

1. Art/Secondary Education Double Major (K-12)
2. Biology/Secondary Education Double Major (K-12)
3. Early Childhood Education (K-4)
4. Elementary Education (1-8)
5. English/Secondary Education (7-12)
6. * History/Secondary Education Double Major (7-12)
7. Mathematics/Secondary Education Double Major (7-12)
8. Music Education (K-12)
9. Physical Education (k-12)
10. * Political Science/Secondary Education Double Major (7-12)
11. * Psychology/Secondary Education Double Major (7-12)
12. * Sociology/Secondary Education Double Major (7-12)
13. Physical Education/Recreation Emphasis (Non-certification)
14. Health Promotion Minor

*History, Political Science, Psychology, and Sociology Double Major Programs with Secondary Education lead to Social Studies Comprehensive Certification (7-12)

Graduate

1. Master of Education (M.Ed.) - Early Childhood
2. Master of Education (M.Ed.) - Elementary
3. Master of Education (M.Ed.) - Secondary
Education (with specializations in English, mathematics,
natural science or social studies)

The 1993-1994 academic year was an especially busy one for the faculty in the School of Education as this year opened the School up to the delivery of graduate as well as undergraduate study. During the year, faculty contributed written research to six magazines, seven journals, and one book. Faculty also received funding for fourteen activities totaling \$699,409.

Following action taken by the South Carolina Commission on Higher Education in July 1993, the School of Education at Coastal Carolina was approved to offer the Master of Education (M.Ed.) degree in Early Childhood Education, Elementary Education and Secondary Education. Further, the Secondary Education M.Ed. program was approved to make available to students specialized tracks of study in English, mathematics, natural science and social studies. Given this major change for the School, the 1993-1994 academic year was a significant year with this transition into graduate level study.

Beyond the addition of graduate level study, the School of Education continues to explore avenues by which its undergraduate programs in teacher education might be strengthened. The 1993-1994 academic year marked the beginning of dialogue in preparation for the School's seeking accreditation by the National Council for

Accreditation of Teacher Education (NCATE). This undertaking will take approximately three to four years to complete. Within this process the School of Education shall engage in program re-design to offer the most relevant programs possible in undergraduate teacher education. Presently, the School of Education continues to offer one of the largest undergraduate teacher education programs in the state and places approximately 400 students off-campus each semester in clinical experiences as a part of the School's programs.

Considering the major initiatives of the School of Education, 1993-1994 might be broken down into the categories of New Initiatives and Continuing Initiatives for reporting purposes.

New Initiatives

Mathematics-Science HUB: During 1993-1994 Coastal Carolina University proposed and was designated as the site of the Mathematics-Science HUB to serve the Horry County and Georgetown County region. This program, funded by the National Science Foundation through the State Department of Education, will allow the University to serve as a strong resource for the development of instruction in these two areas. Located in Kearns Hall, the main building for the School of Education, the HUB will interface with both the graduate and undergraduate programs of the School.

Horry County Schools Technology Training Center: Through much deliberation between Coastal Carolina University and the Horry County School District, 1993-1994 saw the establishment on the University campus of this center. This cooperative venture typifies the commitment of the institution to work in both service and outreach with the local school district. The placement of the Technology Training Center at Coastal Carolina will benefit not only those educators in Horry County Schools who participate in the training programs offered by the Center but also undergraduate teacher education students at the institution as the Center is located in Kearns Hall, the main building of the School of Education.

Critical Needs Certification Program: Following a competitive grant proposal review, the School of Education at Coastal Carolina was funded by the State Department of Education to administer this program. The Critical Needs Certification Program is designed to offer an alternative route to certification for individuals seeking certification in fields of teaching designated by the State Board of Education as representing critical teaching needs disciplines. Only two institutions in South Carolina were awarded grants to deliver this program.

Life Prep for Teachers Program: Through its graduate study capability, the School of Education took a leading role in this program in this region of the state, in conjunction with the State Department of Education, the Horry County School District, and the Georgetown County School District. Specialized graduate study has been offered in such areas as Applied Biology, Physics for the Technologies, Mathematics for the Technologies, Applied Communication, and Classroom Management.

South Carolina Middle Level Project: Following two successful years of serving as the coordinating institution for this project, the School of Education again has been selected to serve as the coordinating unit for this program, funded by the EIA Select Committee, for a third year. The South Carolina Middle Level Project currently brings together nine institutions of higher education in South Carolina in curriculum and instructional restructuring to better address the needs of middle school students.

Center of Excellence in Middle Level Education: In partnership with the University of South Carolina Columbia, the School of Education has been funded by the South Carolina Commission on Higher Education to coordinate the Center of Excellence in Middle Level Education. The purposes of the Center are to promote teacher education reform in the Middle School level to ensure a better prepared teacher work force entering into middle grades teaching, design exemplary middle school teacher preparation programs, and design a dissemination program so that other institutions of higher education might benefit from the work of the Center in their own program reform efforts.

Continuing Initiatives

Center of Excellence in Composition: The School of Education has continued to be funded by the South Carolina Commission on Higher Education to coordinate the Center of Excellence in Composition which has a statewide focus in the advancement of composition instruction in public school classrooms.

Coastal Area Writing Project: The School of Education has continued to coordinate this project which, in conjunction with the Center of Excellence in Composition, trains teachers to be teachers of teachers in the composition area.

Other South Carolina Centers: The School of Education maintains a close working relationship with the South Carolina Center for Teacher Recruitment and the South Carolina Center for the Advancement of Teaching and School Leadership in the various programs and activities of these two centers, including holding Associate School relationships with a number of public schools in the institution's service area.

Teacher-in-Residence Program: The School of Education continues to offer this program which, annually, brings a master teacher from the local school district into the faculty of the School of Education to engage in teaching and advisement activities in working with the faculty and students of the institution's teacher education program. The Teacher-in-Residence Program, now in its seventh year, has served as a model endeavor to bring together more closely the professional staff of the school district and the University in preservice education.

Teacher Cadet Program: The School of Education has expanded the Teacher Cadet Program to fourteen area high schools in a program that offers a first course in teacher education to qualified high school seniors. The program serves to promote teaching as a career for academically talented students and makes it possible for area students to participate in a credit-bearing course experience during their senior year of study at the high school campus. Over 125 students annually participate in the program.

Crossroads Minority Male Institute: The work of one faculty member in the School of Education who has designed and offered this program continues. Offered in conjunction with the South Carolina Center for Teacher Recruitment, this is a summer residential program that brings to the University campus minority male students for a program of study and exploration to increase their consideration of teaching as a career choice.

New Principals' Academy: The School of Education has been asked by the South Carolina Department of Education to continue to serve as the host and coordinating agent for the New Principals' Academy for newly-employed school principals from throughout South Carolina. This week-long residential program is designed to assist participants in the transition from non-administrative to administrative positions in public school principal assignments.

Calling All Colors: Through the Center for Education and Community, the School of Education has continued to offer this program for elementary school children as a program to promote the seeking of racial harmony. The program was developed and guided by the children themselves and, this year, has been expanded to include a high school level program with the same program goal.

School of Humanities and Fine Arts

Dr. John B. Durrell, Dean

There are eight academic departments within the School of Humanities and Fine Arts: Art, English, Foreign Languages, History, Music, Philosophy and Religion, Politics and Geography, and Theater. Majors are offered in Art Studio, English, History, Politics, and Dramatic Arts. The school showed the smallest enrollment of all Coastal Schools with 450 students who had declared a major in one of these areas in Fall 1993, while producing more credit hours (20,827) than any of the other Schools.

One of the highlights of the year for the School was the opening of the Eldred Prince Building in late February. This modern facility houses the departments of history and foreign languages, the Center for Waccamaw Regional Studies, international programs, and the academic support center. The building was designed and constructed totally with Horry County funds administered by the Horry County Higher Education Commission.

Equally exciting was the selection of architects for the Humanities and Fine Arts Building which is scheduled to be occupied during the 1997-98 academic year. This facility will be large enough to house almost all of the School's faculty, staff, and classes which, at the present time, are scattered across campus.

Of the 64 full-time faculty in the School, 50 had completed either the doctorate degree or the Masters of Fine Art, the terminal degree for Art, Music, and Theater. Faculty served on local committees, councils, and boards, assisted local school districts, designed brochures, exhibited in local, regional, national, and international art shows, performed at the local and regional level, and fielded numerous questions

in their area of expertise from the community. Twenty-two faculty had articles published, eight published poetry, one authored a book chapter, five authored books, eleven wrote book reviews, one co-edited a book, and one was named associate editor of a regional magazine.

Faculty were also very active professionally through both their attendance and participation at regional and national conferences. Thirty-two presented their work at a conference, three led workshops, and twenty-two served as guest speakers both locally and regionally.

To improve the Art Studio program this year, three lower-level courses were made Writing Intensive and the senior exit exam was revised to better reflect knowledge gained from the course areas the students had taken. The scores were acceptable, except in one case. That student had taken graphics courses exclusively, which may indicate that all majors should be required more course diversification.

