



COASTAL CAROLINA UNIVERSITY CATALOG

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Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate degree and masters degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University.

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 Suitable substitutions will be allowed for required courses which have been withdrawn.

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

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www.coastal.edu/catalog

TABLE OF CONTENTS

Degrees, Majors, Minors, Certificates	6
Academic Calendar	8
The University	16
Admission Information	20
Academic Regulations	34
Honors Program	59
Fees and Expenses	64
Financial Aid	72
Scholarships	77
Student Life.....	84
Core Curriculum	98
Interdisciplinary Studies Program.....	104
Bachelor of Arts	104
Bachelor of Science	104
Academic Colleges	108
E. Craig Wall Sr. College of Business Administration	108
Business Administration	109
Accounting Major	111
Economics Major: BS Degree	112
Economics Major: BA Degree	113
Finance Major	114
Management Major	115
Marketing Major	116
Resort Tourism Management Major	117
Business Administration Minor	118
Economics Minor	118
International Business Studies Minor	118
Professional Golf Management Program	118
Wall Fellows Program	119
Spadoni College of Education	120
Early Childhood Education (Pre - K3) Major	124
Elementary Education (2 - 6) Major	126
Middle Level Education (5 - 8) Major	127
Special Education-Learning Disabilities (Pre K - 12) Major.....	129
Thomas W. and Robin W. Edwards College of Humanities and Fine Arts.....	131
Communication Major	134
Communication Minor.....	136
Journalism Minor	136
English Major.....	137
English Minor	138
Spanish Major	141
Spanish Minor	142
French Minor	142
German Minor	143
History Major.....	143
History Minor.....	145
Music Major.....	144
Music Minor.....	147
Philosophy Major.....	148
Philosophy Minor.....	149
Religious Studies Minor	149
Political Science Major	150
Political Science Minor.....	151
International Studies Minor	151
Asian Studies Minor	152
Latin American Studies Minor.....	153
Pre-Law Minor.....	153
Dramatic Arts Major	154
Dramatic Arts Minor.....	155

TABLE OF CONTENTS (continued)

Musical Theatre Major.....	155
Theatre Arts Major.....	157
Art Studio Major.....	159
Art History Minor.....	159
Art Education Minor.....	160
Art Studio Minor.....	160
Graphic Design Major.....	160
Graphic Design Minor.....	161
New Media and Digital Culture Minor.....	161
Women's and Gender Studies Minor.....	162
College of Science.....	163
Exercise and Sport Science Major.....	167
Health Promotion Major.....	169
Physical Education Teacher Education Major (Pre K - 12) Major.....	173
Recreation and Sport Management Major.....	175
Exercise Science Minor.....	178
Health Promotion Minor.....	178
Sport Studies Minor.....	179
Reserve Officer Training Corps (ROTC) Program.....	180
Biology Major.....	181
Biology/Master of Business Administration Dual Degree Program.....	184
Biology Minor.....	186
Chemistry Major.....	184
Chemistry Minor.....	188
Applied Physics Major.....	188
Applied Physics Minor.....	190
Biochemistry Major.....	190
Computer Science Major.....	193
Information Systems Major.....	194
Computer Science Minor.....	194
Marine Science Major.....	194
Marine Science Minor.....	197
Applied Mathematics Major.....	197
Actuarial Science Minor.....	199
Applied Mathematics Minor.....	199
Statistics Minor.....	199
Psychology Major: BA Degree.....	199
Psychology Major: BS Degree.....	201
Psychology Minor.....	202
Sociology Major.....	202
Sociology Minor.....	205
Gerontology Certificate Program.....	205
Engineering Dual Degree Program with Clemson University.....	207
Environmental Science Minor.....	207
Coastal Geology Minor.....	208
Graduate Programs.....	210
Regulations.....	210
Master of Business Administration.....	216
Master of Business Administration with Concentration in Accounting.....	218
Master of Education/Educational Leadership.....	219
Master of Education/Learning and Teaching.....	221
Master of Arts in Teaching.....	223
Master of Arts in Writing.....	226
Master of Science in Coastal Marine and Wetland Studies.....	227
Course Descriptions - Graduate.....	231
Course Descriptions - Undergraduate.....	260
Index.....	395
Campus Map.....	394



Baccalaureate Degrees are offered with majors in

Accounting	Recreation and Sport Management
CMA/Finance Track	Recreation Management
CPA Track	Sport Management
Art Studio	Resort Tourism Management
Biochemistry	Sociology
Biology	Criminology
Cell/Molec Bio & Genetic	Health and Aging
Integrative Biology	Social Justice
Ecology, Evolution & Conservation	Spanish
Chemistry	Special Education - Learning Disabilities
Computer Science	Theatre Arts
Communication	Acting
Dramatic Arts	Design and Technology
Early Childhood Education	Physical Theatre
Economics (B.A.)	
Economics (B.S.)	
Elementary Education	
English	
Exercise and Sport Science	
Finance	
Graphic Design	
Health Promotion	
History	
Information Systems	
Interdisciplinary Studies (B.A.)	
Interdisciplinary Studies (B.S.)	
Management	
Marine Science	
Marketing	
Mathematics, Applied	
Middle Level Education	
Music	
Musical Theatre	
Philosophy	
Physical Education/Teacher Education	
Physics, Applied	
Political Science	
Psychology (B.A.)	
Psychology (B.S.)	

Minors are offered in

Actuarial Science	History
Art Education	International Business Studies
Art History	International Studies
Art Studio	Journalism
Asian Studies	Latin American Studies
Biology	Marine Science
Business Administration	Mathematics, Applied
Chemistry	Music
Coastal Geology	New Media and Digital Culture
Communication	Philosophy
Computer Science	Physics, Applied
Dramatic Arts	Political Science
Economics	Pre-Law
English	Psychology
Environmental Science	Religious Studies
Exercise Science	Sociology
French	Spanish
German	Sport Studies
Graphic Design	Statistics
Health Promotion	Women's and Gender Studies

Certificate is offered in

Gerontology

Graduate Degrees

Master of Arts in Teaching degree with a major in Education

With a Concentration in Art

With a Concentration in English

With a Concentration in Music

With a Concentration in Mathematics

With a Concentration in Science

With a Concentration in Social Studies

Master of Arts in Writing

Master of Education in Educational Leadership

Master of Education in Learning and Teaching

With a Concentration in Early Grades & Elementary Grades

With a Concentration in Instructional Technology

With a Concentration in Literacy

Master of Business Administration degree with majors in

Business Administration

Business Administration with a Concentration in Accounting

Master of Science in Coastal Marine and Wetland Studies

Academic Calendar Fall 2010

March						
S	M	T	W	T	F	S
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April						
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May						
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June						
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July						
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- **Monday, Mar. 29 through Monday, April 12, 2010:** Advisement, Advance Registration for Fall 2010.
- **Friday, Aug. 13:** Orientation/Registration for Transfer Students.
- **Friday, Aug. 13 through Tuesday, Aug. 17:** Regular Registration, drop/add, and on-site fee payment for Regular Fall, Fall I, Fall II, Myrtle Beach, and Waccamaw classes.
Fall I Registration continues through Friday, Aug 20.
Fall II Registration continues through Tuesday, Oct. 12.
- **Saturday, Aug. 14:** Residence halls and dining halls open.
- **Saturday, Aug. 14 through Tuesday, Aug. 17: Orientation.**
- **Sunday, Aug. 15: First Year Experience Class.**
- **Monday, Aug. 16: First Year Experience Class.**
- **Wednesday, Aug. 18:** Classes begin for Regular Fall.
- **Wednesday, Aug. 18 through Monday, Aug. 23:** Late Registration, drop/add, or drop with no academic record for Regular Fall.
- **Friday, Aug. 20:** Last day for Regular Registration for Fall I.
- **Monday, Aug. 23:** Classes begin for Fall I.
- **Monday, Aug. 23 through Thursday, Aug. 26:** Late Registration, drop/add, or drop with no academic record for Fall I.
- **Tuesday, Aug. 24 through Tuesday, Oct. 26:** Grade of "W" will be assigned for drops or withdrawals for Regular Fall.
- **Friday, Aug. 27 through Wednesday, Sept. 22:** Grade of "W" will be assigned for drops or withdrawals for Fall I.
- **Monday, Sept. 6:** Labor Day holiday.
- **Friday, Sept. 10:** Last day to apply for December graduation. Degree Applications should be submitted to the Office of the Dean of the major.
- **Wednesday, Sept. 22:** Last day to drop with grade of "W" for Fall I. Last day to submit paperwork for Course Repeat Forgiveness for Fall I.
- **Thursday, Sept. 23 through Wednesday, Oct. 6:** Grade of "WF" will be assigned for drops or withdrawals for Fall I.
- **Wednesday, Oct. 6:** Last day of classes for Fall I. Midpoint in regular semester.
- **Thursday, Oct. 7:** Final examinations for Fall I - TTH classes.
- **Tuesday, Oct. 12:** Final examinations for Fall I - MW/MTWTH classes. Last day of Regular Registration for Fall II.
- **Wednesday, Oct. 13:** Classes begin for Fall II.
- **Wednesday, Oct. 13 through Tuesday, Oct. 19:** Late Registration, drop/add, or drop with no academic record for Fall II.

Calendar information and dates are subject to change. Please visit www.coastal.edu/registrar to obtain the most accurate calendar information. Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

Academic Calendar Fall 2010

- **Friday, Oct. 15:** Student holiday - no classes.
- **Wednesday, Oct. 20 through Thursday, Nov. 11:** Grade of “W” will be assigned for drops or withdrawals for Fall II.
- **Tuesday, Oct. 26:** Last day to drop with grade of “W” for Regular Fall.
Last day to submit paperwork for Course Repeat Forgiveness for Regular Fall.
- **Wednesday, Oct. 27 through Friday, Dec. 3:** Grade of “WF” will be assigned for drops or withdrawals for Regular Fall.
- **Tuesday, Nov. 2:** Election Day holiday.
- **Thursday, Nov. 11:** Last day to drop with grade of “W” for Fall II.
Last day to submit paperwork for Course Repeat Forgiveness for Fall II.
- **Friday, Nov. 12 through Thursday, Dec. 2:** Grade of “WF” will be assigned for drops or withdrawals for Fall II.
- **Saturday, Nov. 20:** Residence halls and dining halls close at 12:00 noon.
- **Monday, Nov. 22 through Friday, Nov. 26:** Thanksgiving Break.
- **Saturday, Nov. 27:** Residence halls and dining halls re-open.
- **Thursday, Dec. 2:** Last day of classes for Fall II.
- **Friday, Dec. 3:** Last day of classes for Regular Fall.
- **Monday, Dec. 6:** Final examinations for Fall II - MW classes.
- **Monday, Dec. 6 through Friday, Dec. 10:** Final examinations for Regular Fall.
- **Tuesday, Dec. 7:** Final examinations for Fall II - TTH/MTWTH classes.
- **Saturday, Dec. 11:** Residence halls and dining halls close.
- **Saturday, Dec. 11: Commencement at 10 a.m. at the Myrtle Beach Convention Center.** See www.coastal.edu/commencement for additional information.

August						
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September						
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October						
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November						
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December						
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Academic Calendar Spring 2011

November						
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December						
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January						
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February						
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- **Monday, Nov. 1, through Friday, Nov. 12, 2010:** Advisement, Advance Registration for Spring 2011.
- **Thursday, Jan. 6 through Friday, Jan. 7:** Regular Registration, drop/add, and on-site fee payment for Regular Spring, Spring I, Spring II, Myrtle Beach and Waccamaw classes.
Spring II Registration continues thru Friday, March 4.
- **Friday, Jan. 7:** Orientation/registration for new students.
- **Saturday, Jan. 8:** Residence halls and dining halls open at 12 noon.
- **Monday, Jan. 10:** Classes begin for Regular Spring and Spring I.
- **Monday, Jan. 10 through Thursday, Jan. 13:** Late Registration, drop/add, or drop with no academic record for Regular Spring and Spring I.
- **Friday, Jan. 14 through Thursday, March 24:** Grade of "W" will be assigned for drops or withdrawals for Regular Spring.
- **Friday, Jan. 14 through Wednesday, Feb. 9:** Grade of "W" will be assigned for drops or withdrawals for Spring I.
- **Monday, Jan. 17:** Martin Luther King, Jr. holiday.
- **Friday, Feb. 4:** Last day to apply for May graduation.
Degree Applications should be submitted to the Office of the Dean of the major.
- **Wednesday, Feb. 9:** Last day to drop with grade of "W" for Spring I.
Last day to submit paperwork for Course Repeat Forgiveness for Spring I.
- **Thursday, Feb. 10 through Wednesday, Feb. 23:**
Grade of "WF" will be assigned for drops or withdrawals for Spring I.
- **Thursday, Feb. 10 and Friday, Feb. 11** Celebration of Inquiry.
- **Wednesday, Feb. 23:** Last day of classes for Spring I.
- **Thursday, Feb. 24:** Final examinations for Spring I - TTH classes.
- **Monday, Feb. 28:** Final examinations for Spring I - MW/MTWTH classes.
Midpoint in regular semester.

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Academic Calendar Spring 2011

- **Friday, March 4:** Last day of Regular Registration for Spring II.
- **Monday, March 7:** Classes begin for Spring II.
- **Monday, March 7 through Thursday, March 10:** Late Registration, drop/add, or drop with no academic record for Spring II.
- **Friday, March 11 through Tuesday, April 12:** Grade of "W" will be assigned for drops or withdrawals for Spring II.
- **Saturday, March 12:** Residence halls and dining halls close at 12 noon.
- **Monday, March 14 through Friday, March 18:** Spring Break.
- **Saturday, March 19:** Residence halls and dining halls reopen.
- **Thursday, March 24:** Last day to drop with grade of "W" for Regular Spring.
Last day to submit paperwork for Course Repeat Forgiveness for Regular Spring.
- **Friday, March 25 through Wednesday, April 27:** Grade of "WF" will be assigned for drops or withdrawals for Regular Spring.
- **Tuesday, April 12:** Last day to drop with grade of "W" for Spring II.
Last day to submit paperwork for Course Repeat Forgiveness for Spring II.
- **Wednesday, April 13 through Tuesday, April 26:** Grade of "WF" will be assigned for drops or withdrawals for Spring II.
- **Friday, April 22:** Student holiday - no classes.
- **Tuesday, April 26:** Last day of classes for Spring II.
- **Wednesday, April 27:** Last day of classes for Regular Spring.
- **Thursday, April 28:** Study day.
- **Friday, April 29 through Thursday, May 5:** Final examinations for Regular Spring.
- **Monday, May 2:** Final examinations for Spring II - MW/MTWTH classes
- **Tuesday, May 3:** Final examinations for Spring II - TTH classes.
- **Saturday, May 7:** Residence halls and dining halls close.

TBA: Commencement. When available, details are posted to the University's web site. Please see www.coastal.edu/commencement for further information.

March						
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April						
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May						
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Academic Calendar Summer 2011

April						
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May						
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MAY SEMESTER 2011

- **Monday, Nov. 1, through Friday, Nov. 12, 2010:** Advisement, Advance Registration for May Semester 2011.
- **Thursday, May 5 through Friday, May 6:** Regular Registration.
- **Sunday, May 8:** Residence halls open.
- **Monday, May 9:** Classes begin for 3-Week May Semester session. Classes begin for 4-Week May Semester session. Last day to late register, change schedule or drop with no academic record for 3-Week May Semester.
- **Tuesday, May 10:** Last day to late register, change schedule or drop with no academic record for 4-Week May Semester.
- **Tuesday, May 10 through Thursday, May 19:** Grade of "W" will be assigned for drops or withdrawals for 3-Week May Semester.
- **Wednesday, May 11 through Wednesday, May 25:** Grade of "W" will be assigned for drops or withdrawals for 4-Week May Semester.
- **Monday, May 23 through Thursday, May 26:** Grade of "WF" will be assigned for drops or withdrawals for 3-Week May Semester.
- **Thursday, May 19:** Last day to drop with grade of "W" for 3-Week May Semester. Last day to submit paperwork for Course Repeat Forgiveness for 3-week May Semester.
- **Monday, May 23 through Thursday, May 26:** Grade of "WF" will be assigned for drops or withdrawals for 3-Week May Semester.
- **Wednesday, May 25:** Last day to drop with grade of "W" for 4-Week May Semester. Last day to submit paperwork for Course Repeat Forgiveness for 4-week May Semester.
- **Thursday, May 26:** Last day of classes for 3-Week May Semester.
- **Thursday, May 26 through Thursday, June 2:** Grade of "WF" will be assigned for drops or withdrawals for 4-Week May Semester.
- **Friday, May 27:** Final examinations for 3-Week May Semester.
- **Thursday, June 2:** Last day of classes for 4-Week May Semester.
- **Friday, June 3:** Final examinations for 4-Week May Semester.
- **Friday, June 10:** Last day to apply for Summer graduation. Degree Applications should be submitted to the Office of the Dean of the major.

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Academic Calendar Summer 2011

SUMMER I 2011

- **Monday, Nov. 1, through Friday, Nov. 12, 2010:** Advisement, Advance Registration for Summer I 2011.
- **Wednesday, June 1 through Thursday, June 2:** Regular Registration.
- **Monday, June 6:** Classes begin.
- **Tuesday, June 7:** Last day to late register, change schedule or drop with no academic record.
- **Wednesday, June 8 through Tuesday, June 28:** Grade of "W" will be assigned for drops or withdrawals.
- **Friday, June 10:** Last day to apply for Summer graduation. Degree Applications should be submitted to the Office of the Dean of the major.
- **Friday, June 17:** Regular class day to make up for July 4th holiday.
- **Tuesday, June 28:** Last day to drop with grade of "W" for Summer I. Last day to submit paperwork for Course Repeat Forgiveness for Summer I.
- **Wednesday, June 29 through Thursday, July 7:** Grade of "WF" will be assigned for drops or withdrawals.
- **Monday, July 4:** Independence Day holiday.
- **Thursday, July 7:** Last day of classes.
- **Friday, July 8:** Final examinations.

June						
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SUMMER EIGHT-WEEK 2011

- **Monday, Nov. 1, through Friday, Nov. 12, 2010:** Advisement, Advance Registration for Summer 8-Week 2011.
- **Wednesday, June 1 through Thursday, June 2:** Regular Registration.
- **Monday, June 6:** Classes begin.
- **Thursday, June 9:** Last day to late register, change schedule or drop with no academic record.
- **Friday, June 10:** Last day to apply for Summer graduation. Degree Applications should be submitted to the Office of the Dean of the major.
- **Friday, June 10 through Thursday, July 7:** Grade of "W" will be assigned for drops or withdrawals.
- **Friday, June 17:** Regular class day to make up for July 4th holiday.
- **Monday, July 4:** Independence Day holiday.

July						
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31						

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Academic Calendar Summer 2011

June						
S	M	T	W	T	F	S
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July						
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August						
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- **Thursday, July 7:** Last day to drop with grade of "W"..
Last day to submit paperwork for Course Repeat Forgiveness for Summer 8-Week.
- **Friday, July 8 through Wednesday, July 20:** Grade of "WF" will be assigned for drops or withdrawals from MW classes.
- **Friday, July 8 through Wednesday, July 21:** Grade of "WF" will be assigned for drops or withdrawals from TTH classes.
- **Wednesday, July 20:** Last day of class for MW classes..
- **Thursday, July 21:** Last day of class for TTH classes..
- **Monday, July 25:** Final examinations for MW classes.
- **Tuesday, July 26:** Final examinations for TTH classes.

SUMMER II 2011

- **Monday, Nov. 1, through Friday, Nov. 12, 2010:** Advisement, Advance Registration for Summer II 2011.
- **Wednesday, July 6 through Thursday, July 7:** Regular Registration.
- **Monday, July 11:** Classes begin.
- **Tuesday, July 12:** Last day to late register, change schedule or drop with no academic record.
- **Wednesday, July 13 through Tuesday, Aug. 2:** Grade of "W" will be assigned for drops or withdrawals.
- **Tuesday, Aug. 2:** Last day to drop with grade of "W".
Last day to submit paperwork for Course Repeat Forgiveness for Summer II.
- **Wednesday, Aug. 3 through Thursday, Aug. 11:** Grade of "WF" will be assigned for drops or withdrawals.
- **Thursday, Aug. 11:** Last day of classes.
- **Friday, Aug. 12:** Final examinations.
Residence halls and dining halls close.

Calendar information and dates are subject to change. Please visit www.coastal.edu/registrar to obtain the most accurate calendar information. Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.



COASTAL
CAROLINA

UNIVERSITY

THE UNIVERSITY



COASTAL CAROLINA
UNIVERSITY

THE UNIVERSITY

Coastal Carolina University Mission Statement

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

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

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

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

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

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

University Traditions

The University Seal

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

The University Logo

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

The Presidential Medallion

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

The University Mace

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

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

ACCREDITATION

Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate degree and masters degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University.

The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina State Board of Education.

The E. Craig Wall Sr. College of Business Administration is accredited by AACSB International - The Association for the Advancement of Collegiate Schools of Business.

Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The Department of Computer Science and Information Systems is accredited by the Accreditation Board for Engineering and Technology (ABET).

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

ENGLISH LANGUAGE PROFICIENCY

(SC Code of Laws 59-103-160)

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



COASTAL
CAROLINA

UNIVERSITY

ADMISSIONS



COASTAL CAROLINA
UNIVERSITY

ADMISSION INFORMATION

The Office of Admissions is responsible for marketing the University to its many student constituent groups and processing their applications to enroll new and returning students who seek to attend a comprehensive liberal arts institution. Among its many student groups, the Office of Admissions recruits and enrolls traditional freshman, transfer, readmit, non-traditional, and graduate students.

The Office of Admissions seeks to enroll a talented student body from a variety of ethnic, economic and geographic backgrounds.

Categories of Admission

Freshman Admission

A freshman applicant is a person who has not attended a regionally accredited college or university after high school graduation. Any applicant who has attended classes from a post-secondary institution while still in high school is still classified as a freshman and must submit official college transcripts of course work whether credit is expected or not.

Requirements--Freshmen applicants must submit:

1. Completed Undergraduate Application;
2. Official high school transcript complete up to the time of the application;
3. Official entrance examination scores (SAT or ACT);
4. Specified non-refundable application fee.

Both quantitative and qualitative measures guide the Office of Admissions in reaching a final admissions decision. Admission as a freshman to Coastal Carolina University is based on overall performance in high school courses, achievement in the college preparatory core prerequisite (listed below), the SAT or the ACT scores, and other documentation (essays or recommendations) provided by the student. Applicants who have earned a cumulative average of **B** on the required college preparatory courses and who score 1000 on the SAT or 21 on the ACT are generally competitive for admission. Higher grades may slightly offset lower SAT/ACT scores.

Candidates for admission must request that the results of the SAT or ACT tests be sent to Coastal Carolina University. The University's SAT code number is 5837 and the ACT code number is 3843. The admissions committee can not make a decision on a candidate until all of the required documents have been received.

Coastal Carolina University requires that all students complete the following high school courses and units to be considered for admission to the University.

College Preparatory Core Prerequisite Requirements

- English: 4 units
At least two units must have strong grammar and composition components, at least one unit must be in English Literature and at least one unit must be in American Literature (completion of college preparatory English I, II, III and IV will meet this requirement).
- Mathematics: 3 units

Algebra I, Algebra II and Geometry are required. A fourth higher-level mathematics course is strongly recommended. (Applied Mathematics I and II may count together as a substitute for Algebra I if a student successfully completes Algebra II.)

- **Laboratory Science: 3 units**
Two units must be taken in different fields and selected from among biology, chemistry or physics. The third unit may be from the same field as one of the first two units or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory/general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.
- **Foreign Language: 2 units**
The two units of foreign language must be in the same language.
- **Social Studies: 3 units**
One unit of U.S. history is required; a half unit of economics and a half unit of government are strongly recommended.
- **Academic Electives: 4 units**
Four college preparatory units must be taken from at least three different fields selected from computer science, English, fine arts, foreign languages, humanities, laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite), mathematics above the level of Algebra II, or social sciences. It is suggested that one unit be in computer science which includes programming (excludes keyboarding) and one unit in fine arts (appreciation of, history, or performance).
- **Physical Education OR ROTC: 1 unit**

Freshman applicants are encouraged to apply in the fall prior to the fall for which they seek admission. Priority consideration will be given to complete applications received by Dec. 1. Complete applications received after Dec. 1 will be reviewed on a rolling basis until April 15 and thereafter on a space available basis. Freshman applicants who desire to be considered for University Merit Scholarships and the Honors Program must apply and submit all credentials for consideration by Jan. 1.

Coastal Carolina University may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisite is due to circumstances beyond the reasonable control of the student, or 2) students who have taken the applied academics courses rather than the required college preparatory curriculum described above and who meet all other institutional admissions criteria.

If unit prerequisites are not met for reasons beyond the control of the student, both the student and the guidance counselor must submit to the Office of Admissions at Coastal Carolina University a written explanation as to why the student failed to complete the courses. Completion of the course prerequisites is not required for students who graduated from high school before May 1987.

Freshman applicants must possess either a high school diploma or its equivalent (GED) prior to enrollment at the University. Home schooled students must provide their recognized high school diploma or its equivalent along with transcripts. A final official high school transcript with a posted date of graduation must be received by Aug. 1 for fall enrollment and by Dec. 15 for spring enrollment. Transfer students are required to submit a final official transcript by Aug. 1 for fall enrollment and by Dec. 15 for spring enrollment. Failure to submit the final official transcript will result in the cancellation of University classes.

Home Schooled Applicant Admission

Coastal Carolina University recognizes home schooled high school students as individuals who have obtained their high school education and high school diploma through study in a non-traditional home setting.

Home schooled high school graduates are required to meet the same admissions requirements as freshman applicants. In addition, the home school applicant must submit:

1. Completed Undergraduate Application;
2. Official transcripts from any high school or colleges attended;
3. Declaration of Intent to Home School as filed with the local board of education;
4. Official entrance examination scores (SAT or ACT);
5. Home schooled high school transcript of all work completed with primary teacher certifying the completion of high school and the date of graduation;
6. Specified non-refundable application fee.

Community Standards Requirements

Effective June 1, all applicants are required to submit complete responses to a series of community standard questions on the application for admission. Responses to these questions are initially reviewed by the Office of Admissions. Some cases are referred to the Community Standards Committee for review. An applicant must satisfy the community standards portion of the admission application prior to the review of other documentation (transcripts, test scores, letters of recommendation, etc.). This review process supports the University's goal of maintaining a safe learning community. Failure to submit complete responses and/or falsification of responses may result in revocation of the admission decision or dismissal after enrollment. Any incident resulting in any change to a community standards question subsequent to the applicant shall be immediately reported by the applicant to the Office of Admissions in writing. Failure to do so may result in revocation of the admission decision or dismissal of the applicant after enrollment. It is the policy of Coastal Carolina University to not permit Registered Sex Offenders to enroll in classes or participate in campus activities. Failure to disclose registration at any time shall result in immediate dismissal.

Enrollment Notification Deposit

Upon admission to Coastal Carolina University, all degree seeking freshman and transfer students are required to return their Enrollment Notification Card and required enrollment deposit to the Office of Admissions to secure their place in the class. The enrollment deposit is due by:

May 1 for Fall Semester and Summer Semester enrollment, or Dec. 15 for Spring Semester enrollment.

A refund of the Enrollment Deposit may be granted if the student does not plan to attend the University and the student submits a written request to the Office of Admissions by May 1 for Fall Semester and Summer Semester, or Dec. 15 for Spring Semester. No refunds will be made after these deadlines.

All freshman and transfer students are required to attend orientation prior to enrollment. Freshman and transfer students will be advised and registered during orientation. Information about orientation is mailed to each accepted applicant.

General Educational Development (GED)

Applicants who submit General Educational Development (GED) credentials instead of a high school diploma must be 19 years of age or older. Official GED scores received directly from the GED Testing Service and an official high school transcript and SAT or ACT scores are required for admissions consideration.

Honors Program Admission

Admission to the Honors Program is by invitation of the director of the program in consultation with the Office of Admissions. Honors Program invitations are extended to entering first-year students whose aptitude test scores and work in high school predict outstanding college-level achievement. The minimum admission criteria for invitation into the Honors Program are: 1) SAT scores of 1200 or an ACT score of 27; 2) high school GPA of 3.5 or higher; 3) rank in the top 10 percent of high school class; and submission of an application to the Honors Program. For international students the minimum admission criteria for invitation into the Honors Program are: (1) TOEFL score of 575; (2) rank in the top 10 percent of high school class; and (3) submission of the Honors Program application. Continuing students or transfer students who are interested in joining the program should contact the Honors Program Director for information.

Transfer Admission

An applicant who has attended another regionally accredited post-secondary institution in any capacity, regardless if credit is earned, after the completion of high school is a transfer student. Transfer applicants for admission must submit:

1. Completed Undergraduate Application;
2. Official transcripts from all post secondary institutions attended (you must also submit a final official transcript for all coursework in progress up until the time of enrollment prior to beginning of classes at the University);
3. High school transcript and official SAT/ACT scores if less than 24 semester hours of college-level work have been earned from a regionally accredited college or university;
4. Specified non-refundable application fee.

Priority deadlines to submit transfer applications:

Fall term: July 1

Spring term: Dec. 1

Summer Term: Two weeks prior to the beginning of the term

Transfer applications received after these deadlines will be accepted only if space is available. No applications will be accepted after classes have started.

To be considered for admission, the transfer applicant should have earned a minimum cumulative 2.0 GPA or a C average in at least two full-time semesters (24 semester credits) or its equivalent from a regionally accredited college(s). For information about transferable credits, applicants should refer to the Evaluation of Transfer Credit section of this catalog. Applicants who have earned less than 24 semester credits or its equivalent must meet both transfer and freshman admission requirements.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree candidate. The applicant must submit transcripts of all previous work whether or not credit was earned and regardless of whether there is a desire to transfer any credit from another institution. An official transcript from each institution attended must be sent directly to the Office of Admissions. Failure to submit transcripts may constitute sufficient cause for dismissal from the University.

