

***The Citadel
College of Graduate & Professional
Studies (CGPS)***

**171 Moultrie Street
Charleston, SC 29409
843.953.5089 or www.citadel.edu/cgps**

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***College of Graduate & Professional
Studies 843.953.8059***

Telephone Numbers

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Mrs. Heather Anderson, Marketing & Recruiting,
953-4805
Mrs. Marcia Bonica, Admissions & Recruiting,
953-5188
Mrs. Jennifer McConnell, Administrative Specialist,
953-7035
Mrs. Donna Parris, Professional Development,
953-6808

Department Heads and Telephone Numbers

Please direct all inquiries regarding professors,
classroom assignments, and course descriptions to
the appropriate department involved.

Dean & Department Head Telephone Numbers

Biology Dr. P. M. Rosenblum, 953-7928
Business Administration Dr. W. E. Walker, Dean,
953-5056
Chemistry Dr. J. R. Blanton, 953-5041
Civil & Environmental Engineering
Dr. Kenneth Paul Brannan, 953-5083
Education Dr. K. T. Henson, Dean, 953-5097
Electrical Engineering Dr. Johnston William Peeples,
953-5057
English Dr. J. S. Leonard, 953-5068
Health, Exercise & Sports Science, Dr. John S. Carter
953-5060
History Dr. W. H. Moore, Jr., 953-5073
Mathematics and Computer Science
Dr. John I. Moore, Jr., 953-5048

Modern Languages Dr. A. E. Gurganus, 953-5065

Physics Dr. P. J. Rembiesa, 953-5122

Political Science Col. L. W. Moreland, 953-5072

Psychology Dr. S.A. Nida, 953-5320

Frequently Called Numbers

Alumni Affairs / Career Services, 953-7696
Cadet Store (Bookstore), 953-5166
Counseling Center, 953-6799
Financial Aid / Scholarships, 953-5187
Gift Shop Enterprises, 953-5110
MAT Information and Registration, 953-2030
Registrar/Records (Transcript), 953-6969
Treasurer's Office, 953-5254

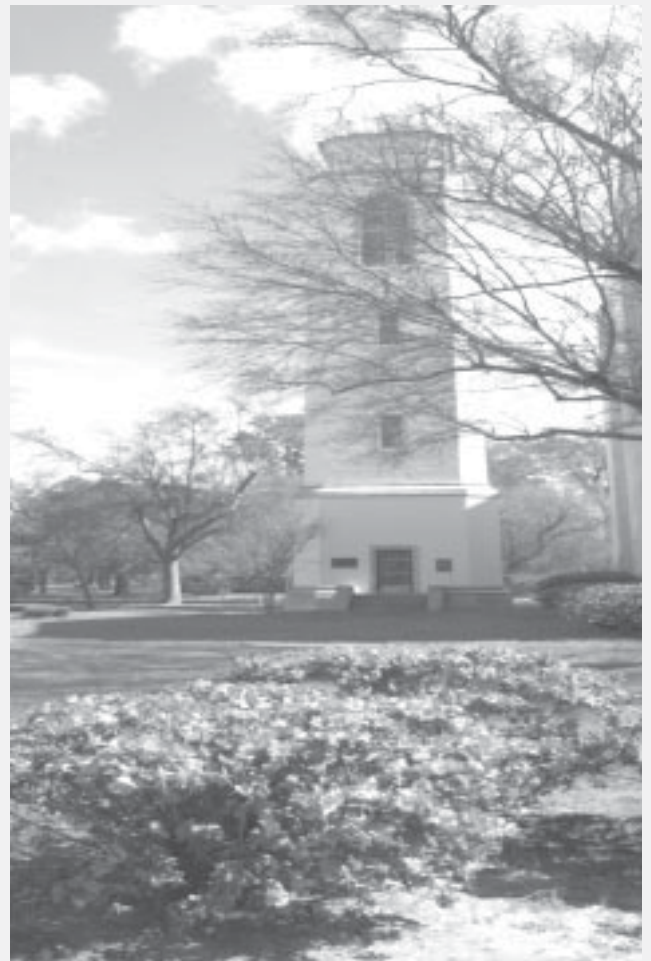


Table of Contents

<p><i>Accreditation</i> 6</p> <p><i>The Citadel Mission Statement</i> 7</p> <p><i>General Information, CGPS</i> 8</p> <p><i>Academic Policy</i>..... 12</p> <p><i>Application, Undergraduate</i> 27-28</p> <p><i>Application, Graduate</i>..... 29-30</p> <p><i>Graduate Programs</i> 31</p> <p><i>Biology</i> 32</p> <p><i>School of Business</i>..... 36</p> <p><i>School of Education</i> 43</p> <p><i>Masters of Arts in Teaching</i>..... 46</p> <p><i>Educational Leadership</i> 48</p> <p><i>Specialization in Educational Leadership</i> ... 51</p> <p><i>Education: Counselor</i> 53</p> <p><i>Education: Reading</i> 56</p> <p><i>Masters of Arts in English</i> 64</p> <p><i>Masters of Arts in History</i> 69</p>	<p><i>Masters of Arts in Educational Mathematics</i> 75</p> <p><i>Masters of Science, Computer Science</i> 76</p> <p><i>Health, Exercise and Sport Science</i> 81</p> <p><i>Masters of Arts in Social Science</i>..... 85</p> <p><i>Department of Psychology</i> 89</p> <p><i>Masters of Arts in Psychology, Clinical Counseling Program</i> 90</p> <p><i>Educational Specialization Degree in Psychology</i> 92</p> <p><i>General Information, Undergraduate</i> 99</p> <p><i>Bachelor of Science, Business</i> 107</p> <p><i>Civil and Environmental Engineering</i>..... 112</p> <p><i>Electrical and Computer Engineering</i>..... 123</p> <p><i>Maymester, Summer School</i> 132</p> <p><i>Academic Integrity Policy</i> 134</p> <p><i>Faculty and Staff</i> 136</p>
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Academic Calendar ***2003-2004***

July

- 14 Fall registration begins for returning CGPS students
- 21 Fall registration begins for new CGPS students

August

- 25 Classes begin for CGPS students

September

- 1 Labor Day, No classes for CGPS students
- 5 Last day to drop/add and receive refund

October

- 22 Last day to withdraw with a “W”

November

- 1 Last day to apply to graduate in December
- 21 Thanksgiving break begins after last class

December

- 4 CGPS classes end
- 8 CGPS exams begin
- 11 CGPS exams end

January

- 2 Registration for CGPS
- 5 CGPS graduate classes begin
- 12 CGPS undergraduate classes begin
- 16 Last day to drop/add and receive refund
- 19 Martin Luther King Holiday-No Classes held

March

- 10 Last day to withdraw with “W”
- 18 Spring break begins after last class
- 29 Classes resume after spring break

April

- 15 CGPS graduate classes end
- 19 CGPS graduate exams begin
- 22 CGPS graduate exams end
- CGPS undergraduate classes end
- 26 CGPS undergraduate exams begin
- 29 CGPS undergraduate exams end

May

- 2 CGPS Commencement
- 10 Maymester begins
- 28 Maymester ends

Purpose of the CGPS Catalog

This catalog is published for informational purposes and should not be construed as the basis of a contract between a student and The Citadel. Every effort is made to provide information in the catalog that is accurate at the time the catalog is prepared. However, information on regulations, policies, fees, curricula, courses, and other matters is subject to change at any time during the period for which the catalog is in effect.

Each program of study shall be governed by the requirements in effect on the date of enrollment. If a student withdraws from the college or fails to maintain enrollment for one year and subsequently returns, the requirements in effect at the time of return will prevail.

Student Responsibility

The College and departments establish certain academic requirements that must be met before a degree is granted. Advisors, department heads, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for each student to be acquainted with all academic requirements throughout the college career and to be responsible for completing all such requirements within the prescribed deadlines and time limits.



President's Message

Welcome to The Citadel's College of Graduate and Professional Studies. Whether you are a graduate or undergraduate student, your course of study with us will prove challenging and rewarding. The Citadel has many resources to assist you in your studies, including highly competent faculty, a fine library, and comprehensive computer support. There are also excellent cultural and recreational opportunities on campus and in the city. These resources and opportunities will enhance and expand your learning experience at The Citadel. Please take advantage of them. Think of this time at The Citadel as your opportunity to prepare for leadership in your vocation. The College is dedicated to assisting you in making a difference in society, and I encourage you to do your part in preparing to make that difference. Best wishes in your venture.

Major General John S. Grinalds, USMC (RET)
President

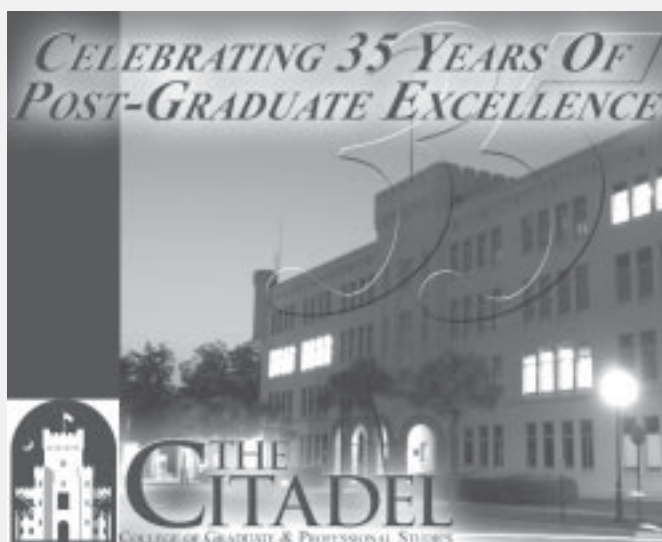
Accreditation

The Citadel, The Military College of South Carolina, was established in 1842. In 1966 the coeducational undergraduate Evening College was founded. In 1968, as part of its mission to serve the State and more particularly the Lowcountry, The Citadel initiated graduate degree programs. In 1994 The Citadel's College of Graduate and Professional Studies was approved by the Board of Visitors. Programs under this college are offered in the late afternoon, evening, and summer and are open to all qualified students regardless of sex, race, age or ethnic origin.

The Citadel is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools, the recognized regional accrediting body in the eleven U.S. Southern States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's, or doctoral degrees. Information on the status of The Citadel's accreditation may be obtained from the Commission on Colleges by calling 404.679.4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA, 30033. The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and Specialist degrees. In addition, at the graduate level, the degree programs

in teacher education have been accredited by the National Council for Accreditation of Teacher Education (NCATE). All graduate programs in education have also been approved by the South Carolina Department of Education using the guidelines of the National Association of State Directors of Teacher Education and Certification as modified for use in South Carolina. The Citadel holds membership in the Association of State Colleges and Universities and the American Association of Colleges for Teacher Education. The School of Business Administration is accredited by the Association Assembly of Colleges and Schools of Business (AACSB). The School Psychology Program is fully accredited by the National Association of School Psychologists (NASP). The Clinical Counseling is accredited by the Masters in Psychology Accreditation Council (MPAC). The Civil and Electrical Engineering programs are accredited by the Engineering Accreditation Commission Accreditation Board of Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD, 21202-4012, (410) 347-7700.

The Provost and Dean of the College is the academic officer charged with the administration and supervision of all graduate study. The Graduate Council, made up of the Provost, the Associate Dean of the College of Graduate and Professional Studies, the Director of the Library, and a representative of each academic school or department with a graduate major, establishes standards and policies and approves program modifications.



The Citadel Statement of Vision, Core Values, and Mission

Statement of Vision

Achieving excellence in the education of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Discipline: We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.

Mission

Mission. The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of

recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

Institutional Characteristics. The Citadel is a coeducational, comprehensive, state-assisted, four-year institution whose primary undergraduate student body consists of approximately 1,900 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, the College of Graduate and Professional Studies serves a degree-seeking population of approximately 2,000. The primary service area is the South Carolina Lowcountry. The College of Graduate and Professional Studies offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and the College of Graduate and Professional Studies enroll approximately 4,000 students, about three-fourths of whom come from South Carolina.

In its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its academic programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also addresses audiences beyond the college by sharing their knowledge with other scholars and with the public.

General Information for Graduate and Undergraduate Students, The Citadel College of Graduate & Professional Studies, 2003-2004

Programs Available

The Citadel's College of Graduate & Professional Studies offers the following degrees with certain areas of concentration:

Graduate Degrees

Master of Arts: History*, English*, Psychology:
Clinical Counseling

Master of Arts in Education: Biology, Mathematics,
Social Science

Master of Arts in Teaching: Secondary Education
(initial certification in Mathematics, English, Biology,
and Social Studies)

Master of Business Administration

Master of Education: Counselor Education
(Elementary & Secondary School), Physical
Education, Reading, Educational Leadership
(Elementary & Secondary Administration)

Master of Science: Computer Science*, Software
Engineering*, and Information Systems*

Specialist in Education: Superintendency, School
Psychology

*Offered jointly by The Citadel and the College of
Charleston

***Limited coursework at the graduate level
is also offered in the following fields:
chemistry, modern languages, and
physics.***

Undergraduate Degrees

Bachelor of Science in Business Administration

Bachelor of Science in Civil Engineering

Bachelor of Science in Electrical Engineering

Admission Policy

In keeping with the mission of The Citadel, the College of Graduate & Professional Studies seeks to enroll mature students whose motivation and educational backgrounds demonstrate a strong potential for success in the academic program of their choice. To this end, all applicants prepare a portfolio for review by the admissions committee of the program of their choice. Particular entrance requirements are detailed in other sections of this catalog, but every applicant for a graduate degree must submit:

- a. Official transcripts that document a baccalaureate degree awarded by a regionally accredited college or university,
- b. Official scores on the appropriate admissions test, and
- c. An official TOEFL score if English is not the native language.

To be admitted to degree-seeking status, applicants for the baccalaureate in Business Administration, Civil Engineering, and Electrical Engineering must submit transcripts showing successful completion of at least two years of successful coursework at the college level as detailed in the appropriate sections of this catalog.

General Information Nondiscrimination Policy

The Citadel is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics, in order to make The Citadel the best coeducational military college in America.

This commitment requires that no discrimination shall occur in our admissions policies, academic programs or services, as well as employment practices on the basis of sex, race, color, religion, or national origin. This policy is in accordance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 as amended. Inquiries concerning the application of Title IX and other nondiscrimination laws may be referred to The Citadel's, Affirmative Action Officer

and Title IX Coordinator, 843-953-5252, Bond Hall, Room 369, 171 Moultrie Street, Charleston, South Carolina, 29409 or the Assistant Secretary of Education, Civil Rights Division, US Department of Education, Washington, DC 20201-2516.

Application for Resident Status

Any student or prospective student whose status concerning entitlement to payment of in-state tuition and fees is uncertain has the responsibility of securing a ruling from the College by providing all relevant information on special application forms. These forms can be obtained from the Office of the Registrar, Room 173, Bond Hall, and are to be completed and returned to that office at least two weeks prior to registration for any semester or summer term for which the student is attempting to qualify for payment of in-state tuition and fee rate.

General Conduct Policy for Students

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. Students in the College of Graduate & Professional Studies are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgment in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws.

The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort.

Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School." This document is available through the College of Graduate & Professional Studies. The Provost or his designee is responsible for administering the disciplinary conduct code for students in the College of

Graduate & Professional Studies unless they reside in the barracks during Maymester and summer school.

Registration

Registration is conducted by mail, through Private Access Web Services (PAWS), or in person in the College of Graduate and Professional Studies Office located on the first floor of Bond Hall, room 101. Registration is not completed until all fees are paid. Students may not attend class until they are fully registered. Completed registrations will be honored on a first-come, first-serve basis. Any changes in registration must be made prior to the third class meeting. Information concerning fees, class times, and registration calendars can be found in the "Schedule of Classes" published each academic term and on The Citadel's web page, www.citadel.edu/cgps. To obtain a copy of the schedule of classes, call the CGPS Office at 843.953.5089 or visit www.citadel.edu/cgps.

Cross-Registration

The Citadel, along with Charleston Southern University, the College of Charleston, the Medical University of South Carolina, and Trident Technical College, allows students in degree programs to cross-register for courses. Special forms are used to effect the arrangement, and these forms must be completed at the onset of the course. Ordinarily, courses taken at another institution should be one not currently being offered at the home institution. The forms may be obtained from the CGPS Office. The appropriate department head or associate dean at The Citadel must approve cross registration course(s) before the registration process takes place.

Drop/Add and Withdrawals

To drop or add a course from the schedule or to change sections within a course, a student must come to the CGPS Office and complete a "drop/add" form. The deadline for changes is listed in the calendar for each semester. Students who have PAWS accounts may drop/add on the web. Formal notice of intent to withdraw from any class is necessary in all cases. After the drop period, students who choose to withdraw must complete a withdrawal form available in the CGPS Office.

The dates for dropping and withdrawing are printed in the “Schedule of Classes” and are listed in the term calendar on the Citadel web page at www.citadel.edu/cgps. Course withdrawal means a student is withdrawing from a course after the refund date has passed. A grade of “W” will appear on the student transcript. The “W” does not affect the student’s grade point ratio (GPR) in any way.

To withdraw with the grade of “W,” the student must complete the course withdrawal form obtained from the CGPS Office, have the instructor sign the form, and return the form to the CGPS Office. Students who do not follow this procedure will receive a failing grade in the course(s) which they cease to attend. Ceasing to attend a course does not constitute an official withdrawal from the course. The grade of “W” will be recorded if a student withdraws on or before the deadline published in the term “Schedule of Classes.” The grade of “F” will be recorded for any student withdrawing from a course after the published deadline. Students should check the current edition of “Schedule of Classes” or the calendar for the term found at www.citadel.edu/cgps for deadlines.

Audit Policy

A student may elect to audit a course for no credit. Permission to audit must be obtained from the school/department offering the course. Students cannot switch from credit to audit status, or vice versa, after two class meetings. Auditors are admitted to class on a “space available” basis. The audit fee is the same as the regular credit hour fee.

Repeating a Course

Courses may be repeated only under the following circumstances:

1. No courses may be repeated once a grade of “B” or higher has been earned.
2. Once passed, no course may be repeated more than one time.
3. If a course is repeated, the last grade of record is used to determine whether course requirements for graduation have been met.
4. If a previously passed course is repeated, the hours may be used only once toward graduation.
5. All courses, previously passed or repeated, will be figured in the student’s GPR.

Course Substitution

Course substitutions in degree programs and certification plans can only be authorized by the approval of the Head of the Department or Associate Dean of the School. Forms to initiate this procedure are available in the office of the College of Graduate and Professional Studies.

Class Attendance

Regular attendance is required of all students in the College of Graduate and Professional Studies. In case of absences due to sickness or other circumstances beyond their control, students should notify the professor. A student who has missed more than 20% of the scheduled meetings may, at the discretion of the professor, be awarded a grade of “F” for excessive absences, unless there are extenuating circumstances.

Transcript

A transcript is a confidential document and is released only when students make a request in writing. There is no charge for the initial transcript, but a fee is charged for all subsequent ones. Remittances for transcripts should accompany the request for the transcript and should be mailed directly to the Office of the Registrar. Official copies are not released to students but are sent to requested destinations.

Course Cancellation

It occasionally becomes necessary to cancel a course. The Citadel reserves the right to cancel any course for which there is insufficient enrollment. This cancellation may be done without notice. Students affected by a course cancellation will receive due consideration and notification. If no other satisfactory arrangements can be made, the student will receive a complete refund of all fees paid.

Class Cancellation

The decision to cancel classes offered through the College of Graduate and Professional Studies or summer school in the event of severe weather or other extenuating circumstances shall be made by the Provost and Dean of the College. Students will be informed of any such decisions through the local media (i.e., appropriate radio and television stations) or by calling The Citadel information line,

843.953-DAWG (3294) or by logging onto The Citadel web page www.citadel.edu.

Fee Payment

All fees are due and payable at the time of registration. Students are permitted to register for a designated period of time each semester and have their fees billed to them. If fees are not paid by the date indicated on the bill, the student is dropped from registered classes. Checks for the amount of charges should be made payable to The Citadel. There is no deferred payment plan; however, fees may be paid with bankcards. The Citadel reserves the right at any time to adjust fees to meet the current cost of operation. Fee schedules are published in each semester's "Schedule of Classes" and are also on The Citadel's web page. The Citadel treasurer is responsible for the collection of monies due The Citadel. All correspondence concerning fees, payments, and status of accounts should be directed to that office. If referral to a collection agency is required for overdrawn accounts, the amount referred will include the collection agency fee.

Refunds

No fees are refunded after the date indicated in the current "Schedule of Classes." This date is usually at the end of the second week of classes. To obtain the appropriate refund, a student must complete the drop form available in the office of the College of Graduate and Professional Studies in Bond Hall. The Vice President for Finance and Business Affairs may authorize a refund for valid reasons after the scheduled refund date but only if a formal application is made in writing through the Associate Dean of the College of Graduate and Professional Studies. Registration fees and application fees are not refundable.

Senior Citizens

Persons over the age of 60 who meet admission requirements may register for courses on a "space available" basis with no credit hour fee charged. All other fees must be paid.

Intellectual Property Policy

Preamble

The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students

carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy *will be* in accord with the guidelines and criteria published in The American Association of University Professors' "Statement of Copyright" (*Policy Documents and Reports*, Ninth Edition, 2001, or subsequent editions).

Definitions

Directed Works are defined as those specifically funded or created at the direction of the College, and which may or may not include exceptional use of College resources. They are distinguished from non-directed works, which are pedagogical, scholarly, literary, or aesthetic works resulting from non-directed effort. Exceptional Use of College Resources is defined as the provision of resources or support by the College for the creation of a work that is of a degree or nature not routinely made available to College employees. Sabbatical leaves, faculty research grants, and faculty development grants awarded by the College upon the recommendation of the Research, Faculty Development, or Sabbaticals Committees, although competitive, are routinely available to the faculty and are therefore deemed non-exceptional unless specifically designated otherwise by agreement between the originator and the Provost.

Policy

Ownership of intellectual property will reside with the originator, whether a member of the faculty, a member of the staff, or a student, unless: (a) the property is created at the specific direction of the College; or (b) the originator has made exceptional use of College resources in creating it.

At the time when the work is directed by the College or at the time when the College makes exceptional resources available to the originator of intellectual property, the Provost and the originator will together determine ownership and will negotiate a written agreement concerning that property. These determinations will be made on a case-by-case basis.

Academic Policy

General Academic Policies

Any exception to policies in this College, purported to have been made verbally to a student by an official of the college, are null and void unless documented with a signed statement from the college official to make the exception.

This catalog is not an unchangeable contract but an announcement of the current policies. Implicit in each student's matriculation at The Citadel is an unwritten agreement to comply with the institution's rules and regulations, which The Citadel may modify to ensure that the quality of its academic programs. When graduation requirements are changed, students will be informed in writing. Every effort will be made to insure that the new requirements can be met by the student's original expected graduation date.

Catalog of Record

The catalog bearing the number of the academic year in which the student enters The Citadel will be their catalog of record for matters of academic policy.

Academic Integrity Policy and Procedures

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity policy include, but are not limited to the following:

- plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;

- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;
- Using, without authorization of the instructor, notes, books, prompts, or other materials, or receiving verbal assistance to aid in answering questions on an examination;
- Giving or receiving substantive aid during the course of an examination;
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;
- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct.

While academic integrity is a shared responsibility, it is incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.

1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head or Associate Dean of the school in which the alleged violation took place. If the faculty member making the allegation is the Department Head or Associate Dean of the school in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of that school.

2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is

warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Vice President for Academic Affairs.

3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will appoint a three member hearing board comprised of two faculty members from outside the program of the accused student and a currently enrolled CGPS student of the same student classification, but outside the program of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. The accused student may be advised by another student or member of the permanent faculty or staff, not to exceed two. Legal counsel is not allowed. The student and/or the student's representative may cross-examine all witnesses and the accuser. A tape recording of the hearing, which will be closed, will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Vice President for Academic Affairs.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

Appeals of Violations of Academic Integrity

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost, and provided the petition states the grounds on which the appeal is based. An Academic Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- new evidence has been found since the individual was found guilty;
- the individual's rights were not protected;
- there was a procedural error during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and advisor will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

Confidentiality of Student Records

The Citadel maintains and discloses information from student records in accordance with the provisions of the “Family Educational Rights and Privacy Act of 1974” (FERPA), as amended. This law requires that educational institutions maintain the confidentiality of student educational records. The Citadel accords its students all rights under the law. FERPA coverage applies to all educational records that contain a student’s name, social security number, or other personally identifiable information, in whatever medium, to include electronic form.

No one outside of The Citadel shall have access to nor will the institution disclose any information from a student’s educational records without the written consent of the student except in compliance with the provisions of Federal and State law. Educational records may be disclosed to personnel within the institution who have a legitimate educational interest, to parents of students who are dependents as defined by IRS standards, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, or, in an emergency, to persons in order to protect the health or safety of the student or others.

Within The Citadel community, only those members, individually or collectively, acting in the student’s educational interests are allowed access to student educational records. These members include the Board of Visitors, Faculty, and personnel in the Offices of the President, Provost and Dean of the College, Associate Vice President for Academic Affairs, Associate Dean of the College of Graduate and Professional Studies, Registrar, Vice President for Finance and Business Affairs, Director of Admissions, and Commandant. The Provost (for academic records) and the Commandant of Cadets (for disciplinary records) may give specific cadets, by virtue of their cadet duty position, limited access to the educational records of other cadets. These cadets must first attend a FERPA briefing and sign a Statement of Understanding before being provided access to other students’ educational records.

Directory information about a student may be disclosed at the discretion of The Citadel without the consent of the student unless the student has notified the Registrar within two weeks of the beginning of the academic year (fall semester) that the student refuses to allow the disclosure of such information. Notice to each academic year is valid only for that year; therefore, any student desiring to keep directory information confidential must be given at the beginning of each academic year and is valid only for that year; therefore, any student desiring to keep directory information confidential must file notice each year.

Student Academic Grievances

The academic grievance process of the college is reserved for the most serious alleged offenses. These matters deal not with differences of opinion, but with violations of due process; denial of individual rights; or unequal treatment of discrimination based on sex, race, color, or national origin. Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean.

English Fluency Policy

In accordance with the laws of South Carolina, The Citadel ensures the English fluency of its teaching faculty through a two-stage review process.

1. During the interview process, each applicant will make an oral presentation before a group consisting of faculty members and students. Using the included form, each participant will evaluate the candidate’s English fluency and clarity of presentation. These evaluations will be a major factor in the selection process, and should a candidate who is ultimately selected be deemed by this evaluation to have a language problem, the extent of this problem, the support to be provided the candidate by the college in addressing this problem, and the expectations for improvement in English fluency will all be clearly stated in the offer of employment.

2. Should the English fluency of a member of the faculty be challenged by a student, standard procedures for student academic grievances will be followed. If a review committee is called for, the native language of one of the faculty members will not be English.

Student Support Programs, Services, and Activities

The student support programs, services, and activities offered by The Citadel complement and support students' academic development by:

- promoting discipline, responsibility, character development, and self-confidence;
- equipping students with skills necessary for academic success;
- developing leadership skills;
- enhancing moral and spiritual development;
- increasing cultural awareness and the appreciation of diversity;
- encouraging students to become responsible professionals in their chosen fields; and
- providing activities that promote personal health and physical fitness.

The intent of the student support programs is to encourage the development and integration of personal values and habits that will remain with the individual for life.

The Student Development Council has been established to advise the College in efforts to ensure that The Citadel "provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students" [SACS Core Requirement #10].

The Council shall have the authority to study any problem or topic associated with student activities and development throughout the College, to publish its findings, and to propose any changes it deems appropriate. However, the Council is advisory in nature. The authority to implement change lies entirely with the senior executives through the customary decision-making channels and processes of the College.

The Council is chaired by the Provost with permanent membership as follows:

- Commandant or his designee
- Director of Athletics or his designee
- Associate Dean of the CGPS or her designee

- The head of one of the ROTC departments
- The head of one of the academic departments (not an ROTC department), or the dean of a school, to be elected by the Academic Board
- Director of Cadet Activities
- Director of the Writing and Learning Center
- Director of the Counseling Center
- Director of Intramural, Club, and Recreational Athletics
- Director of Multicultural Student Services
- One member of the faculty at large, appointed by the Committee on Committees

The Council also has the authority to elect up to four additional members depending upon specific requirements of the tasks at hand.

The Council concerns itself with all College activities that have as a primary mission student development outside of academics or in support of academics. These activities may be housed in any department, but they are concentrated in the following areas:

- Alumni Affairs
- Athletics Department
- Cadet Activities
- Career Services
- College of Graduate and Professional Studies
- Commandant's Department
- Counseling Center
- Honor Court
- Infirmary
- Information Technology Services
- International Studies
- Intramural, Club, and Recreational Athletics
- Multicultural Student Services
- Office of Access Services, Instruction and Support (OASIS)
- Religious Activities
- School/Department Activities
- Writing and Learning Center

The duties of the Student Development Council are as follows:

- Monitor the needs of the College in the area of student activities, and when necessary, respond to these needs by recommending the establishment of new activities or the discontinuation of old ones.
- Monitor the content and purposes of all student development activities to ensure that they are consistent with The Citadel's statement of

philosophy on student support programs, services, and activities.

- Monitor the effectiveness of all student development programs and activities and recommend changes where appropriate. As part of this effort, review annual assessment reports of the departments or activities whose primary mission is in the area of student development.
- Coordinate the administration of the student development activities throughout the College to ensure both effectiveness and cost-efficiency.
- Prepare and implement those parts of the Quality Enhancement Plan that are concerned with student development activities.

Career Services

The Citadel Career Services Office has a primary mission of helping current students make well-reasoned career decisions and supporting them in these decisions. The first step in this process occurs in providing the FOCUS Career Evaluation and Exploration Program to incoming students, which helps students in selection of majors and identification of career paths of greatest interest for further exploration.

The Career Services Office provides group and individualized instruction and assistance to students regarding career research, industry research, identification of potential employers of greatest interest and associated firm research, mentor matching, career search strategy development areas, resume and academic portfolio development, interviewing skills, negotiating skills, and decision-making skills.

The Career Services Office coordinates annual Career Fairs, provides career planning presentations to classes at all levels, maintains postings of advertised positions, assists students in accessing unadvertised opportunities, coordinates an on-campus interviewing program for permanent positions, and also supports students seeking summer employment. A library of career-related reference materials and a computer lab are provided for student use. The office distributes a wide variety of career planning and career search information to students, including announcements of career-related

events, position announcements, and interviewing opportunities.

Located at 573 Huger Street, the Career Services Office invites students to call, email, or visit to schedule an appointment to discuss their career interests.

Counseling Center

The Citadel Counseling Center provides currently-enrolled graduate and evening undergraduate students with short-term, professional, confidential counseling services. Personal, educational, and career counseling services are available by appointment at no charge to registered students. Counseling is provided in an informal setting where students may benefit from a relationship with an experienced counselor. Students enrolled at The Citadel may also request assessment, counseling, or educational information through the Counseling Center's Substance Abuse Prevention Program. Lastly, The Citadel Counseling Center also administers and interprets personality inventories and vocational interest inventories. The Counseling Center is located in Bond Hall Annex, 203 Richardson Avenue. Graduate and undergraduate evening students are encouraged to call the Counseling Center at 953-6799 to schedule an appointment for personal counseling or assessment.

The Daniel Library

The primary mission of the Daniel Library is to provide the resources, services and library environment that support the teaching and research requirements of the college. The library works to facilitate students' ability to learn and to conduct effective research and information gathering as it relates to their studies and research at The Citadel, and their lives beyond college as contributing members of society. This role calls for strengthening the liberal arts and professional education of students by developing their intellectual skills and independence through the library's various collections, reference expertise, and services such as online database searching, and interlibrary loan. The Daniel Library provides resources, services and library environment that support The Citadel's academic programs. The Library contains over

200,000 books and subscribes to more than 1,700 periodical titles. In addition, the Daniel Library is a partial depository of U.S. Government documents and maintains an extensive collection of documents on a variety of topics. The library faculty and staff of paraprofessionals select, catalog, process and maintain resources or services for the use of all undergraduate and graduate students and faculty, staff and community residents who use Daniel Library. The ability to make effective use of library resources should supplement students' successes in and beyond college. For a complete list of hours to include: spring break hours, exam hours, holiday and closure hours and library telephone numbers: www.citadel.edu/library/hours.

Financial Aid

The Financial Aid Office handles student loan applications, grants, scholarships and workstudy programs.

Evening undergraduate students: The Federal Pell Grant program provides federal grants for eligible undergraduate students. Eligibility is determined by the Free Application for Federal Student Aid (FAFSA) using a nationally mandated formula applied uniformly to all applicants. Grant amounts range from \$400 to \$3750 per academic year. Federal Supplemental Educational Opportunity Grants (SEOG) funds are awarded by The Citadel on a limited basis to undergraduate students who also qualify for Pell Grants and show exceptional financial need. These grants range in value from \$300 to \$1,000 per academic year. The awards are limited to the funds allocated to The Citadel by the US Department of Education, so applicants should file the FAFSA as early as possible.

Graduate students: Although most of the graduate students at The Citadel have some form of student loans, there are grants and other monies available to students willing to search and apply. You can find more information on grants, etc. by contacting your departmental advisor, searching other websites, and contacting local community-involved groups in your area. Please visit www.citadel.edu/finaid/gfinaid to learn more about the following resources:

- Assistantships
- Loans
- Entrance Interview William D. Ford Direct Student Loan
- Financial assistance outside of The Citadel
- Veteran's Affairs/GI Bill
- Financial Aid Office timetable
- Government financial aid resources
- Other financial aid resources
- Forms

The Financial Aid Office is located in Bond Hall, 138, and information is available at: financial.aid@citadel.edu OR 953-5187

Information Technology Services (ITS)

Citadel Computing, 2nd Floor-Bond Hall

- ITS Help Desk
- Multimedia Center
- Computer Labs

For all computer services and assistance:

www.citadel.edu/computing

ITS Help Desk:

953-HELP

Computer Labs

www.citadel.edu/computing/complab

Multimedia Center

www.citadel.edu/computing/mm

Equipment and room reservation

953-7245

Graphic design and WebCT

953-7093

Office of Multicultural Student Services and International Studies

The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff. Multicultural Student Services encourages and attitude that celebrates multi-ethnic perspectives of various cultures and backgrounds. Programming and activities sponsored by the office are designed to increase the involvement of minority students in extracurricular activities; to assist first year and transfer students with the transition into the Corps

of Cadets; to enhance interaction and communication among all students; and to enable students of color to enhance contact with and pride in their cultural heritage. The office is also responsible for coordinating the college's Access and Equity program and the Higher Education Awareness Program.

Assistance is offered to students, faculty, and staff who have concerns relating to race relations, campus diversity, or multicultural awareness. Resource materials including videos, study guides, and directories are available for use by cadet companies, classroom instructors, and clubs and organizations.

This office offers a variety of services for international and American Students. The office provides freshmen orientation programs, immigration advising and assistance, and helps with personal and academic concerns for international students. The office further serves as a liaison with campus offices, organizes off-campus cultural programs, and sponsors international activities.

This office also provides a variety of study abroad opportunities for students who are interested in an overseas study experience. Students are encouraged to come to the office where they may view resource materials, receive guidance on available programs and receive assistance with study abroad application process.

Thompson Hall 103
www.citadel.edu/academics/cfae/MSS
953.5096

OASIS, Office of Access Services, Instruction, and Support

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access programs and services. The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is the OASIS purpose to assist, advocate for, coordinate and support student's academic needs. All accommodations are coordinated through the OASIS.

Ombudsperson

The Ombudsperson is an informal and confidential resource for any academic problem or issue due to discrimination, harassment, or mistreatment. The Ombudsperson may be contacted 24 hours a day, seven days a week. Dr. John Carter and Major Robert Pickering are the Ombudspersons for the 2003-2004 academic year. You may reach them at 953-7953, 953-5096, or ombud@citadel.edu.

Public Safety

The mission statement of the Public Safety Office is "...to insure the safety and security of all persons and property on The Citadel campus." All officers are state-commissioned law enforcement officers operating under the authority of the State Law Enforcement Division (SLED) with jurisdiction both on and off campus for incidents occurring on Citadel property. The speed limit on campus is 20 mph unless otherwise posted.

Parking on campus: All vehicles parked on campus must have a Citadel parking decal. There are two parking lots designated for CGPS students (A-Lot after 4 p.m. and Kovats Field.) Parking permits are \$30 per semester. You register for parking when registering for classes.

Lockouts and Jump-starts: Public Safety is available to assist persons who inadvertently lock themselves out of their cars. Additionally, Public Safety will assist those motorists whose vehicle battery dies. There is no charge for these services. The Public Safety Office is located at Lesesne Gate (main gate entering campus), 953-5114.

Office of Writing & Learning Strategies

This office provides academic enrichment free of charge to CGPS students.

Writing Conferences: Offers one-on-one consultations for across the curriculum academic writing projects as well as resume, business communications, and English as a second language consultation.

Writing Workshops: Are scheduled each semester. Representative topics include Writing Research Papers, Essay Organization, and documentation in APA and MLA formats.

Computers: Computers, laser and other printers, typing tutorial, speed-reader, Email and Internet access are available.

Thompson Hall, 113

www.citadel.edu/citadel/otherserv/wctr/

Activity Card

The “Activity Card” allows the student to use the recreational facilities of The Citadel when they are available for recreational use. This includes the facilities in Deas Hall, the tennis courts, the boating center (if they have passed the Department of Wildlife and Marine Resources boating course), and the Beach House. An “Activity Card” is issued to each student who pays the optional student activity fee. The cards are issued each semester and are good for one semester only. It is necessary to show this card and the student ID card when using the recreational facilities.

Athletic Event Card

The purchase of the “Athletic Event” card allows the student to attend all Citadel athletic events during the semester for which it is purchased by presenting the student ID card and the “Athletic Event” card when entering the stadium, McAlister Field House, or the baseball field. The “Athletic Event” card is for general admission seating and also allows the student to purchase one additional ticket for date, spouse, or friend at the reduced student rate. To obtain the “Activity Card” and/or the “Athletic Event” card, indicate on your registration form the card(s) you wish to purchase. The cards may be picked up at the Treasurer’s Office upon payment of all fees. A schedule of athletic events may be obtained from the Athletic Ticket Office in McAlister Field House. Students should call 953-7779 for the operating hours of Deas Hall.

Degree-seeking students enrolled in the College of Graduate and Professional Studies have the opportunity to purchase an “Activity Card” and/or an “Athletic Event” card. Each

of these is optional, and no student is required to purchase either card.

Fine Arts Series

Inaugurated in 1965, the Fine Arts Series has presented annually a wide variety of programs which have been both entertaining and culturally illuminating. Programs are free and open to CGPS students.

Greater Issues Series

The Greater Issues Series presents two or more major addresses each academic year. The series was inaugurated by General Mark Clark in 1954 to enhance the preparation of Citadel students for roles as responsible members of our society. Since then, the addresses have brought to The Citadel an impressive group of distinguished speakers including Presidents of the United States, American and foreign dignitaries, scholars, diplomats, important military figures, and business leaders.

Publications

The College of Graduate and Professional Studies prior to each semester and summer sessions publishes the “Schedule of Classes” for the respective term. This schedule contains information subject to frequent change such as deadlines, fees, and other administrative notices. The “Schedule of Classes” constitutes the official notice of deadline requirements, fees, and class offerings. The college reserves the right to cancel a class or change a fee without notice.

In addition, the College of Graduate and Professional Studies publishes “The College of Graduate and Professional Studies Newsletter” once each term. This newsletter contains much information of immediate concern, such as the hours of operation for various campus activities, placement activities, group meetings (e.g., MBA Association), speakers, fine arts series, professor’s activities, etc. It is e-mailed directly to students enrolled in degree programs through the College of Graduate and Professional Studies. Past CGPS electronic newsletter can be found on the website, www.citadel.edu/cgps.

Beach House

The Colonel Robert R. McCormick Beach House is on the Isle of Palms, about a half hour's drive from the campus. This functional two-story clubhouse, overlooking the Atlantic Ocean, is controlled by the Dept. of Cadet Activities. It is primarily for the use of cadets, CGPS students, faculty, and staff, but it can be rented to outside groups. Facilities include a large ballroom, shower facilities, sheltered picnic area, and outdoor sports areas. The grounds are floodlighted to facilitate evening parties.

Holliday Alumni Center

The Citadel Alumni Association, located in the Holliday Alumni Center on Hagood Avenue, is your connection to the college after your graduation.

