



**2011-2012**  
**GRADUATE STUDIES CATALOG**

*Effective*  
*August 16, 2011 through August 15, 2012*

**COASTAL CAROLINA UNIVERSITY  
GRADUATE STUDIES CATALOG  
ACADEMIC YEAR 2011-2012**

**Vol. I            August 16, 2011            No. 1**

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree and master's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University. All other inquiries about the University should be directed to Coastal Carolina University, PO Box 261954, Conway, South Carolina, 29528-6054, or 843-347-3161, not the Commission.



Coastal Carolina University reserves the right to add or drop programs and courses, to change the calendar which has been published, and to institute new requirements when such changes appear desirable. Every effort will be made to minimize the inconvenience such changes might create for students. Suitable substitutions will be allowed for required courses which have been withdrawn.



Coastal Carolina University provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University does everything reasonably possible in an attempt to accommodate each disabled student in the attainment of his/her academic objectives. The University has hereby designated the Human Resources and Equal Opportunity Officer as the Section 504 Coordinator.

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[Coastal Carolina University Office of Graduate Studies](#)

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## ACADEMIC CALENDAR

## Calendars

### [Academic Calendars](#)

*Academic Calendars are subject to change as deemed necessary by Coastal Carolina University.*

- Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at the [Office of Student Accounts](#) website.
  
- Commencement information may be found online at the [Office of the Registrar](#) website.



**THE UNIVERSITY**

## COASTAL CAROLINA UNIVERSITY MISSION STATEMENT

*Original approved by the Coastal Carolina University Board of Trustees on April 18, 1997.*

*Update adopted by the Coastal Carolina University Board of Trustees on Dec. 14, 2007.*

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

## UNIVERSITY TRADITIONS

### **The University Seal**

The seal of Coastal Carolina University designates the founding year of the institution and associates the campus symbol, the Atheneum, with the coastal locale of the University. Carrying the Latin motto, *Ex Libertate Veritas* – From Liberty, Truth, the seal refers to the Temple of Athene in ancient Athens where professors and students met. The Greek temple was named for Athena, the daughter of Zeus, who embodies wisdom and reason. The waves at the foot of the Atheneum acknowledge a diversified coastal environment encompassing a distinctive geography and history, a vital present and an abundant future. The seal was commissioned by Trustee Oran P. Smith as a gift to celebrate the July 1, 1993, establishment of the University as an independent, public institution of higher education.

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### **The University Logo**

The identifying symbol of Coastal Carolina University captures the dynamic and traditional commitment of the University to teaching and learning. The Atheneum, constructed on the campus in 1966, is a recognized architectural symbol of a meeting place for persons engaged in literary and scientific pursuits. In the logo, redesigned in 2009, the Atheneum is set above an undulating image of three waves, denoting our coastal location.

### **The Presidential Medallion**

As symbols of events and affiliations, medallions in academic regalia can be traced to religious orders during the Middle Ages. Since many orders, societies and universities used similar designs – a circle, cross or an oval – the detailed artwork in the center of the medallion was adopted to differentiate each affiliation. Colleges and universities traditionally use ceremonial and commemorative medallions for formal occasions such as commencements, convocations and inaugurations, when academic regalia is worn. As part of the first year of Coastal Carolina's status as an independent University, the institution's medallion was commissioned in 1994. The installation of President Ronald R. Ingle on Oct. 22, 1994, was the first time the Coastal Carolina University Medallion was publicly displayed.

### **The University Mace**

The University mace, the symbol of the Coastal Carolina University community, attaches significance to important events of the academic calendar. Commissioned by the Horry County Higher Education Commission, the mace was designed and crafted by silversmith Alfred D. Ward and presented to the University in the spring of 1997. The mace is carried by the senior member of the faculty at the head of the procession during official convocations of the University. When not being used for convocations, the mace is on display in the Wall College of Business Boardroom. The three dimensional 48-inch staff is topped with a 22 carat gold-plate model of the campus symbol, the Atheneum. Modified relief seals of the University and engraved lettering embellish the sterling silver cup. Supported by a base of solid walnut, the stem of the mace is adorned with sterling silver shells, reflecting the coastal location of the University. On the base of the stem is an engraved seal of the state of South Carolina, representing the University's status as a public institution. Originally used as weapons during the Middle Ages, maces came to be symbols of authority and were adopted by officials of English municipalities by the end of the 16th century. Maces are now used for legislative assemblies, ecclesiastical processions, and at college and university ceremonies of outstanding importance, such as commencements.

The Coastal Carolina University name, seal and logos are registered and are fully protected trademarks and may be used only for University-approved purposes and may not be modified in any manner. Unauthorized use of these images is prohibited by law. For information, call the Office of University Communication at 843-349-2103.

## **ACCREDITATION**

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree and master's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University. All other inquires about the University should be directed to Coastal Carolina University, PO Box 261954, Conway, South Carolina, 29528-6054, or 843-347-3161, not the Commission.

- The E. Craig Wall Sr. College of Business Administration is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

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- The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the South Carolina Department of Education.
- Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
- The Department of Computer Science and Information Systems is accredited by the Accreditation Board for Engineering and Technology (ABET).
- The Department of Music is accredited by the National Association of Schools of Music (NASM).
- The Department of Theatre is accredited by the National Association of Schools of Theatre (NAST).

Accreditation documents are on file in Kimbel Library and may be reviewed upon request.

### ENGLISH LANGUAGE PROFICIENCY

(SC Code of Laws 59-103-160)

All candidates interviewed for University positions will be evaluated on both their written and spoken English proficiency. Faculty employed will possess adequate written and spoken English skills so as to be able to deliver instruction in an understandable manner. Students with specific concerns should schedule a meeting with the immediate supervisor of the instructor involved.



## Graduate Studies

## GRADUATE STUDIES

Coastal Carolina University is a comprehensive liberal arts institution committed to excellence in teaching, research, and public service. Graduate degrees are offered in four of the five Colleges. The University offers graduate degrees based on attaining a minimum of 30 graduate semester credit hours.

**FINAL RESPONSIBILITY FOR SATISFYING DEGREE REQUIREMENTS, AS OUTLINED IN THE UNIVERSITY GRADUATE STUDIES CATALOG, RESTS WITH THE STUDENT.**

### Graduate Studies Mission Statement

Graduate Studies at Coastal Carolina University provides support for graduate education in a variety of academic disciplines through coordination, promotion, and policy development. It serves the faculty and students who are involved in graduate education. Graduate Studies is committed to maintaining and expanding graduate educational opportunities and is aligned to the University's mission statement.

### Graduate Degrees

#### **E. Craig Wall, Sr. College of Business Administration**

Master of Business Administration (M.B.A.)  
Master of Accountancy (M.Acc.)

#### **Spadoni College of Education**

Master of Arts in Teaching (M.A.T.)  
With a Concentration in Art (PK-12)  
With a Concentration in English (9-12)  
With a Concentration in Mathematics (9-12)  
With a Concentration in Music (PK-12)  
With a Concentration in Science (9-12)  
With a Concentration in Social Studies (9-12)  
Master of Education in Educational Leadership (M.Ed.)  
Master of Education in Learning and Teaching (M.Ed.)  
With a Concentration in Early Grades and Elementary Grades  
With a Concentration in Instructional Technology  
With a Concentration in Literacy

#### **Thomas W. and Robin W. Edwards College of Humanities and Fine Arts**

Master of Arts in Writing (M.A.)

#### **College of Science**

Master of Science in Coastal Marine and Wetland Studies (M.S.)

### Certificate

#### **E. Craig Wall, Sr. College of Business Administration**

Fraud Examination



## **ADMISSIONS**

## ADMISSIONS

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### GENERAL INFORMATION

The Office of Graduate Studies is responsible for processing graduate applications for new and returning students. All graduate programs at the University are administered through the Office of Graduate Studies, with each individual College that offers graduate programs having its own administrative responsibility for administering particular programs. Questions regarding admission to graduate study at the University may be addressed in the Office of Graduate Studies; questions regarding admission into a particular degree program may be addressed to the Dean of the College. Applications including all required credentials for graduate study at Coastal Carolina University should be submitted directly to the Office of Graduate Studies. Prospective students are advised to submit a completed application at least thirty days prior to the opening of the semester in which they wish to enroll. (See application deadlines at [Office of Graduate Studies](#)) A one-time non-refundable application fee is required of all applicants.

Graduate programs of study leading to a Master of Accountancy and a Master of Business Administration are offered through the E. Craig Wall Sr. College of Business Administration. The Master of Arts in Teaching and the Master of Education are offered through the Spadoni College of Education. The College of Humanities and Fine Arts offers the Master of Arts in Writing and the College of Science offers the Master of Science in Coastal Marine and Wetland Studies.

## **Community Standards Requirements**

All applicants are required to submit responses to a series of community standard questions on the graduate application for admission. Responses to these questions are initially reviewed within the Office of Graduate Studies. Some cases are referred to the Community Standards Committee for review. An applicant must satisfy the community standards portion of the admission application prior to the review of other documentation (transcripts, test scores, letters of recommendation, etc.). This review process supports the University's goal of maintaining a safe learning community. Failure to submit complete responses or the falsification of responses may result in revocation of the admission decision or dismissal after enrollment. Any incident resulting in a change to a community standards question subsequent to the submission of the application must be immediately reported by the applicant to the Office of Admissions in writing. Failure to do so may result in the revocation of the admissions decision or dismissal of the applicant after enrollment. Further, it is the policy of Coastal Carolina University to prohibit Registered Sex Offenders from enrolling in courses or participating in campus activities. Failure to disclose registration at any time shall result in immediate dismissal.

The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

## **ENROLLMENT NOTIFICATION**

Upon admission to Coastal Carolina University, all degree seeking graduate students are notified and are required to notify the degree program coordinator/director of their decision to accept or not accept admission into the specified graduate degree program. Information about orientation is mailed to accepted applicants by the degree program.

## **GRADUATE ADMISSIONS**

### **Admission Categories**

Students admitted to graduate study are placed in one of two general categories: degree seeking graduate students or non-degree seeking graduate students.

### **Degree Seeking Graduate Students**

Students are accepted into a graduate degree program based on the admission requirements within the program. Applicants are required to meet all standards for admission if they wish to pursue a degree program. Admission decisions are made by committees within each graduate program. Upon acceptance, the applicant is sent an acceptance letter and an acceptance form. The form must be completed and returned to the office indicated. Students admitted into a degree program are assigned a graduate adviser to assist in developing a plan of study. Before enrolling, students should consult with their adviser to ensure which courses will satisfy degree requirements.

Degree seeking students, who fail to enroll in one or more major semesters, must submit a [Readmit Graduate Application](#). (See [Readmission of Former Students](#) for more information.)

### **Valid Period of Admission**

Admission to a graduate degree program is valid for one year with the approval of the coordinator/director. Students who are accepted for a specific semester and wish to defer initial enrollment must make this request in writing to the graduate program.

If an accepted applicant fails to complete a graduate course at Coastal Carolina University or part of the prescribed program within a year, the acceptance lapses and the student becomes subject to any new requirements that may have been adopted. If a student has not acted upon their admission after one calendar year, the student must reapply for admission.

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Graduate students, who were admitted to and enrolled in a graduate program under regulations other than those currently in force and who have not completed any Coastal Carolina University graduate courses during a period of three or more years, are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Upon readmission, such students become subject to current regulations of the institution and of the program to which they are admitted.

### **Time Period Allowed**

A student is expected to obtain a degree in accordance with the requirements set forth in the regulations in force at the time he/she is admitted to a degree program, or under subsequent regulations published while he/she is enrolled as a degree graduate student. However, a student is restricted in his/her choice to the requirements of one specific catalog. Students have a period of 6 years inclusive and continuous in which to complete degree requirements and claim the rights of a specific catalog.

### **Non-degree Seeking Graduate Students**

The category of non-degree admission is available for qualified students with reasons for earning graduate credit without a degree objective. Credits earned as a non-degree student may be applied toward degree requirements only upon approval by the academic unit offering the degree. Non-degree seeking students are not assigned advisers. However, they may consult with the designated graduate coordinator/director within the College about both specific and general information. Students holding non-degree admission are advised to contact the graduate coordinator/director in the academic area where a particular course is offered as to their eligibility to register for the course.

Non-degree seeking students, who fail to enroll in one or more major semesters, must reapply by submitting the [Application for Non-Degree Graduate Admission](#).

Students admitted in a non-degree classification are not eligible for student financial aid.

To gain admission as a degree seeking student, the non-degree classified student must submit a degree seeking application for graduate admission including the application fee. Official academic transcripts of all previous college work will be required. A maximum of 12 graduate credit hours taken as a non-degree seeking student may be applied toward degree requirements in a program.

### **Transient (Visiting) Student**

An applicant seeking to take graduate courses at Coastal Carolina University while regularly enrolled in another (home) institution is a non-degree seeking transient student. The applicant must secure approval from the Academic Dean or University Registrar at the home institution to ensure that the course(s) will transfer. Students seeking to continue in a transient status for subsequent terms must have the approval from the Director of Graduate Studies. Admission approval is made for one semester and is made on a space-available basis.

### **TRANSFER ADMISSION**

An applicant who has attended another regionally accredited institution for graduate credit in any capacity, regardless if credit was earned, after completion of a bachelor's degree is a transfer student. Graduate transfer credit must have been earned at an institution accredited by a regional accrediting association\* at the time the course work was completed. The only exceptions to this standard are transfer credits from foreign institutions and transfer of course work completed at an institution accredited by a recognized accrediting body or the acceptance of credit for military education. A maximum of 12 graduate credits for academic courses completed with grades of B or better may transfer. Transfer credit must be dated within the six-year period allowed for a degree

### **Evaluation of Transfer Credit**

Graduate students transferring to the University from another college or university should, before enrolling in any course at the University, have transcripts evaluated by the program coordinator/director of the degree pursued. It is only through such evaluation that prospective graduate students will know which transferred courses may be applicable toward the University's graduate degree requirements. The University reserves the right to determine what credit, if any, for graduate courses taken elsewhere will be counted toward a degree program. Decisions as to transfer course applicability, in terms of courses as well as maximum transfer hours, are made at the academic level where the graduate degree program is offered. Students transferring courses into the University should consult the graduate program regarding the criteria for transfer credits. Transfer graduate credit must be approved by the chair of the department of the course, the Dean of the course, the graduate coordinator/director and the Dean of the College where the student seeks to have the credit applied. A student cannot be awarded more transfer credit for a course than the original institution awarded.

There is no revalidation mechanism for transfer credit that does not fall within the six year time limit.

Students cannot receive degree credit for a course taken at Coastal Carolina University if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal Carolina University equivalent, regardless of the grade earned, appears on the Coastal Carolina University academic record. Credits earned at another institution while a student is on suspension, academic or non-academic, from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average.

Grade point average (GPA) is calculated on the basis of all work in the student's career at Coastal Carolina University. Credits earned at other institutions and transferred to Coastal Carolina University may be used to satisfy program requirements but will not be calculated as a part of the GPA.

\*The regional accrediting associations are: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

### **EXPERIENTIAL LEARNING**

Graduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the University.

### **SENIOR CITIZEN ADMISSION**

A senior citizen (60 years of age or older) who is a resident of South Carolina and who is not employed full-time can enroll in graduate courses free of charge providing there is available space in the course. Under the free tuition program, senior citizens cannot register until the day prior to the first day of the course for the term in which they wish to enroll. Degree-seeking senior citizen students in their last semester may register concurrently with traditional continuing students. A special senior citizen application must be completed in the Office of Graduate Studies. Senior citizens may apply as degree or non-degree seeking graduate students.

## **INTERNATIONAL GRADUATE ADMISSION**

Graduate applicants from countries other than the United States must meet the University's graduate admission requirements plus any particular requirements specific to the chosen degree program. All international applicants must do the following:

1. complete a degree seeking application for graduate admission;
2. provide original or certified copies of all certificates, transcripts, and degrees (If these documents are not in English, then official translations must be included as well.);
3. submit the required standardized test results; and
4. provide verification that there is adequate funding for a year of study in the U.S.

For more information international applicants should consult the [Office of International Programs and Services](#).

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Graduate school applicants must score 550 on the paper-based test, 213 on the computer based test, or 79 on the internet-based test. Students should consult their desired program to see if a higher TOEFL minimum score has been established.

### **Transfer Credit**

Credit from foreign colleges/universities is reviewed within the Office of International Programs and Services (OIPS). Students who are interested in receiving international transfer credit must submit detailed credit evaluation reports prepared by organizations such as American Association of College Registrars and Admissions Officers (AACRAO) or World Education Services (WES). International course work will be reviewed by the OIPS for transfer in coordination with the Dean of the student's degree program and the Dean of each course in review.

### **Financial Resource Verification and Visas**

Upon admission and proper financial resources verification, individuals will be sent a formal letter of acceptance and the appropriate immigration document (I-20 or DS-2019) for use in requesting a student visa. Additional information regarding the visa process may be found at <http://travel.state.gov/visa/>. Under no circumstances should students come to Coastal Carolina University without first receiving the formal acceptance letter and appropriate travel documents. Individuals already in the U.S. who are out of status with Immigration and Customs Enforcement (ICE) will not be permitted official registration.

### **Health Insurance**

International students attending Coastal on student visas are required to purchase the University insurance plan or show proof of a comparable plan acceptable within the Office of International Programs and Services, which is responsible for issuing visa-related documents.

## **PROVISIONAL ADMISSION**

Applicants may receive provisional admission in certain programs if they do not meet the stated admission requirements. The decision to offer provisional admittance to a program is made by the program admissions committee. Students who are provisionally admitted are limited to 12 graduate credit hours of coursework. Upon satisfactory completion of coursework with a **B** or better in each course, provisional status may be lifted.

## **APPEALING THE ADMISSIONS DECISION**

A graduate applicant who is denied admission may submit a written appeal for reconsideration provided the student presents new or updated academic information, additional test scores, a statement describing extenuating circumstances, and/or other evidence which supports the readiness for graduate study. Appeals are reviewed by the College Admissions Committee and the Director of Graduate Studies.

## **READMISSION OF FORMER STUDENTS**

A graduate student enrolled as a degree-seeking student who leaves the University in good standing and fails to enroll in one or more major semesters and does not attend another institution need only submit the [Graduate Readmit Application](#) for readmission in order to return to the University. Summers do not count as major semesters in this instance.

A student who has previously attended Coastal as a graduate degree-seeking student who leaves the University in good standing, fails to enroll in one or more major semesters, and attends another institution must submit complete official transcripts of all collegiate-level work attempted during the absence from the University and the [Graduate Readmit Application](#) to be considered for readmission. Such applicants must meet the requirements for transfer admission. Summer does not count as a major semester in this instance.

Non-degree graduate students who leave the University in good standing and fail to enroll in one or more major semesters must submit an [Application for Non-Degree Graduate Admission](#).

## **DUAL OR SECOND GRADUATE DEGREE(S) ADMISSION**

### **Dual Graduate Degrees**

Students who wish to pursue two degrees at the same level (Master's and/or Certificates) must submit an application for each program, pay the application fee for each program, and be admitted to both programs. Students may pursue concurrent degrees only with approval of the appropriate graduate program coordinator(s) and the Director of Graduate Studies.

Students admitted to two degree programs will be subject to the following requirements:

1. A committee composed of a minimum of one graduate faculty member from each program and one additional member appointed by Graduate Studies will review and approve the two programs of study. Moreover, the Directors and Deans of both graduate programs must approve the two plans of study before submission to the Office of Graduate Studies. Courses applied to both programs of study must be identified.
2. Concurrent programs of study must be reviewed and approved simultaneously. Students who add a degree program while completing a first degree must have both programs approved as explained in #1 above.
3. Students must meet all requirements for both degrees. No more than 12 credits from one program of study may count towards a second program. Some graduate programs may not allow 12 credits. Thus, students should consult their academic programs.
4. Students must complete both programs within 7 years of the initial admission term. Completion of the degree requirements for the two programs need not be at the same time.
5. Students completing two degrees will be responsible for submitting and paying for two applications to graduate (one for each diploma to be issued).

### **Second Graduate Degree**

Students who have completed a graduate degree at Coastal Carolina University or another institution may have a maximum of twelve (12) hours approved for the second Master's degree. Courses must be approved by the director/coordinator of the program, the Dean, and the Director of Graduate Studies.

## **NON-DEGREE GRADUATE ADMISSION**

To gain admission as a degree seeking student, the non-degree classified student must submit a degree seeking application for graduate admission including the application fee. Official academic transcripts of all previous college work are required. A maximum of 12 graduate credit hours taken as a non-degree

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seeking student may be applied toward degree requirements in a program. For more information see [Non-degree Seeking Graduate Students](#).

### **Transient (Visiting) Student**

For more information see [Non-degree Seeking Graduate Students, Transient \(Visiting\) Student](#).

### **AUDITING A COURSE**

Auditing a course may be done by a student who seeks to take a course(s) and who does not intend to earn University credit for the course(s). Approval is made for one semester and is made on a space-available basis. Auditing a course consists of attending classes. A student who audits a course is not responsible for assignments or examinations. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. Course work not taken in a traditional format may not be audited.

### **PROOF OF CITIZENSHIP**

Coastal Carolina University students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University's Board of Trustees in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430.

Students who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after January 1, 2002, or a copy of a valid driver's license issued after January 1, 2002, from one of the following states (if your state is not on this list, it is not eligible): Alaska, Arizona, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Maine (license issued after November 15, 2008), Maryland, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, West Virginia, or Wisconsin;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States;
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization – (USCIS Form N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561); or
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2).

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

**ORIENTATION OF NEW GRADUATE STUDENTS**

Colleges and/or degree programs offer orientations for new graduate students. Information is mailed to students once they are accepted into degree programs.



## Academic Regulations

## ACADEMIC REGULATIONS

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Course Load

Repetition of Coursework

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Change in Degree Program

Course Substitutions and Waivers

Withdrawal

Standard Withdrawal

Withdrawal due to Medical or Psychological Reasons

Class Attendance

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

Registration at the University assumes the student's acceptance of all published academic regulations, including both those which appear in this catalog and all others found in any official announcement such as [General Registration Information](#) and [The Student Handbook](#), both located on the University's official website.

Official policies of the University are published in [The Student Handbook](#), and on the website for [University Policies](#). Some of these policies are listed below:

- a) [The Code of Student Conduct](#),
- b) Alcohol and Drug Policy;
- c) The University Housing Community Living Guide; and
- d) Sexual Assault Policy.

The University offers graduate degrees based on students attaining a minimum of 30 graduate credit hours. Any degree going above must have approval by the Provost/Senior Vice President for Academic and Student Affairs.

### **FINAL RESPONSIBILITY FOR SATISFYING DEGREE REQUIREMENTS, AS OUTLINED IN THE UNIVERSITY GRADUATE STUDIES CATALOG, RESTS WITH THE STUDENT.**

A graduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a master's degree-seeking student or under subsequent requirements published while enrolled. However, the student's choice is restricted to a specific catalog and the curricular requirements described therein. Graduate students have a period of six years, inclusive and continuous, in which to claim the curricular rights of a specific catalog.

Within the six-year limit, a graduate student who is absent from the University for no longer than three years and who returns to complete the program of study shall have the right to continue under the catalog in effect at the time of the student's original enrollment as a master's degree-seeking student. Alternatively, the student may elect the degree requirements under the catalog in effect at the time of return. If the period of absence is longer than three years, the student will be subject to the curricular requirements in force at the time of return. Under no circumstances will students be allowed to appeal short-lived rules and regulations which were adopted and abandoned during the period of their absence.

If drastic revisions of curricula or program requirements have occurred during a student's absence (even if for less than three years), or during the period between the student's original enrollment as a master's degree-seeking student and the eventual movement to a different degree program, a reasonable effort will

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be made by the academic dean to permit the student to undertake transitional course work that is equivalent to the educational experience intended under the catalog in force at the time of the student's original enrollment as a master's degree-seeking student.

Unforeseen circumstances may interfere with the scheduling of a course or degree offering. Students must accept such developments even if doing so will mean a delay in some of their academic goals or a modification of those goals. The departments concerned will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

### **RIGHT OF PETITION**

A student who wants relief from any academic regulation of the University may submit the case for consideration to the Committee on Petitions and Scholastic Standing in the college of the student's degree program or the appropriate University-wide committee.

### **GENERAL INFORMATION**

Students are expected to follow the graduate program as outlined in the catalog when satisfying basic degree requirements and prerequisites for advanced work.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future scheduling difficulties and students may find that the courses in which they wish to enroll are not available to them.

Students who enroll in courses for which prerequisites or other defined requirements have not been met will be removed from these courses.

Graduate degrees are required to have 30 credit hours. Any degree going above must have approval by the Provost/Senior Vice President for Academic and Student Affairs.

### **FINAL RESPONSIBILITY FOR SATISFYING DEGREE REQUIREMENTS, AS OUTLINED IN THE UNIVERSITY GRADUATE STUDIES CATALOG, RESTS WITH THE STUDENT.**

#### **Electronic Communication**

All students are assigned an individual Coastal Carolina University e-mail account. The university utilizes email to those accounts as an official means of communication with the student. Students are responsible for checking their CCU email accounts frequently and acting upon any information received.

#### **Change of Name or Address**

It is the obligation of every student to notify the Office of the Registrar and the Office of Graduate Studies of any change in name or address. Failure to do so may cause serious delay in the handling of student records and in notification of emergencies at home. Change of name may only be accomplished by presenting proper legal documentation.

#### **Indebtedness**

It is expected that every student will discharge any indebtedness to the University as quickly as possible. No diploma, certificate, grade report, or transcript will be issued to a student or for a student who has not made satisfactory settlement with the Office of Student Accounts for all indebtedness to the University. An individual who has not officially enrolled may be administratively removed and prohibited from attending classes or taking final examinations after the due date of any unpaid obligations.

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### REGISTRATION

Students are academically and financially responsible for their course registrations, to enroll in courses for which they seek to earn credit, and to terminate enrollment in courses which they do not intend to complete. Each student is responsible for having knowledge of and observing all regulations and schedules published in the *Coastal Carolina University Graduate Studies Catalog* and the [University's](#) official website. Registration information may be accessed through the [Office of the Registrar's](#) website.

To be officially enrolled in the University, a student must be academically eligible, complete the registration process, and possess a receipt issued by the Office of Student Accounts for payment of current academic fees. Enrollment by proxy is not allowed unless permission has been obtained in advance from the Office of the Registrar. Students will be removed from any graduate course for which prerequisites or other defined requirements have not been met.

Students are expected to complete registration (including the payment of all required fees) on the dates prescribed in the University Academic Calendar. Those failing to do so will have all course enrollments cancelled for non-payment.

Failure of a student to properly register and appear on graduate course rolls and failure to pay tuition disqualifies the student from receiving credit for any coursework, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

The University reserves the right to withdraw any course for cogent reasons, such as in the case of inadequate enrollment.

Registration in any course may be closed when the maximum enrollment has been reached. Students are responsible for their own registration and its accuracy.

### Auditing a Course

Students who wish to audit a course must be admitted to the University and go through the regular registration process. Students auditing a course will be charged the same fees as students taking graduate courses for academic credit.

The request for the privilege of auditing a graduate course should be made to the academic department concerned and should be for a specified semester. Auditing a course consists of attending classes. A student who audits a course is not responsible for assignments or examinations. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. Course work not taken in a traditional format may not be audited.

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit (or who wishes to change from credit to audit) must do so no later than the last day for adding courses, as published in the [University Academic Calendar](#), located on the University's official website. The change must be requested on a Registration Form properly signed by the course instructor and the Dean of the College in which the student is enrolled, and the form must be submitted to the Office of Graduate Studies.

### Course Load

An average course load for a Fall or Spring semester is 9 credits. A legal full-time academic course load is 9 credits. All international students on F-1 student visas must maintain a full-time academic course load (9 credits) each Fall and each Spring semester. No student may take over 12 credits without the permission of the program coordinator/director and the dean of the college.

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During a regular summer semester, 6 credits is considered full-time for academic purposes. No more than 7 credits may be taken in a given summer semester. One course is the normal academic course load for May Semester or other such abbreviated sessions.

### **Repetition Of Course Work**

A student may repeat a course which has been passed in order to raise the grade only in the event that the degree requires a higher grade in the course. A student who repeats the course will have both grades entered on the permanent academic record and computed into the grade point average.

Certain courses may be repeated as noted in the course description. However, course credit toward graduation will be given only once, unless stipulated in the course description.

### **Non-Traditional Course Work**

Traditional course delivery at Coastal Carolina University requires student adherence to established attendance policies and the specific communication of course expectations from instructor to student through the course syllabus. However, it is recognized that, at times, University study may be taken in a manner that departs from this tradition. *All of these situations require that an instructional/course contract be developed before the study begins.* These situations typically are:

- 1) when students engage in an independent learning experience in an area not represented by established course work at the University;
- 2) study in established University courses on an independent, non-traditional basis; or
- 3) cooperative and internship study.

These courses are designed for the self-motivated student who has an intense interest in conducting scholarly work in an academic area not offered in the traditional course format. The course will result in a document, performance, or body of work that reflects the student's research or summarizes the knowledge synthesized during a structured, sequenced order of study.

The student, in consultation with the supervising professor, must complete and file a contract for the course with the department chair in the discipline area and with the dean of the college in which the work is to be performed prior to registration for the course. The contract must be signed by the student, the student's adviser, the supervising professor, the course department chair, the coordinator/director of the student's degree program, and the dean or the dean's designee of the student's degree program. It must include the course objectives, student learning outcomes, course requirements, the number of credits to be earned, the date of completion, and the method(s) of student evaluation. The student should consult the adviser for any restrictions on the number of such credits acceptable for the degree program.

While it is expected that the study of established University courses will be taken in a traditional format, occasionally, for compelling reasons, such study may be allowed via an independent, non-traditional format. In such cases, students and instructors involved will follow the same procedure as stated above for study. Essentially, a contract for the work must be filed outlining the course content based on an existing syllabus, the specific expectations that have been established for the student, the date of completion expected, and the method(s) of evaluation. Further, the instructor is to attach to the contract a statement of explanation as to why the course is not being taken in the traditional format. As above, the contract developed is to be signed by the student, the student's adviser, the supervising professor, the course department chair, the coordinator/director of the student's degree program, and the dean or the dean's designee of the student's degree program BEFORE registration for the course.

### **Distance Learning**

Distance education or distance learning refers to the interaction of students and instructors separated by time and/or place in the educational processes that leverage instructional technologies and strategies to maximize learning. Most of the work is done independently by the student using self-instructional materials prepared by the instructor. For some courses, attendance at on-campus workshops or class sessions during the semester is required with a possibility of additional sessions for testing/examinations. Many of the distance learning courses require basic computer literacy, Internet, and Email access. Students interested in enrolling in distance education courses should consult their adviser.

### **Summer Semesters**

The Summer consists of semesters normally totaling five weeks each. Shorter sessions and workshops are also offered. Students regularly enrolled in the University may take work applicable to the degree sought during Summer semesters.

Except in abbreviated sessions (less than five weeks) or in cases of adjustments for holidays, each course meets four periods a week, Monday through Thursday. A maximum of two courses (normally a maximum of 7 credits) is permitted during any regular summer semester. One course is the normal load for abbreviated summer semesters.

The University reserves the right to cancel any course for cogent reasons, such as in the case of inadequate enrollment. Additional courses may be offered upon request by a sufficient number of students. Registration in any course may be closed when the maximum enrollment has been reached.

Students seeking admission to the University for the first time during a Summer semester should refer to the Categories of Admission section of this catalog.