During the 1993-94 school year, several English degree program modifications and improvements were implemented. Beginning last fall, English majors entering Coastal have to meet new requirements for a degree in English. Specifically, instead of one sophomore literature survey course, they must now take all four sophomore literature survey courses. Also, 30 hours of upper-level courses are required, including at least one course in Shakespeare, one course in linguistics, Theory of Literary Criticism, and Advanced Composition and Rhetoric. Additionally, students may no longer use journalism courses for credit in the major.

The English department has also developed a reading list for English majors which will be the basis of questions for the English Assessment Exam. Details about the exam will be worked out during 1994-95 as the exam is pilot-tested. Two new courses were developed over the year: Writing the Popular Song/Lyric Workshop and The Sentimental Novel.

Although Coastal does not presently offer degree programs in foreign languages, the revival of foreign language education majors in French, German, and Spanish has been approved by Coastal's Faculty Senate and should be in place by fall 1995. To accommodate these programs, each division revised its curriculum and harmonized the advanced course numbers so that similar courses in all three languages will have comparable titles and numbers.

In addition, several new courses were added to the foreign language department's three curricula in preparation for the revived major programs. In French, these courses are Phonology, Linguistics, and Methodology. In Spanish the courses added are Contemporary Hispanic World, Linguistics, and Methodology. The German courses added are Phonetics, Linguistics, and Methodology. Latin 201 (Intermediate Latin I) was also added to the curriculum so that this language may be used to satisfy the foreign language requirement that now requires completion of a 201-level of a foreign language.

This year, department of history faculty applied for and received new grants totaling \$14,564; continuing grants totaled \$37,833. The largest grants were received to fund consultancies in Greece and Cyprus where work continues with the Cyprus Fulbright Foundation and the Cypriot and Greek governments.

During 1993-94, the bachelor of arts curriculum in music was developed and approved unanimously by the Music Department. The music department hopes that a letter of intent will be sent to the SC Commission on Higher Education this fall. Program innovations included offering African-American music courses for the first time and using the Concert Choir as a "lab" for the conducting class.

Program development for politics and geography included the following: a number of Political Theory courses were established as Writing Intensive, effective fall 1994; some courses were given new dimensions in teaching tactics such as a filmic approach; and most of the 500-level course numbers are being lowered to more realistically reflect the actual level of instruction. To meet the state mandated assessment requirement, two capstone courses were developed by the Department and approved by the Faculty Senate: Comprehensive Examination in Politics and Senior Thesis.

In this academic year, theater faculty were committed to program improvement through the recruitment of promising high school students from throughout South Carolina. Prospective students were recruited at the Governor's School for the Arts at Furman University, at a South Carolina Theater Association college day at Francis Marion, and in Rock Hill, SC, at the 21st Annual Winthrop College High School Play Competition.

School of Natural and Applied Sciences

Dr. Elizabeth K. Puskar, Dean

The School of Natural and Applied Sciences is made up of five departments and fifty-five faculty members. Majors within the school include biology, marine science, chemistry, mathematics, psychology, and sociology. The Center for Marine and Wetland Studies is also located under the auspices of the School.

During 1993-94, faculty submitted 25 grant proposals, an increase over 1992-93 of 127%, and received funding for 14 of these proposals, an increase of 600%. The total dollar value received was approaching \$700,000 which was the highest amount awarded to any of the Schools.

Thirty-two publications were generated by the faculty, thirty-four presentations were made at both the regional and national levels, and twenty-three workshops were conducted by program faculty. Additionally, cooperative programs exist between the faculty and the local community in the disciplines of mathematics and marine science.

The Mathematics Articulation Project, is designed to facilitate communication between Coastal, Horry Georgetown Technical College, and the Horry County public school system. The proposed mathematics curriculum for the Horry County secondary schools is currently being reviewed by this group. Each year the math department also sponsors the Math Contest for high school students. Over 200 students from across the state participate in this competition that encourages students to become more involved in learning.

The marine science department, in part because of the nature and popularity of its discipline, offers a wide variety of continuing education courses, Junior Scholars being among the most visible. This two-week residential program is offered each summer to rising ninth and tenth graders from throughout the state who have been chosen as "scholars." The faculty are also active participants in environmentally organized activities such as the annual Beach Sweep, Turtle and Dolphin Monitoring, and the establishment of a community Children's Museum.

In addition to the impact the faculty have made on programs in the School, students have had a tremendous effect on all of the programs administered through Natural and Applied Sciences. The number of students who major in a science discipline has increased dramatically over the past three years, especially in the area of marine science. Three senior psychology students were invited to present their research at the annual Carolinas Conference in Raleigh, North Carolina. In addition, seven Coastal students were presenters at the South Carolina Academy of Sciences Conference held in Aiken in April.

ACADEMIC CENTERS

Center for Economic Development

The Center for Economic and Community Development's involvement in regional economic development expanded during the 1993-94 Academic year. Existing services were continued, and several new initiatives were undertaken. The Center's concern for infrastructure development was evidenced in continued heavy participation in the Carolina Bays Parkway project. As road construction funding came to the forefront of political debate, the Center conducted an in-depth study of public attitudes on a wide variety of funding alternatives. Information provided by this study is expected to contribute to regional policy makers' continuing deliberations.

The annual Coastal Economic Conference featured Grand Strand entertainment complex developers. The Conference received rave reviews and was praised highly by the press. The 1994 edition of the Coastal Business Review, published by the Center, received the largest number of submissions to date. The Review is increasingly selective. Based upon this year's numerous inquiries, it appears the Review is becoming a sought after outlet for regional business research.

During the 1993-94 year the Center began to increase its continuing education activities. Several new seminars were introduced and additional seminars are planned. Topics range from Real Estate Appraisal to Manufacturing Materials Handling. At the same time, Mr. Tim Lowder, Director of the Small Business Development Center, has continued coordinating the popular Small Business Success Series seminars. All told, the Center has an impressive diversity of offerings at the Wall School. In addition, the Center has this year begun offering completely customized seminars offered at the client's facility. Inquiries for on site custom seminars have even come from other parts of the State.

The emphasis on natural resource based economic development begun last year has continued. A particular effort was made in the area of nature based tourism. Coastal Carolina University, through the Center, co-sponsored a state wide conference on nature based tourism, which was held in March at Litchfield Beach. The conference attracted a surprisingly large attendance, including participants from as far away as Washington state and Canada. The conference received a great deal of favorable coverage in both the broadcast and print media.

Out of the conference came plans for a statewide nature based tourism association. Organization efforts are currently underway with heavy participation by the Center. In addition, Dr. Burney and Mr. Lowder continue to serve on the statewide ad hoc committee on nature based tourism. The committee has been favorably received by the South Carolina Department of Parks Recreation and Tourism (SCPRT). It is expected that the committee will be made a permanent part of the SCPRT advisory process in the near future.

The participation of the Center in the Grass Roots Initiative for Planning and Progress (GRIPP) continued in the 1993-94 year as the GRIPP organization continued to raise public awareness of development issues and encourage the development of improved coordination between local development agencies. At the time of this report, the Center is involved in the formation of a public-private partnership development corporation which would serve to bring together governmental authorities and private industry in a permanent organization. It is expected that the development corporation will have a significant impact on regional development by providing capabilities which are currently not available.

The Center's consulting activities continue to increase in scope and impact. The Center provides consulting services to leaders in regional non-profit, government, and private sectors. Faculty and student involvement continues to be an integral part of the Center's operations. In terms of consulting services, the Center is currently operating at capacity.

Center for Education and Community

The Center for Education and Community is approaching the end of its first year in the School of Education at Coastal Carolina University. Our first twelve months in existence as the Center for Education and Community has affirmed the need for the work that we want to do — the work of building community; of breaking down barriers to creating community, including racism, sexism, and ageism; of connecting the various people and agencies that serve children.

There is an old African saying that it takes a whole community to educate a child. The Center for Education and Community also believes that it often takes a child to educate a whole community. This mutuality of relationships is at the core of the Center.

The Center moved to its new location in Kearns Hall in the spring. In addition to beginning new programs, the Center has worked to make the transition from

the University of South Carolina's Graduate Regional Studies program to CCU's masters' degrees as smooth as possible for graduate students. We have continued to handle the scheduling and registration of Columbia's GRS courses and worked closely with Coastal's new graduate program.

A major focus of the Center is collaboration with the public schools. Center director Sally Z. Hare has met on a regular monthly basis with Assistant Superintendent Gerrita Postelwait. She has participated in school board meetings, district workshops, and meetings with the Edison Project and Cities in Schools and other alternative programs. Dr. Hare is currently chairing the school district's strategic action team on staff development. She has worked to set up on-going dialogues between the Horry County School District and the CCU School of Education faculty.

A grant from the South Carolina Higher Education Commission has enabled Coastal to receive funding for one of three endowed professorships in teacher education in the state. With matching funds from local donors R. Grant and Elizabeth G. Singleton, the Singleton Chair of Education was established at the beginning of this year. The Center director, Sally Z. Hare, has been named the first recipient of the Singleton Professorship.