Credit for work completed at other institutions by Coastal Carolina University students will not be accepted for transfer if the student has previously failed to earn the required grade in an equivalent course at Coastal Carolina University.

Regardless of the point in the student's academic career in which the student enters the University, all course credit beyond 90 credit hours must be earned "in residence" in Coastal Carolina University courses. (See "in residence" under the Graduation section of this catalog.)

Transfer Students with Associate of Arts and Associate of Science Degrees

Transfer students accepted to the university with an earned Associate of Arts or Associate of Science degree will have all core curriculum requirements waived. Transfer credits earned by the student may be applied to foundation, minor, cognate, or major requirements, or will be counted as electives. Course prerequisites and minimum credits earned requirements for the awarding of degrees will still apply.

This is a five-year pilot program (academic years 2010/2011-2014/2015) whose effectiveness will undergo on-going evaluation by the appropriate body.

Evaluation of Transfer Credit

After having completed all requirements for transfer admission, matriculated students will be given a statement of credits accepted for transfer by the University within the first semester of enrollment. Students from regionally accredited colleges and universities may transfer credit for academic courses completed with grades of **C** (meaning C-, C or C+) or above, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees.

Transfer applicants with advanced standing from colleges and universities not accredited by a regional accrediting association must validate, by examination, all credits presented for transfer. Detailed explanation of validation procedures may be found in the Credit by Examination section of this catalog or may be obtained from the Registrar. Credit from foreign colleges/universities is evaluated by the International Programs Office in coordination with the dean of the student's major and the dean of each course in review.

A maximum of 76 transferable credits from any regionally-accredited two-year college transfer program will be applicable toward a Coastal Carolina University degree.

A maximum of 90 transferable credits from any regionally-accredited four-year college or university will be applicable toward a Coastal Carolina University degree.

A maximum of 30 credit hours may be applied toward a bachelor's degree from the combined sources of military credit and correspondence credit, provided that the student was not enrolled in such courses while on suspension from the University or any other college-level institution.

Transfer credit is evaluated and applied in one of three ways at Coastal Carolina University:

- a) as parallel credit (the course must have involved at least the same amount of class time and have had the same content), or
- b) as a departmental elective (courses in the discipline must be offered at Coastal Carolina University), or
- c) as a general elective.

Academic courses completed with a grade of **C** (meaning C-, C or C+) or above at regionally-accredited institutions are normally transferable to Coastal Carolina University. Courses that are not usually accepted for transfer are those which are:

- a) occupational or technical in nature,
- b) remedial in nature, or
- c) courses from a two-year institution that are not recognized in that institution's catalog as a part of its college parallel (transfer) program.

Exceptions to this rule may be made only by the dean of the student's major or the Provost and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

Certain degree programs do not recognize transfer credit from a two-year institution for courses which are considered upper division or upper level courses at Coastal Caro-

lina University. In no University degree program may such courses fulfill any upper level requirement within the major concentration, the minor, or the cognate. However, some degree programs will grant transfer credit for such courses in the lower level elective category or within the core curriculum requirements.

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

Transfer: SC State Policies and Procedures Regulations

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, will develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission, upon the advice of the Council of Presidents, established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the associate director for instruction of the State Board for Technical and Comprehensive Education. The principle outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

- An expanded list of 86 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions;
- A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the state of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the Commission;
- Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137 which stipulated further that the South Carolina Commission on Higher Education "notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education." These duties and responsibilities include the commission's responsibility "to establish procedures for the transferability of course at the undergraduate level between two-year and four-year institutions or schools." This same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee, was formed by the General Assembly and signed by the governor as Act 359 of 1996.

Act 137 directs the commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures shall become effective immediately upon approval by the commission and were to be fully implemented, unless otherwise stated, by Sept. 1, 1997.

For further information regarding transferability of coursework to Coastal Carolina University, applicants can view additional on-line transfer of credit equivalencies at: www.SCTRAC.org, www.collegetransfer.net, and www.che.sc.gov.

State Articulation of 86 courses

1. The Statewide Articulation Agreement of 86 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions will be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable course or course categories for acceptance of general education courses on the statewide list.

Admissions Criteria, Course Grades, GPAs Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
 - A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
 - B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.
 - C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
 - D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
 - E. Lists of all courses accepted from each technical college (including the 86 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found on the home institution for the course accepted.
 - F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
 - G. List of the institution's transfer officer(s) personnel together with telephone and FAX numbers, office address and email address.
 - H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
 - I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.
3. Course work (individual course, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a "C" grade (2.0 on a 4.0 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.
 - A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.
 - B. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.
4. Any course work (individual course, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any

additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the AA/AS Degree

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
 - Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours;
 - Business Administration: Established curriculum block of 46-51 semester hours;
 - Engineering: Established curriculum block of 33 semester hours;
 - Science and Mathematics: Established curriculum block of 51-53 semester hours;
 - Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood; Elementary and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work.
 - Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.
6. Any “unique” academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt the Arts/Social Science/Humanities or the Science/ Mathematics block. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.
7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total course work found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Note: As agreed by the Committee on Academic Affairs, junior status applies only to campus activities such as priority order for registration for course, residence hall assignments, parking, athletic event tickets, etc., and not in calculating academic degree credits.)

Related Reports and Statewide Documents

8. All applicable recommendations found in the commission’s report to the General Assembly on the School-to Work Act (approved by the commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of course work among two- and four-year institutions.
9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes will be evaluated and appropriate measures will be taken to reassure that the quality of the course work has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

State Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education will print and distribute copies of these procedures upon their acceptance by the commission. The staff shall also place this document and the appendices on the commission's home page on the Internet under the title "Transfer Policies."
12. By Sept. 1 of each year, all public four-year institutions will place the following materials on their internet web sites:
 - A. A copy of this entire document.
 - B. A copy of the institution's transfer guide.
13. By Sept. 1 of each year, the State Board for Technical and Comprehensive Education will place the following materials on its internet web site:
 - A. A copy of this entire document.
 - B. Provide to the commission staff in format suitable for placing on the commission's web site a list of all articulation agreements that each of the 16 technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.
14. Each two-year and four-year public institutional catalog shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum will:
 - A. Publish these procedures in their entirety (except appendices).
 - B. Designate a chief transfer officer at the institution who will
 - provide information and other appropriate support for students considering transfer and recent transfers,
 - serve as a clearinghouse for information on issues of transfer in the state of South Carolina,
 - provide definitive institutional rulings on transfer questions for the institution's students under these procedures, and
 - work closely with feeder institutions to assure ease in transfer for their students.
 - C. Designate other programmatic transfer officer(s) as the size of the institution and the variety of its programs might warrant.
 - D. Refer interested parties to the institutional Transfer Guide.
 - E. Refer interested parties to the institution's and the Commission on Higher Education's home pages on the Internet for further information regarding transfer.
15. In recognition of its widespread acceptance and use throughout the United States, SPEEDE/EXPRESS should be adopted by all public institutions and systems as the standard for electronic transmission of all student transfer data.
16. In conjunction with the colleges and universities, develop and implement a statewide Transfer Equivalency Database at the earliest opportunity.
(As an electronic counseling guide, this computerized, online instrument will allow students and advisers to access all degree requirements for every major at every

public four-year institution in South Carolina. Also, the database will allow students to obtain a better understanding of institutional programs and program requirements and select their transfer course accordingly, especially when the student knows the institution and the major to which he/she is transferring.)

International Student Admission

Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate or graduate admissions. International applicants must complete either the undergraduate or graduate Application for International Admission, include all necessary official transcripts and leaving certificates (English translation required), submit required standardized test scores, and submit the Confidential Financial Statement which provides evidence of sufficient financial resources to study in the U.S. Applicants whose native language is not English must submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score required is 550 on the paper-based exam, 213 on the computer-based exam and 79 on the internet-based TOEFL. Applicants whose first language is English must submit the results of either the SAT or the ACT.

International applicants who have attended post-secondary educational institutions, colleges or universities outside the United States, are required to submit a professional credential evaluation of all work completed (or a course-by-course report). The course-by-course evaluation report through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services should be sent directly to the Office of Admissions at Coastal Carolina University. Detailed course descriptions from foreign colleges/universities must also be sent in English. Courses are evaluated in consultation with the dean of the college of the student's major and with the dean of each course in review.

Upon admission to a degree program and receipt of the Confidential Financial Statement, the Office of International Programs and Services (OIPS) will issue an I-20. This form must be presented at the American Consulate in the prospective student's home country to apply for an F-1 student visa. International transfers currently studying on an F-1 Visa at another college/university in the United States submit complete an "International Student Transfer Clearance Form" completed by the previously attended institution, to demonstrate that they are "in status" with the Bureau of Citizenship and Immigration Services before being eligible to transfer. The holders of tourist visas are not permitted to change status in the U.S.

It is the University's policy that all international students must provide evidence of satisfactory insurance coverage. Students who are unable to provide insurance from their home countries may purchase the University's plan or select another of their choosing, provided the coverage provided is adequate.

Probationary Admission

The Faculty Admissions Committee may grant applicants consideration for probationary admission if the academic credentials provided do not meet admission criteria but demonstrate the applicant's potential for success. The probationary student may enroll for a maximum of 13 credit hours for one semester. In order to continue after the initial semester, the probationary student must earn a grade of C or higher in each course attempted to be considered for regular admissions.

Appealing the Admissions Decision

Any freshman or transfer applicant who is denied admission may submit a written appeal for reconsideration provided the student presents new or updated academic information, additional test scores, a statement describing extenuating circumstances, and/

or other evidence which supports the readiness for collegiate level study. Appeals are reviewed by the Office of Admissions. In some cases, the appeals are reviewed by the Faculty Admissions Committee.

Readmission of Former Students

A student who has previously attended Coastal as a baccalaureate degree-seeking student who leaves the University in good standing, misses one or more major terms and attends another institution must submit the Undergraduate Application for Readmission, the specified application fee, and complete official transcripts of all collegiate-level work attempted during the absence from the University to be considered for readmission. Such applicants must meet the requirements for transfer admission if the student has completed coursework at another college after leaving the University. Summer terms do not count as a major term in this instance.

A student who leaves the University on first suspension must submit the application for readmission and the application fee to be considered for readmission upon completion of the stated period of suspension. A student on indefinite suspension must submit the readmission application and application fee after petitioning the University's Academic Suspension Petitions Committee but prior to enrollment.

A student who is suspended from Coastal Carolina University may earn academic credit in accordance with the University's existing transfer credit policies. Students are strongly encouraged to seek advance approval of the coursework, via Special Enrollment Request form, with their academic adviser and the Chair of their academic department.

The University's Academic Suspension Petitions Committee and the Director of Enrollment Planning reserve the right to place stipulations upon the readmission and/or reinstatement of any student. A student unable to meet the prescribed readmission requirements may appeal to the Provost for consideration of extenuating circumstances.

Students who enroll after suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (13 credits), have their course selection and credits approved by their adviser, and attend a one day Dean's Academic Counseling Seminar.

Second Baccalaureate Degree and Post Baccalaureate Certification (Teacher Education and Gerontology)

A student who has earned a baccalaureate degree from Coastal or any other accredited institution may earn a second baccalaureate degree. The student must submit an Undergraduate Application for Admission with the application fee and all official college transcripts directly to the Office of Admissions. The student is evaluated based upon the criteria for transfer admission candidates. For additional information on the academic regulations regarding a second baccalaureate degree, see Second Baccalaureate Degree Regulations in this catalog.

Special Student Status (Non-degree)

An applicant not initially seeking to earn a baccalaureate degree may be admitted to Coastal Carolina University in a non-degree classification. Credits earned as a non-degree student may be applied toward degree requirements at a later date.

The non-degree admissions classification allows certain students the opportunity to begin classes prior to providing the finalized credentials necessary to enroll as a degree seeking student. Applicants denied regular admission to Coastal are not eligible to apply as a special student. It is important to note that students admitted in a non-degree classification cannot receive any student financial aid. A maximum of 18 undergraduate credit hours may be taken in this classification.

Audit Student

An applicant who seeks to take a degree course(s) and who does not intend to earn University credit for the course(s). Approval is made for one semester and is made on a space-available basis.

Note: Auditing a course consists of attending classes. An auditor, however, is not responsible for assignments or examinations. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. Course work not taken in a traditional format may not be audited.

Transient (Visiting) Student

An applicant seeking to take courses at Coastal Carolina University while regularly enrolled in another (home) institution. The applicant must secure approval from the Academic Dean or University Registrar at the home institution to ensure that the courses will transfer. Students seeking to continue in a visiting status for subsequent terms must have the approval from the Office of Admissions. Approval is made for one semester and is made on a space-available basis.

Adult Learner

An applicant 22 or older seeking to take courses for personal or professional enhancement (including degree seeking students who cannot provide final official transcripts) can be admitted and enroll in a maximum of 18 semester hours of credit. At the completion of 18 credit hours, the student must meet regular degree seeking status to the University. Official transcripts from previously attended institutions are required at this time. Students are not permitted enrollment in courses with prerequisites unless a transcript is presented or approved by the department chair.

Pre-College Honors Program/High School Student

High achieving rising high school seniors can begin college studies, on a course availability basis, on the Coastal Carolina University campus concurrently with their high school work. Applicants must provide a high school transcript with a minimum B+ average through the junior year in a college preparatory program; acceptable PSAT, SAT or ACT scores; recommendation of high school counselor or principal; a special application with required application fee; and obtain course approval by the University Admissions Committee. Students attending the University in this program will be considered non-degree candidates.

Senior Citizen

A senior citizen (60 years of age or older) who is a resident of South Carolina and who is not employed full-time can enroll in classes free of charge providing there is available space in the class. Under the free tuition program, senior citizens cannot register until the day prior to the first day of class for the term in which they wish to enroll. A special senior citizen application must be completed in the Office of Admissions. Senior Citizens may apply as a degree or non-degree seeking student.

In a non-degree admissions classification, the student is not regularly admitted to Coastal Carolina University. The terms of the non-degree admission are limited by semester and/or the maximum number of credits allowable in a particular classification.

To gain admission as a degree seeking candidate, the non-degree classified student must submit a new application as a degree seeking candidate. All academic transcripts of previous work will be required. Admission into degree seeking status will be based

on previous academic work and the grades attained as a non-degree student at Coastal Carolina University.

Orientation of New Students

Coastal Carolina's Orientation program is designed to assist new students in making a successful transition into University life. All new freshmen and transfer students are required to attend Orientation. At each Orientation session, new students receive their class schedule as well as information on campus activities and services as they learn their way around campus and make connections with Coastal's faculty, staff, and students. Two-day Orientation sessions for freshmen and one-day sessions for transfers occur throughout the summer, and there is also a one-day session in January for students planning to begin their studies in the spring. Freshmen are required to take math and foreign language (French, German, or Spanish) placement tests on the Internet prior to attending an Orientation session. For information about placement in other foreign languages taught at Coastal, please refer to the "Placement" section under the Department of World Languages and Cultures.

While students are attending Orientation, parents and family members are encouraged to attend a Parent Orientation program that addresses questions and concerns regarding academic policies, residence life, health and safety issues, and other services available to students. Registration materials for Orientation are mailed to students once they have been accepted, and information is also available on the Office of Admissions web site: www.coastal.edu/admissions.



COASTAL
CAROLINA

UNIVERSITY

ACADEMIC REGULATIONS



COASTAL CAROLINA
UNIVERSITY

ACADEMIC REGULATIONS

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

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

Official policies of the University listed below are published in *The Student Handbook*.

- a) Code of Student Conduct and Academic Responsibility
- b) Alcoholic Beverages Policy
- c) Sexual Harassment Policy
- d) Campus Solicitation Policy
- e) Sexual Assault Policy
- f) Student Rights to Freedom of Inquiry and Expression

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

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

If drastic revisions of curricula or program requirements have occurred during a student's absence (even if for less than three years), or during the period between the student's original enrollment as a baccalaureate degree-seeking student and the eventual movement to a different degree program, a reasonable effort will be made by the academic dean to permit the student to undertake transitional course work that is equivalent to the educational experience intended under the catalog in force at the time of the student's original enrollment as a baccalaureate degree-seeking student.

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

Right of Petition

A student who wants relief from any academic regulation of the University may submit the case for consideration to the Committee on Petitions and Scholastic Standing in the college

of the student's major or the appropriate University-wide committee.

GENERAL INFORMATION

Students are expected to follow the programs outlined by their colleges as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work.

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

Starting with the first semester on campus, all students will take the required English courses consecutively and in sequence until they have credit for both English 101 and English 102 or English 211. A grade of **C** or above is required in each course. A grade of **C** in English 101 is a prerequisite for English 102 or English 211.

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

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

Electronic Communication

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

Change of Name or Address

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

Indebtedness

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

REGISTRATION

Students are academically and financially responsible for their course registrations, to enroll in courses for which they seek to earn credit, and to terminate enrollment in courses which they do not intend to complete. Each student is responsible for having knowledge of and observing all regulations and schedules published in the *University Catalog* and the University's official web site. The information may be accessed through the Office of the Registrar's home page, located at www.coastal.edu/registrar.

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

Students are expected to complete registration (including the payment of all required fees) on the dates prescribed in the University Academic Calendar. Those failing to do so

will have all course enrollments cancelled for non-payment.

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

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

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

Auditing

All auditors must be admitted to the University and go through the regular registration process. Auditors will be charged the same fees as students taking courses for academic credit.

The request for the privilege of auditing a course should be made to the instructional department concerned and should be for a specified semester.

Auditing a course consists of attending classes. An auditor, however, is not responsible for assignments or examinations. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. Course work not taken in a traditional format may not be audited.

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

Course Load

An average course load for a Fall or Spring Term is 15 credits. A legal full-time academic course load is 12 credits. All international students on F-1 student visas must maintain a full-time academic course load (12 credits) each Fall and each Spring Term. No student may take over 19 credits without the permission of the department chair, assistant/associate dean or dean of the major college.

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

Courses taken by correspondence are not included in course load for enrollment verification purposes.

Repetition of Course Work

REPEAT FORGIVENESS OPTION

Degree-seeking undergraduate students may repeat any course taken at Coastal Carolina University. All grades will appear on the student's transcript, but a course that has been repeated will be counted only once for the graduation requirement. For financial aid and scholarship purposes, duplicate credits do not count as credits completed for satisfactory academic progress except in certain cases. As specified in the college catalog, some courses such as those requiring physical skills, performance, or working on student publications, may be repeated for credit and grades. All grades will be included when calculating the student's grade point average with the following possible exception.

Students may elect to exercise a "repeat forgiveness" option for up to 13 undergraduate credits during their enrollment at Coastal Carolina University for courses taken at Coastal Carolina University. For credits taken under this option, Coastal Carolina University will exclude the grade and credit hours earned for the first enrollment in the course when calculating the student's cumulative GPA and earned credit hours. Both grades will appear on

the transcript. Only course grades of **C, D, D+, F, or WF** are eligible for “repeat forgiveness.” A student may not exercise the “repeat forgiveness” option for courses in which the student was assigned a grade as a result of academic misconduct. Students selecting the “repeat forgiveness” option should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize a “repeat forgiveness” option in evaluating credentials for prospective students and employees. For “repeat forgiveness,” undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the **last day to drop with a grade of “W”** for the semester in which the course is being repeated. This date varies by semester. Check the Academic Calendar to determine the appropriate date. Course Repeat Request Forms are available for download from the Office of the Registrar’s web site.

Note: The course repeat forgiveness privilege may be used by students to achieve the Dean’s List or President’s List in the current semester the course is repeated. Previously posted academic standings will not be modified as a result of a course repeat forgiveness. Eligibility for Graduation with Honors is based on the student’s cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University’s Course Repeat Forgiveness Option). Other factors also determine eligibility for Graduation with Honors. For complete details, please see the Graduation with Honors policy.

STANDARD REPEAT

Outside of the “repeat forgiveness” option or once a student’s 13 undergraduate credits of “repeat forgiveness” have been exhausted, a student may repeat a course which has been passed in order to raise the grade only in the event that the degree college requires a higher grade in the course. A student who repeats the course will have both grades entered on the permanent academic record and computed into the grade point average.

Certain courses, such as those requiring physical skills, performance, or working on student publications may be repeated; except as noted in the course description. However, course credit toward graduation will be given only once, unless otherwise stipulated in the course description.

Non-Traditional Course Work

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

- 1) when students engage in an independent learning experience in an area not represented by established course work at the University, such as through courses numbered 399 (Independent Study), 499 (Directed Undergraduate Research), or special or selected topics,
- 2) study in established University courses on an independent, non-traditional basis, or
- 3) cooperative and internship study.

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

The student, in consultation with the supervising professor, must complete and file a contract for the course with the department chair in the discipline area and with the dean of the college in which the work is to be performed prior to registration for the course. The contract must be signed by the student, the student's adviser, the supervising professor, the

course department chair, the chair of the student's major, and the dean or the dean's designee of the student's major. (Signature of the college dean or designee is not required for the College of Science majors.) It must include the course objectives, course requirements, the number of credits to be earned, the date of completion, and the method(s) of student evaluation. The student should consult the adviser for any restrictions on the number of such credits acceptable to the major. These courses cannot be used to fulfill University core curriculum requirements.

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

Distance Learning

Distance Learning (DL) provides an alternative method for delivery of instruction in a variety of formats. Most of the work is done independently by the student using self-instructional materials prepared by the instructor. For some courses, attendance at four or five on-campus workshops or class sessions during the semester is required with a possibility of additional sessions for testing/examinations. Many of the DL courses require basic computer literacy, Internet, and E-mail access.

Students interested in enrolling in DL courses should consult with their adviser.

Summer Terms

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

Except in abbreviated sessions or in cases of adjustments for holidays, each course meets four periods a week, Monday through Thursday.

A maximum of two courses is permitted during any regular term. (Two courses normally means a maximum of 7 credits.) One course is the normal load for abbreviated terms.

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

Additional courses may be offered upon request by a sufficient number of students. A minimum of 15 enrolled students is the usual requirement. Registration in any course may be closed when the maximum enrollment has been reached.

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

Senior Privilege (Undergraduate Enrollment in Graduate Courses)

Qualified undergraduate students may enroll for graduate course credit in courses numbered 500 through 699. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor's degree may be permitted to enroll in course for graduate credit. The students are expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned. Undergraduate students may earn graduate credit provided:

1. Prior to registering, a Non-Degree Seeking Graduate Application is completed with the Office of Admissions;

2. A Senior Privilege Coursework Authorization form is obtained from the Graduate Program Coordinator in the appropriate College;
3. A Registration form for the graduate course, a copy of the student's transcript, and a copy of the student's undergraduate registration for the semester in which the graduate course will be taken are attached to the senior privilege form;
4. Signatures and action taken by the student's adviser, the Department Chair of the student's major, the Dean, and Graduate Program Coordinator are on the senior privilege form;
5. The academic course load does not exceed 16 credit hours including the proposed graduate course in the semester the graduate course is taken; and
6. The total number of graduate credits acquired through senior privilege does not exceed 12 credit hours;
7. The student must specify whether the credit earned through senior privilege will be applied towards their undergraduate or graduate degree. Credit can only be used to satisfy the requirements of one degree level and cannot be changed.

CHANGES OF REGISTRATION

Changes of Enrollment

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

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

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

Dropping a Course

Dropping courses during final exams is not permitted.

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

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

Change of Major

Students who desire to change their majors must request admittance into the desired major through the chair of the new major. Students must: (a) obtain a Change of Major form from the Office of the Dean of the current major; (b) have this form signed by the chair of the academic department of the college in which they are currently enrolled (for release) and then the chair of the academic department of the college in which entry is desired (for acceptance). Upon acceptance into the new major, the college of the new major will make the necessary computer entry to reflect the new major and assign the new adviser. To be valid, a "Change of Major" must not only follow the procedures indicated but must also be

completed in advance of registration in the major to which the change is desired.

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

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, the student should consult the dean of the major college before preparing a petition listing the substitutions or exemptions sought and the reasons. General Petition forms are available from the offices of the deans.

Deviations from major and college degree requirements, as published in the *University Catalog*, may be petitioned to the appropriate college Petitions and Scholastic Standing Committee. Committee decisions are subject to approval of the college dean. Deviations from the University core requirements must first be approved by the university-wide Core Curriculum Committee, and then, the Provost.

WITHDRAWAL

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

Standard Withdrawal

All students, both full-time and part-time, desiring to withdraw from the University or to discontinue enrollment in **all** courses must meet with an adviser at the University Academic Center, located in the Prince Building, room 213F. An exit interview will be conducted to assist the student in completing the withdrawal process and to resolve any outstanding concerns. A student who leaves the University without following this procedure may prejudice any further attempt to re-enter the University and will receive a grade of **F** (U for Pass/Fail option) in all courses.

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

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

Withdrawal due to Medical or Psychological Reasons

A Withdrawal for Medical or Psychological reasons is only granted for verifiable, documented medical or psychological reasons. Qualified on-campus health/counseling personnel will examine each case on an individual basis and review supporting medical or psychological records.

To initiate a Medical withdrawal, a student must make an appointment with the Director of Student Health Services. Likewise, to initiate a Psychological withdrawal, a student must make an appointment with the Director of the Counseling Services office. Both offices are

located in the Student Health/Counseling Services building. (See campus map for location.)

When the Director evaluates the student, a medical or psychological evaluation will be completed, treatment recommendations will be made, and requirements for return from the withdrawal will be discussed.

The Director will then make a recommendation to the Provost's office, which will make a final determination whether the withdrawal for Medical or Psychological reasons will be granted. The Provost (or Provost's designee) may choose to meet with the student and/or consult with the instructors of the courses in which the student is enrolled prior to making a decision. If a Medical/Psychological Withdrawal is granted, a "hold" is placed on the student's record to prevent him/her from registering for future classes until requirements for return have been met.

Medical or Psychological withdrawals may be either total withdrawals or partial withdrawals. In cases where a Medical or Psychological withdrawal is granted during the assignment of a grade of WF period, a grade of W will be issued for the student's coursework covered by the withdrawal. While a withdrawal date will be listed on the student's academic transcript, it will not indicate that the withdrawal occurred due to medical or psychological reasons.

In cases where Medical or Psychological withdrawal requests are denied, the student may still utilize the standard withdrawal procedure.

CLASS ATTENDANCE

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

Absences will be excused for documented cases of:

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

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

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

FINAL EXAMINATIONS

Final examinations for Spring and Fall are held over a five-day period at the close of each semester; Summer term examinations are held at the close of each session. Examination schedules are published online at the Office of the Registrar's home page (located at www.coastal.edu/registrar). No final examination may be held outside the stated time without special permission of the instructor's dean.

In any course or laboratory which meets three times per week, no quiz, test, or examination

may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once or twice a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. This provision applies to all examinations except laboratory examinations. With the approval of the Dean, laboratory examinations may be given during the last week of class. Self-paced courses are exempt from this regulation.

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

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

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

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

Deferred Examinations

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

Graduating Seniors

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are normally mailed within 4 to 6 weeks after final examinations and after a student's dean has verified that all degree requirements have been met.

COURSE CREDIT

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

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

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

Coastal Carolina University awards course credit only to currently enrolled students and only through "in residence" course work, credit by examination (Advanced Placement, CLEP, Departmental Examination, International Baccalaureate), academic transfer credit, transient study, and military educational experiences as stipulated below.

CREDIT BY EXAMINATION

An enrolled student may be awarded credit by examination (CLEP, Departmental Exam, Advanced Placement, International Baccalaureate) for courses:

- a) in which there has been no class attendance or semester standing at a regionally accredited institution, or
- b) which were taken at an institution *not* accredited by the appropriate regional accrediting association.

Credit by examination *must* be authorized by the department chair or the dean of the student's major to ensure applicability toward degree requirements. Credit awarded by examination is recorded with credits earned only and does not affect GPA.

A student planning to pursue credit by examination must obtain this credit before reaching senior classification (90 credit hours). All course credit beyond 90 credit hours must be earned "in residence" in regular Coastal Carolina University courses.

Credit by examination cannot be earned while on suspension from the University, cannot be used to earn credit for previously **audited** courses, cannot be awarded for courses that have been failed previously, nor be used to raise a grade earned previously in a college course.

Credit by examination may be earned by College-Level Examination Program (CLEP), Departmental Exam, Advanced Placement, and/or International Baccalaureate. Coastal Carolina University does not award credit for DANTES Standardized Tests (Subject or General).

College-Level Examination Program (CLEP)

Credit by examination may be awarded after the student obtains the required score on the appropriate CLEP Subject Examination. Credit is not awarded for CLEP General Examinations. There is a fee for taking a CLEP Subject Examination; this fee is non-refundable. CLEP credit can only be posted after the Registrar's Office has received the official score report from Educational Testing Service; credit **cannot** be transferred from another college/university transcript. Non-native English speaking students may not CLEP the Foreign Language test(s) of their native language. Information regarding specific CLEP Subject Examinations may be obtained by contacting the University's Computer Testing Center at 843-349-4004. A student who does not achieve the required score on a CLEP Subject Examination may not attempt a corresponding Departmental Examination. Students may not repeat CLEP examinations for CCU credit.

Departmental Examination

A Departmental Examination may be given for students:

- a) seeking credit for course work from an institution not regionally accredited, or
- b) seeking specific course credit for knowledge gained through life experience.

These Departmental Examinations, however, would only be administered if a CLEP Subject Examination does not exist. A grade of **B** or above on the Departmental Examination is required to receive credit for the course.

Credit by Departmental Examination costs \$30 per credit hour; this fee is non-refundable. Before the examination is administered, the department must determine student eligibility and require a Office of Student Accounts receipt specifying payment of fees and the course to be examined. Examination results and proof of payment must be forwarded by the Department to the Office of the Registrar in order for credit to be posted to the academic record.

Departmental Examination credit cannot be transferred from another college/university transcript.

Advanced Placement Credit

The University will accept appropriate undergraduate credits earned through Advanced Placement Program Tests completed prior to high school graduation. Students must request that official Advanced Placement test results be sent directly to the Office of the Registrar for evaluation. Advanced Placement credit cannot be transferred from another college/university transcript.

To earn Advanced Placement credit for the following examinations, a minimum score of "3" must be earned on the exam.