### **Senior Privilege (Undergraduate Enrollment in Graduate Courses)**

Qualified undergraduate students may enroll for graduate course credit in courses numbered 500 or above. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor's degree or who have an earned bachelor's degree may be permitted to enroll in a course for graduate credit. Students are typically expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned. Undergraduate students may earn graduate credit provided:

1. prior to registering, a Non-Degree Seeking Graduate Application is completed with the Office of Graduate Studies;
2. a Senior Privilege Coursework Authorization form is obtained from the Graduate Program Coordinator/Director in the appropriate College;
3. a copy of the student's undergraduate registration for the semester in which the graduate course will be taken is attached to the senior privilege form;
4. signatures and action taken by the student's adviser, the Department Chair of the student's major, the Dean, and Graduate Program Coordinator/Director, and the Provost are on the senior privilege form;
5. the academic course load does not exceed 16 credit hours including the proposed graduate course in the semester the graduate course is taken;
6. the total number of graduate credits acquired through senior privilege does not exceed 12 credit hours; and
7. the student specifies whether the credit earned through senior privilege will be applied towards their undergraduate or graduate degree. (Credit can only be used to satisfy the requirements of one degree level and cannot be changed.)

### **Courses Outside a Degree Program**

Students wishing to enroll in courses outside the degree program to which they have been admitted should do so only with the permission of their advisers and the Dean of the college. Students are advised to seek guidance from the graduate coordinator/director of the College sponsoring the course regarding eligibility and prerequisites.

An individual who has been denied admission to a program may not continue to enroll in courses in that program without special permission of the Dean of the College. This permission is needed even if the student enters another degree program at the institution.

### **Prerequisites**

Prerequisite courses are intended to provide students with the necessary academic background for a satisfactory completion program. If a student believes that he/she has the knowledge and/or skills represented by a prerequisite course obtained via other courses or methods, this should be discussed with the professor prior to registration regarding special permission to enroll.

## **CHANGES IN REGISTRATION**

### **Changes in Enrollment**

**Students must consult with their advisers concerning any change of enrollment.**

Adding a course, changing from credit to audit or audit to credit, changing from one section to another, and changing the number of credits in any variable credit course must be completed by the last day to late register as published in the [University Academic Calendar](#), located on the University's official website.

Electing or revoking the Pass-Fail option must be completed no later than the last date for dropping a course without receiving a grade of **WF**, as published in the University Academic Calendar. This change must be recorded with the Office of the Registrar on a Pass-Fail Option form bearing all required signatures.

### **Dropping a Course**

**Dropping courses during final exams is not permitted.**

Courses dropped during the official late registration period of a semester will not be recorded on a student's permanent record. A grade of **W** will be recorded on the permanent record after the official late registration period and up to the last date to drop without a grade of **WF** and will not enter into the computation of credits attempted, grade point average, or any other total. The time allowed for dropping any course with a grade of **W** will be equal to two-thirds of the total number of class days from the beginning of the semester. A grade of **WF** (**U** for Pass/Fail option) will be recorded for any course dropped after the close of the prescribed "drop with **W**" period and through the last day of class. For Pass/Fail courses, a grade of **U** will be assigned. A **WF** is treated as an **F** in computing the student's grade point average. A student who stops attending a course without officially dropping will have the grade of **F** (**U** for Pass/Fail option) recorded for each course. This grade is included in all calculations and totals. The University Academic Calendar lists the prescribed deadline dates for each semester.

### **Change in Graduate Degree Program**

Students who desire to change their degree program must apply to the desired degree program through the Office of Graduate Studies. Students must: (a) obtain a Change in Graduate Degree Program form from the Office of the Dean of the current degree program; (b) have this form signed by the coordinator/director of the degree program in which they are currently enrolled (for release) and then the coordinator/director of the degree program in which entry is desired (for acceptance). Upon acceptance into the new degree program, the college of the new degree program will make the necessary computer entry to reflect the new degree program and assign the new adviser. To be valid, a "Change in Graduate

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Degree Program" must not only follow the procedures indicated but must also be completed in advance of registration in the degree program to which the change is desired.

Credits earned in one degree program may not be applicable toward other degree programs. Verification of credits applicable to the new program should be obtained in writing from the dean of the college in which the new degree program is offered.

### Course Substitutions and Waivers

Only under unavoidable and exceptional circumstances will substitutions for or exemptions from the prescribed graduate curricula be approved. Graduate course substitutions and/or waivers must be approved by the program Coordinator/Director and the Dean of the degree program. Undergraduate coursework is not acceptable for substitution of graduate coursework.

Deviations from degree requirements, as published in the University *Graduate Studies Catalog*, may be petitioned to the appropriate college Petitions and Scholastic Standing Committee. Committee decisions are subject to approval of the program coordinator/director and the college Dean.

## WITHDRAWAL

**Withdrawal from the University or from a course during final exams is not permitted.**

### Standard Withdrawal

All students, both full-time and part-time, desiring to withdraw from the University or to discontinue enrollment in **all** courses must contact their adviser and/or the Office of Graduate Studies. An exit interview will be conducted to assist the student in completing the withdrawal process and to resolve any outstanding concerns. A student who leaves the University without following this procedure may prejudice any further attempt to re-enter the University and will receive a grade of **F** (U for Pass/Fail option) in all courses.

The date of withdrawal from the University will be posted on student transcripts. Courses from which the student withdraws during the late registration period will not be recorded on a student's permanent record. Thereafter, through two-thirds of the total number of class days from the beginning of the semester, the grade of **W** will be recorded on a student's transcript but will not be used in computing the grade point average. Specific dates are listed in the [University Academic Calendar](#), located on the University's official website. Students withdrawing after the close of the prescribed "withdraw with **W**" period and prior to the last day of class will receive a grade of **WF** (U for Pass/Fail option) for each course in which they are enrolled. A **WF** is treated as an **F** in computing the student's grade point average. Students who stop attending courses without officially withdrawing will have the grade of **F** (U for Pass/Fail option) recorded for each course. This grade is included in all calculations and totals.

Exceptions to the assignment of a grade of **WF** are possible only for verifiable, documented reasons. If a student must withdraw from the University for medical reasons or for another acceptable major cause after the last day to receive a **W**, the grade of **W** still may be assigned after appropriate evaluation of the circumstances. Students must meet with their adviser and program coordinator/director to discuss their circumstances.

### [Withdrawal Due to Medical or Psychological Reasons](#)

#### **Summary:**

A withdrawal for medical or psychological reasons is only granted for verifiable, documented medical or psychological reasons.

#### I. Policy

Withdrawal from the University or from a course during final exams is not permitted.

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- A. Withdrawal due to Medical or Psychological Reasons  
A Withdrawal for Medical or Psychological reasons is only granted for verifiable, documented medical or psychological reasons. Qualified on-campus health/counseling personnel will examine each case on an individual basis and review supporting medical or psychological records.
- B. Students receiving a partial medical-psychological withdrawal will be limited to the number of credit hours to which the course load was reduced until the requirements for a return from a medical-psychological withdrawal have been met.
- C. Students receiving a medical-psychological withdrawal will be dropped from any future classes in which they are already enrolled until they meet the requirements to return from a medical-psychological withdrawal.
- D. Students receiving a medical-psychological withdrawal must agree to seek treatment to address the issues which led to the withdrawal. Students wishing to re-enroll after a medical-psychological withdrawal or return to a higher level of enrollment following a partial medical-psychological withdrawal must provide proof of treatment to the Director of Student Health Services for medical withdrawals or the Director of Counseling Services for psychological withdrawals. The Director will evaluate the treatment in which the student participated and make a recommendation to the Provost (or Provost's Designee) regarding the adequacy of the treatment and the student's suitability to return to enrollment. These students will not be required to reapply through the Office of Graduate Studies.

### II. Procedure

- A. To initiate a Medical withdrawal, a student must make an appointment with the Director of Student Health Services. Likewise, to initiate a Psychological withdrawal, a student must make an appointment with the Director of the Counseling Services office. Both offices are located in the Student Health/Counseling Services building. (See [campus map](#) for location.)
- B. When the Director evaluates the student, a medical or psychological evaluation will be completed, treatment recommendations will be made, and requirements for return from the withdrawal will be discussed.
- C. The Director will then make a recommendation to the Provost's office, where a final determination will be made whether the withdrawal for Medical or Psychological reasons will be granted. The Provost (or Provost's designee) may choose to meet with the student and/or consult with the instructors of the courses in which the student is enrolled prior to making a decision.
- D. If a Medical/Psychological Withdrawal is granted, a "hold" is placed on the student's record to prevent him/her from registering for future classes until requirements for return have been met.
- E. Medical or Psychological withdrawals may be either total withdrawals or partial withdrawals.
- F. In cases where a Medical or Psychological withdrawal is granted during the assignment of a grade of WF period, a grade of W will be issued for the student's coursework covered by the withdrawal. While a withdrawal date will be listed on the student's academic transcript, it will not indicate that the withdrawal occurred due to medical or psychological reasons.
- G. In cases where Medical or Psychological withdrawal requests are denied, the student may still utilize the standard withdrawal procedure.

### [Involuntary Medical/Psychological Withdrawal Policy](#)

#### **Summary:**

A student who poses a significant risk to the health or safety of himself/herself or others, or substantially impedes the educational process or activity for apparent medical, psychological, or behavioral reasons may be subject to Involuntary Medical/Psychological Withdrawal from the University.

#### I. Policy

- A. A student who poses a significant risk to the health or safety of himself/herself or others, or substantially impedes the educational process or activity for apparent medical, psychological, or behavioral reasons may be subject to Involuntary Medical/Psychological Withdrawal from the University.

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### B. Criteria for Involuntary Medical/Psychological Withdrawal

1. A student will be subject to Involuntary Medical/Psychological Withdrawal if he/she poses a significant risk to the health or safety of himself/herself or others; and/or substantially impedes the educational process or activity for apparent medical, psychological, or behavioral reasons.
2. A student will not be subject to Involuntary Medical/Psychological Withdrawal under these procedures when student conduct, academic, or other options are available and appropriate. When possible and appropriate, the University will persuade a student to withdraw voluntarily under applicable procedures with possible conditions for readmission prior to initiation of the process for Involuntary Medical/Psychological Withdrawal.
3. During the Involuntary Medical/Psychological Withdrawal process, a representative of the University may contact the student's parents or legal guardians, if appropriate.

## II. Process

### A. Involuntary Medical/Psychological Withdrawal Process

Any member of the University community who has reason to believe that a student may meet the criteria for Involuntary Medical/Psychological Withdrawal may contact the Dean of Students to request an informal review. The Dean of Students will notify the student that an Involuntary Medical/Psychological Withdrawal is under consideration.

1. Notification to the student will include:
  - a. Available information concerning the behavior and/or incidents, which are of concern;
  - b. A copy of the Involuntary Medical/Psychological Withdrawal Policy; and
  - c. An opportunity to meet with the Dean of Students to explain his/her behavior and discuss options available to the student including counseling, medical treatment, and voluntary withdrawal from the University.
2. If the matter is not resolved, the Dean of Students will convene the Involuntary Withdrawal Team (IWT), which will complete review of the recommendation within five (5) working days of receipt of the notification of the IWT.

### B. Interim Involuntary Medical/Psychological Withdrawal

If health or safety is an immediate concern, the University may take immediate action to protect the well-being of the student and/or other members of the community. The Dean of Students may remove a student from any or all University premises following consideration of all reasonably available information determines that a threat of significant risk to self or others exists. Interim Involuntary Medical/Psychological Withdrawal is a preliminary action taken to protect the health and safety of the student withdrawn, or of others, and is not punitive. Students subject to Interim Involuntary Medical/Psychological Withdrawal are immediately subject to the withdrawal process as outlined below:

### C. Involuntary Withdrawal Team

The University has established the Involuntary Withdrawal Team (IWT) whose duties include assisting in the evaluation of students for Involuntary Medical/Psychological Withdrawal. The IWT includes the Dean of Students (Chair), and representatives from Student Health Services, Counseling Services, University Housing (in the case of a resident student), Public Safety, and the student's academic college. Other members may be added at the discretion of the Dean of Students.

### D. IWT Review

The IWT will provide the student with the opportunity to appear for an informal review. The student will be notified of the time, date and place of the informal review; if the student fails to appear for the informal review, the IWT may conduct the review and reach a decision in the absence of the student.

1. Prior to IWT review of the recommendation for Involuntary Medical/Psychological Withdrawal, the student may be required to undergo a medical and/or psychological evaluation by a health professional designated by the University. The evaluation will be

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- provided to IWT and the student will sign any releases deemed necessary. A student who refuses to undergo an evaluation or to provide any release of requested information for IWT consideration may be subject to Interim Involuntary Medical/Psychological Withdrawal and/or disciplinary action.
2. If the student has been placed on Interim Involuntary Medical/Psychological Withdrawal, he/she may be granted access to Coastal Carolina University campus to attend the review.
  3. The review shall be informal and non-adversarial. Formal rules of evidence do not apply. The student shall authorize, in writing, the disclosure of medical records, documents, and other information as deemed relevant by the Dean of Students. If the student refuses to provide authorization, the review may proceed, but the absence of such information shall be noted by the IWT during the review.
  4. During the review, the student may be assisted by a family member and/or a licensed health professional of his/her choice, whose role is to advise rather than actively represent the student. Advisors are not permitted to participate or speak directly to the IWT. The student may present relevant information and will be given the opportunity to ask questions of any individual in attendance for the review.

The student has the right to provide information relevant to the review including names of witnesses, if any, three business days prior to the review. The IWT Chair, in consultation with other members, may determine relevancy. Information or witnesses deemed to be unnecessarily repetitive or irrelevant may be denied in the review.
  5. The IWT shall determine if the student represents a direct threat to the health and safety of the student or others and the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations with which the student is willing and able to cooperate. This assessment shall include a determination of the duration, nature and severity of the risk posed by the student to the health and safety of himself/herself or others, the likelihood that the potential harm will occur, and the imminence of the potential harm.

The IWT will consider all information presented; however, the IWT is not required to rely solely on the opinion(s) of medical or mental health professionals.
  6. If the IWT concludes that a student should receive an Involuntary Medical/Psychological Withdrawal, the IWT may make recommendations including conditions for readmission and interactions with the campus community during the period of withdrawal.
  7. The student shall be provided written notice of the decision, stating the reasons and also advising the student of the right to an appeal.
- E. Appeal of Involuntary Medical/Psychological Withdrawal
- A student who is involuntarily withdrawn under this policy may submit a written request to the Provost within three (3) business days of receipt of the notice for Involuntary Medical/Psychological Withdrawal. The Provost shall review the appeal within seven (7) working days of receipt of the written appeal. The Provost may:
1. Uphold the withdrawal;
  2. Reinstate the student; or
  3. Reinstate the student subject to specified conditions that may include, without limitation, participation in an ongoing treatment program, acceptance of and compliance with a behavioral contract, a housing relocation, reduced course load or any combination thereof.
- The Provost may also modify the conditions of readmission, if applicable. The Provost's decision is final.
- F. Readmission
- A student who has been withdrawn under this procedure (voluntarily or involuntarily) and who wishes to be considered for readmission must provide to the Dean of Students the appropriate documentation to comply with the conditions of readmission. The Dean of Students will consult members of the IWT as needed to determine if the conditions have been met and will recommend

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to the Provost whether the student should be eligible for readmission. If eligible, the student may reapply for admission through the Office of Graduate Studies.

### G. Compliance

A student who fails to comply with this policy may be withdrawn on an interim basis and/or referred for disciplinary action.

### III. Statutory References for Policy

A. Rehabilitation Act of 1973, Section 504 – 29 USC § 794, et. seq.

B. Americans with Disabilities Act – 42 USC § 12131, et. seq.

## CLASS ATTENDANCE

Students are obligated to attend class regularly. Absences, excused or not, do not absolve a student from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes, or other course work obligations due to excused absences will be allowed to make up the work in a manner deemed appropriate by the instructor. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

Absences will be excused for documented cases of the following:

- a) incapacitating illness;
- b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity);
- c) death of a close relative; and
- d) religious holidays. (A list of primary sacred times for world religions can be found online at [www.interfaithcalendar.org](http://www.interfaithcalendar.org).)

The instructor will determine whether other absences from class should be excused or unexcused. In the event of an impasse between the student and the instructor, the Department Chair and/or the Dean of the college shall make the final decision as to whether an absence is to be considered excused.

An instructor is permitted to impose a penalty, including assigning the grade of **F**, for unexcused absences in excess of 25% of the regularly scheduled class meetings. An instructor may require a more stringent class attendance policy. In such cases, the instructor will make this additional attendance requirement known to his/her Dean. All instructors should state their attendance and grading policy in the course syllabus.

### Religious Observance Reasonable Accommodation

Due to the observance of a religious holiday or day of religious significance that is not included on the official list of University holidays, any student who is unable to attend classes on a particular day or days or at a particular time of day shall be excused from taking any examination or performing other academic work assignments on such days or times. To allow instructors ample opportunity to make a reasonable accommodation, students shall make requests in a timely manner prior to the exam or work. The construction of “timeliness” shall take into account the date of the announcement of the exam or work. Requesting students shall be afforded an equivalent opportunity to make up the exam or academic work that was missed due to such absences. No penalties may be imposed against students who are accommodated. Faculty shall reference the attendance policy on all course syllabi. The arbiter of any conflicts or controversies arising from this policy, whether initiated by students or faculty, shall be the Provost or his/her designee. Appeals may be taken directly to the President.

## FINAL EXAMINATIONS

Final examinations for Fall and Spring are held over a five-day period at the close of each semester; Summer semester examinations are held at the close of each session. Examination schedules are published online at the [Office of the Registrar's](#) website. No final examination may be held outside the stated time without special permission of the instructor's Dean.

In any course or laboratory which meets three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once or twice a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. This provision applies to all examinations except laboratory examinations. With the approval of the Dean, laboratory examinations may be given during the last week of class.

Re-examination for the purpose of removing a grade of **F** or raising a grade is not permitted.

A student who is absent from any final examination will be given the grade **F** on the course if an excuse acceptable to the instructor has not been offered. If excused, the student will be assigned a grade of **Incomplete** and may complete the course through a Deferred Examination (see details in section below). The definition and description of an **Incomplete** grade may be found in the [Grading System](#) section of this catalog.

If an instructor teaches more than one section of the same course, a student may be transferred from one examination section to another upon permission of the instructor.

Any student with three examinations scheduled on the same day may arrange for an Alternate Examination time with the instructor of the second examination. The instructor of the second examination will make the necessary arrangements upon the student's request.

## Deferred Examinations

A student who has received an **Incomplete** in a course as a result of being *excused* from an examination may be eligible for a deferred or special final examination. For a deferred or special final examination, the instructor and the student mutually agree on a date and time for the exam. A deferred or special final examination may be taken during the next regularly scheduled final examination period for that course. The examination must be taken within one major semester from the time that the **Incomplete** was assigned.

## [Student Life Exam Week Policy](#)

### Summary:

The goal of this policy is to help improve students' success by giving them more time to prepare for final examinations. This policy addresses issues related to student organizations and sport clubs regarding events, meetings, practices, etc. during the time leading up to and through finals week. Policies related to finals week for academics can be found in the Schedule of Courses, and for athletics policies concerning finals week, please contact the Athletic Department.

### I. Policy

- A. In the 72 hours preceding Study Day or Exam Period (if no Study Day exists) through the final day of exams during the fall and spring terms:
  1. No student organization, club, Greek organization, intramural team, et al., is permitted to meet, practice, schedule events or fundraise during the above specified period of time.
  2. No sport club team may compete or conduct practices during the above specified period of time.
  3. No on-campus or off-campus Event Registrations for the groups listed above will be accepted during above specified period of time.

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### B. Exceptions

The intent of this policy is to provide students with time to review and prepare for their final examinations. Therefore, no student organization may hold meetings or sponsored events without the expressed permission of the Dean of Students. Exceptions to this policy are rare and must be applied for a minimum of two weeks prior to the designated period. To request an exemption to this policy, please submit the request form provided at [www.coastal.edu/osal/forms](http://www.coastal.edu/osal/forms).

### **COURSE CREDIT**

The credit value of each course is usually determined by the number of class meetings per week during one semester. Two or three laboratory hours (one period) are equivalent to one class meeting. The credits for each course are included in each course description.

The instructional hour is identified as 50 minutes. One semester credit hour will be identified as 700 minutes of classroom instruction or equivalent laboratory time, plus an exam period. The University has the flexibility to use alternative schedules within the semester as long as each semester credit granted allows for a minimum of 700 minutes of classroom instruction or an equivalent amount of laboratory time, plus an exam period.

When the University offers courses in a concentrated or abbreviated time period, or non-traditional/hybrid formats, the outcome of the instruction must demonstrate that students in such courses have acquired competencies and levels of knowledge comparable to those that would be required of students taking similar courses in the traditional formats.

Coastal Carolina University awards course credit only to currently enrolled students and only through "in residence" course work, academic transfer credit, transient study, and military educational experiences as stipulated below.

### **Credit by Examination**

No graduate credit is offered by examination only.

### **Credit through Experiential Learning**

Graduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the University.

### **Correspondence Courses**

The University neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward a graduate degree.

### **Transient Study**

Credit for work completed at other institutions by Coastal students will not be accepted for transfer if the student has previously failed to earn the required grade in an equivalent course at Coastal. Credit for other courses will be accepted only under the conditions that (a) each course has been approved in advance by the Dean or the Provost and such approval filed in writing with the Office of the Registrar, (b) each course has been passed with a grade adequate for transfer purposes (B or better), and (c) each course was taken for "academic credit".

### **Foreign Institution Credit**

Students who have attended post-secondary educational institutions, colleges or universities outside the United States, are required to submit a professional credential evaluation of all work completed (or a course-by-course report). The course-by-course evaluation report through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services should be sent directly to the Office of Graduate Studies at Coastal Carolina University.

Foreign credits are evaluated within the Office of International Programs and Services. As with transfer hours from a U.S. institution, foreign credits may be determined to be transferable, yet not be applicable toward satisfying degree requirements. The program Coordinator/Director or Dean determines whether specific transferable hours will satisfy degree requirements.

### **Military Credit**

Hours of credit which may be awarded for educational experiences in the military will be in accordance with recommendations published by the American Council on Education and will be consistent with University policy on the transfer of credit. Hours awarded for educational experience in the military may include credits not applicable in certain degree programs. The student must consult the Dean of the appropriate degree program to determine applicability.

### **Revalidation of Over-Age University Courses**

Degree seeking graduate students of the University desiring to revalidate over-age courses (courses over six years old) must secure permission of the Dean where the course is housed. If the revalidation is to be completed by formal examination, the applicant must pay in the Office of Student Accounts, in advance of the examination, a fee of \$75.00 for each course to be revalidated. The fee is not refundable once the student has presented himself/herself to the instructor for the examination.

### **Transfer Credit**

Students may transfer graduate credit from regionally accredited colleges and universities\* for academic courses completed with grades of B or better, but the University reserves the right to determine what credit, if any, for graduate courses taken elsewhere will be counted toward its degrees. Decisions as to transfer course applicability, in terms of courses as well as maximum transfer hours, are made at the academic level where the graduate degree program is offered. A student cannot be awarded more transfer credit for a course than the original institution awarded. Students transferring courses into the University should consult the academic area where their graduate program of interest is housed regarding criteria for the use of transfer credits in the degree program.

Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record.

Credits earned at another institution while a student is on suspension, academic or non-academic, from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average.

\*The regional accrediting associations are: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

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### Evaluation of Transfer Credit

Up to 12 semester credit hours with grades of B or better (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be used in the fulfillment of degree requirements in graduate degree programs at Coastal Carolina University. Graduate credit must have been earned at an institution accredited by a regional accrediting commission at the time the course work was completed. The only exceptions to this standard are transfer from foreign institutions and transfer of course work completed at an institution accredited by a recognized accrediting body or the acceptance of credit for military education. Graduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the University.

Transfer graduate credit must be approved by the chair of the department of the course, the Dean of the course, the graduate coordinator/director and the Dean of the College where the student seeks to have the credit applied. Students are advised that some academic programs do not allow 12 semester hours of transfer course work to be applied to the degree program. Transfer credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit.

Grade point average (GPA) is calculated on the basis of all work in the student's career at Coastal Carolina University. Credits earned at other institutions and transferred to Coastal Carolina University may be used to satisfy program requirements but will not be calculated as a part of the GPA.

### Residency

Students may transfer a maximum of twelve credit hours into the University applicable to the completion of a degree program. Hours remaining beyond the maximum of twelve that may be transferred in must be completed "in residence" at the University. Students studying in a degree program that requires a thesis must register for a minimum of one credit hour in the semester of the thesis defense.

### GRADING SYSTEM

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student's responsibility to stay informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

With the exception of the **Fx** grade, the grading system outlined below has been in effect since the Fall Semester, 1978. Under this system, graduate course credit will be granted only for earned grades of **A, B+, B, C+, C, D+, D** or **S**. Each of the following symbols will become a permanent part of the student's academic record when assigned.

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

**S** and **U** indicate respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under the Pass-Fail option. Courses carried under the Pass-Fail option will not affect a student's grade point average.

**W** is assigned for withdrawal from a course after the official late registration period and through two-thirds of the total number of class days from the beginning of the semester. Courses dropped during the official late registration period (as published in the [University Academic Calendar](#), located on the University's official website) will not be recorded on a student's permanent record. In exceptional

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cases, the grade **W** may be assigned for *total* University Withdrawals after two-thirds of the total number of class days of the semester. (See [withdrawal procedures](#), page 32.) A grade of **W** will not enter into the grade point average computation but will be recorded on the student's permanent record.

**WF** is assigned for withdrawal from a course after the last date to withdraw grade of **W** (as prescribed in the University Academic Calendar) and is treated as an **F** in the grade point average computation.

**I**, Incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility, or family hardship. The grade of **I** is **not** intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. In those instances when the faculty member agrees to assign the grade of **I**, the faculty member must prepare with the student a completed Assignment of Incomplete Grade form stating specific expectations that the student must meet before the **I** grade is changed to a letter grade. Additional forms may be required by the department. This Assignment of Incomplete Grade form must also include a deadline for completion of the work. Students who receive an **I** (Incomplete) grade normally have one major semester to complete the work required. Copies of the completed form are then distributed to the student, the Registrar, the Department Chair or College Dean, and the Instructor at the time grades are reported. **Once an incomplete has been assigned for a course the student is not permitted to register for that course. The student is responsible for completing the coursework with the Instructor within the deadline given for completion of the work.** The grade **I** will not affect the student's GPA during the one semester, or during the contractually agreed upon time limit. After one major semester (or the agreed upon limit), a grade of **I** for which work has not been completed is permanently changed to a grade of **F**. Work to be completed must be submitted in sufficient time for the grade to be assigned and processed prior to the conversion of the **I** to an **F**. The responsibility for completing the requirements and assuring removal of an **I** rests directly with the student. Suspension does not extend the time allowed to make up an Incomplete.

**Fx** is assigned for courses where failure occurs as a result of academic dishonesty. The **Fx** grade is treated as an **F** in the grade point average computation. Courses that receive an **Fx** grade may only be repeated via the "Standard Repeat" option. When assigned, the **Fx** grade will become a part of the student's internal academic record and will appear on unofficial transcripts and within the student information system. The **Fx** grade will not appear on the student's official transcript, but is reported as an **F**.

**AUD** indicates a course was carried on an audit basis. A grade of **AUD** will not enter into the grade point average computation.

### Grade Changes

A grade may be changed by the instructor of record of a course for a period of one year after the completion of the course. In the case of a deceased faculty member, or in extreme cases and for cogent reasons, the Department Chair, in consultation with the Dean of the College offering the course and the University Registrar, may act in place of the instructor of record.

Prior to graduating, students may utilize the General Petition process to appeal a grade, provided the petition is submitted within three years of the semester the course ended. After graduating, only the final semester's grades can be appealed. This appeal must be made within six months of the graduation date.

Note: Grades that resulted from a violation of the academic integrity code are not subject to the General Petition process.

### Pass-Fail Option

Under certain circumstances, a student may elect pass-fail grading in a course whose content is outside the major area. This option permits enrichment of the student's experience without affecting the average grade. A grade of either satisfactory (S) or unsatisfactory (U) will be awarded, and those courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult his/her adviser and the Chair of the department offering the course prior to registration. Satisfactory/unsatisfactory grading is available only for courses specifically approved for such grading or individually by prior authorization of the Dean of the course.

### Grade Point Average

The Grade Point Average is determined by dividing the total number of Grade Points by the total number of Grade Hours.

$$\text{GPA} = (\text{Grade Points}) \div (\text{Grade Hours})$$

Grade Points are calculated by multiplying the number of credit hours assigned to a course by the value of the grade earned in the course.

<u>Earned Grade</u>	<u>Value of the Grade</u>
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0
WF	0.0
Fx	0.0

Grade hours are calculated by adding the credit hours of all courses with an earned grade.

Only grades of **A, B+, B, C+, C, D+, D, F, WF, and Fx** are used in the calculation of Grade Hours, Grade Points, and the Grade Point Average. Grades of **I, S, U, W, and AUD** do not affect Grade Point Average.

### Obtaining Grades

Following each major semester of enrollment, grades are available to students within their online WebAdvisor accounts. No grades will be available, however, to students who have outstanding financial obligations to the University.

### ENROLLMENT VERIFICATION

Verification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the verification. Beginning and ending dates reported in enrollment verification conform to the official University Academic Calendar dates for the semester requested. Enrollment verification can be attained via WebAdvisor through the National Student Clearinghouse at [Office of the Registrar](#).

### TRANSCRIPTS

A transcript of a student's record carries the following information: a detailed statement of the Coastal Carolina University scholastic record showing courses pursued with credits carried, credits earned, grades, grade points, grade point average, grade point deficits, academic status as appropriate, and an

## Coastal Carolina University 2011-2012 Graduate Studies Catalog

explanation of the grading system. All failures, incomplete grades, and penalties such as suspensions are also indicated. Students who were enrolled at Coastal Carolina University prior to Summer II 1993 and who did not return to Coastal Carolina University until the Fall 1997 Semester or later are considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 is not included in the Coastal Carolina University academic totals.

All requests for transcripts must be in written form. Any student who needs a transcript or a certified copy of the end-of-semester grade report must complete a Transcript Request form at the Office of the Registrar, or send a signed and dated letter containing all pertinent identifying information to the Office of the Registrar. In addition to the written consent, each transcript request should include full name or names used, student number, dates of attendance, location of attendance, and date of birth to ensure proper identification of the record requested.

Transcripts will not be issued to a student who is indebted to Coastal Carolina University. Partial transcripts will not be issued.

Information on how to order an official transcript can be found online at [Office of the Registrar](#).

### CLASSIFICATION OF STUDENTS

Graduate students are classified as degree seeking for non-degree seeking graduate students. See [Graduate Admissions](#).

### FERPA

#### Notification Of Student Rights Under Family Educational Rights And Privacy Act

Coastal Carolina University education record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The University provides official notice to students of their rights under FERPA by publishing such notice in the Coastal Carolina University Catalog and on the Registrar's Home Page.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

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

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

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

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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- (a) To school officials with legitimate educational interests;  
A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including campus law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (b) To officials of other institutions in which the student intends to enroll provided that the student has previously requested a release of his/her record to the requesting institution;
- (c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, the Attorney General of the United States, the U.S. Census Bureau, state/local educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;
- (d) In connection with a student's application for, and receipt of, financial aid;
- (e) To comply with a judicial order or lawfully issued subpoena;
- (f) To parents of dependent students as defined by the Internal Revenue Code of 1986, Section 152;
- (g) To appropriate parties in a health or safety emergency; or
- (h) To the alleged victim of any crime of violence or the results of any disciplinary proceedings conducted by the University.

Coastal Carolina University has designated the following items as **Directory Information**: a student's name, mailing addresses (local, permanent, electronic), telephone numbers, photograph, electronic image, semester(s) of attendance, enrollment status (full- or part-time), date of admission, date of graduation, college, major and minor fields of study; whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), the most recent educational institution attended, weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University. The University may disclose any of these items without prior written consent unless the student has submitted a written request in the Office of the Registrar not to release directory information pertaining to them. This request must be made at the time of registration but no later than 14 days after the beginning of the semester.

The University may publish a Student Directory annually. Students who do not wish to have information printed in the Student Directory should complete a Student Directory Privacy Request Form, available in the Office of the Registrar. Student Directory Privacy Request Forms must be completed no later than 14 days after the beginning of the semester.