The Summer Youth Leadership and Self-Esteem Institute was held last summer as part of the Center's Young People's College. Fifty-three eight to fifteen-year-olds participated in the three-week program, which included communication skills, intergenerational sharing, time management, computers, creative dramatics, drug and alcohol awareness, environmental awareness, and problem solving.

A winter segment of the Youth Leadership and Self-Esteem Institute was held in February. Project Connections brought thirty-nine students from Myrtle Beach Middle School to Coastal each day for two weeks to study conflict resolution, communication skills, drug and alcohol awareness, storytelling, and problem solving. The middle school students were matched with Coastal education majors who served as mentors during the two weeks. The middle-schoolers also visited some Coastal education classes and shared with pre-service teachers their experiences of being in middle school today and their hopes for education. They taught us a great deal about the irrelevance of our education system for young people who are facing life in the 21st century. When we asked them about their greatest fear, we thought they would say peer pressure or failing algebra. We were stunned by their answer that they were afraid they would not live to be adults.

Three years ago, Anisa Kintz, now a middle school student in Conway, approached Sally Hare with the concept of a conference for children on racism and race unity. Coastal Carolina had sponsored a conference for teachers, *Healing the Wounds of Racism: Education's Role*, and Anisa, who was only a third-grader at the time, shared her concerns about this issue and that "it was too bad that the college didn't have any kids at the conference, because this is our issue. "Calling All Colors" was the result of that conversation, and the program for elementary and middle-schoolers, had a record attendance in its third year at the Coastal Carolina University. Over two hundred children attended the race unity conference. For the first time, a follow-up session was held in May, with school principals attending with the children from their

schools. The Center for Education and Community has also released a 14-minute documentary videotape to encourage students and educators to implement similar programs all over the country. At this point we have assisted with such programs in North Carolina, Delaware, New York, Michigan, and Windsor, Ontario.

A conference for high school students, Stage One, A Youth Revolution: Mission to Unite, was sponsored by the Center for Education and Community in cooperation with the Ukweli Movement of Conway High School. Forty students came to the Coastal campus in early March to discuss critical social issues that directly affect youth, including racism, sexism, and violence.

The Center presented The Holocaust Experience, Applications for Educators, as an opportunity for teachers to discuss creative ways to apply the lessons of the Holocaust to our present societal issues. Featured speakers at the one-day seminar included Stacy Cretzmeyer, author of the recently-published *Your Name is Renee: Ruth's Story as a Hidden Child* and graduate assistant in the Center; Ruth Kapp Hartz, the subject of *Your Name is Renee*, who was a hidden child during the Nazi-occupation of France; and Dr. Anne Swanson, Dean of Sciences at Sonoma State, who used her own physical disabilities to illustrate the lessons of the Holocaust in terms of their meaning for everyone. Local middle and high school students were guest panelists for the conference. The Center has also released a 24-minute documentary video, "Speak Up. Lessons from a Hidden Child," to be used by teachers and students as they incorporate lessons from the Holocaust into the curriculum. Center graduate assistant Stacy Cretzmeyer has also offered several other workshops throughout the state for teachers and students and will teach a course on the Holocaust during the Horry County Schools Summer Leadership Academy.

The Waccamaw Area Agency on Aging (AAA), located in the Center for Education and Community, is the first of its kind in South Carolina and perhaps in the nation to be located on a college campus. The AAA meets the needs of the area's aging population, providing such services as Meals on Wheels and health care through the local Senior Centers in the three-county area. A new director, Barbara Blain, was named to head the AAA at the end of 1993. Under her leadership, a new program, I-CARE, was developed this year to provide information, counseling, and assistance on health insurance coverage to Medicare recipients through free services by trained volunteers. The "Time to Care" program is also part of the AAA services, offering respite to caregivers by matching trained volunteer sitters with families in need of help.

The Third Quarter program serves the needs of senior citizens to continue their education, to be in stimulating sessions with courses in the arts, humanities, and other areas of the curriculum. New courses were added to Third Quarter as it moved into the Center for Education and Community this year, and the program saw a record enrollment in the spring of 210 students.

Center graduate assistant Jim R. Rogers offered a special course in the spring on Parenting for the 90's. Offered for graduate and undergraduate credit, the course drew eighteen students to explore current research and information in the area of parenting and parent education. Mr. Rogers has also taught several non-credit seminars on parenting and is offering parenting workshops for the Horry County

Department of Social Services. He is also teaching a course on parenting during the Horry County Schools Summer Leadership Academy.

The Center for Education and Community, in collaboration with Continuing Education, offered a fall conference on Building A Learning Community: Transforming Systems that Serve Our Children and Youth. Approximately 75 people attended the three-day conference, dealing with such issues as health, parenting, education, counseling, racism, and creating change in systems. The Center also sponsored several videoconferences during the year, including one on Learning Organizations with Peter Senge of MIT, one on the Comer Process with James Comer of Yale, and a seminar on Stephen Covey's Seven Habits of Leadership.

Center director Sally Z. Hare has made several national presentations, including a keynote address on Building Learning Communities at Central Michigan University, a speech on Building Community: Women's Role at the University of Delaware's celebration of their 25th year of Women's Studies, and Creating a Learning Community at the National University Education Association's Washington seminar.

Centerpiece, the newsletter of the Center for Education and Community, published its first edition last fall, and the second edition is currently being printed.

Waccamaw Center for Cultural and Historical Studies

In keeping with the mission of the Center, the Waccamaw Regional Studies Center hosted the Seventh Annual Meeting of the Southern Intellectual History Circle in February on the Coastal Carolina University campus. Besides Coastal faculty, scholars from Brown, Yale, Emory, Indiana, UNC, Florida State, and other prestigious universities were participants in this three-day conference.

In addition, last year Charles Joyner published chapters in two books: Cultural Interaction in the Old South and African-American Christianity. He produced an instructional film, "I'd Like to See What's Down There: Archaeology and Oral History at Drayton Hall," screened at the Southern Historical Association, at Emory University, at the Pee Dee Heritage Center, and for the South Carolina Humanities Council. His film CCI was screened in Columbia and rerun several times on SC-ETV. He was often a guest on other ETV programs. Joyner also performed "Songs of Protest, Songs of Hope," a lecture-concert, for the Georgia Historian Association.

A scholar with a world-wide reputation, last year Joyner gave two keynote addresses and made seventeen other presentations. Besides in-state presentations, Joyner gave the Walter Prescott Webb Lecture in Southern History at the University of Texas in Arlington; he chaired a session of the Social Science History Association in Atlanta, and was a panel discussant at the Southern Historical Association in Louisville. In Australia, Joyner gave two addresses at a Conference on Unfree Labour at the University of Sydney and participated in the American Civil War Roundtable in Melbourne.

In this academic year, James Michie published one journal article and a research manuscript "The Oaks Plantation Revealed: An Archaeological Survey of the Home of Joseph and Theodosia Burr Alston, Brookgreen Gardens, Georgetown County, South Carolina."

Michie received community grants totaling \$23,130 to support his research and excavations. Currently, his research involves: excavation of Joseph and Theodosia Burr Alston's house site at Brookgreen Gardens; an archaeological survey of Select Tracts of Land on Arcadia Plantation in Georgetown County; continued temporal and functional analysis of three Mississippian pottery vessels recovered from Wachesaw Plantation; and analysis of historic materials recovered from Yauhannah Bluff and from Richmond Hill Plantation, both in Georgetown County. Michie presented scholarly papers at the Twentieth Annual Conference on South Carolina Archaeology, the Coastal Plain of South Carolina Conference, the International Conference on Pedo-Archaeology, and the Carolina Discoveries Underwater Conference.

This year the National Society of Daughters of the American Revolution honored Michie for "Excellence in Community Service," an appropriate award since he made fourteen community presentations this year alone. Michie was appointed Deputy Director of the Pee Dee Heritage Center, a joint endeavor of Coker College, Francis Marion University, the Governor's School for Science and Mathematics, and Coastal Carolina University. He was also elected to the Friends of Brookgreen Gardens as a member of the Historical Research Committee.

Center for Marine and Wetland Studies

The Center for Marine and Wetland Studies continues to develop rapidly as a technical resource addressing marine and wetland issues of pressing concern to the region. The activities of the Center are divided into three categories: research programs, marine and wetland education, and public extension. Several new and continuing programs were initiated by the Center during 1993-94. These include work funded by INTERMAR (Office of International Marine Resources and Minerals of the Minerals Management Service, Dept. of Interior), National Oceanic and Atmospheric Administration, National Underwater Research Center and Grand Strand Water and Sewer Authority. This year's progress is marked by the accelerated diversification of programs and studies being funded and proposed.

In FY 1993-1994 the formal guidelines and procedures for projects working through the Center were revised in association with the Dean's Office and have been distributed to the faculty in the School of Natural and Applied Sciences. These new procedures are in place and are designed to enhance the effectiveness of the Center as a facilitator of faculty research and to increase the familiarity of the faculty with the operation of the Center.

In 1993-1994 the Center received \$324,340 in total external funding for research and project work. An additional \$107,000 of ship time was provided to support Center programs by the National Oceanic and Atmospheric Administration, South Carolina Sea Grant Consortium and the National Underwater Research Center.