Art History
Art - Drawing
Art - 2D Design
Art - 3D Design
Biology
Chemistry
Computer Science: A
Computer Science: AB
Economics-Macro
Economics-Micro
English (see specific criteria below)
Environmental Science
French Language
French Literature
German Language
Government and Politics, U.S.
Government and Politics, Comparative
History - U.S.
History - European
Human Geography
Italian Language and Culture
Japanese Language and Culture
Latin - Literature
Latin - Vergil
Math, Calculus AB
Math, Calculus BC *
Music: Theory
 subscore Aural Stimulus
Physics B
Physics C: Mechanics
Physics C: Electricity and Magnetism
Psychology
Spanish Language
Spanish Literature
Statistics
World History

The University may also award credit for English Language and Composition or English Literature and Composition. If a student takes only one examination, either English Language/Composition or English Literature/Composition, and receives a score of "3" or "4" on either examination, credit will be awarded for English 101. If a student takes both English Language/Composition and English Literature/Composition and earns a minimum score of "3" on each test, credit will be awarded for English 101 and 102. If both tests are taken and a score of "3" or better is earned on only one test, credit will be awarded for English 101. When a score of "5" is earned on either or both exams, credit will be awarded for English 101 and 102. For further information contact the Office of the Registrar.

* A score of 1 or 2 on Calculus BC with a score of 3 or above on the Calculus AB subscore component will earn 4 credits in Math 160.

International Baccalaureate (IB) Credit

Coastal Carolina University recognizes the IB as a rigorous and challenging program and will provide credit after the student is enrolled as a baccalaureate degree-seeking student. Credit awarded at Coastal Carolina University is dependent upon the scores received in the IB program. Only scores of 4, 5, 6 and 7 on Higher Level exams may earn credit. No credit will be awarded for Standard or Subsidiary Level examinations.

Students must have an official IB Transcript issued by the N.Y. Office of the International Baccalaureate forwarded to CCU Registrar's Office for assignment of credits. For additional information and a partial list of course credits awarded, contact the Registrar's Office.

Transfer Credit

A student transferring to the University from another college or university should, before enrolling in any course at the University, have transcripts evaluated by the Office of Admissions. It is only through such evaluation that a student will know which transferred courses may be applicable toward Coastal degree requirements. Students from **regionally accredited** colleges and universities may transfer credit for academic courses completed with grades of **C (meaning C-, C or C+)** or above, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees. A maximum of 76 credits may be transferred for degree credit from any **regionally accredited** two-year college transfer program. A maximum of 90 credits may be transferred for degree credit from any **regionally accredited** four-year college or university.

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

Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, appears on the Coastal academic record, with the exception of courses with grades of "**W**" earned at Coastal, which are eligible to be taken at another institution and considered for transfer back to Coastal. A student can never be awarded more transfer credit for a course than the original institution awarded. In some instances, the originating institution may have granted more credit for a course than Coastal awards for the equivalent course. In these situations, Coastal's lower level of credit shall be used to meet appropriate requirements such as core curriculum or major/minor/cognate credits. Excess credits will not be forfeited, but rather applied to the elective category.

Courses taken at another institution while under academic suspension may transfer to Coastal Carolina University in accordance with the university transfer policies.

A maximum of 30 credit hours may be applied toward a bachelor's degree from the combined sources of military credit and correspondence credit.

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 credit hours). All course credit beyond 90 credit hours must be earned "in residence" at the University and at least 12 credit hours of the student's major courses and 6 credit hours of minor courses must be earned at the University. Degree programs that require the final academic year to be taken at an external institution are exempt from this requirement. Those degree programs must instead ensure that a minimum of 25% of the degree program's requirements, including 12 credit hours of the student's major courses and 6 credit hours of minor courses, are taken "in residence" at Coastal. Some programs impose higher student residence and/or major requirements.

Grade point average (GPA) is calculated on the basis of all work in the student's academic career at Coastal Carolina University (factoring in any repeat forgiveness). Former USC-Coastal Carolina College students should consult with their adviser and the Admissions Office regarding their former course work and their GPA calculation. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at other institutions and transferred to Coastal may be used to satisfy program requirements but will not be calculated as part of the GPA.

Transfer students accepted to the university with an earned Associate of Arts or Associate of Science degree will have all core curriculum requirements waived. Transfer credits earned by the student may be applied to foundation, minor, cognate, or major requirements, or will

be counted as electives. Course prerequisites and minimum credits earned requirements for the awarding of degrees will still apply.

College Parallel Course Credit - Regionally Accredited Institution

Academic courses completed with a grade of **C (meaning C-, C, or C+)** or above at **regionally accredited** institutions normally are transferable to Coastal Carolina. Courses that usually are not accepted for transfer are those which are:

- a) occupational or technical in nature;
- b) essentially remedial in nature; or
- c) from a two-year institution and are not recognized in that institution's catalog as a part of its college parallel (transfer) program.

Exceptions to this rule may be made only by the dean of the student's major or the Provost, and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

Certain degree programs do not recognize transfer credit from a two-year institution for courses which are considered upper division or upper level courses at Coastal Carolina. In no Coastal degree program may such courses fulfill any upper level requirement within the major concentration, the minor, or the cognate, unless course equivalency is demonstrated to the satisfaction of the Dean of the College where the course resides or their designee. However, some degree programs will grant transfer credit for such courses in the lower level elective category or within the core curriculum requirements.

Non-College Parallel Course Credit - Regionally Accredited Institution

Non-college parallel courses taught at **regionally accredited** institutions are not acceptable for transfer credit unless validated by examination. If credit is to be awarded for a Coastal equivalent course, validation will be by Departmental Examination. The examination will be administered and success will be determined by the department offering the equivalent course. When there is no Coastal equivalent course, the department chair or dean of the major may validate the course through their departmental process. Validation by departmental process will award elective credit only and only for the specific major in which the student is enrolled at the time of validation. There is no fee for examinations taken to validate non-college parallel courses taken at a **regionally accredited** institution.

Course Credit - Non Regionally Accredited Institution

With the exception of international institutions, and domestic institutions with active articulation agreements with Coastal Carolina University, the University does not accept transfer credit from institutions which are not accredited by the appropriate **regional accrediting** association. Students may validate credits earned at an institution which is not regionally accredited by obtaining the required score on the appropriate CLEP Subject Examination. Only if the appropriate CLEP Subject Examination does not exist may a Departmental Examination be administered. See Departmental Examination section of this catalog.

Specific guidelines may be found in the Credit by Examination section of this catalog.

Transient Study

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

Foreign Institution Credit

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

Foreign credits are evaluated by the Office of International Programs and Services. As with transfer hours from a U.S. institution, foreign credits may be determined to be transferable, yet not be applicable toward satisfying degree requirements. The department chair or dean determines whether specific transferable hours will satisfy degree requirements. (Courses **posted** on the transcript of a foreign institution which are not accepted for transfer credit may be challenged by Departmental Examination even though the specific CLEP Subject Examination exists. There is no fee for this Departmental Examination. The student must earn a grade of **B** or above on the Departmental Examination in order to receive credit for the course.)

Military Credit

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

Credits earned through educational experiences in the military do not meet "in residence" requirements. All course credit beyond 90 credit hours must be earned "in residence" in regular Coastal Carolina University courses.

A maximum of 30 credit hours may be applied toward a bachelor's degree from the combined sources of military credit and correspondence credit.

GRADING SYSTEM

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

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

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

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

W is assigned for withdrawal from a course after the official late registration period and through two-thirds of the total number of class days from the beginning of the term/session. Courses dropped during the official late registration period (as published in the University Academic Calendar, located on the University's official web site) will not be recorded on a student's permanent record. In exceptional cases, the grade **W** may be assigned for *total* University Withdrawals after two-thirds of the total number of class days of the term/session. (See withdrawal procedures, page 40.) A grade of **W** will not enter into the grade point average

computation but will be recorded on the student's permanent record.

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

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

Fx is assigned for courses where failure occurs as a result of academic dishonesty. The **Fx** grade is treated as an **F** in the grade point average computation. With regard to Repetition of Course Work, courses that receive an **Fx** grade are not eligible to be repeated under the university's "Repeat Forgiveness" option, and instead may only be repeated via the "Standard Repeat" option. When assigned, the **Fx** grade will become a part of the student's internal academic record and will appear on unofficial transcripts and within the student information system. The **Fx** grade will not appear on the student's official transcript. (Instituted: Spring 2009)

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

Grade Changes

Grades may be changed only by the instructor of record or through an appeals process as specified in the *Code of Student Conduct and Academic Responsibility*, located on the University's official web site. No grade may be changed after one year from the completion of a course, except with the concurrence of the Committee on Petitions and Scholastic Standing of the student's major college (see next paragraph). In the case of a deceased faculty member, or in extreme cases and for cogent reasons, the Department Chair of the course may act in place of the faculty member of record in consultation with the major dean and the Registrar.

Student petitions which involve changing a grade must be approved by the faculty member who assigned the grade. Students who wish to petition to the Committee on Petitions and Scholastic Standing for a grade change must do so within three years of the term in which

the course ended.

Pass-Fail Grading

The Pass-Fail option is designed to encourage students to investigate fields outside their major curricula in which they have a specific personal interest without affecting their grade point averages. The only grades assigned on courses taken on the Pass-Fail option are **S** and **U**; a grade of **S** indicates a satisfactory performance and a **U** indicates unsatisfactory performance. A student will be given credit for courses in which the grade of **S** is earned, but these courses will not affect the computation of the GPA.

Specific provisions of the Pass-Fail option are as follows:

1. The Pass-Fail option is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is available to all undergraduate students except those whose semester or cumulative GPA is less than 2.0.
3. Students are permitted to exercise the Pass-Fail option only on undergraduate, elective courses.
4. Students are permitted to take no more than 8 courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean.
6. The option may be elected or revoked by the student on or before the last date for withdrawing from the course without receiving a grade of **WF**.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President's or the Dean's Honor List.

Grade Point Average

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

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

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

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

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

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

Grade Reports

Following each major term of enrollment, grades are available via the Internet. No grades

will be available, however, to students who have outstanding financial obligations to the University.

ENROLLMENT CERTIFICATION

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification. Beginning and ending dates reported in enrollment certification conform to the official Coastal academic calendar dates for the term requested.

TRANSCRIPTS

A transcript of a student's record carries the following information: a detailed statement of the Coastal Carolina University scholastic record showing courses pursued with credits carried, credits earned, grades, grade points, grade point average, grade point deficits, academic status as appropriate, and an explanation of the grading system. All failures, incomplete grades, and penalties such as suspensions are also indicated. Students who were enrolled at Coastal Carolina prior to Summer II 1993 and who do not return to Coastal Carolina University until the Fall 1997 Semester or later will be considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 will not be included in the Coastal Carolina University academic totals.

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

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

Information on how to order an official transcript can be found online at www.coastal.edu/registrar.

CLASSIFICATION OF STUDENTS

Students are classified at the beginning of each semester and maintain that classification until the next semester begins. Classification is based on the total number of semester credits earned. Classifications are as follows:

Classification	Hours Earned
Freshman	0 - 29
Sophomore	30 - 59
Junior	60 - 89
Senior	90 and above

NOTIFICATION OF STUDENT RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

Students should submit to the registrar, dean, head of the academic department, or

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

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

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

Coastal Carolina University has designated the following items as **Directory Information**: a student's name, mailing addresses (local, permanent, electronic), telephone numbers, photograph, electronic image, semester(s) of attendance, enrollment status (full- or part-time), date of admission, date of graduation, college, major and minor fields of study; whether or not currently enrolled, classification (freshman,

etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), the most recent educational institution attended, weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. This request must be made at the time of registration but no later than 14 days after the beginning of the term.

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

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Coastal Carolina University to comply with the requirements of FERPA.*

The name and address of the Office that administers FERPA is:

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

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

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

ACADEMIC STATUS

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

Good Academic Standing

Continued enrollment in Coastal Carolina University is a privilege that is granted to a student who is making satisfactory academic progress toward a degree. A degree-seeking student enrolled at Coastal Carolina University is in **good academic standing** unless placed on academic suspension.

Probation/Suspension Status

Academic Probation: Students are placed on probation when the level of their academic performance is endangering their opportunity to earn a degree from the University. Students must earn a minimum cumulative grade point average on graded hours at Coastal Carolina University to avoid being placed on probation.

[Grade hours = total credit hours of all courses that have an earned grade of **A, B+, B, C+, C, D+, D, F, or WF**]

When a student's academic level of achievement falls below a 2.0 cumulative grade point average, but within the range indicated in the following table, the student is placed on proba-

tion. Probation appears on a student’s academic record at the end of the Regular semesters (fall and spring). A student is removed from the probationary status at the end of the fall or spring term in which the cumulative grade point average is at least a 2.0.

Cum CCU Graded Hours	Satisfactory Academic Progress	Cum CCU GPA Resulting in Probation	Cum CCU GPA Resulting in Suspension
0-15	2.0 – 4.0	1.30 – 1.99	Below 1.30
16-29	2.0 – 4.0	1.40 – 1.99	Below 1.40
30-44	2.0 – 4.0	1.50 – 1.99	Below 1.50
45-59	2.0 – 4.0	1.50 – 1.99	Below 1.50
60-74	2.0 – 4.0	1.60 – 1.99	Below 1.60
75-89	2.0 – 4.0	1.70 – 1.99	Below 1.70
90-104	2.0 – 4.0	1.80 - 1.99	Below 1.80
105+	2.0 – 4.0	1.90 – 1.99	Below 1.90

The following rules apply to students who are on academic probation:

1. may not enroll in more than 13 credits per semester, [Students who pre-registered for more than 13 credits must drop to 13 credits. Should the student fail to drop to 13 credits, the University will adjust the student's course schedule to 13 credits.]
2. required to have their course schedules and credits reviewed and approved by their academic advisers at the beginning of each semester,
3. required to meet at least two times per semester with their academic adviser, and
4. required to attend a one day Dean’s Academic Counseling Seminar at the beginning of each semester.

A student who enrolls while on probation must demonstrate progress toward the attainment of a degree by earning at least a 2.0 semester grade point average in each regular term to be allowed continued enrollment and to avoid suspension. Once the student has earned at least a 2.0 cumulative grade point average in a regular term, the student is considered to be making satisfactory academic progress and is no longer subject to the rules of probation.

Academic Suspension: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

1. the student’s cumulative grade point average falls below the suspension level as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any term.

Note: First-semester freshmen and transfer students will not be suspended during the first semester of enrollment. First-semester freshmen and transfer students who fall below a 1.50 cumulative grade point average, however, will be placed on probation and subject to the rules of probation.

The first academic suspension means a required separation from Coastal Carolina University for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second, or indefinite, suspension means a required separation from Coastal Carolina University for a minimum of one calendar year. Notice of suspension is placed on the student’s permanent academic record. After the first suspension is served, a student must be readmitted to the University through the Admissions Office. Suspension, including reinstatement by petition or administrative action, will remain on the academic

record and will be considered as a suspension for subsequent decisions.

Students who have served an indefinite academic suspension must seek readmission through the Academic Suspension Petitions Committee. Admission is not automatic or guaranteed.

Students on academic suspension may not attend summer school except by action of the Academic Suspension Petitions Committee. Suspended students who are granted permission to take summer courses will be admitted to those courses through the Registrar's Office.

Students who enroll after academic suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (13 credits), have their course selection and credits approved by their adviser, and attend a one day Dean's Academic Counseling Seminar.

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Academic Suspension Petitions Committee. Students must contact the Dean's Office of their major for information and deadlines for submitting an appeal.

General Policies and Petition Procedures

Students on academic suspension may not be admitted to, or continue in, any program at Coastal Carolina University for credit or grade point average purposes. Suspension does not extend the time allowed to make up an Incomplete grade. Credits earned at other institutions while a student is on academic suspension from Coastal Carolina may be applied towards a degree from Coastal Carolina University, provided the course work meets all transfer eligibility and degree program requirements. Credits earned at other institutions cannot be used to improve the Coastal Carolina University grade point average. Students are reminded that these rules are for suspension from Coastal Carolina University. Some degree programs may impose more stringent requirements for retention in the program. Students suspended by this policy have the right to petition the Coastal Carolina University Academic Suspension Petitions Committee at any time to waive the application of the suspension rule. Requests for petitions and information should be directed to the dean of the student's major.

ACADEMIC FORGIVENESS FOR FORMER COASTAL CAROLINA STUDENTS

Academic Forgiveness means that students' past failures are forgiven to allow them to resume their college careers with a realistic possibility of completing a degree. In essence, the program will allow the calculation of a grade point average (GPA) based on the student's performance in courses taken after being granted forgiveness.

A student must meet the following conditions to apply for academic forgiveness.

1. The student was separated from Coastal Carolina for at least 48 consecutive months and had less than a 2.0 cumulative grade point average on work completed at Coastal.
2. The student must be readmitted to Coastal Carolina University, must declare a major, and must complete at least 24 hours of graded course work prior to applying for academic forgiveness.
3. After readmission to Coastal Carolina, the student must earn a cumulative GPA of at least 2.0 and meet the progression requirements of their declared academic program.
4. The student must apply in writing for academic forgiveness prior to application for graduation.

5. The student has not previously been granted academic forgiveness.

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the student's major. After verification of the student's eligibility, the dean will forward all information to the Provost who will inform the Registrar of the decision.

Once academic forgiveness has been granted, the following apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time the student was readmitted.
2. The student may not receive Academic Honors upon graduation.
3. The student's grade point average for graduation purposes is recalculated beginning in the semester in which the student was readmitted to Coastal Carolina.
4. Courses in which the student received a grade of C or above prior to being readmitted and granted academic forgiveness may be used for academic credit, but are not used in the calculation of the grade point average.
5. ACADEMIC FORGIVENESS GRANTED will appear on the academic record of any student granted academic forgiveness.
6. The permanent academic record (transcript) will remain an unmodified record of all work attempted at Coastal Carolina.

ACADEMIC HONORS

Honor Lists

The names of students who achieve high GPAs are entered on the Honor Lists each Fall and Spring semester.

Students who have earned, during the Fall or Spring semester, a GPA of 4.0 on a minimum of 12 grade hours at the time of official grade production are listed on the **President's Honor List**.

Students who have achieved, during the Fall or Spring semester, a GPA of 3.5 or higher (3.25 for freshmen) on a minimum of 12 grade hours at the time of official grade production are listed on the **Dean's Honor List**.

No course carried on a Pass-Fail or audit basis, taken through correspondence, or passed by examination or exemption will be counted toward the 12 hours required for either the President's or Dean's Honor List.

Grades of Incomplete changed to letter grades beyond the semester's official grade production date will not qualify a student for honors.

GRADUATION

All course credit beyond 90 credit hours must be completed "in residence" at Coastal Carolina University, and at least 12 credits of the student's major courses and 6 credits of minor courses must be earned at Coastal. Degree programs that require the final academic year to be taken at an external institution are exempt from this requirement. Those degree programs must instead ensure that a minimum of 25% of the degree program's requirements, including 12 credit hours of the student's major courses and 6 credit hours of minor courses, are taken "in residence" at Coastal. Some programs impose greater student residence and/or major and minor requirements.

Unless noted above, regardless of when students enter the University, they must complete the last 25% of credit hours before graduation enrolled in classes approved by the appropriate chair of the department from which the degree will be granted. All degree applicants are urged to confer with the chairs of their respective departments about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

"In residence" means that the student was regularly enrolled in Coastal Carolina courses. "In residence" requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, credits earned through military credentials, or

courses for which transfer credit was awarded (except in the case of credits earned through sanctioned Coastal academic exchange programs). Courses taken under Pass-Fail option meet "in residence" requirements. In order for the student to be eligible for graduation, all credits beyond 90 credit hours must be earned "in residence" at Coastal Carolina University (unless noted above).

All candidates for degrees must file a formal application by the date specified in the University Academic Calendar (which is during the first month of the term of graduation) with the deans of their respective majors. The applications may be obtained from the Office of the Dean of the major or online at the Office of the Registrar's web site (www.coastal.edu/registrar). A graduation certification form signed by the appropriate dean and the fee receipt must accompany the graduation application when it is submitted by the appropriate dean to the Office of the Registrar. Commencement exercises at the University are held each year in May for those completing their program in the Spring Term or who have fifteen or fewer credits to complete for Summer graduation and in December for those completing their program in the Fall Term. Graduates who are members of nationally-recognized honor societies with chapters at Coastal, graduates who are members of the Jackson Scholars Program, graduates with academic honors and Honors Program students may wear honor stoles during commencement exercises. Only Academic Regalia and Honor Stoles that have been officially sanctioned by the University may be worn during commencement exercises.

Graduation will be based on a cumulative GPA calculated on the basis of all course work in the student's college career at Coastal Carolina University. Students who were enrolled at Coastal Carolina prior to Summer II 1993 and who do not return to Coastal Carolina University until Fall 1997 Semester or later will be considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 will not be included in the calculation of this cumulative GPA. Coastal Carolina University students granted approval to complete course work at other institutions will not have this work calculated as a part of the GPA. Credits earned at other institutions and transferred to Coastal may be used to satisfy program requirements but will not be calculated as part of the GPA. Students attending the University in any non-degree candidate admission category will not be considered for graduation. Students are responsible for their own academic program and for meeting the requirements of their major department. It is recommended that they meet with their faculty adviser at least once each semester. In order to be eligible for graduation, students must meet all course requirements, meet all "in residence" requirements, meet all departmental or program requirements, and have a cumulative GPA of at least 2.0 on all work attempted at Coastal.

Diplomas will not be issued to students who are indebted to Coastal Carolina University. Students who do not meet the academic requirements necessary for graduation in the semester for which they have applied (which includes incomplete coursework) must reapply for graduation in a subsequent term.

Graduation With Honors

Eligibility for Graduation with Honors is based on the student's cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University's Course Repeat Forgiveness Option).

The following designations indicate a consistently high level of academic achievement throughout the student's entire academic career. To graduate with such honors, a student must have earned at least 60 graded credit hours (which can include credits earned through officially recognized Coastal Carolina University academic exchange programs) applicable toward the degree "in residence" at Coastal. Courses taken at other institutions, by correspondence, by examination, by exemption, or credits earned through military credentials are not considered in the calculation for graded hours.

Summa cum Laude: a cumulative GPA of 4.0

Magna cum Laude: a cumulative GPA of 3.75 - 3.99

Cum Laude: a cumulative GPA of 3.5 - 3.74

Students who are participating in the May ceremony but who are candidates for summer graduation (August) may wear honor stoles with approved honor society insignias, but are not eligible to wear insignias denoting grade point honors.

DEGREES

Baccalaureate degrees may be earned at Coastal Carolina in the designated majors shown in the Degrees, Majors, Minors, Certificates portion of this catalog. Masters degrees are also listed in the Degrees, Majors, Minors, Certificates portion of this catalog.

MINORS

A minor requires a minimum of 18 credits outside of the major subject area (with the exception of Marine Science). Course requirements for the minor are specified by the college offering the minor. If the degree requires a cognate, the student may choose either the cognate or a minor. A grade of C (meaning C-, C or C+) or above is required in all courses to be applied toward the minor or cognate.

SECOND BACCALAUREATE DEGREE

At times, the University confers a second baccalaureate degree upon candidates who have completed *all* requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 24* credits beyond those required for the first degree and a minimum of 144 credits total. A student must complete core curriculum requirements for each degree. Courses accepted toward the first degree (cognates, minors, electives) may be applied toward the category of "MAJOR REQUIREMENTS" of the second degree, provided minimum credit limits of the second degree are observed. It should be noted that satisfying requirements for a second major will not by itself lead to the conferral of a second degree. Under this policy, a student may apply for two degrees at one time or separately. In either case, two diplomas would be awarded.

* Some majors require more than this number.

DOUBLE MAJOR

A student may elect to complete a double major by satisfying the departmental requirements in each of two departments. This will include at least 48 hours of major work under the following options: a) both majors in the same college; b) two majors in different colleges. In cases where one degree program leads to a B.A. and the other to a B.S. degree, the student must designate one as the official degree of record. Fulfillment of the requirements for the second major will be indicated on the student's official transcript. Approval of the dean(s) is required for a double major. A double major eliminates the minor and/or the cognate requirement.

Students who complete the degree requirements for a double major will receive one diploma.

University Academic Center

Prince Building, Second Floor, 349-2934, www.coastal.edu/uac

The University Academic Center assists students who have concerns and questions about their academic pursuits while attending Coastal Carolina University. The office provides academic support to students who wish to excel at the University. These services include:

Academic Advising

Prince 213 349-2934

At Coastal Carolina University academic advising is viewed as a vital part of education because it helps students develop meaningful educational plans that are compatible with their personal and career goals. Professional and Faculty advisers work with students to help them become engaged in a continuing process of communication that can influence students' growth and success. Students learn to accept responsibility for their education through their advisers' guidance in curricular and professional choices.

When students are accepted into the university they are assigned an adviser. Transfer students with over 30 credit hours are assigned an adviser within their academic discipline, while new freshmen are assigned a first year adviser. The role of the first year adviser is to assist students with the transition to the University community and to guide students as they develop their academic goals. Students are expected to meet regularly with their advisers to discuss any topics which affect their academic performance, to drop or add classes, to explore career options, and to select classes for the upcoming semester. Undeclared students will be assigned a first-year adviser who will work with them until they declare a major and complete two semesters of course work.

Second year students who have declared a major will be assigned an academic adviser who is a faculty member within their chosen discipline in the College of Science and the College of Humanities and Fine Arts. In the Wall College of Business and the Spadoni College of Education, they will be assigned a professional sophomore adviser. Advisers keep records of academic progress, but the Office of the Registrar maintains the official student records.

Students have the ability to monitor their academic progress electronically and are encouraged to use this ability to actively participate in the advisement process. Using the web-based Program Evaluation (Degree Audit) tool, students can see what portions of their degree program have been completed and plan for an upcoming semester's course work prior to meeting with their adviser. Program Evaluation also allows students interested in switching majors to see how much of their completed course work would apply to a new major. For additional information on the Program Evaluation tool, please see www.coastal.edu/registrar.

Information, advice, and interpretations of university policies offered by advisers do not supersede the official statement of Policies and Academic Regulations described in the University Catalog. Academic advisers cannot make exceptions to University Regulations. Any exceptions to the policies and regulations set forth in the University Catalog must be petitioned to the appropriate committees (where applicable): College Scholastic Standards and Petitions Committee, the University Petitions Committee for Suspensions, the Core Curriculum Committee, and then the major college Dean and the Provost.

First-Year Experience Program

Prince 213F 349-2473

The first year of college is a major period of adjustment for students. It is a time when students are presented with new experiences and opportunities to achieve academic success. It is also a period where they discover career interests, become involved in campus life, and meet people from diverse backgrounds. As part of an institutional commitment to improve student satisfaction and success, the university offers the First-Year Experience course that involves faculty and peer mentoring of first-year students.

The First-Year Experience course is a beneficial and interactive course designed to introduce students to college level academics as well as to the skills that can assist them in making a successful transition from high school to the University. The course specifically focuses on developing creative and critical thinking skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and strengthening good citizenship practices. Coastal Carolina University wants first-year students

to know their classmates, learn to work in groups, and develop effective communication skills. The goal of the course is to create a comfortable learning environment where students are actively engaged while introducing material vital to student success in all academic courses.

The Foreign Language Instructional Center

Prince 123 349-2468

The FLIC provides resources that support and enhance class instruction provided by the Department of World Languages and Cultures at Coastal Carolina University. Available resources include free tutoring services in French, German, Italian, Japanese, Latin, and Spanish for students enrolled in a foreign language course at Coastal. The Foreign Language Instructional Center also provides a multi-media computer lab with Internet access as well as a wide variety of software packages.

The Mathematics Learning Center

Prince 209 349-2935

The Math Learning Center provides free support for a variety of courses offered at Coastal, including, but not limited to, college algebra, trigonometry, pre-calculus, differential calculus, and integral calculus. The staff works to assist students in a relaxed non-threatening environment. Goals of any student/staff interaction in the center include an understanding of key concepts and a concise explanation of material. Students are encouraged to utilize the area to work through homework problems and assignments; appointments are not necessary. Computer software packages, reference books, and handouts dealing with mathematical topics supplement the available resources.

The Writing Center

Prince 208 349-2937

The Writing Center provides one-on-one writing consultations to all students regardless of major or level of writing proficiency. From early brainstorming to the final stages of proofreading, undergraduate consultants are available to offer assistance to writers of any discipline at any stage of the composition process. The services are not limited to English papers; Writing Center consultants are from a wide range of academic majors and are prepared to assist with any writing assignment.

The Writing Center also offers various workshops throughout the academic year that cover many different writing issues. There are various handouts on composition and grammar available, as well. Appointments are recommended.

HONORS PROGRAM

The Honors Program at Coastal Carolina University aims to foster intellectual curiosity and creativity among highly-motivated and academically-gifted students. This goal is advanced through a challenging and well-structured Honors curriculum that incorporates disciplinary, cross-disciplinary, and interdisciplinary perspectives, and that encourages collaboration among members of the university community to support the academic, professional, and personal growth of Honors students. The program also includes promotes active involvement in the life of the University and service to the community.

Admission

Admission to the Honors Program is by invitation of the Director of the program in consultation with the Office of Admissions.

For entering first-year students, the minimum admission criteria for invitation into the Honors Program are: 1) SAT score of 1200 or ACT score of 26; 2) high school GPA of 3.5 or higher; and 3) rank in the top 15 percent of high school class.

For continuing or transfer students, the minimum admission criteria for invitation into

the Honors Program are: 1) a cumulative college GPA of 3.7 or above; 2) the completion of 30 academic credit hours; 3) two letters of recommendation from college instructors; and 4) completion of an Honors Program application form.

For international students, the minimum admission criteria for invitation into the Honors Program are: 1) TOEFL score of 575*; 2) rank in the top 15 percent of high school class and; 3) submission of an application to the Honors Program that will include an essay and a letter of recommendation from a high school teacher.

*International students from English-speaking countries are required to submit SAT scores of at least 1200 or ACT scores of at least 26.