**4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Coastal Carolina University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:***

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington DC 20202-4605

Questions concerning this law and the University's procedures concerning release of student education records may be directed to the Office of the Registrar, Singleton Building, Room 116, 843-349-2019.

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**Appeals:** An appropriate hearing board will provide each student with an opportunity to challenge the content of their University education records, to ensure that the records are accurate, and provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Hearing requests should be made to the University Registrar.

### **ACADEMIC STATUS**

The following standards regarding scholastic eligibility, probation, and suspension are applicable to all degree seeking graduate students. Administration of these regulations is the responsibility of the Provost.

#### **Good Academic Standing**

Continued enrollment in Coastal Carolina University is a privilege that is granted to a student who is making satisfactory academic progress toward a degree.

#### **Academic Probation/Suspension Status**

Graduate students may earn degree credit completed at a grade level of C or above. However, the student's average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a B (3.0 on a 4-point system). Additionally, the student's grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.0. Students are advised that some academic programs may have more stringent standards and to contact the graduate Coordinator/Director in their degree program regarding applicable academic standards. Grades earned on credits transferred from other universities do not count in the grade point average. Grades earned below the grade of C do not transfer to Coastal Carolina University.

Students who receive grades below B on 12 credits of degree-required graduate coursework at the University within a 6 year period are suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students, without the specific written approval by the Director of Graduate Studies. After a grade below B is 6 years old, it will cease to be a disqualifying factor.

#### **Appeals for Reinstatement**

If a student is dismissed from a graduate program, appeals for reinstatement to degree candidacy should be forwarded to the Dean of the College for review by the college's appeals process. Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by their graduate program(s), be allowed to proceed toward their degrees provided they receive no additional grades below B. Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of their graduate program(s) if they wish to be considered for reinstatement.

#### **Academic Discipline**

Infractions of academic discipline at the University are dealt with in accordance with The Code of Student Conduct. Examples of such infractions include but are not limited to cheating, plagiarism, and illegal use of old laboratory reports. Further information is contained in The Student Handbook. The Code of Student Conduct and The Student Handbook can both be found under [Office of Student Conduct](#).

#### **Appeals and Petitions**

Appeals should be made within the academic College that directs the student's program. Appeals should be addressed to the designated graduate Coordinator/Director in the College where the course work is housed. Only after the internal process for appeals and grievances has been exhausted should a student take his/her case to the Dean of the College. If the Dean cannot resolve the question being raised, he/she will refer it to the Committee on Petitions and Scholastic Standing, or other similar committee, in the College of the student's degree program.

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A student who wants relief from any academic regulation of the University may submit the case for consideration to the appropriate committee in the College of the student's degree program or the appropriate University-wide committee. Petitions related to programs, regulations, or other matters in the graduate program should be addressed to the Dean of the College who will then refer it to the appropriate College committee. Petitions requesting substantial deviation from established practice also should be referred to the Dean of the College. Appeals, grievances, or petitions may be related to academic matters only.

### GRADUATION

For graduation, graduate students must file a formal application with the Dean of the degree program by the date specified in the University Academic Calendar (which is during the first month of the semester of graduation). The application may be obtained from the Office of the Dean of the degree program or the [Office of the Registrar](#). The completed and signed graduation application, a graduation certification form, and the fee receipt must be submitted to the Dean of the degree program. Graduation semesters at the University are Summer, Fall/December, and Spring/May. Commencement exercises are held at the end of the Fall and the Spring semesters. Students graduating in the Summer semester may participate in May Commencement,

Graduation is based on a cumulative GPA calculated on the basis of all coursework completed by the student at Coastal Carolina University. Students who were enrolled at Coastal Carolina University prior to Summer II 1993 and who did not return to Coastal Carolina University until Fall 1997 Semester or later are considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 is not included in the calculation of this cumulative GPA. Coastal Carolina University students granted approval to complete course work at other institutions will not have this work calculated as a part of the GPA. Credits earned at other institutions and transferred to Coastal Carolina University may be used to satisfy program requirements but will not be calculated as part of the GPA. Students attending the University in any non-degree graduate student admission category will not be considered for graduation.

Students are responsible for their own academic program and for meeting the requirements of their degree program. It is recommended that they meet with their faculty adviser at least once each semester. In order to be eligible for graduation, students must meet all course requirements, meet all "in residence" requirements, meet all program requirements, and have a cumulative GPA of at least **3.0** on all work attempted at Coastal Carolina University.

Diplomas and transcripts will not be issued to students who are indebted to the University.

Students who do not fulfill degree requirements by the last day of final exams (including incomplete coursework) must reapply (fee waived) for graduation in a subsequent semester.

Degrees are not posted to transcripts and diplomas are not awarded until after the application has been certified by the Office of the Registrar and approved by the Office of the Provost. This process may take 4-6 weeks after the commencement date.

### Degrees

See [list of degrees](#).

**Second Graduate Degree**

Students who have completed a graduate degree at Coastal Carolina University or another institution may have a maximum of twelve (12) hours approved for the second Master's degree. Courses must be approved by the director/coordinator of the program, the Dean, and the Director of Graduate Studies.



## **Fees and Expenses**

## FEES AND EXPENSES

Office of Student Accounts  
Residence Status  
Application Fee  
Enrollment Notification  
Tuition and Fees – Academic Year 2011-2012  
Senior Citizen  
Course Auditing  
Tuition/Fee Credit/Adjustments  
Insurance Fees  
Transcript Fees

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Coastal Carolina University reserves the right to change fees when deemed necessary, based upon approval by the Coastal Carolina University Board of Trustees and approved by State policies. All charges are due and payable on the date that they are incurred, or the due date indicated on the ticket, invoice, or statement. Checks for the exact amount of the total charges must be made payable to Coastal Carolina University.

Any student who fails to pay all required registration fees on or before the cancellation date will be dropped from the class rolls of each course in which they are enrolled.

A student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, take final examinations, or be issued a transcript, diploma, degree, grade reports, or any other official statement.

Failure of a student to properly register and appear on class rolls and failure to pay tuition disqualifies the student from receiving credit for any coursework, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

### OFFICE OF STUDENT ACCOUNTS

The [Office of Student Accounts](#) at the University is responsible for billing and consolidating billed charges to student's individual accounts and collecting those outstanding balances from self-pay, financial aid or other sources. Billed charges include tuition, room and board (meal plans), lab and technology fees, and certain miscellaneous charges including book charges, medical service charges, penalties and fines. Payments to accounts are accepted from personal resources (cash, checks, money orders, credit cards) and, when applicable, are coordinated from sources established through processes of the [Office of Financial Aid and Scholarships](#).

The Office of Student Accounts is responsible for settling student financial aid credits when financial aid receipts exceed semester charges, and issuing student tuition and housing refunds as the University policy prescribes.

To minimize disruptions to class schedules, access to grades and diplomas, it is important that each student keeps up with his/her student account balances and associated timelines for payment. A [Student Accounts Calendar](#) for the academic year is provided to inform or remind students of the dates that bills are available and the due dates for bill payments. Refunds based on class schedule adjustments, [Add/Drop](#) or withdrawals, are applied based on University Policies and Guidelines.

## RESIDENCE STATUS

The South Carolina Commission on Higher Education establishes the regulations for determining in-state status. For a list of these regulations, visit the [South Carolina Commission on Higher Education](#) website. A copy of Residency information and the *Application for Classification as a South Carolina Resident for Tuition and Fee Purposes* may be found at <http://www.coastal.edu/admissions/applications/SCResidencyApplication.pdf>. More information is also available under SC Residency on the [Office of the Registrar](#) website.

## APPLICATION FEE

Every new applicant will be charged a non-refundable fee of \$45. All applications must be accompanied by the application fee.

## ENROLLMENT NOTIFICATION

Upon acceptance to Coastal Carolina University, all degree seeking graduate students are notified and are required to notify the degree program coordinator/director of their decision to accept or not accept admission into the specified graduate degree program.

## TUITION AND FEES – ACADEMIC YEAR 2011-2012

See [Office of Student Accounts](#) for most current fee information.

Tuition and technology fees per semester according to academic level and the number of hours for which a student is registered may be found at the website for the [Office of Student Accounts](#). Click the amount for a breakdown of where tuition and technology fees are spent at the University. Lab and other fees are not included in this listing.

Information on the following fees is also available:

- [Housing](#)
- [Meal Plans](#)
- [Other Fees](#)
  - Diploma application
  - Replacement Student ID card
  - Parking decal
  - Parking fee information may be found on the [Department of Public Safety](#) website.

Lab fees on select courses may be found on the [Office of the Registrar's](#) website.

Coastal Carolina University reserves the right to change fees when deemed necessary based upon approval by the Coastal Carolina University Board of Trustees and approved State policies.

## Graduate Fees\*

### Graduate Fees for Non-Business Programs

1. Course fees, South Carolina resident; per credit hour ..... \$460.00
2. Course fees, non-resident; per credit hour ..... \$690.00

### Graduate Fees for Business Programs

1. Course fees, South Carolina resident; per credit hour ..... \$520.00
2. Course fees, non-resident; per credit hour ..... \$795.00

\* Graduate students pay per credit hour for all courses for which they are registered.

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Full-time graduate students are classified as students taking nine (9) or more graduate hours during a Fall or Spring semester, or six (6) hours during a summer session. Students taking eight (8) hours or less during Fall or Spring and less than six (6) hours in summer are classified as part-time graduate students.

*Failure of a student to properly register and appear on class rosters and failure to pay tuition disqualifies the student from receiving credit for any course work, even if the student attends class and takes exams and earns a grade with the permission of the instructor.*

### SENIOR CITIZENS

An applicant who is 60 years of age or older and a resident of South Carolina may enroll in courses tuition free providing there is available space in the course. A special senior citizen application must be completed in the Office of Graduate Studies. Students participating in the "Senior Citizen free tuition provision" are not eligible to register for courses until the day prior to the first day of class.

### COURSE AUDITING

Students auditing a course may take any course with departmental approval and pay full fees for such a course.

### TUITION/FEE CREDIT/ADJUSTMENTS

For the most recent information and schedules, please see the website of the [Office of Student Accounts](#).

Coastal Carolina University credits all or a portion of tuition charges for adjustments to a student's class schedule made after the start of classes depending on certain criteria. Coastal Carolina University credits all or a portion of tuition charges for students who voluntarily withdraw in conformance with the University Withdrawal policies and procedures (see the [Office of the Registrar](#) website). The schedules for these credits are listed on the [Student Accounts refund](#) webpage.

#### University Refund Schedule Dates For Complete Withdrawal and Course Drops

**\*These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at [Office of Student Accounts](#).

**NOTE:** To ensure accuracy of billing, full-time students who are dropping and adding courses should first add a course or courses and subsequently complete the drop procedure.

#### Fall 2011

From First day of class through Tuesday, August 30	100%
From Wednesday, August 31 through Tuesday, September 6	90%
After Tuesday, September 6	<b>NO REFUND FOR COURSE DROPS</b>
The following dates are for <b><u>complete withdrawal only</u></b> .	
From Wednesday, September 7 through Tuesday, September 20	50%
From Wednesday, September 21 through Tuesday, October 11	25%
After Tuesday, October 11	<b>NO REFUND</b>

#### Fall I & Fall II 2011

100% through the second day of the semester  
90% third day of the semester through the fourth day of the semester  
No refunds after these dates

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### Spring 2012

From	First day of class through Tuesday, January 17	100%
From	Wednesday, January 18 through Tuesday, January 24	90%
After	Tuesday, January 24	<b>NO REFUND FOR COURSE DROPS</b>
The following dates are for <b><u>complete withdrawal only</u></b> .		
From	Wednesday, January 25 through Tuesday, February 7	50%
From	Wednesday, February 8 through Tuesday, February 28	25%
After	Tuesday, February 28	<b>NO REFUND</b>

### Spring I & Spring II 2012

100% through the second day of the semester  
90% third day of the semester through the fourth day of the semester  
No refunds after these dates

### May, Summer I, Summer Eight-Week and Summer II 2012

100% through the second day of the semester  
90% third day of the semester through the fourth day of the semester  
No refunds after these dates

With proper notice of housing cancellation, a student is entitled to a credit adjustment based on the schedule set on the Student Accounts refund webpage. There is a \$1000 penalty if a student does not submit a cancellation notice and remains enrolled for the semester. Students who are removed from housing for judicial reasons do not receive housing fee refunds.

Cancelling a meal plan after the first day classes begin results in a cancellation fee and other charges. These fees are outlined on the Student Accounts refund webpage.

For the most current fee schedule, go to the [Office of Student Account's](#) website.

### INSURANCE FEES

Student health and accident insurance are optionally available to all registered students. Please consult the [Student Health Services](#) website for information.

All international students attending Coastal Carolina University, both F1 and J1 visa holders, must carry health insurance, including medical evacuation and repatriation coverage. Medical insurance *should* be purchased before arriving to the United States, and **must** be purchased by the first day of the semester. Health insurance must always be kept valid and current. Proof of insurance, including the policy's coverage details and confirmation of purchase, must be submitted to the OIPS upon arriving to the U.S., as well as each and every time a new insurance policy is purchased or renewed. Please consult the [Office of International Programs and Services](#).

### TRANSCRIPT FEES

Coastal Carolina University will issue up to six (6) official transcripts per student per calendar year at no charge. A non-refundable fee of \$5.00 per copy must accompany subsequent requests that are made within the same calendar year. Please make your Check or Money Order payable to Coastal Carolina University at the Office of Student Accounts located at 107 East Chanticleer Drive (Evergreen Hall).

**RETURNED CHECKS (PAPER AND ELECTRONIC)**

A \$30 returned check fee will be charged for all returned checks. Returned checks and subsequent fees must be satisfied with cash, a bank cashier's check, or a money order. Students with 3 returned checks will be placed on check restrictions and will no longer be allowed to present checks for payment of University fees.

**LIBRARY FINES**

A fee will be charged for all late, lost or damaged library materials. For more information, please see [Lost/Damaged Library Materials](#), [Overdue Fines](#), and [Fine Policy](#).



## **Graduate Assistantships**

## GRADUATE ASSISTANTSHIPS

Purpose  
Definition  
Eligibility  
Assistantship Duties  
    Graduate Assistant  
    Research Assistant  
    Teaching Assistant  
Appointments  
Supervision  
Hours, Stipends, Course Loads, Tuition Rates, and Fees  
Renewal, Resignation, and Termination of Appointments  
Assistantship Evaluation  
Additional Employment

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### PURPOSE

Graduate assistantships provide financial assistance for graduate students, allowing them to pursue a higher degree and grow professionally through the development and application of discipline-based knowledge. Graduate assistantships are awarded through an application process and offer the student financial assistance, typically through a stipend and/or reduced tuition.

The Director of Graduate Studies is responsible for the implementation of these policies and regulations; any deviations from them must have prior approval from the Provost.

### DEFINITION

A graduate assistantship is a position that provides financial support for graduate students through their involvement in teaching, research, and/or service to the University.

### ELIGIBILITY

To be eligible for a graduate assistantship, a student must be fully admitted into a graduate degree program at the University and take a minimum of six (6) hours during the semester (fall, spring) of the assistantship. A minimum of one (1) credit hour is required during the summer of an assistantship. Some programs may require students to be enrolled in more than six hours during a semester. Students in their last semester of completing their degree may be exempt from the minimum hour requirement.

A student whose unique situation may not align with the normal procedures for assistantship appointments may petition the Director of Graduate Studies for special consideration.

Students admitted to a program provisionally are not eligible for an assistantship.

### ASSISTANTSHIP DUTIES

Assistantship duties reflect three areas of University productivity: teaching, research, and service. Assistantships duties may include a single area or a combination of areas. Normally students with a half-time assistantship work 20 hours per week. A quarter-time appointment is typically 10 hours per week.

#### 1. Graduate Assistant

Provides administrative and/or faculty support such as assisting with special project assignments, institutional research/service, data collecting and analysis, and/or technical/support services, etc.  
May assist with undergraduate classes or laboratories under direct supervision of a faculty

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member. Assistance may include tutoring, attending and helping prepare lectures, grading papers, keeping class records, or conducting group discussions.

### 2. **Research Assistant**

Engages in active research and/or research support under the direct supervision of faculty or staff conducting grant-supported research. The assistantship is funded through the grant.

### 4. **Teaching Assistant**

Teaches undergraduate classes or laboratories with direct guidance, training, and evaluations by a faculty member. The Graduate Teacher must have 18 graduate hours in the teaching discipline.

Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. (SACS Comprehensive Standard 3.7.1 of the *Principles of Accreditation, Faculty Credentials Guidelines*).

## APPOINTMENTS

Students will receive a letter of offer for the assistantship appointment. The letter will clearly identify the category of the assistantship, the supervisor, and the duties to be performed, i.e., job description. Students and their supervisors should work together to develop a written plan, based on reasonable expectations of student productivity, to involve an amount of effort commensurate with the appointment.

Students may not receive assistantship appointments from Coastal Carolina University (CCU) funds that exceed the expected completion time for their program of study without prior approval from the Office of Graduate Studies and the Provost.

## SUPERVISION

Each academic and administrative unit with assistantship appointments should clearly communicate expectations about assistantships to students as well as to supervising faculty and staff to ensure that students' duties have intellectual and educational value. Each student with an assistantship will have an immediate supervisor who will be either the Cost Center Director or an individual appointed by the Cost Center Director.

Students should keep their supervisor(s) apprised of any changes that need to be made to the agreed-upon schedule. Changes may be necessary because of the student's own classes, examinations, job searches, conferences, illness, or other personal or professional factors. Flexibility is needed in interpreting the time commitment of the student to accommodate the demands of the assignment, the needs of the student, and the varying skills and capabilities of the student. Having flexibility in the time a student spends on assistantship duties, however, is not license for departments to increase these duties to an unreasonable level or lower them beyond a reasonable expectation. The hiring unit is expected to provide students on assistantships with work space and equipment necessary for their work.

It is the responsibility of the student's immediate supervisor to supervise the student's work and also be informed as to the student's progress in his or her academic program. The primary reason that the graduate student is at the University is the successful completion of a graduate program. This understanding should be kept foremost in mind by the supervisor in working with the student in fulfilling his or her responsibilities.

Students must be formally evaluated at the end of each semester that the assistantship is held. The evaluation must be conducted by the student's immediate supervisor and be specific to the duties assigned. The results of the evaluation should be conveyed to the student in writing in a timely manner and filed in both the college as well as the Office of Graduate Studies.

## **HOURS, STIPENDS, COURSE LOADS, TUITION RATES AND FEES**

### **Hours**

The work schedule for a student with an assistantship is typically termed a half-time appointment. It may be arranged in terms of hours per week [customarily, no more than twenty (20) hours per week] or tasks completed, e.g., courses taught, research project, etc. A quarter-time schedule is arranged, likewise, in terms of hours per week [customarily, no more than ten (10)] or tasks completed.

Assistantships are ordinarily awarded for a semester, fall or spring; but may also be awarded during the summer. As employees at the University, students are officially considered by the Office of Human Resources and Equal Opportunity to be on semester-long appointments. Assistantships may be renewed at the end of the semester.

### **Stipend**

A student's stipend needs to be stated in terms of the semester or summer rather than on an hourly basis. Appointment periods are: Fall (8/16 - 12/15); Spring (1/16 - 5/15); Summer (5/16 - 8/15).

Students on a half-time appointment normally receive a stipend for the semester. Comparably to the fall and spring semesters, students who hold graduate assistantships in the summer receive a stipend and follow a work schedule typical to schedules arranged in the fall and spring semesters. Graduate students on a quarter-time appointment normally receive a stipend that is one-half the stipend for a half-time appointment.

### **Course Loads for Graduate Assistants and Reduced Tuition**

Preference is given in graduate assistantships to full-time students unless the student is in their last semester. Reduced tuition is given for a maximum of twelve (12) graduate hours. Any hours taken above this maximum of twelve (12) must be fully paid for by the student at the full tuition rate. Any hours above twelve (12) that are subject to withdrawal fees will be based on the full tuition rate.

### **Tuition Rates and Fees**

Half-time assistantships may qualify for a reduced tuition rate, as published annually. Assistantship reduced tuition rates apply to both in-state and out-of-state students. Quarter-time assistantships do not receive a reduced tuition rate. All students are billed for a technology fee when registering for six (6) or more credit hours. In addition, all students who park a vehicle on campus are required to purchase a parking sticker.

In order to qualify for a reduced tuition rate students with an assistantship must take a minimum of six (6) hours during the semester of the assistantship. A minimum of one (1) hour is required if the assistantship is during the summer.

Students who have held an assistantship for one or two semesters may be given the reduced tuition rate for a maximum to three (3) credit hours for one summer following their first academic year, if their program requires more than one year to complete.

In addition to receiving a stipend and a reduced tuition rate, students may have a portion or all of their tuition paid by their hiring units. When this is the case, the tuition portion of the student's compensation will be established by the hiring unit as a credit with the Bursar's Office against which the tuition for the semester will be charged. Students are responsible for any portion of their tuition and fees not covered by the employing unit.

Typically, students who are appointed to an assistantship after the first 30 days of a semester or after the first 10 days of a summer term are not eligible for the reduced tuition rate during that semester. Students

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who are appointed prior to these deadline dates but whose duties terminate before the midterm date or before they earn the minimum salary payment amount will be billed for full fees. This standard applies specifically to CCU-funded assistantships.

Assistantships funded by sources external to CCU, however, may be considered on a flexible or variable schedule as determined by the University's receipt of funds from an external funding agency or organization. For example, external funding may be confirmed early in or even prior to a particular semester but not be in place until the semester is underway. In such a circumstance, a student may be selected for the assistantship, officially begin work when the funding becomes available, but also receive reduced tuition for that semester as it has been confirmed that the funding has been awarded.

Students on assistantships do not accrue sick leave; consequently, work missed due to illness should be made up. It is the responsibility of the department or hiring unit to discuss and confirm work schedules with the graduate assistant when he or she is appointed. Normally, students are not expected to work during examination periods or during state and staff holidays.

Students that fail to perform the duties of the assistantship may be terminated from their appointment.

### **RENEWAL, RESIGNATION, AND TERMINATION OF APPOINTMENTS**

As previously noted, assistantships are ordinarily assigned for a semester or for the summer.

#### **Renewal**

Students are appointed to an assistantship for one semester with the possibility of renewal. In those programs which require two years for completion, students are allowed to hold a CCU funded assistantship for a maximum of two academic years. Continuation of an assistantship is contingent upon departmental policy and the following:

1. Registering for a minimum of 6 hours per semester (except in the last semester),
2. Maintaining a 3.0 or better cumulative GPA,
3. Making satisfactory academic progress in their program, and
4. Satisfactory evaluation for the prior assistantship appointment.

As previously noted, graduate students should receive an offer letter for an assistantship that clearly identifies the student's supervisor and expected duties to be performed. It is against this identification of duties that the determination of satisfactory performance should be based.

Students should be informed as early as possible of a department's intention about renewing the assistantship. If, because of enrollment, budget or other uncertainties, a unit cannot make a firm commitment to a student about reappointment, a letter of intent should be sent to the assistant stating that these uncertainties exist and explicitly defining the unit's plans once the situation is clarified.

If a student wishes to be in a unit other than that of his or her initial assistantship application, they will need to submit a new graduate assistantship application and three professional letters of recommendation to support this application.

#### **Resignation**

Student appointments are expected to follow the semester or term schedule from beginning to end in order to be eligible for reduced tuition during the period of appointment.

A student who resigns an assistantship appointment or whose appointment is canceled before service is rendered for at least two-thirds of the term during the regular semester or half of a summer term is required to pay the full amount of appropriate tuition and fees for that term.

### **Termination**

An assistantship appointment may be terminated during the term of the appointment if the assistant is no longer a student at the University, no longer making satisfactory academic progress, or substantially fails to perform his or her assigned duties. Academic department chairs, college deans, program coordinators or directors, and/or office administrator reserve the right to terminate a graduate assistant if the student is not fulfilling the duties of the assistantship. The Graduate Director and the Provost are to be informed if a graduate assistant is to be terminated.

In cases of termination, the student should be provided written notice and an opportunity to respond to the supervisor prior to termination.

### **ASSISTANTSHIP EVALUATION**

Graduate assistants will be evaluated at the end of each semester. The evaluation is included in determining a graduate assistant's eligibility to continue in the position. (See [Supervision](#).)

### **ADDITIONAL EMPLOYMENT**

It is the responsibility of the student's immediate supervisor to supervise the student's work but also be informed as to the student's progress in his or her academic program. The primary reason that the graduate student is at the University is the successful completion of a graduate degree program. This understanding should be kept foremost in mind in working with students in fulfilling their responsibilities. The following points are of importance in this area.

While students with assistantships are officially employees of the University, they are unique employees in that they are being employed as a means of supporting them in their pursuit of advanced study. Additional employment by the student away from the University is discouraged.

Additional employment at the University, in addition to the assistantship, must be approved by the student's immediate supervisor and the Director of Graduate Studies. This approval will be influenced by the quality of the student's work in the assistantship assignment but also the quality of the student's work in his or her academic program. If it is felt that additional employment is not in the best interest of the student's successful completion of the academic progress, it should not be approved.



## **Financial Aid**

## GRADUATE STUDENT FINANCIAL AID

### Graduate Student Financial Aid

- Operating Principles
- Specific Authorization

### Student Loans

- Federal Direct Stafford Loans
- Federal Direct Graduate PLUS Loans
- Federal Carl D. Perkins Loan
- South Carolina Teachers Loan

### Veterans Education Benefits

### Work Opportunities

- Federal Work Study Program (FWSP)\

### Satisfactory Academic Progress Standards for federal Financial Aid

### Refunds/Repayments

- Policy for Withdrawal Refunds
  - Distribution of Refunds/Returns of Funds
  - Institutional Employment Program (IEP)
- 

The mission of the Office of Financial Aid & Scholarships is to support the goals of the University by assisting students in identifying possible sources of financial assistance to meet the cost of education at Coastal Carolina University.

Financial aid available for Coastal students is derived from federal and state government sources such as scholarships, grants, work-study, and student loans. To determine whether or not a student is eligible for federal student financial aid programs, the student completes the Free Application for Federal Student Aid (FAFSA) by March 1 each year for priority consideration. The University expects students to share in the responsibility to meet the costs of a graduate degree.

### Operating Principles

Coastal Carolina University supports the following principles:

- The primary purpose of a financial aid program should be to help provide financial assistance to students who, without such aid, would be unable to attend college.
- The student (and spouse when applicable) is expected to make a maximum effort to assist with college expenses. Financial assistance from colleges and other sources should be viewed only as supplementary to the efforts of the student and/or spouse.
- The student who receives federal financial assistance must maintain satisfactory academic progress as outlined in the University's Satisfactory Academic Progress Policy to remain eligible for Federal financial aid.

### Specific Authorizations

As applicants' financial aid files are completed, funds are awarded and the students are notified by email. A complete application for financial aid consists of a processed needs analysis document, loan applications, and ANY documents requested for verification.

## STUDENT LOANS

### Federal Direct Stafford Loans

The Federal Direct Stafford Loan is a low interest college loan designed to assist students and parents with funding a student's education after high school. Direct Loans are federal student loans and can be

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subsidized or unsubsidized depending on the student's financial need. Students must be enrolled at least half time to be eligible to receive these loans.

Subsidized Stafford Loans are awarded on the basis of financial need. The federal government pays the interest on these loans while the student is in school. The maximum lifetime award amount for the subsidized Stafford loan is \$65,500. The interest rate for these loans is fixed at 6.8%.

- Unsubsidized Stafford Loans are not awarded on the basis of financial need and will accrue interest while the student is in school. Interest-only payments may be made while the student is in school to avoid having the interest added to the original loan amount. The interest rate for these loans is fixed at 6.8%.
- These loans have a six-month grace period before repayment begins. To determine if you are eligible, complete:
  - \* Free Application for Federal Student Aid (FAFSA)
  - \* Application and Master Promissory Note for Federal Stafford Loans
  - \* Entrance Loan Counseling

### **Federal Direct Graduate PLUS Loans**

The Graduate PLUS program was created to give graduate students an additional financial resource after all Stafford loan eligibility has been used. The interest rate is fixed at 7.9% and there is no interest subsidy. Need is not a factor in determining eligibility for the Graduate PLUS loan although borrowers will be submitted for a credit check

Repayment of the loan must begin within 60 days of the final disbursement. For this reason, a PLUS loan is used primarily to help with cash demands of large tuition bills. Loans may be made up to the total cost of your education minus other estimated financial aid.

To determine if you are eligible, complete:

- \* Free Application for Federal Student Aid (FAFSA)
- \* Application and Master Promissory Note for Federal PLUS Loans
- \* Entrance Loan Counseling

### **Federal Carl D. Perkins Loan**

The Federal Carl D. Perkins Loan is a low interest loan to assist you in paying for your education. You may be eligible to borrow up to \$4,000 a year. As a student, you pay no interest on the loan while attending school at least half time. The interest rate is 5 percent during the repayment period which begins 9 months after you leave college or cease being enrolled as at least a half-time student. These funds are limited and based on need. To determine if you are eligible, complete the Free Application for Federal Student Aid (FAFSA).

### **South Carolina Teachers Loan**

The South Carolina Teachers Loan Program was established by the State of South Carolina through the Education Improvement Act of 1984 to attract talented and qualified students to the teaching profession. This loan is cancelled by teaching in South Carolina public schools in an area of critical need.

The loan is cancelled at the rate of 20 percent for each full year of teaching in a critical subject or a critical geographic area within South Carolina. If you teach in both a critical subject and geographic area, your loan will be cancelled at the rate of 33 1/3 percent for each year of full-time teaching. The subject areas deemed critical at the time you apply will be honored when you begin teaching; critical geographic areas must be deemed critical at the time of your employment. If you decide not to teach, the interest rate on the loan is a variable rate, not to exceed 10.25 percent.

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Students may borrow up to \$5,000 per year and a lifetime maximum of \$20,000. This loan has limited funding and is awarded on a first come, first served basis. It is recommended that applications be submitted no later than April 1.

For more information and to determine if you are eligible please visit [www.scstudentloan.org](http://www.scstudentloan.org).

### **VETERAN EDUCATION BENEFITS**

Eligible veterans can receive assistance with applying for VA educational benefits through the Department of Financial Services. The U.S. Department of Veteran Affairs determines eligibility for and awards this benefit. You can determine if you are eligible by calling the VA Regional Office at 1-888-442-4551.

Students receiving VA educational benefits are expected to maintain satisfactory progress towards a degree. Normal standards of progress, as stated in the *University Graduate Studies Catalog*, are applicable to VA students. Veterans or eligible persons must take courses that are essential to their degree program and cannot receive VA benefits for courses that are not essential to their program of study, or for repeating courses in which they have earned a satisfactory grade, or for courses which are graded on a Pass-Fail basis. To receive benefits for an Independent Study or Distance Learning course, approval must be obtained from the S.C. Commission on Higher Education prior to certification for the term.

Once enrollment has been certified, the VA student is responsible for reporting any updates or changes to his/her enrollment status to the Department of Financial Services. These include the dropping and/or adding of classes and complete withdrawal from the University. Failure to do so may result in the termination of benefits and possibly an overpayment situation.

The following is a synopsis of VA Program Chapters. Approval to receive benefits through any of these programs is determined by the Department of Veteran Affairs:

Chapter 30: The Montgomery G.I. Bill ("New" G.I. Bill). This program provides educational benefits to individuals entering military service after June 30, 1985. A certified copy of your DD 214 is required. Those with remaining entitlement under Chapter 34 ("Old" G.I. Bill) may be eligible under Chapter 30.

Chapter 31: Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability, and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.

Chapter 33: Post 9/11 GI Bill. This program is for individuals who have served on Active Duty since 9/11/01. This program also allows for transfer of benefits to dependents. The Yellow Ribbon Program is a component of the Post 9/11 GI Bill.

Chapter 35: Dependents Educational Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.

Chapter 1606: Montgomery G.I. Bill - Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.