Annual membership of \$40 provides you with numerous benefits of membership and affords you every networking advantage. CAA publishes "Alumni News" magazine three times each year for its members who also enjoy full access to the On-line Community of graduates. Allegiance to one's undergraduate institution is commonplace. However, making a strong bond with your post-graduate institution is unique — unless it is The Citadel. There is value in a Citadel education, whether from the Corps of Cadets or the College of Graduate and Professional Studies, beyond the diploma you earn from a highly qualified faculty. The Citadel Alumni Association offers you the chance to reap benefits beyond the classroom. You are a Citadel graduate and that is something most of your contemporaries cannot proclaim. Enjoy the highest level of benefits by becoming a member of your alumni association.

GRADUATE PROGRAMS AT THE CITADEL

Since 1968 The Citadel has responded to the Lowcountry's needs for graduate education. A significant complement to the mission of The Citadel has been to make the resources of The Citadel a major factor in the professional development of, and in the enhancement of the quality of life for the citizens of the Lowcountry. Graduate programs at The Citadel combine academic excellence with learning which is focused equally on leadership and ethical and social issues.

Currently, The Citadel, through its College of Graduate and Professional Studies, offers 20 graduate degree programs: Master of Arts in Clinical Counseling, English, History; Master of Arts in Education in Biology, Mathematics, Social Science; Master of Business Administration; Master of Education in Elementary or Secondary School Counseling, Elementary or Secondary School Administration, Reading, Physical Education; Master of Arts in Teaching in the areas of English, Mathematics, Biology, or Social Science; and Master of Science in Computer and Information Science. Also offered is the Educational Specialist degree in School Psychology and School Superintendency.

Graduate education at The Citadel extends beyond the campus by providing professional development opportunities and courses to teachers and school administrators throughout the Lowcountry and state.

Opportunities for new graduate programs are being explored in the areas of leadership, school administration, engineering, and business.

Lowcountry Graduate Center

In an effort to meet the growing needs of graduate education in the Lowcountry, The Citadel, the College of Charleston, and the Medical University of South Carolina formed in 2001 the Lowcountry Graduate Center. The Center is located in the North Charleston area near the Charleston International Airport. Graduate courses in business administration, education, and computer science are currently being offered at this location. These courses are a part of the masters degree programs offered by The Citadel and the College of Charleston.

The Center also provides a point of reference for persons seeking information about graduate educational opportunities in the Lowcountry.

GRADUATE SCHOOL

Application and Admissions

Students may enroll in graduate courses at The Citadel if they have been admitted in one of the following categories: degree seeking, non-degree seeking, professional development, transient, or provisional student status. All graduate students must submit the completed Application for Admission, pay a non-refundable application fee, and submit transcripts of their previous academic work to the Graduate Office, The Citadel, 171 Moultrie Street, Charleston, South Carolina 29409. Additional admission criteria may be required by specific programs.

Upon receipt of an application, each applicant is sent a letter acknowledging the application and outlining specific admission requirements for the program to which he or she has applied.

Admissions decisions for specific programs and degrees are made by the committee for each respective program. Students should review the specific requirements in this catalog for the desired degree program.

Upon acceptance into a degree program, each student is sent a letter of acceptance which includes the name of the assigned advisor. Students are encouraged to meet with that advisor prior to enrolling in courses.

Admission Categories

Students may be admitted to graduate courses in one of the following categories: degree-seeking, non-degree seeking, provisional, transient, professional development, or Senior Citizen.

Degree-Seeking - A Student is classified as degree-seeking when all admission requirements are met and a degree program has been selected. To obtain this classification a student must:

1. Complete and return the application form along with the appropriate application fee to the College of Graduate and Professional Studies.
2. Submit to the College of Graduate and Professional Studies official transcript (s)

which include documentation of the baccalaureate and or post-baccalaureate degree awarded by an accredited college of university.

3. Submit the official score report on the appropriate admissions test. Check individual program requirements in this catalog for the minimum acceptable score for the desired program.
4. Submit a TOEFL score if the native language is not English. The minimum acceptable score is 550.
5. Additional admission requirements of specific programs are outlined in the information provided for each degree program.

Non-Degree-Seeking - A student is classified as non-degree seeking if he/she holds a bachelor's degree or an advanced degree but who, at the time of application, does not plan to pursue a degree. This category authorizes the student to take courses for which he or she has the prerequisites. It does not imply admission to a degree program.

Persons admitted to the non-degree student status who later wish to become degree-seeking must file an application for the desired degree program. There are limits on the number of courses a student applying for degree-seeking status may credit towards a degree. Generally only twelve hours of graduate credit taken in non-degree student status may transfer into a degree program.

To obtain non-degree classification the student must:

1. Complete and return the application with the required fee to the College of Graduate and Professional Studies.
2. Submit to the College of Graduate and Professional Studies a college transcript that shows completion of a bachelor's or higher degree.
3. Submit an acceptable TOEFL score if the native language is not English. The acceptable score is 550.

Provisional - An applicant is classified as a provisional student if he or she does not meet all the admission requirements, but in the judgment of the admissions committee of the specific program, has the potential to complete graduate work. Upon successful completion of the requirements set forth in the provisional status, the student will be considered for degree-seeking status.

Transient - An applicant is classified as a transient student if he or she is in good standing with another regionally accredited college or university and wishes to enroll in courses at The Citadel for the purpose of transferring this credit to his or her home institution. The classification of transient is valid for one semester and must be renewed each term. No transcripts are required of the student, but a letter from the graduate dean of the home institution verifying the student is in good standing must be provided. To be classified as a transient, the student must:

1. Complete and return the application and the required fee to the College of Graduate and Professional Studies.
2. Provide a letter from the Dean of the Graduate School of the home institution that verifies a status of good-standing.

Professional Development - A student is classified as a professional development student if he or she is enrolled in a professional development graduate course offered through a school district, but the credit is awarded by The Citadel. To be classified as professional development the student must:

1. Complete and submit the professional development application to the College of Graduate and Professional Studies.
2. Submit a copy of his or her current teaching certificate or a copy of a transcript which indicates at least an earned bachelor's degree.

**The Citadel offers professional development courses (PDEV) on campus and at off-campus locations. The purpose of these courses falls within the public service mission of The Citadel assigned to the College of Graduate and Professional

Studies. These professional development courses are intended to improve curriculum, teacher and administrator competency, and school effectiveness by delivering and concentrating on specific, requested subjects in areas of pragmatic and immediate need identified by school district staff development personnel. Professional development courses are special topics courses not designed to meet degree requirements for any degree program. Credit earned through the completion of any professional development course may not be used in meeting degree requirements for any degree program unless prior approval to use such credit was granted at the time the program of study was developed. Credit earned through completion of professional development courses may be used for recertification purposes or in the pursuit of the master's plus 30 hours certification.

Senior Citizens - Senior citizens, 60 years of age or older, who are residents of South Carolina may take courses, on a space available basis, without paying the credit hour fees. All admission requirements must be met for a degree or non-degree seeking student, and all fees except the credit hour fees must be paid.

International Students

An international student who applies to a graduate program at The Citadel must complete the following requirements:

1. Have completed a degree equivalent to an American baccalaureate degree.
2. Have their academic credentials evaluated by one of the organizations suggested by the graduate office at The Citadel.
3. Meet all the admission criteria for the desired graduate degree program.
4. Provide the appropriate score on the TOEFL exam.
5. Provide evidence of ability to meet all financial obligations while in graduate study at The Citadel by completing the

Certification of Finances form prior to enrolling in courses.

Orientation

In order to assist new graduate students become familiar with The Citadel facilities and support services, the office of the College of Graduate and Professional Studies offers two new student orientations each year. These orientation sessions are offered before the beginning of the fall term and before the beginning of the spring term. New students are notified of the date, time, and place of these orientations.

Catalog of Record

The catalog bearing the number of the academic year in which the student enters The Citadel will be his or her catalog of record for matters of academic policy.

Academic Standards

All students are expected to maintain high academic standards. In addition to the grade point average requirements for satisfying degree standards, the following policies set minimum guidelines for all graduate programs. Specific programs may establish more rigorous criteria for satisfactory progress. Students should study carefully the sections of this catalog pertinent to their degree program for statements about expectations, which may exceed these minimal criteria.

A grade of “C” is a warning that the individual is not performing at the level expected of graduate students; a grade of “F” is a clear statement of inadequate performance. Either a “C” or “F” grade calls into question the expectation of reasonable progress toward the degree. In order to maintain appropriate academic quality, the following policy applies to students enrolled in graduate programs at The Citadel.

1. If a student receives a grade of “F” in a graduate course, regardless of his or her status, the student will be terminated from the program. The student may appeal to his or her dean for reinstatement. If the student is granted reinstatement status before the end of

the drop/add period for the next academic term, he or she may register for that term.

2. If a student receives more than seven (7) credit hours of graduate course work with grade of “C” regardless of his or her status, the student will be terminated from the program. The student may appeal to his or her dean for reinstatement in the program. If a student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term.
3. Any student admitted to a graduate program who has earned or attempted twelve (12) hours of graduate credit must have a cumulative GPR of 3.0 or higher to continue in the program. If a student’s GPR falls below a 3.0 any time after the completion of twelve (12) hours of graduate credit, the student must improve his/her GPR to a minimum 3.0 by the time he/she has completed nine (9) additional graduate credit hours. If the student achieves a minimum 3.0 while completing these nine (9) additional graduate credit hours, the standard of maintaining a 3.0 GPR begins again. Failure to achieve the 3.0 GPR upon completion of the nine (9) additional graduate credit hours will result in termination from the program. The student may appeal to his or her dean for reinstatement. If the student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term. Some programs have stricter program requirements. Check with your program advisor the standards for your program.

Grades

Only letter grades are given to evaluate a student’s progress. No numerical symbol or percentage is fixed or assigned to the equivalent of any grade.

A - A grade of “A” represents work of a high quality. Four quality points are awarded for each credit hour.

B+ - A grade of “B+” represents above average quality work. Three and one half quality points are awarded for each credit hour.

B - A grade of “B” indicates average graduate accomplishment. Three quality points are awarded for each credit hour.

C+ - A grade of “C+” indicates slightly below average graduate work. Two and one half quality points are awarded for each credit hour.

C - A grade of “C” is below average but passing. It is unsatisfactory. Two quality points are awarded for each credit hour.

P - A grade of “P” indicates work of acceptable, graduate-level quality. While it signifies work of “A” or “B” level, it carries no quality points and is awarded only for designated courses such as workshops, internships, etc.

F - A grade of “F” indicates that the minimum requirements have not been met. No quality points are awarded.

I - A grade of “I” represents work of satisfactory quality incomplete for authorized reasons. Incomplete “I” grades must be made up during the term following the recording of the grade. A grade of “I” received in the fall term must be made up by the end of the following spring term. A grade of “I” received in either summer term I or II must be made up by the end of the following fall term. An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the appropriate dean. Grades not made up within the authorized time limit will convert to a grade of “F,” and such courses will be included in calculating of the GPR.

W - A grade of “W” represents withdrawal from a course prior to the scheduled withdrawal deadline.

Pass-Fail Courses

For certain courses, such as internships, practica, workshops, professional development courses, etc., a

grade of pass or fail may be appropriate. Students taking courses of this nature need to discuss such arrangements with their advisor. Quality points will not be awarded for pass or fail work, and performance that is barely adequate (“C” level work) will not receive credit.

Transfer Credit

A maximum of 12 hours, relevant to the student’s program, may be transferred from other regionally accredited colleges or universities. Only graduate credit hours, of which grades of “B” or higher have been earned, are transferable. Some programs allow fewer hours of transfer credit. Students should check the requirements for specific programs for the maximum number of credit hours that may be transferred into his or her program at The Citadel.

To be transferred, credit hours must have been earned within six years of the date of admission to The Citadel. Acceptance of transfer credits is the prerogative of the academic department or school. Students should read carefully the specific statements in regard to transfer in the programs leading to the Ed.S. in School Administration and the M.B.A. degrees since both these programs limit the acceptance of transfer credit more rigorously.

Ordinarily, course work accepted for transfer must parallel course work available at The Citadel. However, where the head of the major department or dean of the school feels that graduate course work not equivalent to courses at The Citadel will enhance the program, up to 6 semester hours of such credit may be acceptable. These will be part of the maximum allowable transfer hours for that program.

Course Load

Most students in the graduate programs at The Citadel pursue degrees on a part-time basis. The minimum semester hour load for students wishing to be classified as full-time graduate students is 9 semester hours. Students holding Citadel graduate assistantships will be considered as full time if they are taking at least 6 semester hours. Students who hold full-time employment should not register for more than 6 semester hours in any given term.

Students may register for a maximum of 2 courses or no more than 7 credit hours each summer term. The evening session is considered a part of summer I and summer II. Permission to take more than 2 courses each summer term must be obtained from the Dean of the School or the Department Head of the program in which the student is enrolled.

Comprehensive Examinations

The Citadel graduate programs vary in their exit requirements. While all degree programs require at least a 3.0 cumulative GPR for graduation, some have an exit examination or exit project requirement. It is the student's responsibility to be aware of these standards.

Theses

Thesis committee appointments will be made by the appropriate dean upon the recommendation of the Program Coordinator or Department Head. Forms for recommending committee appointments are available in the office of the College of Graduate and Professional Studies.

Degree and Certification Requirements

Specific requirements are detailed in the appropriate sections of the catalog. The general requirements include completing all specific program requirements and coursework while maintaining at least a "B" (3.0) GPA. Students should check the specific requirements of the program in which they are enrolled. State certification requirements are determined by external agencies over which The Citadel has no control. It is the student's responsibility to meet these requirements, which are subject to legislative change. Advisors will assist students in staying current with these requirements and adjusting programs of study to reflect any change.

Satisfactory Progress

Unless otherwise stated, students are expected to complete all degree requirements within a six (6) year period from the time of registration for the first graduate course in that program. Students in the MBA program must complete all requirements

within six (6) years from the time of enrollment in the first advanced course. Students enrolled in the Ed.S. in School Psychology program have seven (7) years to complete the degree. Students enrolled in the MA in Clinical Counseling degree program have a five (5) year limit. Waiver of this requirement may be made for extenuating circumstances by the Dean or Department Head of the program in which the student is enrolled. Requests for such a waiver must be initiated by the student in writing to the appropriate dean or Department Head who is responsible for making the final decision and notify the student.

If a waiver is granted, a probationary extension for one year may be authorized. At the completion of that year, an additional extension will be authorized (if necessary) contingent upon the student having made adequate progress. "Adequate Progress" is defined as completing graduate work in two of the three semesters (summer session counting as a semester) of the year of probation. An average grade of "B" (3.0) for that year is also required. At all levels, the department or school will be responsible for oversight of student progress and initiation of action related to unsatisfactory progress.

Advisement and the Planned Program

Upon acceptance into a degree program, a student is assigned an advisor in the area of academic concentration. It is the student's responsibility to confer with this advisor at an early date and at periodic intervals to assure appropriate course selection and awareness of degree requirements. Degree candidates in some programs must file an official program of study. This program of study will be developed in consultation with the student's advisor and approved by the appropriate Dean or Department Head. This program of study is filed in the office of the College of Graduate and Professional Studies and will be used in the degree audit process.

Modifications in a program of study can be accomplished with the written approval of the appropriate dean or department head. Students who wish to select a new major or degree program must file a written request in the office of the College of

Graduate and Professional Studies, meet all admission requirements of the new major or degree program, and be accepted into the new major or degree program.

Joint Degree Programs

The Citadel participates in joint degree programs with the College of Charleston in computer science, English, and history. Students routinely take courses at both institutions. Citadel students will register for all their computer science, English, or history courses at The Citadel, even though a particular course may be taken at the College of Charleston.

Earning a Second Master's Degree

The Graduate Council permits the earning of a second master's degree where the degree title is the same, but the area of concentration is different. Since some of the core courses may be identical, these may be waived in the second degree program. A maximum of twelve hours may be transferred from one Citadel degree program to another for those students wishing to obtain a second master's degree. However, a minimum of 33 hours of new credits must be included in the planned program for the second degree.

Graduate and Undergraduate Classes

It is the expectation of the college that graduate and undergraduate students will not be enrolled in the same class, even if they are registered by separate undergraduate and graduate course numbers. Any exception to this policy must be explained and justified in writing to the Associate Dean of Graduate and Professional Studies whose approval must be obtained prior to the course being scheduled.

Course Numbering System

The Citadel restricts registration in courses numbered 500, 600, and 700 series to students who have been admitted to graduate study.



171 Moultrie Street, Charleston, South Carolina 29409-6250
Office of Undergraduate Admissions (843) 953-5089

APPLICATION FOR UNDERGRADUATE ADMISSION

Please complete every item on this form, sign and date this application, and return it with \$25.00 non-refundable application fee unless the fee has been previously paid.

U.S. SOCIAL SECURITY NUMBER _____ - _____ - _____	Current Email Address _____
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FULL LEGAL NAME (Please print)			
Last	First	Middle/Maiden	Suffix

PERMANENT HOME ADDRESS	
Street Address: _____	
City: _____	State: _____ Zip: _____ Country: _____
(Area Code) Phone # _____	SC County: _____

BIRTHDATE ____ - ____ - ____ <small>Mo. Day Year</small>	BIRTH PLACE _____ / _____ <small>City Country</small>
South Carolina Resident (circle one) Yes No	SEX (circle one) MALE FEMALE
RACE (circle one) Asian or Pacific Islander African American–non Hispanic	American Indian or Alaskan Native Non–resident Alien Hispanic White
Are you a CITIZEN of the U.S.? (circle one) Yes No	
If no, what is your country of CITIZENSHIP and your VISA type? _____ <small>Country VISA Type</small>	

PARENTS, GUARDIAN, SPOUSE, NEXT OF KIN (To notify in case of emergency):	
Street Address: _____	
City: _____	State: _____ Zip: _____ Country: _____
(Area Code) Phone # _____	Relationship: (circle one) Parent Guardian Spouse Other

HIGH SCHOOL AND COLLEGE ATTENDED (List High School from which you graduated and all colleges and/or universities, including The Citadel. If you require more space, please provide the information on an attached sheet.)

Full Name of College	City and State	Date of Attendance (From/To Month/Year)	Did You Graduate? (circle one)	If Yes, Degree Earned and Date
			No Yes	
			No Yes	
			No Yes	
			No Yes	
			No Yes	
			No Yes	
			No Yes	

Please print your name as it appears on your transcripts.

RESIDENCY

STUDENTS WILL NOT GAIN RESIDENT CLASSIFICATION AT THE CITADEL BY PRESENCE AS A STUDENT IN THE STATE OF SOUTH CAROLINA.

Have you always lived in South Carolina? (circle one) Yes No

How long have you claimed South Carolina as your permanent residence for tax purposes? from month _____ year _____

Are you employed in South Carolina? (circle one) Full-time Part-time Not employed

If employed, provide name and address of employer:

Place of Employment Dates of Employment City State Phone Number

ADMISSION PROGRAM INFORMATION

Preferred Admission Semester: (circle one) Fall Spring Summer YEAR: _____

Have you ever applied for admission into this College? (circle one) Yes No

(if yes, indicate Term and Year of last application:

Have you ever taken course work at this College? (circle one) Yes No

(If yes, indicate Term and Year of last enrollment:

DEGREE SEEKING APPLICANT: What Degree? (check one below)

___ 2+2 B.S. Business Administration

___ 2+2 B.S. Civil Engineering

___ 2+2 B.S. Electrical Engineering

Certificate of 2+2 Completion:

Have you completed the 2+2 program at Trident Technical College for the degree you plan to pursue at The Citadel?

(circle one) Yes No

If you have completed the 2+2 program at Trident Technical College, have you requested your Certificate of Completion be sent to The Citadel? (circle one) Yes No

Students pursuing an undergraduate degree through The Citadel's College of Graduate and Professional Studies should check first with Trident Technical College to determine if they have completed the first two years of the 2+2 course requirements before making application.

NON-DEGREE SEEKING APPLICANT: Taking courses to enter program later? (circle one) Yes No

I certify that none of the information on this form is false or has been withheld, I further certify that I understand that giving false information or withholding information may make me ineligible for admission or to continue my enrollment at The Citadel, College of Graduate and Professional Studies

Signature: _____

Date: _____

----- Do Not Write Below This Line -----

STATEMENT OF PROCEDURE

All credentials become the property of The Citadel and cannot be forwarded or returned.
NOTE: Credentials will be maintained in active files for a 24-month period. After this period, credentials will be relegated to inactive status and must be submitted again before an admissions decision can be made.

Admissions Action:

Approved: _____

Date: _____

Not Approved: _____

Date: _____

The Citadel College of Graduate and Professional Studies offers equal educational opportunity to all persons without regard to race, religion, sex, creed, color, national origin, or disability. The College does not discriminate on these bases in recruitment and admission of students or in the operation of any of its programs and activities. The designated coordinators for the College compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Director of Human Resources and the Affirmative Actions Officer.



171 Moultrie Street, Charleston, South Carolina 29409-6250
Office of Graduate Admissions (843) 953-5089

APPLICATION FOR GRADUATE ADMISSION

Please complete every item on this form, sign and date this application, and return it with \$25.00 non-refundable graduate application fee unless the fee has been previously paid for Graduate Admission.

U.S. SOCIAL SECURITY NUMBER ____ - ____ - ____	Current Email Address: _____
--	--

FULL LEGAL NAME (Please print)

Last First Middle/Maiden Suffix

PERMANENT HOME ADDRESS

Street Address: _____

City: _____ State: _____ Zip: _____ Country: _____

(Area Code) Phone # _____ SC County: _____

BIRTHDATE ____ - ____ - ____ **BIRTH PLACE** _____ / _____

Mo. Day Year City Country

South Carolina Resident (circle one) Yes No **SEX** (circle one) MALE FEMALE

RACE (circle one) Asian or Pacific Islander American Indian or Alaskan Native Hispanic
African American–non Hispanic Non–resident Alien White

Are you a **CITIZEN** of the U.S.? (circle one) Yes No

If no, what is your country of **CITIZENSHIP** and your **VISA** type? _____

Country VISA Type

PARENTS, GUARDIAN, SPOUSE, NEXT OF KIN (To notify in case of emergency):

Street Address: _____

City: _____ State: _____ Zip: _____ Country: _____

(Area Code) Phone # _____ Relationship: (circle one) Parent Guardian Spouse Other

PREVIOUS COLLEGE/UNIVERSITY WORK (List ALL previous colleges/universities, including The Citadel. If you require more space, please provide the information on an attached sheet.)

Full Name of College	City and State	Date of Attendance (From/To Month/Year)	Did You Graduate? (circle one)	If Yes, Degree Earned and Date
			No Yes	
			No Yes	
			No Yes	
			No Yes	
			No Yes	
			No Yes	

Please print your name as it appears on your transcripts.

If you have not yet graduated, what is the proposed date of your graduation? _____

RESIDENCY

STUDENTS WILL NOT GAIN RESIDENT CLASSIFICATION AT THE CITADEL BY PRESENCE AS A STUDENT IN THE STATE OF SOUTH CAROLINA.

Have you always lived in South Carolina? (circle one) Yes No

How long have you claimed South Carolina as your permanent residence for tax purposes' from month ____ year ____

Are you employed in South Carolina? (circle one) Full-time Part-time Not employed

If employed, provide name and address of employer:

Place of Employment Dates of Employment City State Phone Number

ADMISSION PROGRAM INFORMATION

Preferred Admission Semester: (circle one) Fall Spring Summer YEAR: _____

Have you ever applied for graduate admission into this College? Yes No

(if yes, indicate Term and Year of last application: _____

Have you ever taken graduate course work at this College? Yes No

(If yes, indicate Term and Year of last enrollment: _____

Degree Seeking Applicant: What Degree? (check one below)

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> MED Elementary School Counseling | <input type="checkbox"/> MA Clinical Counseling | <input type="checkbox"/> MAT Biology | <input type="checkbox"/> EDS School Administration |
| <input type="checkbox"/> MED Secondary School Counseling | <input type="checkbox"/> MA English | <input type="checkbox"/> MAT English | <input type="checkbox"/> EDS School Psychology |
| <input type="checkbox"/> MED Elementary Administration | <input type="checkbox"/> MA History | <input type="checkbox"/> MAT Math | <input type="checkbox"/> MBA Business Administration |
| <input type="checkbox"/> MED Secondary Administration | <input type="checkbox"/> MAE Biology | <input type="checkbox"/> MAT Social Studies | <input type="checkbox"/> MS Computer Science |
| <input type="checkbox"/> MED Physical Education | <input type="checkbox"/> MAE Math | | <input type="checkbox"/> MS Information Systems |
| <input type="checkbox"/> MED Reading Education | <input type="checkbox"/> MAE Social Science | | <input type="checkbox"/> MS Software Engineering |

Non-Degree Seeking Applicant: Taking courses to enter program later? Yes No

Taking courses for teacher certification? (circle one) Yes No

TEST DATE Indicate which of the following Admission tests you have taken or plan to take and the date:

GRE General: _____ Date: _____ GMAT: _____ Date: _____ MAT: _____ Date: _____

I certify that none of the information on this form is false or has been withheld, I further certify that I understand that giving false information or withholding information may make me ineligible for admission or to continue my enrollment at The Citadel, College of Graduate and Professional Studies

Signature: _____ Date: _____

Do Not Write Below This Line

STATEMENT OF PROCEDURE

All credentials become the property of The Citadel and cannot be forwarded or returned.

NOTE: Credentials will be maintained in active files for a 24-month period. After this period, credentials will be relegated to inactive status and must be submitted again before an admissions decision can be made.

Admissions Action:

Approved: _____

Date: _____

Not Approved: _____

Date: _____

The Citadel College of Graduate and Professional Studies offers equal educational opportunity to all persons without regard to race, religion, sex, creed, color, national origin, or disability. The College does not discriminate on these bases in recruitment and admission of students or in the operation of any of its programs and activities. The designated coordinators for the College compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Director of Human Resources and the Affirmative Actions Officer.



Graduate Programs

2003-2004

Master of Arts in Education
Biology
Clark Bowman, 843-953-7880
Clark.bowman@citadel.edu
Department of Biology

Mission statement:

The Master of Arts in Education degree in Biology is designed to advance the knowledge of students in a variety of biological disciplines.

The purpose of this degree is to offer certified secondary school teachers, business people and other professionals the opportunity to advance their knowledge in the rapidly expanding discipline of biology. For teachers, the degree enhances their ability to teach a variety of courses within the discipline. For other professionals, the program allows individuals to construct a program for professional advancement in their field.

Admission requirements:

1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS official transcript(s)
3. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum for the GRE is a verbal and math combination of 900. The minimum for the MAT is a raw score of 40. Individuals who fail to meet the minimum score requirement may be admitted to regular student status with a recommendation of the Associate Dean upon the completion of twelve or more hours of work with a minimum grade point average of 3.25.

Program requirements

The Master of Arts in Education degree with a major in Biology requires 24 semester hours in Biology. Courses offered in the program do not require students to have an undergraduate major in Biology, however it is assumed that students have had a minimum of eight hours in college level Biology courses. Participants who do not have the

recommend eight hours must confer with the department head or the program coordinator. All students must meet with the program coordinator to receive orientation materials, develop a program of study and answer questions concerning the degree program. Students in the Master of Arts in Education degree program with a major in Biology must include in that degree sequence graduate course work that assures learning and experience in three (3) areas: humanistic aspects of education, behavioral science foundations, and research methods. Including these educational foundation courses (see below), a minimum of 33 semester hours is required.

Required program:

1. One course from each of the areas below for a total of 9 hours.
 - A. Humanistic aspects of education
 - EDUC-500 Foundations of American Education
 - EDUC-522 Critical Education Issues in Multicultural Society
 - B. Behavioral science foundations
 - PSYC-500 Human Growth and Development
 - EDUC-536 Educational Psychology
 - EDUC-593 Principles of Human Learning
 - C. Research methods
 - EDUC-512 Data Collection and Analysis
2. A minimum of an additional 24 semester hours in Biology chosen from the courses listed on the following pages.

List of courses:

BIOL-502—Comparative Vertebrate Anatomy

Four Credit Hours

A study of the comparative anatomy of vertebrate animals. Emphasis will be placed on the evolution of organ systems in response to environmental pressures.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-506—Ecology

Four Credit Hours

An introduction to the study of biological interrelationships and the effects of the environment on the structure and function of animal and plant systems. Laboratory will emphasize methods and materials of ecological investigations.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-508—Genetics

Four Credit Hours

A study of inheritance, including Mendelian genetics, molecular genetics, changes in chromosome structure and number, cytogenetics, and population genetics.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-509—Marine Biology

Four Credit Hours

Lectures cover major ecological factors and the fundamentals of oceanography. Laboratory work stresses familiarity with species, taxonomic methods, sampling procedures, experimental design, use of equipment, and data handling.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-510—Vertebrate Natural History

Four Credit Hours

An introduction to the classification, ecology, evolution, and distribution of the vertebrates. Laboratory with emphasis on identification and field study techniques, especially with respect to the vertebrates of South Carolina.

Lecture: three hours a week; laboratory: two hours a week.

BIOL-512—Descriptive Histology

Four Credit Hours

A detailed study of the chief types of animal tissues and a description of the histology of organs.

Laboratory work includes microscopic study of cells, tissues, and organs of animals.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-514—The Vascular Flora of South Carolina

Four Credit Hours

An introductory study of the native vascular flora of South Carolina, emphasizing the identification and collection of native plants. The student will have practice in use of taxonomic keys and in preparation of specimens.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-518—Ornithology

Four Credit Hours

A study of the structure, function, and ecology of birds. Field trips and bird specimens will give students a working knowledge of birds common to South Carolina.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-519—Economic Botany

Three Credit Hours

A course in economic botany devoted to the consideration of plants which are useful or harmful to humans, their origins and history, botanical relationships, chemical constituents that make them economically important, and their role in prehistoric and modern cultures and civilizations.

Lecture: three hours a week.

BIOL-526—Freshwater Biology

Four Credit Hours

The study of freshwater organisms and their environment. Instruction will cover the biological diversity, ecological and physiological adaptation, and the physical setting of freshwater systems. Local systems of interest include large coastal rivers and lakes, upper portions of estuaries, and old rice fields.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-531—Reproductive and Developmental Strategies

Four Credit Hours

A study of reproductive and developmental strategies used across the phyla, this course will consider how the choices of the reproducing adults affect the development and survival of the offspring. The laboratory will include use of model systems to investigate the theories discussed in lecture.

Lecture: three hours a week; laboratory: three hours a week

BIOL-601—Evolution of Animals

Three Credit Hours

A review of evolutionary principles and general morphology of the animal kingdom.

Lecture: three hours a week.

BIOL-602—Morphological Survey of Plant Kingdoms

Three Credit Hours

An advanced course in comparative morphology, life history, and phylogeny of the vascular and nonvascular plants. The laboratory will include work on structural and developmental relationships as applied to morphological and anatomical interpretations of the vascular and nonvascular plants.

Lecture: two hours a week; laboratory: two hours a week.

BIOL-603—General Physiology

Three Credit Hours

A study of the general principles of animal physiology. Emphasis will be placed on cellular, tissue, and organ system function and how these are integrated to allow the organism to respond and succeed in its environment.

Lecture: three hours a week.

BIOL-604—Marine Invertebrates

Four Credit Hours

A study of marine invertebrates and their environment.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-605—Laboratory Methods in Biology

Four Credit Hours

An experience in laboratory preparation, participation, evaluation, and supply sources for a series of general biology laboratory exercises for the secondary or middle school level.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-606—Field Methods in Biology

Three Credit Hours

An examination of the methods used by field biologists emphasizing experimental design, sampling techniques, and data analysis. Classroom discussion will be supplemented by practical field experience. Topics will include the measurement of primary productivity, estimation of animal population size, plant community composition and diversity, and the correlation of environmental factors with species distribution. An effort will be made to use procedures and field situations that are accessible to local teachers.

Lecture: one hour a week; laboratory: four hours a week.

BIOL-607—Microbiology

Four Credit Hours

General coverage of the anatomy, morphology, ecology, and chemistry of microorganisms. The emphasis of the course will be on bacteria, however, some time will be spent on the study of fungi, viruses, rickettsiae, and protozoans.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-609—Seminar in Environmental Studies

Three Credit Hours

A series of field trips, lectures, and other experiences designed to develop an understanding of the environment as it affects human well being now and in the future. This course is especially designed for teachers and counselors, grades K-12, in all disciplines. Classes will normally meet daily from 8:30 a.m. to 2:00 p.m. for a period of two weeks during a summer session. Outside fieldwork is required.

BIOL-610—Special Topics in Biology

Variable Credit Hours

This course is designed for the study of specialized topics in modern biology. The subject for each course will be announced.

Lecture: three hours a week.

BIOL-611—Graduate Research

Variable Credit Hours

Research problems in various areas of biology to introduce the student to the planning and execution of research experimentation, data analysis, and the presentation of research findings.

By arrangement; prerequisite: Permission of instructor.

BIOL-612—Cell and Molecular Biology

Three Credit Hours

An in-depth exploration of the cell surface, organelles, and metabolism of different cell types.

This course integrates cell biology, molecular biology, and biochemistry.

Lecture: three hours a week.

BIOL-621—Aquatic Toxicology

Four Credit Hours

An introduction to assessing the effects of toxic substances on aquatic organisms and ecosystems. Topics include general principles of toxicology, fate and transport models, quantitative structure-activity relationships, single-species and community-level toxicity measures, regulatory issues, and career opportunities. Examples will be drawn from marine, freshwater, and brackish-water systems.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-624—Molecular Genetics and Recombinant DNA: Theory, Practice and Issues

Three Credit Hours

The fundamental principles and applications of recombinant DNA technology will be discussed and demonstrated. Emphasis will be placed on sources and preparation of materials for classroom activities. Societal issues involving recombinant DNA technology will also be explored.

Lecture: two hours a week; laboratory: two hours a week.

BIOL-631—Environmental Physiology and Biochemical Adaptations of Animals

Three Credit Hours

This course will study the effects of such parameters as salinity, oxygen, temperature and elevation or depth on marine and terrestrial animal physiology and the biochemical adaptations made by animals to these environments.

Lecture: two hours a week; laboratory: two hours a week.

Master of Business Administration
Dr. Sheila Foster, Director, 843-953-5257
[***mbadirector@citadel.edu***](mailto:mbadirector@citadel.edu)
School of Business Administration

Mission statement:

The mission of the School of Business Administration is to educate and develop leaders of principle to serve a global community.

Admission requirements:

Applicants will be admitted to the MBA program on the basis of scholastic achievement and aptitude for graduate study. Other qualities appropriate to graduate study are also considered. Anyone holding a bachelor's degree from an accredited college or university (one recognized by the Council on Postsecondary Accreditation) is eligible for consideration. Prior study in business and/or economics is not a requirement for admission.

All material must be received by the CGPS Office on or before the following dates to assure consideration to the MBA program.

Semester	Admission Material
Fall	August 1
Spring	December 1
Summer	April 1

1. Complete and return a graduate application form, along with appropriate application fee, to the College of Graduate & Professional Studies (CGPS), Bond Hall Room 101.
2. Submit official transcript(s) to the CGPS Office. Students whose degrees are from colleges or universities outside the United States may be required to have their transcripts translated by one of the several academic credential evaluation organizations recognized by the College of Graduate and Professional Studies.
3. Take the Graduate Management Admissions Test (GMAT) and submit an official copy of the scores to the CGPS Office. The GMAT must be taken within the last five years for the college to accept the scores. Scores on other graduate entrance exams, such as the GRE, are not acceptable as substitutes.

Applicants who have an earned doctorate degree are not required to submit a GMAT score.

4. Submit two letters of reference to the CGPS Office. These may be from faculty members of his/her undergraduate college and/or from associates in business, government, or military service.
5. TOEFL score: This test is required of students whose native language is not English. The minimum score is 550.
6. A personal interview with the MBA Committee and/or the MBA Director may be required.

Provisional status: Some students may be admitted on a provisional basis. The Director of the MBA program makes such admissions on a case-by-case basis. The student will remain on provisional status until he/she has completed BADM 601, BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM 608, BADM 609, and BADM 612 with a GPR of at least 3.0; at that time the student will automatically be changed from provisional to regular status.

Rejection for admission: During the admission process, the student's records will be reviewed and the results communicated in writing to the student. If the application is rejected, a student may petition the MBA Committee through the MBA Director for reconsideration, citing any extenuating or mitigating circumstances.

Program requirements:

Students are required to complete 48 hours of graduate study, including fourteen required courses and four elective courses. A maximum of two courses (6 hours) may be transferred in from an approved MBA program at another institution.

Students are expected to complete all degree requirements within a six-year period from the time of registration in their first graduate course.

Basic courses: BADM 601, BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM 608, BADM 609, BADM 610 and BADM 612 are basic courses for more advanced work. Students should successfully complete these courses with a GPR of 3.0 or better before taking the advanced or elective courses. Any prerequisites for basic, advanced, or elective courses must be met.

Course load: A student typically takes no more than two courses per semester. Any student planning to take more than two courses in the fall or spring or more than one course in a summer session must secure in advance permission from the MBA Director in order to register for more than six hours. Students enrolled in a full-time program at another institution may enroll in only one course at The Citadel during each term.

A written request to take more than the typical course load must be made to the MBA Director at least two weeks prior to the beginning of the semester for which an overload is being sought.

Required program:

REQUIRED BASIC COURSES		Hours
BADM 601	<i>Financial Accounting for Decision Making</i>	3
BADM 603*	<i>Managerial Accounting for Decision Making</i>	1
BADM 604	<i>Statistics and Quantitative Methods For Decision Making</i>	3
BADM 605*	<i>Fundamentals of Finance</i>	1
BADM 606	<i>Economics for Decision Making</i>	3
BADM 607	<i>Organizational Theory</i>	1
BADM 608	<i>Professional Communications</i>	3
BADM 609*	<i>Foundations of Marketing</i>	1
BADM 610	<i>Legal and Ethical Environment For Decision Makers</i>	3
BADM 612*	<i>Management Information Systems</i>	3
Total Required Basic Courses		24
REQUIRED ADVANCED COURSES		Hours
BADM 614	<i>Financial Management</i>	3
BADM 616	<i>Marketing Management</i>	3
BADM 618	<i>Organizational Behavior</i>	3
BADM 635	<i>Strategic Management</i>	3
Total Required Advanced Courses		12
ELECTIVE COURSES - 4 courses selected by the student		12
TOTAL HOURS		48

*See course description for prerequisite courses that must be taken first.

Exempting Basic Required Courses:

Some students may be able to exempt BADM 601, BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM-608, BADM 609, BADM 610, or BADM 612 based upon prior appropriate undergraduate or graduate course work in which the applicant had made a grade of “B” or better. Exempted courses do not require replacement with other courses. The MBA Director will determine how much credit an MBA applicant qualifies for, and the letter of acceptance into the MBA program will list any courses in which the applicant may exempt.

Except as noted, all courses being considered must have been completed within the last five years.

Number	Course	Requirement to Exempt
BADM 601	Financial Accounting for Decision Making	Undergraduate Accounting Major
BADM 603	Managerial Accounting for Decision Making	Undergraduate Accounting Major
BADM 604	Statistics and Quantitative Methods for Decision Making	Undergraduate Courses in Statistics AND Production (QM, Prod. Ops and Ops Research, etc)
BADM 605	Fundamentals of Finance	Undergraduate Course in Finance
BADM 606	Economics for Decision Making	Undergraduate Economics Major
BADM 607	Organizational Theory	Undergraduate Course in Organizational Behavior
BADM 608	Professional Communications	Undergraduate Communications Major
BADM 609	Foundations of Marketing	Undergraduate Course in Marketing
BADM 610	Legal and Ethical Environment For Decision Makers	Undergraduate Course Law and approval of the Law professors.
BADM 612	Management Information Systems	Undergraduate MIS Degree within the last two years

Transfer Credit: A maximum of six hours credit for graduate courses from an accredited institution (including consortia and AACSB-accredited institutions) may be approved for transfer (except BADM-635), provided: (1) that those courses are determined to be equivalent to one of the advanced or elective courses at The Citadel, (2) that grades of “B” or better were received in the courses being considered for transfer credit, and (3) that credit for the courses was earned within the five years prior to admission into The Citadel MBA program.

Grading: All students are expected to maintain high academic standards. Any student who receives an “F” in any class or “C’s” in more than 6 hours of credit will be dismissed from the MBA program for academic

insufficiency. Note: An incomplete “I” is converted to an “F” if the work is not completed within the guidelines established by the college.