In FY 94 the activities of the Center enabled 18 marine science students to participate in a research cruise aboard the NOAA Ship FERREL and five more marine science students to participate aboard the National Underwater Research Center's vessel, the R/V ELUSIVE. This unique opportunity for undergraduates to get sea experience will continue with two more weeks of research scheduled aboard the FERREL in August and one week aboard the ELUSIVE in September. Several dozen students have participated in Center projects during the year and 21 have drawn salary as student assistants working in the labs and in the field. Since 1989, more than 60 students have been a part of Center activities.

In 1993-1994 four full time research specialists staffed the Center and were supported by grants. These staff members represent a substantial professional resource now housed in the Center. Their expertise and the equipment and computer facilities that have been secured on the associated projects have been of benefit to Coastal marine science students working with these staff members and to other faculty in the school.

A number of publications, professional presentations, and technical reports were produced by Center faculty during FY 1993-1994. These activities illustrate the efforts of the faculty to disseminate the results of their endeavors to their colleagues in the scientific community, so that they may be discussed, utilized, and expanded upon. The diversity of the topics reflect the continuing diversification of Center activities and personnel.

The Center represented the University's and Coastal Educational Foundation's interests at the mediation and partition trial associated with the Tilghman Neck and Waites Island property. At the close of the 1993-1994 year a final settlement is on the horizon. During this process the property identified for the CEF has remained generally the same as in the original proposal. A final settlement is anticipated in 1994.

In FY 1993-1994 more than 60 trips were made to Waites Island for courses, faculty and student research, and community extension programs.

A new project beginning this spring will provide data to the S.C. Wildlife and Marine Resources Department's sea turtle nesting program. Two Coastal students initiated the study as part of their undergraduate research projects, and it is anticipated that their senior theses will be developed from this study, as well.

Approximately a dozen Coastal students attended classroom lectures and field exercises and became state certified to locate, mark, protect, and (if necessary) move sea turtle nests. One or more of these individuals will walk the beach at Waites Island early each morning from about May 15 to September 30, looking for signs of nesting activity. All nests will be marked and protected from predators, and those judged to be too close to the water or to high traffic areas will be relocated. Each nest will be monitored until hatching.

It is known that sea turtles (probably loggerheads) have nested on Waites in previous years, but the state has no data from this area. The standard forms filled out by the project participants will be forwarded for entry into the state and national databases. This effort will increase our understanding of these endangered species and aid in their protection.

Activities at the Playcard mitigation site continued during 1993-94. The director requested and received funding from Horry County to purchase and install ten wood duck nesting boxes in the 20 acre mitigation area. She attended a February press conference announcing this new project and the installation of a beaver leveler (water control device). In March, seedlings of cypress, green ash, red maple, yellow poplar, and sycamore were picked up from the Wedgefield, S.C. nursery and planted in the mitigation area. Existing trees were measured, as well.

The director again participated in the annual Playcard Swampfest, with the assistance of about a dozen Coastal students. A nature trail was marked with instructive signs and a wet lab station was set up for hands-on interaction with swamp flora and fauna.

The Center represented the University at the first annual Myrtle Beach Wildlife Exposition, held in the Myrtle Beach Convention Center on January 29 and 30, 1994. A booth was set up and staffed to demonstrate Center activities such as beach erosion monitoring and the Environmental Quality Laboratory through the use of videos, photographs, posters, Centerpoint newsletters, and discussion with Center administration and faculty. There was a steady flow of interested visitors coming through the displays and interacting with Center personnel.

Three different short courses, including a pair of new offerings, were run this year. "Wetlands: Federal and State Laws and Regulations" was taught from July 14-17, 1993. A faculty was assembled that included an environmental attorney and representatives from the U.S. Army Corps of Engineers, S.C. Department of Health and Environmental Control, and S.C. Coastal Council.

A second new course, "Wetland Plant Identification", ran from September 8-11. Classroom instruction and field trips to a wide variety of wetland habitats were utilized to cover approximately 230 plant species during the three-and-one-half day class.

Finally, a basic wetland delineation class was taught from October 13-15. This was the fourth time that this class has been offered through the Center.

The Environmental Quality Laboratory (EQL) is now DHEC certified to measure pH, nutrients (nitrogen and phosphorus), and 11 trace metals in drinking water. In response to regional needs, alkalinity, silica, sulfate, sulfide, boron, calcium, magnesium, sodium, aluminum, potassium, chloride, and fluoride are also being measured. In addition, methods were developed for the analysis of metals, nitrogen, and phosphorus in tissues and sediments.

EQL projects completed this year included:

- (1) down-core profiles of trace metals in Edisto River sediments (results presented at national meeting of the Estuarine Research Foundation);
- (2) application of a dual indicator approach to the assessment and management of estuarine pollution (two students developed senior theses from this project and presented their results at the April meeting of the South Carolina Academy of Science);

- (3) evaluation of trace metals in oysters from Murrells Inlet and Little River (performed as a senior thesis and also presented at the South Carolina Academy of Science meeting);
- (4) pilot project evaluating aquifer storage and recovery of treated drinking water; and
- (5) extent of lead and copper contamination in Horry County drinking water.

Two student interns, both planning careers in environmental/marine chemistry, worked with the EQL this year, and the lab also sponsored four student internships with Georgetown County's Department of Hazardous Waste Disposal.

In 1993 a group of local citizens and business people came together to begin planning, fundraising, designing, searching for a site, and the numerous other activities necessary for the creation and maintenance of a children's museum in the Grand Strand area. The museum president and other officers approached the Marine Science Department for assistance with exhibit planning and execution, and Center personnel took on the challenge. Rob Young and Steve Berkowitz have attended monthly exhibit committee meetings and worked during evenings and weekends to pull together material for, and participate in, temporary exhibits at various local festivals. Their primary function is to provide ideas for exhibits and ensure that the marine science components of the museum are interesting, factually correct, and relevant to regional and other program themes.

In FY 1993-1994 the Center continued its development, serving the region and the state by addressing marine and wetland issues of pressing concern. The Center has generated funding to secure several new technical staff and much needed equipment. It has also provided unique opportunities for Coastal students to work in their field of study and gain exposure to regional and national agencies and organizations. The growing identity and reputation of the Center (i.e., having representation on several state, federal, and international task forces and working groups) continues to provide exposure for Coastal Carolina University and our students.

ACADEMIC SUPPORT SERVICES

Kimbel Library

Implementation of the automated circulation module, a long-awaited phase of the NOTIS library project, was completed on July 16, 1994. In addition to providing faster, more efficient check-out service to patrons, the system tracks collection usage patterns and provides other accounting and collection development reports.

Taking further advantage of the capabilities of the automated circulation system, the interlibrary loan librarian and the circulation supervisor developed a means of linking interlibrary loan (ILL) item records to patron records. As a result, Coastal became the first campus in the University of South Carolina's NOTIS consortium to use USCAN for check-out of ILL materials. Work was also begun to track reserve materials on the system. Beginning in Fall '94, bar-coded ID cards will also be used for the check-out of reserve materials. Data-gathering and control of the reserve collection will be greatly enhanced. This becomes increasingly important, as more faculty are tending to require supplemental course materials.

Although circulation figures for the regular collection and the reserve collection were up 6 percent and 4 percent, respectively, the total overall number of items checked out was virtually the same as last year, given the 17 percent decrease in media collection lending. Use of items in-house, such as journals and reference books, increased by 12.5 percent. The number of non-Coastal borrowers cards fell by 24 percent to 804. Horry-Georgetown students and faculty checked out close to 900 items. Two new ranges of shelving were installed on the second floor to alleviate some of the over-crowding of the collection by conducting a major re-location (shifting) of many areas of the book collection.

The volume of interlibrary loan borrowing and lending showed little change from the previous year. Policies for overdue items were evaluated, modified and implemented. An upgraded PC and a bar-code scanner were acquired for the department to facilitate quality control.

Once again, the Horry County Higher Education Commission allocated the funds to renew annual subscriptions of the majority of the library's CD-ROM indexes. Titles included: Humanities Index, General Science Index, Business Periodicals Index, Social Sciences Index, Academic Abstracts, Newsbank, and Business Newsbank. These funds are essential to the provision of these valuable, high-use items, since the library's regular materials budget has not been sufficient to purchase them on a yearly basis. The observable popularity of information in this format guarantees its usefulness to both the university community and to the general public of the region.

Periodical/serial holdings are now listed on USCAN. Library patrons can now ascertain journal subscriptions and backfiles while searching the on-line catalog. Terminal screens for MARC holdings were created for more than 1,100 titles, and 300 serial bibliographic records were added to the database. Plans for implementing the NOTIS serials module, which would provide automated daily check-in of journal issues, have been postponed.

Internet workshops for Coastal faculty and staff, at both beginner and intermediate levels, were developed and offered jointly by the library and the office of information technology services. More than 80 persons have attended these workshops conducted by the library instruction (LI) coordinator and a computer science instructor.