Chapter 1607: Montgomery GI Bill - Selected Reservists Called to Active Duty. This program is a new benefit that makes certain reservists who were activated after Sept. 11, 2001 either eligible for education benefits or eligible for increased benefits.

## **WORK OPPORTUNITIES**

There are three graduate student employment opportunities at Coastal Carolina University: the Federal Work-Study Program, the Institutional Employment Program (IEP) and the third is through [Graduate Assistantships](#).

### **Federal Work Study Program (FWSP)**

The Federal Work Study program is a federal student aid program that provides part-time jobs on campus for eligible students. Students may work up to 20 hours a week when classes are in session and up to 37.5 hours with the Office of Financial Aid's approval during times when classes are not in session up to an authorized amount of wages. Approximately 150 students are approved for work each semester. Students should seek placement in available jobs through the Career Services Office in Indigo House. Funds are limited.

To determine if you are eligible, complete the Free Application for Federal Student Aid (FAFSA).

### **Institutional Employment Program (IEP)**

The Institutional Employment Program is a Coastal Carolina program that provides part-time jobs on campus for students who may or may not have financial need. There is no application for this program. Students should seek placement in available jobs through the [Office of Human Resources and Equal Opportunity](#).

## **SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR FEDERAL FINANCIAL AID**

Institutions participating in Title IV Federal aid programs are required by the United States Department of Education to establish institutional policies which define and measure the quantitative and qualitative progress of eligible students. Each student who receives Federal financial aid at Coastal Carolina University is required to maintain satisfactory academic progress toward completion of his/her program of study.

Coastal Carolina University's Graduate Studies Satisfactory Academic Progress Policy:

1. A graduate student must be admitted and enrolled as a degree-seeking student.
2. A graduate student must meet the University's standards for continued enrollment, which means being enrolled each major semester (fall and spring).
3. A graduate student must achieve or maintain a minimum cumulative grade point average of 3.0.
4. A graduate student must satisfactorily complete a minimum of fifty percent (50%) of the courses that he/she attempts at the institution. Please note that courses dropped from a student's schedule after the published drop/add period are included in the completion percentage.
5. A graduate student must complete requirements for a single master's degree within 6 years of beginning the program.

If mitigating circumstances were a factor in the student's unsatisfactory academic performance, a separate appeal process is required for Federal financial aid consideration.

Transfer students unconditionally admitted to the University will be considered to be making satisfactory academic progress for Federal financial aid at the time of enrollment. Students with excessive transfer credits are encouraged to see a Financial Aid Counselor in reference to their maximum timeframe of eligibility for Federal financial aid.

A student who has earned a previous graduate degree and is now seeking a second degree, teacher certification, or completing prerequisites for one of the University's master's level programs is required to submit an appeal for Federal financial aid consideration. These students must submit documentation to explain why a second graduate degree or career change is required, a signed academic plan detailing the

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coursework required to complete his/her goal, and an anticipated completion date determined by the faculty adviser. If the student's plan is deemed reasonable, a conditional approval for Federal financial aid will be issued one semester at a time until the student successfully completes his/her goal or fails to meet the stipulations of his/her conditional approval.

If a student's ability to meet the University's standards of satisfactory academic progress was affected by mitigating circumstances, he/she may appeal the denial of Federal financial assistance with the Office of Financial Aid and Scholarships. Examples of mitigating circumstances include but are not limited to: mental or physical illness, death of a loved one, divorce or separation, and financial duress. Written documentation, in addition to that required by the established appeal process, is encouraged to validate the mitigating circumstance(s).

A student's unsatisfactory academic progress standing for federal student aid does not affect his/her ability to seek or receive private financial assistance to attend the institution. A student who does not have mitigating circumstances to warrant an appeal for Federal aid is encouraged to explore alternative or private funding to continue his/her enrollment. Please see a Financial Aid Counselor if you need assistance with obtaining private funding.

### **REFUNDS/REPAYMENTS**

Students are academically and financially responsible for their course registration and must terminate enrollment in classes which they do not intend to complete. To drop a course, the student must complete a Registration form available from their adviser. To completely [withdraw](#), the student should follow university procedures (see page 32). Refund refers to the amount of money used to pay institutional charges that the institution must return to the student and/or to the financial aid programs after the student has withdrawn or dropped courses. Repayment refers to the amount of any cash disbursement made to the student that the student must repay to the school after the student has withdrawn or dropped courses. For students who receive Title IV Federal funds, a copy of the Return of Title IV Funds Policy worksheet is available in the Office of Financial Aid and Scholarships. The student should refer to the Fees and Expenses section of this catalog for specific refund schedules.

### **Policy for Withdrawal Refunds**

Students who withdraw from the institution will be given a refund on the basis of either 1) University refund calculation (students who do not receive Title IV Federal Financial Aid), or 2) University refund calculation and Return of Title IV Funds Policy (students who receive Title IV Federal Financial Aid). Both refund calculations conform to federal regulations set forth by the Higher Education Act of 1965, as amended by the Higher Education Amendments of 1998 (Public Law 105-244 approved on Nov. 1, 1999).

The Return of Title IV Federal Funds Policy applies only to students at the University who are recipients of Title IV Federal Financial Aid. A copy of the Return of Title IV Funds Policy worksheet is available in the Office of Financial Aid and Scholarships. The University policy applies to all other students who withdraw from the institution.

Any financial aid for which the student was eligible prior to withdrawal, but which has not been disbursed, will be cancelled and returned to the source. Students who stop attending and fail to withdraw from the university may be subject to the repayment of up to 50 percent of any Title IV Federal funds received.

**Distribution of Refunds/Return of Funds**

If a student receives Title IV (federal) funds from more than one source, the University will distribute the refund based on the following mandated priorities:

- 1) Unsubsidized FFEL/Direct Stafford Loan
- 2) Subsidized FFEL/Direct Stafford Loan
- 3) Perkins Loan
- 4) FFEL/Direct PLUS
- 5) Other Title IV Programs

**Repayments for Withdrawals**

Repayment refers to the amount of any cash disbursement made to the student that the student must repay to the school after the student has withdrawn.

Any student who owes a repayment will be billed by Coastal Carolina University's Office of Student Accounts, and have a hold placed on the academic record which prohibits graduating, obtaining a transcript, or registering for classes. The student is also prohibited from receipt of any further disbursement of Title IV aid at any institution.



## Student Life

## STUDENT LIFE

### Student Affairs

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- Coastal Activities Board
- Fraternity and Sorority Life
- Student Clubs and Organizations
- Student Government Association
- Student Media
- Volunteer Services Center

#### Campus recreation

- Chanticleer Outdoor Adventures
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- Sports clubs

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#### University Housing

#### Student Complaint Policy and Procedures

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Student Directory  
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## **Student Affairs**

### **Mission Statement**

Student Affairs at Coastal Carolina University provides a safe, supportive and challenging student learning community which encourages leadership, citizenship and responsibility to self and others. The following principles serve as a foundation for providing meaningful and enriching programs, and activities:

- Excellence
- Integrity and ethical competence
- Respect for diversity
- Physical and emotional wellness
- Self-awareness
- Engaged participation in campus programs
- Lifelong learning

In addition, Student Affairs seeks to develop students into responsible adults and productive members of society by promoting the personal characteristics of competence, confidence, collaboration, character and caring.

### **Office of Student Activities and Leadership**

Lib Jackson Student Center, Suite 215  
843-349-2301

The Office of Student Activities and Leadership believes that each Coastal Carolina University student's experience is enhanced by activities and programs outside of the classroom. The office creates opportunities for students to participate actively, grow personally, and explore new ideas and interests through a variety of entertainment, educational and involvement experiences. Supporting the University's mission of ensuring student success, Student Activities and Leadership provides students the necessary tools and resources for their individual and student organization success. This office exists to create a student life experience exclusive to Coastal Carolina University. To accomplish this mission, we will promote student involvement outside of the classroom, provide high-quality guidance and support to individual students and student organizations, and develop students who are productive, responsible members of the community.

### **Coastal Activities Board**

843-349-2326

Coastal Activities Board is the student organization which sponsors campus-wide activities such as comedians, movie nights, and concerts. The Coastal Activities Board is composed of students (undergraduate or graduate) who produce programs for their fellow students. The programs they plan are open to ALL students – undergraduate and graduate.

### **Fraternity and Sorority Life**

843-349-2311

The Coastal Carolina University Greek community consists of chapters of (inter) national fraternities and sororities. The purpose of these organizations is to create a collegiate brotherhood/sisterhood, uphold the principles of their national organizations and enhance the personal and leadership development of their members. All chapters are governed by the Interfraternity Council, National Pan-Hellenic Council, or Panhellenic Association.

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### Student Clubs and Organizations

843-349-2301

There are numerous opportunities for students to actively participate in campus life through more than one hundred student organizations. Organizations are of many types: Greek, special interest, honorary, professional, social, service, literary, and recreational. Most organizations are open to all students and meet on a regular basis.

### Student Government Association

843-349-2320

The Student Government Association (SGA) includes executive officers elected by the student body and senators who represent each class with elected Class Representatives, student organizations, residence halls, and each of the four Colleges. In addition, there is representation for Graduate Students (2 representatives) and Transfer Students. The chief function of SGA includes providing a liaison between the administration and the students, representing student opinion to the administration of the University, and participating in the governance of the University by serving on many joint faculty-student committees.

### Student Media

843-349-2301

Three student publications are published during the academic year: *The Chanticleer*, the student newspaper, is printed weekly; *Archarios*, the literary and art magazine is published in the spring semester; and *Tempo* magazine, the student feature magazine, is published in the fall and spring semesters.

### Volunteer Services Center

843-349-6503

The Volunteer Services Center serves as a clearinghouse for community service opportunities. By maintaining a registry of students, faculty and staff and their interests, the center can match individuals with rewarding volunteer opportunities. The center also connects volunteers with appropriate training programs in an effort to provide successful experiences for volunteers and agencies. The Volunteer Services Center also organizes campus-wide events to promote participation in community service activities and programs.

### Campus Recreation

Williams Brice

843-349-2802

The Student Recreation Center (SRC) is the center of all campus recreational activity and houses a swimming pool, auxiliary gym, dance studio for aerobics, locker rooms, a weight room with the latest fitness and cardio equipment. The Joseph Holliday Tennis Courts, directly behind the SRC, features two competition courts, - of which both are lighted. Intramural activities are played on the East Campus fields known as "The Coop", a large outdoor field complex which is also available to the students for pickup games. A state-of-the-art track is available for the jogging population. The campus community is encouraged to participate in any of these activities with a valid Coastal Carolina University I.D. Equipment is available for check out at the Campus Recreation offices.

### Chanticleer Outdoor Adventures

Chanticleer Outdoor Adventures (COA) offer a variety of safe outdoor recreation adventures and educational trips and skills training to students, staff and faculty who want to spend time outdoors and develop skills to be proficient in outdoor activities. Trips include kayaking, backpacking, rafting, rock climbing, camping, fishing, and ropes course to name a few. All trips are lead by qualified field

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instructors, and students are encouraged to become outdoor leaders for COA during their college experience.

### Intramurals

Flag football, basketball, softball, ultimate frisbee, volleyball and soccer are just a few of the team sports available in men's, women's, and co-recreational divisions. Individual events include badminton, pickleball, racquetball, swimming, and tennis. All sports offer multiple playing levels to ensure participants a variety of competition. Some of our intramural teams have represented Coastal Carolina University at regional and national championship tournaments. A valid I.D., the desire to have a good time, and the desire to get a little exercise are needed to participate.

### Sports Clubs

Sport Clubs are available for students who have an interest in a particular sport or activity. There are more than twenty active sport clubs ranging from competitive to non-competitive opportunities. All students are eligible to participate in sport clubs.

### Intercollegiate Athletics

843-349-2820

#### **Mission Statement**

The Coastal Carolina University Department of Athletics provides our student-athletes the opportunities and preparation to reach their potential as responsible and productive citizens through academic, athletic and personal success. In providing student-athletes the opportunity to achieve excellence in these three areas we are developing **Champions for Life**.

**Vision:** Chanticleer Athletics will become the premier Division I FCS institution in the country.

**Philosophy:** The Coastal Carolina University Department of Athletics promotes success in collegiate athletics without compromising excellence in academics or compliance. Department staff and coaches encourage student-athletes to maintain a balance between athletics, academics and the social aspects of the collegiate experience. Athletic participation has the ability to provide an added dimension to the overall college experience of a student and to benefit the student in their personal and professional challenges.

#### **Guiding Principles:**

Each day the following principles will be the focus of the Department of Athletics staff:

- **Educate** our student-athletes on the importance and value of academic success and earning a degree from Coastal Carolina University.
- **Invest** the resources necessary to develop competitive sports programs that compete for conference, regional and national championships on an annual basis.
- Create and implement programming to **Teach** personal growth characteristics and opportunities to each of our student-athletes.
- **Develop** the athletic department's annual operating and capital project budgets by maximizing current funding streams and creating new revenue opportunities.
- Commitment to **Integrity** by developing and maintaining a comprehensive internal and external compliance program.
- **Financial stability** by implementing a zero based budget process that identifies and addresses actual unit and sport program funding requirements.
- Create an environment where the spirit of **Gender Equity** and respect for **Diversity** are fundamental components of the decision making process.
- **Unity** through the creation of a family environment that values each and every employee.

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- **Embrace** our community through public service projects and initiatives.

Intercollegiate athletic programs are recognized as valuable assets in enhancing campus spirit and fostering excellence of character, responsibility, sportsmanship, self-esteem, and physical development among its participants.

Coastal Carolina University fields 18 intercollegiate teams. The women's program includes lacrosse (2012-13), soccer, cross country, tennis, basketball, volleyball, golf, softball, indoor track and field, and outdoor track and field. Men compete in football, cross country, tennis, basketball, soccer, baseball, golf, and outdoor track and field. The teams are named after the Coastal Carolina University mascot, the Chanticleer, and wear the official school colors of Coastal teal, bronze and black.

The University is affiliated with the National Collegiate Athletic Association (NCAA), Division I, and is a member of the Big South Conference. These affiliations permit student-athletes to receive local, regional, and national recognition for their accomplishments.

Scholarships are awarded by each of the 18 sponsored sports programs to qualified student-athletes. Questions regarding athletic scholarships should be directed to the appropriate coach in the Department of Athletics. Recipients of aid are required to satisfy certain academic standards set by the University, the Big South, and the National Collegiate Athletic Association.

All full-time Coastal Carolina University students are admitted without charge to all athletic events with their student identification card, based on ticket availability.

### Multicultural Student Services

Prince Building, Suite 215  
843-349-2863

Multicultural Student Services promotes student satisfaction and success. The overall goal of the office is to support the academic, social and cultural development of minority students through counseling and programming. The office provides a variety of programs and services related to the concerns, challenges and needs of minority students and their adjustment to university life. These programs are designed to be a catalyst for student success. The office also focuses on programs designed to involve all students in multicultural education.

In addition, consultation is provided to faculty and professional staff regarding minority issues and the South Carolina Commission on Higher Education's Access and Equity Program.

### Office of Student Conduct

Student Center, Suite 201  
843-349-4161

The Office of Student Conduct administers the student process as outlined in the [Code of Student Conduct](#). This promotes personal accountability and responsible decision-making, provides programs that foster student's intellectual, ethical and cultural development and encourages appropriate standards of individual and group behavior.

#### Student Conduct

Responsibility for good conduct rests with students as individuals. All members of the academic community are expected to use reasonable judgment in their daily campus life to show due concern for the welfare and rights of others.

Students should be aware that educational institutions are not sanctuaries from the jurisdiction of the civil and criminal laws of the communities and states wherein such institutions exist. While the rules

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and regulations of Coastal Carolina University are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader civic interest treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities, as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

Students, no less than other citizens, are entitled to be secure in their personal safety and welfare, lodgings, papers, and effects against unreasonable searches and seizures. This does not prohibit normal inspections of University facilities for maintenance, health, or safety purposes, nor does it preclude searches and seizures properly authorized by administrators in emergency situations where the welfare and safety of persons or property are involved. Approval for such procedures will be granted in strict accord with required legal standards. Searches and seizures by law enforcement personnel incident to investigations or arrests are conducted only under proper warrant and are not the responsibility of Coastal Carolina University.

Infractions of personal conduct are dealt with in accordance with the [Code of Student Conduct](#). Conduct standards and sanctions are contained in [The Student Handbook](#).

The University reserves the right, in the interest of all its students, to decline admission to, to suspend, or to require the withdrawal of a student after all appropriate University conduct procedures have been followed.

Students agree to abide by all rules and regulations of the University as a condition of admission.

### **Academic Discipline**

Student violations of academic discipline are dealt with in accordance with the *Code of Student Conduct*. Further information is contained in the current edition of *The Student Handbook*.

### **Sustainability Initiative**

Facilities 1

843-349-2389

The Campus and Community Sustainability Initiative promotes the importance of an environmentally sustainable campus through learning and outreach. Some of the activities implemented by the Sustainability Initiative include game-day recycling, battery and ink jet/toner cartridge recycling, move-in day recycling, Campus Salvage, Earth Month, and other educational programs. CCU student organizations include the Eco-Reps, Students for Environmental Action, and/or the Green Team. Students who are interested in joining organizations should contact the Sustainability Initiative Office for more information.

### **Student Services**

#### **Accessibility and Disability Services**

Indigo House

843-349-2341

Coastal Carolina University is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical, psychological, or learning disabilities receive accommodations and assistance through Accessibility and Disability Services. With appropriate documentation, an Accessibility Coordinator determines accommodations needed to assist students in taking full advantage of their CCU educational opportunities. On-going academic coaching is offered to assist students with disabilities to help ensure success at CCU. To access services and

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accommodations, students should obtain documentation of the disability and make an appointment with an Accessibility Coordinator.

A student with a documented Learning Disability specifically related to foreign language learning may be eligible to pursue an alternate curriculum to satisfy the Core Curriculum's foreign language requirement. To be considered for this, the student must first provide documentation of his/her learning disability (which clearly states the need for the alternate curriculum) to the Office of Accessibility and Disability Services. The final eligibility determination will be made only after the student meets with the Office of Accessibility and Disability Services staff to discuss the appropriateness of the accommodation as well as other needs. For more information, please review the Accommodation Policy at [www.coastal.edu/policies/pdf/accommodation.pdf](http://www.coastal.edu/policies/pdf/accommodation.pdf) or contact the Office of Accessibility and Disability Services.

### Career Services Center

Indigo House

843-349-2341

Office Hours: 8:00a.m. - 5:00p.m. (Indigo House)

The CCU Career Services Center provides career counseling for all students, works collaboratively with faculty advisers, University 110 classes and student organizations to help each student set and reach career goals. Students work with a career counselor to explore their values, interests, abilities and personality in selecting or confirming majors and career paths. The Center assists students with full time and part-time job-searches for off-campus employment. On-campus student jobs are secured through the Office of Human Resources and Equal Opportunity.

The CareerQuest plan is a four year career development model used to teach students the connections between academic majors and possible career paths early in the college experience. The plan is supported through online programs for career assessment, exploration and job searching. Freshmen are introduced to the CareerQuest plan in UNIV 110. A Career Exploration course, UNIV 150 is offered for those students seeking in-depth investigation for career decision making and preparation for internships. As seniors approach the transition out of the University, the Coordinator of Placement assists students in resume preparation, career networking and job-search strategies.

University Recruitment Programs include four annual career fairs, internship fairs and on-campus recruitment by national employers. Chant's JobLink is the university's job board, featuring available professional positions and internships nation-wide.

The Career Services Center provides students and graduates with a dynamic internship program for all majors. Through this program students gain valuable work experience in their chosen fields while making contacts for their career network. Internships may be taken for credit or on a non-credit basis.

### CINO ID Cards

843-349-6435

Identification cards are required for all members of the University community. Upon completion of their first registration, students will be issued a photo-ID (CINO Card) for use while enrolled at Coastal Carolina University. Valid CINO Cards are required for entrance to campus activities and events, for use of library materials and resources, for use of all campus facilities, and for use of meal plans and CINO Cash. University police officers are authorized by state law to request students and staff to present their CINO Card while on campus property at any time. Students must present a CINO Card when requested by any University Official.

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If cards are misplaced or destroyed, replacement ID cards can be obtained at a cost of \$20. Visit the [CINO Card](#) website for information or contact the CINO Card Office at 843-49-6435.

### Counseling Services

204 University Boulevard  
843-349-2305

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Priorities of the service include: 1) treatment of mental health concerns, 2) prevention of psychological difficulties, 3) educating students to live emotionally and behaviorally healthy lives, and 4) contributing to a healthy campus environment. Services include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Counseling Services also offers extensive psycho-educational programming to the university campus. Counselors present fun and interactive programs to classrooms, clubs, teams, and any other student group. Professional staff members are assisted by student peer educators from SHORE (Students Helping Others Reach Excellence). Staff and SHORE members also sponsor prevention efforts such as alcohol awareness week, depression screenings, and sexual assault awareness activities to promote a healthy campus environment.

Students may schedule appointments or programs by visiting the Student Health-Counseling Services building, at 204 University Blvd. or by calling 843-349-2305.

### Alcohol and Other Drug Services

Alcohol and Other Drug Services is an integral part of the counseling services offered to students. This program is designed to offer education, prevention, and intervention services in support of student achievement. Personal assessments, classroom presentations, innovative and interactive computerized programs, and informational materials are available as requested. Referrals to community agencies are facilitated when appropriate. Confidentiality is maintained according to professional standards. Appointments may be scheduled by calling 843-349-2305 or visiting the office in Counseling Services.

### Department of Public Safety

Atheneum Hall 003  
843-349-2177

The University maintains its own police department, whose law enforcement officers are state certified. The police force is augmented by security personnel. All state and county laws, as well as all city ordinances and University rules and regulations are enforced by this department.

### **Vehicle Registration**

The University recognizes the importance of providing parking for the campus community. Regulations regarding vehicle registration and parking are distributed by the Department of Public Safety. Copies are available from online from the [Office of the Department of Public Safety's](#) website. All students, faculty, staff and visitors are required to register their vehicles at the Office of the Department of Public Safety.

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### **Emergency Information Center**

The on-line emergency information center is a comprehensive overview of Coastal Carolina University emergency policy and procedures. Coastal Carolina University alert is a state-of-the-art emergency notification system that enables us to send emergency notifications instantly and simultaneously to all registered mobile phones and through email. To register and to review the Emergency Manual and the Hurricane Manual, visit the [Online Emergency Information Center](#) website.

### **Sex Offender Registry**

As required by the Campus Sex Crimes Prevention Act, part of the Trafficking Victims Protection Act of 2000, the law provides that those required to register as sex offenders under various state laws must now also provide notice when they attend or are employed by an institution of higher education. The Coastal Carolina University Department of Public Safety maintains a registry of CCU students and employees who have been convicted of sex crimes. This registry is available to any member of the public. Anyone who wishes to view the registry should contact the CCU Department of Public Safety.

*Effective May 2009, Coastal Carolina University does not permit Registered Sex Offenders to enroll in classes or participate in campus activities. Additionally, failure to disclose registration shall result in immediate expulsion and revocation of any privileges as a student.*

### **Kimbel Library**

843-349-2402

As the academic heart of Coastal Carolina University, Kimbel Library is a dynamic partner for teaching and learning in a vibrant, student-centered intellectual gathering space. Collections include print and digital books and journals, DVDs, CDs, kits, maps, and a myriad of other resources to serve the University's academic community. The library is open seven days a week. Check the website, [www.coastal.edu/library](http://www.coastal.edu/library) for hours. The library's website provides access to resources 24/7. Other library services include reference assistance, interlibrary loan, electronic delivery of materials, instructional services and programs, laptops, computers, computer labs, presentation rooms, group and individual study rooms.

### **Lib Jackson Student Center**

100 Spadoni Park Circle

The Student Center provides a variety of facilities for use by all members of the University community. The Center contains meeting and conference rooms, a television lounge, a game room, and dining facilities. The Student Center also houses the Office of Student Activities and Leadership, Student Conduct, Off Campus Student Services, Student Government Association, Coastal Activities Board, The Volunteer Services Center, Students Taking Active Responsibility (STAR), Fraternity and Sorority Life and student media publications.

### **Off Campus Student Services**

Student Center, Suite 201

843-349-4161

Off Campus Student Services provides programs and services for students who reside off campus. The office maintains a database of rental listings in the Conway/Myrtle Beach area and collaborates with other university departments to create opportunities for off campus students to engage in university life and learning. These experiences should enhance the off campus students' overall development and connection to the campus community. This office also serves as a conduit between off campus students and the Conway/Myrtle Beach community.

**Office of International Programs and Services (OIPS)**

Singleton 119

843-349-2053

The OIPS is the issuing office for I-20s and DS-2019s, the documents which support international students' and scholars' request for visas to study, teach or do research in the United States. In addition, the OIPS helps international students with other visa related issues such as practical training and academic advising. The services offered by the OIPS include welcoming new international students, providing orientation, facilitating the registration process, and serving as primary contact for these students throughout their stay at Coastal Carolina University. The office provides information on cultural issues; maintains applications and literature on how to obtain social security cards, drivers' licenses, health and automobile insurance; explains employment options; and serves as an on-going general information resource. Trips and a variety of activities are organized each semester.

**Study Abroad Advisement**

OIPS actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in Australia, China, Ecuador, England, France, Germany, Lithuania, Spain, and Japan. These programs allow Coastal students to study abroad in a variety of disciplines, usually paying Coastal fees. The list of partner institutions grows and changes. Please direct questions about other international opportunities to the Office of International Programs and Services (OIPS). There are many volunteer, work-abroad, and travel possibilities throughout the world and these opportunities may also be explored by visiting the Office of International Programs and Services located in Singleton room 119, visiting our [website](#), or by email at [internationalprograms@coastal.edu](mailto:internationalprograms@coastal.edu).

**Student Computing Services (SCS)**

Prince Building, Room 205

843-349-2908

Striving to enhance the students' academic experience, SCS provides assistance to students on technical issues and technology-related projects. The SCS staff, who mainly consist of qualified student assistants, maintain the general-access computer labs, assist with computer accounts and academic projects, support the residence hall computer operations, and advise on computer and software purchases. In addition, SCS assists with e-mail, Blackboard, WebAdvisor, CINO printing, and wireless access. Some majors may require students to have their own notebooks; students should refer to the SCS website for the latest recommendations on computer specifications and requirements.

**Student Health Services**

204 University Boulevard

843-349-6543

Located across the street from Baxley Hall (east side of University Blvd.), Student Health Services offers all Coastal students quality primary medical care and health education services, with an emphasis on wellness and healthy lifestyles. We encourage you to make an appointment for non-emergencies, visit us to pick-up health and wellness resources or access our website for many other resources.

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### Services Offered:

- Medical Prescriptions  
Delivery Service Available
- Diagnostic Services
- Treatment of Minor Sprains and Strains
- Treatment of Minor Wounds and Lacerations
- STD Testing and Treatment
- Allergy Injections
- Gynecological Exams and  
Contraception
- Physical Exams
- Immunizations
- Referral Services
- After Hours' Consult-A-Nurse
- Other Health and Wellness Services

### Eligibility and Fees

All Coastal students are eligible for unlimited office visits. There is a nominal fee for some laboratory testing, medications and office procedures. Payment is preferred at the time of service by CINO card, cash, check, or charge card. Your student account can also be billed for your convenience. Also, you are eligible for our Emergency Care Plan through Pearce & Pearce Insurance. This is an emergency accident and sickness insurance policy with a \$500 maximum benefit payable under the following circumstances:

- You are evaluated or treated by Student Health Services and referred by our medical providers to a hospital emergency room.
- Student Health Services is closed when you suffer an emergency injury or illness.
- An injury or acute illness occurs on or off campus when Student Health Services is open, but the record of treatment indicates that your condition required treatment that could not have been clinically managed at Student Health Services.
- You are injured or sick and initially evaluated by Emergency Medical Services (EMS) and transported by emergency ambulance to a hospital emergency room where emergency treatment is provided.

### Hours of Operation\*

#### *Fall and Spring*

Monday and Tuesday 8:30 a.m. to 5:00 p.m.

Wednesday 10:00 a.m. to 5:00 p.m.

Thursday and Friday 8:30 a.m. to 5:00 p.m.

Walk-ins until 4:00 p.m.

#### *Summer*

Monday to Thursday 8:00 a.m. to 5:00 p.m.

Friday 8:00 a.m. to 1:30 p.m.

Walk-ins until 4:00 p.m.

\*Closed Weekends and Holidays

### Emergency Contacts

Emergencies 911

Public Safety 843-349-2177

Counseling Services 843-349-2305

### After Hour Care

Conway Medical Center 843-347-7111

Doctors Care Conway 843-248-6269

Doctors Care Myrtle Beach 843-626-9379

Doctors Care Carolina Forest 843-903-6650

Grand Strand Regional Medical Center 843-692-1000

### **Student Health Insurance**

Health insurance for students is available through [Pearce & Pearce Inc.](http://www.pearceandpearce.com), underwritten by National Union Fire Insurance Company. Brochures are available at Student Health Services and by calling toll free 888-722-1668 or on the web at [www.studentinsurance.com](http://www.studentinsurance.com).

### **University Bookstore**

Baxley Hall, first floor  
843-349-2360

The Bookstore has the largest selection of used and new textbooks, rentable titles, and digital books required for Coastal Carolina University courses. The Bookstore also carries all course-related supplies, and offers software at educationally discounted prices. You will also find the best brand names in Coastal Carolina Chanticleer clothing and gifts at the CCU Bookstore. Your entertainment needs are met here with a large selection in college music, DVD's, and general books. The Bookstore invites all students to come in and shop or study in our lounging area near our general book department. Store hours are Monday - Friday 8 am - 5:30 pm and Saturday 10 am - 2 pm.

### **University Dining Service**

#### **The Fred W. Hicks, III Dining Hall**

This all-you-care-to-eat location offers a wide variety from which to choose: flame-grilled entrees, freshly baked pizza, an abundant salad bar featuring freshly baked breads and homemade soups, amazing comfort foods and delicious desserts. The Commons serves 3 meals a day, Monday-Friday, and Brunch and Dinner Saturday and Sunday. This location also re-opens as a late night pizzeria Sunday-Thursday

#### **UP Cafe**

UP Café is our newest location and is located in the University Place Residential Complex. This dining facility features a hot buffet, abundant salad bar, a grill station and a made-to-order deli. Open seven days a week, UP Café primarily serves the University Place residents but all students are welcome! You can purchase a meal with a meal swipe, Dining Dollars, cash or credit.

#### **CINO Grille – Student Center**

Conveniently located in the heart of campus, this dining facility features a Quizno's Subs, Sushi (made on premise), Bene Pizzeria and Pasta, GrilleWorks Burgers and fries, soups, salads, and a wide variety of Grab 'n Go items. Open seven days a week, accepting cash, credit, Dining Dollars, CINO cash; and you can also use meal equivalency for a variety of pre-set combo meals.

#### **Java City – Library**

This full service espresso bar offers a complete line of hot and iced coffee beverages, creamy smoothies, delicious pastries, and a wide selection of Grab 'n Go sandwiches, wraps, salads and parfaits. Open seven days a week.

#### **UP Convenience Store – University Place**

Stock your in-room fridge or grab a snack at the on-campus market. The C-store provides everything from ice cold soft drinks, chips, candy, cereal, milk, health and beauty products and much more. The best part is that you can use your Dining Dollars or CINO cash! Open seven days a week.

#### **Quail Creek Snack Bar**

Visit the Snack Bar at Quail Creek Golf Course after 18 holes or just after class. Featuring hot and cold sandwiches, fries and plenty of snacks and beverages, it's a perfect pit stop. Open seven days a week, accepting cash, credit, Dining Dollars, CINO Cash; and you can also use meal equivalency for a variety of pre-set combo meals.

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### **Atlantic Science Center Snack Bar**

This location offers Grab 'n Go items, hot dogs, soup, nachos, assorted drinks and hot coffee. Open Monday-Friday.

### **Ingle Hall Convenience Store – Ingle Hall**

The Ingle Hall Convenience Store provides all of the basics for life on campus: snacks, soft drinks, laundry detergent and other essentials. Open seven days a week.