Academics

An enhanced academic curriculum includes Honors sections of core curriculum courses, enriched courses within majors, and advanced interdisciplinary courses and seminars for juniors and seniors. Reflecting the program's emphasis on research, Honors students complete a senior thesis project in their major field of study and present this work in a public forum.

Honors Program students are required to demonstrate regular progress toward the successful completion of a minimum of 30 credits of Honors course work, including HONR 101 (Honors Seminar) (students entering with twelve (12) transferable credits are exempted), HONR 498 (Research Methods) or its equivalent (as determined by the Honors Program Director) and HONR 499 (Honors Senior Thesis Project) or its equivalent (as determined by the Honors Program Director). Only honors classes for which students receive a 3.0 GPA or higher will count toward the completion of the Honors Program's 30-credit honors course requirement. To remain in good academic standing within the Honors Program, students must maintain the following minimum cumulative GPA: a minimum 3.25 cumulative GPA until reaching 30 credit hours, thereafter a 3.33 cumulative GPA until reaching 60 credit hours, and finally a 3.50 cumulative GPA until graduation.

To remain in good academic standing within the Honors Program, students must also maintain the following minimum cumulative GPAs for honors classes: a minimum 3.25 cumulative GPA until reaching 30 credit hours, thereafter a 3.33 cumulative GPA until reaching 60 credit hours, and finally a 3.50 cumulative GPA until graduation.

Laptop Initiative

First year students are assigned a new laptop computer for their personal and academic use while in the Honors Program.

Recognition

All graduating students who successfully complete the requirements of the Honors Program are recognized during Honors Convocation and at Commencement. Honors students have the seal of the program affixed to their diploma. Additionally, the designation Honors Program Graduate is placed on their official transcripts by the Registrar.

Study Abroad Advisement

The Office of International Programs and Services (OIPS) actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in Australia, China, Ecuador, England, France, Germany, and Japan. These programs allow Coastal students to study abroad in a variety of disciplines, usually paying Coastal fees; Coastal continues to add to this list. Questions about other foreign study opportunities should be directed to the OIPS. The volunteer, work-abroad, and travel possibilities are extensive and may also be explored by visiting the Office of International Programs and Services located in the Singleton building, room 119. The OIPS may be contacted via e-mail at internationalprograms@coastal.edu.

Professional Program Advisement

In addition to advisement for degree programs, Coastal also offers advisement regarding Professional Programs in Pre-Allied Health, Pre-Dental, Pre-Engineering, Pre-Law, Pre-Medical, Pre-Nursing, Pre-Pharmacy, Pre-Theological, and Pre-Veterinary.

Pre-Allied Health

Adviser: Dr. Michael Ferguson
College of Science

After completing an undergraduate degree, many students who participate in the program transfer to a school of allied health science for graduate degrees in physical therapy, occupational therapy, physician assistant, etc.

In selecting electives within their degrees, students should consult with the allied health advisers and choose electives that best prepare them for the professional schools of their choice.

Pre-Dental, Pre-Medical

Adviser: Dr. Michael Pierce,
College of Science

Coastal Carolina University offers pre-dental and pre-medical programs that prepare students for entrance into dental and medical schools. The adviser will advise students in developing a course of study, assist in placing students with dentists or physicians in mentoring/shadowing programs and provide information for the application to dental or medical school.

Pre-Engineering

Adviser: Dr. Varavut Limpasuvan,
College of Science

Through a cooperative program with Clemson University, students can begin their engineering education in the Engineering Dual Degree program. In the first three years of this program, students will fulfill most of the requirements for a B.S. degree at Coastal Carolina University. During this time, engineering foundation courses will also be completed in physics, mathematics and chemistry. The remaining engineering courses can be completed at Clemson University in two years and one summer session. The student in this program will receive two B.S. degrees, an engineering degree from Clemson University and a compatible B.S. degree from Coastal Carolina University. This program requires careful course selection made in consultation with the pre-engineering adviser.

Pre-Law

Adviser: Dr. Jack Riley,
Edwards College of Humanities and Fine Arts

Coastal Carolina University provides comprehensive pre-law advisement and information concerning law schools to any student interested in pursuing a graduate education in law. Although there is no prescribed pre-law degree at Coastal Carolina, many students are preparing to meet the entrance requirements to law school through other majors. (The *Pre-Law Handbook*, published by the Association of American Law Schools and the Law School Admission Council, states that there is no recommended major.) Students may choose majors from the humanities, social sciences, mathematics or natural sciences, business administration, or any other field which might satisfy a particular career or personal goal in case they are not accepted to law school. In choosing a major, students should consider that law schools admit new students mainly by combining the undergraduate grade point average and the Law School Admissions Test (LSAT) score.

Pre-Nursing

Adviser: Dr. Karen Aguirre,

College of Sciences

Students who are interested in a B.S.N. degree can complete two years at Coastal before applying to a nursing school. The Medical University of S.C. annually reserves 5 seats in its program at Francis Marion University for qualified students completing the basic pre-nursing curriculum at Coastal.

Pre-Pharmacy

Adviser: Dr. Michael Pierce,
College of Sciences

After completing two years, many students who participate in the program designed for biology majors transfer to a school of pharmacy.

In selecting electives within the biology degree, students should consult with their advisers and choose electives that best prepare them for the professional schools of their choice.

Pre-Theological

Adviser: Professor Preston L. McKeever-Floyd,
Edwards College of Humanities and Fine Arts

Coastal Carolina provides pre-theological advisement and also assistance in obtaining information concerning religious vocations and admission to schools of sacred theology. Although no particular major is designated by the American Association of Theological Schools in the United States and Canada, an academic preparation is suggested. In selecting degree majors and elective courses, students should consult with their advisers in order to best prepare for further training.

Pre-Veterinary

Adviser: Dr. Michael Ferguson,
College of Sciences

Coastal Carolina University offers a pre-veterinary science program with a strong background in biology, chemistry, math, physics and statistics. It is strongly recommended that undergraduate students also work with a veterinarian as an intern or as a part-time employee.



FEEES AND EXPENSES



COASTAL CAROLINA
UNIVERSITY

FEES AND EXPENSES

Coastal Carolina University reserves the right to alter any of the following charges without notice when deemed necessary. All charges are due and payable on the date that they are incurred, or the due date indicated on the ticket, invoice, or statement. Checks for the exact amount of the total charges should be made payable to Coastal Carolina University.

Any student who fails to pay all required registration fees on or before the cancellation date will be dropped from the class rolls.

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

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

RESIDENT STATUS FOR TUITION & FEES

Coastal Carolina University is required under guidelines enacted by South Carolina Legislature to determine the residence classification of applicants and students for purposes of fees and tuition. The initial determination of one's resident classification is made at the time of admission. Students seeking a change to a South Carolina resident classification for tuition and fee purposes must complete the Application for Classification as a South Carolina Resident for Tuition and Fee Purposes.

Persons applying for resident classification must complete a residency application and supply supportive documentation at least three weeks prior to the fee payment deadline for the applicable term to allow sufficient time for a decision to be made. Persons who submit residency applications less than three weeks prior to fee payment deadlines for applicable terms may be required to pay out-of-state fees.

The rules regarding the establishment of legal residence for fee and tuition purposes at the University are governed by the Code of Laws of South Carolina. Under the law, residence for fee and tuition purposes can be established by an independent citizen or by certain aliens. There are also provisions in the law applicable to the resident classification of dependent persons. Generally, the resident status of a dependent person is based on the resident status of the parent, spouse or guardian upon whom the dependent person is financially dependent.

Inquiries regarding residency requirements and determinations should be directed to the Admissions Office, Coastal Carolina University, P.O. Box 261954, Conway, SC 29528-6054, (843) 349-2026.

ACADEMIC FEES

Application Fee

Every new applicant will be charged a non-refundable fee of \$45; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee.

Enrollment Notification Deposit

Upon admission to Coastal Carolina University, all degree seeking freshmen and transfer students are required to return their Enrollment Notification Card and \$100 deposit to the

Office of Admissions, to secure their place in the class. The \$100 deposit is due by:

May 1 for Fall Semester and Summer Semester enrollment,

Dec. 15 for Spring Semester enrollment.

The deposit will be applied as a credit to the first semester's fees.

A refund of the \$100 Enrollment Notification Deposit may be granted if the applicant makes a request, in writing, by:

May 1 for Fall Semester and Summer Semester,

Dec. 15 for Spring Semester.

No refunds will be made after these deadlines.

Examination Fees

Scholastic Aptitude Test. Institutional CEEB administered by the University.

May be taken once\$15.00

Departmental examinations in non-CLEP areas to establish undergraduate college credit or to validate credits from a non-regionally accredited institution. Per semester hour.....\$30.00

College Level Examination Program (CLEP)

contact the Testing Center.....(843) 349-4004

ACADEMIC FEES (TUITION) (2009-2010)

See www.coastal.edu/studentaccounts/fees.html for most current fee information.

Full-Time Students (12 or more credits)*

Undergraduate

1. Academic fees, South Carolina resident; per semester\$4475.00*

2. Academic fees, non-resident; per semester.....\$9385.00*

*includes \$40. Academic Technology Fee

Part-Time Students (fewer than 12 credits) and Summer Fees

Undergraduate

1. Course fees, South Carolina resident; per credit hour\$373.00

2. Course fees, non-resident; per credit hour\$782.00

Graduate

Non-MBA

1. Course fees, South Carolina resident; per credit hour\$400.00

2. Course fees, non-resident; per credit hour\$495.00

Graduate

MBA

1. Course fees, South Carolina resident; per credit hour\$465.00

2. Course fees, non-resident; per credit hour\$520.00

**Students registered for more than 18 credit hours will be charged at the part-time hourly rate for each credit hour above 18. Graduate students full-time status specific to term: 9 hours or greater for Fall and Spring; 6 hours or greater for Summer terms.*

Course Auditing

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

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

Fee Changes

Coastal Carolina University reserves the right to change fees when deemed necessary based upon approval by the Coastal Carolina University Board of Trustees and approved State policies. See www.coastal.edu/studentaccounts/fees.html for most current fee schedule.

ACADEMIC FEE (TUITION) POLICIES FOR MULTIPLE SESSIONS IN FALL AND SPRING TERMS

Students who enroll for short sessions within a Fall or Spring term will pay at the part-time rate per credit hour up to 12 credit hours for the entire Fall or Spring term.

Students registered for more than 18 credit hours will be charged at the part-time hourly rate for each credit hour above 18.

RESIDENCE HALL FEES (2009/10) On Campus Residence Hall fees per semester (includes meal plan).....\$3,600.00
 Near Campus Housing.....fees vary

Summer Residence Hall Fees (2009/10)

1. Residence Hall Housing Application fee (non-refundable)\$50.00
2. Residence Hall fees for weeks not included in semester rentals (includes \$22.Housing Internet Fee)\$111.00
3. May Semester (includes \$22.Housing Internet Fee).....\$508.00
4. Summer I (includes \$22.Housing Internet Fee).....\$614.00
5. Summer II (includes \$22.Housing Internet Fee).....\$614.00

Fee Changes

Coastal Carolina University reserves the right to change fees when deemed necessary, based upon approval by the Coastal Carolina University Board of Trustees and approved State policies. See www.coastal.edu/studentaccounts/fees.html for most current fee schedule.

INSURANCE FEES

Student health and accident insurance is optionally available to all registered students. It may be purchased at any time, on a prorated basis, during the academic year. University insurance is mandatory for international students attending on student visas and must be purchased at the time of registration.

OTHER FEES

Applied Course Fees

Students taking certain music classes will pay an applied fee, per course\$200.00

Diploma Application Fee\$25.00

Duplicate Registration Certificate Fee

Replacement student identification card\$20.00

Laboratory Fees

Selective courses which have special and unique costs for instructional supplies and other expenses directly associated with the course will carry a lab fee **minimally** to be, per course \$25.00 to \$195.00

Orientation Fee

	Fall	
Student		\$140.00
Transfer Student.....		\$70.00
	Spring	
Student		\$70.00
Transfer Student.....		\$70.00

Parking Fees

Vehicle per School Year (12 months).....	\$50.00
Vehicle per Spring and Summer Semesters	\$25.00
Second Vehicle per School Year	\$20.00
Replacement Decal	\$10.00

Technology Fee

Students enrolled for six or more credit hours will pay a technology fee\$40.00

Transcript Fee

Up to six (6) official transcripts per student per calendar year may be obtained at no charge. A non-refundable fee of \$5 per copy must accompany subsequent requests for official transcripts made within the same calendar year.

FINES

Returned Check Fee	\$30.00
Installment Payment Plan late fee.....	\$25.00

Library

Lost book charges Cost of book (\$25.00 minimum plus accrued fees)

Fee Changes

Coastal Carolina University reserves the right to change fees when deemed necessary, based upon approval by the Coastal Carolina University Board of Trustees and approved State policies. See www.coastal.edu/studentaccounts/fees.html for most current fee schedule.

COLLECTION COSTS

Collection costs incurred on delinquent accounts are the responsibility of the student.

SENIOR CITIZENS

An applicant who is 60 years of age or older and a resident of South Carolina may enroll in classes tuition free providing there is available space in the class. A special senior citizen application must be completed in the Office of Admissions.

Students participating in the "Senior Citizen free tuition provision" are not eligible to register for classes until the day prior to the first day of classes.

ACADEMIC FEES REFUND SCHEDULE

Academic fees are refunded (1) to students who withdraw completely from the University, (2) to part-time students who drop a course or courses, and (3) to students who are reclassified as part-time students as a consequence of dropping a course or courses according to the following schedules. Refunds due directly to the student will be applied first to the student's unpaid charges.

Policy for Withdrawal Refunds

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

The Return of Title IV Federal Funds Policy applies only to students at the University who are recipients of Title IV Federal Financial Aid. A copy of the Return of Title IV Funds Policy worksheet is available in either the Office of Financial Aid or the Office of Student Accounts.

The University policy applies to all other students who withdraw from the institution. Refund schedules are published online at www.coastal.edu/studentaccounts each semester. If the refund deadline falls on a weekend or holiday, the associated refund date is extended to the next business day.

Any financial aid for which the student was eligible prior to withdrawal but which has not been disbursed will be cancelled and returned to the source.

Right of Petition

A student who seeks relief from established refund policies because of unusual individual circumstances may submit a petition of appeal to the Office of the Registrar. The appeal will be reviewed, a determination made, and the student will be notified in writing.

Fall, 2010

University Refund Schedule Dates For Complete Withdrawal and Course Drops*

From	First day of class	through	Tuesday, Aug. 24	100%
From	Wednesday, Aug. 25	through	Tuesday, Aug. 31	90%
After	Tuesday, Sept. 1	NO REFUND FOR COURSE DROPS		

The following dates are for complete withdrawal only.

From	Wednesday, Sept. 1	through	Monday, Sept. 13	50%
From	Tuesday, Sept. 14	through	Friday, Oct. 8	25%
After	Friday, Oct. 8	NO REFUND		

***These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

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

Fall I & Fall II 2010

University Refund Schedule Dates For Complete Withdrawal and Course Drops*

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

***These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

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

Spring, 2011

University Refund Schedule Dates For Complete Withdrawal and Course Drops*

From First day of class	through	Tuesday, Jan. 18	100%
From Wednesday, Jan. 19	through	Monday, Jan. 24	90%
After Monday, Jan. 24			NO REFUND

The following dates are for complete withdrawal only.

From Tuesday, Jan. 25	through	Monday, Feb. 7	50%
From Tuesday, Feb. 8	through	Wednesday, March 2	25%
After Wednesday, March 2			NO REFUND

***These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

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

Spring I & Spring II 2011

University Refund Schedule Dates For Complete Withdrawal and Course Drop*

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

***These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

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

May, Summer I, Summer Eight-Week and Summer II 2010

University Refund Schedule Dates For Complete Withdrawal and Course Drop*

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

***These dates are subject to change.** Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at www.coastal.edu/studentaccounts.

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

HOUSING APPLICATION FEES REFUND SCHEDULE

Requests for cancellations must be submitted in writing directly to the Office of Residence Life.

- Cancel on or before May 31 \$ 100 refund
- Cancel from June 1 - July 15 \$ 50 refund
- Cancel after July 15 No refund
- No cancellation notice (and remain enrolled for Fall semester) \$1,000 penalty

See Residence Life web site (www.coastal.edu/reslife) for detailed room rate refund schedule.



FINANCIAL AID



COASTAL CAROLINA
UNIVERSITY

FINANCIAL AID

The mission of the Financial Aid Office is to support and assist the University in accomplishing its aspirations, specifically through the Enrollment Services Strategic Initiatives, while assisting students and parents in identifying possible sources of financial assistance in meeting the cost of education at Coastal Carolina University.

Financial aid available for Coastal students is derived from federal and state government sources such as scholarships, grants, work-study, loans and Veterans Educational Benefits. Additional scholarships are provided by Coastal Carolina University, along with other funds available through private and public sources.

To determine whether or not a student is eligible for federal student financial aid programs, the student and his/her family must complete the Free Application for Federal Student Aid (FAFSA) by March 1 each year for priority consideration. The University expects students and their families to share in the responsibility to meet the costs of college.

OPERATING PRINCIPLES

Coastal supports the following principles:

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

SPECIFIC AUTHORIZATIONS

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

VETERAN EDUCATION BENEFITS

Eligible veterans can receive assistance with applying for V. A. educational benefits through the Office of Financial Aid. The U.S. Department of Veteran Affairs determines eligibility for and awards this benefit. You can determine if you are eligible by calling the VA Regional Office at 1-888-442-4551. You must then contact Coastal's Financial Aid Office to obtain the appropriate forms for certification.

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

Once enrollment has been certified, the VA student is responsible for reporting any up-

dates or changes to his/her enrollment status to the Office of Financial Aid. This includes the dropping and/or adding of classes and complete withdrawal from the University. Failure to do so may result in the termination of benefits and possibly an overpayment situation.

The following is a synopsis of VA Program Chapters:

- Chapter 30: The Montgomery G.I. Bill ("New" G.I. Bill). This program provides educational benefits to individuals entering military service after June 30, 1985. A certified copy of your DD 214 is required. Those with remaining entitlement under Chapter 34 ("Old" G.I. Bill) may be eligible under Chapter 30.
- Chapter 31: Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability, and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.
- Chapter 33: Post 9/11 GI Bill. This program is for individuals who have served on Active Duty since 9/11/01. This also allows for transfer of benefits to dependants. The Yellow Ribbon Program is a component of the Post 9/11 GI Bill.
- Chapter 35: Dependents Educational Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.
- Chapter 1606: Montgomery G.I. Bill - Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.
- Chapter 1607: Montgomery GI Bill - Selected Reservists Called to Active Duty. This program is a new benefit that makes certain reservists who were activated after Sept. 11, 2001 either eligible for education benefits or eligible for increased benefits.

GRANTS

Federal Pell Grants

The Federal Pell Grant is a student aid program that provides grants for students attending college who have not previously received a baccalaureate degree. Eligibility is based on your resources and determined by a formula developed by the U.S. Department of Education. Pell Grant awards range from \$1,176 to \$5,555.

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant program is a student aid program from which you may obtain up to \$4,000 each year depending on your financial need, the availability of FSEOG funds at Coastal, and the amount of other aid you receive. These funds are limited.

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

South Carolina Need-Based Grant

The South Carolina Need-Based Grants Program is designed to provide additional financial assistance to South Carolina's neediest students. The proposed award will assist South Carolina residents who wish to attend public or colleges or universities in the State. The Need-Based Grant Program is established under the South Carolina Children's Education Act of 1996. These funds are limited.

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

LOANS

Federal Carl D. Perkins Loan

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

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

Federal Stafford Loans (FFEL)

The Federal Stafford Loan is a low interest college loan designed to assist students and parents with funding a student's education after high school. Stafford Loans are federal student loans and can be subsidized or unsubsidized depending on the student's financial need. Students must be enrolled at least half time (6 credit hours) to be eligible to receive these loans.

Subsidized Stafford Loans are awarded on the basis of financial need. The federal government pays the interest on these loans while the student is in school. The maximum lifetime award amount for the subsidized Stafford loan is \$23,000.

- 2009-2010 Subsidized interest rate is fixed at 5.6% for undergraduate and 6.8% for graduate students.

- 2010-2011 Subsidized interest rate will be 4.5% for undergraduate students. Unsubsidized Stafford Loans are not awarded on the basis of financial need and will accrue interest while the student is in school. Interest only payments may be made while the student is in school to avoid having the interest added to the original loan amount. Maximum award amounts are determined on the basis of the dependency status of the student.

- 2009-2010 Unsubsidized Interest rate is fixed at 6.80% for all students.

These loans have a six-month grace period before repayment begins.

To determine if you are eligible you must complete:

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

Additional Unsubsidized Federal Stafford Loan

Independent students may also be eligible to borrow up to \$4,000 a year for the freshman and sophomore years, and up to \$5,000 a year for junior and senior years. Dependent students, whose parents have been denied a parent loan, are also eligible for this program. For the 2010-2011 academic year, the interest rate was 6.8%. While most terms are similar to the Subsidized Stafford Loan, the interest rate is not subsidized. Although financial need is not a factor, the university must determine your eligibility for the Pell Grant and Stafford Loan before approving your application for the additional unsubsidized Stafford Loan.

To determine if you are eligible you must complete:

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

South Carolina Teachers Loan

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

The loan is cancelled at the rate of 20 percent for each full year of teaching in a critical subject or a critical geographic area within South Carolina. If you teach in both a critical

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

Freshmen and sophomores may borrow up to \$2,500 per year. Juniors, seniors and graduate students may borrow up to \$5,000 per year. This loan has a June 1 deadline and the funds are limited.

To determine if you are eligible you must complete the *South Carolina Teacher Loan Application.

Federal Parent Loans for Dependent Students (PLUS)

The PLUS program was created to give parents an additional financial resource. There is no interest rate subsidy, and need is not a factor. For the 2010-2011 academic year, the rate is 7.9%. The PLUS program is available for parents of dependent students only.

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

To apply for a Federal Parent Loan for a dependent student, please visit our website at www.coastal.edu/financialaid/loanhome.html for updated information.

WORK OPPORTUNITIES

There are two student employment programs at Coastal Carolina. They are the Federal Work Study Program (FWSP) and the Institutional Employment Program (IEP).

Federal Work Study Program (FWSP)

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

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

Institutional Employment Program (IEP)

The Institutional Employment Program is a Coastal Carolina program that provides part-time jobs on campus for students who may or may not have financial need. There is no application for this program. Students should seek placement in available jobs through the Career Services Office in Indigo House.

SATISFACTORY ACADEMIC PROGRESS

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

Coastal Carolina University's Satisfactory Academic Progress Policy:

1. Student must be admitted and enrolled as a degree-seeking student.
2. Student must meet the University's standards for continued enrollment as specified in the Academic Standing section of the University Catalog. A petition for continued enrollment granted by the Academic Suspension Petitions Committee does not constitute

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

3. Student who has earned 0-59 credits must achieve or maintain a minimum cumulative grade point average of 1.75. Student who has earned 60 or more credits must maintain a minimum grade point average of 2.0.

4. Student must satisfactorily complete a minimum of seventy-five percent (75%) of the courses that he/she attempts at the institution. Please note, courses dropped from a student's schedule after the published drop/add period are included in the completion percentage.

5. Student must complete requirements for a single degree within 150% of the published length of the program. The total number of credit hours attempted at Coastal Carolina University may not exceed the equivalent of twelve full-time (15 credit hour) semesters or 180 attempted credits. Please note that all transfer work accepted by the University is included in a student's total attempted credits.

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

A student who has earned a previous degree and is now seeking a second degree, teacher certification, or completing prerequisites for one of the University's master's level programs is required to submit an appeal for Federal financial aid consideration. These students must submit documentation to explain why a second degree or career change is required, a signed academic plan detailing the coursework required to complete his/her goal, and an anticipated completion date determined by the faculty adviser. If the student's plan is deemed reasonable, a conditional approval for Federal financial aid will be issued one semester at a time until the student successfully completes his/her goal or fails to meet the stipulations of his/her conditional approval.

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

Effective August 2009, a student's unsatisfactory academic progress standing does not affect his/her ability to seek or receive private financial assistance to attend the institution. A student who does not have mitigating circumstances to warrant an appeal for Federal aid is encouraged to explore alternative or private funding to continue his/her enrollment. Please see a Financial Aid Counselor if you need assistance with obtaining private funding.

REFUNDS/REPAYMENTS

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

Policy for Withdrawal Refunds

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

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

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

Distribution of Refunds/Return of Funds

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

- 1) Unsubsidized FFEL/Direct Stafford Loan
- 2) Subsidized FFEL/Direct Stafford Loan
- 3) Perkins Loan
- 4) FFEL/Direct PLUS
- 5) Pell Grant
- 6) ACG/SMART Grant
- 7) FSEOG
- 8) Other Title IV Programs

Repayments for Withdrawals

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

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

UNDERGRADUATE SCHOLARSHIPS

Coastal Carolina University offers a variety of scholarships to new students accepted into the University as well as to continuing University students. Specific criteria for each award are listed on the scholarship Website. Merit-based scholarships are automatically awarded while others require the completion of the on-line scholarship application. Please read the requirements and deadlines for each of the scholarships carefully.

The deadline to apply for all application-based scholarships is March 1 each academic year. To apply for application-based scholarships as a new or continuing student, you must be admitted to Coastal Carolina University and complete the on-line scholarship application by March 1 each academic year. As there are a limited number of awards available in each scholarship category, not all students who meet the minimum criteria will be awarded a scholarship.

Coastal Carolina University scholarships are awarded during the academic year beginning with the fall semester. All scholarships are applied to the student's account in equal amounts each semester. Scholarship recipients must maintain full-time student status at Coastal Carolina University during the fall and spring semesters unless otherwise noted in a specific

scholarship. (Credits earned in high school may be counted for some scholarships but not all.) Many of Coastal Carolina University's scholarships are renewable for a maximum of eight semesters. The maximum length of the award is specified in your scholarship award letter.

The renewal criteria must be met each academic year. Most scholarships require the student to complete at least 30 credit hours per academic year (fall, spring and subsequent summer terms) and maintain a minimum 3.0 cumulative GPA, unless otherwise noted. Students who do not meet the required scholarship criteria for renewal have the opportunity to use the summer terms to attain the required GPA and earn the required credit hours at Coastal Carolina University. The total of all scholarships and financial aid awards cannot exceed the cost of attendance as determined by the Office of Financial Aid. Scholarship award amounts may vary each year depending on donor contribution or for the purpose of not exceeding the student's cost of attendance.

All scholarship recipients are required to complete the Free Application for Federal Student Aid (FAFSA) in order for the Office of Financial Aid to determine an accurate cost of attendance for each student. The FAFSA should be completed and the results submitted to the Office of Financial Aid by March 1st for application-based scholarships requiring demonstration of financial need.

The awarding of all scholarships is dependent upon available funding.

For more information, contact:
Office of Financial Aid & Scholarships
Coastal Carolina University
P.O. Box 261954
Conway, SC 29528-6054
Telephone: (843) 349-2308
Toll free: 1-800-277-7000, ext. 2308
Email: scholar@coastal.edu
www.coastal.edu/financialaid/scholar.html

Notes:

1. Criterion for high school GPA is based on a 4.0 grading scale. If your high school GPA is not based on a 4.0 scale, it will be recalculated for Coastal Carolina University scholarship purposes.
2. Awards are based on available funding.
3. Renewal of a PGM Program Award or Visual and Performing Arts Award requires that the recipient remain active in the appropriate program and earn an average of 30 credit hours each academic year while maintaining a minimum 3.0 cumulative CCU GPA.
4. The maximum number of eligible semesters depends upon the academic level of the recipient at the point of matriculation at Coastal Carolina University. Freshman students are awarded for a maximum of eight semesters and transfer students are awarded according to the number of credits transferred into the University.
- 5 All references to SAT score in this publication refer to the combined math and critical reading sections only.
6. Out-of-state merit scholarships include a cash award and a partial tuition waiver.
7. Out-of state tuition waiver(s) may not exceed the difference between in-state and out-of-state tuition.
8. Information in this publication is subject to change without notification.

MERIT SCHOLARSHIPS FOR NEW STUDENTS

Coastal Carolina University is committed to the highest standards of academic excellence and recognizes outstanding freshmen and transfer students through its merit

scholarship program. All full-time, degree-seeking students who apply for admission to the University are automatically considered for the following merit scholarships:

The following do not require the completion of a scholarship application.

(The following scholarships have an acceptance deadline of January 1 for priority consideration.)

President's Scholarship

Honors Program Award

Professional Golf Management Scholar Program – PGM Trustee Scholar

(The following scholarships have an acceptance deadline of March 1 for priority consideration.)

Provost's Scholarship

Coastal Scholar Award

Visual and Performing Arts Award (audition or portfolio required)

Professional Golf Management Scholar Program

- PGM University Scholar
- PGM Wall Scholar
- PGM Merit Scholar

(The following transfer scholarships have an acceptance deadline of June 1 for priority consideration.)

Coastal Transfer Award

Visual and Performing Arts Award (audition or portfolio required)

Students who receive a merit-based scholarship will receive written notification by U.S. mail beginning January 1. Students may only be awarded one of the following: President's, Provost's, Visual and Performing Arts Award, Phi Theta Kappa, Academic Common Market, Coastal Scholar Award, Coastal Transfer Award, or PGM Scholars Program Awards. As there are a limited number of awards in each category, not all students who meet the minimum criteria will be awarded a scholarship.

SOUTH CAROLINA STATE SCHOLARSHIPS

The following scholarships are available to South Carolina residents only. These scholarships do not require the completion of a scholarship application. For more information on the scholarship programs listed below, please visit the South Carolina Commission on Higher Education's Web site at www.che.sc.gov.

The SC Palmetto Fellows Scholarship and Palmetto Fellows Scholarship Enhancement Programs

The SC Palmetto LIFE Scholarship and LIFE Scholarship Enhancement Programs

The SC Hope Scholarship Program

ACADEMIC COMMON MARKET (ACM)

The Academic Common Market (ACM) is a tuition savings program for college students from selected states in the Southern Regional Education Board (SREB) who want to pursue degrees that are not offered by their home state institutions. If approved, students can enroll in out-of-state institutions that offer their degree programs and pay only the in-state tuition rates. The ACM program is not competitive or merit-based, but applicants must meet home state residency requirements and college program admissions requirements. To qualify for the Academic Common Market, a student must be a resident of an SREB member state, be admitted unconditionally into the institution and program that is approved by the home

state, enroll as a full-time student and be certified by the home state to participate.