The regular library instruction program reached almost 3,200 Coastal students during 171 sessions. Twenty additional sessions were presented to Horry Georgetown Technical College and local high school classes. The format and content of the English 101-102 LI sequence was redesigned to create an atmosphere that encourages greater student participation. New in-class exercises were implemented, and several new techniques were incorporated to increase retention. Initial response from faculty and students has been very favorable.

The fall assessment sample for English 101 comprised 16 classes, the largest number to date. Students showed greater improvement on the post-test than in any previous year. If this trend continues, it may be attributed to the changes cited above. Of the respondents to the Faculty Survey, who have utilized the LI program in their classes, 92 percent indicated that they have found it to be "very helpful".

The DIALOG CIP program, which offers on-line access to specialized indexes at reduced group rates, was expanded to accommodate 5 upper-level marine science courses and 1 computer science course, bringing the total number of campus departments participating in the program to 5: biology, computer science, psychology, marine science and business administration. Coastal students in these disciplines have access to resources that would not normally be available to undergraduates. On-line searches, overall, decreased 24 percent from last year. The most heavily used databases continued to be those in the social sciences, science and technology and business. New DIALOG search software was purchased for 2 staff computers.

The library instruction coordinator offered a series of in-house workshops to increase the proficiency of the librarians who participate in the LI program. The first series focused on English 101 and 102. Other workshops offered to public services staff included the Internet, as well as standard print resources, active learning techniques and critical thinking skills. For the first time, the LI coordinator attended the annual LOEX conference in Ann Arbor, Michigan, where she acquired many new ideas for enhancing our program.

A formal contract was drawn up with the University of South Carolina to ensure continuity of library services for as long as Coastal does not have an on-site automated system. This agreement, which is renewable on a fiscal year basis, includes processing services, as well as computer support for NOTIS functions. The first contract covers the period of July 1, 1994 through June 30, 1995.

Beginning in Fall '94, an expanded menu will be available to assist patrons who consult the federal documents computer workstation. Revised menu choices are based upon both academic and community requests for information. New titles added to the menu include Occupational Safety and Health Administration (OSHA) Regulations, Documents and Technical Information and EPA DOC (Environmental Protection Agency Documentation). The 1992 Economic Census data will also be available in Fall '94.

Depository status also entitled Kimbel Library to receive free on-line access to the Federal Register and the Congressional Record. This information is shared with the campus office of Grants & Sponsored Research.

In-house workshops on electronic sources available on the Internet and/or CD-ROM were presented to the reference staff. A guide to Internet sources, changes, problems, etc., was initiated to help personnel cope with the overwhelming amount of information being generated.

Documents staff are deriving Thomas Cooper (USC) records for new federal documents that are added to Coastal's library holdings. (System Library Services (SLS) continues to be responsible for adding the records for new state documents.) As more documents with a Superintendent of Documents or a State Documents classification are added to USCAN, overall use of the documents collections has increased as patrons browse the shelves. CD-ROM sources also lead to additional use as paper or microfiche items are employed for further research or verification. Investigation and discussion regarding a federal documents tape load continues with SLS, USC-Aiken and USC-Lancaster.

As part of continuing efforts to access library services, survey forms were distributed to all full and part-time faculty and to a representative sample of students. Out of 271 faculty forms, 75 (28 percent) were returned; 737 student forms were completed. Both categories of patrons indicated satisfaction with library staff assistance: 96 percent of the faculty and 87 percent of the students assigned rankings of "above average" or "adequate".

Questions handled at the information desk decreased 14 percent from the previous year; however, circulation staff answered more than 26,000 directional and equipment-related questions, and the media collection staff fielded more than 6,000 questions, resulting in an overall increase of 17 percent. The total number of questions answered was 67,687.

Reference collection evaluation procedures were implemented. Out-of-date and superseded materials were purged from the entire collection, and approximately \$7,000 of orders for new items were generated. These procedures will be utilized annually to ensure current and relevant holdings.

Administrative approval was granted for a new entry level reference librarian position to become available in July '94. This addition had been requested for a number of years, based upon the demand for reference assistance and library instruction. A successful search was conducted during spring semester. Assigned duties will be basic reference and library instruction, allowing senior reference faculty to expand instruction and services to more upper level and graduate level courses.

Following the evaluation and weeding of the reference collection, two technical services projects emerged. One created a "wish list" of new reference titles needed to fill in gaps or to upgrade holdings. Approximately \$7,000 in book requests are on hold until the funds become available to purchase some or all of these items. The second project consisted of the bar-coding of the reference collection, a significant undertaking considering the difficulty inherent in serial records and the number of standing orders that require the creation of additional MARC holdings screens.

Bar-codes were added to approximately 9,500 items, and some 2,000 new bibliographic records were created.

With the assistance of interested faculty, the library conducted a journal evaluation survey of current subscriptions. Preliminary review of survey results identified 22 titles for cancellation at a savings of \$2,600 for FY 94/95. Further examination of the data is expected to yield additional cancellations and modifications in the serials collection. In past years, the library imposed moratoriums on new subscriptions, but such freezes appeared to only serve as a stop-gap measure to curb spending.

Over 20,000 serial pieces were processed during FY 93/94, and 730 volumes were added to the bound journal holdings. One full-time position handles all aspects of serials work in addition to providing reference assistance nine hours per week.

The on-going microfilm splicing project saved approximately 30 feet of space in the storage cabinets by reducing 600 boxed reels to 251. The empty reels were donated to the State Department of Archives and History for use in special projects.

This year nearly 1,900 media titles (approximately 10 percent of the collection) were identified for bar-coding. The process is expected to be completed in Fall '94.

The media cataloger from System Library Services visited Coastal to present a workshop devoted to creating "brief records" for videocassettes. This abbreviated cataloging will serve in the interim until full cataloging is available via SOLINET. It will also allow other high-use materials to be bar-coded. To date, almost 200 brief cataloging records have been created for video titles. This project will continue for at least another year until the entire video collection is completed.

To compensate for lack of funds, several projects were undertaken to acquire free materials for the resource and picture files, as well as the poster and map collections. In addition, seven whole language kits were completed. Overall use of media items decreased slightly from last year, while use of the newly indexed periodicals increased. With growing numbers of media records appearing on USCAN, circulation is expected to rise in future years.

Over 550 gift books were processed, representing an increase of 60 percent more than the past year. (Gifts not added to the holdings have been sold annually in the spring; this year's sale raised \$500, which will be used to benefit the library.) Two special funds contributed valuable materials to the collection: a Tulane University grant for the purchase of Latin American films (secured by Professor Jim Henderson) and a Vietnam history project headed by Professor Fred Hicks that supports the purchase of books and media.

Almost 6,500 volumes of free government documents were added -- almost twice as many as all other categories of purchased volumes. Kimbel Library's designation as a depository library for both federal and state documents provides Coastal and the surrounding community with valuable information, particularly in the area of statistical data, such as the national census. Documents are not truly "free-of-charge", since they require processing by permanent employees, and they occupy increasingly limited shelf space. Nonetheless, their value is validated by their usefulness.

The scope and use of this collection was reviewed with an eye to possible restrictions, since the room cannot accommodate much growth and has become home to some unique Coastal documents. Revisions to the Materials Selection Policy

were drafted to include restrictions for items that pertain to University history. The final draft of the Policy, which will contain other revisions, will be approved this fall. Because the room is very crowded and difficult to monitor, patron access has been virtually eliminated, except for faculty. All materials are now retrieved by library staff and viewed in a designated area outside the room. The effectiveness of the new procedures will be monitored during the coming year.

Grants and Sponsored Research

During academic year 1993-1994, the Office of Grants and Sponsored Research processed the submission of 65 proposals requesting more than 3 million dollars. This represents a 51% increase in number of proposals and a 26% increase in the amount requested over 1992-1993. Awards for 1993-94, representing 77 grants, were over 2.2 million, a 12% decrease in funds received and a 60% increase in number of awards over 1992-93. The major reason for the decline in award dollars was a \$969,000 one-time award in 1993 for the Myrtle Beach Seniors' Center. Awards for this year fall close to the trend line established since the Office of Grants and Sponsored Research began in 1988.

Funding to the Area Agency on Aging constitutes over 57% of the total awards. This is a smaller percentage than in past years when AAA awards comprised 85-90% of the total funding. The increase in non-AAA awards reflects increasing numbers of faculty submitting and receiving awards as well as an increase in number of proposals. Proposal submission is divided nearly evenly between the School of Natural and Applied Sciences and the School of Education, with several large awards to the Center for Marine and Wetland Studies weighting the funds received heavily in favor of Natural and Applied Sciences.

Indirect cost recovery from research grants generated more than \$72,000 in 1993-94 primarily from grants to faculty in the Center for Marine and Wetland Studies. This represents an increase of over 240%. Continued growth in this Center will probably lead to additional indirect cost recovery in the coming years.

Perhaps the greatest challenges facing the Office are those currently being addressed by the independent status of Coastal Carolina. The USC System, including Coastal, maintained a centralized management system for sponsored programs, and with the separation Coastal will henceforth be responsible for managing its own grants and contracts.