### **University Housing**

For more information, call the Office of University Housing.

### **Student Complaint Policy and Procedures**

Coastal Carolina University students will be provided an adequate opportunity to bring complaints to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. This policy guides the orderly procedure of complaints and attempts at resolution.

### **General Information**

#### **Student Directory**

The University publishes an electronic Student Directory (accessible through [portal.coastal.edu](http://portal.coastal.edu)) each fall and spring semester. This information can be corrected or updated by visiting the Office of the Registrar, Singleton Building 116. Students who do not wish to have information available in the Student Directory must complete a Student Directory Privacy Request Form, available in the Office of the Registrar, and must complete the form no later than 14 days after the beginning of the respective fall or spring semester.

#### **Student Records**

Recognition by the University of every person's general right to privacy forms the basis of the policy for the release of information from student records. The policy ensures that only proper purposes are served by the release of information and that students are not inconvenienced or disadvantaged by an overprotective release policy. It is the policy to refuse release of non-public information from student records without the written consent of the student except as outlined in the Family Education Rights and Privacy Act of 1974. (See [Notification of Student Rights under Family Educational Rights and Privacy Act \(FERPA\)](#) section of this catalog for further information).



## **Graduate Degree Programs**

## GRADUATE DEGREE PROGRAMS

Graduate programs and associated resources promote advanced study within the discipline. Research, scholarly activity and/or advanced professional experiences are included in graduate studies.

### Expectations for Graduate Coursework

Graduate coursework is designed as in-depth, focused study in a discipline and/or as professional development. Graduate courses require higher order thinking skills than their undergraduate counterparts. This is reflected in both the course requirements and student learning outcomes for a course.

### Graduate Student Learning Outcomes

Graduate students are expected to:

1. Apply the methods and processes within the discipline to enhance and/or add new knowledge
2. Analyze, organize, and evaluate information in the discipline
3. Interpret and critique current literature in the discipline
4. Communicate, both orally and in writing, as a professional in the discipline

## E. CRAIG WALL SR. COLLEGE OF BUSINESS ADMINISTRATION

Ralph Byington, *Dean*

Michael R. Latta, *Associate Dean*

Darla J. Domke-Damonte, *Assistant Dean, Executive Director of Global Initiative*

Michael D. Collins, *Assistant Dean, Leadership and Corporate Development and Director of the Wall Center for Excellence*

Gary M. Loftus, *Director of the Center for Economic and Community Development*

Charles M. Thrash, *Director of the Professional Golf Management Program*

Taylor Damonte, *Director of the Clay Brittain, Jr. Center for Resort Tourism*

Janice Black, *Associate Professor, Management*

Robert B. Burney, *Professor, Finance*

Jerome Christia, *Associate Professor, Marketing*

Carol Cissel, *Lecturer, Accounting*

Paul Clark, *Associate Professor, Marketing*

Michael D. Collins, *Associate Professor, Resort Tourism*

Paige Cribb, *Director of Student Support*

Janis Chesson, *Associate Professor, Management*

Janice Black, *Associate Professor, Management*

L. Taylor Damonte, *Professor, Resort Tourism Management*

David A. DeCenzo, *Professor, Management*

Darla J. Domke-Damonte, *Professor, Management*

Dennis S. Edwards, *Associate Professor, Economics*

William Feagin, *Internship Director*

Monica Fine, *Assistant Professor, Marketing*

Linda R. Henderson, *Associate Professor, Accounting*

Andy E. Hendrick, *Associate Professor, Business Law*

Kurt Hozak, *Assistant Professor, Management*

Bomi Kang, *Associate Professor, Resort Tourism*

J. Kay Keels, *Associate Professor, Management*

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Marvin A. Keene, *Associate Professor, Finance and Department Chair for Accounting, Finance and Economics*  
Gregory L. Krippel, *Professor, Accounting*  
Michael R. Latta, *Associate Professor, Marketing*  
Philip Little, *Professor, Accounting*  
Henry Lowenstein, *Professor, Management and Business Law*  
Karen A. Maguire, *Associate Professor, Accounting*  
Will Mann, *Director of Player Development*  
John G. Marcis, *Professor, Economics*  
P. Richard Martin, *Associate Professor, Management*  
W. Keith Massengill, *Lecturer*  
Carol Megehee, *Associate Professor, Marketing*  
Mark A. Mitchell, *Professor, Marketing and Department Chair for Management, Marketing, and Resort Tourism*  
Sheila Mitchell, *Lecturer, Accounting*  
John W. Mortimer, *Associate Professor, Accounting*  
Dmitriy Nesterkin, *Assistant Professor, Management*  
Charles Parisher, *Executive in Residence*  
Dennis A. Rauch, *Professor, Marketing*  
Barbara A. Ritter, *Associate Professor, Management, Director of the Women's Resource Center, and Department Chair of Management and Decision Sciences*  
Robert Salvino, *Assistant Professor, Economics and Research Economist*  
Thomas W. Secrest, *Professor, Finance*  
Erika Small, *Assistant Professor, Management*  
Ken Small, *Associate Professor, Finance and Director Graduate Programs*  
Harold C. Stowe, *Executive-in-Residence, Management*  
Jay M. Teets, *Associate Professor, Management*  
Charles Thrash, *Instructor*  
Nicholas Twigg, *Associate Professor, Management*  
Srinivansan Venkatraman, *Assistant Professor, Management*  
Yoav Wachsmann, *Associate Professor, Economics and Assistant International Programs Liaison*  
Samuel A. Wathen, *Professor, Management*  
Andrew Weinbach, *Associate Professor, Economics*  
Minhua Yang, *Assistant Professor, Finance*

### **DEGREES**

Master of Business Administration  
Master of Accountancy

### **CERTIFICATE**

Fraud Examination

### **VISION**

The Wall College of Business will be recognized as a school of choice for value added undergraduate and master's level business programs based in public universities in the Carolinas and Mid-Atlantic region of the United States.

### **MISSION STATEMENT**

The mission of the E. Craig Wall Sr. College of Business Administration is to educate each student to have the qualities and attributes essential to his/her continuing development throughout a career in private, public, and non-profit organizations in a globally competitive and diverse environment. Inherent in this mission is our commitment to the following objectives:

1. Teaching – Core business functions through applied, experiential, and active learning strategies facilitated by appropriate technologies.
2. Intellectual contribution – Business knowledge including learning and pedagogical research, high value added contributions to practice, and discipline-based scholarship will be created and disseminated.
3. Public service – Professional expertise to benefit the local, regional, national, and international community will be provided as needed.
4. Stakeholder involvement – An open and collegial environment that includes input from students, staff, alumni, employers, and other institutional stakeholders will be promoted.

### **SHARED VALUES**

As a community of educator scholars:

1. Students, Faculty, and Community are valued
2. Collaboration is valued over competition
3. Integrity is valued over profits
4. Creating value comes before creating wealth
5. Teaching how to ask the right questions comes before teaching current right answers
6. Flexibility in looking for solutions to problems is valued over avoiding change

We value:

7. Teaching students how to identify relevant problems rather than symptoms
8. Teaching students how to exploit opportunities so positive impact is achieved
9. Teaching students how to identify and avoid moral hazards in a global economy

## **MASTER OF BUSINESS ADMINISTRATION (MBA)**

### **Purpose of the Program**

The Master of Business Administration (MBA) degree provides students with the opportunity to continue their study of business administration at the graduate level. The purpose of the MBA is three-fold: to prepare graduates for significant careers in a broad spectrum of business activities, to answer local demand for such a program, and to provide accounting students with the preparation needed to pursue the CPA designation.

### **Objectives**

1. To prepare students for a changing domestic and global business environment characterized by organizational and cultural values, diversity, opportunity, and growth.
2. To involve students in an intense learning experience that emphasizes conceptual reasoning by using student-centered learning, flexible class design, and technology for learning and research.
3. To provide a continuously improving learning environment characterized by faculty interaction with students and based on collegiality, integrity, service, respect for others and the world, and the pursuit of knowledge.
4. To ensure that students command core knowledge across business disciplines.

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5. To ensure that students understand the current boundaries of business knowledge and possess the skills to apply and build upon that knowledge, thereby preparing them for lifelong learning.

### Student Learning Outcomes

1. *Business Knowledge:*  
Students should be able to demonstrate graduate level business knowledge.
2. *Global Perspective:*  
Students should be able to analyze the factors that affect the conduct of business in a globally diverse environment.
3. *Corporate Social Responsibility:*  
Students should be able to integrate dimensions of social responsibility in managerial decision making.
4. *Leadership:*  
Students should be able to influence, inspire and motivate individuals to achieve results.
5. *Oral & Written Communication Skills:*  
Students should be able to effectively express knowledge and ideas through professionally written, oral, and technological communication.
6. *Critical Thinking Skills:*  
Students should demonstrate critical thinking skills by being able to identify and analyze an issue, gather, analyze and interpret relevant information and propose solutions or evaluate impacts.

### Admission to Study

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### Admission Requirements

Applicants for regular admission to the Master of Business Administration must meet the following criteria:

1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree.
4. Completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language [TOEFL] of at least 575.
5. Submission of two letters of recommendation from individuals familiar with the academic ability, level of responsibility, and work ethic of the applicant.
6. Submission of a resume.
7. Completion of prerequisites with an average grade of B or better during the last five years. Prerequisites required for admission are:

Financial Accounting	3 hours
Survey of Economics or Micro Economics	3 hours
Finance	3 hours
Statistics	3 hours
Marketing	3 hours
Management	3 hours

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Significant work experience providing evidence of professional competence may be considered. Applicants to the MBA program who demonstrate competence in prerequisite areas should consult the MBA director.

An admission decision is made when all evidence of the applicant's ability to succeed in graduate studies has been submitted. Consideration is in part based on a minimum score using the following formula:

$(\text{GPA} \times 200) + \text{GMAT score} = 1050$  or more.

### Provisional Admission

Applicants may receive provisional admission to the MBA if they do not meet the stated admission requirements. The decision to offer provisional admittance to the program is made by the MBA director. Students who are provisionally admitted are limited to 12 credit hours of course work. Upon satisfactory completion of this coursework with a **B** or better in each course, provisional status may be lifted.

### Degree Requirements

The Master of Business Administration requires:

1. Successful completion of an approved program of study with a minimum of 30 graduate credit hours;
2. A minimum grade point average of 3.0 (**B**) on all course work;
3. A maximum of 6 credit hours may be completed below the grade of **B** before dismissal from the program;
4. Completion of all requirements for the degree during a six-year period; and
5. A record of professional performance and integrity during all phases of the program of study.

### Non-Degree Students

Students classified as non-degree graduate students may take no more than 6 credit hours of graduate study in MBA-related coursework. Non-degree student registrations must be approved by the MBA Director.

### Transfer Credits

With the MBA Director's approval, a maximum of 6 transfer credit hours may be applied to a student's program of study. Under the terms of double degree agreements or other consortial agreements, additional coursework up to a total of 12 credits hours may be transferred to complete the University's MBA degree requirements. All transfer coursework must be completed with a minimum grade of B.

### Required Graduate Degree Credit Hours (30 Graduate Credit Hours)

#### CORE COURSES (12 Credit hours)

CBAD 630: Financial and Managerial Accounting .....	3
CBAD 631: Fraud Examination.....	3
CBAD 700: Corporate Responsibility .....	3
CBAD 720: Economic Strategy .....	3

#### REQUIRED COURSES (15 Credit hours)

CBAD 725 (=CSCI 725): Database Management and E-commerce .....	3
CBAD 750: Service Marketing Management.....	3
CBAD 760: Financial Management .....	3

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CBAD 774: Human Behavior in Business.....	3
CBAD 778: Strategic and International Issues in Management .....	3

### **ELECTIVES (3 Credit hours)**

(Choose One) CBAD 665, 772, 773 .....	3
CBAD 665: Financial Statement Analysis	
CBAD 772: Service Management	
CBAD 773: Project Management	

## **MASTER OF ACCOUNTANCY**

The Master of Accountancy program is designed to provide students with strong graduate-level preparation in accounting that will allow them to enter the accounting profession and achieve certification as Certified Public Accountants (CPA) and/or Certified Management Accountants (CMA). M.Acc. graduates will be able to build significant accounting careers in public accounting, industry, financial institutions, government, and not-for-profit organizations; as CPAs they may also seek out opportunities for entrepreneurship. In recognition of the fact that accounting is a five-year program of study, the 30-hour M.Acc. degree program allows students to earn the 150 hours required by most state Boards of Accountancy for licensure as CPAs while focusing on value-added accounting knowledge and skills useful in the workplace.

The goals of the program are achieved through coursework delivered in an environment in which students are actively engaged in learning. Instruction builds on a foundation of business and pedagogical technology, CPA and CMA review, internship opportunities, and the development of leadership and other skills. Content areas include 24 hours in financial and cost/managerial accounting, auditing, income taxation, fraud examination, accounting information systems and financial statement analysis; students must also select 6 additional hours from a variety of master's-level business electives. Full-time students who enter the program with a strong undergraduate preparation in accounting and business will be able to complete the program in one year of full-time study.

### **Student Learning Outcomes**

We expect our graduates to be able to:

1. Demonstrate a broad understanding of topics in financial and cost accounting, taxation, auditing, and other related content areas.
2. Demonstrate knowledge of CPA and CMA topical coverage areas.
3. Carry out accounting research using accounting and financial databases.
4. Effectively express accounting knowledge and ideas through written and oral communication.
5. Demonstrate technological skills in solving accounting problems.
6. Develop a multi-tiered job search plan.

### **Admission to Study**

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### **Admission Requirements**

Regular admission to the Master of Accountancy is met by satisfying the following criteria:

1. Evidence of having received a baccalaureate degree with an overall 3.0 grade point average from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree.
2. Completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500.
3. International students whose native language is not English must submit Test of English as a Second Language [TOEFL] scores of at least 575.
4. Submission of two letters of recommendation from individuals familiar with the academic ability, level of responsibility, and work ethic of the applicant.
5. Completion of 18 hours of business courses with a grade of B or better in each, to include economics, business law, statistics, finance, marketing, and management.
6. Completion of at least 18 hours of upper level accounting courses with a grade of B or better in each, to include financial/intermediate accounting, cost accounting, income taxation, auditing, and commercial law.

An admission decision is made when all evidence of the applicant's ability to succeed in graduate studies has been submitted. The decision is based on the following formula establishing the minimum standard for consideration:  $(\text{GPA} * 200) + \text{GMAT score} = 1100$ .

### **Provisional Admission**

Applicants may receive provisional admission to the Master of Accountancy if they do not meet the stated admission requirements. The decision to offer provisional admittance to the program is made by the department chair in Accounting, Finance and Economics and the MBA director. Students who are provisionally admitted are limited to 12 hours of course work. Upon satisfactory completion of this coursework with a B or better in each course, provisional status may be lifted.

### **Degree Requirements**

The Master of Accountancy degree requires:

1. Successful completion of an approved program of study with a minimum of 30 graduate hours.
2. A minimum grade point average of 3.0 (B) in all course work.
3. A maximum of 6 credit hours may be completed below the grade of B before dismissal from the program.
4. Completion of all requirements for the degree during a six-year period.
5. A record of professional performance and integrity during all phases of the program of study.

### **Non-Degree Students**

Students classified as non-degree graduate students must receive approval from the department chair of the Department of Accounting, Finance and Economics and the MBA director in order to take more than 6 credit hours in the M.Acc. program.

### **Transfer Credits**

A maximum of 6 transfer credit hours may be applied to a student's program of study subject to the approval of the department chair of the Department of Accounting, Finance and Economics and the MBA director. All transfer course work must have been completed with a minimum grade of B.

**Required Graduate Degree Credit Hours (30 Graduate Credit Hours)**

**CORE COURSES (24 Credit hours)**

ACCT 533: Governmental/Not-For-Profit Acct.....	3
ACCT 535: Advanced Accounting.....	3
CBAD 631: Fraud Examination.....	3
ACCT 632: Advanced Cost Acct.....	3
ACCT 636: Advanced Acct Information Systems.....	3
ACCT 637: Advanced Auditing.....	3
ACCT 639: Advanced Topics in Taxation.....	3
CBAD 665: Financial Statement Analysis.....	3

**ELECTIVES (6 Credit hours)**

Electives.....	6
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(Two approved CBAD courses at the 600 or 700 level)

Graduates of the M.Acc. program who wish to become licensed as Certified Public Accountants will be subject to state requirements. These requirements include 150 hours of university credit, satisfactory performance on the Uniform CPA Exam, and one year of work experience under the supervision of a licensed CPA. Students who pursue the Certified Management Accountant designation will be subject to requirements of the IMA Association for Accountants and Financial Professionals in Business.

**GRADUATE CERTIFICATE IN FRAUD EXAMINATION**

The Fraud Certificate program provides students with the opportunity to explore the areas of fraud detection, analysis, and prevention. The requirements address internal controls for detecting and deterring fraud and encourage financial statement auditors to be more aggressive in searching for fraud. This certificate program addresses fraud awareness, as well as knowledge and skills related to fraud and forensic accounting.

**Student Learning Outcomes**

After completing the certificate program students should be able to:

1. Identify the three components of the fraud triangle in the context of a particular fact pattern or case scenario.
2. Apply critical analytical skills in choosing among alternative courses of action in various aspects of fraud and forensic accounting within the framework of appropriate moral conduct.
3. Analyze and discuss the impact of the legal and regulatory environment on perpetrators, witnesses, organizations, and forensic accounting professionals.
4. Develop fraud prevention programs to prevent, deter, and detect the use of IT systems to commit fraud and other criminal acts.
5. Analyze financial and nonfinancial information as a basis for gathering evidence, forming hypotheses, and testing hypotheses

**Admission to Study**

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

**Admission Requirements**

Applicants for regular admission to the Fraud Examination Graduate Certificate program must meet the following criteria:

1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 2.9 **and** completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500 **or** a score of 1,000 on the Graduate Record Examination (GRE). International students whose native language is not English must also submit scores on the Test of English as a Foreign Language [TOEFL] of at least 575.  
**OR**  
Evidence of having received a Certified Public Accountant (CPA) certificate, law degree, or admittance to an accredited law school.
4. At least two letters of recommendation on the forms provided with the application.

**Required Graduate Degree Credit Hours (18 Graduate Credit Hours)**

**REQUIRED COURSES (18 Credit hours)**

CBAD 534 (=CSCI 534): Digital Forensics and E-Discovery .....	3
CBAD 631: Fraud Examination.....	3
CBAD 633: Fraud and the Legal Environment .....	3
CBAD 635: Ethics for Fraud Examiners .....	3
CBAD 638: Fraud and Litigation Advisory Services .....	3
CDAB 797: Forensic Investigation Capstone or Forensic Investigation Internship.....	3

## SPADONI COLLEGE OF EDUCATION

Edward Jadallah, *Interim Dean*

Patricia Piver, *Associate Dean, Director of Clinical Experiences and Student Services*

Linda Anast-May, *Assistant Professor, Educational Leadership*

Jeanne B. Cobb, *Professor, Literacy*

Richard Costner, *Associate Professor, Elementary Education*

Kristal L. Curry, *Assistant Professor, Social Studies*

Jeremy G. Dickerson, *Associate Professor, Instructional Technology*

Gayle Disney, *Associate Professor and Department Chair, Special Education*

Denise Forrest, *Assistant Professor, Middle Level Education and Mathematics*

Gregory Geer, *Assistant Professor, Educational Leadership*

Emory C. Helms, *Associate Professor, Social Studies,*

Austin M. Hitt, *Associate Professor, Science*

Julie (Dodi) Hodges, *Associate Professor, Special Education*

Cathy R. Jones, *Assistant Professor, Early Childhood Education*

Caroline W. Knight, *Assistant Professor, Elementary Education*

Corey Lee, *Assistant Professor, Instructional Technology*

Dianne Mark, *Professor*

Timothy Meyler, *Lecturer, Physical Education*

Sandra Nelson, *Associate Professor, Physical Education*

Patricia Piver, *Associate Professor, Social Studies*

Nancy Ratcliff, *Professor, Early Childhood Education*

Jamia T. Richmond, *Assistant Professor, Foundations*

Emma Savage Davis, *Associate Professor, Middle Level Education*

Douglas W. Smith, *Associate Professor, Elementary Education*

Debbie H. Stanley, *Instructor, Early Childhood Education*

Renarta Thompkins, *Assistant Professor, Elementary Education/Literacy*

Russell Vaden, *Assistant Professor, Educational Psychology*

Sandra Wilson, *Associate Professor, Physical Education*

Joseph Winslow, *Associate Professor and Department Chair, Coordinator of Instructional Technology*

## DEGREES

Master of Arts in Teaching (M.A.T.)

With a Concentration in Art (PK-12)

With a Concentration in English (9-12)

With a Concentration in Mathematics (9-12)

With a Concentration in Music (PK-12)

With a Concentration in Science (9-12)

With a Concentration in Social Studies (9-12)

Master of Education

Master of Education in Educational Leadership (M.Ed.)

Master of Education in Learning and Teaching (M.Ed.)

With a Concentration in Early Grades and Elementary Grades

With a Concentration in Instructional Technology

With a Concentration in Literacy

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### MISSION STATEMENT

The Mission of the William L. Spadoni College of Education at Coastal Carolina University is both to embrace the teacher-scholar model in preparing students to be productive, responsible, reflective practitioners and leaders for professional careers in education; and to embrace a leadership role through collaboration, service, and faculty research with P-12 schools, institutions of higher education, community agencies, and professional associations.

This mission is accomplished by providing innovative undergraduate and graduate programs that focus on in-depth content and pedagogical knowledge, professional dispositions, diverse field experiences and internship placements, and the integration of contemporary technologies. We are also committed to continuous improvement by maintaining state and national recognition as well as, receiving accreditation of the National Council for Accreditation of Teacher Education (NCATE).

### CONCEPTUAL FRAMEWORK

The overarching theme of the Conceptual Framework for all educator preparation programs is "*The Educator as Reflective Practitioner.*" The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

Coastal Carolina University graduate programs in education are administered by the Spadoni College of Education. The Master of Education (M.Ed.) degree programs are designed to offer educational practitioners an opportunity for professional growth and to develop master teachers or administrators who are able to provide leadership in designated areas. The Master of Arts in Teaching (M.A.T.) degree programs are designed to offer a route to initial teacher licensure through graduate study.

The mission of the Spadoni College of Education at Coastal Carolina University is both to embrace the teacher-scholar model in preparing students to be productive, responsible, reflective practitioners and leaders for professional careers in education and to embrace a leadership role through collaboration, service, and faculty research with K-12 schools, institutions of higher education, community agencies, and professional associations.

This mission is accomplished by providing innovative undergraduate and graduate programs that focus on in-depth content and pedagogical knowledge, professional dispositions, diverse field experiences and internship placements, and the integration of contemporary technologies. We are also committed to continuous improvement by maintaining state and national recognition as well as receiving accreditation from the National Council for Accreditation of Teacher Education (NCATE).

### Admission to Study

Applications for graduate study are to be directed to the Office of Graduate Studies at the University.

### **Provisional Admission**

Applicants may receive approval for provisional study if they are entering the University for the first time or returning to the University after an extended absence. This basis of approval allows the student to begin courses prior to providing all of the credentials necessary to qualify for full admission and allows the student to register for up to 12 hours of course work before matriculation. Minimally, however, students must present validation that they hold the baccalaureate degree. Students who are not seeking degrees may request approval for additional credits through the Office of Graduate Studies.

### **Transfer Credit**

With approval from the graduate program director, a maximum of 12 transfer credit hours may be applied to the graduate programs in the Spadoni College of Education. All transfer credit course work must have been completed with a minimum grade of B.

### **MASTER OF ARTS IN TEACHING (M.A.T.) DEGREE**

The Master of Arts in Teaching (M.A.T.) degree provides an avenue of entry into the teaching profession through graduate level study. It is intended for persons with a baccalaureate degree who desire to become certified to teach in a content area in which they hold a major or the equivalent in one of the areas where the degree is offered. M.A.T. degrees are currently offered in the fields of English, mathematics, science and social studies, leading to certification in grades 9-12, and in art and music, leading to Pre K-12 certification.

### **Student Learning Outcomes for the Program**

1. Accurately communicate content in the disciplines where they seek licensure.
2. Use multiple pedagogical strategies and instructional technologies in their disciplines.
3. Assess and analyze student learning and use this information to improve instruction.
4. Plan, design, and implement developmentally appropriate instruction that addresses the needs of diverse learners.

### **Student Learning Outcomes for each Concentration**

#### **Art**

1. Accurately communicate the principles of aesthetics and design in the visual arts.
2. Use multiple pedagogical strategies and approaches to teach the visual arts.
3. Assess and analyze student learning in the visual arts.
4. Plan, design, and implement developmentally appropriate art instruction that addresses the needs of diverse learners.

#### **English Language Arts Grades 9-12 (Based on the NCTE Standards for Teacher Preparation)**

1. Understand and adopt professional attitudes needed by English language arts teachers.
2. Demonstrate knowledge of, and skills in the use of, the English language.
3. Demonstrate knowledge of the practices of oral, visual, and written literacy.
4. Demonstrate knowledge of reading processes.
5. Demonstrate knowledge of different composing processes.
6. Demonstrate knowledge of, and uses for, an extensive range of literature.
7. Demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.
8. Demonstrate knowledge of research theory and findings in English language arts.

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9. Acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

### **Math (Based on the NCTM Standards for Teacher Preparation)**

1. Demonstrate understanding of mathematical concepts and procedures in the areas of Number and Operations, Algebra, Geometry, Calculus, Discrete Mathematics, Data Analysis, Statistics, Probability, and Measurement.
2. Know, understand, and can engage students in the process of mathematical problem solving.
3. Reason, construct, and evaluate mathematical arguments that embed mathematical rigor and inquiry.
4. Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
5. Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
6. Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.
7. Demonstrate knowledge of and ability to use and evaluate instructional strategies and classroom organizational models.
8. Demonstrate knowledge of and ability to represent mathematical concepts and procedures,
9. Demonstrate knowledge of and ability to promote discourse, and means of assessing student understanding.
10. Demonstrate an understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

### **Music**

1. Express a personal philosophy and rationale for instrumental or vocal music education.
2. Exhibit growth in teaching skills by completing field teaching experiences.
3. Write lesson plans for instrumental/vocal/string music instruction
4. Explain the pros and cons of music contest/festival participation.
5. Explain the general procedures involved in budgeting, requisitioning, and purchasing as applied to school music programs.
6. Describe procedures for promoting the music program through public relations/advocacy techniques.
7. Discuss basic procedures to be followed when fundraising for school groups.
8. Describe the role(s) and management of music booster organizations.
9. Discuss basic procedures to be followed when traveling with school groups.
10. Exhibit organizational skills through assembly of a resource handbook.

### **General Science Grades 9-12 (Based on the NSTA Standards for Teacher Preparation)**

1. Communicate the knowledge and practices of contemporary science to students.
2. Engage students in studies of the nature of science.
3. Engage students successfully in developmentally appropriate inquiries.
4. Engage students in the analysis of problems involving science and technology.
5. Promote the learning of science by students with different abilities, needs, interests, and backgrounds.

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6. Plan and implement internally consistent units of study that address the state science standards.
7. Identify ways to relate science to community, involve stakeholders, and use community resources to promote the learning of science.
8. Use multiple assessment tools and strategies to address standards and meet the needs of diverse students.
9. Organize safe and effective learning environments that promote the success of students and the welfare of all living things.
10. Demonstrate growth and change, personally and professionally, to meet the diverse needs of students, school, community, and profession.

### **Social Studies Grades 9-12 (Based on the NCSS Pedagogical Standards for Teacher Preparation)**

1. Understand NCSS and state content standards and how to plan standards-based instruction.
2. Possess the knowledge, capabilities and dispositions to create learning experiences that fit the different approaches to learning of diverse learners.
3. Possess the knowledge, capabilities, and dispositions to use a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
4. Possess the knowledge, capabilities and dispositions to create learning environments that encourage social interaction, active engagement of learning, and self-motivation.
5. Possess the knowledge, capabilities and dispositions to use verbal, non-verbal and communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
6. Possess the knowledge, capabilities and dispositions to plan instruction based on understanding of subject matter, students, the community, and curriculum goals.
7. Possess the knowledge, capabilities and dispositions to use formal and informal assessment strategies to evaluate and ensure continuous development of learners.
8. Possess the knowledge, capabilities and dispositions to develop as reflective practitioners and continuous learners.

### **Graduate Applications**

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### **Admission and Degree Requirements**

Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master's degree and certification in teaching, may enroll in up to two courses of the M.A.T. program prior to receiving a bachelor's degree.

Students are advised that additional requirements may be added to the program of study to support background of a discipline and/or general education.

The PRAXIS II content knowledge examination must be successfully passed prior to entry into the Internship semester (Spring of each year). Students will not be placed in the Internship experience until a passing score on the PRAXIS II exam has been verified by the Spadoni College of Education.

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Portals identify four key stages for this graduate program. The requirements for entry into each of the four portals are listed below:

### **Portal I. Admission to the Graduate Program.**

For admission to the Graduate Program, students must:

- Submit an application for graduate study to the University with the \$45 application fee (check or money order) enclosed. Applications are due May 1 for each cohort.
- Submit official transcripts reflecting an undergraduate GPA of 2.75 in the content area AND one of the following: 2.5 GPA overall, OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 800 with no less than 400 in both the verbal and quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT).
- Provide two letters of recommendation (on forms provided) supporting the applicant's academic qualifications.

Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant's file. All applicants will be informed in writing of the Committee's decision.

### **Portal II. Continuation in the M.A.T. Program and Admission to the Professional Program in Teacher Education (determined at the conclusion of Summer II).**

Students must:

- Attain a GPA of 3.0 for two education courses and two content area courses, with no grades below "C".
- Receive satisfactory recommendations from professors.
- Receive approval of the M.A.T. Graduate Admissions Committee.

### **Portal III. Admission to Internship.**

Students must:

- Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in content area courses and an overall GPA of 3.0, with no course grade less than "C."
- Complete practicum experiences with satisfactory recommendations from both cooperating teachers and university supervisors.
- Receive satisfactory recommendations from professors.
- Pass Praxis II subject area examinations.
- Fulfill the fingerprinting requirements.
- Receive approval of the adviser and the M.A.T. Graduate Admissions Committee.

### **Portal IV. Graduation**

- Complete all course work with a 3.0 GPA overall and in the content area with no course grade less than "C."
- Complete Internship with satisfactory recommendations from the cooperating teacher and the supervisor.
- Receive satisfactory recommendations from professors.
- Receive approval of the adviser and M.A.T. Graduate Admissions Committee.
- Submit passing score on Principles of Learning and Teaching (P.L.T.).

### **Post-Graduation**

- Provide contact information to the Spadoni College of Education and complete an evaluation of the program.

### **Required Graduate Degree Credit Hours (39 - 45 Graduate Credit Hours)**

Concentrations in Secondary English, Mathematics, Science, and Social Studies and Pre K-12 in Art and Music

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### CORE COURSES (12 - 18 Credit hours)

EDSC 415 or EDSC 515: Teaching in Diverse Classroom Settings .....	3
EDSC 475 or EDSC 575: Learners and the Learning Process.....	3
EDSC 500: Assessment and Action Research .....	3
EDSC 518: Addressing Literacy in the Content Area .....	3
EDSC 525: Managing the Classroom .....	3
EDSC 546: Foundations of Secondary Education .....	3

### TEACHING CONCENTRATION (15 Credit hours)

(Choose <b>One</b> ) Methodology course in the content area of concentration .....	3
EDSC 547: Principles and Methods of Teaching English	
EDSC 549: Principles and Methods of Teaching Social Studies	
ARTE 550: Principles and Methods of Teaching Art	
MUED 551: Principles and Methods of Teaching Music	
EDSC 552: Principles and Methods of Teaching Mathematics	
EDSC 553: Principles and Methods of Teaching Science	
EDSC 590: Internship .....	9
EDSC 580: Internship Seminar.....	3

### Content Preparation (12 Credit hours in the concentration chosen.)

Graduate content in <b>one</b> of the concentration areas .....	12
<b>Art</b> (ARTC, ARTE, ARTD, ARTH, ARTS), <b>English</b> (ENGL), <b>Mathematics</b> (MATH, STAT), <b>Music</b> (MUS, MUED), <b>Science</b> (ASTR, BIOL, CHEM, GEOL, MSCI, PHYS), or <b>Social Studies</b> (ANTH, ECON, HIST, POLI, PSYC, SOC).	