Coastal Carolina University currently offers two degree programs under the Academic Common Market. The first is the Bachelor of Arts in Middle Level Education, which is available to residents of Maryland. The second is the Bachelor of Science in Marine Science, which is available to residents of Arkansas, Delaware, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, Tennessee, and West Virginia. For information on how to apply for Academic Common Market programs, please visit the Southern Regional Education Board's web site at www.sreb.org. Additional information is also located at the Office of Financial Aid's web site at www.coastal.edu/financialaid.

APPLICATION-BASED SCHOLARSHIPS FOR NEW AND CONTINUING STUDENTS

Application-based Scholarships

Application-based scholarships require that students complete the Online Scholarship Application and submit any additional requirements by March 1 each year for consideration. Applicants will be notified through Coastal e-mail or postal mail of the results of their application. For the most current information on scholarship opportunities, visit www.coastal.edu/financialaid/scholar.html.

Dorothy K. Anderson Resort Tourism Management Endowed Scholarship
Samuel Axelrod Memorial Scholarship
Chad Beaty Memorial Scholarship
Nancy Burgen Exercise and Sport Science Annual Scholarship
Coastal Alumni Endowed Scholarship
Coastal Cruiser Scholarship
Conway National Band Annual Scholarship
The Gary Craddock Memorial Bass Scholarship
Dean's Excellence Scholarship
Thomas W. and Robin W. Edwards College of Humanities and Fine Arts Board of Visitors Annual Scholarship
Thomas W. and Robin W. Edwards College of Humanities and Fine Arts Board of Visitors Annual Scholarship in Performing Arts
Thomas W. and Robin W. Edwards College of Humanities and Fine Arts Board of Visitors Endowed Scholarship for Exemplary
Dr. Robert C. Elvington Alumni Board Endowed Scholarship
First Federal Annual Scholarship
Dalton and Linda Floyd Family Mentoring Program Scholarship
Ruby M. Forsythe Memorial Scholarship
Will and Audrey Garland Alumni Board Endowed Scholarships
Grand Strand Salt Water Anglers Association Scholarship
Grand Strand Surfrider Foundation Volunteer Scholarship
Fred W. Hicks III Scholarship in Finance
The Ron and Judy Ingle Endowed Scholarship for Dependent Children or Grandchildren of Coastal Carolina University Faculty and Staff
Rebecca Thomas Jones Memorial Scholarship
Joe McGarry Annual Scholarship
Ray L. Miller Scholarship
John Christopher Columbus Murray Scholarship
Myrtle Beach Woman's Club Scholarship
Hal Norton Endowed Scholarship
Pepsi Cola Scholarship

Phi Theta Kappa Scholarship
The Wall Board of Visitors Clyde W. Port Endowed Scholarship
The George H. and Martha Sue Sanderson Endowed Scholarship
Pat Singleton-Young Student Leadership Annual Scholarship
Martha Baker Thomas Endowed Scholarship
Frank A. Thompson II Memorial Endowed Health Promotion Scholarship
Christina L. Vaccaro Memorial Scholarship
Mildred Thompson Watson Scholarship
Harold and Lillian Wiseman Scholarship
Women in Philanthropy and Leadership for Coastal Carolina University Annual Scholarships
WPDE-TV News Channel 15 Endowed Scholarship

Non-application-based and Specialized Scholarships

The following annual and endowed scholarships contribute to the funding of the Coastal Scholar Award Scholarship Program, as well as other specialized University scholarship programs.

The George B. Adams Scholarship Fund
Mr. & Mrs. J. O. Baldwin, Sr. Scholarship
Vera L. Barger Memorial Scholarship Trust
Lloyd B Bell Memorial Scholarship Trust
The Rochus Bierens and Florence Bierens-Bouvy Trust
Cecil H. Black Memorial Scholarship
T. Alec Black Scholarship
Michael Block Memorial Piano Scholarship
James Branham Award in History
Burroughs Foundation Scholarship
Mabel L. Burroughs Scholarship
Chanticleer Band Program Award
Chicora Rotary Scholarship - Undergraduate Fund
Frederick J. Cole Scholarship
John Coleman Thompson Scholarship
Glenn J. Colvard Memorial Scholarship
Devers - Nichols Memorial Scholarship
Edgar Dyer Pre-Law Endowed Scholarship
Joseph Kenyon East Endowment Ethics Scholarship
Neil H. Graham Memorial Scholarship
The Joseph W. Holliday Endowed Scholarship
Frances Fields Holliday Endowed Scholarship
Honors Excellence Award
Celia Hopkins Endowed Scholarship
Robert J. Hutchings Piano Prize
Jacie Hyatt Endowed Scholarship
The Abraham F. Isaac Memorial Scholarship Fund
The William A. and L. Maud Kimbel Scholarship
Kleber Scholarship Fund
Kleber-Springs Bachelor of Art and Science Scholarship
Ronald D. Lackey Service Award
The Dan and Toni Moore Endowed Scholarship
The Russell L. Moore Scholarship
James W. Moser Scholarship
Myrtle Beach Rotary Club Scholarship

Jack W. Nelson Scholarship
Carl E. and Phillip E. Perry Scholarship
Mildred Carter Petrey and Lawrence H. Petrey Endowed Scholarship
Coley B. Prather Scholarship
Subhash Saxena Endowed Scholarship
D.L. Scurry Foundation Scholarship
Allison Smith Memorial Scholarship
Nancy and Cathcart Smith Scholarship
The Richard A. and Karen W. Spivey Scholarship Fund
Betty M. Springs Memorial Scholarships Trust
State Farm Insurance Scholarship
Kenneth E. Swain Scholarships – Swain Scholars
Wall College of Business International Programs Cooperative Scholarship for Residence
Life
Walls Fellows Scholarship
Water Environment Association of South Carolina Scholarship
Jean M. Williams Fund

EXTERNAL SCHOLARSHIPS

Applications for the following scholarship awards are made directly to the organization. Recipients will be selected by the awarding foundation or the donor's designee according to the scholarship's specific criteria. The organization or foundation provides funds to Coastal Carolina University for the educational benefit of the selected students.

Grand Strand Water and Sewer Authority Scholarship Trust
Conway Kiwanis Scholarship
Ocean View Memorial Foundation Academic Scholarship Program
Sigma Xi Chapter of Delta Sigma Theta Sorority Scholarship
Bill Smith Math Scholarship
James G. Straub Music Scholarship
Grand Strand Young Republicans Scholarship
Horry County Higher Education Commission Scholarships

ATHLETIC SCHOLARSHIPS

The following annual and endowed scholarships contribute to the funding of Coastal Carolina University's athletic scholarship programs.

Harry and Ruby Bryant Scholarship
Edward Bennett Bullock Endowed Golf Scholarship
Pete "The Greek" Courage Football Scholarship
James D'Angelo Golf Scholarship
The Edward E. Euchler Memorial Scholarship
Hackler Endowed Scholarship
Sandy Miles Golf Scholarship
Edward M. Singleton Scholar Athlete Award
Frank A. Thompson II Endowed Athletic Scholarship
Kenny Tomko Scholarship
Charles L. Watson Athletic Scholarship



COASTAL
CAROLINA

UNIVERSITY

STUDENT LIFE



COASTAL CAROLINA
UNIVERSITY

STUDENT LIFE

STUDENT LIFE

Student Affairs

Mission Statement

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

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

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

Office of Student Activities and Leadership

www.coastal.edu/osal

Lib Jackson Student Center, Suite 215

(843) 349-2301

The Office of Student Activities and Leadership provides advisement to a large number of academic, professional, fraternity and sorority, special interest and religious student organizations and is available to individual students who desire information about activities which might meet their interests. Any student interested in establishing a new club or organization may obtain information from the Office of Student Activities and Leadership. Opportunities to participate in community volunteer programs and leadership development workshops are available to all students. This office coordinates Student Media, Student Government, Fraternity and Sorority Life, Coastal Productions Board, student organizations, The Volunteer Services Center, and S.T.A.R., the University's student-driven community service and volunteer programs organization. as well as numerous large-scale programs for students.

Student Government Association

www.coastal.edu/osal

(843) 349-2320

The Student Government Association (SGA) includes executive officers elected by the student body and senators who represent clubs, organizations, residence halls, and each of the four Colleges. The chief function of SGA includes providing a liaison between the administration and the students, representing student opinion to the administration of the University, and participating in the governance of the University by serving on many joint faculty-student committees.

Student Clubs and Organizations

www.coastal.edu/osal/clubs.html

(843) 349-2301

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

Fraternity and Sorority Life

www.coastal.edu/greek

(843) 349-2311

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

Coastal Productions Board

www.coastal.edu/osal/cpb.html

(843) 349-2326

Coastal Productions Board is the student organization which sponsors campus-wide activities such as comedians, movie nights, and concerts. The Coastal Productions Board is composed of students who produce programs for their fellow students. Students interested in participating are asked to contact the Office of Student Activities and Leadership located in the Student Center.

Student Media

www.coastal.edu/osal

(843) 349-2301

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

Volunteer Services Center

www.coastal.edu/volunteer

(843) 349-6503

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

Office of Student Conduct

www.coastal.edu/conduct

Student Center, Suite 201

(843) 349-4161

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

Multicultural Student Services

www.coastal.edu/multicultural

Prince Building, Suite 215

(843) 349-2863

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

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

Student Recreation

www.coastal.edu/recreation

Williams Brice

(843) 349-2802

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

Chanticleer Outdoor Adventures

www.coastal.edu/outdooradventures

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

Intramurals

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

Sustainability Initiative

www.coastal.edu/sustain

Waccamaw Hall 140

(843) 349-2389

The Campus and Community Sustainability Initiative promotes the importance of an environmentally sustainable campus through learning and outreach. Some of the activities

implemented by the Sustainability Initiative include game-day recycling, battery and ink jet/toner cartridge recycling, move-in day recycling, campus salvage, Earth Month, and other educational programs. Several CCU students organizations organize events and programs to encourage understanding of the environment. These include the Eco-Reps, Students for Environmental Action, and/or the Green Team. Students who are interested in joining organizations should contact the Sustainability Initiative Office for more information.

Intercollegiate Athletics

www.coastal.edu/athletics

(843) 349-2820

Mission Statement

Coastal Carolina University's Department of Athletics is an integral part of the institution's educational purpose. It is the mission of the Department to foster an environment that prepares the student-athletes of today to become the future leaders and citizens of tomorrow in an ever-changing world. The Department is committed to developing student-athletes athletically, academically, and personally.

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

Coastal Carolina University fields 17 intercollegiate teams. The women's program includes soccer, cross country, tennis, basketball, volleyball, golf, softball, indoor track and field, and outdoor track and field. Men compete in football, cross country, tennis, basketball, soccer, baseball, golf, and outdoor track and field. The teams are named after the Coastal Carolina University mascot, the Chanticleer, and wear the official school colors of Coastal teal and bronze.

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

Grants and scholarships are awarded to qualified student-athletes through the Office of Financial Aid. Questions regarding athletic scholarships should be directed to the appropriate coach in the athletics department. Recipients of aid are required to satisfy certain academic standards set by the University, the Big South, and the National Collegiate Athletic Association.

All Coastal Carolina University students are admitted without charge to all athletic events with their student identification card.

STUDENT SERVICES

Career Services Center

www.coastal.edu/career

Indigo House, 104 Tom Trout Dr.

(843) 349-2341

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

The CCU Career Services Center provides career counseling for all students, works collaboratively with faculty advisers, freshman success seminars and student organizations to help each student set and reach career goals. Students work with a career counselor to explore their values, interests, abilities and personality to select or confirm majors and career paths. The Center assists students with searches for off-campus employment. On-campus student jobs are secured through the Office of Human Resources and Equal Opportunity.

The CareerQuest plan is a four year career development model used to teach students the connections between academic majors and possible career paths early in the college experience. The plan is supported through online programs for career assessment, exploration and

job searching. Freshmen are introduced to the CareerQuest plan in UNIV 110. A Career Exploration course, UNIV 150 is offered for those students seeking in-depth investigation for career decision making and preparation for internships. As seniors approach the transition out of the University, The Excellent Alumni Leader (T.E.A.L.) Senior Seminar is offered to prepare students for leadership roles in their communities.

University Recruitment Programs include an annual career fair, internship fairs and a summer job fair; Spring and Fall Senior On-Campus Interviews, online, national job posting system and a Resume Referral Program. Seniors work with career coordinators for their academic areas to prepare for the job search. Workshops and materials are available to teach job search skills including resume writing, internet search skills, interviewing and professional etiquette and networking.

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

Counseling Services

www.coastal.edu/counseling

204 University Boulevard

(843) 349-2305

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

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

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

Alcohol and Other Drug Services

www.coastal.edu/counseling

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

Disability Services

www.coastal.edu/disabilityservices

Indigo House

(843) 349-2934

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

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

Financial Aid and Veterans Affairs

Information is available in the Financial Aid section of this catalog.

Office of International Programs and Services (OIPS)

www.coastal.edu/international

Singleton 119

(843) 349-2053

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

Student Health Services

www.coastal.edu/health

204 University Boulevard

(843) 349-6543

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

Services Offered:

- Medical Prescriptions
- Diagnostic Services
- Treatment of Minor Sprains and Strains
- Treatment of Minor Wounds and Lacerations
- STD Testing and Treatment
- Allergy Injections

- Gynecological Exams and Contraception
- Physical Exams
- Immunizations
- Referral Services
- Consult-A-Nurse
- Other Health and Wellness Services

Eligibility and Fees

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

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

Hours of Operation

Fall and Spring

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

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

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

*Walk-ins until 4:00 p.m.

Summer

Monday 8:30 a.m. to 5:30 p.m.

Tuesday through Thursday 8 a.m. to 5:30 p.m.

Friday 8 a.m. to noon

*Walk-ins until 5 p.m.

*Closed Weekends and Holidays

Emergency Contacts

Emergencies 911

Public Safety (843) 349-2177

Counseling Services (843) 349-2305

After Hour Care

Conway Medical Center (843) 347-7111

Doctors Care Conway (843)248-6269

Doctors Care Myrtle Beach (843)626-9379

Doctors Care Carolina Forest (843) 903-6650

Grand Strand Regional Medical Center (843) 692-1000

Student Health Insurance

Health insurance for students is available through Pearce & Pearce Inc., underwritten by

Mutual of Omaha Insurance Company. Brochures are available at Student Health Services and by calling toll free (888) 622-6001 or on the web at www.studentinsurance.com.

Office of Residence Life

www.coastal.edu/reslife

Waccamaw Hall, Room 129

(843) 349-6400

Coastal Carolina University maintains campus residence halls which house approximately 3200 students. The types of residence halls range from apartment-style to traditional suite-style accommodations. A variety of programming and living learning community opportunities are available to students. These efforts assist and encourage the residents to interact with faculty, staff and other students. All residence halls are staffed by professional and para-professional staff members who are thoroughly trained and educated in the development of students. All first and second year students are required to live in campus housing.

The Rivers - Freshmen

Waccamaw and Santee Hall

These two halls have a combined occupancy of approximately 750 students in more traditional suite-style units. Rooms are double-occupancy and are connected by a semi-private bathroom to a neighboring double-occupancy room; all four residents share the adjoining bathroom. Each double-occupancy suite is furnished with two beds, two desks and chairs, two chest of drawers, and closet space.

Additionally, there is a limited number of quad suite units in each building consisting of four individual bedrooms, a common living area, and one bathroom for the suite.

A cafeteria style dining facility, The Commons, is located between Waccamaw and Santee Hall.

The Woods - Freshmen

Dogwood, Oak, Cypress, Elm, Maple, and Palmetto Halls

These Halls are all apartment-style living units, accommodating approximately 400 students. Each unit houses four students with individual bedrooms. In addition, each apartment is furnished with a refrigerator, sofa, kitchen-dining bar with stools, beds, desks and chairs, chest of drawers, and closet space. The four residents in each unit share one bathroom within the apartment. All units are wired for direct internet access.

The Gardens - Freshmen, Upper-class, Returning, Transfer Students

Azalea and Magnolia Halls

Azalea and Magnolia Halls are apartment-style living units which accommodate 120 students. Each unit houses three students who share one large bedroom. Each apartment is furnished with a refrigerator, stove, sofa, kitchen counter, stools, beds, desks and chairs, chest of drawers, built-in closet space and a bathroom.

University Place

University Place is a 42 building apartment complex conveniently located a 1/2 mile from campus. It houses approximately 2,000 students in 4, 3 and 2 bedroom apartments. The community provides an activity house equipped with an exercise and fitness center, outdoor pools, hot tubs and a social room with a wide screen Plasma TV. There are also pool table, foosball table, basketball and volleyball courts, outdoor grills and picnic tables throughout the community.

Summer Residence

Limited space is provided in the residence halls for those students wishing to take courses

during the summer on a first-come, first-served basis. For more information, call the Office of Residence Life.

Residence Hall Application & Contract

Any student interested in living in the residence halls must first be admitted to the University. Upon admission to the University, a student may go to the on-line housing application at www.coastal.edu/reslife. The student must then submit the application with a non-refundable room reservation fee of \$150.00. Residence hall space will be assigned based on the date the application, contract, and room reservation fee are received.

Withdrawal or Termination from the Residence Halls

If a student desires to be released from the Residence Life Contract, he or she must fill out a *Request for Contract Release* form, which is available through the Office of Residence Life. Generally, a release from the contract will only be granted for those residents who graduate from the University, withdraw from the University, get married, or are called upon for military service. Other requests will be reviewed on an individual basis. Students who cancel or terminate the contract prior to the end of the contractual period will not receive a refund and will also be assessed a penalty fee for cancellation.

Off Campus Student Services

www.coastal.edu/ocss

Student Center, Suite 201

(843) 349-4161

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

Department of Public Safety

www.coastal.edu/safety

Atheneum Hall 003

(843) 349-2177

The University maintains its own police department, whose public safety officers are state certified. The police force is augmented by security personnel. State laws and University rules and regulations are enforced by this department.

Vehicle Registration

The University recognizes the importance of providing parking for the campus community. Regulations regarding vehicle registration and parking are distributed by the Department of Public Safety. Copies are available from the Office of the Department of Public Safety or online at www.coastal.edu/safety/police. Students, faculty, staff and visitors are required to register their vehicles at the Office of the Department of Public Safety.

Emergency Information Center

www.coastal.edu/emergency

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

Sex Offender Registry

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

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

CINO ID Cards

www.coastal.edu/cinocard

(843) 349-6435

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

If cards are misplaced or destroyed, replacement ID cards can be obtained at a cost of \$20. For information regarding the CINO Card, visit the web site or contact the CINO Card Office, (843) 349-6435.

Kimbel Library

www.coastal.edu/library

(843) 349-2402

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

Lib Jackson Student Center

100 Spadoni Park Circle

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

Student Computing Services (SCS)

www.coastal.edu/scs

Prince Building, Room 205
(843) 349-2908

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

University Bookstore

Baxley Hall, first floor
(843) 349-2360

The Bookstore has the largest selection of used and new textbooks required for Coastal Carolina University courses. The Bookstore also carries all course-related supplies, and offers software at educationally discounted prices. You will also find the best brand names in Coastal Carolina clothing and gifts at the CCU Bookstore. Your entertainment needs are met here with a large selection in college music and general books. The Bookstore also offers discount movie tickets through Carmike Cinemas. The Bookstore invites all students to come in and shop or study; there are many reading and entertainment lounges located throughout the store.

University Dining Service

The Commons Residential Restaurant

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

CINO Grille – Student Center

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

Java City – Library

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

UP Convenience Store – University Place

Stock your in-room fridge or grab a snack at the on-campus market. The C-store provides everything from ice cold soft drinks, chips, candy, cereal, milk, health and beauty products and much more. The best part is you can use your Dining Dollars or CINO cash! A deli has also been added featuring delicious made-to-order sandwiches and wraps. You can use a meal swipe at the deli to grab a quick meal on the run. Open seven days a week.

Quail Creek Snack Bar

Visit the Snack Bar at Quail Creek Golf Course after 18 holes or just after class. Featuring

hot and cold sandwiches, fries and plenty of snacks and beverages, it's a perfect pit stop. Open seven days a week, accepting cash, credit, Dining Dollars, CINO Cash; and you can also use a meal swipe on a daily special.

Atlantic Science Center Snack Bar

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

Waccamaw Convenience Store – Waccamaw Residence Hall

Our newest location in Waccamaw Hall provides all of the basics for life on campus: snacks, soft drinks, laundry detergent and other essentials. Open seven days a week.

GENERAL INFORMATION

Conduct of Students

www.coastal.edu/students

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

Students should be aware that educational institutions are not sanctuaries from the jurisdiction of the civil and criminal laws of the communities and states wherein such institutions exist. While the rules and regulations of Coastal Carolina University are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader civic interest treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities, as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

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

Infractions of personal conduct are dealt with in accordance with the *Code of Student Conduct*. Conduct standards and sanctions are contained in *The Student Handbook*, located on the University's official web site, *Residence Life Living Guide*, and the *Code of Student Conduct*.

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

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

Academic Discipline

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

Student Directory

The University publishes an electronic Student Directory (accessible through portal.

coastal.edu) each fall and spring semester. This information can be corrected or updated by visiting the Office of the Registrar, Singleton Building 116. Students who do not wish to have information available in the Student Directory must complete a Student Directory Privacy Request Form, available in the Office of the Registrar, and must complete the form no later than 14 days after the beginning of the respective fall or spring semester.

Student Records

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

UNIVERSITY POLICY FOR STUDENT COMPLAINTS

The University deems it essential that all students be provided an adequate opportunity to bring complaints and problems to the attention of the administration with the assurance that they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. If any student believes he or she has been mistreated by any member of the faculty or staff, the procedures listed below should be followed. They are intended to simplify the proper route for students to follow in complaining about any perceived mistreatment and are not intended to replace any existing grievance process for matters that may be grieved. Students who are unsure about this complaint policy are encouraged to consult with their academic advisers.

Complaints about faculty on academic matters should be reported to the department chair or dean who supervises the professor or instructor, or inquire at the Provost's office.

Complaints about any form of perceived discrimination, including, but not necessarily limited to racial discrimination, sex discrimination, discrimination because of a disability, or sexual harassment and complaints about improper treatment by any university employee should be reported to the Executive Director, Human Resources and Organizational Development.

Complaints about accessibility for students with disabilities should be reported to the Disabilities Coordinator.

Complaints about admissions, any registration problem, or financial aid should be reported to the office of the Vice President for Enrollment Services.

Complaints about billings or accounts receivable should be reported to the Office of Student Accounts.

All other complaints on non-academic matters, including complaints about treatment by other students should be reported to the Office of Student Affairs or the Office of Student Conduct.

If any student with a complaint does not receive satisfaction from any of the above-listed offices, the student should bring his or her complaint directly to the office of the President of the University.



CORE CURRICULUM



COASTAL CAROLINA
UNIVERSITY

CORE CURRICULUM

The purpose of the core curriculum is to provide an educational experience in the liberal arts tradition that encourages and supports free inquiry, critical thinking, effective communication, and creativity. Persons educated in the liberal arts will have the opportunity to explore and cultivate an understanding of the multiple aspects of human culture and the natural world. The core curriculum is designed to prepare students for a thoughtful and productive life by exposing them to the methods of inquiry and practice of the humanities, sciences, and arts. Upon successful completion of the core, the students of Coastal Carolina University will develop the skills necessary to think clearly and logically, to gather and analyze information, and to express themselves effectively. As well rounded individuals, our students will possess the qualities to excel in their chosen fields of study and to live conscientious, responsible lives.

Goals, Student Learning Outcomes and Requirements

1. Knowledge of Effective Communication. Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively. Educated persons should be skilled in reading, writing and thinking critically. (6-9 hours)

Part A:

Student Learning Outcomes

1. Demonstrate the ability to comprehend and analyze language.
2. Demonstrate the ability to express oneself clearly and effectively.
3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

ENGL 101 Composition (3)

And one of the following courses:

ENGL 102 Composition and Literature (3)

ENGL 211 Introduction to Technical and Professional Writing (3)

Students may exempt (without credit) ENGL 101 under the following conditions:

1. Report a score of 600 or higher on the SAT *Writing Test*
2. Report a score of 24 or higher on the ACT *Writing Test*

All students are required to complete either ENGL 102 or ENGL 211 with a "C" or better in order to fulfill this core goal.

Part B:

Three (3) additional credit hours shall be taken in a course for communicating in the disciplines. This course may, but does not have to be discipline specific, i.e., it may be communicating in the social sciences or communicating in the natural sciences. All courses with this designation will apply to this core requirement.

BIOL 122/122L Biological Science II

CHEM 150 Communication in Physical Science

CSCI 130	Introduction to Computer Science
ENGL 102	Composition and Literature
ENGL 211	Introduction to Technical and Professional Writing
ENGR 101	Introduction to Engineering
HIST 250	Historical Research and Writing
MSCI 201	Scientific Communication
PHIL 271	Philosophical Writing
POLI 200	Communication in Political Science
PSYC 202	Introduction to Scientific Communication: Psychological Perspectives
SOC 201	Sociological Analysis
THEA 149	Acting for Non-Majors
ENGL 290	Introduction to Business Communication

2. Knowledge of Mathematical Concepts. Educated persons should have the ability to solve numerical problems, understand and apply mathematical concepts, and develop quantitative skills. An understanding of these concepts is fundamental for living in a complex society. (3-4 credit hours)

Student Learning Outcomes

1. Demonstrate knowledge of fundamental mathematical concepts.
2. Demonstrate the ability to use quantitative skills to solve problems.
3. Demonstrate the ability to understand and apply mathematical concepts.
4. Demonstrate the ability to use logical and abstract thought and reasoning for problem solving

MATH 139* Basic Concepts of Contemporary Mathematics (4)

MATH 132 Calculus for Business and Social Science (3)

MATH 160 Calculus I (4)

MATH 201 Mathematics for Early Childhood and Elementary Education Majors I

STAT 201/201L (4), or CBAD 291 (3), or PSYC 225/225L (4)

***Completion of MATH 101 and MATH 102 is accepted as the completion of the equivalency to MATH 139.**

3. Knowledge of Scientific Concepts. Educated persons should have the ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science to the natural world. These abilities provide a basis for understanding scientific concepts and the dynamic processes that shape and maintain the universe. (4 credit hours)

Student Learning Outcomes

1. Demonstrate knowledge of the basic laws of science.
2. Demonstrate the ability to identify scientific evidence.
3. Demonstrate the ability to collect scientific evidence.
4. Demonstrate the ability to interpret scientific evidence.
5. Demonstrate the ability to evaluate scientific evidence.

ASTR 101/101L Conceptual Astronomy (4)

ASTR 111/111L Descriptive Astronomy I (4)

BIOL 101/101L The Science of Life (4)

BIOL 121/121L Introductory Biology I (4)

BIOL 232/232L Human Anatomy and Physiology (4)

CHEM 101/101L Introductory Chemistry (4)

CHEM 111/111L General Chemistry (4)

GEOL 102/102L Environmental Geology (4)

- GEOL 111/111L Physical Geology (4)
- MSCI 101/101L The Sea (4)
- MSCI 102/102L Environmental Geology (4)
- MSCI 111/111L Introduction to Marine Science (4)
- PHYS 103/103L* The Science of the Physical World (4)
- PHYS 201/201L General Physics (4)
- PHYS 211/211L Essentials of Physics I (4)

***SCIE 101/101L accepted as the completion of the equivalency to PHYS 103/103L.**

4. Knowledge of Humanistic Concepts. Educated persons should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural, and other humanistic concepts through which human beings interpret and judge themselves and their world.

Students must take one course from two of the three disciplines represented (6 credit hours).

Student Learning Outcomes

1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which educated people interpret and judge themselves and their world.
2. Demonstrate the ability to recognize varieties of humanistic thought and expression.
3. Demonstrate the ability to interpret varieties of humanistic thought and expression.
4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.

- ENGL 205 Literature and Culture (3)
- ENGL 287 Major Writers of American Literature (3)
- ENGL 288 Major Writers of British Literature (3)
- HIST 101 Foundations of Western Civilization to 1648 (3)
- HIST 102 Foundations of Western Civilization 1648 to present (3)
- HIST 202 History of the United States Part II (3)
- PHIL 101 Introduction to Philosophy (3)
- PHIL 102 Introduction to Ethics (3)

5. Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World. Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and help promote global citizenship. (See Part A and Part B requirements identified below; 6-9 credit hours.)

Student Learning Outcomes

1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

Part A:

Foreign Language (3-6 credit hours)

Successful completion of three credit hours in a foreign language sequence at the 130 level or higher, or six credit hours of foreign language in sequence. Entry level for students continuing with a language will be determined by placement.

The Global Studies component of the Core Curriculum (Cultures, Languages, Social

Structures - Part A - Foreign Languages) will be satisfied for international students who are non-native speakers of English with an acceptable TOEFL score, such that those affected will be required to complete (or transfer) additional elective courses to make up for the difference in credits toward graduation.

Part B:

Global Studies Awareness (May be satisfied through any of the 4 options below.) (3 credit hours).

1. Completion of an approved Global Studies Awareness Study Abroad course (at any level 100-400). Note that only study abroad courses that have been approved for inclusion in the core can be used to satisfy this requirement.

2. Completion of coursework (at any level 100-400) that is taken on-site at an institution of higher education outside the United States that is transferred to Coastal Carolina University and that is approved through post hoc transcript evaluation for transfer students to be worth three academic credits.

3. Completion of coursework (at any level 100-400) that is taken on-site at an institution of higher education outside the United States that is approved for transfer via a special enrollment request form for current Coastal Carolina University students to be worth three academic credits.