Students who earn “C’s” in six hours of coursework or who allow their grade point average to fall below 3.0 will receive written notification of the imminent danger of their termination from the program. These students must submit the required documents to the MBA Director in order to be considered for continuance in the program and may be subject to a one-semester suspension until their documents are received and considered.

Requirements for Graduation: The degree of Master of Business Administration may be conferred upon those students who successfully complete the 48 hours of graduate course work as specified above with a grade-point ratio (GPR) of 3.0 or better on hours earned at The Citadel. Completion of more than 48 credit hours of advanced graduate coursework will only be allowed (for exceptional circumstances) with approval of the Director of the MBA program.

Appeals Policy: Students who believe that there are circumstances surrounding their academic status, which make a dismissal action unfair or inappropriate, may appeal that action initially to the MBA Committee. All appeals should be made in writing and addressed to the Director of the MBA Program at The Citadel, School of Business Administration, 171 Moultrie Street, Charleston, South Carolina 29409.

List of courses:

MBA Skills Workshop

0 Credit Hours

This weekend matriculation program is required of all entering MBA students. The objective is to acquaint the student with graduate program requirements, computer, library, and other services available at The Citadel.

BADM-601—Financial Accounting For Decision Making

3 Credit Hours

This course introduces students to financial accounting. It emphasizes identifying and interpreting relevant accounting information for decision-making by external users.

BADM-603—Managerial Accounting

1.5 Credit Hours

This course covers selected managerial accounting topics, emphasizing the need for identifying and interpreting relevant information for decision-making by internal users. The focus is on issues a manager might confront, including behavioral and ethical aspects. Topics include cost/volume/profit analysis, budgeting, and cost accounting systems. Prerequisite: BADM 601

BADM-604—Statistics and Quantitative Methods for Decision Making

3 Credit Hours

This course equips students with quantitative and statistical techniques that can be applied to real-life business situations. Students use computer software to analyze data and communicate the results to decision makers.

BADM-605—Fundamentals of Finance

1.5 Credit Hours

This is an introductory course in finance that builds on principles presented in the first two accounting courses (BADM 601 and 603) and introduces the student to new financial principles. Students will learn the essential tools used in the financial management of businesses.

Prerequisite: BADM 603

BADM-606—Economics for Decision Making

3 Credit Hours

This course introduces students to microeconomics (the study of individual economic units, including product markets, individual consumers, and firms) and macroeconomics (the study of broad economic aggregates such as gross domestic product).

BADM-607—Organizational Theory

1.5 Credit Hours

This course is an introduction to theories developed through systematic studies of the individual, the group, and organizational processes that have led to a better understanding of effective methods of analyzing critical organizational issues, applying sound strategies, and developing effective leadership, motivational, and team-building skills.

BADM-608—Professional Communications

3 Credit Hours

This course provides insight on the role of organizations as communications systems in which effective writing and speaking are crucial. Emphasis is on developing awareness of verbal and written styles, interpersonal skills, and creating a repertoire of writing and speaking strategies. The course objectives include (1) to introduce the student to written and oral communication strategies as well as the interpersonal communication skills for the business organizational environment, and (2) to raise the student's level of communication competence through the application of these strategies and skills.

BADM-609—Foundations of Marketing

1.5 Credit Hours

This course involves a comprehensive study of the theories, concepts, and perspectives within the field of marketing that provide the framework needed for the modern executive. Subjects covered include domestic environmental influences, decision variables, research and consumer models, global opportunities, and others. Key tools used in managerial analysis will also be discussed.

Prerequisite: BADM 606

BADM-610—Legal and Ethical Environment for Decision Makers

3 Credit Hours

This course introduces the framework of law and ethics within which businesses operate and provides the student with a broad understanding of common law (contract, tort, and property) as well as statutory, administrative, and Constitutional law.

BADM-612—Management Information Systems

3 Credit Hours

This course introduces the student to the vocabulary of Management Information Systems (MIS) and explores how organizations are using information technology for a competitive advantage and redefining the way in which they interact with their stakeholders.

Prerequisites: Basic word processing, spreadsheet, and presentation software skills.

ADVANCED REQUIRED COURSES:**BADM-614—Financial Management**

3 Credit Hours

This course continues the study of the structure and principles of business financing, with special emphasis on planning and control. Through case studies students gain skill in using available financial information for decision-making.

Prerequisites: Financial Accounting for Decision Making (BADM 601); Managerial Accounting for Decision Making (BADM 603); Statistics and Quantitative Methods for Decision Making (BADM 604); and Fundamentals of Finance (BADM 605).

BADM-616—Marketing Administration

3 Credit Hours

This course examines how organizations gain and maintain a competitive advantage in a dynamic era. The course emphasizes the analysis of marketing decisions involving product, price, promotion, and distribution variables. Global opportunities are investigated.

Prerequisites: Financial Accounting for Decision Making (BADM-601); Managerial Accounting for Decision Making (BADM-603); Economics for Decision Making (BADM 606); and Foundations of Marketing (BADM-609).

BADM-618—Organizational Behavior

3 Credit Hours

This course prepares students to develop skills in applying effective leadership, motivational, and team-building strategies in diverse work environments at the individual and organizational level. The objective is to learn how to describe and analyze critical organizational issues and to apply sound strategies to manage them effectively.

Prerequisites: Statistics and Quantitative Method for Decision Making (BADM 604).

BADM-635—Strategic Management

3 Credit Hours

This comprehensive and integrative MBA capstone course pulls together the concepts, tools, and approaches taught in all the required courses. Through cases that place students in diverse managerial situations, the course emphasizes the application, execution, and resolution of multi-dimensional problems. The course emphasizes the strategic management of the business unit and the development

of a paradigm for strategic analysis, as well as matching internal processes with the implementation of diverse objectives. The focus is on corporate strategy and the role of leadership in improving performance. Prerequisites: All basic and advanced required courses.

ELECTIVE COURSES:

BADM-607—Business and Economic Forecasting

3 Credit Hours

This course addresses the important function of strategic planning. Planning requires accurate forecasts of future sales, capacity, market size, prices, and a myriad of other variables that determine the long-run profitability of the firm. This course will help the student understand and create forecasts for the firm, industry, and the economy. Techniques include smoothing, time series analysis, and regression analysis.

Prerequisites: Statistics and Quantitative Methods for Decision-Making (BADM-604); Economics for Decision-Making (BADM-606).

BADM-622—International Business

3 Credit Hours

In this course students study the trend toward internationalization, explore the terminology used in international business, and, via case studies and examples, demonstrate the problems and advantages of the internationalization process.

BADM-624—Negotiation Strategies

3 Credit Hours

Negotiation, the art and science of creating agreements between two or more parties, introduces students to the effective use of power, persuasion, influence, and control in modern organizations. In this course students first apply theories developed as guides to improving negotiating strategies (the science) and, second, develop and sharpen negotiating skills through realistic cases (the application) with an emphasis on preparation, bidding, and distributive and integrative bargaining techniques.

BADM-650—Seminar in Business

Administration

3 Credit Hours

Students desiring to perform advanced study and/or research in a particular area may elect this course. Special topics covered within the seminar are at the discretion of the instructor. Recent seminar topics include: Leadership in Organizations: Knowing, Learning and Acting In Turbulent Times. This course focuses on developing organizational leadership skills. It posits that we live in unusually turbulent times that test the mettle of leaders. Its focus is on first knowing how to understand oneself through the use of personality instruments and reflective exercises, learning effective strategies for leadership, and acting through a variety of leadership techniques to build effective organizations.

Exceptional Customer Service. This exciting elective deals with all aspects of exceptional customer service as a business strategy to remain competitive and increase profitability. Topics include customer wants and needs; communicating great service; dealing with challenging customers; customer loyalty, retention, and feedback; uses of technology to enhance service, and many others. The course includes a project in which students study and report on service in a local business.

Project Management. Project managers assist businesses in accomplishing unique tasks with limited resources under varying time constraints. This course covers the project management process from a managerial perspective, including the use of software products such as Crystal Ball and MS Project.

Ethics in Decision Making. This is an applied course in business ethics. This course addresses an issue of increasing importance in the conduct of business. Recent court cases have highlighted the importance of ethical conduct by organizational leaders and educating employees in role of ethical behavior in for profit and not for profit organizations. The course topics range from basic definitions of ethics to discussion of current issues. The course is supported by outside readings, research projects, case studies, and outside speakers. Students who complete the course should be capable

of analyzing and developing code of ethics for organizations.

Web Site Design. This course works with the Macromedia Web Design Studio software and Adobe Photoshop to plan, develop, create, and maintain a professional web site. The course covers web site design, usability, and preparation of graphics for the web, persistent navigation, animations, forms, and accessibility. Principles of professional web design are stressed. Students learn how to publish and maintain a web site and how to get the site listed in search engines. Students will work on an actual web site for a business, organization, or institution. Prerequisite: Basic knowledge of HTML and a familiarity with the Windows environment.

BADM-653—Advanced Topics in Information Technology

3 Credit Hours

The topics covered in this course may include expert systems, decision theory, decision support systems, artificial intelligence, telecommunications, and/or other contemporary issues in information technology. Prerequisite: Management Information Systems (BADM-612).

BADM-654—Contemporary Accounting and Advanced Problems

3 Credit Hours

This course explores the current issues in the field of accounting. Particular issues covered in any given semester will be selected by the course professor and announced at the time of registration.

Prerequisite: Financial Accounting for Decision Making (BADM-601) and Managerial Accounting for Decision Making (BADM-603).

BADM-655—Entrepreneurship

3 Credit Hours

This course is designed for students interested in creating a business venture, acquiring an existing business, working in industries that serve the entrepreneur, or who wish to become familiar with the concepts, issues, and techniques of new venture creation and entrepreneurship. Tools to be developed include recognition of a venture opportunity, acquisition of information on resources

needed for venture creation and survival, development of competitive marketing strategies, and international opportunities.

BADM-656—Financial Institutions

3 Credit Hours

This course analyzes financial markets and institutions, emphasizing the role, structure, and activities of financial intermediaries. The dynamic pattern of financial flows is analyzed by flow-of-funds analysis. The decision processes and market impact of both the suppliers of credit and the users of these funds are examined. The nature of economic and regulatory policy and its impact on markets and institutions are emphasized throughout. Prerequisite: Fundamentals of Finance (BADM-605) and Financial Management (BADM-614).

BADM-658—Investments

3 Credit Hours

This course explores the practical aspects of investment analysis germane to evolution of market securities and derivative instruments evaluation, portfolio analysis and performance evaluation, sources of printed and Internet investment information, and the formulation of investment policies and strategies. Prerequisites: BADM-606 and BADM 614

BADM-662—Consumer Behavior

3 Credit Hours

This course consists of the study of domestic and international models of consumer behavior, including key variables from the behavioral sciences. Course content includes research methodologies, case studies, applications to decision-making, and an original student research project.

Prerequisite: Foundations of Marketing (BADM-609) and Marketing Administration (BADM-616).

BADM-664—Production/Operations Strategies for Manufacturing and Service Industries

3 Credit Hours

This course builds upon previous course work to provide a basis for development of a coherent operations strategy to support the firm's competitive strategy. Using case studies, course content is based upon the programs that have proved successful in global firms and covers process choice, product development, order coordination inside and outside

the firm, and methodologies for developing technology and operations strategies.

Prerequisites: Financial Accounting for Decision Making (BADM-601); Managerial Accounting for Decision Making (BADM-603); Statistics and Quantitative Methods for Decision Making (BADM-604); Economics for Decision Making (BADM-606); and Professional Communications (BADM-608).

BADM-668—Human Resource Management

3 Credit Hours

This course is designed to provide students with an understanding of the meaning of “selection” in the broadest sense (from pre-entry, through entry, to exit from an organization) and of the legal, ethical, economic, and environmental mechanisms that affect organizations. The objective is to prepare students to identify and design employee selection systems, to demonstrate job-relatedness of criteria, and to aid in personal career strategies.

BADM-669—Research Methods

Three Credit Hours

This course provides students with the requisite knowledge and skills necessary for carrying out the research process from research design to the analysis and presentation of results. Many quantitative techniques may be applied in the data analysis, including (but not limited to) parametric and nonparametric statistical techniques, estimation, and statistical inference.

Prerequisite: Statistical and Quantitative Methods for Decision Making (BADM-604).

BADM-672—International Marketing

3 Credit Hours

This course examines detailed analysis of theories, issues, and decisions facing the global marketing manager. Emphasis is on small and large firms, innovative applications, workshops, and original research projects.

Prerequisite: Foundations of Marketing (BADM-609) and Marketing Administration (BADM 616).

BADM 673—International Management

3 Credit Hours

This course is designed to provide students with an understanding of the issues facing international managers and the environment of the Global

Market place. Some of the challenges include: accommodating different currencies, dealing with a multiplicity of governments, operating effectively in diverse legal environments, being sensitive to and avoiding problems that may arise from cultural differences among people, and the formulation of effective strategies in the complex global environment.

BADM 674 – Internet Resources for Managers Online

3 Credit Hours

This online course introduces students to the resources available through the WWW that support all functional areas of business. In this course you will find, analyze, and report on resources for management, strategy, accounting, finance, marketing, information resources, communication, international business, and others. Although not a web site development course, as part of the course, you will learn to create basic web pages that contain tables, graphics, background images, and hyperlinks.

BADM 675 – Business and Economic Forecasting

3 Credit Hours

This course addresses the important function of strategic planning. Planning requires accurate forecasts of future sales, capacity, market size, prices, and a myriad of other variables that determine the long-run profitability of the firm. This course will help the student understand and create forecasts for the firm, industry, and the economy. Techniques include smoothing, time series analysis, and regression analysis. Prerequisites: Statistics and Quantitative Methods for Decision Making (BADM 604); Economics for Decision Making (BADM 606).

BADM-690—Independent Study

3 Credit Hours

This is an advanced course that may be taken by graduate students desiring to engage in a research/scholarly project of mutual interest to the student and the faculty member who directs the study. The course is intended to be rigorous. The course structure, evaluation process, and expected outcomes should be clearly delineated by the instructor in advance.

Prerequisite: Advanced graduate standing and permission of the instructor, the MBA Program Director, or Department Head and the Dean of Business.

SCHOOL OF EDUCATION

The purpose of the School of Education Graduate Program is to serve the people of the Lowcountry, the state of South Carolina and the Southeast by providing high quality programs in the areas of professional education and school counseling. The School offers programs to prepare secondary school teachers, school counselors, reading teachers/consultants, and educational administrators.

The Citadel has been involved in the preparation of teachers since the creation of the School of Education and Psychology in 1929. In 1954 the School of Education was approved as a separate department. Both Master's degree programs for teachers and Master's degree programs for prospective counselors were authorized in 1968 and school administrators were authorized at The Citadel in 1970. Educational specialist degrees in educational administration were approved in 1975 and school psychology was approved in 1980.

The South Carolina State Department of Education approved The Citadel's undergraduate preparation programs for teachers prior to 1960, and all professional education programs offered by the College were initially accredited by the National Council for Accreditation of Teacher Education (NCATE) in 1974. Both state approved program status and national accreditation have been continuous since they were initially granted. The most recent SCDE, CHE and NCATE program reviews, conducted in the spring of 2000, resulted in continuing program accreditation approval.

Statement of Philosophy

The philosophy of the School of Education at The Citadel is based on five fundamental propositions. The propositions serve to orient the mission of the department, guide the value system of the faculty, shape the curricula, and provide to its faculty the sense of purpose and meaning in teaching, scholarship and professional service. These propositions are:

- A. The faculty is committed to the education of all individuals to the fullest extent possible. With the implementation of appropriate assessment and teaching strategies, all students, though having unique learning styles and experiences, are capable of learning.
- B. It is the instructor's responsibility, with the aid of the appropriate resources and support, to establish a

(mutually) respectful environment where effective learning occurs for all students.

C. Education is a systematic effort to facilitate the knowledge, skills, attitudes, and values necessary for the student to function in a diverse society.

D. The faculty of the School of Education is committed to the highest professional standards and to the situation in which these standards are modeled to students in all teaching, research and service endeavors.

E. The faculty is committed to an open interchange of ideas wherein the perspectives of all are valued.

The first two of the school's philosophical beliefs are worthy of special note. The first states that all students are capable of learning and the faculty has committed to educating each learner to his or her fullest potential. The second is equally important. The faculty has said that it is the instructor's responsibility to ensure that a learning environment is established that will allow optimal learning for each learner. This is the instructor's responsibility.

The mission of the school is based on its philosophy. It is composed of seven goal statements and associated performance indicators.

GOAL 1:

To prepare school personnel who are well grounded in the Learner-Centered knowledge base.

GOAL 2:

To prepare school personnel who integrate theory and research into practice.

GOAL 3:

To prepare school personnel who uphold the highest professional and ethical standards.

GOAL 4:

To prepare school personnel who will serve as leaders in education at the local, state, regional, and national levels.

GOAL 5:

To prepare school personnel to serve a rapidly changing and diverse society.

GOAL 6:

To prepare school personnel who are committed to life-long personal and professional development.

GOAL 7:

To model the highest professional standards through teaching, research, and service.

School's Conceptual Base

The school has adopted Learner-Centered Education as its conceptual base. This conceptual base serves to orient all programs of the school toward maximizing the learning of an individually and culturally diverse student population.

The conceptual framework for developing Learner-Centered professionals in the School of Education at The Citadel is well grounded in the extant research, the values and current thinking of our profession, and best practices related to teaching, learning, and schooling, as well as other domains of knowledge related to the development of a knowledgeable, ethical, reflective leader in the profession of education, who is not only effective but also excellent. The conceptual framework is designed to explicate the purpose and goals of the programs and describes how the program is organized to reach desired outcomes.

Our programs are designed to produce teachers who are knowledgeable about learners and the learning process, as well as produce ethical, effective, and reflective teachers who are prepared to assume leadership roles in the profession and the community

Definition of Learner-Centered Education:

Learner-Centered Education is defined by McCombs and Whisler (1997, p.9) as: the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners). This dual focus, then, informs and drives educational decision-making.

Learner-Centered Education in this perspective embodies the learner and learning in the programs, policies and teaching that support effective learning for all students. Administrators are responsible for developing, maintaining, and enhancing a school environment that promotes effective learning. They are also responsible for assuring that teachers are knowledgeable about their students and how learning best occurs. Teachers are responsible for having classrooms that promote effective learning for all.

School counselors are concerned with improving both the conditions for learning (parent education, classroom environment, teacher attitude) and assisting all learners in developing to their fullest potential. The following five premises support these assertions.

1. Learners have distinctive perspectives or frames of reference, contributed to by their history, the environment, their interests and beliefs, their ways of thinking and the like. These must be attended to and respected if learners are to become more actively involved in the learning process and to ultimately become independent thinkers.
2. Learners have unique differences, including emotional states of mind, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other needs. These must be taken into account if all learners are to learn more effectively and efficiently.
3. Learning is a process that occurs best when what is being learned is relevant and meaningful to each learner and when the learners are actively engaged in creating their own knowledge and understanding by connecting what is being learned with prior knowledge and experience.
4. Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and validated.
5. Learning is seen as a fundamentally natural process: learners are viewed as naturally curious and basically interested in learning about and mastering their world.

A learner-centered conceptual base, as described above, serves as another integrative framework for scholarly activity, curriculum development and revision, teaching, and professional endeavors. Obviously, there is much more supporting a learner-centered emphasis than provided above. Cognitive theory also includes metacognition, motivational and affective factors, development and social attributes, and individual differences. These variables must be understood if teachers are to assist a diverse student body population to learn more effectively. The diversity of the student body is increasing and while

many research questions concerning learning differences among diverse learners are still unanswered, it is clear the teacher must adapt instructional techniques to their students' needs.

School Web Site

The school has a diverse faculty with a wide array of research and teaching interests. Additional information on these interests as well as other departmental initiatives and activities can be viewed on the school's web site———www.citadel.edu.

Admission:

The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements and respective program requirements.



*Master of Arts in Teaching (MAT)English,
Biology, Social Studies or Mathematics
Linda Elksnin, elksninl@citadel.edu
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Renee Jefferson, renee.jefferson@citadel.edu
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School of Education: 843-953-5097*

Mission:

The MAT program is designed for students seeking initial teacher certification in the fields of English, Biology, Social Studies, or Mathematics. The program shares the philosophy and conceptual base of the School of Education: learner-centered education. Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition to this underpinning of the program, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, educational foundations and research, and of course, an understanding of the academic content the student proposes to teach.

Admission requirements:

1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS Office official transcript(s).
3. The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status.

Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements

Program requirements:

The program assumes a substantial undergraduate preparation in the proposed certification area. It is the responsibility of the student, and a requirement of the degree program to submit transcripts of previous academic work to the program advisor. The transcripts will be evaluated and a program of study developed for each student. The program of study will include work in professional education and a content field.

In addition to the regular admission requirements of the College of Graduate and Professional Studies, each MAT student **must complete and pass the Praxis II Examination in the content field in which the student seeks certification. A passing score using South Carolina standards must be achieved prior to placement in the Professional Internship.**

Completion of the approved program will qualify the student for a secondary teaching certificate (grades 7 - 12).

Required program:

1. **Core Requirements** — 15 semester hours
Core requirements MUST be taken in a prescribed order. The following four (4) courses MUST be taken prior to any other professional education courses. Courses in content field may be taken prior to or concurrent with this required core. The following constitute this required core:

EDUC 500	Foundations of American Education
EDUC 512	Data Collection and Analysis
EDUC 514	The Exceptional Child in the School
PSYC 500	Human Growth and Development

The Fifth course in the core requirements, EDUC 522 Critical Educational Issues in a Multicultural Society, should be taken with EDUC 501 Methods and Materials of Secondary Teaching (Math, Social

Studies, English, or Biology sections). Methods and Materials and Critical Issues are then taken together, ordinarily during the semester prior to the Professional Internship.

This sequencing of courses is important and will be required of students.

2. Professional Requirements—15 hours

EDUC 536	Educational Psychology
EDUC 592	Teaching Reading in the Secondary School
EDUC 501	Methods and Materials of Secondary Schools

Taken concurrently with:

EDUC 522	Critical Educational Issues In a Multicultural Society
EDUC 520	Professional Internship

3. Content Field—9 hours selected from English, Biology, Social Studies, or Mathematics. It should be understood that 9 graduate hours in a content field is a minimum. In evaluating transcripts, for each of the content fields, guidelines from NCTE, NSTA, NCSS, and NCTM are used to determine courses which students have taken in either graduate or undergraduate levels. Each student is assigned an advisor from the School of Education and from the respective content which he or she has chosen. Both advisors examine transcripts and develop a program of study for the student.

Master of Education in Educational Leadership

Kathy Brown: kathy.brown@citadel.edu

Kent Murray: kent.murray@citadel.edu

Kay Woelfel: kay.woelfel@citadel.edu

School of Education, 843-953-5097

Secondary School Administration and Supervision

Mission statement:

The mission and goals of the Master of Education in Educational Leadership at the elementary and secondary level are to teach:

- Knowledge of human and public relations problems in education
- New curricular developments and trends
- Skills in practical applications of educational research
- Competence in applying principles of human and group behavior to problem situations
- Knowledge and competencies in staff personnel administration
- Different leadership and management styles and a clear understanding and working knowledge of Learner- Centered Education

Admission requirements:

Admission is not based on a single factor, but on a composite assessment of the following:

1. An official transcript of the baccalaureate degree and all other undergraduate work from accredited colleges and universities attended
2. An overall undergraduate grade point average of 2.5 or a 2.7 ratio for the last 60 semester hours of undergraduate credit
3. One year teaching experience (Three years (with one year at the appropriate level is required) for certification)

4. A copy of a valid secondary teaching certificate
5. Official scores of the Graduate Record Examination or the Miller Analogies Test taken within the past five years.*
6. A completed Graduate Application.
7. A completed Program of Studies for Secondary School Administration and Supervision

* The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the Secondary School Administration and Supervision program/degree without written approval from the Dean.

Admission Requirements for Certification

ONLY:

Applicants who hold a master's degree in another area of professional education must present the same admissions criteria as the applicant seeking regular admission. For those applicants admitted for certification only (i.e., not seeking an M. Ed. Degree), an individualized program of study is

developed between the student and the faculty advisor with the signed approval of the Dean.

Transfer of Credits:

Secondary School Administration and Supervision applicants may transfer a maximum of 6 credit hours of graduate coursework taken at other institutions. Coursework accepted for transfer must be parallel to course work within Secondary School Administration and Supervision programs at The Citadel.

Program Requirements

A total of 39 semester hours must be completed for the M.Ed. in Educational Leadership. In addition to completing all coursework, a student who applies for certification as a school administrator must:

1. Present a minimum qualifying score on the state administrator's examination prior to entrance into the internship.
2. Validate three years teaching experience (with one year at the appropriate level).
3. Complete a Program of Studies
4. Complete required course work, 33 hours, and two internships (Education 663 and Education 664), six hours, for a total of 39 credit hours and 300 internship hours. Applicants for spring administrative internships should file an application with his advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with his advisor no later than August of the year in which the internship will be completed.
5. Submit applications, for administrative internships, for faculty committee review.

Required Program:

1. Core Requirements – 9 semester hours (ALL CORE REQUIREMENTS MUST BE COMPLETED PRIOR TO OR CONCURRENT WITH REGISTRATION FOR ANY OTHER COURSE WORK)

EDUC 512	Data Collection and Analysis
EDUC 514	The Exceptional Child in the School
EDUC 522	Critical Educational Issues in a Multicultural Society
2. Professional Requirements – 30 semester hours	
EDUC 528	School Administration
EDUC 527	Finance and Business Management
EDUC 601	School Law
EDUC 602	Staff Personnel Administration
EDUC 529	Micro Computer and School Management
EDUC 524	Techniques of School Supervision
EDUC 532	Principles of Secondary Curriculum Development
EDUC 616	Political Process of Public Education
EDUC 663	Internship in Secondary Education
EDUC 664	Internship in Secondary Education

Elementary School Administration and Supervision

Mission statement:

The mission and goals of the Master of Education in Educational Leadership at the elementary and secondary level are to teach:

- Knowledge of human and public relations problems in education
- New curricular developments and trends
- Skills in practical applications of educational research
- Competence in applying principles of human and group behavior to problem situations
- Knowledge and competencies in staff personnel administration
- Different leadership and management styles and a clear understanding and working knowledge of Learner- Centered Education

Admission requirements:

Admission is not based on a single factor, but on a composite assessment of the following:

1. An official transcript of the baccalaureate degree and all other

undergraduate work from accredited colleges and universities

2. An overall undergraduate grade point average of 2.5 or a 2.7 ratio for the last 60 semester hours of undergraduate credit
3. One year teaching experience (Three years (with one year at the appropriate level) is required for certification)
4. A copy of a valid elementary teaching certificate
5. Official scores of the Graduate Record Examination or the Miller Analogies Test taken within the past five years.*
6. A completed Graduate Application.
7. A completed Program of Studies for Elementary School Administration and Supervision

* The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the Elementary School Administration and Supervision program/degree without written approval from the Dean. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Admission Requirements for Certification

ONLY:

Applicants who hold a master's degree in another area of professional education must present the same admissions criteria as the applicant seeking

regular admission. For those applicants admitted for certification only (i.e., not seeking an M. Ed. Degree), an individualized program of study is developed between the student and the faculty advisor with the signed approval of the Dean.

Transfer of Credits:

Elementary School Administration and Supervision applicants may transfer a maximum of 6 credit hours of graduate coursework taken at other institutions. Coursework accepted for transfer must be parallel to course work within Elementary School Administration and Supervision programs at The Citadel.

Program Requirements

A total of 39 semester hours must be completed for the M.Ed. in Educational Leadership. In addition to completing all coursework, a student who applies for certification as a school administrator must:

1. Present a minimum qualifying score on the state administrator's examination prior to entrance into the internship.
2. Validate three years teaching experience at the appropriate level.
3. Complete a Program of Studies
4. Complete required course work, 33 hours, and two internships (Education 661 and Education 662), six hours, for a total of 39 credit hours and 300 internship hours. Applicants for spring administrative internships should file an application with his advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with his advisor no later than August of the year in which the internship will be completed.
5. Submit applications, for administrative internships, for faculty committee review

Required Program:

1. Core Requirements – 9 semester hours (ALL CORE REQUIREMENTS MUST BE

COMPLETED PRIOR TO OR CONCURRENT WITH REGISTRATION FOR ANY OTHER COURSE WORK)

EDUC 512	Data Collection and Analysis
EDUC 514	The Exceptional Child in the School
EDUC 522	Critical Educational Issues in a Multicultural Society

2. Professional Requirements – 30 semester hours

EDUC 528	School Administration
EDUC 527	Finance and Business Management
EDUC 601	School Law
EDUC 602	Staff Personnel Administration
EDUC 529	Micro Computer and School Management
EDUC 524	Techniques of School Supervision
EDUC 531	Principles of Elementary Curriculum Development
EDUC 616	Political Process of Public Education
EDUC 661	Internship in Elementary Administration
EDUC 662	Internship in Elementary Administration

***Specialist in Educational Leadership
School Superintendent***

Mission statement:

The Specialist in Educational Leadership (Ed.S.) degree is an advanced graduate degree between the master's and doctoral degrees. It is a professional degree that provides for a higher level of competence and specialization than the master's degree. The Citadel offers a major in school administration under the Ed.S. Program, which is intended to prepare school personnel for certification at the superintendent level under South Carolina regulations.

Admission requirements:

Admission to the Specialist in Educational Leadership Program is not based on a single factor, but on a composite assessment of the following:

1. An official transcript of a master's degree with a minimum 3.25 grade point average from an accredited college or university,

2. A state certificate in school administration or an administrative position in education
3. A valid teaching certificate and three years teaching experience
4. Official scores of the Graduate Record Examination or the Miller Analogies Test taken within the past five years.*
5. A completed Graduate Application.
6. A completed Program of Studies for Specialist in Educational Leadership

* The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the Specialist in Educational Leadership program/degree without written approval from the Dean. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Transfer of Credits:

Six credit hours of graduate coursework, which are appropriate for the major in administration, may be approved for transfer from an accredited institution of higher learning. All additional courses must be taken at The Citadel.

Program Requirements

A total of 33 semester hours must be completed for the Specialist in Educational Leadership. In addition to the general goals of the school's graduate program, the objectives of the Specialist in Education degree are knowledge of school law, curricular trends, school building trends, and program budgeting; skill in using various techniques

for goal setting and problem diagnosis in such areas as instructional programs, staff development, and community relations; skill in decision-making and in evaluating decisions on the basis of subsequent information; knowledge of research in administration, curriculum, human development and staffing; performance behavior in a job setting; knowledge of the role of the school in modern America and the multicultural currents influencing the school; knowledge and skills for performing in a political setting; and, a clear understanding and working knowledge of Learner-Centered Education (McCombs & Whisler, 1977). A student, who applies for certification as a school district administrator, must meet the following:

1. A minimum qualifying score on the state administrator's examination prior to entrance into the internship.
2. Validation of three years teaching experience at the appropriate level.
3. Complete a Program of Studies
4. After completing the required course work, each administrative candidate must complete two internships (Education 632 and Education 633) for a total of 6 credit hours and 300 internship hours. Applicants for spring administrative internships should file an application with his advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with his advisor no later than August of the year in which the internship will be completed. A faculty committee will review all applications for administrative internships.

Required Program:

1. Professional Requirements – 33 semester hours

EDUC 606	Superintendency and School Organization
EDUC 619	Assessment of School Programs
EDUC 598	Curriculum Project
EDUC 535	Organizational Theory and Behavior
EDUC 600	Professional Negotiation
EDUC 610	Seminar on School Improvement
EDUC 603	School Plant Seminar
EDUC 612	Seminar in School Law
EDUC 614	Seminar in Educational Administration
EDUC 632	Internship in Superintendency
EDUC 633	Internship in Superintendency

Total hours = 33 (beyond the master's degree)

**If EDUC 529 or EDUC 600 was not taken in a master's program, it is a requirement of the Ed. S.*

*Master of Education in Counselor Education
(Elementary or Secondary)*

Grafton T. Eliason

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School of Education

Mission statement:

The mission of the Counselor Education Programs at The Citadel is to prepare elementary and secondary school counselors who have the knowledge, skills, commitment, and personal qualities to function effectively in a range of educational settings. Graduates of the counselor education programs are expected to possess:

- An understanding of counseling as an intervention that contributes to the ability of individuals to respond effectively to developmental issues and tasks;
- An understanding of learner-centered education as a conceptual framework;
- An understanding of the counseling process and an ability to integrate theory and research into practice;
- A commitment to preventive, developmental approaches as the keystone of school counselor identity and practice;
- An understanding of how historical, philosophical, and political influences have shaped and affected the development of counseling practice;
- Skills to work in a rapidly changing and diverse society including differences as gender, age, socioeconomic status, ethnicity, race, and religion;
- An ability to assist clients in responding to stresses and crises generated by changes in family, personal relationships, the school, and the community;
- Leadership qualities in education at the local, state, regional, and national levels;
- A commitment to life-long personal and professional development; and

- An ability to model the highest professional and ethical standards through counseling, guidance, research, and service.

Admission requirements:

Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of school counseling are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, but on a composite assessment of the following:

1. A copy of official transcripts from all colleges and universities attended.
2. A minimum GPA of 3.0 for the last 60 sequential units completed.
3. Official scores of the Graduate Record Examination **or** the Miller Analogies Test taken within the past five years.*
4. Three letters of reference, at least two of which should be from instructors or supervisors who will assess a prospective student's academic ability and/or potential for effectiveness in the field.
5. A detailed personal statement (1,500 - 3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding of and motivation and suitability for entering into the school counseling profession, and long-term professional goals. This statement is very important because it enables the faculty to make informed decisions regarding admission.
6. Completed graduate application.
7. A personal admissions interview with the school of counseling Academic Review Board to assess personal and professional readiness and satisfactory completion of requirements.

8. Completed Program of Studies for School Counseling.

9. Admission Questionnaire.

* The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for “provisional status”. Students may enroll for one semester under “provisional status”. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA before consideration as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

Applicants should provide all of the above materials to The Citadel, College of Graduate and Professional Studies, 171 Moultrie Street, Charleston, SC 29409-6250. The application deadlines are March 1st for summer admission and June 1st for fall admission.

The formal application in School Counseling at The Citadel is procured from the office of the College of Graduate and Professional Studies, located in Bond Hall 101. The telephone number is (843) 953-5089.

All successful applicants are initially admitted in a “conditionally classified” status. Admitted students will receive a letter from the College of Graduate and Professional Studies. It is the student’s responsibility to meet with a faculty advisor early in the first term to prepare a projected study plan. Prior to meeting with an advisor, each student should become familiar with the current applicable semester’s class schedule, the College of Graduate and Professional Studies Catalog, and the School Counseling Student Handbook. Students are also required to attend School Counseling Town Hall Gatherings each semester.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the school counseling program/degree without written approval from the faculty advisor and the Dean. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Admission Requirements for Certification Only:

Applicants who hold a master’s degree in another area of professional education or counseling must present the same admissions criteria as the applicant seeking

regular admission. For those applicants admitted for certification only (i.e., not seeking an M.Ed. degree), an individualized program of study is developed between the student and the faculty advisor with the signed approval of the Dean.

Transfer of Credits:

School Counseling applicants may transfer a maximum of 12 credit hours of graduate coursework taken at other institutions. Coursework accepted for transfer must be parallel course work within the school counseling programs at The Citadel. Transfer of credit is not acceptable for the following Citadel courses: EDUC 515, 552, 624, 629, 650, or 651. Transfer of credit approval must be documented in writing by the faculty advisor and the Dean.

Program Requirements:

Students in either program complete both a school of Education core and a counseling core for a total of 48 credit hours. Part of the coursework includes a 600 clock-hour internship in either elementary or secondary school counseling settings. Students are required to earn a minimum score of 550 on the PRAXIS test for guidance and counseling prior to enrolling in the practicum. This must be on file at the College of Graduate and Professional Studies.

Before students finish 9 units of graduate study in the program, they must meet with an advisor and complete an official study plan. The board reviews the study plan and determines whether the student has made adequate personal, academic, and professional progress during the first 9 units. “Unconditional” or “fully classified” status is then given by the Academic Review Board.

The study plan specifies required courses for the M.Ed. degree. A schedule for completion of the courses is devised at this time. The study plan takes into account the prerequisites and sequencing of coursework to meet a student’s degree objective.

Field Experience Requirements

School Counseling students must formally request permission from the faculty advisor to enroll in a practicum or internship. This request is submitted in the form of an application for field experience which must be completed during the term prior to that in which the field experience is sought. The coordinator

of the field experiences must approve all field experience applications, which are due by the last Friday in September for spring placements and the last Friday in January for fall placements.

Practicum is the first extended field experience. Students are placed in a school site and work under the supervision of a site supervisor as well as The Citadel instructor. Students are required to spend a minimum of 100 clock-hours in a public school setting as well as attend weekly seminars with other practicum students and The Citadel instructor.

School Counseling students must complete all coursework before placement in an internship setting. Additionally, the PRAXIS test score for guidance and counseling must be on file at the office for the College of Graduate and Professional Studies prior to application for an internship placement. Students will be required to spend a minimum of 600 supervised hours in a school setting. The focus of the internship is on experiences that involve the full scope of the school counselor's role and function. Interns are expected to continue the development of skills in individual and group intervention, and participate in classroom guidance, assessment, scheduling, records and other activities that, while not specifically counseling-related, are necessary to support the school counseling and guidance program. Interns are supervised primarily by the field site supervisor, with supervision by The Citadel instructor as well.

Requirements for Graduation

Students pursuing M.Ed. degrees in School Counseling must complete all course requirements within a 6-year period from the date of initial enrollment. It is a student's responsibility to initiate meeting with a faculty advisor to modify a study plan schedule and to have any changes documented in writing with the faculty advisor's signature.

Students are required to pass a Comprehensive Oral Examination prior to completion of the internship course (i.e., EDUC-650 and EDUC-651). Students should consult with the faculty advisor to schedule a Comprehensive Oral Examination. This exam, one hour in length, is designed to assess general knowledge in the various areas of the school counseling curriculum. Should the oral examination demonstrate substantial gaps in the student's knowledge base, the

advisor will provide guidance for remediation and a second examination will be scheduled.

Additionally, the exam will provide an opportunity for the student to give feedback to the program faculty concerning the quality of other instructional program experiences with the goal of improving the counselor education programs. The exam is conducted by two of the school counseling faculty members.

Required program:

Based upon these objectives, 48 semester hours of study for Elementary and Secondary School Counseling are offered as follows:

Elementary and Secondary School Counseling (48 Credit Hours Total)

School of Education Core - 12 Credit Hours

- *EDUC 500 *Foundations of American Education (3 credit hours)*
- *PSYC 500 *Human Growth and Development (3 credit hours)*
- *EDUC 514 *The Exceptional Child in the Schools (3 credit hours)*
- *EDUC 522 *Critical Educational Issues in a Multicultural Society (3 credit hours)*

Counselor Education Core - 36 Credit Hours

A. Foundations - 18 Credit Hours

- EDUC 515 *Introduction to the Counseling Profession (3 credit hours)*
- EDUC 521 *Program Planning, Management, and Evaluation in School Counseling (3 credit hours)*
- EDUC 550 *Career Counseling and Development (3 credit hours)*
- EDUC 551 *Counseling Theories and Practice (3 credit hours)*
- EDUC 552 *Group Counseling (3 credit hours)*
- EDUC 561 *Counseling Diverse Populations (3 credit hours)*

B. Research/Appraisal - 6 Credit Hours

- EDUC 512 *Data Collection and Analysis (3 credit hours)*
- EDUC 549 *Applied Measurement Techniques (3 credit hours)*

C. Helping Relationships - 12 Credit Hours

- EDUC 624 *Advanced Counseling Techniques (Pre-Practicum) (3 credit hours)*
- EDUC 629 *Practicum in School Counseling (3 credit hours)*
- EDUC 650 *Internship in Elementary School Counseling (3 or 6 credit hours)*
- EDUC 651 *Internship in Secondary School Counseling (3 or 6 credit hours)*

* Students who have completed an upper division course in one of these areas may request to substitute approved electives for one or more of these courses. Appropriate documentation is required.

**The internship in school counseling consists of 16 weeks full-time placement and a total of 600 clock hours. Internships may be arranged with the faculty advisor to be completed during two sequential academic semesters.

Master of Education in Reading

Dan T. Ouzts

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Jennifer L. Altieri

School of Education, 843-953-5201

Mission statement:

With a quality education that encourages inquiry and study, a comprehensive knowledge of literacy is developed for students who pursue this degree. A comprehensive understanding of the reading process parallels the school's learner-centered conceptual base which provides the knowledge base required for students who pursue this degree.