## MASTER OF EDUCATION (M.ED.) DEGREE IN EDUCATIONAL LEADERSHIP

The Master of Education degree program in Educational Leadership is designed to provide advanced professional studies in graduate-level coursework for applicants who are interested in becoming principals at various levels of K-12 schools, and are committed to excellence in student success. Graduates will become well-qualified professionals as they further their knowledge of the functions of a high achieving school in areas such as curriculum, instruction, management, personnel, finance, school law, public relations and the many facets of student achievement. They will be able to apply the theories and skills learned in the classroom to real situations. Numerous opportunities are provided to work with teachers, students and experienced principals in field experiences and to learn how to meet the demands of leadership as a building level administrator. The program will prepare these school leaders to be committed to continuous growth because they will understand that the body of knowledge needed to lead schools is growing and changing. Graduates of this program will be effective leaders who can create and maintain high quality schools. Applicants must have one-year minimum of teaching experience to be enrolled in the program.

The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in three years of ongoing coursework. At the completion of the degree requirements and passing the Praxis II exam in Educational Leadership and Supervision, graduates are eligible for certification as a school administrator in South Carolina.

### **Student Learning Outcomes**

1. Explain the development, articulation, implementation and stewardship of a school vision of learning supported by the school community to promote the success of all students.
2. Assess a school culture, and effective instructional program, applying best practice to student learning and professional growth for staff to promote the success of all students.
3. Describe the management of the organization, operations and resources of schools to promote the success of all students.
4. Relate the importance of collaborating with families and other community members by responding to diverse community interests and needs and mobilizing community resources to promote the success of all students.
5. Support the success of all students by acting with integrity, fairly and in an ethical manner.
6. Evaluate the larger political, social, economic, legal and cultural context to promote the success of all students

### **Admission Requirements**

The following are required for admission into the educational leadership program:

1. A completed application for graduate study at the university and an official transcript from each school or college previously attended. (All prior undergraduate academic study must be represented as well as other graduate study if such study has been completed.)
2. At least two letters of recommendation on the forms provided with the application.
3. A minimum of one year of full-time teaching experience.
4. Evidence of teacher certification at the grade level or in the subject area of the degree sought.
5. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) on a 4.0 scale on undergraduate work OR, a report of minimum score of 800 with no less than 400 in both the verbal and quantitative portions on the Graduate Record Exam (GRE), OR, a report of a minimum score of (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
6. Legal arrest/conviction statement.
7. Approval of the Portal I Faculty Committee.

### **Degree Requirements**

The Master of Education in Educational Leadership in the Spadoni College of Education includes the following requirements:

1. Successful completion of 36 semester hours in the approved program of study.
2. Minimum overall 3.00 G.P.A in the program.
3. Approval of the Portal III Faculty Committee.
4. Successful completion of the Exit Portfolio.
5. Successful completion of the Portfolio Presentation and written Comprehensive Examination.
6. Passing score (145) on the PRAXIS II: Educational Leadership-Administration and Supervision.

Every graduate student will have a faculty adviser with whom to plan a program of study sufficiently intensive and sequential to assure professional competence and breadth of knowledge. Advisers are assigned by the M.Ed. in Educational Leadership Coordinator. Though an adviser may be appointed, the appointment of an adviser is not intended as an assurance to the student that he/she has been officially admitted to the program.

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No more than twelve hours of study may be taken or applied to meet program requirements prior to full admission to the program.

### Required Graduate Degree Credit Hours (36 Graduate Credit Hours)

#### CORE COURSES (9 Credit Hours)

EDUC 607: Research in Today's Schools .....	3
EDUC 630: Advanced Study of Curriculum & Instruction .....	3
EDUC 685: Strategies for Teaching Diverse Learners .....	3

#### REQUIRED COURSES (27 Credit Hours)

EDAD 600: Introduction to Educational Leadership.....	3
EDAD 635: School Personnel Administration .....	3
EDAD 660: Supervision of Instruction.....	3
EDAD 680: School and Community Relations .....	3
EDAD 684: School Finance/Ethics .....	3
EDAD 686: Legal Basis of Educational Organization & Administration .....	3
EDAD 689: School Principal.....	3
(Choose two) EDAD 694, 695, 696, 697 .....	6
EDAD 694: Elementary School Principal in Practice I	
EDAD 695: Elementary School Principal in Practice II	
EDAD 696: Secondary School Principal in Practice I	
EDAD 697: Secondary School Principal in Practice II	

### Internship Requirements for Various Levels of Administrative Certification\*

#### For Elementary Principal and Supervisor certification (grades K-8):

- Take EDAD 694 and EDAD 695.

#### For Secondary Principal and Supervisor certification (grades 7-12):

- Take EDAD 696 and EDAD 697.

#### For teachers with K-12 teaching certification who want both Administrative Certifications, there are two options:

- Take EDAD 694 *and* EDAD 697 or EDAD 695 *and* EDAD 696.

An internship in a middle school counts towards administrative certification at the level of the intern's teaching certificate. Examples:

1. If an intern is certified as an elementary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Elementary Principal and Supervisor certification.
2. If an intern is certified as a secondary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Secondary Principal and Supervisor certification.
3. If an intern is certified in a K-12 field and does a semester long internship at a middle school, this internship can be used to satisfy either the elementary or secondary internship requirement.

Teachers with either K-8 or 7-12 teaching certification will automatically qualify for middle school administrator and supervisor certification as South Carolina does not have a separate middle school certification category.

\*NOTE: For South Carolina certification as an elementary, middle, or high school administrator, students must pass the PRAXIS II - Educational Leadership: Administration and Supervision.

**MASTER OF EDUCATION (M.ED.) IN LEARNING AND TEACHING  
With Concentrations in Early and Elementary Grades, Instructional Technology,  
and Literacy**

The Master of Education (M.Ed.) degree program in Learning and Teaching is designed to offer opportunities for educators to advance their professional knowledge and practice.

**Student Learning Outcomes for the Program**

1. Demonstrate knowledge of the content that they plan to teach as well as the professional, state, and institutional (conceptual framework) standards related to content knowledge.
2. Demonstrate a broad knowledge of instructional strategies in their content area, and be able to use that knowledge to facilitate student learning.
3. Provide a student-centered learning environment by applying professional and pedagogical knowledge and skills as delineated in professional, state, and institutional (conceptual framework) standards and by engaging in ongoing reflective practice to improve teaching and learning.
4. Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress to make learning meaningful for all students.
5. Demonstrate appropriate professional behaviors including a commitment to fairness and the expectation that all students can learn.
6. Plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.
7. Demonstrate knowledge of technology and use technology to support effective teaching, enhance student learning, and monitor student progress.

**Early and Elementary Concentration**

1. Demonstrate proficiency in the ability to design and implement effective learning experiences for early childhood and elementary students.
2. Develop a comprehensive plan for how they will differentiate instruction and pedagogy in the most effective and appropriate manner for a given classroom and all its students.
3. Formulate a philosophy for working with families and the community in developing and implementing appropriate curriculum for early childhood and elementary children.

**Literacy Concentration**

1. Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Instructional Technology Concentration**

1. Demonstrate knowledge, skills and attitudes relevant to the integration of technology to support teaching and learning.
2. Develop instructional materials, experiences and assessments that leverage instructional technologies to inspire student creativity and performance.
3. Apply understanding societal issues of evolving digital culture to promote legal and ethical uses of technology in teaching and learning.
4. Pursue professional growth and leadership opportunities relevant to instructional technology.

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### Admission to Study

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### Admission Requirements

Applicants for M. Ed. program admission must meet the following requirements:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 800 with no less than 400 in both the verbal and quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
4. Evidence of teacher certification.

### Degree Requirements

All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the following requirements:

1. Successful completion of an approved program of study, 30-36 semester hours, of which at least 50 percent must be earned in courses numbered 600 or above.
2. Successful completion of the prescribed culminating experience.
3. A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
4. Every degree-seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve hours of study may be taken or applied to meet program requirements prior to full admission to the program.

No academic program can be approved until the student has been admitted to the graduate program as a degree-seeking graduate student. Students are cautioned that graduate credit earned prior to full admission to a degree may not be applicable toward the degree requirements. The program should be established, at the latest, by the end of the first semester of study.

Students seeking admission to a degree program where the program represents a notable difference from their baccalaureate level study may be expected to engage in additional study in the specialized degree area beyond basic degree requirements.

### Required Graduate Degree Credit Hours (30 Graduate Credit Hours)

#### CORE COURSES (15 Credits Hours)

EDIT 604: Teaching with Technology .....	3
EDUC 607: Research for Today's Schools.....	3
EDUC 628: Assessment of Performance to Inform Instruction.....	3
EDUC 630: Advanced Study of Curriculum and Instruction .....	3
EDUC 685: Strategies for Serving Diverse Learners .....	3

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Choose **ONE** of the following Concentration Areas with 15 Credit hours:

**Early and Elementary Grades Concentration (15 Credit Hours)**

EDSP 605: Special Education for Teachers in Early Childhood  
and Elementary Education.....3  
EDEE 615: Application of Differentiated Instruction in the  
Early Childhood and Elementary Classroom .....3  
EDEE 650: Advanced Study of Early and Elementary  
Curricula and Programs (Culminating Experience) .....3  
(Choose **one** cluster of courses).....6  
Early Childhood: EDEE 616: Methods and Materials for Early Childhood Education  
EDEE 618: Methods and Materials for Early Childhood Education  
OR  
Elementary: EDEE 612: Advanced Social Studies Methods for the Elementary  
Classroom  
EDEE 614: Advanced Science Methods for the Elementary Classroom

**Instructional Technology Concentration (15 Credit Hours)**

(Choose four) EDIT 610, 620, 630, 640, or 650.....12  
EDIT 610: Instructional Design and Technology Integration  
EDIT 620: Technology Planning and Management  
EDIT 630: Development of Instructional Multimedia  
EDIT 640: Instructional Video Production  
EDIT 650; Teaching and Learning Online  
EDIT 690: Seminar in Instructional Technology (Culminating Experience).....3

**Literacy Concentration (15 Credit Hours)**

EDLL 600: Advanced Reading Theory: Philosophical,  
Historical, and Sociological Foundations of Reading .....3  
EDLL 604: Practicum in Literacy Assessment and Evaluation .....3  
EDLL 606: Practicum in the Evaluation of Literacy Instruction and  
Assessment (Culminating Experience).....3  
EDLL 608: Instructional Strategies and Materials in Literacy .....3  
(Choose one) EDLL 605 or 618 .....3  
EDLL 605: Organization, Administration, and Supervision of the School  
Reading Program  
EDLL 618: Content Literacy

**THOMAS W. AND ROBIN W. EDWARDS COLLEGE OF  
HUMANITIES AND FINE ARTS**

Daniel Ennis, *Interim Dean*

Carol Osborne, *Associate Dean*

Holley Tankersley, *Associate Dean*

Cheryl Ward, *Center for Archeology and Anthropology*

Eldred Prince, Jr., *Director of the Waccamaw Center for Cultural and Historical Studies*

Sara L. Sanders, *Director of the Jackson Family Center for Ethics and Values*

**DEPARTMENT OF COMMUNICATION**

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Deborah Breede, *Associate Professor*

E. Stephen Daniel, *Lecturer*

Amy Edmunds, *Lecturer*

James Everett, *Professor and Department Chair*

Wesley E. Fondren, *Assistant Professor*

Gwendolyn R. Fowler, *Lecturer*

Linda P. Kuykendall, *Senior Instructor*

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John Beard, *Professor*

Jason Bordt, *Lecturer*

Jennifer Boyle, *Assistant Professor*

Colin R. Burch, *Lecturer*

Michael Campbell, *Lecturer*

Rebecca Childs, *Associate Professor*

Mary Emery, *Lecturer*

Daniel J. Ennis, *Professor*

Veronica D. Gerald, *Assistant Professor*

Steven L. Hamelman, *Professor*

Rebecca Hamill, *Lecturer*

Catherine Harrison, *Lecturer*

David R. Kellogg, *Assistant Professor*

Linda E. Martin, *Lecturer*

Steve McCartney, *Lecturer*

Ray R. Moye, *Associate Professor*

Jason Ockert, *Associate Professor*

Joe Oestreich, *Assistant Professor*

Kate Faber Oestreich, *Assistant Professor*

Carol Osborne, *Professor*

Denise Paster, *Assistant Professor*

Triphthia Pillai, *Assistant Professor*

Cynthia Port, *Assistant Professor*

Nelljean M. Rice, *Associate Professor*

Sara L. Sanders, *Professor and Director of  
the Jackson Family Center for Ethics and  
Values*

Ryan Shelley, *Lecturer*

Sara Sobota, *Lecturer*

Shannon Stewart, *Lecturer*

Daniel Cross Turner, *Assistant Professor*

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Robert T. Oliver, *Senior Instructor*

Brandon Palmer, *Associate Professor*

Eldred Prince, Jr., *Professor and Director of  
The Waccamaw Center for Cultural and  
Historical Studies*

Roy Talbert, Jr., *Professor*

Kenneth W. Townsend, *Professor and  
Department Chair*

Cheryl Ward, *Associate Professor and  
Director of the Center of Anthropology  
and Archaeology*

Philip Whalen, *Professor*

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### DEPARTMENT OF MUSIC

Steve Bailey, *Associate Professor*  
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Patti Edwards, *Associate Professor*  
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Jeff Jones, *Assistant Professor*  
Dan O'Reilly, *Lecturer*  
Philip Powell, *Professor*  
Tonya Propst, *Assistant Professor*  
Matthew Shrewsbury, *Lecturer and  
Assistant Director of Bands*

Terri Sinclair, *Associate Professor and  
Director of Choral Activities*  
Donald Sloan, *Professor and Department  
Chair*  
Gary Stegall, *Professor*  
Amy Tully, *Assistant Professor*  
James Tully, *Professor and Director of  
Bands*  
Jesse B. Willis, *Assistant Professor*

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Eleanor Finnegan, *Lecturer*  
Ronald Green, *Assistant Professor*  
Preston L. McKeever-Floyd, *Assistant  
Professor*  
Julinna Oxley, *Assistant Professor and  
Director of Women's and Gender Studies  
Program*

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Michael S. Ruse, *Associate Professor*  
Renée Smith, *Associate Professor*  
Jonathan Trerise, *Assistant Professor*  
Dylan Wittkower, *Lecturer*

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Alan L. Little, *Senior Instructor*  
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Paul C. Peterson, *Professor*  
John V. Riley, *Associate Professor*  
Kenneth Rogers, *Professor and Department  
Chair*  
Jonathan Smith, *Associate Professor*  
Holley Tankersley, *Professor*  
Frederick Wood, *Assistant Professor*  
Min Ye, *Assistant Professor*

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Robin Edwards-Russell, *Associate Professor*  
R. Stephen Earnest, *Professor*  
Steven Gross, *Associate Professor*

Eric Hall, *Associate Professor*  
Barbara Hartwig, *Artist in-Residence/ Lecturer*  
Kenneth Martin, *Associate Professor and  
Department Chair*

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Steven Bleicher, *Professor*  
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Arne Flaten, *Associate Professor and  
Department Chair*  
Mary Elizabeth Howie, *Assistant Professor*  
Elizabeth F. Keller, *Professor*

Maura Kenny, *Professor*  
Treelee MacAnn, *Professor*  
M. Scott Mann, *Assistant Professor*  
Armon Means, *Assistant Professor*  
Stephanie Miller, *Lecturer*  
Paul A. Olsen, *Professor*  
Talbot Easton Selby, *Assistant Professor*  
Susan J. Slavik, *Associate Professor*  
Christine Todd, *Lecturer and Studio*

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### DEPARTMENT OF WORLD LANGUAGES AND CULTURE

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Matthieu Chan Tsin, *Associate Professor*  
and *Department Chair*

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JoAnne Flanders, *Senior Instructor*

Lucero Flores-Paez, *Lecturer*

Yun Sil Jeon, *Assistant Professor*

Jennifer Karash-Eastman, *Lecturer*

Lori Knox, *Lecturer*

Sherry LeCompte, *Lecturer*

José Luis Mireles, *Senior Instructor*

Mario Morales, *Senior Instructor*

Alejandro Munoz Garces, *Lecturer*

J. Alberto Pérez, *Associate Professor*

José H. Sanjinés, *Associate Professor*

Maria Luisa Torres, *Associate Professor*

### DEGREES

Master of Arts in Writing

### MASTER OF ARTS IN WRITING

The mission of the Master of Arts in Writing program is to make individuals more proficient writers in order to meet challenges in areas of professional writing, creative writing and writing instruction. Graduate students in the Master of Arts in Writing program learn to make sophisticated judgments regarding content, tone, style and diction of various forms of professional and creative writing; utilize technology for presentations, web pages, visual media and print documents; and learn professional procedures to prepare and submit manuscripts for publication.

The M.A. in Writing degree addresses three related areas of need: professional writing, creative writing and composition. While all three areas can be viewed as distinct disciplines, this degree will link them by emphasizing some central principles of effective writing while allowing for intensive exploration of particular subfields of writing. This program is specifically relevant for teachers, aspiring creative writers, and professional writers and researchers who want to gain or enhance their professional and/or creative writing credentials.

### Student Learning Outcomes

1. Analyze the theories and practices at the core of professional and creative writing.
2. Assess the techniques of literary analysis and academic research.
3. Use technology to design presentations, web pages, visual media and print documents.
4. Follow professional procedures to prepare and submit manuscripts for publication.
5. Devise and execute a major writing project that demonstrates mastery of a particular form or forms and an awareness of a particular rhetorical situation.

Students who earn the M.A. in Writing will be expected to:

1. Demonstrate knowledge of theories in professional and creative writing
2. Demonstrate command of the techniques of literary analysis and academic research
3. Demonstrate knowledge of technology choices as they relate to the written word
4. Demonstrate the ability to apply professional procedures for publication
5. Understand and promote effective written communication practices as teachers, leaders, writers and editors

### Graduate Applications

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### Admission Requirements

For admission to the Graduate Program, the applicant must meet or exceed the following criteria:

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1. A completed application for graduate study at the University and an official transcript from each school or college previously attended.
2. At least two letters of recommendation.

In addition, applicants must have two of the following three credentials:

1. A 3.3 GPA in 18 hours of undergraduate or graduate coursework in English or related discipline.
2. A 500 in the verbal portion of the GRE or a 4.0 in the GRE Written Assessment. (Test scores must be no older than 5 years at time of application.)
3. An “acceptable” rating awarded by the graduate committee to a 20-page writing sample.

### Degree Requirements

The Master of Arts in Writing requires:

1. Successful completion of an approved program of study with a minimum of 33 graduate hours;
2. A minimum grade point average of 3.0 (**B**) on all course work;
3. Completion, presentation, and successful defense of a graduate thesis; and
4. Completion of all requirements for the degree during a six-year period.

### Transfer Credits

With approval from the Graduate Director, a maximum of 6 transfer credit hours may be applied to a student’s program of study. All transfer credit course work must have been completed with a minimum grade of **B**.

### Required Graduate Degree Credit Hours (33 Graduate Credit Hours)

The M.A. in Writing requires 33 graduate credit hours, including the successful defense of a thesis.

#### CORE COURSES (6 Credit hours)

- (Choose two) ENGL 602, 603, or 604..... 6
- ENGL 602: Principles of Editing and Publishing
  - ENGL 603: Special Topics in Forms of Creative Writing (May be taken only once for core courses.)
  - ENGL 604: Composition and Rhetoric

#### WORKSHOPS AND INTERNSHIPS (9 Credit hours)

- (Choose three) ENGL 652, 655, 658, 681, 682, or 683..... 9
- ENGL 652: Fiction Writing Workshop
  - ENGL 655: Graduate Writing Workshop–Creative Nonfiction
  - ENGL 658: Graduate Writing Workshop–Poetry
  - ENGL 681: Workshop in Professional and Technical Writing
  - ENGL 682: Workshop in Composition and Rhetoric
  - ENGL 683: Writing and Editing Internship

#### COURSES IN LITERATURE AND LINGUISTICS (6 Credit hours)

- (Choose two) ENGL 628, 635, 653, or 691 ..... 6
- ENGL 628: Topics in British Literature
  - ENGL 635: Topics in American Literature
  - ENGL 653: Topics in Linguistics
  - ENGL 691: Topics in World Literature

- ELECTIVES in ENGL (9 Credit hours)..... 9**

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Graduate courses at the 600 or 700 level. ENGL 698 may be used only once for elective credit.

Students are expected to complete additional seminars in literature/linguistics or writing workshops, but students with special permission may take courses in other areas (science, business, education for example) depending on their professional interests.

**MASTER'S THESIS (3 Credit hours)**

ENGL 698: Thesis Research.....3

## COLLEGE OF SCIENCE

Michael H. Roberts, *Dean and Vice President for Research and Emerging Initiatives*  
Gibson F. Darden, *Associate Dean*  
John P. Steen Jr., *Assistant Dean*  
Paul T. Gayes, *Director of the Burroughs and Chapin Center for Marine and Wetland Studies*

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Stacey L. Beam, *Coordinator of Smith Exercise Science Laboratory*  
Gibson F. Darden, *Professor and Director of KRSS*  
G. William Lyerly, *Assistant Professor*  
Gregory F. Martel, *Associate Professor and Coordinator*  
Christine M. Rockey, *Lecturer*

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Alicia Day, *Lecturer*  
Michael D. Hutchinson, *Assistant Professor*  
Colleen A. McClone, *Associate Professor*  
Dustin F. Thorn, *Assistant Professor*  
Christine Rockey, *Lecturer*  
Donald L. Rockey, *Associate Professor, and Coordinator*

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SFC William Orr  
MSG David Penton  
1LT Matthew Walters

## DEPARTMENT OF BIOLOGY

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Anthony Audino, <i>Lecturer</i>	Deborah Hutchinson, <i>Assistant Professor</i>
Stephen P. Bush, <i>Professor</i>	Fang Ju Lin, <i>Associate Professor</i>
Megan E. Cevasco, <i>Assistant Professor</i>	James O. Luken, <i>Professor</i>
Geoffrey J. Cockrell, <i>Senior Instructor</i>	Sue Mgrdechian, <i>Instructor</i>
Michael Ferguson, <i>Professor</i>	Scott Parker, <i>Assistant Professor</i>
Sharon L. Gilman, <i>Associate Professor</i>	Michael M. Pierce, <i>Associate Professor</i>
Kevin Godwin, <i>Associate Professor</i>	Michael H. Roberts, <i>Professor</i>
Vladislav Gulis, <i>Assistant Professor</i>	Suzanne S. Senchak, <i>Senior Instructor</i>
Christopher E. Hill, <i>Professor</i>	Doug Van Hoewyk, <i>Assistant Professor</i>

## DEPARTMENT OF CHEMISTRY AND PHYSICS

### CHEMISTRY

William C. Cooper, <i>Lecturer</i>	John Reilly, <i>Associate Professor</i>
J. Derek Elgin, <i>Assistant Professor</i>	Paul E. Richardson, <i>Associate Professor</i>
David W. Evans, <i>Associate Professor</i>	Brett K. Simpson, <i>Associate Professor and Department Chair</i>
John A. Goodwin, <i>Professor</i>	Floyd L. Wiseman, <i>Lecturer</i>
Clayton M. Hair, <i>Lecturer</i>	
James C. Moore, <i>Assistant Professor</i>	

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### PHYSICS

T. Brian Bunton, *Assistant Professor*  
Teresa E. Burns, *Associate Professor and  
Director of Core Curriculum/General  
Education*

Louis E. Keiner, *Associate Professor*  
Varavut Limpasuvan, *Professor*  
E. Herbert Newman, *Lecturer*  
Louis Rubbo, *Assistant Professor*

### DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

Joyce Barnes, *Lecturer*  
Chad Casselman, *Lecturer*  
Crystal C. Edge, *Instructor*  
Jean French, *Lecturer*  
Clint E. Fuchs, *Lecturer*  
William Jones, *Assistant Professor*  
Darrell B. Larkins, *Assistant Professor*

Jeffrey P. Linder, *Assistant Professor*  
Michael A. Murhpy, *Assistant Professor*  
Erin Rickard, *Assistant Professor*  
Stephen J. Sheel, *Professor*  
John W. Stamey, Jr., *Associate Professor  
and Department Chair*

### GERONTOLOGY CERTIFICATE PROGRAM

Sara A. Brallier, *Director*

### DEPARTMENT OF HEALTH PROMOTION

Fredanna A. M'Cormack, *Assistant Professor*  
Mary Kate Powell, *Lecturer*  
Sherer W. Royce, *Associate Professor*  
Sharon H. Thompson, *Professor*

John F. Yannessa, *Associate Professor and  
Interim Department Chair*

### NURSING

Patricia A. Bohannan, *Associate Professor and Director*

### DEPARTMENT OF MARINE SCIENCE

Daniel C. Abel, *Professor*  
Erin E. Benfer, *Senior Instructor*  
Erin J. Burge, *Assistant Professor*  
Paul T. Gayes, *Palmetto Professor of  
Marine Science*  
Craig S. Gilman, *Associate Professor*  
Jane L. Guentzel, *Professor*  
Juliana Harding, *Assistant Professor*  
Jenna C. Hill, *Assistant Professor*  
Louis E. Keiner, *Associate Professor*

Eric T. Koepfler, *Professor*  
Brent L. Lewis, *Associate Professor*  
Susan Libes, *Professor*  
Keith R. Walters, *Professor*  
P. Ansley Wren, *Assistant Professor*  
Eric E. Wright, *Associate Professor and  
Department Chair*  
Kehni (Kevin) Xu, *Assistant Professor*  
Robert F. Young, *Professor*

### DEPARTMENT OF MATHEMATICS AND STATISTICS

Ogul Arslan, *Visiting Assistant Professor*  
Robert K. Bell, *Lecturer*  
Meghan Carnes, *Lecturer*  
Rajendra Dahal, *Assistant Professor*  
David Duncan, *Assistant Professor*  
Menassie Ephrem, *Associate Professor*  
Eric Fu, *Lecturer*  
Jamie Hedges, *Lecturer*  
Thomas Hoffman, *Associate Professor*

Andrew Incognito, *Associate Professor*  
Keshav Jagannathan, *Associate Professor*  
Oscar Levin, *Visiting Assistant Professor*  
Tricia Lynn, *Lecturer*  
Jennifer L. Maynard, *Lecturer*  
Tadele A. Mengesha, *Assistant Professor*  
Patrick D. McCormick, *Lecturer*  
Nicholas Pritchard, *Assistant Professor*  
Dale Quinn, *Lecturer*

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Prashant S. Sansgiry, *Professor and  
Department Chair*  
Nyeita Schultz, *Lecturer*  
James Solazzo, *Associate Professor*  
Deepa Wani, *Lecturer*

Tessa Weinstein, *Assistant Professor*  
Denise Williams, *Lecturer*  
Perry J. Zeltner, *Lecturer*  
Jie Zhou, *Assistant Professor*

### DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY

#### PSYCHOLOGY

Bernard A. Albinia, *Associate Professor*  
Jonathan Gullede, *Assistant Professor*  
William Hills, *Associate Professor and  
Department Chair*  
Jonghan Kim, *Assistant Professor*  
William B. King, *Associate Professor*

Megan McIlveavy, *Assistant Professor*  
Linda J. Palm, *Professor*  
Terry Pettijohn, *Associate Professor*  
Joan F. Piroch, *Professor*  
Kerry A. Schwanz, *Associate Professor*

#### SOCIOLOGY

Craig Boylstein, *Assistant Professor*  
Sara R. Brallier, *Professor*  
Jason Eastman, *Assistant Professor*  
Robert Jenkot, *Assistant Professor*

Deborah Perkins, *Assistant Professor*  
Susan E. Webb, *Professor*  
Matthew Wilkinson, *Assistant Professor*

### DEGREES

#### Master of Science in Coastal Marine and Wetland Studies

##### MISSION STATEMENT

The primary mission of the College Science is to educate our students in their chosen disciplines by providing them with excellent educational experiences in the classroom, and with research, internship, field experience, mentoring, and service learning opportunities. Further, the College is committed to preparing our majors to excel in graduate and professional programs and to be competitive in the job market.

In recognition of science as a foundation of modern society and of a comprehensive liberal arts education, our mission includes embracing the teacher-scholar model and providing quality science education for all students of the University so that they become scientifically literate and productive citizens.

Finally, the College recognizes its important role in the community and as the University's focal point for scientific scholarship and expertise, and as an active contributor to the advancement of science. Centers and Initiatives serve to facilitate basic and applied research in areas where college research directions and regional needs are well matched.

### MASTER OF SCIENCE (M.S.) IN COASTAL MARINE AND WETLAND STUDIES

##### MISSION STATEMENT

The Master of Science degree program in Coastal Marine and Wetland Studies is taught and administered by College of Science faculty with expertise in the issues and problems facing coastal areas and wetlands both locally and globally. It was selected and developed to take educational advantage of the unique natural resources of the region and thus faculty and students become important intellectual resources for the region. The purpose of this degree program is to

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provide students with the tools and abilities to assess, comprehend, and synthesize a broad range of scientific information. This will, in turn, allow them to assume employment as professionals in the environmental field, to become stewards of the environment, and to also pursue further graduate study. The goals of the program are satisfied through coursework, teaching opportunities, and the completion, presentation and publication of thesis research done in collaboration with faculty mentors.

The Coastal Marine and Wetland Studies graduate program consists of 24 credit hours of coursework and 6 credit hours of thesis research. Courses are taught primarily by faculty members from two academic departments: biology and marine science. The coursework involves three core courses stressing coastal physical processes, ecology, and environmental policy. Various electives provide students with skills in conservation biology, geographic information systems, statistics, wetland delineation, geophysical surveying as well as the theoretical background in specific areas of organism biology and ecology.

Located near coastal marshes, swamps, a large unregulated river, barrier islands, and the ocean, the program offers exceptional opportunities for basic and applied research. Students pursue projects that contribute to the characterization and preservation of the coastal ecosystem and the organisms that thrive in this ecosystem. Research conducted by graduate students and their faculty mentors is typically presented to the public via seminars, conferences or publications. Teaching assistantships, research assistantships and fellowships are available on a competitive basis.

### Student Learning Outcomes

1. Describe and draw connections among the biological, chemical, geological and physical processes influencing the coastal zone.
2. Write or describe policy recommendations for various coastal management issues.
3. Identify a focused research question dealing with a component of the coastal zone or with wetlands.
4. Successfully plan, conduct, present and publish a research project.

### Graduate Applications

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

### Admission Requirements

Regular admission to the Master of Science in Coastal Marine and Wetland Studies is met by satisfactorily meeting the following criteria:

1. Completion of an application form.
2. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program.
4. Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 400 on both the verbal and quantitative portions. International students whose native language is not English must

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- also submit scores on the Test of English as a Foreign Language (TOEFL). Scores on the GRE and TOEFL must be less than five years old.
5. Submission of at least two letters of recommendation.
  6. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research interest while completing this degree.
  7. Submission of a resume.

### **Provisional Admission**

Applicants may receive provisional admission in the Master of Science in Coastal Marine and Wetland Studies degree program if they do not meet the stated admission requirements and are entering the University for the first time or are returning to the University after an extended absence. Students on provisional admission are limited to 12 hours of course work.

### **Removal of Provisional Status**

To remove provisional status the student must, within the first two academic semesters (either Fall, Spring, or Spring, Fall):

- a. Earn a B or better in two core courses;
- b. Maintain a 3.0 GPA in all graduate courses taken;
- c. Earn a B or better in all undergraduate prerequisites required as specified in the provisional acceptance letter; and
- d. Have the commitment from a faculty member to be the major professor.