STUDENT SERVICES

Enrollment Management

The 1993-94 fiscal year was a time of transition and change for all areas of the university, and especially for the areas encompassed under enrollment management: admissions, financial aid, and records and registration. While most areas on campus encountered only one change, going from a USC system campus to an independent university, these areas went from individual departments reporting to the Executive Vice President to an enrollment management relationship reporting to the Provost.

Each of the areas involved in enrollment management underwent subtle changes during the year. Activities were set in place that promised to maintain the processes of the recent past and still enhance the university's outreach as a dynamic and personable institution committed to excellence in teaching. Highlighted activities included clarifying personnel roles and responsibilities, initiating a personalized correspondence program, expanding recruitment activities, enhancing articulation agreements between Coastal and two-year institutions in South Carolina, and the purchasing and implementation of the initial phases associated with Coastal's management information system.

During the year, over 25,000 inquiries were received in the Office of Admissions, 1,200 visitors toured the campus, over 4,500 applications were processed in Admissions, 2,700 new students enrolled, and some type of financial aid was awarded to over 3,400 students. Additionally, total enrollment surpassed 4,400 students in Fall 1994 (a 9.9% increase over 1992-93) and 474 students graduated with a baccalaureate degree during 1993-94.

Student Affairs

The division of Student Affairs is comprised of the following departments: campus law enforcement and safety, counseling services, intramurals/recreation, minority student relations, residence life, and student activities. During 1993-94, the institution reorganized the reporting structure, with the Vice President for Student Affairs now reporting to the Provost, in the effort to more closely associate the academic and non-academic aspects of the educational experience. No formal assessment of this current organizational structure has been conducted; however preliminary data reveal improved communications between academics and non-academics.

Campus law enforcement and safety compiled crime statistics on a monthly basis for dissemination. These statistics were the primary basis for awareness articles in the school newspaper, educating students, faculty, and staff about crime prevention.

Counseling services at Coastal consists of personal counseling, alcohol and drug prevention, career placement, job location and development, career planning, health information, and international programs. The mission of these services is to assist students in defining and accomplishing their personal and academic goals through developmental, preventive and remedial counseling services and programs. Over

7,000 student contacts were made by student affairs professionals during 1993-94, demonstrating their continued success in providing a necessary ingredient in the total collegiate experience.

The intramural/recreation program had more than 1500 students who participated in team sport competition. The flag football team won the regional tournament and participated in the National Championship in New Orleans.

Additionally, a recreational sports directory was published during the year, and four new activities were introduced to the student body.

Student Activities, which consists of minority student relations, student center activities, Greek life, orientation, and the student government association, experienced a very active 1993-94. Minority student relations maintained a mentoring program for minority freshmen, interviewed and assessed the needs of approximately 75 minority students, and implemented an African American Celebration Program. Student Center activities included planning and coordinating 24 major events, coordinating 61 student organizations, and supervising a new program entitled Students Taking Active Responsibility, a project whereby students and faculty participate in community service, both on and off campus. Greek life coordinated the activities of 5 fraternities and 4 sororities and for the first time, established an Inter-Fraternity Council and Panhellenic Council.

During its seventh year of operation, the Office of Residence Life made great strides in building a positive living/learning environment. The year showed improvement in delivery of services, student satisfaction, student behavior, and quality of life. A total of 567 students were housed on-campus during Fall 1993, representing a 100% occupancy rate.

INSTITUTIONAL SUPPORT

Institutional Planning

For a number of years, Coastal Carolina University has carried out an active and effective planning and assessment process, which addresses the strategic and long-range institutional goals for academic programs and student access, and the financial and physical resources required to attain the institutional goals. President Ronald R. Ingle has demonstrated his commitment to institutional planning at all levels by reaffirming the role of the Long Range Planning Committee, charging the Office of Institutional Research and Assessment with an integral role in the planning process, and designating a chief planning officer. A key factor in the planning process is the activity of the Long Range Planning Committee, composed of faculty, administrators, and students.

With the advent of Coastal's transition to the status of an independent state university, a special effort to address the goals of the new university and the transition process was required. A two-year planning process was developed, involving all constituencies of the university to culminate in an overall institutional plan for Coastal Carolina University. The President charged the Long Range Planning Committee for

1992-93 with the task of developing a plan for the future of Coastal Carolina University, which would address strategic and long-range issues, and involve a broad base of constituencies. The committee developed a questionnaire in which respondents were asked to compare their current perception of many issues with the ideal for those issues for the future. Approximately 1,000 copies of this 110-item instrument were distributed to students, faculty, staff, and community members. The results were compiled by the Office of Institutional Research and Assessment. Four "town meetings" were held to discuss the results of the questionnaire and to encourage further input from all persons into the planning process. Using all of the input received at this point, the committee developed a planning document which represented a preliminary draft of the goals within each broad category of the institution. This preliminary draft was presented to the Faculty Senate in April 1993.

During the 1993-94 year, the Long Range Planning Committee continued its activities of reviewing and consolidating institutional goals, and identifying time lines and action plans for their implementation. The planning process began with the Statement of Purpose, considered significant external factors, and identified institutional strengths and weaknesses. The budgetary implications of the goals have been considered. The resulting planning document reflects a broad-based planning process which has been established as continuous and ongoing, and which involved all aspects of the Coastal Carolina University community. This plan, endorsed in May 1994 by the Faculty Senate, addresses the educational service roles of the university, present and future, and integrates institutional goals with planning for financial, physical, and human resources.

Other planning activities included the preparation for a visit by the Committee on Substantive Change of the Southern Association of Colleges and Schools. The change being reviewed was the development of Coastal's three master's degree programs in the School of Education, and the change of governance resulting from the separation and the establishment of Coastal's own governing board.

Fiscal Affairs

The 1993-94 year was a landmark for Coastal Carolina University, marking its first year as a separate state agency and as a state university. The impacts of this transition were principally in the administrative areas, since Coastal's academic programs had always been under the control of its own faculty and accredited as a separate institution by the Commission on Colleges of the Southern Association of Colleges and Schools.

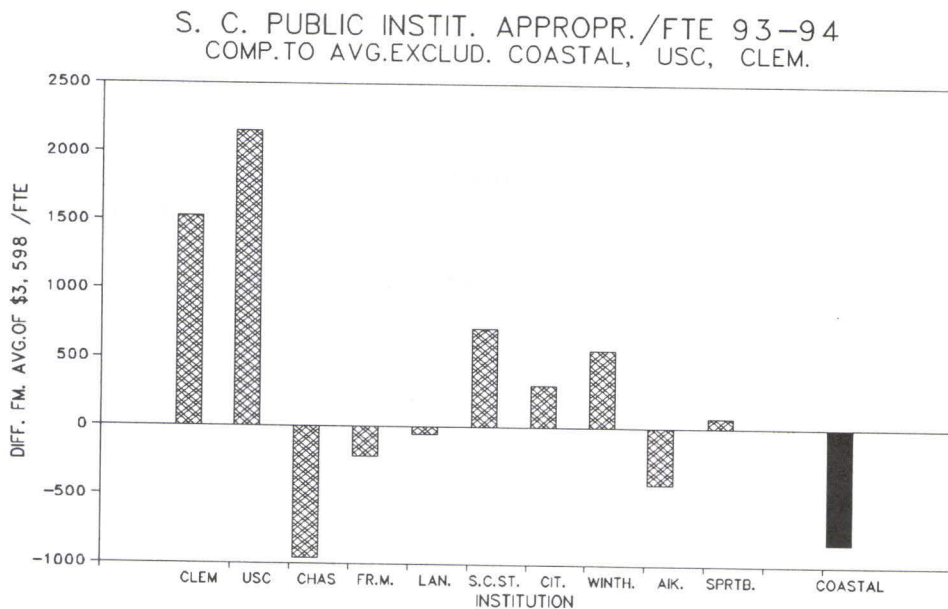
The primary goal for 1993-94 was to select, obtain, and install an administrative computer system to replace the use of the USC computing and management system. A Request for Proposal (RFP) was developed for an administrative software system to replace the use of USC's computer. With the help of a consultant, the entire RFP process took place in just over six months, less than one quarter of the amount of time that other state higher education institutions have spent on RFPs to acquire similar systems. A comprehensive, integrated administrative software system from Datatel Inc. was evaluated and purchased. An aggressive implementation schedule,

which called for the financial modules to become operational on July 1, 1994, was successfully met. The remainder of the modules, involving personnel and the entire student data base system, will be implemented during the 1994-95 year with complete withdrawal from the USC system and implementation of Coastal's administrative computer by July 1, 1995.

Coastal's status as a separate agency for state procurement was established during 1993-94. An administrative procurement manual was developed and adopted. The South Carolina Materials and Management Office (MMO) audited the purchasing practices at Coastal Carolina University in the Fall of 1993. Coastal received procurement certification effective January 1, 1994, with a purchasing limit of \$25,000 per purchase. Purchases above this amount will be procured on Coastal's behalf by MMO.