4. Completion of one of the following courses:

ECON 150 Global Issues in Economics

ENGL 277 Literature in Translation (3)

GEOG 121 World Regional Geography (3)

HIST 111 World History to 1500 (3)

HIST 112 World History from 1500 (3)

HONR 101 Honors Seminar(3)

POLI 101 Introduction to World Politics (3)

RELG 103 World Religions (3)

6. Knowledge of the Structure and Development of the United States. Educated persons should become knowledgeable of the cultural and political heritage of the United States and its importance in contemporary events. An understanding of the basic frameworks of our society is crucial to civic responsibility and the responsibility/role of each individual within a diverse society. (3 credit hours)

Student Learning Outcomes

1. Demonstrate a basic knowledge of the cultural and political heritage of the United States and its importance in contemporary events.

2. Demonstrate an understanding of the basic frameworks of the United States government.

HIST 201 History of the United States Part I (3)

POLI 201 American National Government (3)

7. Knowledge of Human Health and Behavior. Educated persons should gain a basic knowledge and understanding of human behavior on the individual and societal levels to facilitate quality of life and improve community and societal environments. (3 credit hours)

Student Learning Outcomes

1. Demonstrate a basic knowledge and understanding of human health or behavior.

2. Demonstrate a basic knowledge and understanding of human behavior in societies.

3. Demonstrate an ability to apply knowledge of human health and behavior to improve community and societal environments.

ECON 110 Consumer Economics (3)
HPRO 121 Personal and Community Health (3)
EXSS 122 Lifetime Fitness and Physical Activity (3)
RSM 120 Leisure, Recreation and Wellness (3)
PSYC 101 Introduction to Psychology (3)
SOC 101 Introductory Sociology (3)
WGST 103 Introduction to Women's and Gender Studies (3)

8. Knowledge of Creative Expression. Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture's highest aspirations. Students may fulfill this goal with a course from either Part A or Part B (3 credit hours).

Part A:

Student Learning Outcomes

1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105 History of Western Art I: Ancient to Medieval (3)
ARTH 106 History of Western Art II: Renaissance to Modern (3)
MUS 110 Introduction to Music (3)
THEA 101 Introduction to Theatre (3)
THEA 201 World Performance Traditions (3)

Part B:

Student Learning Outcomes

1. Demonstrate an understanding of historical movements and professional practices as they relate to creative projects.
2. Understand and apply formal principles to creative production and aesthetic evaluation.
3. Gain experience in the formation and implementation of the processes of creative production, including idea development, creative expression and responsive action.

ARTS 102 Visual Arts (3)
ENGL 201 Introduction to Creative Writing (3)



INTERDISCIPLINARY STUDIES



COASTAL CAROLINA
UNIVERSITY

INTERDISCIPLINARY STUDIES PROGRAM

Degrees:

Bachelor of Arts in Interdisciplinary Studies
Bachelor of Science in Interdisciplinary Studies

MISSION STATEMENT

The mission of the Interdisciplinary Studies is to provide a unique academic program that offers highly motivated and intellectually curious students the opportunity to develop an individualized, innovative and integrated major. As an alternative to a traditional major, self-directed students are engaged and mentored by faculty to build a concentration on the basis of a interrelated unifying issue, topic, theme, culture, or personal inquiry.

GOALS FOR PROGRAM

Goal 1

To increase the number of students within the Interdisciplinary Studies major.

Objective 1:

To be more visible on campus so students begin to enroll in after completing 15 semester credits.

Objective 2

Develop a track for honors students.

GOALS FOR STUDENT LEARNING

Goal 1

Students will develop proficiency in the terminology, methods, and theories of their integrated course of study.

Student Learning Outcome 1:

As a result of completing IDS 210 students explore and develop the goals of their own integrated course of study.

Student Learning Outcome 2:

Students will plan, develop, and successfully complete an original research project under the guidance and supervision of the instructor for the Senior Capstone Project.

PROGRAM DESCRIPTION

Application procedures and guidelines for the Interdisciplinary Studies degree program may be obtained from the Director of Interdisciplinary Studies. The completion of 15 semester credits is required and the completion of 30 semester hours is recommended before filing an application to the program. A minimum 2.00 GPA is required.

All applications for admission will be reviewed by the University Interdisciplinary Studies Committee. Consideration is given to previous course work and suitability of the

proposed curriculum. The student must demonstrate that an individualized course of study will be an educationally sound alternative to traditional degree programs currently being offered at Coastal Carolina University.

Students applying to the Interdisciplinary Studies degree program, under the guidance of consulting faculty, develop a program of study listing the courses proposed to complete a degree program. Admission is not complete until the program of study contract has been approved by the University Interdisciplinary Studies Committee. All students must complete their approved program of study to be eligible for graduation. Any subsequent change of MINOR requirements in the program will require the prior written approval of the student's faculty adviser and the Director of the Interdisciplinary Studies Program. Any subsequent change of MAJOR requirements in the program of study will require the prior written approval of the student's faculty adviser, the Director of Interdisciplinary Studies, and the University Interdisciplinary Studies Committee.

The Interdisciplinary Studies program may accept up to 60 semester hours from technical colleges and up to 30 semester hours of nontraditional credit, provided that transcripts for such nontraditional activities are submitted. Transfer credit granted for technical and nontraditional studies apply as elective credit only. A maximum of 76 credits may be transferred for degree credits from any regionally accredited two-year college transfer program. A maximum of 90 credits may be transferred for degree credits from any regionally accredited four-year college or university. A maximum of nine (9) credits for Independent Study and/or Internship may be used to fulfill the degree requirements. The Interdisciplinary Studies Program requires its graduates to earn 120 semester credits with a minimum 2.00 GPA. The last 30 credits before graduation must be registered for and completed after acceptance into the program.

The guidelines printed here apply to Bachelor of Arts degree programs. Bachelor of Science degree programs require a mathematics sequence which includes MATH 160 and a minimum of twelve (12) hours of upper division (300-level or higher) credits in mathematics or the sciences.

Students must receive a grade of **C** or above in ENGL 101, ENGL 390 or 459, Mathematics, Foundation Courses, and Major Requirements.

I. CORE CURRICULUM (37-41 Credits).....37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
 UNIV 110, The First-Year Experience3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (9 Credits)9

The following three foundation courses are required for all Interdisciplinary Studies majors who have been admitted to the Program: IDS 210, ENGL 390, and IDS 498.

IV. MAJOR REQUIREMENTS (30 Credits)

Thirty credits of 300-level or higher course work with no more than 15 credits from any one discipline are required. No more than 24 credits from a single discipline may be combined in the Advanced Study (major area of concentration) and the Related Electives category. No more than six (6) credits for courses numbered 399 may be used to fulfill major requirements. The student's completed program (Advanced Study and Related Electives) must reflect a minimum of thirty-six credit hours at the 300-level or higher.

At least 30 credit hours towards degree requirements must be completed in residence at Coastal Carolina University after students are admitted to the Program.

V. ELECTIVES (46-53 Credits).....	46-53
A. Related Electives (21 Credits).....	21
(Courses specifically related to major requirements as prerequisites or relevant to the overall program of study.)	
B. Electives (Number of credits needed to bring total credits to 120) (Courses not specifically related to major requirement courses.)	
TOTAL CREDITS REQUIRED	120



ACADEMIC COLLEGES



COASTAL CAROLINA
UNIVERSITY

ACADEMIC COLLEGES

THE E. CRAIG WALL SR. COLLEGE OF BUSINESS ADMINISTRATION

Samuel A. Wathen, *Interim Dean*

Darla J. Domke-Damonte, *Assistant Dean, International Programs*

Ned Cohen, *Assistant Dean, Leadership and Corporate Development Program*

John Lox, M.B.A. *Director*

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

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

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

Donald O. Brook, *Director, Wall College of Business Center for Student Excellence*

WALL COLLEGE OF BUSINESS ADMINISTRATION

Robert B. Burney, *Professor, Finance*

Jerome Christia, *Associate Professor, Marketing*

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

Paige Cribb, *Lecturer*

Janis Chesson, *Associate Professor*

Janice Black, *Associate Professor, Management*

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

David A. DeCenzo, *Professor, Management*

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

Meyer Drucker, *Assistant Professor, Accounting*

Dennis S. Edwards, *Associate Professor, Economics*

William Feagin, *Lecturer*

Linda R. Henderson, *Associate Professor, Accounting*

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

Bomi Kang, *Assistant Professor, Resort Tourism*

J. Kay Keels, *Associate Professor, Management*

Marvin A. Keene, *Associate Professor, Finance*

Gregory L. Krippel, *Professor, Accounting*

Michael R. Latta, *Associate Professor, Marketing*

Philip Little, *Professor, Accounting and Department Chair for Accounting, Finance and Economics*

Henry Lowenstein, *Professor, Management*

John Lox, *Lecturer*

Karen A. Maguire, *Assistant Professor, Accounting*

Will Mann, *Lecturer*

John G. Marcis, *Professor, Economics*

P. Richard Martin, *Associate Professor, Management*

Carol Megehee, *Associate Professor, Marketing*

Mark A. Mitchell, *Professor, Marketing and Department Chair for Management, Marketing, and Resort Tourism*

Sheila Mitchell, *Lecturer, Accounting*

Richard Monroe, *Associate Professor, Management*

John W. Mortimer, *Associate Professor, Accounting*
Robert D. Nale, *Professor, Management*
Charles Parish, *Executive in Residence*
Dennis A. Rauch, *Professor, Marketing*
Barbara A. Ritter, *Associate Professor, Management*
Robert Salvino, *Assistant Professor, Economics*
Thomas W. Secrest, *Professor, Finance*
Donald L. Schunk, *Lecturer and Research Economist*
Erika Small, *Assistant Professor, Management*
Ken Small, *Associate Professor, Finance*
Howard B. Smith III, *Executive-in-Residence, Accounting*
Harold C. Stowe, *Executive-in-Residence, Management*
Albert (A.J.) Taylor, *Professor, Marketing*
Jay M. Teets, *Assistant Professor, Management*
Charles Thrash, *Lecturer*
Nicholas Twigg, *Assistant Professor, Management*
Srinivansan Venkatraman, *Assistant Professor, Management*
Yoav Wachsmann, *Associate Professor, Economics*
Samuel A. Wathen, *Professor, Management*
Andrew Weinbach, *Associate Professor, Economics*
Minhua Yang, *Assistant Professor, Finance*

DEGREES

Bachelor of Science in Business Administration
Bachelor of Arts
Master of Business Administration

WALL COLLEGE OF BUSINESS ADMINISTRATION

VISION

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

MISSION STATEMENT

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

1. Teaching – We will teach the core business functions through applied, experiential, and active learning strategies facilitated by appropriate technologies.
2. Intellectual contribution – We will create and disseminate knowledge in business, which includes learning and pedagogical research, high value added contributions to practice, and discipline-based scholarship.
3. Public service – We will provide professional expertise to benefit the local, regional, national, and international community.
4. Stakeholder involvement – We will actively promote an open and collegial environment that includes input from students, staff, alumni, employers and other institutional stakeholders.

Shared Values*

1. Our strongest commitment is to student development.
2. Our faculty members are dedicated teachers, lifelong learners and excellent applied researchers.
3. We support an environment that encourages open and responsible expression.
4. We expect the highest standard of professionalism and integrity for all organizational members.
5. We monitor and respond proactively to changes in society and business.
6. We support collaborative and integrative activities that address significant issues.
7. We believe that collegiality and innovation lead to an environment of continuous improvement.
8. We encourage an outlook that embraces diversity and believe that our students, faculty, and staff must learn about and from other cultures.
9. We believe that a liberal arts foundation provides a strong basis for broader inquiry in business disciplines.
10. We recognize the importance of the service sector in shaping our regional economy.
11. We believe the College should develop recognized areas of expertise.
12. We expect and encourage faculty, staff, and students to contribute to the quality of life in our community.
13. Our graduates will be prepared to anticipate, embrace, and shape constant change and growth.
14. We recognize the importance of including the business community in all aspects of the educational process.

* Insight for Shared Values was provided by those of the Farmer School of Business at Miami University of Ohio.

Bachelor of Science in Business Administration

A maximum of 83 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Business Administration.

Students must earn a grade of C or above in each course used to satisfy Foundation Requirements. Transfer students will be required to take a minimum of 24 credit hours of 300 level courses and above from the Wall College of Business Foundation and Major Requirements. The 24 hours must include Business Administration 478 and cannot include Economics 497.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year.

Students pursuing a business degree will be classified as pre-business students until they have been admitted to degree candidacy in the Wall College of Business. In addition to specific prerequisite courses listed, registration for junior-senior level courses are restricted to students who have earned the appropriate number of hours as specified in the Course Listing section; i.e., 54 or more hours for 300 level classes and 84 or more for 400 level classes.

An exit exam will be administered as a part of the capstone course, Business Administration 478 Strategic Management. The examination will be composed of a series of questions designed to measure a student's knowledge of key concepts drawn from the Wall College of Business Administration's curriculum.

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

STUDENT LEARNING OUTCOMES

The Wall College of Business Administration recognizes the importance of providing a high quality education for its majors. Further, we recognize that a part of our responsibility is

to determine how successfully we have accomplished this. For our business majors, we have identified five learning outcomes that are incorporated across the business curriculum, assessed to monitor the effectiveness of the curriculum in delivering these goals, and reviewed for continuous improvement.

1. As a Wall College of Business graduate, a student should be able to demonstrate competence in the core subjects of business administration: accounting, finance, management, marketing, economics, international issues, legal and social business issues, information systems, and quantitative analysis.
2. A Wall College graduate should be able to demonstrate competence in solving complex problems by identifying and analyzing an issue, gathering, analyzing, and interpreting relevant information and proposing solutions and evaluating possible outcomes.
3. A Wall College graduate should be able to effectively express knowledge and ideas through written and oral communication.
4. A Wall College graduate should be able to demonstrate competence in using basic information technology skills. These include using spreadsheets, presentation software, word processing software, and electronic resources to support research.
5. A Wall College graduate should be able to demonstrate an understanding of ethical perspectives in business via enhanced awareness and recognition of ethical issues and an understanding of the importance of ethical issues in business decisions.

ACCOUNTING MAJOR
Degree: Bachelor of Science in Business Administration

Accounting is the profession that provides financial information about businesses and other entities to managers, investors, creditors, regulators, and the public. Accounting is essential to the proper functioning of companies, governmental units and nonprofits. Accounting majors seeking the CPA designation will be prepared for careers in auditing, finance, tax, fraud detection, management, and government.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110.....	3
MATH 132*+	3
PHIL 318.....	3
ENGL 390.....	3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
+A C or better is required in MATH 130 or MATH 130I or placement test.	
IV. BUSINESS CORE REQUIREMENTS (36-39 credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	
CBAD 201, 202.....	6
CBAD 291*, 292.....	6
ECON 201, 202.....	6

Upper Level Business Core (21 credits)	
CBAD 336, 344, 350, 363, 371	15
CBAD 475, 478	6

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (24 Credits)	
A grade average of C required in major requirements.	
Business Administration 330, 331, 333, 345	12
CPA Track (12 Credits)	
CBAD 332, 437, 439, 440	12
OR	
CMA/Finance Track (12 Credits)	
CBAD 434,460,461,468	12
VI. ELECTIVES (1-14 Credits).....	1-14
TOTAL CREDITS REQUIRED	120

ECONOMICS MAJOR

Degree: Bachelor of Science in Business Administration

Economics is the study of how firms and countries make informed choices. Using tools of economic analysis, economists evaluate the costs and benefits of courses of action in order to choose among alternatives. Economics majors develop ways of thinking that are analytical and rigorous. A degree in economics prepares students for careers in financial services, business, health care, real estate, government and international organizations. Economics also provides an excellent preparation for graduate study in a variety of fields including economics, business law, public administration, and medicine. Coastal Carolina University offers two different degree programs in economics: a Bachelor of Science in Business Administration (B.S.B.A.) with a major in economics and a Bachelor of Arts (B.A.) in economics.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110	3
MATH 132*+	3
PHIL 318	3
ENGL 390	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

+A C or better is required in MATH 130 or MATH 130I or placement test.

IV. BUSINESS CORE REQUIREMENTS (36-39 credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	

CBAD 201, 202.....	6
CBAD 291*, 292.....	6
ECON 201, 202.....	6
Upper Level Business Core (21 credits)	
CBAD 344, 350, 363, 371, 393.....	15
CBAD 475, 478.....	6
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
V. MAJOR REQUIREMENTS (18 Credits)	
A grade average of C required in major requirements.	
ECON 301, 302.....	6
ECON 300 and 400 level (Choose three)	9
ECON 495	3
VI. ELECTIVES (7-20 Credits).....	7-20
TOTAL CREDITS REQUIRED	120

ECONOMICS MAJOR

Degree: Bachelor of Arts in Business Administration

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience.....	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (13-14 Credits)*	
Average grade of C required in all foundation courses	
MATH 160	4
ECON 201/202.....	6
CBAD 291* or STAT 201* with lab	3-4
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (24 credits)	
Average grade of C required in major requirements.	
ECON 301, 302.....	6
ECON 300 or higher (5 courses)	15
ECON 495.....	3

V. COGNATE REQUIREMENTS (12 Credits)

The cognate requirement is designed to encourage students to enroll in courses outside the discipline that complement and support the major. Courses taken for the cognate must be chosen in consultation with the academic adviser. A minimum of 12 credits is required. Only courses at the 300 level or higher are acceptable for cognate credit with the exception of MATH 161 Calculus II and MATH 260 Calculus III. Students may select courses from one or more disciplines and/or may choose a minor

to satisfy the cognate requirement. A grade of **C** or above is required in all cognate courses.

VI. ELECTIVES (26-34 Credits).....	26-34
TOTAL CREDITS REQUIRED	120

FINANCE MAJOR
Degree: Bachelor of Science in Business Administration

Finance is the art and science of managing money in public and private enterprises. It encompasses a wide array of theory, concepts, applications, and analytical tools needed for effective decision-making. Finance majors will be prepared to enter careers in corporate finance, investments, portfolio analysis and management, and financial markets and institutions.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110.....	3
MATH 132*+	3
PHIL 318.....	3
ENGL 390.....	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

+A **C** or better is required in MATH 130 or MATH 130I or placement test.

IV. BUSINESS CORE REQUIREMENTS (36-39 credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	
CBAD 201, 202.....	6
CBAD 291*, 292,.....	6
ECON 201, 202.....	6
Upper Level Business Core (21 credits)	
CBAD 336, 344, 350, 363, 371.....	15
CBAD 475, 478.....	6

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (18 Credits) A grade of C or better is required in major requirements.	
CBAD 460, 461, 462, 468, 469	15
CBAD 463, 464, 465, 466, 467 (Choose one).....	3
VI. ELECTIVES (7-20 Credits).....	7-20

TOTAL CREDITS REQUIRED120

MANAGEMENT MAJOR
Degree: Bachelor of Science in Business Administration

Management is the art and science of directing the operations of both individuals and organizations to achieve desired marketplace outcomes. Specifically, the overall function of management is often broken down into four general categories: planning, leading, organizing, and controlling. The overall effectiveness and efficiency of operations is generally credited to the management and its interface with other organizational stakeholders (such as Accounting, Finance, Marketing, etc).

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110.....	3
MATH 132*+.....	3
PHIL 318.....	3
ENGL 390.....	3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
+A C or better is required in MATH 130 or MATH 130I or placement test.	
IV. BUSINESS CORE REQUIREMENTS (36-39 Credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	
CBAD 201, 202.....	6
CBAD 291*, 292.....	6
ECON 201, 202.....	6
Upper Level Business Core (21 credits)	
CBAD 344, 350, 363, 371, 393.....	15
CBAD 475, 478.....	6
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
V. MAJOR REQUIREMENTS (15 Credits)	
A grade average of C required in major requirements.	
CBAD 372, 374, 471	9
CBAD 402 or 472 (Choose one).....	3
CBAD 473 or 474 (Choose one).....	3
VI. ELECTIVES (10-23 Credits).....	10-23
TOTAL CREDITS REQUIRED	120

MARKETING MAJOR
Degree: Bachelor of Science in Business Administration

The Marketing function exists to bring buyers and sellers together in the marketplace to allow each party to realize their desired outcomes. For buyers, this means solutions to their problems. For sellers, this typically means increasing market share, revenue, profitability, and other outcomes. Marketers create items of value (goods, services, ideas, etc) that are priced, promoted, and distributed in a competitive and dynamic marketplace. Marketers must align marketing strategy with the needs of consumers in the marketplace.

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110.....	3
MATH 132*+.....	3
PHIL 318.....	3
ENGL 390.....	3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
+A C or better is required in MATH 130 or MATH 130I or placement test.	
IV. BUSINESS CORE REQUIREMENTS (36-39 Credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	
CBAD 201, 202.....	6
CBAD 291*, 292.....	6
ECON 201, 202.....	6
Upper Level Business Core (21 credits)	
CBAD 344, 350, 363, 371, 393.....	15
CBAD 455, 475, 478.....	6
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
V. MAJOR REQUIREMENTS (15 Credits)	
A grade average of C required in major requirements.	
CBAD 351, 357, 458	9
CBAD 401, 451, 453, 454 (Choose two).....	6
VI. ELECTIVES (10-23 Credits).....	10-23
TOTAL CREDITS REQUIRED	120

RESORT TOURISM MANAGEMENT MAJOR **Degree: Bachelor of Science in Business Administration**

Resort Tourism Management (RTM) students develop the skills necessary for managing hospitality or tourism service organizations in resort destination areas. The curriculum is designed to focus on the unique characteristics of the business environment in a resort destination (such as the Grand Strand). Such destinations are usually in relatively remote locations and have relatively seasonal demand. In addition to the standard business curriculum, the Resort Tourism Management curriculum includes internships and specialized coursework in the areas of quality process management, real estate finance investment, and resort planning.

I. CORE CURRICULUM (37-41)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of C required in all foundation courses	
CSCI 110.....	3
MATH 132*+.....	3
PHIL 318.....	3
ENGL 390.....	3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
+A C or better is required in MATH 130 or MATH 130I or placement test.	
IV. BUSINESS CORE REQUIREMENTS (36-39 Credits)*	
Minimum grade of C required in all business core courses.	
Lower Level Business Core (15-18 credits)	
CBAD 201, 202.....	6
CBAD 291*, 292	6
ECON 201, 202	6
Upper Level Business Core (21 credits)	
CBAD 344, 350, 363, 371.....	12
RTMA 393.....	3
CBAD 475, 478.....	6
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
V. MAJOR REQUIREMENTS (21 Credits)	
A grade average of C required in major requirements.	
SSRT 195	3
RTMA 180, 280, 480	3
RTMA 282, 467, 474, 490	12
RTMA 385, 386 ECON 330 (choose one)	3
VI. ELECTIVES (4-17 Credits).....	4-17
TOTAL CREDITS REQUIRED	120

DOUBLE MAJOR REQUIREMENT

Students may double major within the business disciplines. To complete a double major, students must satisfy the major requirements in both programs. A minimum of fifteen (15) discrete hours must be earned in each major. No courses common to both majors may be shared unless the student earns at least fifteen (15) additional discrete hours for and specific to each major.

BUSINESS ADMINISTRATION MINOR

Course credit may NOT count for both Major and Minor requirements.

Courses Required	Credits
CBAD 201, 202, 344, 350, 371	15
Business Administration Elective.....	3
ECON 101, or 201 and 202	3-6
TOTAL CREDITS REQUIRED	21-24

A grade of C or above is required in each course to be applied toward the minor.

Students who are planning to apply for an MBA program are strongly encouraged to enroll in CBAD 363, Business Finance, for the Business Administration elective.

ECONOMICS MINOR

Course credit may NOT count for both Major and Minor requirements.

Courses Required	Credits
ECON 101 or 201 and 202	3-6
ECON 335 or 301 and 302.....	3-6
Economics electives at the 300 level (Choose 3-4).....	9-12
TOTAL CREDITS REQUIRED	18-21

A grade of C or above is required in each course to be applied toward the minor.

INTERNATIONAL BUSINESS STUDIES MINOR

Course credit may NOT count for both Major and Minor requirements.

Adviser: Darla Domke-Damonte

Courses Required	Credits
CBAD 401	3
POLI 101	3
POLI 318 or 435.....	3
CBAD 402, 454, 463, 472, RTMA 381, ECON 351, 451 (Choose Two)	6
Foreign Language at 210 or above, or one additional course from CBAD 402, 454, 463, 472, RTMA 381, ECON 351, 451.....	3
TOTAL CREDITS REQUIRED	18

A grade of C or above is required in each course to be applied toward the minor.

Professional Golf Management Program

The PGA of America/Professional Golf Management (PGM) program is a specialization within the Wall College of Business and requires a separate application process. PGM students can major in any area (Accounting, Economics, Finance, Management, Marketing, Resort Tourism) and receive the PGM designation when they have completed their academic

and PGA membership requirements. The PGA membership requirements include passing the PGA's Playing Ability Test (PAT), completing 16 months of full-time internship work and completing all of the PGA's educational courses. Enrollment in the PGM program is limited, and it takes 4 1/2 years to complete. Additionally, extra fees are associated with becoming a member of the PGA of America. Only United States citizens and resident aliens are eligible to become members of the PGA of America.

Courses Required	Credits
PGMP 101, 102, 201, 202, 301, 302,401	9
PGMP 180, 280, 380, 480	6
PGMP 171, 225, 282	9
TOTAL CREDITS REQUIRED	24

WALL FELLOWS PROGRAM

The Wall Fellows Program is a unique university-wide program designed to prepare students for high-level careers in major U.S. and international organizations.

Students are selected for the Wall Fellows Program through a rigorous application process in the second semester of their sophomore year. The selection process includes a detailed written application and personal interviews with three groups: current Wall Fellow students, faculty, and the Wall Fellows Executive Board.

The two-year program includes a required three credit hour course each semester that covers specific nontraditional areas including interpersonal and communication skills, ethics, business and social etiquette, and cross cultural skills. These skills prepare the Wall Fellows for a series of internships, including at least one required full time semester internship away from campus with a major organization, as well as the opportunity for international experiences.

In addition, the Wall Fellows interact with key outside leaders in workshops and mentoring experiences designed to broaden their classroom learning opportunities.

Finally, the Wall Fellows serve the university and local communities by working with various organization, and hosting visiting dignitaries and working at community development events on behalf of the university.

SPADONI COLLEGE OF EDUCATION

Dianne L. H. Mark, *Dean*

Judy Engelhard, *Associate Dean*

Marilyn Feldman, *Director of Assessment and Accreditation*

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

Emma Savage-Davis, *Director, The Biddle Center for Teaching, Learning and Community Engagement*

UNDERGRADUATE EDUCATION

**Early Childhood, Elementary, Middle Level and
Special Education**

GRADUATE EDUCATION

**Educational Leadership M.Ed., Learning and
Teaching M.Ed., Secondary Education M.Ed. and M.A.T.**

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

Jeanne B. Cobb, *Literacy*

Richard Costner, *Associate Professor, Elementary Education*

Gayle Disney, *Associate Professor, Special Education*

Judy Engelhard, *Associate Professor, Special Education*

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

Nancy Gallenstein, *Associate Professor, Elementary Education*

Gregory Geer, *Assistant Professor, Educational Leadership*

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

Austin M. Hitt, *Associate Professor, Science*

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

Gilbert H. Hunt, *Singleton Chaired Professor and Research Scholar*

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

Sheldon Kohn, *Assistant Professor, Literacy English Education*

Barbie Norvell, *Assistant Professor, Early Childhood Education*

Patricia Piver, *Associate Professor, Social Studies*

Nancy Ratcliff, *Associate Professor, Early Childhood Education*

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

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

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

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

Russell Vaden, *Assistant Professor, Educational Psychology*

Joseph Winslow, *Associate Professor, Coordinator of Instructional Technology*

Dennis Wiseman, *Professor, Social Studies*

PHYSICAL EDUCATION

The physical education major is housed in the College of Science. The initial licensure components of this program are administered through the Spadoni College of Education. Physical education faculty members are listed in the School of Health, Kinesiology, and Sport Studies, in the College of Science.

DEGREES

Bachelor of Arts in Education

Early Childhood

Elementary

Middle Level
 Special Education-Learning Disabilities

Master of Education
 Educational Leadership
 Learning and Teaching

Master of Arts in Teaching

PROFESSIONAL PROGRAM IN TEACHER EDUCATION

The chief responsibility of the Professional Program in Teacher Education in the Spadoni College of Education (SCOE) is to prepare teachers for early childhood, elementary, middle level, physical education and special education (learning disabilities) licensure. Students wishing to major in Secondary Education are encouraged to contact the M.A.T. office (Kearns Hall 211) in the SCOE for information leading to certification through the Master of Arts in Teaching degree. It is expected that degree candidates will possess the necessary knowledge, skills, and dispositions required to be effective teachers. In preparation for teaching, education students must be aware that society has charged the education profession with an enormous responsibility—the care of its future through the development of its youth. Society will never allow this responsibility to be taken lightly.

CONCEPTUAL MODEL

The conceptual model of all teacher preparation programs in the Spadoni College of Education is the Teacher as Reflective Practitioner. Through this model, programs are directed toward the development of knowledge, skills, and dispositions which will ensure that all candidates are highly qualified and meet all university, state, and national expectations of beginning teachers at the completion of their respective programs of study.

The state-mandated ADEPT framework, NCATE standards, and specialized professional association national standards established for educators are intertwined into our Professional Program in Teacher Education. The Reflective Practitioner model with its accompanying five performance strands addressing the Knowledge, Skills, and Professional Behaviors expected of beginning teachers provides a systematic way to instruct and evaluate candidate growth.

CCU Candidate Proficiencies	ADEPT: State Teacher Standards
I. Ability to apply content and pedagogical knowledge to the teaching and learning process	ADEPT: APS 1, 2, 3, 4, 5, 6, 7, 8, 9
II. Ability to use technology to improve teaching and learning	ADEPT: APS 1, 2, 3, 4, 5, 7, 10
III. Ability to work with diverse populations	ADEPT: APS 1, 3, 4, 7, 8
IV. Ability to demonstrate professional behavior and dispositions	ADEPT: APS 10
V. Ability to engage in reflective practice to improve teaching and learning	ADEPT: APS 10

GENERAL DESCRIPTION

The Spadoni College of Education strives for the highest quality in the preparation of individuals for the profession of teaching. The College's programs are approved by the South Carolina State Board of Education and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

Field-based experiences and instruction, both sequential and incremental, are important components of each of the programs. Our local public schools work closely with the College to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the College to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers.