Whereas the reading major has a mission of literacy, the general goals and objectives of the program are:

1. A knowledge of the reading process;
2. A knowledge of the skills and comprehension abilities as related to the reading process;
3. A knowledge of those skills which are necessary to select, administer, and interpret informal and formal instruments used to assess reading abilities and disabilities;
4. A knowledge of the abilities and skills which enhance a wholesome teacher-student-parent relationship in working with students identified as reading disabled and to develop a case study;
5. A knowledge of those skills necessary to recognize and accommodate for individual differences in reading instruction;
6. A knowledge of planning and enhancing programs as a reading consultant;
7. A knowledge of and ability to demonstrate instructional strategies;
8. A knowledge of communicating information about reading;
9. A knowledge of the relationship of reading to content areas, and
10. A knowledge of research in reading education.

Admission requirements:

1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS Office official transcript(s).
3. The minimum acceptable score for all degree programs is a score of 40 on the MAT or 900 on the GRE. Students who score between 30 and 39 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

Note: Course work taken prior to official program admission or course work taken in other programs does not count toward the Master of Education in Reading program/degree without written approval from the faculty advisor and the Dean.

Program requirements:

The Master of Education in Reading is a 45-hour program, which consists of 5 core courses, 8 reading/literacy courses, and 2 additional professional requirements. A program of study which details the degree requirements is completed by the student and the advisor. The student must satisfactorily complete the Praxis II, Introduction to the Teaching of Reading, prior to graduation. Recommendation and verification for certification are completed by the School of Education upon graduation and a passing score on the Praxis II. Recommendation for certification in reading in South Carolina requires two years teaching

experience. Upon completion of coursework and a satisfactory score on the Praxis II, students are certified as both Reading Teacher and Reading Consultant.

Required program:

Core requirements-15 semester hours

EDUC-500	<i>Foundations of American Education</i>
EDUC-512	<i>Data Collection and Analysis</i>
EDUC-514	<i>The Exceptional Child in the School</i>
EDUC-522	<i>Critical Educational Issues in a Multicultural Society</i>
PSYC-500	<i>Human Growth and Development</i>

Professional Educational Requirements-27 semester hours

EDUC-536	<i>Educational Psychology</i>
EDUC-549	<i>Applied Measurement Techniques</i>
EDUC-588	<i>Teaching Reading in the Elementary School</i>
EDUC-589	<i>Methods and Materials in Reading</i>
EDUC-590	<i>Reading Diagnosis and Remediation</i>
EDUC-591	<i>Reading Practicum</i>
EDUC-592	<i>Teaching Reading in the Secondary School—Content Areas</i>
EDUC-596	<i>Research in Reading</i>
EDUC-599	<i>Administration/ Supervision of Reading Programs</i>

Electives-3 semester hours

EDUC-508	<i>Remedial Strategies in Reading and Language Arts</i>
EDUC-570	<i>Teaching Reading to Exceptional Children</i>
EDUC-608	<i>Children's Literature</i>

LIST OF ALL EDUCATION COURSES

EDUC-500—Foundations of American Education Three Credit Hours

This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. An historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

EDUC-501—Methods and Materials of Secondary Three Credit Hours

School Teaching (To be taken concurrently with EDUC 522) Study of the aims, methods, and materials employed in secondary schools; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideas; classroom presentation of formal materials; conducting informal activities; provision for individual differences; measurement of educational outcomes; and enhancement of personal and professional growth. The focus of the course is the application of the learner-centered conceptual base in the process of teaching their discipline specialty. A. English; B. Biology; C. Social Studies; D. Mathematics.

EDUC-504—Teaching in the Middle School

Three Credit Hours

This course surveys the current practices in middle schools in terms of objectives, methods, and materials. The student is involved in practical application of these practices as they relate to the organization of subject matter, the motivation of pupils, the achievement of learning outcomes, and the evaluation of learning experiences.

EDUC-505—Individual Instruction

Three Credit Hours

Emphasis upon current approaches and strategies utilized in the individualized programs in the classrooms. Management systems essential to individualized instruction will be emphasized.

EDUC-508—Remedial Strategies in Reading and Language Arts

Three Credit Hours

A course for practicing educators which analyzes varying strategies for helping the problem learner in the area of reading and the language arts. The course covers techniques at all grade levels and reviews the literature as to effectiveness. Case studies are required.

EDUC-512—Data Collection and Analysis

Three Credit Hours

A course designed to introduce the graduate student to quantitative methods to include construction of assessment instruments, analysis, and interpretation of quantitative data. Students will be required to develop minimum competence in use of microcomputers for descriptive statistical analyses and word processing.

Emphasis will be placed on the development of skills in critical analysis of literature relating to effective schools. This ability to analyze research data should result in improved by professional performance.

EDUC-513—Teaching of Social Studies

Three Credit Hours

Organization, methods, and procedures for teaching social studies, including history, in the secondary and middle schools.

EDUC-514—The Exceptional Child in the School

Three Credit Hours

The Exceptional Child in the School, an introductory level course for students with little or no background or experience in special education, is appropriate for students from various fields as well as for those who anticipate further study and future careers in special education. An interdisciplinary approach is used in the study of learning and behavior characteristics of exceptional children and youth. There is a focus on cause, identification, and educational and community programs for exceptional individuals.

EDUC-515—Introduction to the Counseling Profession

Three Credit Hours

Overview and orientation to counseling profession including history, roles, functions, settings, specialties, organizations, credentialing, ethical, legal, and professional issues.

EDUC-516—Research Design

Three Credit Hours

Research Design is intended for those students who will be conducting and producing research studies. The course examines the various descriptive and experimental models for data analysis (in the behavioral sciences), with emphasis placed on the fundamentals of planning and inferential statistical techniques.

Prerequisite: EDUC-517 or equivalent.

EDUC-517—Statistics in Education and Psychology

Three Credit Hours

A course to provide skill in treatment of research data including descriptive and inferential statistics. Some experience with analysis of published statistical

research in the fields of education and psychology will be provided.

EDUC-520—Professional Internship

Six Credit Hours

A supervised student teaching experience conducted in a public school. This is a full-time, entire semester internship. Each student also attends evening seminars. This last course in the MAT sequence requires an Application: for fall semester, April 1, for spring, October 1. Application forms are available in the Department of Education. Prerequisite: EDUC-501. Passing scores on the PRAXIS II specialty area examinations are required.

EDUC-521—Program Planning, Management, and Evaluation in School Counseling

Three Credit Hours

The purpose of the course is to prepare school counselors to work within elementary and secondary school systems. A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis on student development and competencies will be presented. The school guidance counselor's role and function will be discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum. Students will develop resources, classroom guidance curricula and group counseling materials that they can use in their fieldwork experiences and in the initial stages of their careers.

Prerequisite: EDUC-515

Lab fee - \$10.00

EDUC-522—Critical Educational Issues in a Multicultural Society

Three Credit Hours

A study of contemporary issues/trends, internal and external to elementary and secondary school systems, which impact on the learner. The course is designed to encourage students to examine issues/trends within the context of their present and future career interests. MAT students should take this course concurrently with EDUC 501.

EDUC-524—Techniques of School Supervision

Three Credit Hours

Criteria of various types of good schools. Need for school supervision at all levels. Relationship of supervisor to administrators, organization of different

schools, materials of instruction, evaluating learning and instruction, teacher visitation and conferences.

EDUC-527—Finance and Business Management

Three Credit Hours

Procedures and problems relating to financing public education, theory of taxation, types of taxes, practices of education finance, federal, state, and local support of education, budget procedures, financial accounting, purchasing, insurance, inventories, and school maintenance.

EDUC-528—School Administration

Three Credit Hours

A course for school personnel preparing for administrative positions. The course involves a study of the basic concepts involved in planning, organizing, managing, and evaluating public schools.

EDUC-529—Micro-Computer and School Management

Three Credit Hours

A course for practicing and prospective educational administrators. The course presents the current state-of-the-art technology in using microcomputers in such areas as record keeping, pupil scheduling, energy conservation, data collection and analysis, and the evaluation programs.

EDUC-531—Principles of Elementary Curriculum Development

Three Credit Hours

The study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject fields will be the focus of the course. Attention is given to the professional decisions teachers, administrators, and counselors must make about curriculum.

EDUC-532—Principles of Secondary Curriculum Development

Three Credit Hours

The study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject areas. Attention is given to the learner-centered decisions teachers, administrators, and others educators must make about secondary curriculum.

EDUC-535—Organizational Theory and Behavior

Three Credit Hours

A study of the school organization as a social system, supervision and curriculum, control, authority, change, planning strategies, and organizational dynamics.

EDUC-536—Educational Psychology

Three Credit Hours

This course provides an introduction to educational psychology and explores the process of learning throughout the life span. Emphasis is placed on the application of psychological concepts, theoretical principles, and research findings to the planning and implementation of effective instructional strategies in the classroom. Moreover, through this course graduate students who are preparing for employment in the field of education are acquainted with many facets of the teacher's role in the teaching/learning process. Class discussions, activities, and field experience focus on the connection between theory and practice and provide students with opportunities to apply psychological principles and solve practical problems for personal and professional growth. (for MAT students EDUC 500, 512, 514 and Psyc 500 are prerequisites).

EDUC-549—Applied Measurement Techniques

Three Credit Hours

Students will examine and utilize tests and other evaluation techniques in counseling, in educational planning, in curriculum assessment, and in school-wide testing programs. Controversial issues in measurement will be appraised in the context of basic principles and actual use.

EDUC-550—Career Development

Three Credit Hours

Students will learn foundational career development theories, the usefulness of career inventories, and the current trends in career counseling for adults and school-age children. In addition, students will practice and demonstrate competency in career counseling.

Prerequisite: EDUC-549, and EDUC-551

Lab Fee: \$10.00

EDUC-551—Counseling Theories and Practice

Three Credit Hours

Overview of selected approaches to counseling theory and practice.

Prerequisite: EDUC-515.

EDUC-552—Group Counseling

Three Credit Hours

Overview of selected approaches to group guidance and counseling theory and practice.

Prerequisite: EDUC-551.

EDUC-561—Counseling Diverse Populations

Three Credit Hours

Designed to provide an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined.

EDUC-566—Seminar in Teaching Strategies for Middle School and Secondary Teachers

Three Credit Hours

A course designed to provide middle school and school secondary teachers with practical concepts, competencies, and cooperative experiences in interdisciplinary unit teaching. Emphasis will be given to such instructional concepts as team planning, diagnosis, and strategies. Interdisciplinary units will be constructed and evaluated within the experience.

EDUC-570—Teaching Reading to Exceptional Children

Three Credit Hours

A survey of the nature, problems, and learning needs of the underachiever and disabled reader provides students with information necessary to make appropriate instructional decisions. This course is designed for the remediation, diagnostic, and prescriptive teaching for children with reading problems.

EDUC-585—Independent Research

Three Credit Hours

A supervised research project in an area related to the student's major would be completed. A formal presentation to a panel of three faculties who evaluate the project will be required. With the approval of major advisor and graduate dean, this course may be repeated once for additional credit.

Prerequisite: Permission of the instructor and submission of a research prospectus.

EDUC-587—Special Topics in Education

Three Credit Hours

A course designed for the intensive study of a current problem in the field of education. The instructional design will emphasize field research and applied practice. No more than 6 credit hours under this listing can be credited toward a degree program.

EDUC-588—Teaching Reading in the Elementary School

Three Credit Hours

A course designed to develop competencies in teaching reading from kindergarten through fifth grade level. Techniques for teaching word attack, vocabulary, and comprehension skills will be explored in the developmental process.

EDUC-589—Methods and Materials in Reading

Three Credit Hours

The student will analyze and evaluate materials in reading instruction. Basic methods will be explored: basal, linguistic, programmed, and others. Specific techniques of instruction will be studied and demonstrated.

Prerequisite: EDUC-588

EDUC-590—Reading Diagnosis and Remediation

Three Credit Hours

A presentation of select diagnostic instruments and procedures for utilization, methods of their use in planning a remedial program, instruction of children with reading difficulties, and results of teaching will be analyzed through a case study approach.

Prerequisite: EDUC-589.

EDUC-591—Reading Practicum

Three Credit Hours

A course in which the students engage in supervised teaching. Students will learn diagnostic teaching procedures in an effort to consistently teach pupils at their level and mode of instruction through a case study approach. NTE exam score in reading on file at The Citadel. Prerequisite: EDUC-590, Reading Diagnosis and Remediation

EDUC-592—Teaching Reading in the Secondary School—Content Areas

Three Credit Hours

A course designed for the middle school and high school teacher with emphasis upon instructional decision making, incorporation of reading skills within each content area, program establishment, and diagnostic skills. (for MAT students EDUC 500, 512, 514, 536 and PSYC 500 are prerequisites).

EDUC-593—Principles of Human Learning: Theory & Research

Three Credit Hours

An applied analysis of theoretical and research data as it is applied to the actual teaching-learning situation. Various interactive models will be studied, and students will be expected to conduct descriptive research studies.

EDUC-596—Research in Reading

Three Credit Hours

An in-depth analysis of a specific area in reading will be made. Five weeks will be devoted toward reviewing, exploring, and evaluating research techniques. The candidate will then conduct an action research project in the field or prepare a detailed research study in one area of reading.

Prerequisite: EDUC-591, Reading Practicum

EDUC-597—Supervision of Student Teachers

Three Credit Hours

A course in supervision for master teachers, department heads, and college teachers with supervisory responsibilities in teacher education.

Prerequisites: Teaching experience and 18 credits in education including methods of teaching.

EDUC-598—Curriculum Project

Three Credit Hours

This course is designed as a capstone to the program in Curriculum and Instruction. The student will be required to develop a curriculum project ultimately to be implemented in the student's classroom or school. This written project will require a review of existing literature and a presentation of the results to peers and professor. Prerequisite: EDUC-532, Principles of Curriculum Development

EDUC-599—Administration and Supervision of Reading Program

Three Credit Hours

This course is designed primarily for principals, supervisors, and reading consultants and includes the study of the nature of the function of supervision of reading instruction, supervisory techniques, the role of the principal, supervisor, and reading consultant in the improvement of instruction, administration of a supervisory program, and other cognate problems and issues. Prerequisite: EDUC-591, Reading Practicum

EDUC-600—Professional Negotiations

Three Credit Hours

Emphasis is placed upon knowledge and improvement in the various education associations. The student will become acquainted with forces and trends influencing collective negotiations; principles, concepts, and theory relevant to negotiations; negotiation skills; and relevant literature and research.

EDUC-601—Principles of School Law

Three Credit Hours

Constitutional, statutory, case, and common law bases of school administration and the study of legal provisions and principles relating to education. Includes emphasis on research and analysis.

EDUC-602—Staff Personnel Administration

Three Credit Hours

Study of personnel policies and practices as they relate to recruitment, selection, orientation, employment, promotion, evaluation, in-service development, morale, dismissal, retirement, and teacher-administrator relationships.

EDUC-603—School Plant Seminar

Three Credit Hours

Study of problems and policies of the school plant, such as population studies, educational planning, school building standards, materials and uses, rating, and public relations. Discussion of innovative plans and construction as well as visits to new schools will be made.

EDUC-605—Independent Study

Three Credit Hours

This course will offer students an opportunity to acquire deeper knowledge of thought and practice in the major field of emphasis. Each student must

develop a plan of independent study at the outset and file the completed study at the end of the semester
Prerequisite: Permission of instructor and head of department.

EDUC-606—The Superintendency and School Organization

Three Credit Hours

Emphasis on the principles of central school administration and the structural organization of public education and the responsibilities and authority of school boards, superintendent, principals and relationships among them.

EDUC-608—Children's Literature

Three Credit Hours

A survey of literature for the young child. Appreciation and enjoyment of noteworthy books including the Newberry and Caldecott books will be the focus of instruction. The promotion of reading interests and tastes using the Children's Choices and book lists will also be presented.

EDUC-610—Seminar on School Improvement

Three Credit Hours

The process of designing, implementing, and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. Emphasis will be placed on effective school research.

EDUC-611—Staff Development and Evaluation

Three Credit Hours

This course focuses on designing staff development and evaluation systems to enhance effectiveness of school personnel.

EDUC-612—Seminar in School Law

Three Credit Hours

An update on legal issues and decisions related to teaching and the administration of public schools including current laws and regulations pertaining to public schools in South Carolina.

Prerequisite: EDUC-601, Principles of School Law

EDUC-614—Seminar in Educational Administration (may be taken twice)

Three Credit Hours

Exploration of various theories and their impact on administration and the organization. Emphasis will

be placed on behavioral science theories drawn from historical, philosophical, and sociological works applied to the administrative process.

EDUC-616—Political Process of Public Education

Three Credit Hours

A study of the process by which education public policy decisions are made, authority and responsibility, power and influence, public policy; methods of determining power structure, superintendency, and roles and tasks. Includes attention to school community relations.

EDUC-619—Assessment of School Programs

Three Credit Hours

A theoretical and applied analysis of the procedures and techniques involved in designing and implementing evaluation and assessment studies of total school programs. Attention will be given to accreditation procedures, minimum standards, legislative requirements, as well as the assessment of instructional outcomes.

EDUC-620—Systems Planning and Management for Education

Three Credit Hours

This course is designed to apply systems theory to real educational situations. Setting and implementing goals and objectives, using various management techniques and tools, and then applying general management principles and practices constitute the instructional content.

EDUC-624—Advanced Counseling Techniques: Pre-Practicum

Three Credit Hours

Systematic development of skills essential to enter practicum. Prerequisite: EDUC-551.

EDUC-629—Practicum in School Counseling

Three Credit Hours

Supervised counseling experience in which student serves as counselor in school setting for a minimum of 100 clock hours. Prerequisites: EDUC-624

EDUC-632, 633—Internship: School Superintendency

Three Credit Hours for each course

Supervised field studies and experiences in central office administration. Pass/Fail grading system.

Prerequisite: Passing PRAXIS exam score on file at The Citadel. Permission of Head, Department of Education.

EDUC-650—Internship in Elementary School Counseling

Three or Six Credit Hours

Supervised field experience of 600 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629, successful completion of comprehensive oral exam, and permission of Department Head

EDUC-651—Internship in Secondary School Counseling

Three or Six Credit Hours

Supervised field experience of 600 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629, successful completion of comprehensive oral exam, and permission of Department Head

EDUC-661—Internship in Elementary Administration (Fall/Spring)

Three Credit Hours

Supervised fields studies and experiences in elementary school administration. Course may be taken during fall or spring semester only. Pass/Fail grading system.

Prerequisites: Passing PRAXIS exam score on file at The Citadel. Permission of Division Coordinator.

EDUC-662—Internship in Elementary Administration (Fall/Spring)

Three Credit Hours

Supervised field studies and experiences in secondary administration. Course may be taken during summer, fall or spring semester only. Pass/Fail grading system.

Prerequisite: Passing PRAXIS exam score on file at The Citadel. Permission of Division Coordinator.

EDUC-663—Internship Secondary Administration (Fall/Spring)

Three Credit Hours

Supervised field studies and experiences in secondary school administration. Course may be taken during fall or spring semester only. Pass/Fail grading system.

Prerequisites: Passing PRAXIS exam score on file at The Citadel. Permission of Division Coordinator.

EDUC-664—Internship in Secondary Administration (Fall/Spring)

Three Credit Hours

Supervised field studies and experiences in secondary school administration. Course may be taken during summer semester only. Internship requires full-time internship in assigned school. Prerequisites: EDUC-663. Passing PRAXIS exam score on file at The Citadel. Permission of Division Coordinator.

Master of Arts in English

Program Coordinator:

David G. Allen, 843-953-5068

allend@citadel.edu

Department of English

Mission Statement:

The Citadel and the College of Charleston offer a joint Master of Arts degree in English. The thirty-six hour program, with a thesis option, provides advanced course work in British literature, American literature, English language, and composition and rhetoric. The program is designed to attract qualified holders of the baccalaureate degree, whether recent college graduates, English teachers, or others interested in pursuing graduate studies in English. A Joint Program Committee, comprised of faculty members from each institution, oversees admissions, course scheduling, comprehensive examinations, degree certification, and other matters related to the management of the program. Diplomas and other official documents indicate that the program is a joint endeavor and include the names of both institutions.

Admissions requirements:

1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS Office official transcript(s) from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university. The transcript(s) should be sent directly from the institutions attended to the CGPS Office. Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale and a 3.0 in the major.
3. Submit at least two letters of recommendation from former professors or immediate supervisors in recent employment. Each referee should be as specific as possible in addressing the applicant's motivation and ability to complete a graduate degree.
4. Submit a two-page statement about educational goals and interest in a graduate program in English.

5. Submit a writing sample that demonstrates an ability to perform literary analysis and conduct research. Typically this requirement can be met by submitting a research paper prepared for an advanced undergraduate English course.
6. Submit an official copy of scores from the general test of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). (Applicants who do not have an undergraduate degree in English are also required to take the GRE advanced test in literature.) The test scores must date from the past five years. Applicants are expected to have a composite GRE verbal, quantitative, and analytical score of at least 1400. For those taking the GRE in October 2002 and thereafter, the admission requirement is a composite verbal and quantitative score of 1000 and at least a 4 on the Writing Assessment section. Those who take the MAT are expected to have a score of at least 45.
7. An applicant who does not meet the minimum GPA and/or test score expectations or who does not have sufficient undergraduate background in English may be allowed, upon making a written request to the Joint Program Committee, to pursue course work as a provisional student. Upon completing nine semester hours with a minimum GPA of 3.25 the student will be eligible for degree-seeking status.

Program requirements:

The Master of Arts is conferred upon those candidates who successfully complete an approved program of study consisting of at least 36 semester hours of graduate credit with a cumulative GPA of 3.0. Specific requirements are listed:

Thesis Option

- British Literature before 1700.....6 hours
- British Literature after 1700.....6 hours
- American Literature.....6 hours
- Seminar (English 700).....3 hours
- Electives9 hours
- Thesis and Oral Defense of Thesis....6 hours
- Demonstration of competency in one foreign language
- Comprehensive Examination

Non-thesis Option

Same as above, except that the thesis is deleted and the number of elective hours is eighteen.

Notes:

- At least nine hours must be taken at each campus.
- English 700 satisfies the seminar requirement and may also be used to satisfy a core requirement in British or American literature, depending on the topic.
- Electives will normally be graduate courses in English. Other courses will be considered on a case-by-case basis by the Joint Program Committee.
- No more than nine hours of English 698 (3), 699 (3), and 701 (6) in any combination may count toward the required 36 hours.
- Students may demonstrate their competency in a foreign language by translating a passage provided by The Citadel and the College of Charleston. The foreign language requirement must be met before a student can take the comprehensive examination.
- The comprehensive examination is prepared and administered by the Joint Program Committee and is taken by all candidates after the completion of at least 27 hours of coursework. Copies of all previous examinations are available on the websites of both English departments.

List of Courses:

ENGL-500—Old and Middle English Literature

Three Credit Hours

A study of *Beowulf*, other Old English poems, and Old English prose in translation; includes such

Middle English works as *Sir Gawain and the Green Knight*, *Pearl*, *Piers Plowman*, the *Ancrene Riwle*, *The Owl and the Nightingale*, and other romances, lyrics, and drama. (Chaucer is excluded.)

ENGL-501—Chaucer

Three Credit Hours

A study of Chaucer's language, art, and cultural milieu through the reading of *Troilus and Criseyde*, the *Canterbury Tales*, and many of the shorter works.

ENGL-502—Shakespeare

Three Credit Hours

A comprehensive study of Shakespeare's art, including an intensive reading of several plays and appropriate attention to the primary critical approaches.

ENGL-503—English Drama to 1642

Three Credit Hours

A study of English drama from its origins in the Middle Ages, through the predecessors and contemporaries of Shakespeare, and on to the closing of the theatres in 1642.

ENGL-504—Poetry and Prose of the English Renaissance

Three Credit Hours

Non-dramatic poetry and prose of the sixteenth and early seventeenth centuries, with emphasis on the major authors (Spenser, Sidney, Marlowe, Jonson, Donne, and Herbert) and on the major literary types.

ENGL-505—Milton

Three Credit Hours

A study of the major poetry, selected prose, and selected minor poems with emphasis on *Paradise Lost*.

ENGL-506—Restoration and Eighteenth Century Drama

Three Credit Hours

A study of such important dramatists of the period as Otway, Etherege, Wycherley, Dryden, Congreve, Vanbrugh, Farquhar, Goldsmith, and Sheridan.

ENGL-507—Poetry and Prose of the Restoration and Eighteenth Century

Three Credit Hours

A study of Dryden, Swift, Pope, Johnson, Blake, and other important poets and prose writers of the period.

ENGL-509—Romantic Literature

Three Credit Hours

A study of Romantic writings of the early nineteenth century, with special emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL-510—Victorian Literature

Three Credit Hours

A study of English literature from 1832 to 1900 in major writers such as Tennyson, Browning, Arnold, Carlyle, Swinburne, and Rosetti.

ENGL-512—Southern Literature

Three Credit Hours

A study of the best literature written in the South from the time of William Byrd to the present. The focus will be on the “Southern Renaissance,” with special attention given to the Fugitive Poets and William Faulkner.

ENGL-516—Continental Literature

Three Credit Hours

A study of European literature in translation since the Renaissance, including works by such authors as Cervantes, Moliere, Racine, Goethe, Stendhal, Balzac, Tolstoy, Dostoyevski, and important writers of the twentieth century.

ENGL-517, 518—Special Topics in Literature

Three Credit Hours

A study of a special author, period, topic, or problem in literature which is outside the routine offerings of the department. The subject for each course will be announced.

ENGL-520—A Survey of World Literature I

Three Credit Hours

Masterpieces of world literature in translation from the beginnings to around 1650 with special attention to the philosophical content and the development of literary forms.

ENGL-521—*A Survey of World Literature II*

Three Credit Hours

Masterpieces of world literature in translation from around 1650 to the present time with special attention to the philosophical content and the development of literary forms.

ENGL-522—Colonial and Revolutionary American Literature

Three Credit Hours

A detailed study of major American writers from the earliest settlers through the end of the eighteenth century.

ENGL-523—Nineteenth Century American Literature I—Romanticism

Three Credit Hours

A study of major figures of the American Romantic period (approximately 1830-1860), including Emerson, Thoreau, Poe, Hawthorne, and Melville.

ENGL-524—Nineteenth Century American Literature II—Realism

Three Credit Hours

A study of major figures of the American Realistic period (approximately 1860-1900), including Whitman, Dickinson, James, Twain, and Crane.

ENGL-525—Eighteenth Century British Novel

Three Credit Hours

A study of the origins of the British novel, including such figures as Fielding, Richardson, and Defoe.

ENGL-526—Victorian Novel

Three Credit Hours

A study of major British novelists of the late nineteenth century, including Dickens, Eliot, and Hardy.

ENGL-527—British Fiction: 1900 to Present

Three Credit Hours

A study of the novels and short stories of major twentieth-century British writers, including such figures as Conrad, Lawrence, Forster, Woolf, and Joyce.

ENGL-528—American Fiction: 1900 to Present

Three Credit Hours

A study of the novels and short stories of major twentieth-century American writers, including such figures as Fitzgerald, Wolfe, Faulkner, and Hemingway.

ENGL-530—*Special Topics in The Humanities*

Three Credit Hours

A study of special areas of the humanities or related areas which are outside the normal course offerings of the English Department. The subject for each course will be announced.

ENGL-531—British Poetry: 1900 to Present

Three Credit Hours

A study of the poetry of major twentieth-century British authors such as Auden, Yeats, Thomas, and Hardy.

ENGL-532—American Poetry: 1900 to Present

Three Credit Hours

A study of the poetry of major twentieth-century American authors such as Eliot, Pound, Stevens, Williams, and Frost.

ENGL-533—British Drama: 1900 to Present

Three Credit Hours

A study of the work of major twentieth-century British dramatists such as Shaw, Pinter, Stoppard, and Beckett.

ENGL-534—American Drama: 1900 to Present

Three Credit Hours

A study of the work of major twentieth-century American dramatists such as O'Neill, Williams, Miller, and Albee.

ENGL-535—African American Literature

Three Credit Hours

A study of African American literature from the early days of slavery, to the struggle for emancipation, to the twentieth-century Harlem Renaissance and civil rights movement. Readings will cover poetry, fiction, and drama, as well as autobiographies and cultural commentaries.

ENGL-550, 551—Special Topics in Composition or Language

Three Credit Hours

A study of a special author, period, topic, or problem in composition or language which is outside the routine offerings of the department. The subject for each course will be announced.

ENGL-552—Adolescent Literature

Three Credit Hours

A study of literature for the adolescent, including methods of introducing the major literary genres to the secondary school student.

ENGL-553—Modern English Grammar

Three Credit Hours

An intensive study of the syntax of Present Day English. The course also includes a review of traditional grammar, focusing primarily on the parts of speech. Special attention is given to linguistic theory, particularly regarding the acquisition of language.

ENGL-554—History of the English Language

Three Credit Hours

A historical survey of the syntactic and phonological features of Old, Middle, Early Modern, and Present Day English. Special attention is given to the varieties of American English, particularly African American Vernacular English.

ENGL-555—Literary Criticism

Three Credit Hours

A study of the major literary theories from ancient Greece to the present and practical application of the theories to particular works of literature. Special attention is given to semiotic theory as it relates to the influence of language and visual images on thinking, composing, and action.

ENGL-556—Theory and Practice of Teaching Composition

Three Credit Hours

A study of traditional and contemporary theories of the composition process and applications of those theories to teaching composition.

ENGL-557—Creative Writing—Poetry

Three Credit Hours

Class discussion of student writing using twentieth-century poems as models.

ENGL-558—Technical and Professional Writing

Three Credit Hours

Principles and practice of technical communication as applied to reports, technical papers, oral presentations, and business communications.

ENGL-559—History and Theory of Rhetoric

Three Credit Hours

A study of language as a means of winning the assent, sympathy, or cooperation of an audience. Includes contemporary rhetorical theory and its development from classical rhetoric.

ENGL-560—Film Studies

Three Credit Hours

A study of films from a variety of nations and filmmakers. Attention is given to how techniques of filmmaking such as *mise en scène*, montage, and lighting communicate a filmmaker's construction of meaning. In some cases, comparisons may also be made between films and their written sources to demonstrate differing approaches to conveying comparable meaning.

ENGL-562—Workshop in Advanced Composition

Three Credit Hours

The study, discussion, and practice of advanced composition techniques; including the use of computer technology for print documents, audio-visual presentations, and web applications.

ENGL-563—Creative Writing—Fiction

Three Credit Hours

Class discussion of student writing using twentieth-century fictional works as models.

ENGL-650—Principles of Literary Research

Three Credit Hours

Study of textual bibliography, research methods and resources, and methods of presenting research.

ENGL-698—Tutorial

Three Credit Hours

Individual study of a given topic following a syllabus of readings, papers, and other assignments prescribed by a faculty member serving as director.

ENGL-699—Independent Study

Three Credit Hours

Individual study of an agreed-upon topic under the direction of a faculty member but following a course of reading and other requirements proposed by the student and established by negotiation with the director.

ENGL-700—Seminar

Three Credit Hours

Individual research into a scholarly or critical problem in literature, composition, or language. Progress, methods, and results will be shared with the class by presentation and discussion and will lead to the preparation of a single long paper.

ENGL-701—Thesis

Six Credit Hours

Completion of a formal master's thesis under faculty direction.

Master of Arts
History
Katherine Grenier, 843-953-6935
grenierk@citadel.edu
Dept. of History

Mission Statement:

The Citadel and the University of Charleston offer a joint Master of Arts Degree in History providing each student with advanced specialized work in one of the following areas: United States history, European history, and Asian/African/Latin American history. The program has a special emphasis on the history of the American South, the South Carolina Lowcountry and the Atlantic World. The program serves the needs of those interested in pursuing graduate studies in history. Teachers who complete the program have a greater command of the literature of a particular field. Others are prepared to do doctoral work or pursue other advanced degrees, enter the field of public history, or seek employment opportunities which require advanced training in the humanities. The management of the program is vested in a Joint Program Committee composed of representatives of the two history departments. The directorship rotates between the two institutions. Diplomas and other documents will indicate that the program is a joint endeavor and will include the names of both institutions.

Admission Requirements:

1. Submit a completed application form with an application fee of \$25. The fee is nonrefundable.
2. Submit one official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university.
3. Submit three letters of recommendation, normally from former professors. Each reference should be as specific as possible in analyzing the applicant's potential for success in the program. References should address the student's ability to design, conduct, and present research without direct supervision; the ability to analyze complex data and issues; and the ability to write effectively.
4. Submit evidence of ability to conduct research and present findings. A term paper, honors thesis, or critical essay from a graduate or upper-level course taken in college will suffice. The evidence of writing should reflect the ability to courses.

conceptualize a research theme, conduct research to support an argument, and reach a justified conclusion. The paper should demonstrate an ability to handle documentation of evidence.

5. Submit an official copy of test scores of the Graduate Record Examination or Miller Analogies Test (Tests must have been taken within last six years).
6. Applicants are expected to have a cumulative undergraduate GPR of at least 2.5 on a 4.0 scale and a 3.0 in the major. They are also expected to have 15 hours of history course work beyond the initial survey along with a composite GRE verbal and quantitative score exceeding 1000 (or MAT score of 50). An applicant who fails to meet these requirements may be allowed to pursue course work as a provisional student only upon application to the Joint Program Committee. Upon completion of nine semester hours, with no more than three hours in independent study (HIST-770) and a minimum G.P.A. of 3.25, the student may be admitted unconditionally. The student must make this request in writing to the Joint Program Committee. There is no guarantee that courses taken in a non-degree status will be credited towards a degree once a student gains provisional or regular admission. Coursework taken to meet admission prerequisites will not count towards degree requirements.
7. The Admissions Committee will consider complete applications for the program on the following dates:
March 1st for the summer or fall semester
October 1st for the spring term

Program requirements:

In consultation with an advisor, each degree candidate will develop a plan of study which includes course work at both institutions. The plan of study must be submitted to the Program Director upon completion of the first six hours or the first semester of graduate work.

In addition to lectures and examinations, graduate courses demand wide reading, thorough research, and advanced historical writing. Only graduate students admitted to the M.A. program will be automatically enrolled, but non-degree students and exceptional undergraduates—upper division majors in history and related disciplines—may be enrolled in 500-level

For this, however, they will need permission from the instructor and are expected to have a minimum GPA of 3.4 in history courses. No more than two 500-level courses may be taken by an undergraduate. 600- and 700-level courses are for M.A. program students exclusively. Work expected of juniors and seniors will not be as great as that expected of the graduate students. The qualitative expectations remain the same for all students.

Required program:

The Master of Arts in History is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of thirty-three (33) semester hours of graduate credit with a cumulative GPR of 3.0. The distribution of courses follows this general scheme:

Major concentration	18 hours*
First minor area	3 hours
Second minor area	3 hours
Historiography	3 hours
Electives	6 hours***

Includes either a thesis (6) or two research seminars (3-3) within the area of concentration.

**In history or a related discipline in the humanities or social sciences. Students must obtain prior approval from their campus program director to take a non-history elective.

A specific number of courses in major and minor fields must be distributed between both institutions.

All students are encouraged to attain proficiency in a foreign language. There is no formal requirement for all students in the program to demonstrate language proficiency at a certain level. However, depending upon the program, a candidate may be required by the advisor to demonstrate mastery of an appropriate foreign language, indicated by the satisfactory use of source material or literature in the relevant foreign language in seminar or research work.

A comprehensive written examination is prepared and administered by the Joint Program Committee and is required of all candidates to be taken after the completion of at least thirty (30) hours of course work. This comprehensive examination is a thorough review of the fields covered in the student's program. The examination committee is comprised of faculty from both institutions. For those who complete a thesis, a

satisfactory oral defense is also required before final certification for the degree.

List of Courses:

(Non-degree, MAT, and exceptional undergraduate students may enroll in 500 level courses only, space permitting.)

HIST-502—Colonial America and the American Revolution to 1789

Three Credit Hours

The motives of colonization; the evolution of self-government; the extension of the frontier; economic, social, and religious life; imperial rivalries; the causes of the Revolution; the War for American Independence; problems of the Confederation; and the establishment of the Federal Union.

HIST-503—The Jeffersonian and Nationalist Period

Three Credit Hours

A study of American history, 1800-1850, with an emphasis on the clash of Federalist and Jeffersonian principles; emerging political and cultural nationalism; the war of 1812; the influence of Jacksonian Democracy on political, social, and economic life; growing sectionalism and the Mexican War.

HIST-504—Civil War and Reconstruction

Three Credit Hours

The political, economic, diplomatic, and military history of the United States, 1850-1877, emphasizing the forces that tend to bind or disrupt the Union and including a detailed account of the war and its consequences.

HIST-506—The U.S. in the Twentieth Century

Three Credit Hours

A study of the efforts to fulfill the democratic vision in the era of wars and depressions, accelerating technological innovation, material progress, and cultural change.

HIST-521—The American South

Three Credit Hours

The political, social, and economic development of the South from the 1820s to the present with an emphasis on the region within the national context as one of both change and continuity.

HIST-522—South Carolina History

Three Credit Hours

A survey of the political, economic, social, and intellectual development of South Carolina from its discovery to the present, with emphasis on the relation of the state to the South and to the nation.

HIST-523—Afro-American History

Three Credit Hours

An introduction to the history of black Americans in the United States, with emphasis on the social forces underlying transition from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics to be discussed include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migration.

HIST-532—Ancient Greece

Three Credit Hours

Greek civilization from its beginning to Alexander the Great. Emphasis on political, economic, social, and intellectual movements.

HIST-533—Ancient Rome

Three Credit Hours

Roman history from its beginning until the Age of Constantine. Emphasis on political and social developments in the Republic and the early empire.

HIST-535—Medieval Europe

Three Credit Hours

European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.

HIST-537—Renaissance and Reformation

Three Credit Hours

The Renaissance as a European-wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors such as Giotto, Brunelleschi, Donatello, Botticelli, da Vinci, Raphael, and Michelangelo; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation.

HIST-541—Enlightenment and French Revolution

Three Credit Hours

The major social, political, and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment; the causes of the Revolution; the development of radical ideologies; social and political instability; the French impact on Europe; and the achievements of Napoleon as civil administrator, military strategist, and commander.

HIST-542—Nineteenth-Century Europe

Three Credit Hours

Europe from Waterloo to Sarajevo; political reaction and reform; the Industrial Revolution with its economic, social, and political effects; nationalism and the renewed interest in imperialism; other factors in international rivalries and the coming of World War I.

HIST-543—Twentieth-Century Europe

Three Credit Hours

An examination of the origins and consequences of two World Wars on the major European states; the political, social, and economic development of those states and their relative positions today.

HIST-545—History of Modern Russia

Three Credit Hours

History of the development of Tsarist absolutism under the Romanov dynasty and of the religious, social, and economic institutions of the Tsarist state. Intensive treatment of the 1917 Revolution; the rise and fall of the Soviet empire.

HIST-551—Women in the Western World

Three Credit Hours

An examination of the ideas, institutions, and events in Western Civilization which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and suffragist movements.

HIST-562—Colonial Latin America

Three Credit Hours

A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve

of conquest; exploration and conquest by Europeans; the development of multiracial societies; the colonial economies; the institutions of Ibero-American empires; the social, economic, and intellectual roots of revolution; independence movements.

HIST-563—Modern Latin America

Three Credit Hours

A survey of Spanish and Portuguese America since the wars for independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolutionary movements, intellectual currents.

HIST-572—Precolonial Africa

Three Credit Hours

An introduction to the precolonial history of sub-Saharan Africa. Special attention will be focused on the growth of Islam in West Africa, the East African city-states and kingdoms, and the upheaval in nineteenth-century southern Africa. African slavery and the slave-trade will also be considered.

HIST-573—Modern Africa

Three Credit Hours

A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues.

HIST-577—Modern Middle East

Three Credit Hours

Tradition, modernization, and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and the emergence of successor states to the Arab-Israeli conflict, the oil crisis, and Great Power confrontation.

HIST-582—China to 1800

Three Credit Hours

A survey of traditional Chinese history from earliest times to 1800. Emphasis is placed upon intellectual development against the background of social, political, and economic transformations.

HIST-583—Modern China

Three Credit Hours

A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course will focus on the problems of imperialism, nationalism, revolution, the rise of communism, the proletarian Cultural Revolution, and the Four Modernizations in post-Mao China.

HIST-586—Japan to 1800

Three Credit Hours

A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.

HIST-587—Modern Japan

Three Credit Hours

A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, Japan's experience with liberalism and militarism, with Japanese imperialism, and the postwar transformation.