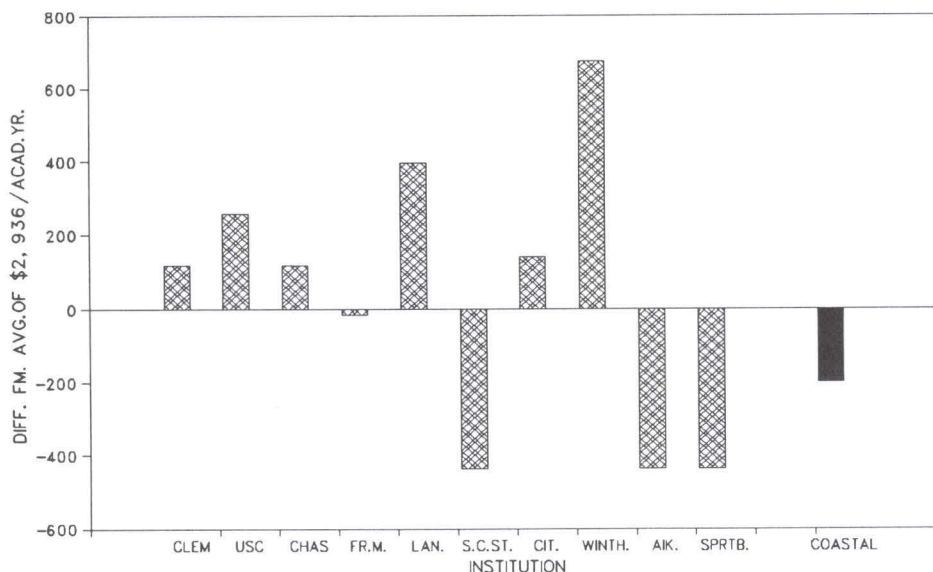
As a result of the separation from the USC System, it was necessary to defease and reissue approximately \$2.5 million of institutional bonds and approximately \$5.5 million of student housing revenue bonds. The institutional bond defeasing and reissuing was completed, and excellent progress was made toward a new issue of revenue bonds, not only to convert the existing 1987 USC issue, but also to fund a new student housing and food service construction project. For the first time during 1993-94, Coastal worked directly with various state agencies in its administrative and financial process. These experiences have been uniformly helpful and productive, allowing Coastal to pursue its institutional mission and goals successfully.

Coastal Carolina University continues to operate as effectively as possible with slender resources. The funding formula of the South Carolina Commission on Higher Education, when applied to Coastal, results in the second lowest appropriation per FTE in the state.



Coastal remains significantly below the average in South Carolina in its tuition charges to in-state students, but has increased its charges to out-of-state students to ensure that they pay 100 percent of their educational costs. Increases in costs to all students have been mandated by the leveling of revenues from state appropriations.

S.C.PUB.INSTITUTION TUITION COSTS, 94-95
COMP. TO AVG.EXCLUD.COASTAL, USC, CLEMS.

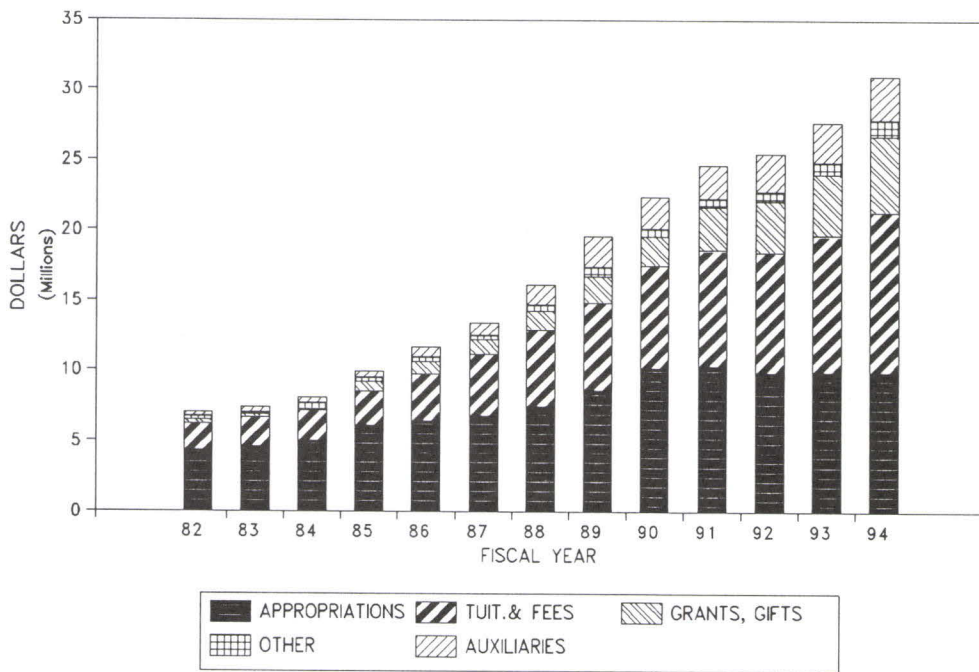


For the past several years, revenues from state appropriations have remained essentially unchanged, with growth in resources coming from generated funds and tuition income. The increases in tuition revenues reflect a combination of enrollment growth and modest increased charges to students. Coastal continues to place its highest budgetary priorities on instruction, public service, and academic support.

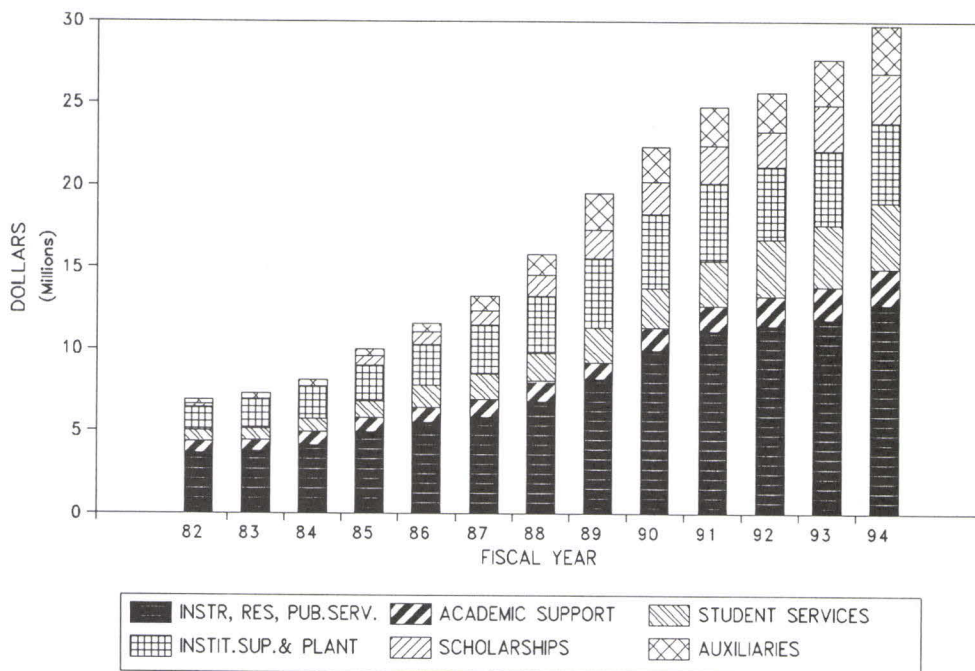
Statement of Current Funds Expenditures, FY 94

	<u>Unrestricted and Restricted</u>	<u>% of Total Current Funds</u>
Educational and General:		
Instruction	\$10,353,051	33.14%
Research	438,305	1.40%
Public Service	2,667,944	8.54%
Academic Support	2,350,742	7.52%
Student Services	3,883,445	12.43%
Institutional Support	3,368,619	10.78%
Op. & Maint. of Plant	2,442,567	7.82%
Scholarships	2,865,578	9.17%
Total Educational & General	28,370,251	90.80%
Auxiliary Enterprises	2,873,094	9.20%
Total Current Funds Expenditures	\$31,243,345	100.00%

COASTAL CAROLINA UNIVERSITY TOTAL CURRENT FUNDS REVENUES



COASTAL CAROLINA UNIVERSITY TOTAL CURRENT FUNDS EXPENDITURES



Institutional Advancement

The Office of Institutional Advancement serves a dual function. In relationship to the University, it endeavors to organize and develop volunteer-based groups, alumni and programs that enhance the mission of Coastal Carolina University, in service to students, faculty, and community. The volunteer groups become strong spokespersons for the University in their respective communities. The relationship of the Office of Institutional Advancement to the Coastal Educational Foundation, Inc., is similar in scope but has an added responsibility for solicitation of private gifts. Again volunteer groups and programs, along with staff, are utilized in this effort.

A review of the 1993-1994 year indicates that the goals set for the year are ongoing. The cost of the Foundation's annual financial audit was decreased by 51 percent and efforts to further reduce costs will continue. Consideration is currently being given to implementing Benefactor, the Datatel management system for gifts and constituencies, in 1996. A new chart of accounts being developed for the 1994-1995 year will utilize Datatel features to facilitate the change from the current out-dated system to the campus compatible system.