### **Admission to Candidacy**

Admission to the graduate program in Coastal Marine and Wetland Studies does not signify Admission to Candidacy. To be eligible for Admission to Candidacy for the Master of Science in Coastal Marine and Wetland Studies, a student must:

1. Achieve regular admission status;
2. Have a degree plan and thesis proposal approved by the major professor, thesis committee, program coordinator, and the Dean;
3. Complete a minimum of 12 semester hours of graduate work at Coastal Carolina University; and
4. Have earned a B or better average on all graduate work pursued and a B or better in the three core courses (CMWS 601, CMWS 602, CMWS 603).

The final decision for admission to Candidacy is made by the Dean of the College of Science. All students, including transfer students, must clear the English Proficiency Requirement, if applicable, before being admitted to Candidacy. Candidacy Applications are available in the Dean's office.

### **Thesis Committee**

A thesis committee of at least three members will be established by the second semester of enrollment. It will consist of at least three full-time CCU faculty members including the major professor who will chair the committee. An approved member from an outside institution may be included. The entire thesis committee will meet with the student semi-annually to assess progress and to give advice.

### **Degree Requirements**

The Master of Science in Coastal Marine and Wetland Studies requires:

1. Successful completion of an approved program of study with a minimum of 30 graduate hours;

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2. Admission to Candidacy;
3. A minimum grade point average of 3.0 (B) on all course work;
4. Completion, presentation, and successful defense of the graduate thesis; and
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

**Note:** Transfer credit(s) cannot be used to raise the GPA at CCU.

### **Required Graduate Degree Credit Hours (30 Graduate Credit Hours)**

The Master of Science in Coastal Marine and Wetland Studies requires the successful completion of an approved program of study with a minimum of 30 graduate credit hours including the successful preparation and defense of a thesis based on the student's original research. Within the approved program are three core courses, three seminar courses, electives, and the required thesis research.

#### **CORE COURSES (9 Credit hours)**

CMWS 601: Coastal Marine and Wetland Processes .....	3
CMWS 602: Coastal Marine and Wetland Ecology .....	3
CMWS 603: Coastal and Wetland Policy and Management .....	3

#### **GRADUATE SEMINAR COURSES (3 Credit hours)**

CMWS 697: Graduate Seminar I .....	1
CMWS 698: Graduate Seminar II .....	1
CMWS 699: Graduate Seminar III .....	1

#### **ELECTIVES (12 Credit hours)**

(Choose 12 credit hours).....12

Electives must be 500 level or above courses from BIOL, CHEM, CMWS, MATH, MSCI, PHYS, STAT.

A maximum of 6 credit hours at the 500 level may be used towards completing degree requirements.

#### **THESIS RESEARCH (6 Credit Hours)**

CMWS 700: Thesis Research .....	6
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## **Course Descriptions**

## COURSE DESCRIPTIONS – GRADUATE

### ACCOUNTING (ACCT)

- 533 Governmental Accounting.** (3) (Prereq: Grade of C or above in CBAD 330) Accounting techniques for governmental and not-for-profit entities. Topics include accounting standards and procedures for governmental units, colleges and universities, health care, and voluntary health and welfare organizations. F
- 535 Advanced Accounting.** (3) (Prereq: Grade of C or above in CBAD 332) Financial accounting for investments in stock and consolidations, foreign currency operations, not-for-profit governmental units, colleges, universities, and voluntary health and welfare organizations. S.
- 632 Advanced Managerial Accounting.** (3) The process of using accounting information for long-and short-term decision making is addressed. The course presents advanced concepts helpful for understanding internal accounting as a tool to generate information for strategic managerial planning and control. It surveys fundamental managerial accounting, develops an operational understanding of elementary cost systems, capital and operating budgeting concepts, incremental analysis, transfer pricing, performance evaluation, and addresses quantitative techniques for assisting managers in the planning and control functions. S
- 636 Advanced Accounting Information Systems.** (3) Study of database design theory and principles unique to accounting information systems. Students create and design accounting information systems using sound database design theory and mid-level accounting software. F
- 637 Advanced Auditing.** (3) (Prereq: Grade of C or above in CBAD 437 Auditing Theory or equivalent) A risk-based introduction to the assurance profession. Focus on corporate governance, risk assessment, and assurance and auditing services; planning and conduct of external and internal audits; and study of current issues and challenges facing auditors. F
- 639 Advanced Topics in Taxation.** (3) Tax planning in the business environment. Students prepare cases and research briefs using an online tax service and other sources. Topics include planning for business organization and sale or liquidation, distributions, mergers and acquisitions, employee compensation and retirement plans, and the gift and estate tax. Alternatives to the income tax are considered. S

### ANTHROPOLOGY (ANTH)

- 540 Seminar in Current Archaeological Issues.** (3) (Prereq: ANTH 320 or permission of instructor) Selected topics of major concern to the practical conduct of archaeological research. As Needed
- 541, 542 Field Problems in Archaeology.** (3) (Prereq: ANTH 101, 320 or permission of instructor) Courses must be taken in sequence. A spring-summer sequence consisting of class work followed by a field session. Research design, field methods, interpretation of data and the development of theory from these data. Methods of relating a specific problem in a given area to more general considerations. S, SU
- 591 Selected Topics.** (3) (Prereq: ANTH 101 or permission of instructor) Topics in anthropology of special interest but which are too specific to be served by an established course. May be taken more than once as topics vary. As Needed

## **ART STUDIO (ARTS)**

- 599 Independent Study in Studio Art.** (3-6) This course is designed for graduate study in studio art. The instructor will facilitate students in their development of self-expression and conceptualization. The emphasis in this course will be placed on a strong body of art work that reflects sound art technique, thematic development, knowledgeable content and a personal style. As Needed

## **ART EDUCATION (ARTE)**

- 540 School Art Program.** (3) Analysis of historical, philosophical, and theoretical foundations of art education as a profession, including the origins and contexts of prevailing practices, contemporary change models, and prominent rationales for art in the schools. Methods for standards-based curriculum development, assessment of teaching and learning, and evaluation of art programs and student art products will be explored through readings, seminars, research and studio projects, and field experiences. SU, even years
- 541 Practicum in Art Education.** (3) Supervised clinical teaching experiences of conducting standards-based instruction with middle and high school students in a laboratory setting. Experiences include lesson planning, producing visual aids, peer and self-assessment in teaching, seminars, collaborative projects, field trip implementation and supervision, and proposal preparation for professional development opportunities. SU
- 550 Principles and Methods of Teaching Art.** (3) Focus on methods, materials, and processes suitable for comprehensive art education content implementation. Students will develop art learning units with relevant teaching support materials organized around specific art concepts and modes of inquiry, produce assessment instruments for the evaluation of art programs and student art products, and engage in the review and analysis of art education literature for research. Emphasis is placed on secondary schools. Supervised clinical teaching experiences in the public schools are required. F
- 595 Art Education Workshop: Special Topics.** (3) Course designed for graduate-level MAT art students or teachers holding existing certification who are preparing to teach art in the public schools. Students will develop specific disciplinary content units for various developmental levels from Pre-K to senior high school. Materials and methods will be organized around exploration of special topics. Topics will vary according to suffix. Examples of topics include Photographic Techniques for Art Education, Pre K-12 Painting Methods, and Handbuilt Ceramics for Pre K-12 Art Teachers. SU, odd years

## **BIOLOGY (BIOL)**

- 517 Herpetology-The Study of Reptiles and Amphibians.** (3) (Prereq: BIOL 122 or equivalent) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conservation. Three lecture hours per week. S
- 526 Ichthyology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 526L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species. F
- 526L Ichthyology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 526) Laboratory and field exercises emphasizing the topics covered in BIOL 526. Students will be required to make and turn in a collection of preserved fish specimens. F
- 536 Animal Behavior.** (3) (Prereq: permission of instructor) (Coreq: BIOL 536L) Study of the historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior. F

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- 536L Animal Behavior Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 536) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises. F
- 542 Advanced Genetics.** (3) (Prereq: permission of instructor) (Coreq: BIOL 542L) The molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms. S
- 542L Advanced Genetics Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 542) Laboratory exercises to accompany BIOL 542. S
- 551 Molecular Techniques.** (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning. S
- 555 Marine Botany.** (3) (Coreq: BIOL 555L) Field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities. F
- 555L Marine Botany Laboratory.** (1) (Coreq: BIOL 555) The laboratory demonstrates the topics and principles presented in lecture. F
- 561 Ornithology.** (3) (Coreq: BIOL 561L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities. S
- 561L Ornithology Laboratory.** (1) (Coreq: BIOL 561) Field experience and exercises to accompany BIOL 561. S
- 581 Freshwater Ecology.** (3) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams). Three lecture hours per week. F
- 581L Freshwater Ecology Laboratory.** (1) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581) Laboratory and field exercises devoted to understanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three laboratory hours per week. F
- 584 Conservation Ecology.** (3) (Coreq: BIOL 584L) A comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology. S
- 584L Conservation Ecology Laboratory.** (1) (Coreq: BIOL 584) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises. S
- 585 Vertebrate Zoology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 585L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals. S
- 585L Vertebrate Zoology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 585) Laboratory and field experiences emphasizing the topics covered in BIOL 585. Laboratories will be centered around field observations of local vertebrates and may include field trips at “unusual” times – nights, early mornings and weekends. F

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- 588 Wetland Plant Ecology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 588L) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered include hydrology, biogeochemistry, and biological adaptation. Wetland management topics include wetland definitions, classification, evaluation, manipulation, creation, and protection. F
- 588L Wetland Plant Ecology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 588) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field. F
- 598 Special Topics in Biology.** (1-4) In depth investigation of specific topics and scientific methods not generally available in the curriculum. May be repeated for credit under different topics. F, S
- 776 Animals of South Carolina.** (4) Lecture-laboratory-field course. Introduction to the major forms of animal life in their native habitats. SU
- 778 Wetland Ecology for Teachers.** (3) (Coreq: BIOL 778L) A course designed to increase general knowledge of wetland habitats, introduce the possibilities of exploring wetlands in teaching, critique and adapt available laboratory and field activities, and develop original classroom teaching modules. SU
- 778L Wetland Ecology for Teachers Laboratory.** (1) (Coreq: BIOL 778) Laboratory and field experiences emphasizing the topics covered in BIOL 778. SU
- 780 Topics in Molecular Biology.** (3) (Coreq: BIOL 780L) The study of modern molecular biological methods emphasizing the methods and applications of recombinant DNA techniques. Selected topics will include DNA sequencing, gene cloning, the polymerase chain reaction and the disruption of genes in microorganisms. SU
- 780L Topics in Molecular Biology Laboratory.** (1) (Coreq: BIOL 780) A laboratory course to introduce commonly used molecular biology and recombinant DNA methods and their applications in biomedical research, agriculture and forensic science. SU

## BUSINESS ADMINISTRATION (CBAD)

- 534 Digital Forensics and E-Discovery.** (3) (=CSCI 534) Study of techniques, tools, and processes used to discover digital evidence. Topics include collection, preservation, presentation, and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. S
- 566 Advanced Security Analysis.** (3) (Prereq: CBAD 363) Principles of value investing as developed by Benjamin Graham and refined by Warren Buffett; application of value investing theory to the complete equity analysis of the firm and valuation of common stocks; required research component. As Needed
- 602 International Study Abroad.** (3) A course requiring travel to a foreign country that prepares students to better understand and evaluate differences in business conducted across companies and countries. Focus is on the economic, sociocultural, and political-legal foreign country environments with special attention to the conduct of successful businesses and ventures. Realization of US versus other country practices will be evident. (Foreign travel) S
- 630 Financial and Managerial Accounting.** (3) Study of managerial and financial accounting, with emphasis on the preparation and use of budgets, business plans, the accounting cycle, and financial statement analysis in the service sector. Online research into important accounting topics and presentation of findings is required. F
- 631 Fraud Examination.** (3) Study of the principles and methodology of fraud detection and deterrence. The course includes such topics as asset misappropriation schemes (e.g.,

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- skimming, cash larceny, check tampering, etc.), corruption, fraudulent financial reporting, internal control, and deterrence. S
- 633 Fraud and the Legal Environment.** (3) Laws, rules of evidence, the rights of persons under investigation, the standards of conduct for performing litigation-type services, the discovery process, attorney-client privilege and attorney work product, and privacy and rules of evidence, as these topics relate to forensic accounting. S
- 635 Ethics for Fraud Examiners.** (3) Analysis of the basic concepts of fraud, focusing on who commits fraud and why. Examination of alternative theories of business ethics, various personal and professional codes of ethics, and the role of ethics in the context of corporate governance and the inappropriate (unethical and possibly illegal) use of corporate assets by management and employees. SU
- 638 Fraud and Litigation Advisory Services.** (3) Forensic and litigation advisory services include accountant's use of their knowledge, skills, abilities, experience, training, and education to support legal actions. Such activities normally are carried out by fraud and forensic accounting professionals acting as consultants and expert witnesses. While fraud and forensic accounting professional may provide forensic and litigations services in criminal cases, the majority of this work is in the area of civil litigation. Engagements include the investigation of damage claims, economic damages related to workplace issues, matrimonial investigations, and assets and business valuations. SU
- 665 Financial Statement Analysis.** (3) An advanced case course which includes an in-depth study into the analysis of the profitability and viability of a commercial enterprise. Primary focus is given to the analysis of a firm's accounting practices and financial statements from the framework of overall business analysis. The case method is utilized. S, F
- 691 Applied Research Methods.** (3) Building on students' knowledge of statistics and elementary data analysis, the course focuses on definition of the research problem, sampling and data collection, entry and storage of data, application of appropriate analysis techniques to test assumptions and hypotheses, and reporting and interpretation of results. As Needed
- 697 Graduate Internship in Business.** (3) (Prereq: Permission of M.B.A. Director) Supervised work experience involving a research component and responsibilities commensurate with graduate level work. A maximum of 15 hours per week for 12-14 weeks; a research project is required. Open to M.B.A. students who have demonstrated professionalism. F, S
- 700 Corporate Responsibility.** (3) An interdisciplinary examination of the role of the corporation in the United States and the world over the long term. The relationship between the corporation and its constituencies is considered in the context of ethics, economics, and politics. Case studies and formal debates required. F
- 720 Economic Strategy.** (3) Applications of economic theory, techniques, and tools of analysis to decision-making at the firm/organization level. The course is designed to develop students' understanding of how to efficiently achieve the goals of the firm and their ability to recognize how economic forces affect the organization. F, SU
- 725 Database Management and E-commerce.** (3) (= CSCI 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and a term project include use of a common database software application to deliver E-commerce applications on the Internet; case readings including implications of database technologies to E-commerce. F
- 750 Service Marketing Management.** (3) Analysis of marketing problems of business firms and other types of organizations through readings and case studies. Attention focuses on

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- the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels, and communication strategies; and the organization's system for planning and controlling its marketing effort. Special attention is focused on the marketing of services. S
- 760 Financial Management.** (3) (Prereq: CBAD 630 - Financial and Managerial Accounting) An advanced case course focusing on financial theory and techniques for the analysis and solution of financial problems dealing with valuation theory and investment, financing, and dividend decisions of the firm. F, S
- 772 Service Management.** (3) An understanding of the important marketing and operational characteristics of service businesses. These include service process design, quality management and control, facility design, capacity management, human resource selection and training, technologies in services, and defining the exchange process in terms of marketing parameters of product, price, place, and promotion. As Needed
- 773 Project Management.** (3) The purpose of this course is to explore the project management environment in business and technology today. Students will acquire new software skills and the methodology on how to successfully manage a project. The goal is to provide the student with a framework to understand the current issues and challenges of the project management environment today as it applies to industry, software development, or service management. F, SU
- 774 Human Behavior in Business.** (3) An overview of worker and consumer behavior in a discussion format. Emphases are on) the dynamic interactions of people working in organizations, application of various managerial concepts, models, theories, and tools for identifying, diagnosing, and solving organizational problems, social and psychological influences on buyer behavior, and application of consumer behavior models to marketing decision making processes. Topics include theories of individual and group behavior, motivation, leadership, and ethical decision making. S
- 778 Strategic and International Issues in Management.** (3) Seminar in strategic management designed to integrate business functions and examine issues that develop in the relationship between organizations and their changing environments, both global and domestic. The course concentrates on modern analytical approaches and on applying successful strategic practices in a team-based, asynchronous, diverse learning environment. F, S, SU
- 797 Forensic Investigation Capstone.** (3) (Prereq: Minimum GPA of 3.0, completion of CBAD 631, 633, 534, 635, 638, or approval of professor) Major fraud case investigation with an emphasis on forensic and litigation support aspects, including presentation of case and compiling a written report. This capstone course requirement may be satisfied by an approved Forensic Investigation Internship with a practicing Certified Fraud Examiner. F
- 798 Research Project.** (3) An applied research project in the student's discipline or area of special interest. Requires presentation of research results orally and in writing. As Needed

### CHEMISTRY (CHEM)

- 570 Environmental Chemistry.** (4) A survey of the chemistry of the atmosphere, soil and water with an emphasis on the effects of pollution. In lab, students will learn the standard methods used to measure pollutants and contaminants in water, soils and tissues. SU
- 605 Modern Instrumental Methods in Chemistry.** (4) A survey of the applications of modern instrumental techniques to the solution of chemical problems, with emphasis on development of basic understanding of the experiment and on interpretation of data. SU

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- 709 Topics in Chemical Education.** (4) Selected chemical topics with emphasis on modern chemical concepts. Lectures, discussion, and laboratory. As Needed

### **COASTAL MARINE AND WETLAND STUDIES (CMWS)**

- 580 Environmental Sociology.** (3) An introduction to important areas of thinking and research in environmental sociology. The primary focus of the course is on the relationship between society and the environment. Special attention is given to the study of how and why societies create environmental problems. S
- 587 Selected Topics for Coastal Marine and Wetland Studies d I.** (1-4) Topics designed in specialty areas of coastal marine and wetland studies. F, S
- 601 Coastal Marine and Wetland Processes.** (3) A comprehensive overview through lectures and field observations of the inter-relations between geological, physical, biological and chemical processes affecting wetlands and coastal zone ecosystems. Emphasis is placed on understanding the relations between processes and features within the terrestrial, estuarine and near shore coastal environments. F
- 602 Coastal Marine and Wetland Ecology.** (3) Relations between organisms and their environments in wetland and coastal zone ecosystems. Interconnectedness, energy flows and food webs will be presented in lectures, laboratories and field experiences in coastal wetland environments, estuaries and coastal marine habitats. F
- 603 Coastal and Wetland Policy and Management.** (3) An examination of the relationships between economics, environmental policy, environmental ethics, and environmental law. Environmental laws, federal, state and local permitting agencies and their regulations that apply to the coastal zone and wetlands will be examined using locally focused case studies. Consideration is given to gathering and presenting scientific information needed for policy decisions. The interactions and competing pressures between economic interests that impact wetlands will be contrasted with a commitment to ethical treatment and responsible management of wetlands and coastal ecological systems. S
- 610 Applied Experimental Designs & Analyses.** (3) (Prereq: Graduate status and STAT 201 or equivalent) A comprehensive course covering topics in observational and manipulative experimental design (e.g., sample size determination, power of the test) and surveying the variety of available statistical techniques and analyses (e.g., MANOVA, PCA, Loglinear models, Bayesian statistics). F
- 611 Marine Environmental Modeling and Data Analysis.** (3) (Prereq: MATH 260 and one advanced statistics course). Study to enable students to collect and analyze meaningful data in marine and wetland environments, leading to the prediction of (and the power to change) environmental trends. Topics include aspects of sampling and resampling methods, simulation techniques, basic design of experimental techniques, fundamentals of time series analysis, modeling with difference and differential equations and linear and nonlinear dynamics that pertain to marine and wetland studies. S
- 612 Advanced Geographic Information Systems.** (3) The use of Geographic Information Systems in the study and management of coastal and marine systems at an advanced level. Topics covered include project design, data management and analysis, exploration of surfaces and statistical modeling, and interpretation of aerial photograph and remotely sensed data. S
- 613 Standard Methods of Seawater, Tissue and Sediment Analysis.** (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the practices and techniques of marine analyses. Topics include measurement of nutrients, organic matter, bacteria and trace metals. Students will be introduced to the use of standard marine analytical equipment including atomic absorption spectrophotometer, gas chromatograph-mass spectrometer, ion chromatograph, TOC/TIC analyzer, and CHNS elemental analyzer. S

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- 614 Applied Geophysical Field Methods.** (3) A field course to provide the student with an understanding of data collection in the field. Detailed study of pertinent data collection techniques for understanding the geology and physical processes in the coastal region to include side-scan sonar, seismic and ground penetrating radar techniques, as well as integral ground truthing techniques. Integration of digital data collection techniques using computer software, hardware, and networking techniques will be covered. F
- 615 Advanced Experimental Designs and Analyses.** (3) (Prereq: CMWS 610) An advanced graduate course in the design and statistical analyses of experiments building on materials covered in CMWS 610 and focusing on categorical data, use of null models and simulation, Bayesian approaches, meta-analyses and additional analytical techniques. S
- 630 Aquatic Physiological Ecology.** (3) Physiological and biochemical mechanisms of adaptation to aquatic environments. Topics include principles of physiological measurement, bioenergetics, and the effects of temperature, salinity, oxygen, light, turbidity, pressure and nutrients. The class will include lectures, discussions, and demonstrations. F
- 641 Environmental Ecotoxicology.** (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the field of environmental ecotoxicology. Topics include chemical principles of bioaccumulation and degradation, organic and inorganic toxicants, modeling approaches to understanding and predicting the fate of pollutants in the marine environment. S
- 642 Applications of Isotope Geochemistry.** (3) (Prereq: MSCI 304 and 305 or consent of instructor) An introduction to the manifold uses of stable and radioactive isotopes in elucidating biologic and inorganic reaction pathways and past environmental conditions in marine and terrestrial systems. Topics include paleotemperature, paleosalinity, estuarine mixing, as well as biological pathways and global biogeochemical cycles. S
- 650 Climate Change and Evolution of Coastal Environments.** (3) Study emphasizing short and long-term coastal and estuarine changes throughout the late Quaternary, specifically with respect to decadal, centennial, millennial, and longer time scales. Quaternary geomorphologies and long and short-term climate changes are studied and placed into a global context of various spatial and temporal changes, induced change, and the factors involved in change. S
- 670 Watershed Science and Management.** (3) An interdisciplinary survey of watershed science, covering essentials of hydrology, geology, biogeochemistry, ecosystem structure and function, watershed modeling, and ecological economics. Current trends in watershed management are covered from the perspective of the USEPA's Watershed Approach which relies on development and implementation of watershed management plans. Other tools for watershed protection will be addressed, such as the Clean Water Act, storm water best management practices, Better Site Design, habitat conservation, and public outreach strategies. S
- 675 Wetland Regulation and Delineation.** (3) (Prereq: permission of instructor) Study of legal definitions and regulations relevant to wetlands and the methods used to delineate wetlands. Lectures are augmented with practical field experience identifying various indicators of hydrology, soils, and vegetation in riparian, estuarine, and pocosin wetlands. S
- 687 Selected Topics for Coastal Marine and Wetland Studies II.** (1-4) Topics designed in specialty areas of coastal marine and wetland studies. F, S
- 697 Graduate Seminar I.** (1) Approaches to research and literature review of possible thesis research. Presentations, readings, and discussions. F, S

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- 698 Graduate Seminar II.** (1) Plans for research and expected outcomes based on a review of literature. Presentations, readings, and discussions. F, S
- 699 Graduate Seminar III.** (1) (Prereq: CMWS 700) Techniques for communicating results in research. F, S
- 700 Thesis Research.** (1-6) Research will be conducted leading toward the preparation, acceptance and defense of a thesis. Students must complete a total of six credit hours to complete the degree requirements. F, S, SU

### COMPUTER SCIENCE (CSCI)

- 534 Digital Forensics and E-Discovery** (3) (=CBAD 534) Study of techniques, tools, and processes used to discover digital evidence. Topics include collection, preservation, presentation, and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. S
- 725 Database Management and E-commerce.** (3) (= CBAD 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and term project include use of a common database software application to deliver E-commerce applications on the Internet; case readings including implications of database technologies to E-commerce. F

### ECONOMICS (ECON)

- 524 Essentials of Economics.** (3) A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools. As Needed

### EDUCATION - EARLY CHILDHOOD (EDEC)

- 631 Special Topics in Early Childhood Education.** (3) Specific analysis of crucial childhood education issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern. As Needed
- 640 Trends and Issues in Early Childhood Education.** (3) Study of the trends and issues that characterize early childhood education today. The course is designed to create an awareness of the directions the field is taking, the myriad problems early childhood education faces and how these problems may be resolved. As Needed
- 697 Seminar in Early Childhood Education.** (3) (Prereq: EDUC 531, 606, 607, 649, EDEC 632, 642, with grade of C or better) Students will synthesize their graduate studies for a master's degree in early childhood education. As Needed

### EDUCATION - EARLY AND ELEMENTARY (EDEE)

- 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades.** (3) (Prereq: EDUC 607) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science in the early childhood and elementary levels for improved and advanced instruction. As Needed
- 612 Advanced Social Studies Methods for The Elementary Classroom.** (3) (Prereq: Graduate student with educator certification) This course focuses on the development of standards-based, developmentally appropriate, culturally responsive learning experiences

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- in elementary Social Studies. Emphasis will be placed on creating a classroom culture of active engagement in learning and on the teacher as an enthusiastic life-long learner. SU
- 614 Advanced Science Methods for the Elementary Classroom** (3) (Prereq: Graduate student with educator certification) This course focuses on the development of standards-based, developmentally appropriate, culturally responsive learning experiences in elementary Science. Emphasis will be placed on creating inquiry units that engage students in scientific discourse, emphasize the skills of scientific inquiry, enhance problem solving, and encourage all students to participate in science learning. There will be an added focus on the teacher as an active participant in ongoing professional development and the planning of the school science program. SU
- 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom.** (3) (Prereq: EDUC 607 and EDUC 685) This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. SU
- 616 Methods and Materials for Early Childhood Education** (3) (Prereq: Graduate student with educator certification) An advanced study of instructional methods for the teaching of young children ages 3 through 8 and the preparation of materials to enhance the learning experiences of these children. S, SU
- 618 Early Childhood Field Experience** (3) (Prereq: Graduate student with educator certification) Field placement in a pre-kindergarten or kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. The emphasis will be on developing deeper understanding of young children's development and the implications of development for program planning for both typical and atypical children. S, SU
- 650 Advanced Study of Early and Elementary Curricula and Programs.** (3) (Prereq: EDUC 607, 628, 630, 685, EDIT 604, EDLL 601 EDEE 610, 615, and EDSP 605) This course includes the culminating experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The course emphasizes dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades. S

### EDUCATION - EDUCATIONAL LEADERSHIP (EDAD)

- 600 Introduction to Educational Leadership.** (3) (Prereq: Admission to M.Ed. degree program in Educational Leadership) Students examine the purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems and developing trends are considered for analysis. F
- 635 School Personnel Administration.** (3) (Prereq: EDAD 600) The course focuses on techniques to maintain effective human relations and the use of human resources. Staff evaluation systems, staffing projections, staff-related record management, and benefit programs are examined. The curriculum emphasizes negotiations in the public sector and contract management. S, SU
- 660 Supervision of Instruction.** (3) (Prereq: EDAD 600) This course provides a theoretical and practical overview of the supervision and evaluation of instruction. The domains of

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- supervision and inquiry into current issues and best practices in supervision are introduced. Students will examine the use of a variety of approaches to assist in the development of practical skills using the clinical process and developmental approach to supervision. F, S
- 680 School and Community Relations.** (3) (Prereq: EDAD 600) The development and analysis of appropriate organizational procedural and administrative arrangements for public relations programs in educational institutions are topics of the course. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support and instituting educational change. SU
- 684 School Finance/Ethics.** (3) (Prereq: EDAD 600) Introduction to school finance and school business administration at all levels of school district organization. The course applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. The curriculum includes discussion of ethics in school finance. S, SU
- 686 Legal Basis of Educational Organization and Administration.** (3) (Prereq: EDAD 600). Basic principles of school law with special attention to legislation in South Carolina and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications and limitations of the Board of Education will be examined. S, SU
- 689 School Principal.** (3) (Prereq: EDAD 600) This course provides an overview of this key position. Analyzes and investigates roles and functions of principalship. The emphasis of the curriculum is on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal. F, S
- 694 Elementary School Principal in Practice I.** (3) (Prereq: EDAD 600 and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced elementary administrator and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. F, S
- 695 Elementary School Principal in Practice II.** (3) (Prereq: EDAD 600, 694 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised internship expands the candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests. F, S
- 696 Secondary School Principal in Practice I.** (3) (Prereq: EDAD 600, and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced secondary administrator (“field supervisor”) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. F, S

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- 697 Secondary School Principal in Practice II.** (3) (Prereq: EDAD 600, 696 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised secondary internship expands the candidate performance in the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests. F, S

### **EDUCATION - ELEMENTARY (EDEL)**

- 608 Parent Involvement in Elementary Education.** (3) Analysis of programs and practices for involving parents in elementary educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings. As Needed
- 610 Social Studies in the Elementary School.** (3) Selection, classification, and organization of materials in the field of social studies in the elementary school. As Needed
- 611 Teaching Writing in Elementary and Middle School.** (3) Writing instruction in relation to the developmental characteristics of children through preadolescence. As Needed
- 613 Science in the Elementary School.** (3) Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures. As Needed
- 617 Curriculum Problems in the Elementary School.** (3) (Prereq: EDEL 715) A course designed to examine the internal facets of the elementary school. These include the library; health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting. As Needed
- 631 Special Topics in Elementary Education.** (3) Specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern. As Needed
- 640 Advanced Study of Teaching Mathematics in the Elementary School.** (3) The selection of teaching procedures and instructional materials which facilitate pupil discovery and learning. Research findings relative to current trends, diagnostic teaching, and mathematics as a contemporary necessity will be examined. As Needed
- 645 Diagnostic Teaching of Arithmetic.** (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum, exploration of diagnostic-prescriptive teaching methods. As Needed
- 658 Advanced Study of Teaching Science in the Elementary School/Middle School.** (3) Study of curriculum models and instructional theory underlying elementary and/or middle school science programs. As Needed
- 670 Advanced Study of Language Arts in the Elementary School.** (3) The relationship between language learning and the genesis and development of personality with implications that would follow for the elementary school language arts curriculum. As Needed
- 695 Special Education for Teachers in Elementary Education.** (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the elementary level. Emphasizes methods for the development and acceleration of basic academic skills. As Needed

**EDUCATION - GENERAL (EDUC)**

- 504 Technology and Instruction.** (3) (Computer Usage) (Prereq: Admission to MAT Degree Program) Development of essential technology skills for educational settings. Classroom applications of word processing, spreadsheet, database, multimedia and Internet technologies. As Needed
- 531 Microcomputers and Instruction.** (3) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction. Off-campus clinical experiences are included to increase student achievement. As Needed
- 607 Research for Today's Schools.** (3) Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write up, and report on an original, field-based, education research project. F, S, SU
- 608 The Nature and Needs of Gifted and Talented Students.** (3) (Prereq: Admission to graduate study) Course designed to provide teachers with a foundation in gifted education as a survey course in the education of gifted and talented students. Included is an overview of the historical and philosophical background of gifted education, as well as a rationale for it. The course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. As Needed
- 609 Introduction to Curriculum and Instruction for Gifted and Talented Students.** (3) (Prereq: Admission to graduate study at CCU) Course designed to prepare teachers to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessments in order to meet the needs and abilities of gifted and talented students. Current research and technology will be utilized in writing lesson plans and units. As Needed
- 610 Integrated Reading and Writing Instruction.** (3) Theoretical bases and techniques for teaching reading and writing using multiple subject areas. As Needed
- 611 Writing/Reading Process Institute Seminar.** (6) (Permission of Instructor) (=ENGL 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention/writing workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program. As Needed
- 620 The Middle School Curriculum.** (3) (Prereq: Permission of the Instructor) A course intended to increase the student's knowledge and awareness of current trends and practices in middle school curriculum with an emphasis placed on the future direction of middle school education to prepare teachers for the demands of an increasingly advanced technological, multicultural society. As Needed
- 625 Student Motivation and Management.** (3) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students as well as classroom organization and the relationship between motivation and management. As Needed
- 628 Assessment of Performance to Inform Instruction.** (3) (Prereq: EDUC 607) This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an

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- understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs. F, S
- 630 Advanced Study of Curriculum and Instruction.** (3-6) Study of the principles of curriculum and instruction related to PK-12 schools. Included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher's roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. Field work is included. F, S
- 631 Special Topics.** (3-6) Topics selected allow for specialized study of timely topics related to the field of education. As Needed.
- 649 The School and Modern Society.** (3) (Prereq: Permission of the Instructor) Basic concepts of the relation of the school to the social order; an analysis of the essential features of changing social context within which American educational policy and practice now operate. The educational implications of recent social change in the American and world society. As Needed
- 655 Teaching Environmental Education.** (3 or 6) Rationale and strategies for teaching environmental education. As Needed
- 680 Capstone Experience.** (3) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the degree candidate and that applies the knowledge and skills gained in the degree program. A portfolio presentation documenting proficiency in designated national and college standards is also included. As Needed
- 685 Strategies for Serving Diverse Learners.** (3) Course designed to assist teachers in exploring issues in multicultural and special education to recognize how such factors as socioeconomic status, racial and ethnic backgrounds, gender, language proficiency, and disabilities may affect a child's performance. Teachers will study ways of making classrooms, curricula, and instructional strategies suitable for a diverse student population. F, S, SU
- 692 Foundations and Services for Exceptional Learners.** (3) Presentation of an overview of exceptionalities of children and youth, as well as curricular and instructional modifications or accommodations that may be needed to meet their needs in the general education classroom. Philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state law, court cases and regulations for special education programs are addressed. As Needed

### **EDUCATION - INSTRUCTIONAL TECHNOLOGY (EDIT)**

- 604 Teaching with Technology.** (3) A standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance. The course is designed to meet the National Education Technology Standards for Teachers (NETS-T), published by ISTE. F, S, SU
- 610 Instructional Design and Technology Integration.** (3) (Prereq: EDIT 604) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration. F, even years.
- 620 Technology Planning and Management.** (3) (Prereq: EDIT 604) Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration. S, odd years.