When the academic program is successfully completed, students will have completed requirements toward receiving a South Carolina teaching certification. Verification must be made by the Dean of the College that the student has achieved the minimum passing score on the Praxis I, Praxis II content and PLT examinations. The South Carolina State Board of Education also requires candidates to undergo a fingerprint review and clearance by SLED and the FBI as a part of the application process for the Internship.

ADVISEMENT

Following full admission to Coastal Carolina University, students who wish to pursue a degree offered by the Spadoni College of Education will be assigned an adviser on the basis of their desired major and area of emphasis. Students desiring to transfer to the SCOE should contact the SCOE Office of Academic Advisement for information and assistance. Advisers and advisees meet at least once per semester to review student progress and assist students with planning course selection.

GRADE STANDARDS

All programs in teacher education follow the prescribed grading system established by Coastal Carolina University in terms of letter grades reported. In particular, however, specific standards have been identified. These standards are as follows:

1. All students must receive the grade of C or above in ENGL 101 and ENGL 102 or ENGL 211.
2. All students must receive, in their respective programs of study, the grade of C or above in each course listed under the heading foundation courses, content specialization, and major requirements. There are additional academic core curriculum courses that must be passed with a C or better. These core academic courses differ by program and each program adviser will inform students appropriately as to these standards.
3. All *teacher education students* must have completed at least 60 hours of course work with a grade point average of at least 2.5 to be admitted to the professional program in Teacher Education (Portal I) and must maintain a cumulative GPA of at least 2.5.

PROGRAM PROGRESSION IN TEACHER EDUCATION

All programs in teacher education follow a specifically designed sequence of courses. Education majors, working with their advisers, select appropriate courses in the sequence each semester. Each program has identified performance criteria which must be mastered at designated "Portals." The following program progression sequence has been established.

PRE-PROFESSIONAL PROGRAM LEVEL (Years One and Two)

During the first two years of study (approximately 60 hours) students will be advised by their advisers and complete the prescribed introductory courses for their respective program which will include but not be limited to: Education 111, or Physical Education 131; Education 204; English 101 and the majority of their core curriculum course work. In addition, all

pre-professional program education majors will be required to take and pass the PRAXIS I exam or qualify for exemption (see below) and at the conclusion of 60 hours of instruction will apply for admission to the Portal I.

PORTAL I – ADMISSION TO THE PROFESSIONAL PROGRAM IN TEACHER EDUCATION

Candidates submit a formal application for admission to the professional program in teacher education when they have completed at least 60 hours of coursework and have at least a 2.5 cumulative GPA. The following evidence is required and reviewed by the college's Portal I faculty committee:

- Minimum GPA of 2.5
- Grade of "C" or better in foundation and major courses
- Grade of "C" or better in all required education courses
- Passing scores on all 3 areas of Praxis I OR
 - Score of 1100 or higher on OLD SAT
 - 1650 or higher on NEW SAT (verbal, math, writing)
 - 24 or higher ACT Composite
- A criminal background composite disciplinary action disclosure statement
- Professional Behavior and Dispositions Self-Evaluation
- Approval of Portal I Faculty Committee

PORTAL II – ADMISSION TO INTERNSHIP (STUDENT TEACHING)

During this semester long teaching field experience, interns observe the academic calendar of the public school to which they are assigned. Candidates complete an application and submit it to the college Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.5
- Grade of "C" or better in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II Exams
- All major coursework completed
- Composite Dispositions: Senior I methods faculty and Senior I university supervisor
- Satisfactory completion and performance in a minimum of 100 hours in Field Experiences I, II, III, and IV
- Satisfactory completion of the Instructional Planning Assessment
- Satisfactory completion of specialized professional association (SPA) assessments
- TB Skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Portal II Faculty Committee Approval

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional course work during this semester without program faculty approval and the consent of the Dean of the College.

PORTAL III – SUCCESSFUL COMPLETION OF INTERNSHIP

Candidates submit evidence of completing a minimum of 60 days participation in their assigned internship with documentation of the following:

- Minimum GPA of 2.5
- Summative evaluation ratings of 3 or higher on each performance dimension of the Intern Observation Instrument
- Completion of all diversity placement requirements

- Successful completion of the Coastal Carolina University (CCU) ADEPT observation and post conference
- Two additional dispositions ratings for the internship: cooperating teacher and intern supervisor
- Satisfactory completion of a comprehensive Teacher Work Sample (TWS must be 80% accurate)

PORTAL IV – PROGRAM COMPLETION

Candidates must complete an application for graduation and an application for South Carolina Teacher Certification that includes evidence that they have:

- Minimum GPA of 2.5
- Degree Certification form which is signed by adviser, department chair, and Dean
- Passing Score on appropriate Praxis II PLT Exam*

*Candidates may graduate without passing Praxis PLT; however they will not be considered a program completer. If the candidate is not a program completer, he or she will not be recommended to the S.C. State Department of Education for initial certification.

BACKGROUND CHECKS

All candidates for South Carolina teaching credentials must participate in a FBI fingerprint clearance with the results of the check being considered as a part of the application process for Internship. Additionally, all students in the Professional Program in Teacher Education are required to complete a variety of off-campus clinical experiences. Clinical placements, called field experiences placements, are made at the discretion of area school districts and districts reserve the right to disapprove requests for placements for just cause as determined by the district. Background declarations are asked of all students as a part of the admission process into *Portal I* in Teacher Education. Having been convicted of a crime or pleading no contest to or forfeiting bond for a crime may result in the disapproval of a clinical placement and the inability to obtain state teacher licensure. *Conviction of a felony prohibits a student from receiving a teaching license in the state of South Carolina, therefore, individuals with a conviction will be removed from the teacher education program. Questions regarding background checks should be addressed to the Director of Clinical Experiences.*

EARLY CHILDHOOD, ELEMENTARY, MIDDLE LEVEL EDUCATION, PHYSICAL EDUCATION, AND SPECIAL EDUCATION

EARLY CHILDHOOD EDUCATION (PRE K-3) MAJOR Degree: Bachelor of Arts in Education

This major satisfies the educational requirements for South Carolina certification in Early Childhood Education in grades Pre K-3. Students must earn a grade of **C** or above in all early childhood foundation courses, major requirements; and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Early Childhood prefix (EDEC) until after being admitted to the Professional Program in Teacher Education.

- I. CORE CURRICULUM (37-41 Credits)37-41
- II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of **C** is required.

UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. EARLY CHILDHOOD FOUNDATION COURSES (28-44 Credits)*	
Minimum grade of C is required	
General Content	
GEOG 121* World Regional Geography	3
EXSS 122*, HPRO 121* or RSM 120*	3
Humanistic Concepts	
ENGL 205* Literature and Culture	3
HIST 202* History of the United States from Reconstruction to the Present	3
Scientific Concepts	
PHYS 103/103L*	4
GEOL 111/111L* Physical Geology OR GEOL 102/102L*	4
Mathematical Concepts	
MATH 201* Mathematics for Early Childhood and Elementary Majors I	3
MATH 202 Mathematics for Early Childhood and Elementary Majors II	3
Education Concepts	
EDUC 111 Exploring Teaching as a Profession	3
EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools and Diversity	3
EDUC 276 Foundations of Early Childhood Education	3
PHED 226 Developing Motor Behavior in Children (Pre-School through Elementary Levels)	3
HPRO 331 Health Education for the Primary and Elementary School	3
*Courses taken may be used to meet core curriculum requirements.	
IV. MAJOR REQUIREMENTS (54 Credits)	
Minimum grade of C is required	
EDEC 332 Child Development: The Young Child	3
EDEC 314 Language and Emergent Literacy	3
EDEC 338 Creative Experiences for Young Children	3
EDEC 339 Early Childhood Programs and Curriculum	3
EDEC 340 Early Childhood: Field Experience: Pre-Kindergarten	3
EDEC 300 Assessment, Evaluation, and Reporting Progress	3
EDEC 376 Integrated Math/Science/Social Studies I	3
EDEC 377 Strategies for Teaching and Learning with Literature	3
EDEC 379 Early Childhood: Field Experience: Kindergarten	3
EDEC 325 Guiding Young Children's Behavior and Class Management	3
EDEC 420 Integrated Math/Science/Social Studies II	3
EDEC 421 Child, Family, Community, Teacher Relations	3
EDEC 422 Early Literacy Assessment	3
EDEC 423 Early Childhood: Field Experience Primary (grades 1-3)	3
EDEC 466 Internship in Early Childhood Education	12
V. ELECTIVES (0-4 Credits)	0-4
TOTAL CREDITS REQUIRED	120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

ELEMENTARY EDUCATION (2-6) MAJOR
Degree: Bachelor of Arts in Education

This major satisfies the educational requirements for South Carolina certification in Elementary Education in grades 2-6. Students must earn a grade of C or above in all elementary foundation courses, major requirements, and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Elementary Education prefix (EDEL) until after being admitted to the Professional Program in Teacher Education.

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (40-65 Credits)*	
Minimum grade of C is required	
<u>General Content</u>	
HPRO 121* EXSS 122*, RSM 120*, PSYC 101*, OR SOC 101*	3
ENGL 484 Children's Literature.....	3
GEOG 121* World Regional Geography	3
POLI 201* American National Government.....	3
<u>Mathematical Concepts</u>	
MATH 201* Mathematics for Early Childhood/ Elementary Education Majors I.....	3
MATH 202 Mathematics for Early Childhood/ Elementary Education Majors II	3
<u>Scientific Concepts</u>	
BIOL 101/101L* Science of Life.....	4
ASTR 101/101L*, GEOL 111/111L*, CHEM 101/101L*, MSCI 101/101L* or PHYS 103/103L*	4
<u>Humanistic Concepts & Structure and Development of U.S.</u>	
ENGL 205* ENGL 287 *OR ENGL 288*.....	3
HIST 101*and HIST 202* or HIST 102* and HIST 201*	6
<u>Creative Expression</u>	
ARTH 105*, ARTH 106*, ENGL 201*, MUS 110*, THEA 101* or THEA 201*.....	3
<u>Education Content</u>	
EDUC 111 Exploring Teaching as a Profession	3
EDUC 204 Computer Technology and Instructional Media.	3
EDUC 215 Schools and Diversity.....	3
EDUC 335 Introduction to Educational Psychology.....	3
EDUC 336 Introduction to Human Growth and Development.....	3

HPRO 331 Health Education for Primary and Elementary School.....3
 PHED 226 Developing Motor Behavior in Children
 (Preschool-Elementary).....3
 ARTE 329 Art for Elementary Schools3
 MUED 354 Music for Young Children3
 ENGL 484 Children’s Literature3

*Courses taken may be used to meet core curriculum requirements.

IV. MAJOR REQUIREMENTS (42 Credits)
 Minimum grade of C is required.
 EDEL 314 Emergent Literacy Development.....3
 EDEL 341 Elementary School Curriculum and Organization3
 EDEL 343 Instructional Theory and Practice – Elementary Education.....3
 EDEL 386 Teaching of Language Arts and Social Studies -
 Elementary Education6
 EDEL 388 Teaching of Science and Mathematics - Elementary Education6
 EDEL 471 Assessment and Evaluation of Literacy.....3
 EDEL 414 Intermediate Literacy Development3
 EDEL 472 Classroom Management for Diverse Settings3
 EDEL 467 Internship in Elementary School 12

V. ELECTIVES (0-4 Credits)0-4

TOTAL CREDITS REQUIRED 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

**MIDDLE LEVEL EDUCATION (5-8) MAJOR
 Degree: Bachelor of Arts**

Middle Level Education is a program of study that leads to initial South Carolina teacher licensure for grades five through eight, in two content areas. This program includes 1) a set of foundation courses that provide the framework for teaching adolescents in the 21st century, 2) a set of major requirements that focus on the art and science of teaching middle level learners, and 3) content specialization courses that are defined according to two chosen areas. The content specialization choices are Mathematics, Science, Social Studies, or English/Language Arts. Since a number of these courses have prerequisites and are limited to specific semesters, students should take the time to plan carefully with their assigned advisers. Students may not participate in courses designated with the Education/Middle Level prefix (EDML) until after being admitted to the Professional Program in Teacher Education.

I. CORE CURRICULUM (37-41 Credits).....37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
 Minimum grade of C is required.
 UNIV 110, The First-Year Experience3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (15 credits)	
Minimum grade of C is required in all foundation courses.	
EDUC 111 Exploring Teaching as a Profession	3
EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools and Diversity	3
EDUC 335 Introduction to Educational Psychology	3
EDUC 334 Adolescent Growth & Development	3
IV. MIDDLE LEVEL MAJOR REQUIREMENTS (30 credits)	
Minimum grade of C is required.	
EDML 325 Classroom Organization and Management - Middle Level	3
EDML 417 Reading in the Content Area - Middle Level	3
EDML 441 Middle Level Curriculum and Organization	3
EDML 445 Middle Level Instructional Theory and Practice	3
EDML 489, 490, 491, 492 Specialization Methods (choose two based on specialization)	6
EDML 468 Internship in Middle Level Teaching	9
EDML 458 Internship seminar	3
V. MIDDLE LEVEL CONTENT SPECIALIZATION AREAS (27-38) credits)*	
Minimum grade of C is required.	
Students choose TWO of the specialization areas. Total credit hours will depend on the chosen combination and courses taken in core curriculum.	
1. English/Language Arts (12-18 credits)*	
ENGL 287*	3
ENGL 275, ENGL 276 (choose 1)	3
ENGL 341, ENGL 277* (choose 1)	3
ENGL 485	3
ENGL 451, ENGL 453 (choose 1)	3
ENGL 459	3
2. Mathematics (16-20 credits)*	
MATH 160*	4
MATH 173, 205, 219, 330	12
STAT 201/201L*	4
Students who do not place in Math 160 must take the appropriate prerequisite course(s).	
3. Science (16-24 credits)*	
BIOL 121/121L*, 122/122L*	8
CHEM 111/111L*	4
MSCI 101/101L*	4
PHYS 103/103L*	4
ASTR 101/101L*	4
4. Social Studies (12-21 credits)*	
GEOG 121*	3
ECON 101	3
HIST 389, HIST 383 (choose 1)	3
POLI 201*, HIST 201* (choose 1)	3
POLI 101*, HIST 112* (choose 1)	3
HIST 111*, RELG 103* (choose 1)	3

HIST 101*, HIST 102* (choose 1)	3
Students must take at least one course from each of the disciplines: History, Political Science, Geography, and Economics	

*Courses taken within content specialization area may be used to meet core curriculum requirements.

VI. ELECTIVES	0-6
TOTAL CREDITS REQUIRED	120-125

PHYSICAL EDUCATION (PRE K-12) MAJOR
Degree: Bachelor of Science in Physical Education

*The physical education major is housed in the College of Science. The program offers initial licensure (Pre K-12) through the Spadoni College of Education. All initial licensure requirements are applied and administered through the **Professional Program in Teacher Education**. Degree requirements for the physical education major are listed in the School of Health, Kinesiology, and Sport Studies, in the College of Science.*

SPECIAL EDUCATION-LEARNING DISABILITIES (PRE K-12) MAJOR
Degree: Bachelor of Arts

The program of study in Special Education focuses on the preparation of teachers of students with Specific Learning Disabilities. Candidates who complete the program will be certified/licensed in grades Pre K-12 in the area of Learning Disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a “C” or above in all Foundation and Major Requirements courses. Students should plan carefully with their assigned adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Learning Disabilities prefix (EDLD) until after being admitted to the Professional Program in Teacher Education.

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. SPECIAL EDUCATION FOUNDATION COURSES*(18-31 Credits)*	
Minimum grade of C is required.	
General Content	
BIOL 101/101L* The Science of Life.....	4
GEOG 121* World Regional Geography	3
Mathematical Concepts	
MATH 201* Mathematics for Early Childhood & Elementary Majors I.....	3
MATH 202 Mathematics for Early Childhood & Elementary Majors II	3
Human Health and Behavior Content	
PSYC 101 General Psychology.....	3
Education Content	
EDUC 111 Exploring Teaching as a Profession.....	3

EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools and Diversity	3
EDUC 335 Introduction to Educational Psychology.....	3
EDUC 336 Introduction to Human Growth and Development	3

*Courses may be taken as part of core curriculum requirements.

IV. MAJOR REQUIREMENTS (54 Credits)

Minimum grade of C is required.

EDLD 370 Foundations of Special Education	3
EDLD 381 Collaborative Practice & Communication for Special Education	3
EDLD 388 Methods for Students with Language Learning Disabilities	3
EDLD 390 Characteristics of Specific Learning Disabilities.....	3
EDLD 400 Educational Assessment of Exceptional Learners	3
EDLD 417 Materials and Methods of Teaching Reading K-12	3
EDLD 420 Elementary Curriculum & Methods for Teaching Students with LD	3
EDLD 422 Materials and Methods of Teaching Mathematics, K-12.....	3
EDLD 430 Secondary Curriculum and Methods for Disabilities	3
EDLD 440 Managing the Learning Environment and Behavior.....	3
EDLD 459 Learning Disabilities Field Experience II.....	3
EDLD 469 Learning Disabilities Field Experience III (Elementary)	3
EDLD 477 Research, Trends and Issues in Learning Disabilities.....	3
EDLD 478 Internship in Learning Disabilities	12
EDLD 479 Learning Disabilities Field Experience IV (Secondary).....	3

V. ELECTIVES (0-11 Credits) 0-11

TOTAL CREDITS REQUIRED 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

THE THOMAS W. AND ROBIN W. EDWARDS COLLEGE OF HUMANITIES & FINE ARTS

William Richardson, *Dean*

John Beard, *Associate Dean*

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

DEPARTMENT OF COMMUNICATION

Christina Anderson, *Assistant Professor*

Gary Carson, *Assistant Professor*

E. Stephen Daniel, *Lecturer*

Amy Edmunds, *Lecturer*

James Everett, *Professor and Chair*

Linda P. Kuykendall, *Senior Instructor*

Steven Madden, *Professor*

Antonel Neculai, *Lecturer*

Deborah Walker, *Associate Professor*

DEPARTMENT OF ENGLISH

Dantzler Albergotti, *Associate Professor*

Ellen Arnold, *Lecturer*

Maria K. Bachman, *Professor*

John Beard, *Professor*

Jason Bordt, *Lecturer*

Jennifer Boyle, *Assistant Professor*

Michael Campbell, *Lecturer*

Rebecca Childs, *Assistant Professor*

Mary Emery, *Lecturer*

Daniel J. Ennis, *Professor*

Veronica D. Gerald, *Assistant Professor*

Steven L. Hamelman, *Professor*

Rebecca Hamill, *Lecturer*

Miglena Ivanova, *Associate Professor*

Linda E. Martin, *Lecturer*

Steve McCartney, *Lecturer*

Ray R. Moye, *Associate Professor*

Jason Ockert, *Associate Professor*

Joe Oestreich, *Assistant Professor*

Kate Faber Oestreich, *Assistant Professor*

Carol Osborne, *Associate Professor and Chair*

Denise Paster, *Assistant Professor*

Triphthia Pillai, *Assistant Professor*

Scott Pleasant, *Lecturer*

Cynthia Port, *Assistant Professor*

Nelljean M. Rice, *Associate Professor*

Sara L. Sanders, *Professor*

Ryan Shelley, *Lecturer*

Sara Sobota, *Lecturer*

Shannon Stewart, *Lecturer*

Daniel Cross Turner, *Assistant Professor*

Paula Vincini, *Lecturer*

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Lisa A. Barboun, *Associate Professor*
Matthieu Chan Tsin, *Assistant Professor*
Elsa Crites, *Professor*
JoAnne Flanders, *Senior Instructor*
Yun Sil Jeon, *Assistant Professor*
Jennifer Karash-Eastman, *Lecturer*
Sherry LeCompte, *Lecturer*
José Luis Mireles, *Senior Instructor*
Mario Morales, *Senior Instructor*
J. Alberto Pérez, *Associate Professor*
José H. Sanjinés, *Associate Professor*
Rebecca Searle, *Senior Instructor*
Maria Luisa Torres, *Associate Professor*
Melissa Urso, *Lecturer*

DEPARTMENT OF HISTORY

Aneilya Barnes, *Assistant Professor*
Amanda Brian, *Assistant Professor*
Orville Vernon Burton, *Burroughs Distinguished Professor of Southern History and Culture*
Carolyn Dillian, *Assistant Professor*
F. Eliza Glaze, *Assistant Professor*
Lawrence J. Kent, *Senior Instructor*
Sharon Moses, *Assistant Professor*
Brian K. Nance, *Professor*
John J. Navin, *Associate Professor*
Robert T. Oliver, *Senior Instructor*
Brandon Palmer, *Assistant Professor*
Eldred Prince, Jr., *Professor and Director of the Waccamaw Center for Cultural and Historical Studies*
William Richardson, *Professor*
Roy Talbert, Jr., *Professor*
Kenneth W. Townsend, *Professor and Chair*
Cheryl Ward, *Associate Professor and Director of the Center of Anthropology and Archaeology*
Philip Whalen, *Associate Professor*

DEPARTMENT OF MUSIC

Steve Bailey, *Associate Professor*
David A. Bankston, *Professor*
Patti Edwards, *Associate Professor*
Richard L. Johnson, *Professor*
Jeff Jones, *Assistant Professor*
Dan O'Reilly, *Lecturer*
Philip Powell, *Professor*
Tonya Propst, *Assistant Professor*
Kurry Seymour, *Lecturer*
Terri Sinclair, *Associate Professor*
Donald Sloan, *Professor and Chair*
Gary Stegall, *Professor*
Amy Tully, *Assistant Professor*
James Tully, *Professor*

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Dennis Earl, *Assistant Professor*
Ronald Green, *Lecturer*
Preston L. McKeever-Floyd, *Assistant Professor*
Julinna Oxley, *Assistant Professor*
Nils Rauhut, *Professor*
Michael S. Ruse, *Associate Professor and Chair*
Renée Smith, *Associate Professor*
Dylan Wittkower, *Lecturer*

DEPARTMENT OF POLITICS AND GEOGRAPHY

Richard Aidoo, *Assistant Professor*
Susan Bergeron, *Assistant Professor*
Suheir Daoud, *Assistant Professor*
Edgar L. Dyer, *Professor*
Geoffrey Goelzhauser, *Assistant Professor*
James D. Henderson, *Professor*
Alan L. Little, *Senior Instructor*
Pamela Martin, *Associate Professor*
Paul C. Peterson, *Professor*
John V. Riley, *Associate Professor*
Kenneth Rogers, *Professor and Chair*
Holley Tankersley, *Assistant Professor*
Frederick Wood, *Assistant Professor*
Min Ye, *Assistant Professor*

DEPARTMENT OF THEATRE

Monica Bell, *Assistant Professor*
Kimberly Cox, *Guest Artist/Lecturer*
Robin Edwards-Russell, *Associate Professor*
R. Stephen Earnest, *Associate Professor*
Eric Hall, *Assistant Professor*
Barbara Hartwig, *Artist in-Residence/Lecturer*
Kenneth Martin, *Associate Professor and Chair*
Sandra L. Shackelford, *Professor*

DEPARTMENT OF VISUAL ARTS

Steven Bleicher, *Associate Professor*
Cynthia Farnell, *Assistant Professor and Gallery Director*
Arne Flaten, *Associate Professor*
Mary Elizabeth Howie, *Assistant Professor*
Elizabeth F. Keller, *Professor*
Maura Kenny, *Professor*
Treelee MacAnn, *Professor*
M. Scott Mann, *Assistant Professor*
Penelope Miller, *Assistant Professor*
Stephanie Miller, *Lecturer*
Paul A. Olsen, *Professor and Chair*
Talbot Easton Selby, *Assistant Professor*
Susan J. Slavik, *Associate Professor*
Christine Todd, *Lecturer*

DEGREES

BACHELOR OF ARTS

Art Studio

Communication

Dramatic Arts

English

Graphic Design

History

Music

Philosophy

Political Science

Spanish

BACHELOR OF FINE ARTS

Theatre Arts Emphases:

Acting

Design and Technology

Physical Theatre

Musical Theatre

Students majoring in certain disciplines within the Edwards College of Humanities and Fine Arts (Art Studio, English, History, Music, Political Science, Spanish) may desire to earn teacher certification through a cooperative program with the Spadoni College of Education. Interested students should contact their advisers for detailed information.

ADVISERS

Visual Arts - Paul Olsen

Art Education - Susan Slavik

Communication- James Everett

English - Carol Osborne

Foreign Languages - *to be named*

History - Ken Townsend

Music - Donald Sloan

Music Education - Tonya Propst

Musical Theatre - Kenneth Martin

Philosophy and Religious Studies - Michael Ruse

Politics and Geography - Kenneth Rogers

Theatre - Kenneth Martin

DEPARTMENT OF COMMUNICATION

COMMUNICATION MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Communication Department at Coastal Carolina University is to provide students with a broad background in the communication sciences allowing for flexibility in career choices. The program is designed to provide the skills and education necessary for employment in the fields of industry, government, health, media, entertainment and education, as well as provide a sound foundation for graduate or professional school. With a solid liberal arts grounding in the history, structure, process, and functions of human communication, students gain the ability to integrate critical, theoretical, and ethical perspectives in the discipline and apply them to their professional, personal, and civic lives. Because we embrace the teacher-scholar model, we place primary emphasis on: high quality teaching and engaged learning, faculty research, and collaboration with our community.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in Communication will be able to:

1. Identify a variety of problems and shortcomings of human communication within specific situations and be able to choose reasonable and clear solutions to any communication problems so identified;
2. Create and deliver speeches at the appropriate level that he or she has successfully researched, rehearsed and analyzed;
3. Compose/construct a theoretically sound thesis-length paper or communication project, as appropriate;

4. Navigate easily among online indexes and library collections so as to demonstrate advanced research and library skills;
5. Expertly use proper documentation styles appropriate to the project at hand.
6. Professionally present the paper/data/project to the university community, to corporate members and/or to the general public, as needed;
7. Prepare for and present a poster session appropriate for the academic public within the university or at academic conferences;
8. Design and compile a portfolio appropriate for possible presentation in career interviews that represents his/her best work in the Communication major and that reflects on the significance of this work as related to the skills and knowledge he/she has actually gained.

The program is designed to examine communication behaviors as they occur in social contexts, such as public addresses, written rhetoric, nonverbal behaviors of individuals and groups, interactions within organization, and, on a more personal level, relational or interpersonal communication patterns.

Admission to Degree Candidacy

Prior to being admitted, a student must:

1. See an adviser in the Communication Department for guidance.
2. Have obtained an overall grade point average of 2.25 and completed a minimum of 30 semester hours including the following:
 - A. English 101 and a core communication intensive course with a grade of **C** or above in each course
 - B. Communication 101 and Communication 140 with a grade of **C** or above in each course
 - C. Complete a departmental application.
3. For transfer students who have more than 24 transfer credit hours, a minimum GPA of 2.25 must be obtained after completing at least 12 credit hours in one semester at Coastal Carolina University before application to the major can be made.
4. Upon completion of these requirements, a student will be formally accepted as a candidate for the Bachelor of Arts in Communication.

Students must earn a grade of **C** or better in each of the courses used to satisfy the major requirements. Final responsibility for satisfying degree requirements, as outlined in the university catalog, rests with the student.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits) Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (6 Credits)	
COMM 101 Introduction to Communication	3
COMM 140 Oral Communication	3
IV. MAJOR REQUIREMENTS (42 Credits)	
COMM 274 Organizational Communication	3
COMM 275 Communication Theory.....	3

COMM 276 Communication Research	3
COMM 302 Communication Law and Ethics	3
COMM 491 Communication Capstone: Thesis OR	
COMM 492 Communication Capstone: Project.....	3
Choose one:	3
COMM 304: Gender Communication, COMM 311: Health Communication, COMM 410: Special Topics in Communication	
Choose eight from:.....	24
COMM 304, COMM 311, COMM 334, COMM 341, COMM 410, COMM 495, ENGL 390, CBAD 350, ENGL 362, ENGL 462, ENGL 465, JOUR 307, JOUR 309, JOUR 310, JOUR 312, PHIL 305, PHIL 317, PHIL 318, PSYC 303.	
V. MINOR REQUIREMENTS (18 Credits).....	18
<p>Students will select a minor in consultation with their advisers. They will choose from any minors listed in the Coastal Carolina University catalog, including, but not limited to the following: Art History, Art Studio, Biology, Business Administration, Chemistry, Computer Science, Dramatic Arts, Economics, English, Environmental Science, Fitness, French, German, Graphic Design, Health Promotion, History, International Studies, Journalism, Latin American Studies, Mathematics, Marine Science, Music, Philosophy, Physics, Political Science, Pre-Law, Psychology, Sociology, Spanish, Statistics, Women’s and Gender Studies.</p>	
VI. ELECTIVES (9-17 Credits).....	9-17
TOTAL CREDITS REQUIRED	120

COMMUNICATION MINOR

COMM 101	3
COMM 274	3
COMM 302	3
COMM 334	3
COMM 410	3
Two courses chosen from the following:.....	6
COMM 304, 341, 411, JOUR 309, 316, 365, ENGL 390, 462, 465, PHIL 305, 319 or COMM 495	
TOTAL CREDITS REQUIRED:.....	21

A grade of C is required in each course to be applied toward the minor.

Note: Upper-level courses often require prerequisites that must be met before enrolling. For example, COMM 341 Advanced Public Speaking requires that students first complete COMM 140 Oral Communication, or CBAD 350 Marketing has a prerequisite of completing either ECON 101 or 202. Depending on the student's major, many prerequisites may be taken as Core Curriculum courses.

JOURNALISM MINOR

	Credits
JOUR 200 or 201	3
JOUR 304	3

JOUR 305	3
JOUR 489	3
Two Journalism elective (JOUR 495: Internship may count as one elective)	6
One elective in related field if approved by adviser	3

TOTAL CREDITS REQUIRED 21

A grade of C or above is required in each course to be applied toward the minor.