The Summary, a volunteer newsletter, was started with Fall, Spring and Summer issues having been distributed thus far. The distribution is to the Board of Trustees, the Coastal Educational Foundation, the Horry County Higher Education Commission, the Alumni Board, the Coastal Advancement Advisory Board, the Planned Giving Board, and the Parents Advisory Council. Total giving for the 1994 fiscal year reached \$659,776, a 17 percent increase over the previous year. Of that amount, Annual Fund and Endowment gifts totaled \$221,035. Unrestricted gifts increased by 40 percent. Gifts to the Campaign for Progress and Campaign for Students totaled \$438,740.

Major gifts and/or pledges for the fiscal year are as follows: \$500,000 from E. E. Prince; \$170,00 through Florence Bierens-Bouvy estate (Gift received 1994-1995 fiscal year); \$50,000 from Grant and Libba Singleton, matching the CHE \$50,000 grant; and \$100,000 from Better Brands.

Pledges for alumni increased by twenty-six percent over the previous year's phonathon total of \$13,410. As a result of the phonathon and direct mail solicitation, total alumni giving reached \$19,557 for 1993-94, with parents giving an additional \$6,240. Companies that employed either alumni or parents, through their Matching Gift Program, generated an additional \$3,075.

One of the major strengths of Coastal Carolina University is the dedicated support from a broad base of the community. The total commitment of many volunteer and advisory groups, both in time, interest, and money, guarantees the future welfare of the university.

PHYSICAL PLANT

Facilities

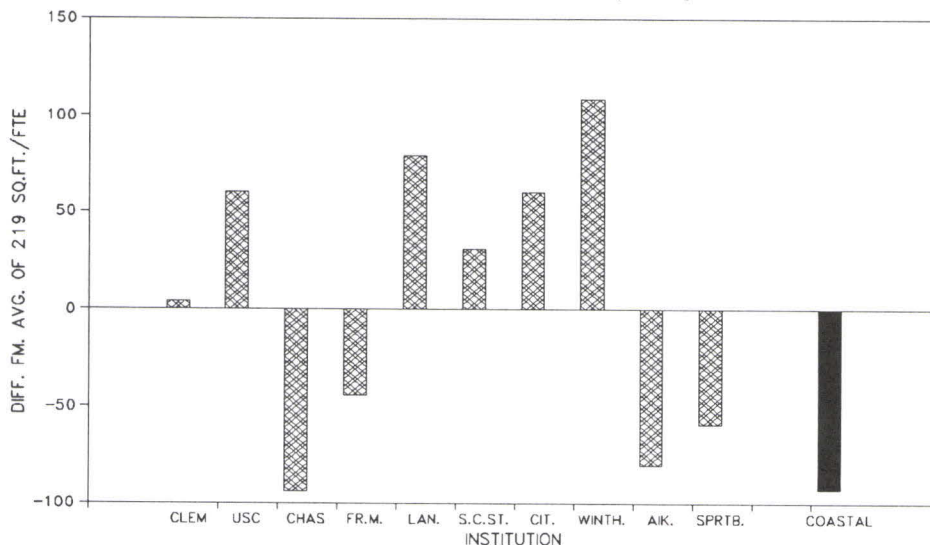
Coastal Carolina University completed a number of construction projects during 1993-94. Some final items of construction and landscaping were completed on the new E. Craig Wall School of Business Building, a \$12.1 million 100,000 sq. ft. building which houses the E. Craig Wall School of Business and Computer Science, as well as the departments of mathematics, psychology, political science, and the Office of Technology Services.

The Eldred E. Prince Building was completed, and occupied in the Spring of 1994. This building was constructed entirely from funds received from the Horry County Higher Education Commission, which undertook a \$3 million bond issue to construct a 30,000 sq. ft. academic building. This building, consisting primarily of classrooms and offices, houses the departments of foreign language and history, the Waccamaw Center for Cultural and Historical Studies, the Department of International Programs, and the Academic Learning Center.

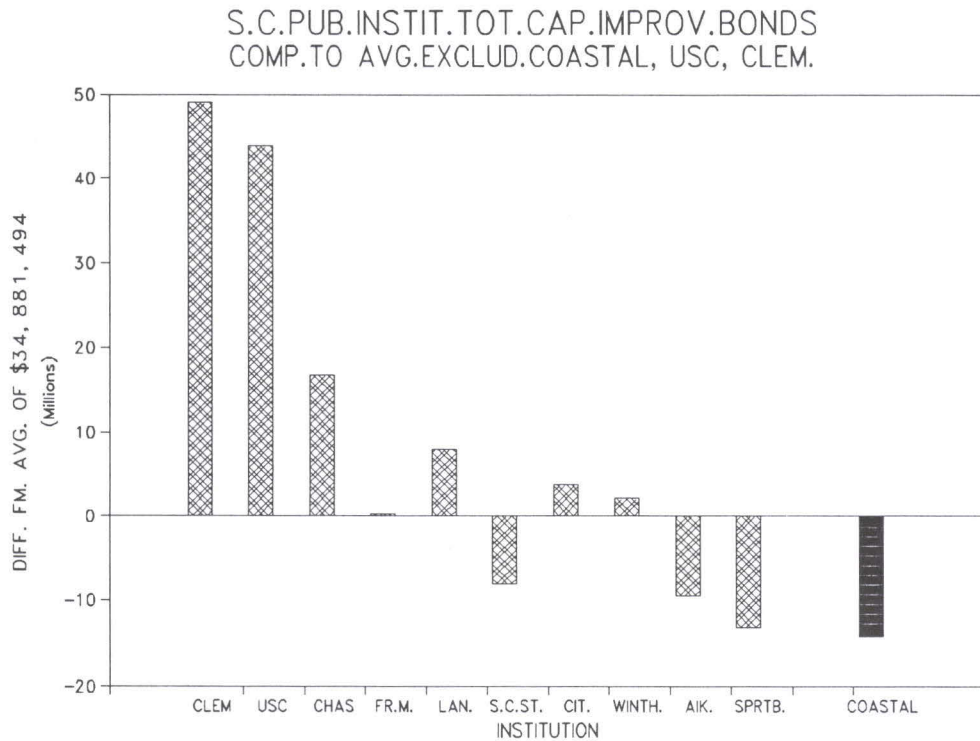
A new building to serve as a support facility for outdoor sports was completed. This 12,000 sq. ft. facility was built with institutional bonds and contains locker rooms, laundry, meeting facilities, and offices for faculty and coaches.

Coastal Carolina University has experienced dramatic growth in enrollment which has not been matched in its physical facilities. In spite of the recent additions, Coastal ranks lowest, along with the College of Charleston, among all public senior institutions in Educational and General square footage per FTE (Source: South Carolina Commission on Higher Education Facilities Data). Coastal's 126 sq. ft. per FTE compares very poorly with the statewide average for public four-year universities of 219 sq. ft. per FTE.

S.C.PUB.INSTIT. E & G SQ.FT./FTE 93-94
 COMP. TO AVG.EXCLUD.COASTAL, USC, CLEM.



Since the Capital Improvement Bond (CIB) Bill was initiated in 1968, Coastal has received a total of \$17,828,000 for new construction, with a total of \$20,733,000 for all projects. By contrast, a total of \$462 million of CIB funding has been awarded for all higher education capital improvements, an average of \$34.9 million per institution, excluding the research institutions. It is evident that, in spite of the recent additions, Coastal still lags far behind its peer institutions in its facilities resources.



Chanticleer Drive, the major loop road serving the campus, was paved by the State Highway Department; appropriate curbing, gutters, and lighting were installed. Bridges and walkways were constructed over the pond, and various landscaping projects were undertaken and completed. Significant progress was made on the installation of a utilities loop to integrate the infrastructure of the university's physical plant. Installations included water lines, sewer lines, and extensive connections of fiber optic cables for voice and data transmissions.

Two major construction projects are in the initial stages of development. These projects are the Student Housing project and the Humanities Building project. The concept for the Student Housing project was approved by the Board of Trustees at their meeting on January 7, 1994. This project is for the design, development, and construction of an approximately 400-bed student dormitory that will include the primary food service facility for the campus. With the assistance of the Budget and Control Board, Office of General Services, Property Management Section, a Request for Proposal was developed and advertised. Construction is planned to begin in early 1995. The completion date for occupancy is August 1, 1996. The project will be funded by Coastal Carolina University revenue bonds.

The 1991 Capital Bond Bill awarded Coastal \$500,000 for architectural and engineering services for the Humanities Building project. The firm of The Stubbins Associates, Cambridge, Massachusetts, was selected for development of the design. If the remainder of the Humanities Building project is funded in the next Bond Bill, it will be possible for construction to begin immediately after the award, since the preliminary design documents are anticipated to be complete by Spring 1995. The facility will house the departments of art, English, history, philosophy/religion, music, politics/geography, and theatre. Current estimates are for a facility of 100,000 sq. ft. and a total project budget of \$12 million. Unique aspects of the facility include an experimental theater with 150-200 seats and a recital hall planned to seat 250. The building will be located on the west side of central campus between the Wall and Prince buildings and across from the Science Building.



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Total Number of Documents Printed	<u>255</u>
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Total Printing Cost	\$ <u>347.88</u>