***HIST-590—Special Topics in U.S. History**

Three Credit Hours

Examples include Turning Points in American History, the Progressive Era, the Social and Cultural Transformation of the 1920s, etc.

***HIST-591—Special Topics in European History**

Three Credit Hours

Examples include Georgian Britain, Edwardian Britain, the European Left and Labor, etc.

***HIST-592—Special Topics in Latin American Asian/African History**

Three Credit Hours

A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

***HIST-593—Special Topics in Peace, War, and Diplomacy**

Three Credit Hours

Examples include World War I, the Vietnam War, Diplomacy of the American Civil War, etc.

HIST-610—Special Topics in U.S. History

Three Credit Hours

Examples include the Depression and New Deal; Business, Labor and Economic History; Social and Cultural History.

HIST-620—Special Topics in Lowcountry Studies

Three Credit Hours

An interdisciplinary course organized around a specific topic (e.g., Education, the Environment of the Lowcountry, Plantation Culture, Gullah, the Caribbean Origins of the Lowcountry). This interdisciplinary course will allow a student to explore an area of specific interest.

HIST-630—Special Topics in Peace, War, and Diplomacy

Three Credit Hours

Examples include The Diplomacy of the American Revolution, Disarmament during the 1920s, etc. This course may be offered as HIST 660 (3) for topics in European history and as HIST 680 (3) for topics in Asian, African, or Latin American history.

HIST-640—Special Topics in European History

Three Credit Hours

Examples include Social and Cultural History, the Scientific Revolution, the Age of Louis XIV, etc.

HIST-650—Special Topics in British History

Three Credit Hours

Examples include The English Reformation, the English Civil War, the Victorian Age, etc.

HIST-670—Special Topics in Asian/African/Latin American History

Three Credit Hours

A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

HIST-691—Historiography

Three Credit Hours

The core course. Examines various methods of gathering historical data and issues of conceptualization and interpretation. The course thus seeks to develop in students critical awareness and expertise based on familiarity with a variety of historical techniques, methods, and concepts.

HIST-692—Teaching of History and Social Sciences

Three Credit Hours

Organization, methods, and procedures for teaching history and the social studies in the secondary and middle schools.

HIST-710—Research Seminar in U.S. History

Three Credit Hours

A topical seminar focused upon a central historical problem with a major research paper required. Primary sources will be utilized whenever

HIST-720—Research Seminar in Lowcountry Studies

Three Credit Hours

An interdisciplinary seminar designed to acquaint students with the historical methods necessary to pursue successfully a research topic. This will entail an introduction to primary sources.

HIST-740—Research Seminar in European History

Three Credit Hours

A topical seminar focused upon a central historical problem with a major research paper required.

HIST-760—Research Seminar in Asian/African/Latin American History

Three Credit Hours

A topical seminar focused upon a central historical problem within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East. A major research paper will be required.

HIST-770—Independent Study in History

Three Credit Hours

Repeatable once.

HIST-801-802—Master's Thesis

Six Credit Hours



*These 500-level special topics courses are designed primarily for the brief summer terms each with an enrollment of up to twenty (20) students. Lectures are accompanied by some discussion of the readings, and usually a short paper of 10 to 15 pages is required. In contrast, the comparable 600-level special topics courses (i.e., HIST-610, 630, 640, and 670) are restricted to fifteen (15) M.A. students and normally are conducted as seminars with discussions of assigned readings in the scholarly literature. Emphasis is placed upon the analysis and synthesis of diverse historical materials, and a longer research paper of 20 to 25 pages is required on a suitable topic in the historiography of the field. In general, these distinctions in size, methodology, and assignments apply to all 500 and 600-level courses.

**DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE**

*The department offers a Masters of Arts in Education
with a major in Mathematics and a Master of Science in Computer and Information Sciences.*

*Master of Arts in Education
Mathematics
Charles Cleaver, 843-953-5048
charles.cleaver@citadel.edu*

Mission:

The purpose of the MAE in Mathematics is to enhance the mathematical knowledge and teaching techniques of middle and secondary mathematics teachers. The program is intended for individuals who currently hold a teaching certificate, but it is not required. Courses associated with this program do not require that the participant have an undergraduate major in mathematics. However, the mathematical background and maturity gained from at least twelve hours of mathematics at the college level, with at least one course in calculus, are required. Participants whose preparation may not be adequate should confer with the department head.

Admission requirements:

1. Complete and return graduate application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS Office official transcript(s)
3. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum score for the GRE is a verbal and quantitative combination score of 900. The minimum for the MAT is a raw score of 40.
4. A minimum of 12 semester hours of college mathematics which includes at least one course in calculus.

Program Requirements:

The minimum number of hours required is 33 semester hours. Mathematics requirements (21-24 hours) must include:

Math 521 – Modern Geometry	3
Math 532 – Modern Algebra	3
Math 545 – Applications of Discrete Mathematics	3
Math 553 – Calculus from an Advanced Standpoint	3
Electives – Three-Four courses*	9-12

* Math 501, 509, 517, and 542 are excluded. CSCI 562 and CSCI 563 may be counted.

Education requirements (9-12 hours) must include one course from each of the following areas:

- | | |
|----------------------------------|---|
| a) Humanistic orientation | 3 |
| EDUC-500 | <i>Foundations of American Education</i> |
| EDUC-522 | <i>Critical Education Issues in Multicultural Society</i> |
| | |
| b) Behavioral science foundation | 3 |
| PSYC-500 | <i>Human Growth and Development</i> |
| EDUC-536 | <i>Educational Psychology</i> |
| EDUC-593 | <i>Principles of Human Learning</i> |
| | |
| c) Research | 3 |
| EDUC-512 | <i>Data Collection and Analysis</i> |

List of Courses begins on Page 76.

**Master of Science
Computer Science
Margaret Francel, 843-953-5048
francelm@citadel.edu
Mathematics & Computer Science Department**

Mission:

The M.S. in Computer Science is designed to offer professionals an opportunity to attain an advanced degree in the computer science field while upgrading their skills and knowledge. The computer science program is a joint program with the College of Charleston.

Admission Requirements:

1. Complete and return graduate application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.

2. An official transcript(s) of the undergraduate degree. Minimum requirements for consideration include an overall grade point average of 3.0

3. Minimum GRE score of 1000 on the general test (combined verbal, quantitative, and analytical scores).

4. Evidence of a command of spoken and written English such as a TOEFL score of 550 or greater.

Architecture, Object-oriented Programming, Discrete Math, and Data Structures.

Program Requirements:

1) Four core courses for a total of 12 hours.

CSCI 601 – Data Modeling

CSCI 602 – Foundations of Software Engineering

CSCI 603 – Object-Oriented Design Patterns

CSCI 604 – Distributed Computer Systems Architecture

2) Four courses (12 hours) from one of the following areas.

a) Computer Science

CSCI 612 – Advanced Computer Organization

CSCI 614 - Advanced Operating Systems

CSCI 616 - Automata

CSCI 618 – Programming Languages

b) Information Sciences

CSCI 632 - Data Communications and Networking

CSCI 634 - Project Change and Management

CSCI 636 - Information Technology Policy and Strategy

CSCI 638 -Database Design

c) Software Engineering

CSCI 634 – Project Change and Management

CSCI 654 – Software Requirements Analysis and Specifications

CSCI 656 – Software Systems Design and Implementation

CSCI 658 – Software Testing and Maintenance

3) Choose one of the following options (9 hours).

a) Research Thesis (6 hours) plus one elective.

b) Project thesis (3 hours) plus two electives.

c) Three electives

List of courses for Mathematics degree:

MATH 501—Arithmetic and Algebraic Structures for Middle School Teachers

Three Credit Hours

This course is designed to relate the content of arithmetic and algebraic structures to middle school teachers. It will address the special needs of middle school teachers and identify resources and assistance. Course instruction will model the recommendations of NCTM and the content will be consistent with the South Carolina Curriculum standards.

MATH 505, 506—Mathematics for Middle/Secondary School Teachers

Three Credit Hours

These courses are designed to introduce students to topics in finite mathematics with applications to “real” world problems. Either spreadsheets or some other technology will be used to model the problems and expedite the calculations.

MATH 509—Geometry and Measurement for Middle School Teachers

Three Credit Hours

A course designed to introduce appropriate geometric concepts and measurements for middle school. Course instruction will model the recommendations of NCTM and the content will be consistent with South Carolina Curriculum standards.

MATH 510—Problem Solving Techniques

Three Credit Hours

Strategies and techniques for problem solving will be introduced and used to solve mathematical problems. The emphasis will be on middle and secondary level problem solving. A major portion of the course consists of hands-on experience in problem solving, both individually and in groups.

MATH 511—Number Theory

Three Credit Hours

Prerequisite: permission of the department head. The Euclidean algorithm; prime and composite integers, elementary Diophantine equations, Pythagorean triples, Euler's phi-function, congruences, Euler-Fermat theorems, exponents and primitive roots, quadratic residues.

MATH 512—History of Mathematics

Three Credit Hours

A survey of the development of mathematics from the time of the ancients to the present, analysis of causes for the retardation of the advancement of mathematics in different centuries, contributions by under represented cultures and selected reading to show the contributions of mathematics to the development of science. Prerequisite: twelve hours of college level mathematics which includes calculus.

MATH 514—Methods for Middle/Secondary Mathematics

Three Credit Hours

Various methodologies for teaching middle and secondary mathematics will be introduced and used in the course. The emphasis will be on using techniques and ideas suggested in the NCTM standards and South Carolina Frameworks. Ideas on how to supplement textbook material and how to motivate students will be presented. Students in the course will have the opportunity to practice the techniques presented.

MATH-517—Concepts of Pre-Calculus for Middle School Teachers

Three Credit Hours

This course will review the topics in pre-calculus with an emphasis on conceptual understanding and how middle school mathematics leads into pre-calculus. Technology will be used to assist in the motivation and development of algebraic and trigonometric ideas. *Prerequisite: Math 501 or equivalent.

MATH 518—Technology in Mathematics Classrooms

Three Credit Hours

This course will introduce new technological developments and explore ways to use calculators, computers, etc. in the teaching of mathematics.

MATH 519—Using Technology in Teaching Middle School Mathematics

Three Credit Hours

This course will demonstrate how calculators and other technological advances can be used to motivate and develop conceptual understanding of arithmetic, algebra, and geometric concepts. Various applications which make use of calculators will be investigated. The appropriateness of calculator use in teaching certain topics will be discussed. Prerequisite: Dept. Head Approval

*Note: Credit may not be received for both Math 518 and 519.

MATH 521—Modern Geometry

Three Credit Hours

A reexamination of elementary geometry from an advanced standpoint. Metric and synthetic approaches to plane and solid geometry, topics in non-Euclidean geometry. *Prerequisites: MATH-520, or permission of the instructor

MATH 530—Geometric Linear Algebra

Three Credit Hours

A modern algebra course which emphasizes the geometry of vectors in two-and three dimensions. Topics include linear transformations, bases, orthogonality, matrix algebra, and applications in the real world as well as applications in mathematics. *Prerequisites: Permission of the department head

MATH 532—Modern Algebra

Three Credit Hours

An introduction to the terminology, concepts, and methods of modern Abstract Algebra. Topics discussed include groups, rings, integral domains, fields, and isomorphism. Examples drawn from familiar number systems are used to illustrate elementary properties of the systems discussed.

*Prerequisites: MATH-520 or permission of the instructor

MATH 541—Probability and Statistics for Middle Schoolteachers

Three Credit Hours

The course will demonstrate basic ideas of data collection and the use of elementary statistical ideas to analyze the data. Various graphical representations and models will be explored. Interpretations of the data and possible extrapolations will be investigated.

*Prerequisite: Department head Approval

*Note: Credit may not be received for both Math 541 and 542.

MATH 542—Probability and Statistics for Middle School/Secondary School Teachers

Three Credit Hours

Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, and analysis of variance. Emphasis will be given to applications in the fields of biology, business, agriculture, political science, and education.

MATH 545—Applications of Discrete Mathematics

Three Credit Hours

Discrete mathematical topics are introduced and used in various applications. Included are counting techniques, combinatorics, graphs, recursion, mathematical induction, and Markov chains.

*Prerequisite: Permission of the department head

MATH 553—Calculus from an Advanced Standpoint

Three Credit Hours

This course is designed to prepare teachers who may teach the Advanced Placement course in calculus. Emphasis will be on understanding background and concepts involved in the development of calculus. The use of graphing calculators and other technology will be demonstrated and practiced.

*Prerequisite: MATH-520 or permission of the instructor

MATH 570—Selected Topics

Three Credit Hours

Special topics which are not covered in other courses. Repeated credit is allowed.

CSCI 562—Microcomputer Applications for Teachers

Three Credit Hours

This course is specifically designed to help teachers/administrators prepare to use microcomputers and Internet resources in their classroom/school. Topics include a general introduction to computers, word-processing, spreadsheets, databases, and telecommunications. Emphasis will be on actual classroom/school applications. This course is not intended for anyone who has already taken another computer course.

*Note: This course can be used in Math program, but not in Computer Science

CSCI 563—Programming for Teachers

Three Credit Hours

This course is an introduction to problem solving and programming skills. It is aimed at developing strategies and programs that teachers can use with middle and high school students.

*Prerequisite: CSCI-562 or other computing course.

List of courses for Computer Science:

CSCI 601—Data Modeling

Three Credit Hours

Data Modeling includes conceptual, logical, and physical modeling. The focus is on conceptual data modeling. Students learn about data element analysis, standardization, naming, and normalization. They learn how to create a single model that supports multiple user views. In addition, instruction is given on how to select and use modeling tools (UML).

*Prerequisite: Meet Admission requirements of MS program or program director approval.

CSCI 602—Fundamentals of Software Engineering

Three Credit Hours

A breadth-first coverage of software engineering processes and methodologies including life cycle modeling, process management and improvement. Metrics and phased development are emphasized.

*Prerequisite: Meet Admission requirements of MS program or program director approval.

CSCI 603—**Object-Oriented Design Patterns**

Three Credit Hours

A programming course emphasizing design patterns to increase software design quality, reliability and reuse. The course covers current pattern catalog and object-oriented design processes for design refactoring. Tool usage is expected to be heavy.

*Prerequisite: Meet Admission requirements of MS program or program director approval.

CSCI 604—**Distributed Computer Systems**

Architecture

Three Credit Hours

Processor micro-architectures, hardwired vs. micro-programmed control, pipelining and pipeline hazards, memory hierarchies, bus-based system architecture and memory mapping, hardware-software interface, and operating system concepts.

*Prerequisite: Meet Admission requirements of MS program or program director approval.

CSCI 612 – **Advanced Computer Organization**

Three Credit Hours

The course covers general-purpose systems consisting of loosely coupled components built from PCs. Topics include interconnection networks, protocols, high performance I/O, load balancing, availability, programming models and environments, parallel algorithms and applications. The course is lab intensive and will include the implementation of parallel algorithms on a Beowulf Cluster.

*Prerequisite: CSCI 604 or program director approval.

CSCI 614 – **Advanced Operating Systems**

Three Credit Hours

A study is made of a broad range of advanced operating systems concepts, including protection, security, memory management, kernels, file systems, synchronization, naming, networks, and distributed systems as well as recent trends in operating systems design. Specific aspects of operating systems which support distributed computing will be emphasized. Linux kernel internals will also be considered.

*Prerequisite: CSCI 604 or program director approval.

CSCI 616 – *Automata*

Three Credit Hours

The theory of finite state machines and regular expressions are applied to the design of switching circuits, components of compilers such as lexical analysis, pattern-matching, text-editors, unifications as needed in Prolog or for automated deduction, and almost any program which processes under commands. Undecidable problems and intractable problems are explored.

CSCI 618 – **Programming Languages**

Three Credit Hours

The course surveys the principles of programming language design and the issues related to their implementation. Topics will include a comparison of the major programming paradigms: imperative, functional, logic, and object-oriented. Also covered are data types, methods of specifying the semantics of language constructs, and concurrency.

*Prerequisite: Meet Admission requirements of MS program or program director approval.

CSCI 632—**Data Communications and Networking**

Three Credit Hours

An introduction to data communications and computer networking. Topics include LAN topologies, transmission media, error detection, packet switching networks, internetworking of heterogeneous network technologies, internetworking protocol suites (with emphasis on TCP/IP), the client/server paradigm, the BSD Socket interface, network security, and important network applications.

CSCI 634- **Project Change and Management**

Three Credit Hours

Managing projects within an organizational context. Including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management. Managing the changes in organizations resulting from introducing or revising information systems. Identifying project champions, working with user teams, training and documentation. The change management role of the IS specialist.

*Prerequisite: CSCI 602 or program director approval.

CSCI 636- Information Technology Policy and Strategy

Three Credit Hours

The top management, strategic perspective for gaining competitive advantage through information systems. The development and implementation of policies and plans to achieve organizational goals. Effective information systems use. Defining the systems that support the operational, administrative and strategic needs of the organization, including the growth and support of computing throughout the organization. Approaches to managing the information systems function in organizations. Role of the CIO.

CSCI-638—Database Design

Three Credit Hours

Topics include conceptual and logical data models, relational database design, SQL, query processing, administration, CASE tools. A database design project is part of the requirements and includes a hands-on design, development and implementation using available database software like Oracle.

*Prerequisite: CSCI 601 or program director approval.

CSCI-654-Software Requirements Analysis and Specifications

Three Credit Hours

An introduction to the software engineering requirements process. Topics to include: feasibility studies, risk; and requirements elicitation, modeling, analysis, specification, and validation.

*Prerequisite: CSCI 602 or program director approval.

CSCI-656-Software Systems Design and Implementation

Three Credit Hours

An introduction to the issues, techniques, strategies, representations, and patterns used in designing and implementing software. Possible design topics include: specification of internal interfaces, architectural design, data design, user interface design, design tools and evaluation of design. Possible implementation topics include: language-oriented issues, construction technologies, tools and formal construction methods.

*Prerequisite: CSCI 602 and 603, or program director approval.

CSCI-658-Software Testing and Maintenance

Three Credit Hours

An introduction to the concepts and methods associated with software testing and maintenance. Testing topics to include: testing as part of requirements gathering and software design, test plan writing, and static and dynamic testing techniques. Maintenance topics to include: an overview of corrective, adaptive, perfective and preventive maintenance activities as well as organizational managerial issues.

*Prerequisite: CSCI 602 or program director approval.

CSCI 674 – Introduction to Computer Graphics

An introduction to the fundamental principles of computer graphics. Using the OpenGL application-programming interface, students will learn these principles by writing a series of programming projects.

*Prerequisite: Basic knowledge of linear algebra and experience writing programs in a high level language.

Physical Education (M.Ed. in Physical Education)
Dr. John S. Carter, 843-953-7953
john.carter@citadel.edu
Department of Health, Exercise and Sport Science

Mission:

The purpose of the Master of Education program in Physical Education at The Citadel is to provide an exemplary educational environment and experiences leading to advanced skills, knowledge, and attitudes within the domains for human movement and healthful living. The program provides a scholarly approach to the study of the profession for those interested in physical education, health, exercise science, human performance, sport, and wellness, and prepares individuals for responsible positions of leadership within the broad field of health, physical education, and sport while maintaining reasonable flexibility for adaptation beyond a specialty area.

Admission requirements:

1. An undergraduate degree with a major in physical education or health; an undergraduate degree in a specialized area which may be enhanced through graduate study in physical education or health; or, a desire to pursue a career related to physical education and/or health.
2. Following an initial meeting with the Director of Graduate Studies in Health, Exercise and Sport Science, a student must complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
3. The student must file an official transcript of all undergraduate and graduate work previously completed with the Graduate Dean. Transcripts will be used by the Graduate Committee in Health, Exercise and Sport Science to evaluate a student's program of study. Application materials and program of studies must be submitted by the end of the first semester of graduate work, unless waived by the Graduate Dean.
4. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum for the GRE is a verbal and quantitative combination of

900. The minimum for the MAT is a raw score of 40.

5. Three letters of recommendation sent to the College of Graduate & Professional Studies.
6. During the last semester of graduate work, each graduate student will be required to take a written and an oral exit competency examination. Questions for the written phase will be drawn from course work completed in health and physical education by the student. After the written exam is evaluated, the student will undergo an oral investigation consisting of questions selected by members of the departmental graduate faculty. Any student who does not successfully complete the exit competency examination may be required to take additional course work or do individualized study to strengthen identified areas.

Program requirements:

The program consists of thirty-six (36) semester credit hours; depending upon course selection, either twenty-one (21), twenty-four (24), or twenty-seven (27) hours derived from seven (7), eight (8), or nine (9) required core courses. The balance of hours (15, 12, or 9) may be taken from approved physical education electives or a maximum of six (6) hours of approved free electives. Within the broad scope of course offerings, each program of study will be individually structured to accommodate needs and interests of the student while assuring mastery of the discipline of health and physical education.

Each student enrolled in this master's degree program will be expected to integrate components of research, apply contemporary technological and/or computer expertise, and practice effective written and oral communications skills through each phase of the program of study.

Depending upon program emphasis, seven (7), eight (8), or nine (9) courses in the curriculum are designated "Core Courses" and are required of all students.

Courses in the graduate curriculum represent four areas of emphasis within the discipline, plus independent study options. Through the process of developing a program of study, a student will be guided into a minimum of two courses within at least one emphasis area.

NINE (9), EIGHT (8) or SEVEN (7) REQUIRED CORE COURSES (21,24, or 27 HOURS)

PHED-501	<i>Historical, Philosophical, and Curricular Foundations of Physical Education*</i>
PHED-502	<i>Research Techniques in Physical Education</i>
PHED-503	<i>Methods of Analyzing Research Data</i>
PHED-505	<i>Motor Learning and Development</i>
PHED-506	<i>Applied Physiology of Exercise</i>
PHED-510	<i>Biomechanics of Sports Techniques</i>
HLED-501	<i>Nutrition</i>
PHED-507	<i>Special Problems in Physical Education/ Health**</i>
OR	
PHED-598	<i>Thesis I in Physical Education/ Health (3)**</i>
PHED-599	<i>Thesis II in Physical Education/ Health (3)**</i>

*PHED 501 is a required core course for only those students selecting the Curriculum emphasis.

**PHED 502 and PHED 503 are prerequisites for PHED 507 OR PHED 598 and PHED 599.

SCIENTIFIC BASES

PHED-504	<i>Psychosocial Aspects of Physical Activity</i>
PHED-509	<i>Preventive and Rehabilitative Aspects of Physical Activity</i>
PHED-511	<i>Special Topics in Physical Education</i>
PHED-512	<i>Special Topics in Physical Education</i>
HLED-511	<i>Special Topics in Health</i>
HLED-512	<i>Special Topics in Health</i>
PHED-534	<i>Physical Education for the Disabled</i>

ADMINISTRATION

PHED-517	<i>Intramural and Recreational Programs</i>
PHED-531	<i>Administration of Interscholar Athletics</i>
PHED-511	<i>Special Topics in Physical Education</i>
PHED-512	<i>Special Topics in Physical Education</i>
HLED-511	<i>Special Topics in Health</i>
HLED-512	<i>Special Topics in Health</i>

WELLNESS

HLED-502	<i>Drug and Substance Abuse</i>
HLED-503	<i>Human Sexuality</i>
HLED-504	<i>Public Health</i>

HLED-508	<i>Health and Epidemiology</i>
HLED-510	<i>Consumer Health</i>
HLED-511	<i>Special Topics in Health</i>
HLED-512	<i>Special Topics in Health</i>
PHED-511	<i>Special Topics in Physical Education</i>
PHED-512	<i>Special Topics in Physical Education</i>

CURRICULUM

PHED-533	<i>Elementary and Secondary School Physical Education</i>
HLED-506	<i>The School Health Program</i>
HLED-507	<i>Methods and Materials in Health Instruction</i>
HLED-509	<i>Methods and Materials of Sex Education</i>
PHED-511	<i>Special Topics in Physical Education</i>
PHED-512	<i>Special Topics in Physical Education</i>
HLED-511	<i>Special Topics in Health</i>
HLED-512	<i>Special Topics in Health</i>

INDEPENDENT STUDY (May apply to any area of interest)

PHED-507	<i>Special Problems in Physical Education/ Health</i>
PHED-598	<i>Thesis I in Physical Education/ Health</i>
PHED-599	<i>Thesis II in Physical Education/ Health</i>

List of courses:

HLED-501—Nutrition

Three Credit Hours

Study of primary nutrients essential to health with attention given to specific needs from infancy through adulthood. Current theories and practices related to physical and intellectual performance are also investigated. Contemporary topics are presented such as degenerative diseases, food-borne diseases, fad dieting, food additives, and sports nutrition.

HLED-502—Drug and Substance Abuse

Three Credit Hours

Study of characteristics of commonly abused chemicals and other substances and reasons for abuse. Attention will be given to methods of rehabilitation and prevention.

HLED-503—Human Sexuality

Three Credit Hours

Study of all facets of human sexuality in society.

HLED-504—Public Health

Three Credit Hours

A course designed to analyze public health trends, services, funding, and organization of local, state, and federal agencies.

HLED-506—The School Health Program

Three Credit Hours

Study of the total school health program and roles of a teacher within the program.

HLED-507—Methods and Materials in Health Instruction

Three Credit Hours

A course designed to prepare a potential health educator in teaching methods, teaching styles, and evaluation/assessment practices.

HLED-508—Health and Epidemiology

Three Credit Hours

A course designed to acquaint a potential health educator or public health worker with the science of epidemiology and techniques used in epidemiology.

*Prerequisite: PHED-305 (Measurement and Evaluation) or equivalent

HLED-509—Methods and Materials of Sex Education

Three Credit Hours

A course designed to prepare a health educator in promoting and teaching sex education in schools. Focus is on promotion, planning, and implementation of programs at all grade levels.

*Prerequisite: HLED-403 or 503 (Human Sexuality) or equivalent

HLED-510—Consumer Health

Three Credit Hours

A course designed to teach a student to be a smarter consumer in the health marketplace. Emphasis is on evaluation of health products and services and how these affect individuals.

PHED-501—Historical, Philosophical, and Curricular Foundations of Physical Education

Three Credit Hours

A course designed to acquaint a student with the history of physical education, philosophical thought of periods having greatest influence on modern programs and principles and practices of traditional and innovative curriculum development in physical education.

PHED-502—Research Techniques in Physical Education

Three Credit Hours

A course designed to acquaint students with procedures for conducting, evaluating, and applying research in physical education, including an understanding of fundamental research design.

PHED-503—Methods of Analyzing Research Data

Three Credit Hours

Study of parametric and nonparametric instruments and methodologies used to measure and evaluate various parameters considered essential to research in physical education.

Prerequisite: Statistics or Tests and Measurements

PHED-504—Psychosocial Aspects of Physical Activity

Three Credit Hours

Exploration of the field of sports psychology, including basic performance factors, perception, maturation and development, motivation, and behavior of individuals and groups.

*Prerequisite: Three credit hours of psychology

PHED-505—Motor Learning and Development

Three Credit Hours

Study of appropriate learning theories, and hereditary and environmental factors which influence learning and performance of gross motor skills.

*Prerequisite: Adolescent and Child Development or Motor Learning.

PHED-506—Applied Physiology of Exercise

Three Credit Hours

Study of effects of exercise upon various components of physical fitness. Analysis and interpretation of research in areas of cardiovascular-pulmonary adjustment, metabolic requirement, and heat regulation during exercise are among subtopics emphasized.

*Prerequisite: Human Physiology and/or undergraduate Exercise Physiology

PHED-507—Special Problems in Physical Education/Health

Three Credit Hours

An independent research-oriented study of a local problem or a specialized subject area that is not normally covered in existing courses.

*Prerequisite: PHED-502 Research Techniques or equivalent, and PHED-503 Methods of Analyzing Research Data or equivalent

PHED-509—Preventive and Rehabilitative Aspects of Physical Activity

Three Credit Hours

This course provides emphasis on roles of exercise and physical activity in prevention and rehabilitation of degenerative diseases.

PHED-510—Biomechanics of Sports Techniques

Three Credit Hours

Study and analysis of humans in motion, sport object motion, and forces acting upon animate and inanimate bodies. Basic cinematographic and non-cinematographic techniques are utilized in a variety of both general and specific sports skill applications.

*Prerequisites: Anatomy and Kinesiology

HLED or PHED-511 and HLED or PHED-512 — Special Topics in Health or Physical Education

Three Credit Hours

Opportunities which allow a graduate student to take up to two workshop or seminar-type courses within or beyond The Citadel program. Such courses address topics not normally offered by our graduate program. Each course taken under these headings must be appropriate for the student's program of studies and must have written approval of the Director of Graduate Studies in Health and Physical Education.

*Prerequisite: (May vary depending on the topic)

PHED-517—Intramural and Recreational Programs

Three Credit Hours

Study of historical, philosophical, theoretical, and practical bases of intramural and recreation programs.

PHED-531—Administration of Interschool Athletics

Three Credit Hours

Study of policies and procedures involved in interschool athletic administration.

PHED-533—Elementary and Secondary School Physical Education

Three Credit Hours

Study of progressively graded programs of activities for grades K-12. Theoretical as well as practical methods and materials are developed.

PHED-534—Physical Education for People with Disabilities

Three Credit Hours

Study of the legal, ethical, and practical definitions of people with disabilities with specific applications to sport and physical education.

PHED-598—Thesis I in Physical Education/Health

Three Credit Hours

Student will be directed to develop the research question or problem statement, define terminology, identify limitations and delimitations, and formulate hypotheses and purpose statements. A literature review critiquing previous research on the topic and a description of methodology to be used to solve the problem will be included. Chapters 1, 2, and 3 of the thesis will be completed and presented to the thesis committee for approval.

PHED-599—Thesis II in Physical Education/Health

Three Credit Hours

Student will be directed to report results, discuss findings in relation to the introduction and previous literature, identify recommendations and conclusions, and include a bibliography. Chapters 4 and 5 of the thesis will be completed with the entire thesis presented in an oral defense to the thesis committee for approval. The student will also be expected to submit the research for presentation at a state, regional, or national meeting or equivalent.

Master of Arts in Education

Social Science

Robert Steed, 843-953-6882

steedr@citadel.edu

Political Science & Criminal Justice Dept.

Mission statement:

The degree is designed to allow students to advance their knowledge in a number of social science disciplines: political science, criminal justice, sociology, psychology, anthropology, economics, geography, and professional education.

Its purpose is to offer students an opportunity to gain a broad background in the social sciences. For teachers it provides the means of enlarging their competence in this area, allowing educators to teach many of the social science courses which high schools are required to offer under state requirements. For other professionals, the program offers the opportunity to tailor a course of study relevant to professional advancement in a chosen career path.

Admission Requirements:

1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2. Submit to the CGPS official transcript(s)
3. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum for the GRE is a verbal and quantitative combination of 900. The minimum for the MAT is a raw score of 40. Individuals who fail to meet the minimum score requirement may be admitted to regular student status with a recommendation of the Associate Dean upon the completion of twelve or more hours of work with a minimum grade point average of 3.25.

The Department of Political Science and Criminal Justice requires the Master of Arts in Education with a major in Social Science degree to include not less than 18 hours in political science or criminal justice. Students who choose the MAE in Social Science degree must include the degree sequence graduate course work that assures learning and experience in three areas: humanistic aspects of education, behavioral science foundations, and research methods. The minimum total number of semester hours is thirty-six.

Required Program:

1. A minor in secondary education requires one course from each of the clusters below for a total of 9 hrs.

a) Humanistic orientation
EDUC-500 Foundations of American Education
EDUC-522 Critical Education Issues in Multicultural Society

b) Behavioral science foundation
PSYC-500 Human Growth and Development
EDUC-536 Educational Psychology
EDUC-593 Principles of Human Learning

c) Research
EDUC-512 Data Collection and Analysis

2. An additional twenty-seven (27) hours in social science are required as follows:

A) PSCI-505 Instructional Approaches to the Social Sciences
B) Fifteen Hours (5 courses) in political science or criminal justice
C) Nine hours (3 courses) in history, geography, economics, psychology, anthropology, sociology, and/or education.

Total: Thirty-six (36) hours.

List of Courses:

PSCI-502—The American Federal System

Three Credit Hours

This course will examine the origins of and the relationships between the national government and the state and local governments. Topics covered will include the nature of the federal system and overviews of the functions and powers of the national and state and local governments. Particular attention will be given to an evaluation of the policy-making process through a study of one or more policy areas such as urban policy, welfare policy, and environmental policy.

PSCI-503—The Politics of American Democracy: Political Behavior, Interest Groups, and Political Parties

Three Credit Hours

This course will examine the political process in the United States, including an analysis of public opinion, the mass media, political parties, interest groups, voting behavior, and elections. It will incorporate an introduction to the basic methods of data analysis in order to allow students to read and understand social science literature.

PSCI-505—Instructional Approaches to Social Sciences

Three Credit Hours

This course is designed to provide an overview of the social sciences, to show how they differ from the humanities and the natural sciences, to review how the scientific approach and the scientific method may be applied to the study of social sciences, and to introduce teachers to a variety of pedagogical techniques; special emphasis will be given to the use of technology in the teaching of the social sciences and will include instruction on the use of the internet, on the gathering and analysis of social science data, and the utilization of simulations in the classroom.

PSCI-506—Legislative Process

Three Credit Hours

A study of the organizations and procedures of a legislative body with attention on its role in policy formation and its relationships with other parts of a political and governmental system.

PSCI-507—American Presidency

Three Credit Hours

A study of the modern presidency with attention to its origin and its historical and constitutional development. Emphasis is placed on the examination of the various roles and functions of the President and on an analysis of presidents in action.

PSCI-509—Urban Politics

Three Credit Hours

A survey of urban areas and their development with emphasis on the politics of U.S. urban and suburban areas. Topics explored through lectures, seminars and student-led discussions of the professional literature include types of urban governance; urban demographics; suburbanization and gentrification; “urban sprawl”; the development of professionalized city planning; public administration and finance; pluralist competition in city regimes; race and politics; economic development; issues of federalism; and city-county consolidation and state-city relations.

PSCI-510—Topics in Political Science

Three Credit Hours

Selected topics that fit the needs of students as well as the specialized knowledge of the faculty. Topics could range from stability and change in the American political system to the best way to attain security in a nuclear-armed world.

PSCI-521—Advanced Placement: American Government

Three Credit Hours

This course reviews and examines the materials, methods, and approaches utilized in organizing and teaching the high school advanced placement course on American Government. Successful completion of the course satisfies the state requirement for certification to teach the advanced placement American Government Course.

PSCI-561—Law and Legal Process

Three Credit Hours

A general survey of the American legal process (except for the criminal justice process) with emphasis on the nature and function of law, the organization of legal institutions (primarily the state and federal judiciaries), an introduction to civil law and the civil justice process, the roles of judges and lawyers, the judicial decision-making process, and the impact of court decisions.

PSCI-570—The Civil Rights Movement

Three Credit Hours

An examination of the Civil Rights Movement from World War II to the present with extended attention given to the critical period from 1954 to 1965; the course will consider the impact of this “civil rights decade” on American politics and political behavior during the last third of the 20th century. Key events, organizations, and personalities will be examined, and continuing issues (such as affirmative action, majority-minority legislative districting, and racial typing) will be discussed. Secondary analyses will be supplemented by the use of videotapes, first-hand accounts, and primary documents to enhance students’ understanding of the movement and its effects.

PSCI-592—Political Theory

Three Credit Hours

Major theoretical writing from the ancient Greeks to the present day with emphasis on a comparison of ideas and on the relationships between theories and contemporary problems.

PSCI-662—Constitutional Law: Civil Rights and Liberties

Three Credit Hours

A study of the underlying and basic principles of the Constitution as reflected in the leading decisions of the United States Supreme Court with special attention directed to the Bill of Rights and the Thirteenth, Fourteenth, and Fifteenth Amendments.

CRMJ-510—Topics in Criminal Justice

Three Credit Hours

Selected special topics or problems in the general area of criminal justice to fit the needs of students as well as the specialized knowledge of the faculty.

CRMJ-560—Criminal Justice Agency Administration

Three Credit Hours

Seminar on the nature of criminal justice organizations, criminal justice personnel, and group behavior in criminal justice organizations. Organizational and management theories are analyzed and applied to contemporary structure. Innovative strategies are discussed, as is policy development consistent with jurisdictional variables.

CRMJ-561—Drugs and Crime

Three Credit Hours

This course of study explores and analyzes issues involving drugs and crime. Drug types, drug offenders, drug trafficking/global smuggling, money/laundering, law enforcement/interdiction, governmental response, domestic and international drug policy, drug-crime correlation, drug testing, and the drug relationship to other social problems are examined. Future trends and current dilemmas are investigated regarding the effectiveness of law enforcement, the “war on drugs”, and drug usage.

CRMJ-562—Comparative Criminal Justice Systems

Three Credit Hours

An examination of the ideology, structure, and justice processes of various criminal justice systems in the United States, Europe, Asia, Africa, Middle East and Latin America This comparative study involves the analysis of diverse social control, legal, police, court, correction, and juvenile systems from representative justice approaches around the world. Variations among countries in crime and deviance phenomena, as well

as, comparative normative values, practices, and ethics of justice system practitioners are explored. Contemporary dilemmas and issues involving crime and criminal justice practices among divergent justice schemes are discussed.

CRMJ-563 *Criminal Evidence*

Three Credit Hours

A graduate level discussion of types of evidence, collection of evidence, the chain of custody, and procedures relating to its introduction into judicial proceedings. Special attention is given to Fourth Amendment constitutional issues and the changing nature of the judicial order.

CRMJ-564—Juvenile Justice

Three Credit Hours

A study of juvenile delinquency and the operation of the American juvenile justice system. The course explores classical and contemporary theories of juvenile delinquency and status offending, as well as the effects of family, peers, school, gang affiliation, and drug usage on youthful offenders. In examining the juvenile justice system, the course investigates the historical development and individual operating components. (e.g, police, courts, and corrections) of the system. Consideration is given current and future issues involving youth and delinquency such as curfew, boot camp, youth violence, drug usage, and court waiver.

CRMJ-565—Corrections

Three Credit Hours

An overview of the American correctional system including prisons, jails, probation and parole. In addition to the historical development of punishment and corrections, the course explores issues involving the effectiveness of formal punishment, deterrence effects, punishment types, and the death penalty. Discussions also include prison inmate culture, prison gangs, prison life, inmate civil rights and litigation, problems and dilemmas of early release, probation, parole, and recidivism. Future trends and prospects for an increasing prison and parole population are discussed.

CRMJ-566—Ethics in Criminal Justice

Three Credit Hours

A study of the role of justice, ethics, and ethical behavior in the criminal justice process and practice. The course examines ethical issues regarding the applications of law enforcement, law, courts, and corrections in the justice mechanism. Consideration is given to the function of ethical conduct in the rule of law, use of authority, and exercises of governmental power in criminal justice. Ethical dilemmas and practical applications are explored.

SOCI-501—Social Determinants of Modern Life

Three Credit Hours

This course explores some of the major determinants of group life such as social structure, socialization, stratification, the major social institutions, and social change. In addition, attention will center upon population dynamics and migration and the effects which they exert upon community life.

ANTH-501—Physical and Cultural Adaptations

Three Credit Hours

This course begins by briefly tracing the origins of humans up to the present. This primate history is then used as a base for a more in-depth look at the range of variability of living peoples. Next, the growth and development of human cultures are examined, beginning with the nature and adaptation of bands and progressing through tribes and peasants to industrial societies.

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers two graduate psychology programs, one in Clinical Counseling (MA only) and the other in School Psychology (MA and Ed.S.). The two programs share 27 credit hours. These courses reflect the Department's recognition that all branches of psychology revolve around a common knowledge base with specializations being an extension beyond that base.

The Department of Psychology espouses a philosophical perspective of training and practice that stresses an empirical and applied approach to addressing psychosocial problems of clients. Most faculty members are engaged in clinical practice, research efforts, or both. Faculty members' activities are guided by a scientist-practitioner model, which emphasizes a scholarly approach to applications of psychology.

The Clinical Counseling (CC) program offers graduate education at the master's degree level for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program is accredited by the State Department of Education in South Carolina, the Masters in Psychology Accreditation Council (MPAC), and is a member of the Council of Applied Masters Programs in Psychology (CAMPP). Students enrolled in the Clinical Counseling program work to achieve a Master of Arts in Psychology degree by completing a total of 54 credit hours. The program includes 30 credit hours of core courses, 9 hours of advanced courses, 6 hours of electives, and 9 hours of field work. Field work is completed in agencies throughout the tri-county area and involves a 150 hour practicum and 600 hour internship. Students completing the Clinical Counseling program meet the educational requirements for licensure as Professional Counselors in South Carolina. A full description of the program is presented on page ???