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- 630 Development of Instructional Multimedia.** (3) (Prereq: EDIT 604) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools. SU, odd years.
- 640 Instructional Video Production.** (3) (Prereq: EDIT 604) Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences. F, odd years.
- 650 Teaching and Learning Online.** (3) (Prereq: EDIT 604) Theory and best practices for the design, development, and implementation of online instruction for blended and distance-based applications. SU
- 690 Seminar in Instructional Technology.** (3) (Prereq: EDIT 604 plus any four of EDIT 610, 620, 630, 640, 650) Capstone experiences in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the Instructional Technology Portfolio. S

### EDUCATION - LITERACY LEARNING (EDLL)

- 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading.** (3) This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism, and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings. SU
- 601 Emergent and Early Literacy Development.** (3) (Prereq: EDLL) This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children's emergent literacy development. The theoretical framework of this course is based on an advanced study of an understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources for effective early childhood and early elementary literacy instruction. SU
- 603 Research in Reading Methods and Materials.** (3) (Prereq: EDLL 600) This course requires that students conduct in-depth study of current methods of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacy, including digital literacy, visual literacy, critical literacy and the use of relevant materials for incorporating multi-modal literacy in the elementary classroom. As Needed
- 604 Practicum in Literacy Assessment and Evaluation.** (3) Emphasis on naturalistic, authentic, classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required. F, beginning 2012.
- 605 Organization, Administration, and Supervision of the School Reading Program.** (3) This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests, and the use of school-wide assessment data for literacy program planning will also be addressed. SU, even years.

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- 606 Practicum in the Evaluation of Literacy Instruction and Assessment.** (3) (Prereq: EDLL 600, EDLL 604, EDLL 605, EDLL 608, or EDLL 618) This course requires the application and integration of instructional strategies and naturalistic, authentic assessment in literacy, with an emphasis on evaluating demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application, a writing application, and an example of collaborative integrated application. Students must obtain permission from classroom students' parents for videotaping and use of student artifacts within the portfolio. These three applications must demonstrate all five propositions of the NBPTS and the six IRA Standards for Reading Professionals. S
- 608 Instructional Strategies and Materials in Literacy.** (3) This course requires that students conduct in-depth study of current methods and materials used in literacy instruction. Emphasis is on research-supported instructional strategies that are effective for diverse learners and across various instructional settings. F
- 618 Content Literacy.** (3) This course provides K-12 teachers with the strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of the reading and writing processes and the basic tenets of integrating technology across the curriculum. S

### EDUCATION - SECONDARY (EDSC)

- 500 Assessment and Action Research.** (3) An introduction to assessment at the secondary level. Students design, apply, and interpret the results of measurements. Test formats, the correlation of test items with learning objectives and the interpretation of teacher-made and standardized test results are addressed. F
- 515 Teaching in Diverse Classroom Settings.** (3) (Prereq: Admission to MAT Degree Program) Study of the diverse population of students in today's classrooms. Alternative methods of instruction and evaluation of concepts and skill development will be presented. A clinical field experience in public schools is included. F
- 518 Addressing Literacy in the Content Area.** (3) (Prereq: Admission to MAT Degree Program) Study of the reading process and readiness to read as related to the teaching of academic areas found in public schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. SU
- 525 Managing the Classroom.** (3) (Prereq: Permission of instructor) Study of effective principles and techniques of management of classrooms today. Attention is given to theories and strategies of management of students as well as classroom organization and the relationship between motivation and management. A clinical experience in public schools is included. F
- 546 Foundations of Secondary Education.** (3) (Prereq: Admission to MAT Degree Program) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment. SU
- 547 Principles and Methods of Teaching English.** (3) (Prereq: Admission to MAT Degree Program) A study of methods, techniques and materials appropriate to teaching English. A clinical experience in public schools is included. F
- 548 Principles and Methods of Teaching Foreign Language.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Foreign Language. The student is expected to plan, implement, and evaluate

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- specific lessons using various resources and techniques. A clinical experience in public schools is included. As Needed
- 549 Principles and Methods of Teaching Social Studies.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Social Studies. A clinical experience in public schools is included. F
- 552 Principles and Methods of Teaching Mathematics.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching mathematics. A clinical experience in public schools is included. F
- 553 Principles and Methods of Teaching Science.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching science. A clinical experience in public schools is included. F
- 575 Human Development and Learning Processes.** (3) (Coreq: EDUC 515, EDUC 625, permission of instructor) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adolescence periods with an emphasis on the period of adolescence and a focus on developmental applications in educational settings. A clinical experience in public schools is included. F
- 580 Internship Seminar.** (3) (Prereq: Admission to MAT Degree Program) (Coreq: EDSC 590) Candidates will meet periodically with their university supervisor and with other candidates to establish links between the theoretical principles taught in the methods course and the practical application of these theories during the internship. F, S
- 590 Internship.** (9) (Prereq: Admission to MAT Degree Program, Passing PRAXIS II Scores) (Coreq: EDSC 580) Supervised teaching experience. Interns will be assigned to schools for a period of no fewer than 60 instructional days. F, S
- 601 Special Topics in Science Education.** (3) Topics will be selected from various science education fields, including trends, methods, and materials of science education. May be repeated; credit up to six hours may be applied toward a degree. As Needed
- 611 Special Topics in English Education.** (3) Topics will be selected from various English education fields, including trends, methods, and materials of English education. May be repeated; up to six credit hours may be applied toward a degree. As Needed
- 626 Advanced Principles and Practices of Teaching in High School.** (3) A study of historical developments and recent innovations in curricula, resources, and techniques in secondary schools. Students will be expected to investigate and apply research as it relates to the improvement of instruction. As Needed
- 628 Advanced Study of the Teaching of English in Secondary Schools.** (3) A study of historical development and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed
- 629 Advanced Study of the Teaching of History and Social Studies in Secondary Schools.** (3) A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed
- 631 Special Topics in Secondary Education.** (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern. As Needed
- 632 Advanced Study of the Teaching of Science in Secondary Schools.** (3) A study of historic developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed

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- 633 Special Topics in Social Studies Education.** (3) Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; up to six credit hours may be applied toward a degree. As Needed
- 650 Advanced Secondary Instructional Methods and Strategies.** (3) Advanced study of instructional strategies and best teaching practices applicable to teaching in secondary schools. Instructional planning, delivery and assessment are included. As Needed
- 659 Teaching Reasoning and Inquiry Skills.** (3) Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs. As Needed
- 664 Advanced Study in Teaching Mathematics in Secondary Schools.** (3) A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed
- 666 Special Topics in Mathematics Education.** (3) Topics will be selected from various mathematics education fields, including trends, methods and materials of mathematics education. May be repeated; up to six credit hours may be applied toward a degree. As Needed.
- 670 Computers in Mathematics Education.** (3) (Prereq: EDUC 531) Topics in the use of microcomputers in the teaching of mathematics at the middle and secondary school levels. As Needed
- 671 Computers in Science Education.** (3) Use of computer technology in teaching and managing science classes and programs. As Needed
- 673 Advanced Study of the Teaching of Computer Studies.** (3) (Prereq: EDUC 531) Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes will be given. As Needed
- 675 Advanced Study of Secondary Curriculum and Program Models.** (3) Study of effective principles of secondary curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment. SU
- 679 Multicultural Issues in Education.** (3) Effects of cultural diversity in instruction with emphasis on teaching strategies and programs for multicultural student populations. As Needed
- 680 Seminar in Secondary Education.** (3) (Prereq: EDUC 531, 606, 607, 649, EDSC 675 with grade of C or better) Students will synthesize their graduate studies for a master's degree in secondary education. As Needed
- 686 The Teaching of Literature in the Secondary School.** (3) Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials. As Needed
- 687 The Teaching of Composition in the Secondary School.** (3) New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and handwritten composition. As Needed

### EDUCATION - SPECIAL EDUCATION (EDSP)

- 605 Special Education for Teachers in Early Childhood and Elementary Education.** (3) Addresses current issues and needs in instructional programming for students with high

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- incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels. Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum. S
- 640 Behavior Management.** (3) (Prereq: Graduate Status) This course provides a critical analysis of behavior management theories, evidenced-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology and intervention strategies for prevention and management of inappropriate behaviors exhibited by students with disabilities. Research of legal and ethical practices are included. SU
- 670 Characteristics of Learners with Emotional and Behavioral Disabilities.** (3) (Prereq: EDUC 692, EDLD 370, or instructor permission) This course covers theories and specific conditions in the area of emotional and behavior disabilities. Participants will study the impact of learning and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes. As Needed
- 690 Specific Learning Disabilities (SLD): Nature and Needs.** (3) (Prerequisites: EDUC 692, EDLD 370, or instructor permission) This course provides a critical analysis of foundation knowledge of Specific Learning Disabilities, including the history, theoretical base, legal aspects, terminology, etiology, definitions, medical aspects, and approaches to identification and intervention. Professional literature reviews and experiences in schools required. As Needed
- 691 Instructional Procedures for Students with Learning Disabilities.** (3) (Prerequisites: EDUC 692, EDLD 370, or permission) Provides knowledge of instructional procedures to improve outcomes for individuals with learning disabilities. Applies research on teacher effectiveness, instructional approaches, and current issues and needs in instructional programming for students with LD. Content includes curriculum design, instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Experiences in schools and applied research projects required. As Needed

### ENGLISH (ENGL)

- 602 Principles of Editing and Publishing.** (3) (Admission to the MA program or permission of instructor) Through seminars, workshops and lectures conducted by publishers, designers, authors, editors, and other industry specialists, students will be introduced to a range of skills involved in professional writing, editing, design and production. F, S
- 603 Special Topics in Forms of Creative Writing.** (3) (Admission to the MA program or permission of instructor) Students will examine the history, movements and technical forms of literary genres in an effort to better understand influences that may affect the writer today. May be taken more than once, maximum of nine credit hours, as topics vary. F, S
- 604 Composition and Rhetoric.** (3) (Admission to the MA program or permission of instructor) ENGL 604 is designed to introduce the graduate student to a wide array of composition theorist. Each theory will be examined for its underlying assumptions and pedagogical implications. Research in the fields of composition and research will be reviewed, and students will join the critical debate with their own researched perspectives. F, S

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- 611 Writing/Reading Process Institute Seminar.** (6) (Permission of the instructor (based on experience and/or interest in teaching writing and reading). (= EDUC 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention to writing/reading workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program. As Needed
- 628 Topics in British Literature.** (3) (Admission to the MA program or permission of instructor) This course introduces students to a variety of texts from the British literary tradition. Individual sections may focus on particular periods, movements, subcultures, or historical contexts. Students will be asked to read rhetorically, with an eye toward ways in which literary texts speak to larger issues of rhetoric and writing. F
- 635 Topics in American Literature.** (3) (Admission to the MA program or permission of instructor) An exploration of texts from a variety of eras, movements, regions and/or sub-cultures within American Literature. Students will read literary texts, focusing on the social, cultural, historical, and political contexts in which these texts were produced and analyzing the content for cultural-specific themes. S
- 652 Fiction Writing Workshop.** (3) (Admission to the MA program or permission of instructor) A course in fiction writing to show students how to analyze the multiple ways a short story can be written and the ways in which published writers organize their thoughts and ideas on the page. S
- 653 Topic in Linguistics** (3) (Admission to the MA program or permission of instructor) A course in the study of language from various sources, time periods, and social groups. Students will examine written and spoken language in a number of genres, focusing on the ways in which language functions as a communicative tool and social phenomena. F
- 655 Graduate Writing Workshop, Creative Nonfiction.** (3) (Admission to the MA program or permission of instructor) This class will focus on personal essay-writing and the memoir. Students will read selections by some of the major figures in contemporary nonfiction, and will write two major essays. F
- 658 Graduate Writing Workshop, Poetry.** (3) (Admission to the MA program or permission of instructor) A workshop to study the craft of poetry and write poems in both traditional forms and free verse. The majority of class time will be spent in group discussions of poems produced by members of the class with the goal of becoming better readers and writers of poems. S
- 662 Teaching Multicultural Adolescent Literature.** (3) (Admission to the MAT program) An exploration of the general issues of teaching literature to adolescents with a focus on using literature from a variety of cultures in the classroom. SU
- 681 Workshop in Professional and Technical Writing.** (3) (Admission to the MA program or permission of instructor) A workshop-style course that focuses on projects illustrating some of the challenges facing contemporary technical writers. Students will develop technical and scientific documents based on real-life examples from academia and industry and will develop their skills with the types of writing assignments, processes, and styles that will lead to success as a technical writer. F
- 682 Workshop in Composition and Rhetoric.** (3) (Admission to the MA program or permission of instructor) This course introduces and explores advanced concepts of grammar, rhetoric, the composition process and editing that affect both professional writers and teachers and writing at the high school and college level. S
- 683 Writing and Editing Internship.** (3) (Admission to the MA program or permission of instructor) Students will receive instruction and gain professional experience in an

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- internship while working at least 100 hours with a business or organization that requires writing and editing skills. Course contract must be approved prior to registration. F, S
- 685 Adolescent Literature.** (3) Course designed to introduce the various issues which have encouraged the proliferation of modern critical views within the field and to enable students to use theory effectively across a wide range of texts in the classroom. SU
- 690 Special Topics in Composition.** (3) Course content varies. SU
- 691 Topics in World Literature.** (3) (Admission to the MA program or permission of instructor) Provides an intensive introduction to reading literature (in translation) from culture outside of the United States and Great Britain and uses a comparative approach to the study of literature. Students will be exposed to the cultural context of literary genres and writing techniques that are unique to particular cultural traditions. S
- 698 Thesis Research.** (3) (Prereq: Admission to the MA program or permission of instructor and 18 graduate hours in ENGL). Student-driven capstone experience for graduate students in the MA program. Students will create a detailed thesis prospectus; a faculty member will review the work in progress, providing feedback. Students will submit the finished thesis for final review by the graduate program committee. Students may give public oral presentations from their work. May be repeated once for elective credit. As Needed
- 710 The Renaissance.** (3) Study of representative poetic, dramatic, and prose works of 16th century England. As Needed
- 711 Shakespeare I: The Comedies and Histories.** (3) Survey of leading examples of the two genres in relation to the conditions of Shakespeare's time and modern critical views of the plays. As Needed
- 712 Shakespeare II: The Tragedies.** (3) Survey of the development of Shakespearean tragedy in relation to the drama of the time and modern criticism. As Needed
- 723 English Poetry of the Romantic Period.** (3) Poetry of Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Intensive study of several of these poets to illustrate the character of the period; attention is given to important statements of poetic theory. As Needed
- 744 American Romanticism.** (3) Survey of leading romantic and/or transcendental writers of the 19th century such as Emerson, Thoreau, Whitman, Hawthorne, and Melville. As Needed
- 781 History of the English Language.** (3) The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required. As Needed

### GEOLOGY (GEOL)

- 516 Hydrogeology.** (3) (= MSCI 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrologic system. Oral presentations on recent and pertinent literature required. F
- 516L Hydrogeology Lab.** (1) (= MSCI 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week. F

## **HISTORY (HIST)**

- 501 World History for Secondary Instruction.** (3) Overview of current World History curriculum and pedagogy for secondary school instruction. SU
- 502 World History for Middle School Instructors.** (3) Study of the emergence of humans up to the Agricultural Revolution and an examination in greater depth of the developments in human history from 1600 to 2001 (from the emergence of modernity to the post-9/11 world). Instruction will be selective and topical, emphasizing the origin and development of the great world civilizations, the philosophical heritages of Europe and Asia, the artistic and literary expressions that defined modernity, and the impact of global exploration, trade, conquest, and colonization. As Needed
- 505 United States Survey History for Secondary School Instructors.** (3) An overview of United States history from prehistory to the present. Course designed for those who anticipate teaching at the college preparatory level. S, SU
- 528 Renaissance and Reformation Europe.** (3) An examination of the most recent scholarly literature on Renaissance and Reformation Europe (c. 1300-1648). Emphasis is on how the Renaissance and Reformation contributed to the development of the modern world, particularly with regard to such concepts as individualism, capitalism, nationalism, and the scientific revolution. As Needed
- 592/593/594 Special Topics in History.** (3) In depth readings and research selected in historical subjects; themes and/or methods not currently or regularly available in the graduate history curriculum. May be repeated for credit under different topics. As Needed
- 631 Issues in Southern History.** (3) A survey of the basic historical literature, issues, and the interpretation of the development of Southern society as a distinctive section of the United States. As Needed
- 642 Issues in Modern Russian History.** (3) A survey of the basic historical literature, issues, and the interpretations of late Imperial Russia and Soviet studies. As Needed
- 755 Issues in Twentieth-Century United States History.** (3) A survey of the basic historical literature, issues, and the interpretations of the American experience from the Age of Progressivism to present day. As Needed
- 770 Latin American History.** (3) Readings in selected topics in Latin American history. As Needed

## **MARINE SCIENCE (MSCI)**

- 502 Analytical and Field Methods in Environmental Chemistry.** (3) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library research. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week. F
- 502L Analytical and Field Methods in Environmental Chemistry Laboratory.** (1) MSCI 502L demonstrates the topics and principles presented in MSCI 502. Three laboratory hours per week. F
- 510 Earth Systems Science.** (3) Earth systems science is the interdisciplinary study of the interaction between the earth's biosphere, atmosphere, hydrosphere, and geosphere. Lecture, lab, and discussion topics include origin of the solar system and earth, earth's interior and plate tectonics, climate, oceans, geological resources, ecosystems, and a major focus on global environmental change and sustainability. SU
- 510L Earth Systems Science Lab.** (1) Laboratory course designed to accompany study in MSCI 510. SU

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- 516 Hydrogeology.** (3) (= GEOL 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Oral presentations on recent and pertinent literature required. F
- 516L Hydrogeology Lab.** (1) (= GEOL 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week. F
- 540 Applied Coastal Geophysics.** (3) (Prereq: CMWS 601 or permission of instructor) A major discipline of geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Geophysical techniques provide an important quantitative means to define the characteristics and behavior of the earth/ocean/atmosphere system. Importantly, this allows information to be gathered in remote locations or sites that cannot be directly observed and can often provide a much more rapid and efficient means to sense broad areas quickly and relatively inexpensively compared to many direct observation and measurement techniques. Geophysical techniques are routinely applied globally to define planetary scale behavior as well as to very local applications such as measurement of turbidity and current velocities or local habitat/resource mapping. S
- 545 Coastal Processes.** (3) (Prereq: MATH 161, MSCI 301 or permission of instructor) (Coreq: MSCI 545L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within estuaries and the coastal ocean. Beach, estuarine and shelf processes are examined in detail as to their importance to coastal management and protection. Focus is on application of standard process models and morphodynamic concepts. F
- 545L Coastal Processes Laboratory.** (1) (Prereq: permission of instructor) (Coreq: MSCI 545) The laboratory demonstrates the topics and principles presented in lecture. F
- 558 Fisheries Science.** (3) (Prereq: permission of instructor) (Coreq: MSCI 558L) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries. F
- 558L Fisheries Science Laboratory.** (1) (Prereq: permission of instructor) (Coreq: MSCI 558) The laboratory demonstrates the topics and principles presented in lecture. F
- 566 Diseases and Parasites of Aquatic Organisms.** (3) A comprehensive survey of the diversity of diseases and parasites affecting aquatic organisms. Particular focus will be placed on marine fishes and shellfishes in aquaculture environments. Major topics include identification of parasites and pathogens, life histories, host defenses, pathology and ecological or economic impacts. Pathogens and parasites will include viruses, bacteria, protozoans, helminthes and arthropods. Three lecture hours per week. F
- 571 Biology of Marine Mammals.** (3) (Prereq: permission of instructor) A comprehensive survey of the biology and ecology of marine mammals, including cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification,

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- anatomy and physiology, sensory biology, communication, feeding, ecology aenergetics, social and reproductive behavior, and life history. A laboratory experience is included. S
- 572 Population Biology of Marine Organisms.** (3) Study of the advanced principles of population biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology. S
- 573 Biology of Sharks.** (3) (Prereq: permission of instructor) (Coreq: MSCI 573L) An introduction to the biology of sharks. Lecture component covers evolution, anatomy, behavior, natural history, physiology, conservation, and ecology. Classes will be held on campus and/or in the Bahamas. SU
- 573L Biology of Sharks Laboratory.** (1) (Coreq: MSCI 573) Topics will include taxonomy, diversity, anatomy, physiology, capture and identification; telemetry tracking; and observation of shark behavior in both their natural habitat and captivity. SU
- 576 Marine Plankton.** (3) (Coreq: MSCI 576L) Study of the structure and function of planktonic communities. The roles of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as mineral cycling, energy flow, predatory/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. A review paper on a selected topic will be assigned. Offered every other year in spring. S
- 576L Marine Plankton Laboratory.** (1) (Coreq: MSCI 576) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of a field or laboratory study dealing with planktonic processes in estuarine or marine environments and may require weekend commitments. Students will be responsible for selecting and moderating the discussion of a series of research papers associated with the research topic of the semester. Offered every other year. S
- 579 Marine Benthic Ecology.** (3) A comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Covered topics include: intertidal communities, roles of predation and competition, cryptic coloration, biodiversity, benthic pelagic coupling, landscape ecology, anthropogenic impacts, and more. Three lecture hours per week. Every other year. S
- 579L Marine Benthic Ecology Laboratory.** (1) The lab component of the course involves one or more field studies after description and demonstration of some common methods. Every other year. S.
- 599 Directed Research.** (3-6) Structured research project for in-service teachers, conducted with faculty direction and participation. Projects explore marine or related problems using the scientific method. F, S

## MATHEMATICS (MATH)

- 510 Algebraic Thinking for Middle School Teachers.** (3) Algebraic expressions, equations and systems of equations, inequalities and systems of inequalities, functions and relations, operations with exponents, problems and applications. Graphing calculators, computer algebra systems, spreadsheets and manipulatives are included. SU
- 520 Problem Solving Strategies for Middle School Teachers.** (3) Methods of problem solving required for middle school students: diagrams, systematic lists, pattern recognition, matrix logic, subproblems, unit analysis, forward-backward methods,

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- recursive relationships, and various ways of organizing information. Spreadsheets and graphing calculators are included. SU
- 532 Modern Geometry.** (3) Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology. SU
- 612 History of Mathematics.** (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Investigation of the history of mathematics from 3000 B.C. to present time. SU
- 670 Number Theory.** (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Induction, divisibility theory, primes, congruences, Fermat's Theorem, number theoretic functions, primitive roots and indices, quadratic reciprocity law, perfect numbers, Pythagorean triples, Fibonacci numbers, and continued fractions. SU
- 675 Introduction to Graph Theory.** (3) (Prereq: MATH 174, 220 or the equivalent) Graphs, paths, cycles, trees, matchings, cuts and flows, colorings, and planarity Hamiltonian Cycles. SU

### MUSIC EDUCATION (MUED)

- 520 Orchestration and Arranging.** (3) An introduction to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging are covered as well as the practical rearranging required of school and church music directors. Technology Intensive. As Needed
- 534A Advanced Choral Conducting.** (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conducting a choir. This will be a combination of studio instruction and laboratory experience. As Needed
- 534B Advanced Instrumental Conducting.** (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conducting a wind band. This course will be combination of studio instruction and laboratory experience. As Needed
- 542 Foundations of Elementary Music Education.** (3) Principles and practices for teaching music in grades Pre K-6. Emphasis is given to planning, teaching and evaluating general music lessons at different levels based on the National Standards for the Arts and to utilizing techniques and materials from a variety of approaches including Kodaly and Orff Pedagogy. SU
- 543 Foundations of Secondary Music Education.** (3) Teaching and organization of music classes in middle and senior high school focusing on state and national standards. Emphasis will be given to the areas of general, instrumental, and vocal music. Includes consideration of performance and non-performance classes and implications of the National Standards for the Arts. As Needed
- 551 Principles and Methods of Teaching Music.** (3) An overview of the total music program in a variety of school settings to include the development of artistry in musicianship, and pedagogy. F,S
- 560 World Music: Cross-Cultural Communication in Contemporary Education.** (3) Study of important musical genres and practices outside the direct influence of Western practice and history. Some of the world's great musical and cultural traditions are experienced through performance, analysis, and discussion of the music within the greater context of the society. Ancillary topics include religion, philosophy, language patterns, cultural history and traditional customs. As Needed
- 561 Brass Methods.** (3) A course emphasizing development of student performance skills on trumpet, trombone, French horn, and tuba. Embouchure formation, breath support,

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- articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos, and selections from elementary method books. F
- 562** **Woodwind Methods.** (3) A course emphasizing development of student performance skills on clarinet, saxophone, bassoon, oboe, and flute. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos and selections from elementary method books. As Needed
- 599** **Special Topics in Music.** (3) (Prereq: Admission to a graduate program and permission of instructor) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for student to do in-depth study of specific areas of concern. As needed
- 661** **Percussion Methods.** (3) Study of snare drums rhythm and techniques common to most percussion instruments. Major topics covered include mallet instruments, rudiments, concert and marching percussion techniques. Students perform elementary solos and selections from elementary method books. As Needed
- 662** **String Methods.** (3) Study of violin, viola, cello and string bass. Techniques of bowing and fingering needed to instruct beginning string classes are emphasized. Topics covered include nomenclature, care of the instrument, tuning, development of proper playing position, tone production, fundamentals of bowing, finger patterns and scales, rhythms and melodies. S

### PHYSICS (PHYS)

- 782** **Topics in Contemporary Physical Science for Teachers.** (4) Discussions of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, IV games, and other topics of current interest to teachers. SU
- 783** **Modern Physics for Teachers.** (3) Fundamental concepts of modern physics. The experimental basis for quantum theory and the theory of relativity. SU
- 787** **Design of Physics Laboratory and Demonstration Experiments for Teachers.** (4) Design and performance of qualitative and quantitative demonstrations and experiments to display physical phenomena. SU

### POLITICS (POLI)

- 501** **Contemporary Issues in International Relations.** (3) Intensive study of selected global problems. As Needed
- 503** **American Political Thought.** (3) Advanced survey of the institutions and processes of the American political system. As Needed
- 532** **International Relations of the Middle East.** (3) An examination of the relations among the Middle Eastern states and great power impact on them. Special attention is given to national politics of oil, and pan-Arabism. As Needed
- 534** **Contemporary East Asian Politics.** (3) (Prereq: Permission of instructor or graduate admission) This course is designed to offer an intensive study on domestic politics of four major East Asian countries (China, Japan, South Korea, and North Korea) and their international relations. While these countries' historical and cultural background is introduced at the beginning of this course, our major focus is on their politics and international relations in the post-WWII era. As needed
- 535** **Globalization.** (3) A survey of the various theories and issues surrounding the process of globalization and anti-globalization within the study of international relations. The

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course will draw on historical, economic, financial, cultural, and political issue areas of globalization in a multitude of world regions. As needed

- 539 International Law.** (3) (Prereq: POLI 101, POLI 315 or permission of instructor) Study of the origin, development, and principles of the international law of peace. The enforcement of these principles, the law of war, and the pacific settlement of disputes is presented. Students who have completed POLI 439 are not eligible for this course. As needed
- 560 Advanced American Government.** (3) (Prereq: Permission of Instructor) Survey course in American government. A content-based course that examines the fundamental principles and major institutions of American government. S, SU

### PSYCHOLOGY (PSYC)

- 501 Cognitive Processes.** (3) Experimental approaches to cognitive processes, attention, intelligence, cognitive growth, problem solving, and concept information. SU
- 582 Advanced General Psychology.** (3) A graduate-level overview of the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, human development, social behavior, abnormal behavior, and the biological bases of behavior, in addition to some other selected topics. SU

### SOCIOLOGY (SOC)

- 582 Overview of Sociology.** (3) A graduate level overview of sociological facts and analysis of group-making processes and products. SU

### SPANISH (SPAN)

- 610 Advanced Topics in Literature and Culture.** (3) Intensive study of selected topics in the literature and culture of Latin America and/or Spain. Class format includes reading assignments, lectures, discussion, oral and written reports. Topics vary. As Needed
- 620 Seminar on Latin American Poetry.** (3) Intensive study of selected topics in Latin American poetry. A course designed to develop students' appreciation of poetry and to develop critical approaches to poetic text. A study of representative movements and authors. As Needed
- 630 Seminar on Hispanic Cinema.** (3) Survey of Latin American cinema in the context of world film. Introductions to the semiotics of cinema and development of critical skills. As Needed
- 640 Graduate Language Seminar.** (3) Advanced study of grammar, syntax, and composition. Emphasis on mastery of complex language structures. Oral and written examinations included. As Needed
- 650 Masterpieces of Hispanic Literature and Culture.** (3) Intensive study and analysis of one or a few masterpieces of Hispanic literature and culture. Emphasis placed on any of various forms of the artistic, cultural or literary expressions of the Hispanic world. As Needed
- 660 Seminar on Latin American Intellectual Thought.** (3) Intensive study of selected topics in the history of Latin American intellectual thought. Class format includes reading assignments, lectures, discussion, oral and/or written reports. Topics vary. As Needed

**STATISTICS (STAT)**

- 500 Probability and Statistics for Middle School Teachers.** (3) Study of topics in probability and statistics appropriate for middle school teachers. SU
- 601 Conceptual Statistics.** (3) Designing experiments, descriptive statistics, probability, concept of chance, models estimation, and testing. SU
- 603 Research Methods.** (3) (Prereq: STAT 201) Nature of surveys, planning and coverage of surveys, basic ideas of sampling experiments and investigations, scaling methods, response errors, and processing data. SU



## Map of University

[Virtual Tour and Campus Map](#)