The School Psychology program is built around the model of the school psychologist as a data-based problem-solver at the individual, organizational, and systems levels in school with an emphasis on the efficacy of outcomes for clients served. The program is a 75 semester credit hours program leading to the Education Specialist (Ed.S.) degree in

School Psychology and the academic eligibility for certification as a "School Psychologist II" in South Carolina and National Certification as a School Psychologist. The School Psychology program is fully accredited by the National Association of School Psychologists (NASP). Students can apply for the award of a Master of Arts in Psychology degree after completion of 39 semester hours from the School Psychology Program of Studies and approval of the Director of the School Psychology program and Head of the Department of Psychology. PSYC 599, Thesis, MUST be completed as part of those 39 hours. It should be noted that students are not eligible for certification as a school psychologist at the Masters level (i.e., this is not a terminal degree). A full description of the program is presented on page ???.

Information regarding both of these programs can be found on The Citadel's website at www.citadel.edu/academics/psyc/.

Master of Arts in Psychology: Clinical Counseling Program

William Johnson, 843.953.5320
william.johnson@citadel.edu
Psychology Department

Mission statement:

The mission of the Master of Arts in Psychology: Clinical Counseling program at The Citadel is to prepare students to become scholarly practitioners of psychosocial counseling in community agencies, including college counseling centers, hospitals, mental health centers, and social services agencies. The program emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems of a diverse population of individuals and families seeking mental health services in the community. The program's model blends didactic and experiential training to facilitate students' ability to utilize an empirical approach to assessment, goal development, intervention, and evaluation of services for a wide range of individuals and families experiencing a variety of psychosocial difficulties. It is the expectation of the program that students will be trained to be competent and ethical professional service providers who will apply a scholarly perspective as well as compassion and caring to their work.

Admission requirements:

Admission to the Clinical Counseling Program is based on a competitive review of all application materials. All applicants must request admission packets from the CGPS Office and submit for review:

1. An official transcript of the baccalaureate degree and all other undergraduate work from an accredited college or university. Minimum requirements for consideration include an overall undergraduate grade point average of 2.5 (or graduate grade point average of 3.0);
2. The Graduate Record Examination (GRE) score of 1000 (minimum of 450 on verbal and quantitative section) or a score of 50 or higher on the Millers Analogies Test (MAT);
3. A completed admissions questionnaire and application;
4. Two letters of reference.

Students who have completed a master's degree must provide documentation of this degree for the GRE/MAT requirement to be waived. Students requesting a transfer from another Master's program must provide documentation of a GRE or MAT score (copies are acceptable) in order to complete requirements for application to the Program.

Application materials can be requested from the College of Graduate and Professional Studies, The Citadel, Charleston, South Carolina 29409; (843) 953-5089. All application requirements must be completed and materials submitted to the College of Graduate and Professional Studies by March 15 to be considered for fall admission in the Clinical Counseling Program.

Program requirements:

The Master of Arts in Psychology: Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The curriculum consists of a total of 54 credit hours, including 30 credit hours of core courses, 9 hours of advanced courses, 6 hours of electives, and 9 hours of fieldwork. Fieldwork is completed in agencies throughout the tri-county area and involves a 150-hour practicum and 600-hour internship. Students who successfully complete this program (and take Career Counseling as one of their elective courses) meet the educational requirements for professional licensure as a Professional Counselor in South Carolina. The program addresses the development of counseling skills in a variety of treatment modalities, including individual, family and group. While approximately 10% of graduates have sought and gained admission to doctoral programs, the program is designed as a terminal masters degree program. The program is a member of the Council of Applied Master's Programs in Psychology and is accredited by the Masters in Psychology Accreditation Council.

The MA degree will be conferred on students who have successfully completed the requirements of the program with a minimum GPA of 3.0. For the elective

thesis option, a written presentation as well as oral defense of the student's research before a faculty committee is required. All students must successfully complete a comprehensive examination after completing their ten core courses (see below) and must complete a written and oral presentation of a case study for a panel of faculty members as part of the internship requirement in order to complete the program. Students must complete all course requirements within a 5-year period from the date of initial enrollment. The average length of time to completion is 3½ years.

**Required program for Clinical Counseling Students:
Core Courses:**

Course	Credit	Hours
PSYC-500	Human Growth and Development	3
PSYC-501	Application of Learning Theory	3
PSYC-507	General Psychopathology: Assessment and Differential Diagnosis	3
PSYC-508	Counseling and Personality Theories	3
PSYC-514	Ethics and Mental Health Law	3
PSYC-523	Statistics and Research Design	3
PSYC-525	Basic Counseling Techniques	3
PSYC-549	Applied Measurement Techniques	3
PSYC-553	Introduction to Family Dynamics	3
PSYC-561	Social-multicultural Perspectives	3
PSYC-599	Thesis (3 credit hours), is optional for students in the Clinical Counseling program.	

Students completing the Clinical Counseling curriculum must complete a comprehensive examination successfully to be permitted to take the following Advanced Courses:

Advanced Courses:

Course	Credit	Hours
PSYC-552	Group Counseling Techniques	3
PSYC-611	Clinical and Professional Issues in Counseling	3
PSYC-644	Advanced Counseling Techniques	
ELECTIVE*		3
ELECTIVE*		3
PSYC-629	Practicum: Clinical Counseling	3
PSYC-651	Internship I	3
PSYC-652	Internship II	3
*Electives (Student chooses two):		
PSYC-558	Family Systems	
PSYC-602	Social and Biological Basis of Child and Adolescent Behavior	
PSYC-603	Affective and Cognitive Interventions: Child/Adolescent	
PSYC-636	Sexual Issues in Counseling	

EDUC-550	Career Counseling (requirement for Licensed Professional Counselor)
PSYC-555	Special Topics: Alcohol and Substance Abuse Counseling
PHED-511	Special Topics: Sports Psychology

See course descriptions for Psychology courses beginning on page ???Field placement requirements:

Clinical Counseling students complete one 150-hour practicum and one 600-hour internship providing clinical services in a community agency subsequent to successful completion of PSYC-644 and PSYC652. Field placement opportunities are available in many agencies within the tri-county area and are listed on the website.

Students who have completed graduate work elsewhere but who desire admission to one of the Clinical Counseling practicum/internships for licensure or professional development reasons must receive formal approval by the Clinical Counseling Committee. Additionally, such students will be required to take the following three courses at The Citadel prior to admission to practicum:

- PSYC-508 Counseling and Personality Theories
- PSYC-552 Group Counseling Techniques
- PSYC-644 Advanced Counseling Techniques

The Citadel has adopted this policy because of its ethical responsibilities to practicum agencies, the clients of the agencies, and to the students. Without this background of experience with students, The Citadel is not in a viable position to attest to the student's readiness for the practicum/internship placement.

List of Psychology Courses begins on Page 94.

*Master of Arts (M.A.) in Psychology
Education Specialist Degree (Ed.S.) in School Psychology
Nancy Bell, 843-953-5320
nancy.bell@citadel.edu
Psychology Department*

Mission:

The mission of the Specialist in Education (Ed.S.) program in School Psychology is to prepare students to become scientist practitioners. This model sees the school psychologist as a data-based problem solver at the individual, the group, and the systems level. The concept includes the interaction of the student in the classroom, the school system, the family and the community. The Ed.S degree emphasizes application of psychological principles, knowledge, and skills in relating to the process and problems of education. The program is approved by the South Carolina Department of Education, and graduates are eligible for certification at the School Psychology II level. The program is also accredited by the National Association of School Psychologists (NASP, 1993), the National Association of State Directors of Teacher Education Certification (NASDTEC, 1993) and the National Council for Accreditation of Teacher Education (NCATE, 1989).

Admission requirements:

Admission to the School Psychology Program is based on a competitive review of application materials. All applicants must request admission packets from the CGPS Office and submit for review:

1. An official transcript of the baccalaureate degree and all other undergraduate work from an accredited college or university. Minimum requirements for consideration include an overall undergraduate grade point average of 2.5 (or graduate grade point average of 3.0).
2. The Graduate Record Examination (GRE) score of 1,000 (minimum of 450 on each section: verbal and quantitative) or a score of 50 or higher on the Millers Analogies Test (MAT).

3. A completed admissions questionnaire and application.

4. Two letters of reference.

Application materials can be requested from the College of Graduate and Professional Studies, The Citadel, Charleston, South Carolina 29409: (843) 953-5089. All application requirements must be completed and materials submitted to the College of Graduate and Professional Studies by March 15 to be considered for summer and fall admission and October 15 for spring admission.

Students requesting to transfer to the School Psychology program from another Citadel graduate program are reviewed under a streamlined process. Students must complete a short-form application which is available from the College of Graduate and Professional Studies office. The completed application, academic progress to date, and feedback from Citadel faculty will be utilized to determine admission. Please direct all questions regarding admissions or the transfer process to the Coordinator of Admissions, Dr. Kerry Lassiter.

Program requirements:

The Ed.S. degree in School Psychology consists of 75 semester hours with 4 interacting components:

1. Core knowledge courses focusing on psychological foundations with emphasis on the role, functions, and scope of the profession of school psychology (30 hours).

- | | |
|--------------|--|
| a. PSYC 500: | Human Growth and Development |
| b. PSYC 501: | Application of Learning Theory |
| c. PSYC 507: | General Psychopathology: Assessment & Differential Diagnosis |
| d. PSYC 508: | Counseling and Personality Theories |
| e. PSYC 512: | Ethics, Roles, & Issues: School Psychology |
| f. PSYC 523: | Statistics and Research Design |
| g. PSYC 525: | Basic Counseling Techniques |
| h. PSYC 549: | Applied Measurement Techniques |
| i. PSYC 553: | Introduction to Family Dynamics |
| j. PSYC 561: | Social-multicultural Perspectives |

2. Advanced knowledge and skills courses which emphasize the knowledge and skills more specific to educational settings (15 hours)

- a. PSYC 502: Psychological & Educational Exceptionalities: Child/Adolescent
- b. PSYC 602: Social & Biological Basis of Child & Adolescent Behavior
- c. EDUC 528: School Administration
- d. EDUC 590: Reading Diagnosis and Remediation
- e. EDUC 601: School Law

3. Courses critical to functioning as a data-based problem-solver and provide supervised, hands-on training in assessment and intervention skills within school settings (27 hours).

- a. PSYC 503: Objective Assessment
- b. PSYC 504: Special Techniques in Assessment
- c. PSYC 505: Practicum I: Personality & Social Assessment
- d. PSYC 601: Practicum in School Psychology II
- e. PSYC 603: Affective/Cognitive Interventions: Child/Adolescent
- f. PSYC 605: Systems Theory & Consultation: Prevention and Intervention
- g. PSYC 606: Behavioral, Instructional, and Educational Interventions
- h. PSYC 621/622: Internship in School Psychology I/II (6 hours total)

4. Experience as a scientist practitioner in gathering and analyzing data (3 hours).

PSYC 599: Thesis (**must be completed prior to award of the M.A.**)

Students in the School Psychology program who successfully complete the 75 semester hours and other Program requirements (see Handbook of School Psychology) are awarded the Ed.S. degree. Students must complete all course requirements within a 5-year period from the date of initial enrollment. Internship requirements must be completed within 2 years of the completion of course work or 7 years from date of initial enrollment. Students may apply for a Master of Arts in Psychology degree on the way to the Ed.S. after completion of 39 semester hours from the School Psychology Program of Studies, 3 of which must be the thesis.

Internship requirements:

School Psychology students must complete all course work before placement in an internship setting (including thesis). Students will be required

to spend a minimum of 1200 clock hours in supervised internship.

Program Sequence:

PSYC 503, 504, 505, and 601 **must** be taken in prescribed sequence, with each course building on the preceding one incrementally. The intervention courses (PSYC 603, 605, and 606) must be completed prior to (or taken concurrently with) PSYC 601 (Practicum in School Psychology II) to allow for further practical experience with intervention skills within the schools. There is also a research sequence comprised of three courses (both PSYC 549 and 523 must be completed prior to taking PSYC 599: Thesis). **Please note that ALL full-time school psychology students must be enrolled in PSYC 503 during their first Fall semester enrolled in the program in order to avoid extension of their course work one year.**

List of all Psychology Graduate Courses:

PSYC-500—Human Growth and Development Three Credit Hours

An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

*Prerequisite: none

PSYC-501—Application of Learning Theory Three Credit Hours

An investigation of the major learning theories and how they apply to the treatment of children and adults. The course will survey the major learning theories and research as they apply to conditioning, social learning, perception and attention, memory, motivation, human information processing, learning concepts, higher order thinking skills, and behavior management.

Applications of these findings to assessment and treatment will be emphasized.

*Prerequisite: None

PSYC-502—Psychological and Educational Exceptionalities: Children and Adolescents

Three Credit Hours

This course is an overview of child and adolescent educational and behavioral disorders. The course will focus on definition, etiology, epidemiology, diagnosis, and treatment/intervention. Overlap and distinguishing characteristics of educationally and psychiatrically defined disorders will be emphasized.

*Prerequisites: None

PSYC-503—Objective Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an introduction to the administration, scoring, and interpretation of measures of intelligence and visual-motor abilities. The student will have practical experiences in the use of appropriate instruments. Each student must demonstrate proficiency with these instruments with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.

*Prerequisites: PSYC 523 or PSYC 549 (or taken concurrently with)

PSYC-504—Special Techniques in Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an advanced assessment course, building on skills learned in PSYC503, where students gain practical experience with intelligence, achievement, visual-motor measures as well as adaptive behavior and preschool assessment. Emphasis is on integrating information from all sources (i.e., problem analysis) into information utilized in intervention planning within the problem-solving model.

*Prerequisites: PSYC-503

PSYC-505—Practicum: Personality and Social Assessment

Three Credit Hours

Students will have supervised, field-based experiences in assessment with focus on acquiring and interpreting information on behavioral tendencies and styles with special attention to school

age children and youth. Student will have practical experience in the use and interpretation of projective, objective, and observational techniques. Field experience will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning, and intervention at multiple levels across systems.

*Prerequisite: PSYC-503 and PSYC-504

PSYC-507—General Psychopathology Assessment and Differential Diagnosis

Three Credit Hours

A study of the major mental illnesses delineated in DSM-IV. The course will have a particular focus on differential and overlapping symptomatology within and across major classes of disorders. Models of assessment will be matched with specific symptom patterns. Continuity and overlap of normal and deviant behavior will be recognized. Additionally, students will examine the etiological and epidemiological factors in psychopathology.

*Prerequisite: none

PSYC-508—Counseling and Personalities Theories

Three Credit Hours

This course is designed to provide a balanced and systematic study of the major counseling and personality theories. The course will integrate personality theory (including assessment and research techniques), and normal, and abnormal personality with a particular emphasis on therapeutic application of the major theories of counseling intervention.

*Prerequisite: PSYC-500

PSYC-512—Ethics, Roles, and Issues: School Psychology

Three Credit Hours

This course will provide a survey of the field of school psychology. The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem-solving model of school psychology that is empirically driven and intervention focused

within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.

*Prerequisite: None

PSYC-514— Ethics and Mental Health Law

Three Credit Hours

This course is designed to provide the Clinical Counseling student with a broad overview of professional issues related to counseling, including reference to current and historical role issues and emphasis on matters of ethics and mental health law related to the counseling profession. Particular attention will be given to the examination of ethical principles and mental health law relevant to the potential conflicts/dilemmas arising in the course of counseling practice (e.g., suicide, homicide, role conflict, multiple relationships, etc.). Issues specific to service delivery to minorities and special populations will be addressed, as will possible ethical conflicts arising within particular counseling modalities (e.g., marital and family counseling, group counseling).

*Prerequisite: None

PSYC-523—Statistics and Research Design

Three Credit Hours

Course will focus on descriptive and inferential statistics as tools for exploration of quantitative research methods. Students will develop competence in generating basic research designs to answer questions in schools, agencies, and practice.

*Prerequisite: None

PSYC-525—Basic Counseling Techniques

Three Credit Hours

Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance.

*Prerequisite: none

PSYC-549—Applied Measurement Techniques

Three Credit Hours

This course is designed to prepare students to become intelligent users of assessment information within the clinical decision-making process. The primary focus is on understanding the philosophical and statistical properties of measurement instruments, developing an understanding of the advantages and limitations of assessment approaches, enhancing sensitivity to social and ethical issues in assessment, and using an integrative approach for applying the results of assessment to diagnosis and the clinical decision-making process.

*Prerequisite: None

PSYC-552—Group Counseling Techniques

Three Credit Hours

This course provides students with an understanding of the role of the group counseling/psychotherapy modality in therapeutic settings. Focus is on the major components of group counseling/psychotherapy, including: client selection and preparation for group; attributes and behaviors of effective group counselors; group dynamics and group processes; stages of group development; therapeutic factors associated with groups; and methods/procedures used in group counseling/psychotherapy.

*Prerequisite: The student must have completed all core courses and the comprehensive examination successfully.

PSYC-553—Introduction to Family Dynamics

Three Credit Hours

This course is designed to serve as an introduction to the various schools of family therapy. Students will study the historical context and underlying pragmatic assumptions inherent in the diverse schools. Students will survey the major contributors to each theoretical perspective and examine techniques unique to each perspective.

*Prerequisite: PSYC-500

PSYC-555—Special Topics in Psychology

Three Credit Hours

This course is designed to provide service providers and students with information and knowledge regarding contemporary psychological and social problems. Various topics will be offered as the need arises. This course varies across semesters. Students must obtain approval from their advisor to include this course as an elective.

PSYC-558—Family Systems

Three Credit Hours

This course is a fundamental introduction to the systems approach to intervention. Models will be taught which integrate information regarding the marital, sibling, and individual subsystems, as well as the family of origin and external societal influences. Developmental aspects of family functioning will be considered in this context. Students interested in obtaining the LMFT should complete this course.

*Prerequisite: PSYC-553

PSYC-561—Social-Multicultural Perspectives

Three Credit Hours

This course uses principles of social psychology to examine the influences of cultural, ethnic, minority, gender, and life-styles on psychological, educational and social development. Particular attention will be focused on variations in experiences and perceptions of individuals from divergent backgrounds as these impact on educational and psychological environments. Students will be provided practical experiences that will enable them to shift focus from their own perspectives.

*Prerequisite: PSYC-500

PSYC-599—Thesis

Three Credit Hours

A supervised applied research project related to a topic or issue in psychology. A prospectus, to be approved by the supervising faculty member, shall detail the nature of the study and the methodology to be used. The thesis shall be submitted according to designated format, and its acceptance (and the award of credit) shall depend upon an oral defense before departmental faculty. The student will also be expected to submit the research for presentation at a state, regional, or national psychology association meeting or equivalent.

*Prerequisite: Completion of PSYC-523 and 549

PSYC-601—Practicum in School Psychology: II

Three Credit Hours

This practicum is seen as part of the final capping off” of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school

psychologists. Students will apply this data to problem analysis and recommend or implement appropriate interventions that are supported by intervention monitoring and adhere to best practices in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified school psychologists.

*Prerequisite: PSYC-503, PSYC-504, and PSYC-505

PSYC-602—Social and Biological Basis of Child and Adolescent Behavior

Three Credit Hours

This course is an advanced course with a contemporary focus on the child and adolescent with particular attention to biological and social forces that shape development. Developmental processes will be examined through a review of current research. Part of the course will focus on cultural/technological forces (e.g., computers, television, video games) which are particularly important to today’s youth and which are important forces impacting on development.

*Prerequisite: PSYC-500

PSYC-603—Affective and Cognitive Interventions: Child/Adolescent

Three Credit Hours

This course is critical to problem recognition and intervention in the School Psychology programs data-based problem-solving model. The course will encompass the discussion and application of the theories of child and adolescent development to the formation of an empirically-based framework for the treatment of children and adolescents. Within this conceptual framework, students will learn to employ empirically-based treatments and to evaluate innovative treatment programs. Demonstration of such learning will be exhibited in a presentation of a case study with a child experiencing some academic and/or emotional difficulty. Through this case study, students will combine the scientist-practitioner model into a data-based problem solving approach to intervention with a youngster in need of school psychology intervention.

*Prerequisite: PSYC-501 and PSYC-507

PSYC-605—System Theory and Consultation: Prevention and Intervention

Three Credit Hours

This course is critical to the intervention stage of the School Psychology program’s data-based problem-

solver model. School psychology students will develop skills in systems theory and intervention, consultation, and alternative delivery services to schools. Traditional test-and-place perceptions will be replaced with perceptions based on the principles of prevention, consultation, alternative intervention methods, and intervention progress monitoring. Students will cover systems theories and models of consultation to include mental health consultation, behavioral consultation, organizational change, and collaborative decision-making as well as primary/secondary prevention methods with a focus on the learning and psychology of the school age child/adolescent. Interventions that promote positive school cultures will be examined across classroom, school, family, and community systems.

*Prerequisite: PSYC-512

PSYC-606—Behavioral, Instructional, and Educational Intervention

Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating instructional and education interventions that improve the psychological and learning environment for children and adolescents. Students will cover behavioral principles and models and techniques of instruction and education. Students will be expected to be able to implement interventions that promote positive learning for children and adolescents in an atmosphere conducive to learning. Students will also be expected to focus on means whereby they can help improve the effectiveness of teachers and administrators.

*Prerequisite: PSYC-501

PSYC-611—Clinical and Professional Issues in Counseling

Three Credit Hours

Counseling does not occur in a vacuum and clinical counselors working within the community must possess basic knowledge of a number of topics that affect the provision of care to clients. This course addresses a number of topics that relate to the practice of counseling. Topics to be addressed include: 1) licensure and professional development; 2) advanced personality theory with a focus on assessment and treatment of personality disorders; 3) psychopharmacology for the

non-physician; and 4) use of empirically validated treatments.

*Prerequisite: The student must have completed all core courses and the comprehensive examination successfully.

PSYC-621/622—Internship in School Psychology: I and II

Three Credit Hours Each

A field placement in school psychology utilizing either a clinic setting (for no more than half the internship) and/or a public school setting in which the student works under the direct supervision of a certified school psychologist in conjunction with The Citadel Coordinator of School Psychology Practicum and Internships. Internship training represents the cumulative experience and the synthesis of all course work and practice. The goal is to prepare the intern for independent function as a school psychologist, i.e., data-based problem-solver, capable of providing a full range of services with a multiculturally diverse client population. Students are required to complete 1200 clock hours (PSYC-621 and 622) of supervised internship experience.

*Prerequisite: Completion of all other course work for the Ed.S. degree (including thesis).

PSYC-629—Practicum: Clinical Counseling

Three Credit Hours

This course is a supervised field experience for community counseling students who are at the end of their program. The practicum consists of 150 hours of work within a community agency. In addition to working with clients in the community, students experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. The practicum course integrates previous course experiences with counseling skills. The student will complete a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the practicum experience.

*Prerequisites: Completion of all prior course work (may take elective with Practicum). Note that permission of advisor is required during the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion of coursework and demonstration of readiness to function in a professional role in the community.

PSYC-636—Sexual Issues in Counseling

Three Credit Hours

This course provides an overview of psychological and biological issues in sex therapy. It examines the major schools in sexual counseling and methods of

intervention. Relationship to marital therapy and systems theory is explored.

*Prerequisite: PSYC-553

PSYC-644—Advanced Counseling Techniques

Three Credit Hours

This course is designed to prepare clinical counseling students for the practicum experience. The student will implement and apply previous learning of theory, techniques, and understanding of the therapeutic process through experiential and didactic methods. The student will develop increased knowledge of the counseling process, including assessment, case conceptualization, diagnostics, and intervention strategies. The student will complete a comprehensive case study integrating theory, research, and practical issues in the “treatment” of a simulated client.

*Prerequisite: The student must have completed all core courses and the comprehensive examination successfully.

PSYC-651/652—Internship: Clinical Counseling

Three Credit Hours Each

The internship is a supervised field experience consisting of 600 hours of work in a community agency. It involves continued refinement of counseling skills developed over the course of the student’s program. The student will complete and present a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the internship experience.

Prerequisites: Completion of all prior course work (may take elective with Practicum). Note that permission of advisor is required during the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion of coursework and demonstration of ability to function in a professional role in the community.

*Prerequisite: Completion of all prior course work, including Practicum (may take elective with Internship)

Undergraduate Programs

While courses in the College of Graduate and Professional Studies cover a wide variety of areas and are open to interested persons from diverse backgrounds, these three undergraduate degrees are offered: bachelor of science in business administration; bachelor of science in civil engineering; and bachelor of science in electrical engineering. Each of these degree programs is offered in cooperation with Trident Technical College. The first two years of each program is taken at Trident Technical College. The junior and senior years are completed at The Citadel through evening and summer courses offered by The Citadel’s College of Graduate and Professional Studies. The degree is awarded by The Citadel.

In each of the undergraduate degree programs offered by the College of Graduate and Professional Studies, a minimum of 36 of the total required credit hours must be taken at The Citadel. Credits gained through AP, CLEP, or any other “testing out” process may not be counted among those 36 credit hours. Acceptability of transfer credits is governed by the policy described under the Transfer Credits section below.

Spring, fall, and summer schedules of the College of Graduate and Professional Studies are available from the office in that College. Information on programs, classes, and fees can be obtained from the office of the College of Graduate and Professional Studies also. Information on financial aid is available through the Office of Financial Aid and Scholarships.

Admission

Because of community service orientation, the College of Graduate and Professional Studies permits participation by students in non-degree status as well as those who are pursuing an undergraduate degree.

Non-degree seeking students. Non-degree seeking students are permitted to participate under the following conditions:

1) Students who provide documentation of having graduated from an accredited high school or having

completed the General Education Development (GED) examination may register for up to 15 credit hours of course work for personal or professional development.

2) Persons age 60 or above may enroll tuition-free in courses in the College of Graduate and Professional Studies on a space-available basis. All other fees must be paid.

3) High school seniors may be permitted to register for a maximum of two courses and the associated labs in the College of Graduate and Professional Studies on the basis of written recommendation from their high school guidance counselor or principal.

4) Transient students who wish to enroll in course work for transfer to another institution must present evidence that they are in good academic standing at their home institution.

5) Students who are in cadet status and are enrolled in the Corps of Cadets for a fall or spring semester are not eligible to enroll in the College of Graduate and Professional Studies courses. Students who are in cadet status and are not currently enrolled in the Corps of Cadets, but who have not been given a conduct or academic discharge, may, with the prior approval of the appropriate Dean, take a limited number of credit hours in the College of Graduate and Professional Studies. A cadet who has been expelled from The Citadel is not eligible to attend any class at The Citadel—day, evening, or summer. A cadet who has been suspended or dismissed is not eligible to attend any class at The Citadel—day, evening, or summer—until accepted for readmission to the College.

Degree-seeking transfer students. A student may be accepted into degree-seeking status in the College of Graduate and Professional Studies under two conditions:

- a. The Citadel and Trident Technical College have an articulated agreement that permits a student to complete the first two years of study in engineering or business administration at Trident Technical College. These credits are transferred to The Citadel where a student can complete the final two

years for a Bachelor of Science Degree in Business Administration, Civil Engineering, or Electrical Engineering. A student who completes in its entirety the Trident portion of one of these programs needs only to submit an official transcript from Trident Technical College and certificate of completion in order to be admitted for the final two years of study in the College of Graduate and Professional Studies. Details of the 2+2 programs are available in the office of College Graduate and Professional Studies, Room 101 Bond Hall. These three programs are outlined in this catalog under their respective departments.

- b. Adult applicants (students 25 years of age or older) may be admitted into degree-seeking status if they have transfer credit from other accredited institutions that meet the requirements of the first two years of the degree program they wish to pursue. The student must provide the College of Graduate and Professional Studies official transcripts from all other colleges attended. Admission is based on prior college-level academic performance and confirmation of completion of all coursework for the first two year of the degree program. Applicants whose prior college-level academic performance is questionable may be permitted to enroll in a limited number of courses in a probationary status. Upon completion of the first 15 semester hours with a grade point ratio of at least 2.0, the adult student will be admitted to degree-seeking status in the selected major. If this minimum grade point ratio is not achieved within the first 15 semester hours, admission will be denied and participation in the College of Graduate and Professional Studies will be terminated.

College Level Examination Program

Through College Level Equivalency Program (Clep) Subject Examinations, students are permitted to earn college course credits for knowledge they have gained in certain subject areas prior to beginning their college experience. Students are permitted to earn credits through CLEP only during their first

semester at The Citadel. After the student has completed one semester at The Citadel, no course credits may be earned through CLEP.

CLEP credits may be earned under the following conditions:

1. Since all CLEP examinations are not accepted by The Citadel, the student must obtain prior approval through the Office of the Registrar.
2. The score earned must meet or exceed the current minimum score recommended by CLEP for that subject area exam.
3. The amount of credit will be determined by the scope of the material measured.
4. Because of the laboratory experience is such an intergral part of the Core Curriculum Science Requirement, credit for only the lecture portion of a science course may be earned through CLEP. The lab portions must be earned through a laboratory course.
5. Because basic skills of listening to and speaking a language are such critical components of the Core Language Experience, completing any portion of this requirement through CLEP must be approved by the head of the Department of Modern Languages.

A complete listing of courses for which credit may be awarded through CLEP is available in the Office of the Registrar.

Cross-Registration Program

The Cross-Registration Program is an agreement between The Citadel, College of Charleston (University of Charleston), Charleston Southern University, Medical University of South Carolina, and Trident Technical College. It is intended to apply to full-time students who are in good academic standing at their institutions. When these students need to take courses that are not offered at the home institution, they may, with the approval of appropriate officials from the home and host institutions, enroll in these courses at no cost at another institution which is participating in the Cross-Registration Program. This Program is intended to apply only during the fall and spring

semesters. The student will be charged normal tuition and fees for courses taken at any Cross-Registration institution during a Maymester, interterm, or summer session. Courses completed under this Program will be treated as transfer credits, will not be reflected on The Citadel's transcript, and will not affect the student's Citadel GPR. To be accepted by The Citadel as transfer courses, prior approval forms from the Registrar's Office must be completed, a grade of C or higher must be earned, and official transcripts must be sent to The Citadel by the host institution. Under extremely extenuating circumstances, the student may petition the Dean responsible for his or her academic program to permit course(s) taken under the Cross-Registration Program to be listed on The Citadel's transcript and affect the student's Citadel GPR.

Grades

Only letter grades are given to evaluate a student's progress. The following definitions of letter grades are applicable:

1. "A" represents superior attainment on the part of the student.
2. "B" represents work that is clearly above the average, but not superior.
3. "C" represents average attainment on the basic standards set for the course.
4. "D" represents minimum attainment of the basic standards.
5. "F" represents failure.
6. "W" represents withdrawal from a course prior to the official deadline which is indicated in the college calendar and is no earlier than the Wednesday following the midterm grading period. Beyond that point, students will receive the grade of "F" should they fail to complete the course or complete it unsuccessfully. Under extenuating circumstances, the grade of "W" may be awarded after the established deadline to withdraw from a course. Such an action is taken only upon the recommendation of the instructor and requires the concurrence of the Dean responsible for the student's academic program. Supporting evidence is the responsibility of the student and must be submitted in writing to the responsible Dean.

7. The notation of "I" (for Incomplete) is used in instances when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of "I," students' work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. The grade of "I" must be cleared during the next semester in residence or within one year, whichever comes first, or the "I" become an "F." The summer session will not be considered a semester in this case. Students may not officially enroll in a course in which they currently have an "I." An extension of time due to extenuating circumstances may be authorized by the Dean responsible for academic program upon the recommendation of the instructor. The removal of the incomplete is the responsibility of the student.

Should a student fail to complete a semester or summer session for any reason, the grade in each course in which the student is then enrolled shall be "F," "I," or "W" as determined by the individual faculty member in consultation with the responsible Dean.

No numerical symbol, bracket, or percentage is assigned the equivalent of any grade. Arbitrary distribution of grades according to some formula or curve is not permitted. However, by means of departmental supervision and consultation between instructors, every effort is made to obtain consistent standards within the department.

Students are expected to use proper grammar in all their course work, whether written or oral. Proper usage is expected at the college level and is required by all professors.

Any change of grade deemed necessary by the faculty member concerned must be based on instructor error and made within one month after the beginning of the next semester in attendance following the recording of the grade. In no case will a grade be changed after

one month into the second semester after it was awarded. The summer session will not be considered a semester in this case. After grades in a course have been submitted to the Registrar's Office, every request for a change of grade must be approved by the department head or appropriate associate dean and the Dean responsible for the academic program.

Grade reports are provided at the end of each semester and summer session.

Process for Petitioning to Change a Grade of Record

It is the responsibility of the course instructor to award the final grade in a course. If a student wishes to question the final grade awarded in a course, he or she must first confer with the course instructor. If the student is not satisfied after this discussion with the instructor, he or she may contact the appropriate academic department head or associate dean. If the matter remains unresolved, the student may present his or her concerns in writing to the dean responsible for the academic program in which the course in question was taught. The dean reviews the case and makes the final decision. There is no further appeal regarding a grade of record.

Grade-Point Ratio Computation

In computing a grade point ratio, grades are weighted as follows:

Grade	Quality-Points Per Semester Hour
A	4
B	3
C	2
D	1
F, I, W	0

The grade-point ratio for any semester is determined by dividing the total number of quality points earned by the total number of hours for which the following grades were received: A, B, C, D, or F.

The cumulative grade-point ratio on which graduation, academic probation, and academic discharge are based is determined by dividing the number of quality points earned at The Citadel by the number of quality hours attempted at The Citadel. The number of quality hours for this purpose includes **all credit hours attempted** at

The Citadel for which the following grades were received: A, B, C, D or F. The number of quality points earned includes **all** quality points associated with quality hours earned at The Citadel. The Citadel does not recognize plus and minus grades.

Taking or Repeating Courses to Improve the GPR

A student may not take or repeat a course that is taught at a lower level than or serves as a prerequisite for a course that the student has already completed.

Courses may be repeated under the following conditions:

1. No course may be repeated once a grade of "B" or higher has been earned.
2. If a course is repeated, the last grade of record is used to determine whether the course requirements for graduation have been met.
3. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.
4. All grades from repeated courses are included in computing the student's grade point ratio.

Transfer Credits

Normally, only courses which are comparable in content and credit hours to specific courses offered by The Citadel and in which grades of "C" or better have been earned at an accredited institution will be considered for transfer. However, the Dean responsible for the academic program in which the student is majoring may accept for transfer to meet General Elective credits courses that are not offered by The Citadel but which are considered to be worthy of credit as electives and in which grades of "C" or higher have been earned. The respective department heads or associate deans, as appropriate, have responsibility for considering all transfer courses that are comparable to courses offered by The Citadel. **Course work taken at another college and accepted for transfer by The Citadel need not be applicable to a student's major.** Courses transferred from another college will not be noted in the student's grade-point ratio at The Citadel. Transcripts sent from other colleges to The

Citadel become the property of The Citadel and cannot be issued to the student or a third party.

To ensure that courses taken away from The Citadel will be accepted for transfer, students **must** obtain written, prior approval through the Office of the Registrar.

All transfer credits are provisional. If an academic unit determines within a reasonable period of time after classes begin that the student is not prepared to take a course for which the course transferred is a prerequisite, the allowance of credit is withdrawn, and the student must take the prerequisite course at The Citadel.

Catalog of Record

The catalog bearing the number of the academic year in which students enter The Citadel will be their catalog of record for matters of academic policy.

When a student is readmitted after an absence of at least three academic semesters (summer sessions will not be considered as semesters for this purpose), the catalog bearing the number of the academic year in which the student is readmitted will be the catalog of record for matters of academic policy and graduation requirements.

Degrees

The degree of Bachelor of Science in Business Administration is awarded to students who complete satisfactorily the program in Business Administration.

Graduates in Civil Engineering receive the degree of Bachelor of Science in Civil Engineering. Graduates in Electrical Engineering receive the degree of Bachelor of Science in Electrical Engineering.

Requirements for Graduation

For graduation, a student must complete one of the departmental major courses of study stated in the catalog of record and must achieve a minimum cumulative grade-point ratio of 2.000 and a minimum grade point ratio of 2.000 in all coursework in the major.

Recommendations for graduation are made by the Academic Board to the Board of Visitors, which in turn awards appropriate degrees.

Combining Courses

Courses may be combined to meet a maximum of **one general elective credit** requirement under the following circumstances:

1. The courses to be combined must all be offered by the same department and must be related in some way.
2. The department head or associate dean for the program in which the student is majoring must provide a recommendation and rationale for combining courses.
3. The Dean responsible for the academic program in which the student is majoring must grant final approval for the combining of courses.

Course Substitutions

The requirements for completion of an academic major are shown in this catalog as a **minimum number of courses** and the associated credit hours. Each course has been carefully selected by the academic unit offering the major. Course substitutions are, therefore, made only when justified by extenuating circumstances. Such circumstances must be presented in writing by the student, and the requested substitution must have the support of the faculty advisor, the department head or associate dean, and the Dean responsible for the academic program in which the student is majoring. Forms for requesting course substitutions are available in the Registrar's Office.

Pass-Fail

Juniors and seniors with cumulative grade-point ratios of 2.000 or higher may elect to take elective courses on a Pass-Fail option. Normally, no more than one course may be taken under this option each semester, and no more than four courses taken under this option may be used to meet graduation requirements. A student may take the Pass-Fail option only on courses which meet elective requirements. Students may not change their decision to take a course on the Pass-Fail basis after the first two weeks of the term. Courses completed on the Pass-Fail option carry graduation credit, but quality points are not awarded. These courses are not included in grade point ratio computations.

Instructors report grades as usual, A through F. The Registrar's Office translates grades as follows:

1. The grades of "A" through "C" as "S" (satisfactory, pass-for credit);
2. The grades of "D" or "F" as "U" (unsatisfactory, fail-no credit).

Students desiring to take a course on the Pass-Fail option should contact the Registrar's Office.

Audit Status

Any student who is eligible to enroll in a particular course may, with the approval of the instructor and the Registrar, audit that course for no credit. There will be no additional charge if the student is enrolled for credit in courses totaling 12 or more hours. For students taking fewer than 12 credit hours, registration fees and 100 percent of the tuition for the course will be assessed. Students may not change their decision to take the course on the audit basis rather than for credit after the first two weeks of the term. Grades will not be given for courses taken in audit status.

Class Attendance Policy

The cornerstone of undergraduate education is communication between the teacher and the student. At The Citadel, class attendance is expected, and students are expected to be punctual.

Should it be necessary to miss a class for any reason, students will, unless circumstances preclude it, notify the professor in advance and will be responsible for any material covered in their absence. Assigned tests and laboratories are mandatory and, unless authorized to the contrary by the professor, take precedence over all other responsibilities.

For any student, absences, whether authorized or unauthorized, in excess of 20% of the meetings of a particular course can, at the discretion of the professor, result in a grade of "F" in that course. In such cases, the attendance record kept by the professor is official.

As soon as the instructor had determined that a grade of "F" for excessive absences is warranted, the responsible Dean is notified, and the student is

dropped from the course in question with the final grade of "F."

Academic Criteria for Continuance

Records of degree-seeking students are assessed for academic criteria for continuance after each period of two semesters and the included summer sessions. In order to be eligible to continue at The Citadel, a student must meet minimum standards regarding hours earned at The Citadel or properly transferred from another accredited institution, and an acceptable cumulative grade-point ratio must be maintained. Full-time student, those taking at least 12 credit hours each semester, must earn at least 24 semester hours each two-semester period. Part-time students must have passed at least 50 percent of the coursework attempted in the two previous semesters and the included summer sessions. **If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.**

The student must also meet the grade point ratio (GPR) requirement for the appropriate category of credit hours of record as listed in the table below. In determining the category for credit hours of record, hours transferred into The Citadel from other institutions are included as credit hours of record.

The column "Quality Hours Plus Transfer Hours" includes: 1) all credit attempted for which a grade of "A," "B," "C," "D," or "F" was received at The Citadel, 2) course work transferred from other colleges, and 3) courses taken on a Pass-Fail basis.

Quality Hours Plus Transfer & Pass/Fail Hours	Grade-Point Ratio for Continuance (on probation)	Grade-Point Ratio for Continuance (without probation)
0-39	1.100	1.300
40-69	1.400	1.600
70-99	1.700	1.800
100 & above	1.900	2.000

This table traces the minimum academic progress students must make toward attaining the minimum acceptable overall grade-point ratio of 2.000 as they approach the total number of hours required in the course of study of their selected major. For the purpose of determining academic probation, criteria

for continuance, dean's list, graduation, and other academic matters, grade-point ratios will not be rounded.

Academic Discharge

A student who fails to meet either or both of the academic criteria for continuance will be discharged for academic deficiencies. Although The Citadel will notify students that they are deficient in either or both areas, it is the responsibility of students to ensure that these criteria are met. To avoid academic discharge, a student must meet **both** hour and GPR requirements concurrently either at the end of the fall semester, at the end of the spring semester, or in August, as appropriate. Under the academic dismissal policy, students may be dismissed for academic deficiencies in January or in August of each year.

Summer session work cannot make students ineligible to enroll in the following fall semester, if they were eligible for enrollment at the end of the previous spring semester. Minimum grade-point ratios for the various categories are as shown in the table below; however, the minimum GPR required will not be raised as a result of summer school work. That is, students moving from one category to the next higher category as a result of credit hours earned in summer school at The Citadel or elsewhere will be required to meet the GPR minimum of the lower category of credit hours for continuance in the following fall term.

A student who is discharged for academic reasons for the first time may apply for readmission after being out of school for one semester. Summer school does not constitute a semester in this instance. If approved for readmission, the student will be readmitted on academic probation.

If a student fails for a second time to meet minimum academic criteria for continuance, the Dean responsible for the academic program in which the student is majoring will review the academic record and any extenuating circumstances the student wishes to present in writing. Based on this review and in consultation with the faculty advisor and the department head or associate dean, the

responsible Dean will determine the conditions under which the student will be permitted to continue or will award the student a second academic discharge. Except under extremely extenuating circumstances, a student discharged a second time for academic reasons will not be considered for readmission and may not enroll in course work in any program at The Citadel—day, evening, or summer.

Academic Probation

Students are placed on academic probation for any semester when their cumulative grade-point ratio based on courses taken at The Citadel fails to meet requirements for continuance without probation as outlined in the Academic Criteria for Continuance table. Students will be removed from academic probation after the semester their cumulative grade-point ratio meets the requirements of the table. Students on academic probation are not making satisfactory progress, and restrictions, such as limiting the number of credit hours in which they may enroll, may be enforced.

Change of Academic Major

A student may not change from one academic major to another without written approval. Forms for requesting a change of academic major are available in the College of Graduate and Professional Studies. Because both entrance and exit requirements differ among the various academic majors, students who are considering a change of major are required to consult with their academic advisors as well as the heads or associate deans of both the gaining and losing academic program.

Student Academic Grievances

The academic grievance process of the college is reserved for the most serious alleged offenses. These matters deal not with differences of opinion, but with violations of due process; denial of individual rights; or unequal treatment or discrimination based on sex, race, color, or national origin. Students who feel that they have an academic grievance are directed first to confer with the instructor or other individuals involved. Where this does not result in

satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean.

If the matter remains unresolved, the student may present the grievance and the attempted solution in writing to the appropriate dean. If deemed appropriate, the dean may appoint a review committee consisting of three faculty members, with one designated as chair and a student in good standing from the same student category as the grieving student. This committee shall have the authority to interview individuals who may have information pertaining to the grievance. In a grievance procedure, all employees and students are obligated to provide requested information to the dean/associate dean/department head, or review committee. The committee shall forward its findings and recommendations to the convening dean who shall decide the case. The student may appeal that decision to the Provost who has the authority to settle all student grievances.

Courses of Study

The following are detailed schedules of the curriculum required for each degree according to the major subject selected. The clock hours and the credit value of each course are noted. The individual courses are described under the appropriate departmental heading in the pages following the schedules.

Elective refers to a course that is required for graduation and may be any three-credit course offered by the College.

Approved Elective refers to a course that must be selected from a list of courses provided by the individual school or department.

Non-Departmental Elective refers to a course that is required for graduation and must be taken outside the major department. Students are encouraged to study areas outside the major to ensure as broad an education as is practical.

Students are reminded that it is expected that all coursework in the first two years of these programs be taken at other accredited institutions and transferred to The Citadel. Courses at the 100- or

200-level will rarely be offered through the College of Graduate and Professional Studies in a fall or spring semester. These courses may be available in

***Bachelor of Science
Business Administration
Mark Bebensee, 843-953-5056
mark.bebensee@citadel.edu
School of Business Administration***

The Citadel's Bachelor of Science in Business Administration is a "2 +2" program provided in cooperation with Trident Technical College. Students take freshman and sophomore level courses at Trident, and they come to The Citadel for their junior and senior level classes.

Mission:

The mission of the Department of Business Administration is to educate and develop leaders of principle to serve a global community.

Admission requirements: To be admitted into The Citadel's portion of the program, students must:

1. Complete the designated courses with Trident Technical College with a grade of C or higher;
2. Maintain a minimum 2.0 GPA;
3. Receive a letter of transmittal from their Trident 2 + 2 advisor; and
4. Complete a formal application to enter The Citadel's College of Graduate & Professional Studies. There is no application fee.

The Citadel's undergraduate program, our principal focus, blends four semesters of science, four semesters of English, four semesters of foreign language courses, other traditional liberal arts courses, and upper-level business courses.

Persons interested in the Master of Business Administration program, which is offered only through evening classes, should consult the Graduate portion of this catalog for further information.

Required Program:

COURSES AT TRIDENT TECHNICAL COLLEGE

Composition and Literature <i>ENG 101</i>	3
Composition and Literature <i>ENG 102</i>	3
Major British Writers <i>ENG 205</i>	3
British or World Literature <i>ENG 206/208/209</i>	3
Western Civilization <i>HIS 101 and HIS 102</i>	6
World Civilization <i>HIS 104 and HIS 105</i>	6
Modern Language <i>(FRE, SPA, or GER 101)</i>	4
Modern Language <i>(FRE, SPA, or GER 102)</i>	4
Modern Language <i>(FRE, SPA, or GER 201)</i>	3
Modern Language <i>(FRE, SPA, or GER 202)</i>	3
Macroeconomics <i>ECO 210</i>	3
Microeconomics <i>ECO 211</i>	3
Social Science Core Course <i>(PSY 201, SOC 101, or PSC 201)</i>	3
Public Speaking <i>SPC 205 [Citadel Non-Dept Elective]</i>	3

Microcomputer Applications	
<i>CPT 101</i>	3
College Algebra	
<i>MATH 110</i>	3
Statistics	
<i>MAT 120</i>	3
Calculus	
<i>MAT 130</i>	3
Accounting Principles	
<i>ACC 101</i>	3
Accounting Principles	
<i>ACC 102</i>	3
<i>Biology 101, Chemistry 111, or Astronomy 101</i>	4
<i>Biology 102, Chemistry 112, or Astronomy 102</i>	4
<i>Biology 101, Chemistry 111, or Astronomy 101</i>	4
<i>Biology 102, Chemistry 112, or Astronomy 102</i>	4
[<i>Note: 4 semesters of science required</i>]	
<i>Total</i>	78

COURSES AT TRIDENT OR THE CITADEL

Business Law	
<i>BUS 121 [BADM 305]</i>	3
Principles of Management	
<i>MGT 101 [BADM 325]</i>	3
Marketing Principles	
<i>MKT 101 [BADM 309]</i>	3
<i>Total</i>	9

COURSES AT THE CITADEL

Communications in Business	
<i>BADM 316</i>	3
Computer Applications in Business	
<i>BADM 317</i>	3
Business Finance	
<i>BADM 321</i>	3
Organization Theory and Behavior	
<i>BADM 328</i>	3
Production Management	
<i>BADM 410</i>	3
Strategic Management	
<i>BADM 422</i>	3
Business Elective	
<i>BADM</i>	3
Business Elective	
<i>BADM</i>	3
Business Elective	

<i>BADM</i>	3
Business Elective	
<i>BADM</i>	3
Business Elective	
<i>BADM</i>	3
<i>Non-Departmental Elective</i>	3
<i>Non-Departmental Elective</i>	3
<i>Total</i>	39

List of Courses:

BADM-305—Legal and Ethical Environment of Business

Three Credit Hours

Required of all business administration juniors.

An introduction to the legal system, with special emphasis on its relation to business. Students contend with federal and state regulations as well as the common law to arrive at an understanding of the legality, ethics, and social responsibility of business decisions. Topics include an introduction to the judicial system, torts and product liability, administrative law and consumer protection, agency and partnership, contracts, the Constitution, criminal law, ethics, and fiduciary trust.

BADM-309—Marketing Principles

Three Credit Hours

Prerequisite: BADM-202

Required of all business administration juniors; open to others. A study of macro- and micro-marketing issues including interrelationship of marketing activities and functioning of the national economy and influence of consumer, competitive, and governmental pressure on the firm's marketing behavior. International and domestic marketing issues are examined.

BADM-316—Communications in Business

Three Credit Hours

Prerequisite: Junior Standing

Required of business administration juniors.

A study of written and oral interpersonal communication in goal-seeking organizations. Emphasis is given to communication theory, including barriers to and types of communication flows in organizations; the psychology of communicating good, neutral, negative, and persuasive messages; and the writing of formal reports.

BADM-317—Computer Applications in Business

Three Credit Hours

Prerequisite: CSCI-110

Required of business administration juniors.

The application of computer software to assist in analyzing common business decisions, with an emphasis on advanced techniques in spreadsheet and database development and design. Includes a major business project utilizing presentation software and the Internet.

BADM-318—Commercial Law

Three Credit Hours

Prerequisite: BADM-305

Open to business administration and other majors.

A detailed examination of commercial law topics including sales, commercial paper, secured transactions, bulk transfers, and bankruptcy.

BADM-320—International Business

Three Credit Hours

This course focuses on decisions in international business operations for small and large firms. Of particular interest are international business climate/culture, foreign exchange rates, international trade, overseas direct investment, and operations management. Incorporate case studies dealing with aspects of international business.

BADM-321—Business Finance

Three Credit Hours

Prerequisite: BADM-212

Required of all business administration juniors.

An introductory course combining a description of the structure of business financing and a study of financial principles and practices, with special emphasis on their relation to managerial planning and control.

BADM-325—Principles of Management

Three Credit Hours

Required of all business administration juniors.

A survey of the fundamental concepts of organization and management with emphasis on the role of a manager as a decision maker in a rapidly changing national and international environment with short- and long-range social, legal, and ethical ramifications. Special emphasis is placed on the leadership functions of planning, organizing, coordinating, motivating, and controlling through effective feedback.

BADM-326—Principles of Real Estate

Three Credit Hours

This course provides a personal and professional perspective of the legal, financial, and ethical rights and obligations of all parties in a real estate transaction. Topics include organizing, functioning, financing, marketing, brokering, appraising, and managing of real estate transactions.

BADM-328—Organization Theory and Behavior

Three Credit Hours

Prerequisite: BADM-325

Required of business administration juniors.

A study of the organization, focusing on interactions between organizational designs and people within an ethical framework. The dynamics and links between individuals, groups, and the national and international environment are analyzed to highlight the determinants of organizational effectiveness. A major focus is on the development of positive interpersonal relations.

BADM-404—Investments

Three Credit Hours

Prerequisite: BADM-321

A survey course that introduces different types of securities, markets, transaction costs, security regulations, and taxes. The basic techniques for analyzing the potential returns and risks of individual securities and for combining them efficiently into portfolios are also studied.

BADM-405—Marketing Management

Three Credit Hours

Prerequisite: BADM-309

A study of marketing planning and decision-making from the point of view of the marketing manager in a changing economic, social, and legal environment. Basic concepts and methods of analysis used in formulating product, distribution, promotion, and pricing strategy are studied.

BADM-407—Money and Banking

Three Credit Hours

Prerequisite: BADM-201

The nature and functions of money, the various monetary standards, the development of our monetary system, the factors affecting the value of money, methods and objectives of money and credit control, international exchange, and analysis of recent developments in money and credit.

BADM-409—Human Resource Management

Three Credit Hours

A contemporary course in the management of personnel as a resource. Concentrates on the historical, legal, social, economic, and ethical framework of labor relations with a focus on forecasting, planning, staffing, compensating, developing a career, labor relations, performance management, and control and evaluation of human resources.

BADM-410—Production&Operations Management

Three Credit Hours

Prerequisites: BADM-202, BADM-205, BADM-212, and BADM-325

Required of all business administration seniors. Analysis of the production function as the planning, organizing, directing, and controlling of the required activities and resources necessary to produce products and services. Managerial problems in the areas of plant design and location, production standards, operations planning and control, product development, materials handling, and inventory control are discussed.

BADM-412—International Economics

Three Credit Hours

Prerequisite: BADM-202

An analysis of the theoretical principles underlying international specialization and exchange, the making of international payments, the relation of international payments to national income, and the application of these principles to recent historical developments and current national policies. An introduction is provided to the network, composition, and sources of world trade.

BADM-413—International Marketing

Three Credit Hours

Prerequisite: BADM-309

Introduction to global problems, issues, and decision areas facing the marketing manager for small and large firms. Case studies are utilized, and a research project is required.

BADM-414—Consumer Behavior

Three Credit Hours

Prerequisite: BADM-309

The study of behavioral science theories and related marketing models useful to managers in understanding consumers in the domestic and international marketplace. A research project is required.

BADM-417—Systems Analysis and Design for Business

Three Credit Hours

Prerequisite: CSCI-110 and BADM-317 or permission of instructor.

This course addresses the theory and practice of effective database systems design for businesses. Topics include client/server models and object-oriented databases, as well as the data warehouse's role in supporting business decision-making.

BADM-420—Management of Change

Three Credit Hours

Prerequisite: Senior standing in business administration

This course uses knowledge and skills from the social sciences to develop strategies for achieving effective change within organizations. Implementation of these strategies to achieve more effective organizations is the core of this course. Topics include team building, process consultation, confrontation and the management of conflict, and technostructural change.

BADM-422—Strategic Management

Three Credit Hours

Prerequisites: BADM-201, BADM-202, BADM-211, BADM-212, BADM-309, BADM-321, BADM-325

Required of all business administration seniors.

A capstone course designed to give the student practice in integrating the numerous theory courses in all phases of business management. The student develops problem-solving and decision-making skills by assuming the role of top management in the study of actual business cases.

BADM-425—Small Business Management/ Entrepreneurship

Three Credit Hours

Prerequisite: Senior standing in business administration.

This course covers the environment of small business, factors of success or failure, small business management tools, and sources of financing. Student teams prepare business plans for the start-up of a business. In some instances, the teams will work with local entrepreneurs in developing business plans. The course is supported by a multimedia business planning system.

BADM-430–435—Seminar in Business Administration

Three Credit Hours

Prerequisite: approval of course instructor and department head.

These courses are designed to provide students of exceptional ability and background with the opportunity to explore a variety of advanced, business-oriented, analytical techniques. Specified topics covered within these courses will be offered at the discretion of the instructor and under the supervision of the department head. Topics vary from semester to semester.

BADM-450—Internship

Three Credit Hours

Prerequisite: Senior Standing

Open to senior business administration majors.

This course gives senior students real-world work experience to complement the classroom education they have already received. Interns learn about the variety of issues faced by today's firms and their managers, the kinds of information firms collect and

use, and the development of solutions for business problems. Interns spend ten to twelve hours each week working alongside a senior-level manager in a Charleston-area business.

BADM-490—Independent Study

Three Credit Hours

Prerequisite: Senior standing with at least a 3.0 academic average. Approvals for enrollment during pre registration from sponsoring professor and department head are required.

This course may be taken by seniors desiring to engage in a scholarly research project of mutual interest to the student and the faculty member who directs the study. The project should culminate in a formal student research paper.

*Bachelor of Science
Civil Engineering*

*Department of Civil and Environmental Engineering
Kenneth Brannan, Department Head
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Mission:

The mission of the Department of Civil and Environmental Engineering is:

“To provide a nationally recognized student-centered learning environment for the development of leaders for the civil and environmental engineering community through a broad-based, rigorous curriculum emphasizing both theoretical and practical engineering concepts and the discipline of a strong work ethic.”

The Department of Civil and Environmental Engineering recognizes that the civil engineer is a people-serving professional who is a manager of resources as well as technology. The civil engineer plans, designs, constructs, and maintains facilities essential to modern life in both the public and private sectors. Accordingly, the department strives to develop the skills of its engineering students in the management of resources—time, materials, money, and people. Consistent with the high aims of the civil engineering profession, this department seeks to ensure its academic program is underpinned by a broad base of ethical knowledge and behavior as well as modern leading-edge technology. The department accomplishes its mission through the linkage of the student, faculty, and staff in a special academic community within a quality environment, achieving the intended development of the student through the enriched personal, professional, and educational growth of each individual.

Admission Requirements:

1. Complete the designated courses with Trident Technical College with a grade of C or higher.
2. Maintain a minimum 2.0 GPA.
3. Receive a letter of transmittal from their Trident 2 +2 advisor.

4. Complete a formal application to enter The Citadel’s College of Graduate and Professional Studies. There is no application fee.

Program Educational Objectives:

The Civil and Environmental Engineering program educational objectives are listed below:

- To provide a high quality course of study that integrates the important concepts of design with a solid theoretical and practical foundation to allow its graduates to seek professional careers in government, industry and consulting.
- To prepare all graduates to pursue life-long learning through continuing education and/or postgraduate studies.
- To provide all graduates with an educational background broad enough to meet the requirements of good citizenship and enable them to serve in roles that require leadership, teamwork, decision making and problem solving abilities.

Departmental Objectives:

The faculty of the Civil and Environmental Engineering Department as its primary goal seeks to offer and maintain an high quality undergraduate civil engineering education. To fulfill this goal the department has for its objectives:

1. To provide a safe and hazard-free work environment for the students, faculty, and staff
2. To maintain a course of study that;
 - Is well-founded in ethical knowledge and behavior consistent with the high aims of the civil engineering profession;
 - Integrates the important concepts of design throughout the entire curriculum;
 - Qualifies students for graduate school;
 - Extends academic opportunities for students to participate in research;
 - Provides the student with an understanding of an engineer’s responsibilities of good citizenship and service to the engineering profession

3. To enhance continually the teaching effectiveness of the civil engineering faculty.
4. To enhance the professional qualifications of the civil engineering faculty through professional development and scholarly activity.
5. To provide a modern academic building and modern equipment systems.
6. To improve continually the library collection of civil engineering technical and professional literature.
7. To provide continuing education opportunities for the engineering profession.
8. To recruit and retain highly-qualified students.

Program Requirements:

Two-Plus-Two Evening Mode

The Citadel through the College of Graduate and Professional Studies offers an undergraduate Bachelor of Science degree in Civil Engineering. This program is offered in cooperation with Trident Technical College where the student completes the first two years of study. The junior and senior years of study are completed at The Citadel by attending evening classes.

Program Outcomes:

A student at the time of graduation from the civil engineering program should have achieved an acceptable level of skills and knowledge in the following areas:

1. Mathematics, basic science, and engineering science provides the fundamental foundation for engineering computation. Hence, the student should possess the ability to apply knowledge in these most critical areas.
2. Engineering models the physical world; hence, a civil engineering student should have the ability to design and conduct experiments and analyze and interpret data from experiments.
3. Design is the heart of civil engineering. Therefore, a graduate must have the ability to design a system, component, or process to meet stated constraints.
4. Graduates must possess the ability to identify, formulate, and solve engineering problems. Each student must develop the skills to use modern engineering tools necessary for engineering practice.
5. Civil engineers are asked to serve as members of teams, either as leaders or as followers. Each

graduate should have the opportunity to develop skills and the ability to function on multi-disciplinary teams.

6. Trust is paramount in the civil engineering profession. Society depends on civil engineers to conduct themselves in a professional manner at all times. Hence, each graduate must have an understanding of his or her professional and ethical responsibility. In addition, each graduate must obtain an education broad enough to include the impact of engineering in a global and societal context and knowledge of contemporary issues.
7. Graduates must be able to express their ideas clearly and effectively. Each student will have an opportunity to develop the ability to communicate effectively.
8. Finally, each graduate must realize that commencement is just that: “the beginning of his or her professional career.” Each student must recognize the need for, and must possess the skills to engage in life long learning.

Program of Study:

The Civil and Environmental Engineering Department’s four-year program begins with courses which provide a foundation of knowledge and skill in the basic arts and sciences. Limited specialization in engineering starts during the sophomore year. In the junior and senior years, the time is devoted essentially to basic professional subjects. Throughout the four years, the program emphasizes the development of habits of orderly study, investigation, sound reasoning, problem-solving, and design, rather than the mere acquisition of factual information. It is stressed that an engineer is a professional, thoroughly grounded in engineering science and technology, but also aware of the social, economic, ethical, and ecological implications of professional activities. The civil engineering curriculum is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Each year the curriculum is augmented by off-campus educators and engineers who lecture and moderate seminars in engineering specialties. Students’ sources of knowledge are broadened by participation in these seminars and the student chapters of the American Society of Civil

Engineers, Tau Beta Pi (honorary engineering society), and the Society of American Military Engineers.

LeTellier Hall was designed for the needs of civil and environmental engineering education and contains, in addition to laboratories and traditional classrooms, four multimedia classrooms; an assembly room with appropriate audio-visual aids for special lectures and society meetings; and a well-equipped AutoCad teaching laboratory. Computer facilities in LeTellier Hall are built around Pentium III machines with 128 MB of RAM, 17 inch SVGA Monitors, CD-ROM drives, 6 GB hard drives, and a 3.5 inch floppy drive and sound capabilities with headphones. All of the laboratory computers are directly connected to the campus-wide network and the Internet. These computers provide students with graphically based access to civil engineering course resources on the Department's Web Server and The Citadel computer networks for email and printing. The twenty-three computers in the main computing laboratory have all of the software needed to support both the routine department-specific and general computing needs of the department's students. Two Special Application Computing laboratories have additional hardware and software needed to support student work on Geographical Information System (GIS), Global Positioning System (GPS), Land development, structural system design, construction management, traffic and transportation. These facilities have computer projection systems for instructional use.

Materials Testing Laboratory: Major items of equipment include a 400,000-pound universal hydraulic testing machine with a clearance of 8 feet for column testing and with a 36-inch-wide working platform; a 250,000 pound concrete cylinder testing machine; a 60,000-pound hydraulic universal testing machine; a 10,000-inch-pound torsion machine; and equipment for making tension, compression, shearing, and most other accepted and significant tests on metals, concrete, wood, and other structural materials. A transmission Polaroscope and related equipment are available to investigate in a wide variety of two dimensional photo-elastic models.

Construction Materials Laboratory: Bituminous Materials Testing. This laboratory contains equipment for making the significant quality control and identification tests on asphalt cements, cutback asphalts, and asphalt emulsions. Equipment for the design, mixing, compaction, and testing of asphalt concrete paving mixtures by the Marshall and other methods is included.

Concrete Materials: A curing room, mixing equipment, air entraining measuring apparatus, scales, and other minor equipment are provided in this laboratory. Testing is accomplished using the Materials Laboratory testing equipment.

Geotechnical Laboratories: The two soils laboratories are equipped with both scale and deadweight consolidometers, triaxial and direct shear machines, unconfined compression machines, permeameters, Atterberg limit equipment, Proctor and modified AASHTO compaction apparatus, standard sieves, soil hydrometers, C.B.R. apparatus, and other equipment needed for tests and experiments with soils.

Fluid Mechanics Laboratory: Equipment is provided for a wide variety of experiments and tests involving the flow of water over weirs or through pipes, meters, orifices, or a Parshall flume. Other major items of equipment include a head loss and flow measurement fluid circuit apparatus, a Reynolds number device, two (2) hydraulic demonstration units permitting experiments involving many phenomena of open channel flow, and a centrifugal pump equipped to measure input and output of energy.

Environmental Engineering Laboratory: Equipment is provided for water analysis determination (primarily according to "Standard Methods") pH, alkalinity, turbidity, and color. Bacteriological examinations may also be made for wastewater analysis, biochemical oxygen demand, and solids content. The equipment includes incubators, a muffle furnace, pH meters, electrophotometric devices, an autoclave, a constant temperature refrigerator, a drying oven, a water still, a fume hood, and essential minor tools and equipment.

Other engineering equipment: Adequate drafting equipment is available for the courses in engineering drawing, surveying, geomatics, as well as for the junior and senior courses. This equipment includes planimeters, transits, levels, theodolites, level rods, chains, tapes, and five total

stations. Five Geographic Positioning System (GPS) receivers have been recently acquired by the department for use in the geomatics courses.

Degree: The degree of Bachelor of Science in Civil Engineering (B.S. in C.E.) is awarded to those who successfully complete the program of studies outlined in the course offerings section of this catalog.

Two humanity or social science electives, one technical elective, and one civil engineering design elective are required. These are selected from a list of approved electives maintained by the Civil and Environmental Engineering Department. In completing the two humanities or social science electives, the student will take one from the core curriculum. The other shall be a departmentally approved course. The civil and environmental engineering design elective allows the students to specialize in a technical area of civil engineering by completing a design course at the senior level that integrates principles and practices of earlier courses into the design of the engineering system. Students who are on academic probation will not be permitted to enroll in upper level courses offered by the civil and environmental engineering department (i.e., junior and senior level classes). All scheduled freshman and sophomore level engineering, science, and mathematics courses must be completed before a student will be permitted to enroll in senior level courses offered by the Civil and Environmental Engineering Department.

List of Courses:

CIVL-101—Engineering Drawing

Two Credit Hours

Required of all Civil and Environmental Engineering freshmen.

Use and care of drawing instruments; proper weights and types of lines for clear-cut and complete graphical representation; auxiliary and sectional views; pictorial representation with emphasis on isometric drawing, dimensioning, true lengths, and shapes; problems on points, lines, and planes; development of a reasonable skill in lettering. A substantial portion of the course is taught using CAD software.

Laboratory: four hours.

CIVL-102—Introduction to Civil and Environmental Engineering

Two Credit Hours

Required of all Civil and Environmental Engineering freshmen.

The engineering process from problem formulation to the evolution of creative design is demonstrated through the practical solution of engineering problems. Course topics provide an introduction to the engineering profession, branches and functions of civil engineering, professional ethics, and the role of engineers in society. Course assignments include individual student exercises, team-oriented engineering projects, in-class presentations, and peer evaluations. Students will develop and enhance study skills as a foundation for lifelong learning in the civil engineering profession, including time management, academic resources, learning strategies, computer techniques/tools, and effective communication. The course will introduce students to campus facilities, resources, support services and lifestyle issues useful for making the transition to the unique environment of The Citadel. This course meets the requirements of satisfying Citadel 101 when authorized by the department head, ELEC-103 may be substituted for this course.

Laboratory: four hours.

CIVL-202—Statics

Three Credit Hours

Corequisites: MATH-131 (Analytic Geometry and Calculus I) and PHYS-221/271 (Physics with Calculus I and Lab)

Required of all Civil and Environmental Engineering sophomores.

Scalar and vector solutions of problems in statics; resultants, reactions, and equilibrium of forces; analysis of simple trusses, friction; centroids and centers of gravity; and moments of inertia.

Lecture: Three hours.

CIVL-205—Surveying

Three Credit Hours

Corequisite: CIVL-101, CIVL-235

Required of all Civil and Environmental Engineering sophomores.

Linear measurements, leveling, compass and transit/theodolite, theory of errors, latitudes and departures, areas, stadia, plane table, coordinate geometry, state plane coordinates, standard map projections and introduction to the use of electronic distance measuring devices.

Lecture: three hours.

CIVL-207—Geomatics

Two Credit Hours

Prerequisites: CIVL-205 and CIVL-235; corequisite: CIVL-237, CIVL-102.

Required of all Civil and Environmental Engineering sophomores.

Land surveying and boundary laws; public land surveys; topographic mapping; astronomic control for mapping; Geographic Positioning Systems (GPS); remote sensing; and Geographic Information Systems (GIS).

Lecture: two hours.

CIVL-209—Computer Application for Civil and Environmental Engineering

Required for all Civil and Environmental Engineering sophomores. Instruction in computer applications to problems chosen from civil engineering fields and fields clearly related thereto. Development of computer-based methods for analyzing civil engineering systems. The focus of the course is on algorithm development and implementation.

Lecture: one hour; laboratory: two hours.

CIVL-235—Surveying Laboratory

One Credit Hour

Corequisite: CIVL-205

Required of all Civil and Environmental Engineering sophomores. Application of principles obtained in CIVL-205 through actual field work. Horizontal control activities include distance measurements by tape and EDM, angular measurements by transit and theodolite; traversing; traverse closure computations; balancing computations; and preparation of boundary plat. Computer applications and computer aided drafting are available.

Laboratory: two hours.

CIVL-237—Geomatics Laboratory

One Credit Hour

Prerequisite: CIVL-205 and CIVL-235; corequisite: CIVL-207

Required of all Civil and Environmental Engineering sophomores. Application of principals obtained in CIVL-207 through actual field and office type work. Preparation of topographic map, Geographic Positioning Systems mapping controls, Geographic Information System applications, and photogrammetric mapping applications.

Laboratory: two hours.

CIVL-301—Dynamics

Three Credit Hours

Prerequisites: CIVL-202 with a grade of “C” or better.

Required of all Civil and Environmental Engineering juniors. Kinematics and Kinetics of particles or rigid bodies in plane motion with emphasis on the special cases of translation and rotation. The techniques of vector mathematics are employed.

Lecture: three hours.

CIVL-302—Highway Engineering

Three Credit Hours

Prerequisites: CIVL-305; corequisite: CIVL-327.

Required of all Civil and Environmental Engineering juniors. Alignment and earthwork drawings and computations; earthwork operations; routine tests of highway materials, bituminous and non-bituminous; pavement and basic thickness design; design and testing of asphalt paving mixtures; constructions of roadway elements; construction surveys; and an introduction into construction specifications. Problems are solved by both manual and computer methods. Preparation of construction plans for a short highway, including reducing field notes, plotting, design of horizontal and vertical control; storm drainage design; earthwork determination and mass diagram calculations.

Lecture: three hours.

CIVL-304—Mechanics of Materials

Three Credit Hours

Prerequisites: CIVL-202 with a grade of “C” or better.

Required of all Civil and Environmental Engineering juniors. Elastic properties of structural materials; internal stresses and strains; principal stresses and strains including Mohr’s Circle; axial; torsion; flexure; shear; riveted and bolted joints; combined stresses; shear and moment diagrams; beam deflections;

supplemented by CIVL 307, taken concurrently or subsequently to CIVL 304.

Lecture: three hours.

CIVL-305—Transportation Engineering

Three Credit Hours

Prerequisite: CIVL-101, CIVL-102, CIVL-207, CIVL-237

Required of all Civil and Environmental Engineering juniors. Development and interrelationships of United States transportation systems; planning, financing, and design of land transportation, airport, and seaport facilities. Includes road and railroad geometric and drainage design; sedimentation and erosion controls; airport layout and design; and design of harbors and port facilities.

Lecture: three hours.

CIVL-307—Materials Laboratory

One Credit Hour

Prerequisite: ENGL-102; prerequisites or corequisites: CIVL-209, CIVL-304

Required of all Civil and Environmental Engineering juniors. Laboratory supplement to CIVL-304.

Introduction to the use of testing machines and equipment; strength and deformation measurements of ferrous and nonferrous metals, concrete, and wood; properties of materials as determined by results of tests in compression, tension, bending, torsion; behavior of columns; use of electric resistance strain gages; use of ASTM specifications and test procedures. Laboratory: two hours.

CIVL-309—Structural Analysis

Four Credit Hours

Prerequisites: CIVL-304 with a grade of “C” or better and MATH-132 (Analytic Geometry and Calculus II)

Required of all Civil and Environmental Engineering juniors. Structural analysis of determinate and indeterminate beams and frames using classical, approximate, and computer-based methods.

Lecture: four hours.

CIVL-310—Statics and Mechanics of Materials for Non-Civil Engineers

Three Credit Hours

Prerequisites: MATH-132 (Analytic Geometry and Calculus II) and PHYS-221/271 (Physics with Calculus and Lab). Vector solutions of problems in statics; principles of statics, resultants, reactions, and

equilibrium of forces. In addition, the brief study of mechanics of materials including stress and strain relationships and various types of loading on structural members.

Lecture: three hours.

CIVL-312—Introduction to Environmental Engineering

Three Credit Hours

Prerequisite: CHEM-151/161

Required of all Civil and Environmental Engineering juniors. Introduction to water, air, solid and hazardous waste (including radioactive material), and noise pollution and its control. Included are social and ethical considerations, legal and regulatory principles, risk analysis, the effect of pollutants on the environment, and the engineering principles governing the generation and control of these pollutants.

Lecture: three hours.

CIVL-313—Hydrology and Water Resources

Three Credit Hours

Prerequisite or corequisite: CIVL-315

Required of all Civil and Environmental Engineering juniors.

Hydrologic principles and application; hydrologic cycle which includes precipitation, evaporation/transportation, and infiltration; groundwater flow theory and application; measurement of surface water flow; hydrography development; extreme flow analysis; flood routing; design of storm water conveyance systems; and water storage applications.

Lecture: three hours.

CIVL-314—Engineering Administration

Two Credit Hours

Required of all Civil and Environmental Engineering juniors. An elementary course in engineering administration with primary attention given to the basic principles of engineering economy as applied to the economic analysis of the costs of construction and operation of various engineering works. Computer applications in cost analysis. In addition, the course covers engineering ethics as applied by practicing engineers.

Lecture: two hours.

CIVL-315—Fluid Mechanics

Three Credit Hours

Prerequisites: CIVL-202

Required of all Civil and Environmental Engineering juniors.. An introduction to fluid characteristics, properties, and the fundamentals of fluid statics, fluid dynamics, fluid flow, and fluid measurements. Hydraulics, a practical application of fluid mechanics involving the flow of water, investigates the properties of orifices, weirs, flumes, pipes, and open channels, including their engineering applications. Classroom assignments will include design problems and problem solving using computers.

Lecture: three hours.

CIVL-327—Asphalt and Concrete Laboratory

One Credit Hour

Prerequisites: CIVL-307; corequisite CIVL-302

Required of all Civil and Environmental Engineering juniors. Laboratory applications involving design, preparation, curing and testing of asphalt and Portland cement concrete. Includes testing for component properties, component selection and grading, material handling, mix design, blending, applicable standards and specifications, construction practices, quality control, specimen testing and safety. Emphasis is placed on professional laboratory report preparation.

Laboratory: two hours.

CIVL-330—Measurements, Analysis and Modeling for CEE Systems

Three Credit Hours

Prerequisite: CIVL-209

In this course, students are introduced to several concepts and techniques essential to the modern civil engineer: Uncertainty and variability of physical systems; analysis of measurement systems; physical modeling and scaling techniques; mathematical and numerical modeling; and the impact of uncertainty on project economics. Both theory and application are presented with a very strong emphasis placed on hands-on exploration. The course requires students to employ their computer skills acquired in CIVL 209 for many assignments.

Lecture: three hours.

CIVL-402—Geotechnical Engineering Laboratory

One Credit Hour

Prerequisites: CIVL-409; Corequisite CIVL-410

Required of all Civil and Environmental Engineering seniors. Field and laboratory applications of typical methods for determining engineering properties of cohesive and granular soils. Experimental topics include specific gravity, particle size distribution, clay soil consistency, engineering classification, permeability, compaction, consolidation, *in situ* soil properties, soil boring and sampling techniques, and shear strength parameter determination using unconfined direct, triaxial, vane shear, and penetration apparatus.

Laboratory: two hours.

CIVL-404—Reinforced Concrete Design

Three Credit Hours

Prerequisite: CIVL-309

Required of all Civil and Environmental Engineering seniors. Design of reinforced concrete structures using strength design theory. Design of beams, columns, combined stress members, footings, and retaining walls. Comprehensive analysis and design of a building frame and foundation system. Special attention is given to the use of current specifications for design and construction. The use of computer programs to facilitate analysis and design during the comprehensive problem is encouraged.

Lecture: three hours.

CIVL-406—Steel Design

Three Credit Hours

Prerequisite: CIVL-309

Required of all Civil and Environmental Engineering seniors. Theory and design of steel structures using the load and resistance factor design method. Design of tension and compression members, beams, and columns. Computer solutions are utilized for design shears, moments, and axial loads.

Lecture: three hours.

CIVL-408—Water and Wastewater Systems

Three Credit Hours

Prerequisites: CIVL-315, CHEM-152/162, CIVL-312

Required of all Civil and Environmental Engineering seniors. Introduction to engineering design principles and practices of the collection, transportation, and treatment of water and wastewater.

Lecture: three hours.

CIVL-409—Introduction to Geotechnical Engineering

Three Credit Hours

Prerequisites: CIVL-304, CIVL-315

Introduces the student to the rudiments of theoretical soil mechanics. Topics include engineering uses of soils, laboratory and field determination of soil properties, determination of phase relationships, engineering soil classification, soil-water interaction and seepage flow mechanics, stress effects of loading on soils at depth, and consolidation, compaction, shear strength, and bearing capacity theory.

Lecture: three hours.

CIVL-410—Geotechnical Engineering II

Three Credit Hours

Prerequisite: CIVL-409; corequisite CIVL-402

Required of all Civil and Environmental Engineering seniors. An introductory course in geotechnical analysis and design. Topics include shallow foundations, spread footings, deep foundations, piles and caissons, lateral earth pressure for cohesive and cohesionless soils, slope stability analyses, subsurface investigations, and special topics including such subjects as soil stabilization methods, geotextile applications, liquefaction, etc.

Lecture: three hours.

CIVL-418—Fluid Mechanics Laboratory

One Credit Hour

Prerequisite: CIVL-315

Required of all Civil and Environmental Engineering seniors. Accomplishments of laboratory exercises and experiments to illustrate basic concepts of fluid mechanics and to validate empirical formulas used in hydraulic computations. Principal emphasis is on the phenomena associated with closed conduit and open channel flow of water, measurement of velocities, and flow rates and operational characteristics of pumps. A minimum of one experiment will involve the use of the computers to evaluate laboratory data.

Laboratory: two hours.

CIVL-419—Environmental Engineering Laboratory

One Credit Hour

Prerequisite: CIVL-408

Required of all Civil and Environmental Engineering seniors. Accomplishment of chemical, physical, and microbiological determinations used in the examination of water and wastewater. Laboratory analysis to

evaluate water quality will be performed, such as biochemical oxygen demand, suspended solids, ph, alkalinity, and others. A minimum of one laboratory experiment will involve the use of the computer to evaluate laboratory data.

Laboratory: two hours.

CIVL-430—Senior Research I

One Credit Hour

Required of all civil and environmental engineering seniors. One hour seminar course which deals with professional issues

Prerequisite: Senior classification; graduation within one calendar year.

CIVL-431—Senior Research II

One Credit Hour

Prerequisite: CIVL-430

Required of all Civil and Environmental engineering seniors.

APPROVED ELECTIVES:

The following courses are offered on demand. They constitute part of a list of courses (including courses offered by other departments) which are approved by the head of the Department of Civil and Environmental Engineering as satisfying the requirement that each Civil and Environmental Engineering major complete a three-credit-hour technical elective.

CIVL-411—Engineering Management

Three Credit Hours

Prerequisite: Completion of all freshman, sophomore, and junior courses required for Civil and Environmental Engineering majors or approval of the department head. Technique of engineering planning and management using the critical path method. Both computer and noncomputer approaches are used. Relationships between owners, A-E's, and contractors are covered with emphasis on proper ethics and professional conduct by the engineer. Lecture: three hours.

CIVL-416—Modeling Civil Engineering Systems

Three Credit Hours

Prerequisites: Completion of all freshman, sophmores, and junior courses required for Civil and Enviromental Engineering majors or approval of the department head. Modeling the behavior of a wide range of civil engineering systems using various analytical, probabilistic modeling using Monte Carlo Analysis.

CIVL-421—Subdivision Planning and Design

Three Credit Hours

Prerequisites: CIVL-313, CIVL-302; corequisite: CIVL-408.

The elements of planning a subdivision including an introduction to planning, zoning, subdivision requirements, and review procedures; site development including the integrated design of roadways, storm drainage collection/retention/detention systems, sanitary sewer collection and transportation systems (pumping stations and force mains), portable water systems, and construction cost estimates and specification; and economic analysis with individual student participation in preliminary development of single family, multifamily, and mobile home projects on 20- to 25-acre tracts of land. Computer applications include use of spreadsheets and CAD.

Lecture: two hours; laboratory: two hours.

CIVIL AND ENVIRONMENTAL ENGINEERING DESIGN ELECTIVES

Each Civil and Environmental Engineering major must complete one of the following design courses in the spring of the senior year.

CIVL-422—Comprehensive Project Design in Environmental Engineering

Three Credit Hours

Prerequisites: Senior standing in Civil and Environmental Engineering, CIVL-313, CIVL-314, CIVL-408.

Application to civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive engineering problem devoted to water resources/environmental engineering.

Lecture: two hours; laboratory: two hours.

CIVL-423—Comprehensive Project Design in Structural Engineering

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive Structural Engineering problem involving other aspects of civil engineering.

Lecture: two hours; laboratory: two hours.

CIVL-424—Comprehensive Project Design in Geotechnical Engineering

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive Geotechnical engineering problem involving other aspects of civil engineering.

Lecture: two hours; laboratory: two hours.

CIVL-425—Comprehensive Design Project in Engineering Practice

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering.

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive problem of general engineering practice involving many aspects of civil engineering. CIVL-421 *Subdivision Planning and Design* satisfies this course requirement.

Lecture: two hours; laboratory: two hours.

CIVL-453—Special Topics in Civil Engineering

Three Credit Hours

Prerequisite: Permission of the Department Head
Selected topics in civil engineering. The offering of this course will depend upon the interest of the student, the availability of an instructor, and the approval of the department Head. Since the content of the course may change, a student may repeat the course for credit with consent of the department head. This course can be used if approved for the technical elective.

CIVIL & ENVIRONMENTAL ENGINEERING MAJOR

First Semester

FRESHMAN YEAR

Composition and Literature

ENGL101 3 (3,0)*

General Chemistry I

CHEM151 3 (3,0)

General Chemistry Laboratory I

CHEM161 1 (0,2)

Analytic Geometry and Calculus I

MATH131 4 (4,0)

History of Western Civilization

HIST103 3 (3,0)

Engineering Drawing

CIVL101 2 (0,4)

SOPHOMORE YEAR

Major British Writers

ENGL201	3	(3,0)
Physics for Engineers & Physical Scientists		
PHYS221	3	(3,0)
Physics for Engineers & Physical Scientists Lab		
PHYS271	1	(0,2)
Analytic Geometry and Calculus III		
MATH231	4	(4,0)
Surveying		
CIVL205	3	(3,0)
Surveying Laboratory		
CIVL235	1	(0,2)
Computer Applications for Civil and Environmental Engineering		
CIVL209	2	(1,2)

JUNIOR YEAR

Dynamics

CIVL301	3	(3,0)
Mechanics of Materials		
CIVL304	3	(3,0)
Transportation Engineering		
CIVL305	3	(3,0)
Materials Laboratory		
CIVL307	1	(0,2)
Introduction to Environmental Engineering		
CIVL312	3	(3,0)
Engineering Administration		
CIVL314	2	(2,0)
Measurements, Analysis, and Modeling for CEE System		
CIVL330	3	(2,0)

SENIOR YEAR

Reinforced Concrete Design

CIVL404	3	(3,0)
Water and Wastewater Systems		
CIVL408	3	(3,0)
Introduction to Geotechnical Engineering		
CIVL409	3	(3,0)
Fluid Mechanics Laboratory		
CIVL418	1	(0,2)
Senior Research I		
CIVL430	1	(1,0)
Social Science Core Course		
.....	3	(3,0)
***Technical Elective	3	

*Represents semester credit, lecture, and laboratory hours, in that order.

**Select CIVL 422, CIVL 423, CIVL 424, or CIVL 425.

***To be selected from an approved two semester sequence in humanities or social sciences; at least one course must be at the advanced level.

CIVIL ENGINEERING MAJOR

Second Semester

FRESHMAN YEAR

Composition and Literature

ENGL102	3	(3,0)
General Chemistry II		
CHEM152	3	(3,0)
General Chemistry Laboratory II		
CHEM162	1	(0,2)
Analytic Geometry and Calculus II		
MATH132	4	(4,0)
History of Western Civilization		
HIST104	3	(3,0)
Introduction to Civil and Environmental Engineering		
CIVL102	2	(0,4)

SOPHOMORE YEAR

Major British Writers

ENGL202	3	(3,0)
Physics for Engineers and Physical Scientists		
PHYS222	3	(3,0)
Physics for Engineers and Physical Scientists Laboratory		
PHYS272	1	(0,2)
Applied Mathematics I		
MATH234	4	(4,0)
Statics		
CIVL202	3	(3,0)
Geomatics		
CIVL207	2	(2,0)
Geomatics Laboratory		
CIVL237	1	(0,2)

JUNIOR YEAR

Highway Engineering		
CIVL302	3	(3,0)
Asphalt and Concrete Laboratory		
CIVL327	1	(0,2)
Structural Analysis		
CIVL309	4	(4,0)
Hydrology and Water Resources		
CIVL313	3	(3,0)
Fluid Mechanics		
CIVL315	3	(3,0)
Elements of Electrical Engineering		
ELEC308	3	(3,0)

SENIOR YEAR

Geotechnical Laboratory		
CIVL402	1	(0,2)
Geotechnical Engineering II		
CIVL410	3	(3,0)
Steel Design		
CIVL406	3	(3,0)
Environmental Engineering Laboratory		
CIVL419	1	(0,2)
**Civil Engineering Design Elective		
CIVL	3	(2,2)
Senior Research II		
CIVL431	1	
***Humanities/Social Science	3	(3,0)

HOURS REQUIRED FOR GRADUATION: 133
plus the credit hours.

****Elective to be an approved Engineering or Science
Course.

*Bachelor of Science
Electrical Engineering*

*Department of Electrical and Computer Engineering
John Peeples: 843.953.4893
john.peeples@citadel.edu*

General information:

In 1941 the Board of Visitors authorized the establishment of a Department of Electrical Engineering at The Citadel. Because World War II intervened, the first electrical engineering degrees were awarded to the class of 1948. The electrical engineering program is offered in two modes—day mode and the two-plus-two evening mode. The day mode is coeducational and open only to members of the South Carolina Corps of Cadets and enlisted active duty students assigned to one of The Citadel's ROTC Departments. The two-plus-two evening mode is coeducational, is open to transfer students and does not require ROTC or Health and Physical Education. Otherwise curricula, faculty, textbooks, laboratory equipment, course content, classrooms, and laboratories are the same for both modes.

The Electrical and Computer Engineering Department is located in Grimsley Hall, a first-tier engineering education facility that provides a great learning environment. Modern, fully equipped laboratories, classrooms, and faculty offices are logically arranged on the third floor. The related Departments of Mathematics and Computer Science, Physics, and Civil and Environmental Engineering are housed adjacent to the department, creating a “micro-campus” of science and technology.

The electrical engineering program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4102 – Telephone: (410) 347-7700.

Mission:

The mission of the Department of Electrical and Computer Engineering is: To prepare the individual for professional work or for graduate study in the fields of electrical and computer engineering and to provide as many of the elements of a broad

education as can be included in a program of professional study leading to the degree of Bachelor of Science in Electrical Engineering.

In addressing its mission, the department strives, through small classes, and hands-on experience in laboratories closely monitored by full-time faculty, to provide an environment highly conducive both to learning and to the development of close student-faculty relationships.

The electrical engineering curriculum places emphasis on a broad liberal education base, a strong background in mathematics and basic sciences, and a logical sequence of electrical and computer engineering courses that provide the breadth and depth necessary for continuous professional growth in today's technological society. By the end of the junior year, the electrical engineering student normally selects an area of professional emphasis such as computer engineering, control systems, communication systems, electronics, or power systems. Integral to the program is the design component that develops the student's ability to address practical engineering problems. Engineering design problems and concepts are included throughout the curriculum and the experience is capped by a mandatory two-semester senior design course in which the students undertake significant design projects.

Convinced of the great value of practical experience, the department encourages its majors to obtain gainful employment in electrical engineering or a related field for at least one summer, preferably between the junior and senior years.

Admission requirements:

1. Complete the designated courses with Trident Technical College with a grade of C or higher.
2. Maintain a minimum 2.0 GPA.
3. Receive a letter of transmittal from their Trident 2 + 2 advisor.
4. Complete a formal application to enter The Citadel's College of Graduate & Professional Studies. There is no application fee.

Program Requirements:

Two-Plus-Two Evening Mode

The Citadel through the College of Graduate and Professional Studies offers an undergraduate Bachelor of Science degree in Electrical Engineering (BSEE). This program is offered in cooperation with Trident Technical College where the student completes the first two years of study. The junior and senior years of study are completed at The Citadel by attending evening classes. The program is designed and offered to enable the full-time student to complete the upper two years of the program and receive a BSEE within two academic years and two summers.

Program Objectives:

The Department of Electrical and Computer Engineering's program of study is designed to:

- Provide a quality engineering education by offering a cohesive set of sequenced courses designed around a strong core curriculum that provides the breadth and depth required to practice engineering in a technological society within the electrical and computer engineering disciplines.
- Provide a solid foundation in the basic sciences, mathematics, and engineering topics, and in the application of these sciences to the solution of practical engineering problems.
- Provide a program that stresses oral and written communication skills as well as those computer skills required of engineers in a technological society.
- Attract and retain qualified electrical and computer engineering students.
- Provide up-to-date laboratory equipment so that our graduates are familiar with the capabilities, application, and operation of the equipment currently used in engineering analysis, design, and research environments.
- Provide an environment that encourages creativity, fosters the need and desire for life-long learning, and promotes the awareness of contemporary issues facing society.
- Provide a program that strengthens leadership and teaming skills.

Electrical Engineering Program:

The electrical engineering educational experience begins in the freshman engineering fundamentals courses, ELEC 104 and ELEC 105. These freshman courses develop basic skills and good teamwork habits through team case studies requiring the communication of creative ideas. The study of electrical engineering topics in the sophomore year includes 6 credit hours of electric circuit analysis, 3 credit hours of digital logic and circuits, 1 credit hour of electrical laboratory, and 3 credit hours of computer applications in the field. Theory is combined with application, demonstration, and experimental verification. In addition, the first two years include 19 credit hours of mathematics, 8 credit hours of chemistry, 8 credit hours of physics, and 18 credit hours of English and history to provide the foundation necessary for an engineering education.

The junior year requires a total 21 credit hours of electrical engineering course work. Breadth of coverage is provided by courses in linear system analysis, electronics, systems (automatic controls), digital systems, electromagnetics, and electromechanical energy conversion. Many of these courses include engineering design problems drawn from the experience of the faculty. First semester juniors complete their sixth mathematics course, MATH 335 (Applied Mathematics II), providing coverage of mathematical topics required in upper division electrical engineering courses. The junior year includes a single elective course that must be technical in nature but outside the mainstream of electrical engineering.

The senior year provides depth in electrical and computer engineering by requiring five out of an available thirteen 400-level electrical engineering elective courses taught and at least one approved Computer Science elective. The elective courses are ELEC 401 (Electronics II), ELEC 403, (Electric Power Systems), ELEC 405 (Electrical Measurements) and ELEC 415 (Electrical Measurements Laboratory), ELEC 407 (Systems II), ELEC 413 (Advanced Topics in Electrical Engineering) ELEC 414 (System Simulation), ELEC 416 (Communications Engineering), ELEC 418 (Advanced Digital Systems), ELEC 419 (Computer Network Architecture), ELEC 423 (Digital Signal Processing), ELEC 424 (Solid-State Devices), ELEC 425, (Interference Control in Electronics), ELEC 426 (Antennas and Propagation) and CSCI 420 (Software Engineering). These electives provide the student the opportunity to pursue an area of interest. While narrow specialization is neither possible nor desirable at the undergraduate level, these three-credit electives provide depth in both design and theory in their specialized areas. Below are several examples of possible areas of concentration available to the student.

Computer Engineering
CSCI 223

Data Structures
CSCI 420

Software Engineering
ELEC 418

Advanced Digital Systems
ELEC 419

Computer Network Architecture
ELEC 423

Digital Signal Processing
ELEC 416

Communications Engineering Power Engineering
CIVL 310

Statics and Mechanics of Materials For Non-Civil Engineers
ELEC 307

Nuclear Engineering
ELEC 403

Electric Power Systems
ELEC 407

Systems II
ELEC 405

Electrical Measurements
ELEC 415

Electrical Measurements Laboratory
ELEC 426

Antennas and Propagation Communications
PHYS 308

Optics
ELEC 401

Electronics II
ELEC 416

Communication Engineering
ELEC 419

Computer Network Architecture
ELEC 423

Digital Signal Processing
ELEC 426

Antennas and Propagation Electronics
PHYS 410

Thermodynamics
ELEC 401

Electronics II
ELEC 418

Advance Digital Systems
ELEC 423

Digital Signal Processing
ELEC 424

Solid State Devices
ELEC 405

Electrical Measurements
ELEC 415

Electrical Measurements Laboratory
Electrical Engineering Design Experiences

Engineering design is distributed throughout the electrical engineering curriculum. Introduction to the design process and the initial design experience occur in the freshman courses, ELEC 104 and

ELEC 105. The engineering profession and the ethical responsibilities of professional engineers are discussed. Design problems are posed that require little or no in-depth engineering knowledge. For example, a first design problem might ask the student to design a dormitory room workplace. Functionality, aesthetics, and cost of implementation are a few of the issues to be considered. Case studies are assigned that provide an opportunity for the students to work in teams. The emphasis is on the synthesis of a product that meets broad requirements. The students are introduced to the concept of design in which there is no single right answer and where there are relatively few limits placed on the creative process.

Techniques of analysis, synthesis, iteration, and approximations are studied in the sophomore and junior electrical engineering courses. Specialized design exercises are used to illustrate the use of these techniques in the areas of circuits, systems, electronics, electric machines, and digital circuits and systems.

The student design teams select and propose a major design project to be completed by the end of second semester. They must enlist a faculty project advisor to guide their project. At the end of the first semester the design teams present their design proposals (written and oral) that include their preliminary design (block diagram level), a schedule for the following semester, and a cost estimate. In the second semester, the teams do the detailed design, and build, test, refine, demonstrate, and document their design projects. In addition to the technical aspects, project management and presentation techniques are taught and applied. A detailed project specification is developed and placed under tight change control. Financial and scheduling aspects of the project are tracked. A final presentation in both written and oral form is required at the end of the semester, along with a working demonstration.

Minor in Electrical Engineering

Objective:

The minor in electrical engineering is designed to allow the student with quantitative and scientific aptitudes and interests to acquire a basic level of competence in one of two fields of electrical engineering.

Structure of the Minor:

1. Required Courses: (10 credit hours)
- | | |
|---------------------|--|
| ELEC 201 & ELEC 202 | Electric Circuit Analysis I & II |
| ELEC 204 | Electrical Laboratory |
| ELEC 206 | Computer Applications for Electrical Engineers |

2. Elective Fields of Emphasis

a. Digital Electronics: (10 credit hours)

- | | |
|----------|--------------------------------|
| ELEC 306 | Electronics I |
| ELEC 313 | Electronics Laboratory |
| ELEC 311 | Digital Logic and Circuits |
| ELEC 330 | Digital Systems Engineering OR |

b. Control Systems: (10 credit hours)

- | | |
|----------|----------------------------|
| ELEC 309 | Linear Circuit Analysis |
| ELEC 301 | Linear Circuits Laboratory |
| ELEC 312 | Systems I |
| ELEC 407 | Systems II |

3. Plan of Study:

Prerequisites and co-requisites for each of the above courses are as presented in the course descriptions below. (Exception: ELEC 104 and ELEC 105 are waived as course co-requisites for the student pursuing a minor in electrical engineering.)

Total Credit Hours Required - 20

Required program for 2+2:

Lower two years of study offered at Trident Technical College.

FRESHMAN YEAR

First Term	Second Term
The Citadel	Trident Tech
ENGL 101 (3)	ENGL 101 (3)
ENGL 102 (3)	ENGL 102 (3)
CHEM 151 (3)	CHEM 110 (4)
CHEM 152 (3)	CHEM 111 (4)
CHEM LAB 161 (1)	CHEM LAB 162(1)

The Citadel	Trident Tech
MATH 131 (4)	MATH 140 (4)
MATH132 (4)	MATH 141 (4)
HIST 103 (3)	HIST 101 (3)
HIST 104 (3)	HIST 102 (3)
ELEC 104 (1)	ECE 201 (1)
ELEC105 (2)	EGR 273 (2)
& EGR 273 (2)	& EGR 275 (3)

SOPHOMORE YEAR

First Term	Second Term
The Citadel	Trident Tech
ENGL 201 (3)	ENG 205 (3)
ENGL 202 (3)	ENG 206 (3)
PHYS 221 (3)	PHY 221 (4)
PHYS 222 (3)	PHY 222 (4)
PHYS LAB 271 (1)	PHYS LAB 272 (1)
MATH 231 (4)	MATH 240 (4)
MATH 234 (4)	MATH 242 (4)
ELEC 201 (3)	ECE 221 (3)
ELEC 202 (3)	ECE 222 (3)
ELEC 206 (3)	EGR 270 (3)
ELEC 204 (1)	ECE 205 (3)

Junior and senior year program of study at The Citadel

FIRST SEMESTER-JUNIOR YEAR

Digital Logic and Circuits		
ELEC 311	3	(3,0)
Introduction to Discrete Structures		
MATH 206	3	(3,0)
Applied Mathematics II		
MATH 335	3	(3,0)
Linear Circuit Analysis		
ELEC 309	3	(3,0)
Engineering Administration		
CIVL 314	2	(2,0)
Electronics I		
ELEC306	3	(3,0)
Electronics Laboratory		
ELEC313	1	(0,2)

SECOND SEMESTER-JUNIOR YEAR

Systems I		
ELEC 312	3	(3,0)
Electromechanical Energy Conversion		
ELEC 316	3	(3,0)
Digital Systems Engineering		
ELEC 330	3	(3,0)

Electrical Machinery Laboratory ELEC 302	1	(0,2)
++Technical Elective XXX	3	(3,0)
Electromagnetic Fields ELEC 318	3	(3,0)
Linear Systems Laboratory ELEC 301	1	(0,2)

FIRST SEMESTER SENIOR YEAR

Design I ELEC	421	3
(1,4) **Non-Departmental Elective XXX	3	(3,0)
Applied Probability and Statistics For Engineers ELEC 412	3	(3,0)
*Approved Departmental Elective ELEC 4XX	3	(3,0)
*Approved Departmental Elective ELEC 4XX	3	(3,0)

SECOND SEMESTER SENIOR YEAR

Design II ELEC 422	3	(1,4)
Social Science Core Course XXX	3	(3,0)
***Approved Elective ELEC XXX	3	(3,0)
***Approved Elective ELEC XXX	3	(3,0)
***Approved Elective ELEC XXX	3	(3,0)

Credit hours required for graduation: 128 for evening students

++ Elective: ++ Technical Electives: *Nuclear Engineering*, ELEC 307; *Optics*, PHYS 308; *Thermodynamics*, PHYS 410; *Statics and Mechanics of Materials For Non-Civil Engineers*, CIVL 310; *Data Structures*, CSCI 223; *Engineering Management*, CIVL 411;

**Advanced humanities or social science courses.
*Approved Departmental Electives must be selected from among the following courses: ELEC 401, ELEC 403, ELEC 405, ELEC 407, ELEC 413, ELEC 414, ELEC 415, ELEC 416, ELEC 418,

ELEC 419 ELEC 423, ELEC 424, ELEC 425, ELEC 426 and CSCI 420

Note: ELEC 413 Advanced Topics in Electrical Engineering is offered only occasionally. The Engineering science and engineering design credits are a function of the topics studied.

List of courses:

ELEC 104 Engineering Fundamentals I

One Credit Hour

Required of electrical engineering freshmen.

An introduction to the engineering profession, branches and functions of engineering, professional ethics, and the role of engineers in society.

Fundamentals of engineering problem solving and the use of calculators and computers as tools to aid in problem solving.

Lecture: one hour. Laboratory: one hour.

ELEC 105 Engineering Fundamentals II

Two Credit Hours

Required of electrical engineering freshmen.

Continuation of Engineering Fundamentals I to include the introduction of subject areas common to most engineering disciplines, such as mechanics, energy, engineering economy, electrical theory, and material balance. Introduction to the design process to include preliminary design team exercises.

Lecture: two hours.

ELEC 201 Electric Circuit Analysis I

Three Credit Hours

Prerequisites for ELEC 201: MATH 131 or permission of the department head to allow it as a co-requisite; prerequisite or co-requisites: ELEC 104, PHYS 221/271.

ELEC 202 Electric Circuit Analysis II

Prerequisites for ELEC 202: MATH 132 or permission of the department head to allow it as a co-requisite, a grade of "C" or better in ELEC 201; prerequisite or co-requisites: ELEC 105, ELEC 204, ELEC 206.

Required of electrical engineering sophomores.

Basic electrical elements and sources, Ohm's and Kirchoff's Laws, techniques of DC circuit analysis, sinusoidal analysis and phasors, power, three-phase circuits; and transient response of simple circuits, uses of SPICE to aid circuit analysis.

Lecture: three hours, two semesters.

ELEC 204 Electrical Laboratory

One Credit Hour

Prerequisites or co-requisite: ELEC 202 or ELEC 308, ELEC 206.

Required of electrical engineering sophomores.

An introduction to the experimental method in electrical engineering. Laboratory exercises are designed to supplement the material presented in ELEC 201 and ELEC 202.

Laboratory: two hours.

ELEC 206 Computer Applications for Electrical Engineers

Three Credit Hours

Prerequisites or co-requisite: ELEC 202 or ELEC 308

Required of electrical engineering sophomores.

The computer is presented as a tool for the solution of electrical engineering problems. High level language programming of computers; the use of application programs for the study of electrical circuits in the time and frequency domains; data manipulation, data plotting, and equation solving using application programs such as MATLAB.

Lecture: three hours.

ELEC 301 Linear Systems Laboratory

One Credit Hour

Prerequisite ELEC 204, ELEC 309

Corequisite: ELEC 312

Required of all electrical engineering juniors.

A laboratory course to accompany ELEC 312.

Laboratory: two hours.

ELEC 302 Electrical Machinery Laboratory

One Credit Hour

Prerequisite or corequisite: ELEC 316

Required of electrical engineering juniors.

A laboratory course to accompany ELEC 316.

Laboratory: two hours.

ELEC 306 Electronics I

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206 with a grade of "C" or better in ELEC 202; prerequisite or corequisite: ELEC 313

Required of all electrical engineering juniors.

Characteristics of solid-state devices, theory and design of low-frequency amplifiers, transistor biasing and stabilization, design of multistage and feedback amplifiers utilizing bipolar and MOS devices.

Lecture: three hours.

ELEC 307 Nuclear Engineering

Three Credit Hours

Prerequisites: CHEM 152/162, PHYS 222/272

An introduction to the theory and application of nuclear energy. Topics include fission and the chain reaction; nuclear fuels; nuclear reactor principles, concepts, examples, construction, operation, and ecological impact; heat transfer and fluid flow; radiation hazards and shielding; nuclear propulsion; and controlled fusion.

Lecture: three hours.

ELEC 308 Elements of Electrical Engineering

Three Credit Hours

Prerequisite: MATH 132

Required of civil engineering juniors.

Fundamental electrical concepts and units; basic laws of electrical circuits; equivalent circuits; DC and steady-state AC circuit analysis; and effective current, average power, and three-phase power.

Lecture: three hours.

ELEC 309 Linear Systems Analysis

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206, MATH 234, with a grade of "C" or better in ELEC 202; prerequisites or co-requisites: MATH 335

Required of electrical engineering juniors.

The study of continuous and discrete systems utilizing Laplace, Fourier, and z -transform theory.

Lecture: three hours.

ELEC 311 Digital Logic and Circuits

Three Credit Hours

Introduction to Boolean algebra; digital data coding; digital arithmetic; design of combinational and sequential circuits; design, construction and evaluation of digital circuits using industry-standard digital integrated circuits. Employs HDL and other S/W design tools.

Lecture: three hours.

ELEC 312 **Systems I**

Three Credit Hours

Prerequisites: ELEC 309

Co-requisites: ELEC 301

Required of electrical engineering juniors.

An introduction to feedback control systems, system representation, stability, root-locus and frequency response, and compensation.

Lecture: three hours.

ELEC 313 **Electronics Laboratory**

One Credit Hour

Prerequisite: ELEC 204, ELEC 206, with a grade of "C" or better in ELEC 202.

Co-requisite: ELEC 306

Required of electrical engineering juniors.

Experimental studies coordinated with the subjects introduced in ELEC 306.

Laboratory: two hours.

ELEC 316 *Electromechanical Energy Conversion*

Three Credit Hours

Prerequisite: ELEC 309, or consent of the department head; prerequisite or co-requisite: ELEC 302

Required of electrical engineering juniors.

Analysis of transformers; fundamentals of electromechanical energy conversion; and study of DC, induction, and synchronous machines.

Lecture: three hours.

ELEC 318 **Electromagnetic Fields**

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206, PHYS 222/272, MATH 234, MATH 335, with a grade of "C" or better in ELEC 202.

Required of electrical engineering juniors.

Static and magnetic fields; experimental laws and their relation to Maxwell's equations; Laplace and Poisson's equations; boundary value problems; and time varying fields, plane waves, and transmission line phenomena.

Lecture: three hours.

ELEC 330 **Digital Systems Engineering**

Three Credit Hours

Prerequisite: ELEC 311

Required of electrical engineering juniors.

Characteristics, specifications, and design of digital systems; analysis and synthesis of sequential circuits; microprocessor interfacing. Design projects required.

Lecture: three hours.

ELEC 401 **Electronics II**

Three Credit Hours

Prerequisite: ELEC 306, ELEC 313

Characteristics and applications of modern linear and digital integrated circuits. CMOS digital logic, differential amplifiers, power amplifiers, oscillators and filter circuits.

Lecture: three hours.

ELEC 403 **Electric Power Systems**

Three Credit Hours

Prerequisites: ELEC 316, and ELEC 318

A study of electrical power generation, transmission, and distribution; load flow, faults, system stability, and system economics. Design project required.

Lecture: three hours.

ELEC 405 **Electrical Measurements**

Two Credit Hours

Prerequisite: Any two 300-level electrical engineering laboratory courses; prerequisite or corequisite: ELEC 415.

An introduction to modern electrical instrumentation and measurements. Topics include: measurement theory, analog and digital signal conditioning, noise, transducers, instrumentation system design, digital interfaces, and computer based instrumentation and measurements..

Lecture: two hours.

ELEC 407 **Systems II**

Three Credit Hours

Prerequisite: ELEC 312

A continuation of Systems I with primary emphasis on digital control systems. Topics include: state-variable analysis, simulation techniques, controllability, state-variable feedback, observability, and state estimator design.

Lecture: three hours.

ELEC 412 Applied Probability and Statistics for Engineers

Three Credit Hours

Prerequisites: MATH 231, ELEC 206

Required for electrical engineering majors. Application of the theory of probability and statistics in modeling random phenomena and signals; in the calculation of system responses; and in making estimates, inferences and decisions in the presence of chance and uncertainty. Applications will be studied in areas such as communications, power systems, device modeling, measurements, reliability, and quality control.

Lecture: three hours.

ELEC 413 Advanced Topics in Electrical Engineering

Three Credit Hours

Advanced topics in electrical engineering. Offered occasionally when the special interests of students and faculty coincide. The syllabus must be approved by the Electrical Engineering Faculty. This course may be taken only once for credit.

Lecture: three hours.

ELEC 414 System Simulation

Three Credit Hours

Prerequisite: ELEC 312

An introduction to system concepts, mathematical models of systems, and simulation methods applied to a broad range of systems. Design project required.

Lecture: three hours.

ELEC 415 Electrical Measurements Laboratory

One Credit Hour

Prerequisite or corequisite: ELEC 405

A laboratory course to complement ELEC 405.

Laboratory: two hours.

ELEC 416 Communications Engineering

Three Credit Hours

Prerequisites: ELEC 330, ELEC 306, ELEC 312, and ELEC 318

Principles of amplitude, frequency, and pulse modulation; signal flow and processing in communications systems; and analog and digital communication systems.

Lecture: three hours.

ELEC 418 Advanced Digital Systems

Three Credit Hours

Prerequisite: ELEC 330

Experience in advanced digital design techniques and exposure to the development tools used in the design of advanced digital systems. Topics include the design of digital systems using VHDL, industry standard FPGA devices and software, and microprocessor hardware components.

Lecture: three hours.

ELEC 419 Computer Network Architecture

Three Credit Hours

Prerequisite: ELEC 311

This course will cover network architecture and protocols. Included are transmission technologies, encoding/decoding schemes, packet switching, frame relay, ISDN, ATM and performance modeling techniques.

Lecture: three hours.

ELEC 421 Design I

Three Credit Hours

Prerequisites: ELEC 302, ELEC 306, ELEC 312, ELEC 316, ELEC 330 and ELEC 318 or consent of the department head.

Required of electrical engineering seniors.

Initiation, design, scheduling, documentation and reporting on a major design project. Normally accomplished by students working in small groups. All students will make written and oral presentations on their contribution to the project. Financial, legal, ethical, societal, regulatory, environmental, manufacturability, and quality issues will be discussed and will constrain the designs as appropriate.

Lecture: one hour; laboratory: four hours.

ELEC 422 Design II

Three Credit Hours

Prerequisite: ELEC 421 taken the preceding semester.

Required of all electrical engineering seniors.

Continuation of the major design project begun in ELEC 421. Project implementation, documentation, and reporting. Normally to be accomplished by students working in the small groups formed in ELEC 421. The impact of the practical, societal, and governmental issues raised in ELEC 421 will be assessed. Each student will make written and oral presentations on their contributions to the project. A

prototype demonstration and presentation of final results in a symposium format is required.

Lecture: one hour; laboratory: four hours.

ELEC 423 Digital Signal Processing

Three Credit Hours

Prerequisite: ELEC 312, ELEC 330

Introduction to the characteristics, design, and applications of discrete time systems using digital signal processors. Discrete time Fourier Transforms, FIR and IIR systems, and the design of FIR and IIR filters.

Lecture: three hours.

ELEC 424 Solid-State Devices

Three Credit Hours

Prerequisites: ELEC 306, and ELEC 318

Basic principles governing the operation of solid-state devices are developed from fundamental concepts. P-N junction theory is developed and applied to the analysis of devices such as bipolar transistors, solar cells, detectors, and photo devices. The theory of field-effect devices is developed.

Lecture: three hours.

ELEC 425 Interference Control in Electronics

Three Credit Hours

Prerequisites: ELEC 309, ELEC 318, ELEC 330.

An introduction to the control and measurement of interference between electronic devices. Analysis methods and practical design techniques to minimize both radiated and conducted emissions and susceptibility. Enhancing signal integrity in high-speed circuits and reducing crosstalk. Laboratory exercises and demonstrations will be used to reinforce the material.

Lecture: three hours.

ELEC 426 Antennas and Propagation

Three Credit Hours

Prerequisites: ELEC 318

Transmission, radiation, and propagation of electromagnetic waves by means of transmission lines,

waveguides, optical fibers, and antennas. Design project required.

Lecture: three hours.

Approved senior departmental electrical engineering electives:

ELEC 401 Electronics II

ELEC 403 Electric Power Systems

ELEC 405 Electrical Measurements*

ELEC 415 Electrical Measurements Laboratory

Note: ELEC 405 and ELEC 415 must be taken together.

ELEC 407 Systems II

ELEC 418 Advanced Digital Systems

ELEC 413 Advanced Topics in Electrical

Engineering

ELEC 414 System Simulation

ELEC 416 Communications Engineering

ELEC 419 Computer Network Architecture

ELEC 423 Digital Signal Processing

ELEC 424 Solid-State Devices

ELEC 425 Interference Control in Electronics

ELEC 426 Antennas and Propagation

CSCI 420 Software Engineering

Maymester and Summer School

The Citadel's Maymester and Summer School is a component part of the College of Graduate and Professional Studies (CGPS) which has the responsibility for coordination and administration of all aspects of The Citadel's graduate and undergraduate summer school programs. The operation of Maymester and Summer School is the responsibility of the Associate Dean of the College of Graduate and Professional Studies and is administered under the guidelines established in coordination with the Provost and the Commandant. The operation encompasses all aspects of college administration.

Students enrolled in the Maymester or Summer School and not living in the barracks are the administrative and disciplinary responsibility of the Provost. Cadets enrolled in Maymester or Summer School and non-cadets living in the barracks are the responsibility of the Commandant.

Administrative Regulations

Admissions—Admission to the Maymester and Summer School does not constitute admission to the regular academic session of The Citadel.

Undergraduate students seeking initial admission to the Maymester and Summer Sessions at The Citadel must complete an application and pay the application fee. High school or college transcripts are not required for enrollment in summer school. Rising high school seniors may be admitted on the basis of written recommendations from their high school guidance counselor or principal. Rising high school seniors may enroll in a maximum of two freshman level courses.

Graduate Students enrolled in summer school must go through the admissions procedure outlined in the catalog of the College of Graduate and Professional Studies. Admission to the program and enrollment in courses are governed by the policies outline for the program to which the student applies. Students enrolled in graduate courses in the summer session are classified as "Graduate Students."

Registration—Registration for all students, graduate and undergraduate, enrolled in Maymester

or summer sessions at The Citadel is performed in the office of the College of Graduate and Professional Studies located in Bond Hall.

Admission and registration may be conducted in one of three ways:

- 1) Student may come into office and complete the application/registration procedure,
- 2) Student may mail or fax in an application/registration form.
- 3) Returning Students may register through PAWS on the internet.

The dates and times for all registration are published in the annual "Schedule of Classes for Summer School." Summer School registration is not complete until all fees are paid. Students may not attend class until they are completely registered. Completed registrations will be honored on a first come, first served basis.

Fees—The fee schedule for the summer school is established by the Vice President for Finance and Business Affairs in consultation with appropriate officers of The Citadel as approved by its Board of Visitors. The fee schedule is published in the "Schedule of Classes for Summer School" to which each student has access before registering. The College reserves the right to adjust fees to meet the current costs of operation should it become necessary.

While students may register by a published date and be invoiced for payment, all fees are due and payable by the date published in the "Schedule of Summer School Classes." As indicated in the published schedule, credit cards, money orders, checks, student loans, and cash are accepted for fee payment. No fees are refunded after the first week of summer classes. The last date to receive a refund is indicated in the published Summer School Calendar. It is the responsibility of the student to obtain the appropriate form from the office of Graduate and Professional Studies to initiate a refund.

Books and other supplies may be purchased at the Cadet Store or The Citadel Gift Shop on a cash basis.

Vehicle Registration—Ample lighted and secure parking is available on campus for all summer school students. All automobiles parked within The Citadel gates are required to have a parking decal. The decals are obtained in person in the Public Safety

Office. The fee for the parking decal is published in the “Schedule of Classes for Summer School.” The parking fee covers all sessions of summer school. Very limited parking is available for motorcycles on a first come, first served basis at the Lesesne Gate of The Citadel. All motorcycles must have The Citadel parking decal also. Two and three wheeled motorized vehicles may not be operated on campus.

Students may park at their own risk on the public streets surrounding The Citadel without purchasing a Citadel parking decal.

Housing—Housing in barracks is available to any student enrolled in classes at The Citadel during Maymester or a summer session. However, it is not mandatory for any student to live on campus during Maymester and summer sessions. The “Schedule of Summer Classes” provides information on the cost of living in barracks housing.

Dining—Coward Hall, The Citadel Dining Hall, will provide three meals a day during the three summer sessions to any interested student who pays for meal tickets. Students living in the barracks are required to purchase meal tickets in The Citadel Dining Hall. All other summer school students, graduate or undergraduate, may obtain noon meal tickets for the established fee indicated in the “Summer Schedule of Classes.” Meal tickets for 3 meals a day are also available to all interested students not living in the barracks. Individual meal tickets will not be sold. All students may purchase snacks and light meals in the Canteen in Mark Clark Hall.

Student Identification Cards—Summer school students attending on-campus courses are required to have a Citadel identification card. The identification cards are obtained at registration in the Office of the College of Graduate and Professional Studies. This card is necessary for using The Citadel and area consortium libraries.

Student Activities—Campus recreational facilities are available to students enrolled in summer school classes upon payment of the activity fee. These facilities include the Deas Hall weight room, racquet ball courts, swimming pool, and gymnasium; tennis courts, track, and The Citadel Beach House located

on the Isle of Palms. Students must show The Citadel identification card to use the facilities.

Senior Citizens—Persons over age 60 who meet admission requirements and are not employed full time may register for courses on a “space available” basis with no credit hour fee charged. All other fees must be paid.

Student Conduct—All students enrolled in summer classes are expected to conduct themselves in accordance with the Summer School Policies which is based on college regulations. A copy of regulations for non-cadets during the academic year and all students, including cadets in Maymester and Summer School, is available to each student in the Office of the College of Graduate and Professional Studies. Students should pick up a copy when they register for classes.

ACADEMIC INTEGRITY POLICY AND PROCEDURES

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity policy include, but are not limited to the following:

- plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;
- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;
- Using, without authorization of the instructor, notes, books, prompts, or other materials, or receiving verbal assistance to aid in answering questions on an examination;
- Giving or receiving substantive aid during the course of an examination;
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;
- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct.

While academic integrity is a shared responsibility, it is

incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.

1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head or Associate Dean of the school in which the alleged violation took place. If the faculty member making the allegation is the Department Head or Associate Dean of the school in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of that school.

2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Vice President for Academic Affairs.

3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will appoint a three member hearing board comprised of two faculty members from outside the program of the accused student and a currently enrolled CGPS student of the same student classification, but

outside the program of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. The accused student may be advised by another student or member of the permanent faculty or staff, not to exceed two. Legal counsel is not allowed. The student and/or the student's representative may cross-examine all witnesses and the accuser. A tape recording of the hearing, which will be closed, will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Vice President for Academic Affairs.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

APPEALS OF VIOLATIONS OF ACADEMIC INTEGRITY

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost,

and provided the petition states the grounds on which the appeal is based. An Academic Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- new evidence has been found since the individual was found guilty;
- the individual's rights were not protected;
- there was a procedural error during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and advisor will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

Senior Administrative Staff

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President

Major General James A. Grimsley, Jr., USA,
Retired
President Emeritus

Brigadier General Harrison S. Carter
Provost and Dean of the College

Major General Wallace E. Anderson
Dean Emeritus

Major General George F. Meenaghan
Dean Emeritus

Brigadier General J. Emory Mace, USA, Retired
Commandant of Cadets

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Colonel Donald M. Tomasik, USA, Retired
Vice President for Facilities and Administration

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Mr. Leslie G. Robinson
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Associate Vice President for Academic Affairs

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Executive Assistant to the President

Colonel Joseph W. Trez, USA, Retired
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Director of Public Safety/Provost Marshal

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Director of Student Counseling Center

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Director of Human Resources

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*Associate Dean, College of Graduate and
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Major Chris Fudge
*Director of Writing and Learning Strategies
Programs*

Lieutenant Colonel Hank M. Fuller
Director of Financial Aid/Scholarships

Chaplain (Col.) David O. Golden, USA, Retired
Director of Religious Activities

Ms. Mary Ellen Huddleston
Director of Intramurals and Club Sports

Mr. J. Stannard Hurteau
*Executive Director, The Citadel Brigadier Foundation,
Inc.*

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Director of Cadet Activities

Colonel John G. Lackey III, USA, Retired
Deputy Commandant and Assistant for Discipline

Lieutenant Colonel Angie W. LeClercq
Director of Library Services

Lieutenant Colonel Ben W. Legare, Jr., USA, Retired
*Director of Community Affairs/Special Assistant for
Governmental Affairs*

Lieutenant Colonel Sylvia Nesmith
Registrar

Colonel James N. Openshaw, USAF, Retired
Director of Budget

Mr. Bill Fulmer
Internal Auditor

Major Robert Pickering
Director of Multicultural Student Services

Colonel Hedy C. Pinkerton, USAF, Retired
*Assistant Commandant for Administration and
Coeducation*

Lieutenant Colonel John W. Powell, Jr.
Director of Admissions

Colonel George W. Powers, USA, Retired
*Assistant Commandant of Operations and
Training*

Mr. Michael F. Rogers
*Director of Alumni Affairs and Placement/
Executive
Director of The Citadel Alumni Association*

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Director of Protocol

Mr. Frank A. Shannon III
Executive Director, The Citadel Foundation

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Auxiliary Activity Directors

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Manager, Printing Services

Mr. Ricardo Guitierrez
Manager, Tailor Shop

Mr. David B. Heidenberg
Manager, Dining Services

Major Jerry Chamness
Director, Auxiliary Services

Kenneth Woodruff
Manager, Cadet Store

Mr. Steve Montford
Manager, Laundry and Dry Cleaning

Mrs. Vera W. Mims
Manager, Canteen Activities

Dr. Henry C. Robertson, M.D.
Surgeon and Infirmary Administrator

Faculty

John Southy Grinalds, Major General, USMC,
Retired
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