DEPARTMENT OF ENGLISH

ENGLISH MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of The Department of English is to provide instruction and conduct research in writing, linguistics and literature in order to promote better reading, writing and cultural literacy among Coastal Carolina University students as well as the larger university community.

The Coastal Carolina University Department of English is a dynamic student-centered learning environment made up of teachers, scholars, writers, and support staff who seek to create a space for the high quality teaching of and engaged learning about English.

To that end, we offer instruction in literature, creative writing, composition, professional writing, critical theory and linguistics so as to help students acquire knowledge of literature and language and to develop the skills necessary for professional careers or graduate programs. In these courses we will mentor students in collaborative research and creative opportunities.

In pursuit of our mission, the department is committed to promoting faculty development in the tradition of the teacher-scholar model, thereby allowing for faculty research, creative activities, and expert collaborations that contribute to the body of knowledge in our field and to the more effective development of an active learning community

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in English will be able to do the following:

1. Demonstrate an ability to write essays, both formal and informal, that reflect a proficient use of academic research skills and rhetorical conventions.
2. Demonstrate an ability to read and analyze, both orally and in writing, texts from the four major literary genres: fiction, poetry, drama, and creative non-fiction.
3. Demonstrate knowledge of the cultural or historical context of major literary works.
4. Demonstrate an understanding of the characteristics of linguistic systems and the historic development of language.
5. Demonstrate a mastery of advanced reading, writing, analytical and interpretive techniques suitable for a variety of academic, creative, and professional settings.

A maximum of 48 credits may be applied toward satisfying the Foundation Courses and Major Requirements in English. Students majoring in English must earn a grade of C or above in all English courses. All English majors will participate in the English Department Assessment.

I. CORE CURRICULUM (37-41 Credits).....37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110, The First-Year Experience3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (3 Credits)

Take one of the following (in addition to core requirement):3
 HIST 101, 102, 111, 112, 201, or 202
 PHIL 101, 110, 310
 RELG 103, 104
 LATN 110, 120,130

IV. MAJOR REQUIREMENTS (48 Credits)

Take four of the following six literature surveys, choosing at least one world, one British and one American.12
 ENGL 275 (World Lit I)
 ENGL 276 (World Lit II)
 ENGL 303 (Brit Lit I)
 ENGL 304 (Brit Lit II)
 ENGL 305 (Amer Lit I)
 ENGL 306 (Amer Lit II)
 ENGL 300 (Critical Conversations)3

NOTE: ENGL 300 sections are lettered (for example, 300A, 300B, etc.). Any lettered 300 section fulfills this requirement.

Take three of the following courses: ENGL 451, 453, 459, 4839
 Take seven upper-division (301-499) courses from a rotation of current offerings21
 ENGL 411 English Capstone3

V. COGNATE REQUIREMENT (9 Credits)9

Students are to take three courses at the 300 or 400 level outside their major, OR students are to pursue the minor of their choice.

VI. ELECTIVES (19-26 Credits)19-26

Note: Transfer or adult students who are exempt from completing UNIV 110 must complete 3 additional credits of electives unless the student has earned a minimum of 120 total required credits.

TOTAL CREDITS REQUIRED120

ENGLISH MINOR

Credits

One course from ENGL 275, 276, 287, 288 (in addition to core)3
 ENGL 3003
 Four English courses from 301-49912
 (ENGL 399 may be used to satisfy up to 3 credits of the English Minor.)

TOTAL CREDITS REQUIRED18

A grade of C or above is required in each course to be applied toward the minor.

INTERNATIONAL STUDY PROGRAMS

English majors may elect to spend either a semester or one year at one of Coastal's

partner universities. Students are also welcomed to participate in programs through other study abroad providers. With the approval of the chair and the dean, credits earned may be used to satisfy degree requirements or as cognates and/or electives. For further information, please contact the Office of International Programs and Services, Singleton Building 119, www.coastal.edu/international.

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Learning to communicate in a language and to understand its related cultures is a continuous, cumulative process. Active participation, effort, and exposure to learning opportunities are required in this process and, together with quality instruction, usually determine one's level of accomplishment. Students completing foreign language course levels (100, 200, 300, 400) at CCU should be able to:

1. Produce and understand the sounds of the language accurately;
2. Communicate in the target language as a non-native speaker;
3. Better understand syntactical and semantic differences between native tongue and target language;
4. Demonstrate knowledge of cultural products and practices of the target cultures;
5. Make intellectual connections to other disciplines when the target languages and/or cultures are involved.

The above competencies must be understood in the context of level progression: the higher the students move in the sequence of courses, the more encompassing and refined their abilities will be.

GENERAL INFORMATION

The foreign language requirement in all programs at Coastal Carolina University can be satisfied by successful completion of 3 credit hours at the 130 level or higher, or 6 credit hours in a foreign language sequence. ("Sequence" means courses in the same language.) In a foreign language course sequence, 110 is a prerequisite for 120, and 120 (or 111) is a prerequisite for 130. French, German, Japanese, Portuguese and Spanish 350 (Language Study Abroad) cannot be used to fulfill the foreign language requirement in the core curriculum. Students who successfully complete a 111 course must register for a 130 course as the next course in the sequence. For complete information on placement and requirements, including Frequently Asked Questions, go to www.coastal.edu/lac/faq.html

Starting a New Language

Students who wish to start a new language (i.e. different from a language they have studied before) should register for a 110 course.

Placement in French, German, or Spanish (for continuing students)

"Continuing students" refers to first-time college students who intend to continue to study the foreign language they studied in high school. The term does not apply to transfer students.

Continuing students who wish to continue with French, German, or Spanish must take the Foreign Language Placement Test that is administered on the web. Students can take the test by going to www.coastal.edu/flc and following the links to a particular test. The user name is **coastal** and the password is **teal**. All continuing students must take the placement test before enrolling in a foreign language course. The placement test determines the student's

entry level into a foreign language course. The test is a placement tool only; its result cannot be used to request academic credit. Any questions should be directed to the Foreign Language Instructional Center (FLIC) at 843-349-2478.

Students who place above the 130 level on the French, German, or Spanish placement test:

- And wish to enroll in a course numbered higher than 130, should contact the Chair of the department of World Languages and Cultures for permission.
- And wish to receive credit for 130 or above, must take the College Level Examination Program (CLEP) that is administered at CCU's Testing Center located in Myrtle Beach (843-349-4004).

Placement in Italian, Japanese, Latin, or Portuguese (for continuing students)

Students who wish to continue with Italian, Japanese, Latin, or Portuguese and have had two years of that language in high school with an average grade of “**B**” or better should register for 120. Entering students with three years of the same foreign language in high school with a “**B**” or better average may go directly into 130.

Special Cases: Exemption from the foreign language requirement

Students whose native language is other than English and who have scored either 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL) can elect to be exempt, without credit, from Coastal’s language requirement. These students are required to contact the Chair of the Department of World Languages and Cultures to obtain a letter verifying their exemption.

Students whose native language is English but who can demonstrate native or near-native proficiency in a language other than English can also elect to be exempt, without credit, from this requirement. These students are required to request exemption by contacting the Chair of the Department of World Languages and Cultures and following the steps necessary to verify their proficiency. The steps will include a professional evaluation of the student’s linguistic ability by CCU or outside faculty, and may require payment of a professional services fee by the student.

All exemptions must be approved by the Dean of the student’s College and by the Chair of the Department of World Languages and Cultures.

MISSION STATEMENT

The mission of the Department of World Languages and Cultures is to cultivate an appreciation and knowledge of the language and of various aspects of cultural traditions associated with French, German, Italian, Japanese, Spanish, or Latin, as well as a basis for linguistic and cultural comparison, by providing high quality instruction to our students. To this end, the Department promotes teaching and advising excellence, interdisciplinary collaboration within the University, and participatory learning through study abroad opportunities, scholarly pursuits in undergraduate research and presentations, and voluntary involvement in non-English speaking communities in our region of South Carolina, thus preparing students to successfully compete in the global economy.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in Spanish will be able to:

1. Understand spoken Spanish at the ACTFL Intermediate High level;
2. Understand written Spanish with sufficient ability to explain texts of an entry-level professional nature;
3. Correctly identify genres, periods, schools and movements; representative

authors; and stylistic features in select literatures of the major Spanish-speaking cultures.

4. Communicate orally at a level consistent with ACTFL Intermediate Low classification on topics ranging from personal information to more abstract kinds of knowledge and opinion;
5. Write at a level consistent with ACTFL Advanced Low classification on topics that integrate research and personal conclusions.
6. Demonstrate an ability to compare and contrast surface and deep features between their own culture and Spanish-speaking cultures.

Spanish is a liberal arts major designed to give students knowledge (both information and skill-based) and understanding (both intellectual and intuitive) of Spanish and the diverse cultural environments where the language is relevant. Students successfully completing the undergraduate major will be competitive for positions in the private and public sectors for which the Spanish B.A. degree is an entry level requirement. Students who complete the undergraduate program with a high level of success will be prepared for graduate work in Spanish.

Students who wish to pursue a degree in Spanish must conform to the following departmental regulations:

1. Students must register with the Department by consulting the departmental administrative assistant and/or the Chair of the Department in order to be counseled and to be assigned an adviser.
2. To remain a major in the Department, a student must maintain a C average in all courses taken in the Department. Students who fail to maintain this academic standard may be dropped from the Department by the Chair upon unanimous recommendation of the departmental faculty.

SPANISH MAJOR

Degree: Bachelor of Arts

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (12 credits)	
SPAN 210 (Prerequisite for 300 level courses)	3
SPAN 211 (Recommended before higher level courses).....	3
World and Latin American Literature in Translation (choose one):.....	3
ENGL 275, 276, or ENGL/SPAN 322	
Latin American history and civilization (choose one):.....	3
POLI 304, HIST 355/POLI 320, or HIST 356/POLI 321	
IV. MAJOR REQUIREMENTS (30 credits)	
A grade of "C" or above is required in all Spanish courses.	
SPAN 315	3
SPAN 320, 321, 323 (Choose one)	3
SPAN 330, 333 (Choose one)	3
SPAN 340	3

SPAN 350, 495 (Choose one).....	3
SPAN 360, 380 (Choose one).....	3
SPAN 410	3
SPAN 411	3
SPAN 430, 431 (Choose one).....	3
SPAN 480.....	3
V. COGNATE REQUIREMENTS (12 Credits).....	12
Cognate is a requirement designed to encourage the student to enroll in upper-division courses outside the major field; these will complement and enrich the student's work in the major. Courses taken for cognate credit must be approved in advance by the student's faculty adviser. These credits may be distributed over more than one subject area. Only courses numbered 300 or above are acceptable for cognate credit. A grade of "C" or above is required in all cognate or courses.	
VI. ELECTIVES (25-32 credits).....	25-32
TOTAL CREDITS REQUIRED	120

FOREIGN LANGUAGE MINORS

The minor is intended for non-native speakers of the language in question. At least 6 credit hours of the minor courses must be taken at Coastal; some of the requirements for the minor may be met through study abroad. Students minoring in a foreign language must earn a C or above in each course to be applied toward the minor.

SPANISH MINOR

The Spanish Minor at Coastal Carolina University requires a total of 12-15 hours above the 210 level. The following courses are required.

Prerequisites:	Credits
SPAN 110 or 120, or the equivalent.....	0-6

Spanish Minor Core

Twelve to Fifteen (12-15) credits of advanced Spanish to include:

SPAN 211.....	3
SPAN 320 321, 323, 330, or 333 (Choose one).....	3
SPAN 340	3
One to two Spanish electives above SPAN 329	3-6

NOTE: SPAN 350 or Spanish Language Study Abroad may be applied to the minor for 3-6 credit hours.

TOTAL CREDITS REQUIRED	15-27*
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*Depending on entry-level placement

SPAN 399 may **not** be used to satisfy the Minor Core.

FRENCH MINOR

The French Minor at Coastal Carolina University requires a minimum of 18 hours above the 210 level. The following courses are required.

Prerequisites:	Credits
FREN 110, 111, or 120, or the equivalent.....	0-6
FREN 130 or the equivalent	0-3

French Minor Core

Eighteen credits of advanced French above 299 to include:

FREN 210	3
FREN 220	3
FREN 225	1
FREN 310	3
FREN 325	1
FREN 400 or 401	3
FREN 425	1
One French elective above FREN 299*	3

*(except FREN 325, 425)

Total credits required.....18-27**

Depending on entry level placement, FREN 399 may not be used to satisfy the French Minor Core.

GERMAN MINOR

The German Minor at Coastal Carolina University requires a minimum of 12-15 hours above the 210 level. The following courses are required.

Prerequisites:	Credits
GERM 110, 111, or 120, or the equivalent	0-6
GERM 130 and 210, or the equivalent	3-6

German Minor Core

Twelve credits of advanced German above 299 to include:

GERM 310	3
GERM 311	3
GERM 400 or 401	3
One German elective above GERM 299	3

TOTAL CREDITS REQUIRED24*

*Depending on entry-level placement

GERM 399 may **not** be used to satisfy the German Minor Core.

DEPARTMENT OF HISTORY

HISTORY MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of History is to facilitate student learning in the liberal arts tradition through the discipline of history by providing students with a sound and specific foundation of historical knowledge of the United States and of the history of complex societies worldwide. Upon this foundation, the Department provides history students with the tools to investigate the complexity of human behavior, human institutions, and human history in a global context. These goals are met through traditional and innovative pedagogy, including student research, writing, and textual analysis. The Department provides qualitative, individualized academic advisement, mentoring, internship opportunities, foreign travel, and study abroad opportunities. Moreover, the Department promotes interdisciplinary programs of study to advance the Department's global perspective.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in History will be able to:

1. Demonstrate a general knowledge of the history of the major continents;
2. Demonstrate a general knowledge of the United States and its fundamental documents: the Declaration of Independence, the *Federalist Papers*, and the United States Constitution;
3. Demonstrate understanding of the methods and presentation of historical research and writing; and;
4. Demonstrate an understanding of the principal historical arguments and central interpretations of major issues and events in the western historiographical tradition.

A maximum of 33 credits may be applied toward satisfying the Foundation Courses and Major Requirements.

Students majoring in history must earn a grade of **C** or above in all history courses.

I.	CORE CURRICULUM (37-41 Credits).....	37-41
II.	FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
	Minimum grade of C is required.	
	UNIV 110, The First-Year Experience	3
	UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III.	FOUNDATION COURSES (9–24 credits)*	
	HIST 101*, 102*, 111*, 112*, 201*, 202*	18
	HIST 250	3
	For History majors, HIST 250, Historical Research and Writing, is a prerequisite or corequisite for all upper level history courses.	
	One of the following:	
	ENGL 275, 276, 287, 288; PHIL 101*, 103;	
	POLI 101*; WGST 103, GEOG 121	3
	*Credits can be counted only once. Therefore, credits for courses taken as part of the Core Curriculum are counted only there and not elsewhere in the major.	
IV.	MAJOR REQUIREMENTS (24 credits)	
	HIST 498 Senior Seminar	3
	HIST 300-level or above	21
	Students must take at least one upper-level course in United States, European, and Non-Western history. Students with a 3.50 or higher GPA in all history courses may elect to take HIST 499, Senior Thesis. This is recommended for students intending to pursue graduate study in History.	
V.	COGNATE REQUIREMENT (12 credits).....	12
	Cognate courses are upper-level courses (numbered 300 or higher) in disciplines other than the student’s major but that support the major. Cognate courses should be chosen in consultation with the student’s academic adviser. Alternatively, history majors may choose to minor in another discipline. Requirements for the minor are set by the minor department. The cognate requirement is subsumed by the minor.	
VI.	ELECTIVES (19-41 credits)	19-41
	TOTAL CREDITS REQUIRED	120

HISTORY MINOR	Credits
HIST 101, 102, 201 and 202	12
Four (4) history courses numbered 300 or above	12
(HIST 399 may <u>not</u> be used to satisfy the history minor.)	
TOTAL CREDITS REQUIRED	<u>24</u>

A student must earn a grade of C or above in all courses to be applied to the minor in History.

DEPARTMENT OF MUSIC

MUSIC MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of Music at Coastal Carolina University is to provide quality music education for all students, excellent performances for the public and service to the university and community.

We believe that music has intrinsic value as a vital and indispensable part of the human experience and nurtures the artistic and creative impulse common to all societies. To that end, we seek to cultivate and sustain a student-centered learning community which supports superior professional and pedagogical training, provides a wide variety of excellent individual and ensemble performance opportunities for all students, and, as a unit in the Edwards College of Humanities and Fine Arts, is an integral part of a liberal arts education.

In our commitment to excellence, the department recruits and maintains an exceptional and diverse faculty, staff and student population in order to achieve departmental and institutional goals for both undergraduate and graduate education. Serving South Carolina and the broader region, we offer public concerts in a variety of styles and settings and provide music to enhance various university and community functions. Our highest purpose is to empower students with the knowledge, skills, core values and integrity that contribute to life-long learning and service in the arts, and active citizenship in a democratic society and interdependent world.

STUDENT LEARNING OUTCOMES

Through the completion of specific competency expectations, graduates will acquire and demonstrate:

1. The necessary ability in performing areas appropriate to student's needs and interests.
2. Growth in artistry, technical skills and knowledge of repertoire through regular ensemble and other experiences.
3. The ability to hear, identify, and work conceptually with the major elements of music: rhythm, melody, harmony and structure.
4. An understanding of compositional processes, aesthetic properties of style, and ways these are shaped by artistic and cultural forces.
5. The ability to develop and defend musical judgments.
6. The appropriate level of knowledge and skill on matters of musical interpretation.
7. The ability to read at sight with fluency demonstrating both general musicianship and a level of skill through basic keyboard skills.
8. An understanding of common elements and organizational patterns of music and their interaction.
9. Sufficient understanding of music form, processes and structures; ability to demonstrate these skills in actual performance and through analytical, scholarly and pedagogical applications.

10. A familiarity with a wide selection of musical literature, principal eras, genres, and cultural forces.

I. CORE CURRICULUM (37-41 Credits).....37-41

NOTE: Music majors must satisfy core goal #8 with any approved core course with ARTS, ARTH or THEA prefix.

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110, The First-Year Experience3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. MUSIC FOUNDATION COURSES (16 Credits)

MUS 115, 116 Introduction to Music Theory I, II.....6

MUS 117, 118 Ear Training and Sight Singing I, II2

MUS 175, 176 Class Piano I, II (2 credits each)4

Applied Lessons (2 credits each semester)4

IV. MAJOR REQUIREMENTS (44 Credits)

MUS 100 Recital Class (7 semesters required) 0

MUS 215, 216 Theory and Literature I, II 6

MUS 217, 218 Ear Training and Sight Singing III, IV2

MUS 253, 254 History of Western Music I, II (3 credits each)6

Applied Lessons (2 credits each semester)16

Ensemble (1 credit each semester)8

MUS 333 Conducting and Score Reading.....2

MUS 334 /334B Choral /Instrumental Conducting.....2

MUS 385 Form and Analysis3

MUS 400 Senior Recital.....0

Discipline Literature.....3

V. REQUIRED SPECIALIZATION (8 Credits)

Piano Students:

MUS 414 Piano Literature.....3

MUS 415 Piano Pedagogy Intern.....1

MUS 416 Elem. Piano Pedagogy3

Voice Students:

MUED 163 Diction I.....2

MUED 164 Diction II.....2

MUS 435 Vocal Pedagogy Intern1

MUS 436 Elem. Voice Pedagogy or.....3

MUS 469 CHORAL LIT.3

(MUSIC EDUCATION)

OR

MUS 434A Vocal Literature3

(NON MUSIC EDUCATION)

Instrumental Students:

MUED 165 Class Voice I2

MUED 166 Class Voice II2

MUS 469B Instrumental Lit.3

MUS 124M Marching Band (brass, woodwinds)	3
MUS 124D Drum Line (percussion)	3

A diagnostic and advisory review of the student's work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student's eligibility for upper level (junior-senior) courses.

A grade of C or above is required in all major courses.

VI. ELECTIVES (11-18 Credits)	11-18
TOTAL CREDITS REQUIRED	120

MUSIC MINOR	Credits
MUS 115, 116, 117, 118	8
Ensemble Performance	4
Applied Music	8
MUS 110, 357 or 358	6
TOTAL CREDITS REQUIRED	26

A grade of C or above is required in each course to be applied toward the minor.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

MISSION STATEMENT

The Department of Philosophy and Religious Studies is dedicated to helping students acquire the skills which are central to a first-rate liberal arts education. The mission of the philosophy major is to provide students with skills in reasoning, evaluation, argumentation, and communication that will prepare them for their chosen profession; to encourage critical engagement with the major ideas, figures and theories in philosophical traditions; and to provide extensive knowledge of the field of philosophy in preparation for further study on the graduate level. Through quality teaching and engaged learning, our majors acquire the ability to express ideas effectively, to appreciate great works in philosophy, and to make reasoned, thoughtful, and compassionate judgments in the complex and diverse world in which we live. The department encourages students to apply these skills to current issues relevant to their lives, and it is dedicated to creating a supportive learning environment that helps students to mature intellectually and emotionally so that they are prepared for life in our global society.

The Department of Philosophy and Religious Studies advances the mission of the university to promote personal integrity and responsible behavior in business, medicine and interacting with the environment by offering applied ethics courses in these areas. Our course in business ethics is required of all business majors and aims to give future business leaders the ability to serve all of their stakeholders responsibly. Our religious studies courses prepare students for global citizenship by promoting understanding and tolerance for cultural and religious differences.

STUDENT LEARNING OUTCOMES

Students completing the requirements for a B.A. in Philosophy will be able to:

1. Demonstrate an understanding of major philosophical issues and positions in the following fields:
 - 1.1 the history of ancient and modern philosophy;

- 1.2 ethics (both theoretical and applied);
- 1.3 metaphysics and epistemology.
- 2. Demonstrate the ability to:
 - 2.1 identify philosophical positions and arguments;
 - 2.2 clearly present philosophical positions and arguments;
 - 2.3 critically evaluate philosophical positions and arguments.
- 3. Demonstrate an understanding of formal logical systems, including those of sentential and quantificational logic recognized undergraduate conferences.

PHILOSOPHY MAJOR
Degree: Bachelor of Arts

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-15 Credits)*	
PHIL 101* or PHIL 102*	3
PHIL 110	3
PHIL 271*	3
One Course from one of the following disciplines not counted in the Core Curriculum: ENGL, GEOG, HIST, POLI, RELG, WGST.....	
One course from one of the following disciplines not counted in the Core Curriculum: ASTR, BIOL, CHEM, ECON, MATH, MSCI, PHYS, PSYC, SOC.....	
*Credits hours for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (27 Credits)	
<u>History of philosophy:</u>	
PHIL 300 and 301	6
<u>Logic, epistemology, and metaphysics:</u>	
PHIL 321	3
<u>Any one of PHIL 306, 309, 340, 419, or 420</u>	3
<u>Ethics Requirement:</u>	
PHIL 311	3
<u>Electives:</u>	
12 additional credit hours in philosophy, 3 hours at or above the 200-level (excluding PHIL 271) and 9 hours at or above the 300-level	
V. COGNATE REQUIREMENTS (12 Credits)	12
Students who do not choose to have a minor in another discipline must fulfill the cognate requirement. Cognate courses are courses drawn from outside the major but are intended to support the major. Cognate courses must be at the 300-level or above, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate courses.	
VI. ELECTIVES (22-35).....	22-35

TOTAL CREDITS REQUIRED120

A grade of C or above is required in each Philosophy course to be applied toward the major or minor.

PHILOSOPHY MINOR

Credits

PHIL 110 Intro to Logic and Critical Thinking or PHIL 321 Symbolic Logic	3
PHIL 300 Ancient Philosophy	3
PHIL 301 Modern Philosophy	3
Choose one of the following:	3
PHIL 305 Contemporary Moral Issues	
PHIL 311 Ethical Theory	
PHIL 317 Bio-Medical Ethics	
PHIL 318 Business Ethics	
PHIL 319 Environmental Ethics	
Two Philosophy electives	6

TOTAL CREDITS REQUIRED18

A grade of C or above is required in each Philosophy course to be applied toward the major or minor.

For information regarding interdisciplinary philosophy and religious studies at Coastal, refer to the Interdisciplinary Studies section of this catalog.

RELIGIOUS STUDIES MINOR

Credits

RELG 103 Introduction to World Religions*.....	0-3
RELG 104 Introduction to Asian Religions or	
RELG 320 Introduction to Buddhism	3
RELG 302 New Testament, or RELG 311 Gospel Traditions.....	3
Electives	9

Students have the option of taking any upper level course (300 level and above) in Religious Studies provided that the course has not been used to fulfill a lower requirement. In addition, students may opt to take PHIL 325 Philosophy of Religion to satisfy one elective in the minor.

TOTAL CREDITS REQUIRED15-18*

*Students using RELG 103 to satisfy a core requirement or a foundation requirement will fulfill the minor requirement but will not have the 3 credit hours registered in the minor. The minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Philosophy and Religious Studies. A student must earn a C or above in all courses to be applied toward the minor in Religious Studies.

DEPARTMENT OF POLITICS AND GEOGRAPHY

MISSION STATEMENT

The mission of the Department of Politics and Geography is to enhance student understanding of the U.S. and other regions and countries of the world by providing high quality instruction to our students. Students will become knowledgeable citizens with a global perspective. This is achieved by learning the constitutional foundation, institutional structure, and processes of American government; analyzing organizational and managerial principles of the public sector and evaluating their impact on public policy; analyzing and evaluating the philosophic tradition of political science and the great thinkers; comparing and contrasting governments and political institutions of the world; and analyzing and evaluating

the ways in which actors in the international system interact politically, diplomatically, economically, socio-culturally, and militarily.

STUDENT LEARNING OUTCOMES

Graduates will be able to:

1. Identify the most relevant aspects of the development of constitutional principles of government and the role of Congress, the presidency, judiciary, and bureaucracy in the United States.
2. Identify the political impact of various public policies.
3. Match the philosophic traditions of political science with the appropriate major figures.
4. Identify the various systems of government and political cultures.
5. Identify key concepts and theories of international relations and of international political and economic institutions, societies, and systems.
6. Analyze and use critical thinking skills across the discipline for Political Science.

POLITICAL SCIENCE MAJOR

Degree: Bachelor of Arts

Political Science is a liberal arts major designed to introduce students to the enduring questions of politics and the institutions and political life of America and other regions and countries of the world. Students successfully completing the undergraduate program in Political Science will be competitive for positions in the private and public sectors for which a general undergraduate baccalaureate degree is considered an entry level requirement. Students who complete the undergraduate program with a high degree of success will be prepared for graduate work in Political Science or law school.

Students majoring in Political Science must earn a C or above in each course used to satisfy requirements for the Major.

Students who wish to pursue a degree in Political Science must conform to the following departmental regulations:

1. Students must register with the Department by consulting the departmental administrative specialist and/or the Chair of the Department to be counseled and to be assigned an adviser.
2. Students with prior college work will not be accepted into the department unless, in the view of the Chair, their previous work suggests the ability to perform at the standard demanded by the Department. In general, this will mean at least a C average in previous work.
3. To remain a member of the department, a student must maintain a C average both in overall academic work and in all courses taken within the department itself. Students who fail to maintain this academic standard may be dropped from the Department by the Chair upon unanimous recommendation of the departmental faculty.

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-18 Credits)*	
COMM 140	3
CSCI 105 or higher level	3

GEOG 121*	3
POLI 101*	3
POLI 200	3
POLI 201*	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (33 Credits)	
POLI 300	3
POLI 307	3
POLI 315	3
POLI 316	3
POLI 302, 401, 402, 403, 404 (Choose one)	3
POLI 360, 361, 362, 363, 365, 449, 450, 452, 455, 462, 463, 467 (Choose one)	3
POLI 370, 371, 453, (Choose one)	3
Politics 300 level or above	9
POLI 497	3

V. COGNATE REQUIREMENTS (12 Credits)..... 12
 The cognate requirement is designed to encourage the student to enroll in advanced courses outside the major field which will complement and enrich the student's understanding of his or her major. Courses taken for cognate credit must be approved in advance by a student's faculty adviser. A minimum of 12 credits is required. These credits may be distributed over more than one subject area. Only courses numbered 300 or above are acceptable for cognate credit with the exception of Economics 201 and 202. Any two (2) of the following courses offered by South Carolina technical colleges can be used towards satisfying the cognate requirement in the Political Science degree program: Criminology (CRJ 125), Seminar in Criminal Justice (CRJ 260), Torts (LEG 120), Introduction to Law and Ethics (LEG 135), Property Law (LEG 214).

A grade of C or above must be earned in each course to be applied toward the cognate requirements.

VI. ELECTIVES (13-26 Credits)	13-26
TOTAL CREDITS REQUIRED	120

POLITICAL SCIENCE MINOR	Credits
POLI 201	3
Four Politics courses at the 300-level or above	12
Politics elective	3
(POLI 399 may not be used to satisfy the minor requirement.)	
TOTAL CREDITS REQUIRED	18

The minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Politics and Geography.

NOTE: All courses in the minor require a C or better. Courses used in the minor cannot be used to satisfy major requirements.

INTERNATIONAL STUDIES MINOR

MISSION STATEMENT

The International Studies Minor is composed of courses with a strong international and global component to complement major studies and career goals. The minor is designed to provide students with a diverse, multicultural perspective of the planet, as well as an enhanced understanding of global politics and economics. It includes studies in international relations and security, international political economics, comparative government, and issues related to globalization.

Language Requirement: Students are expected to achieve a minimum of 210 level of language proficiency either through course work or examination. Please see the Coastal Carolina University catalog for information on credits by examination.

Recommended Courses: POLI 101 Introduction to World Politics (3), GEOG 121 World Regional Geography (3), and ECON 201 Macroeconomics (3), total 9 credits.

Course Requirements: POLI 315 International Relations (3) or POLI 340 International Negotiations (3) or POLI 439 International Law (3), POLI 435 Globalization (3), POLI 318 International Political Economy (3).

Electives: Two 3 Credit electives at the 300-level or above, 6 credits with global or international emphasis. A list of approved courses will be available through the adviser.

TOTAL CREDITS REQUIRED

18

NOTE: In addition to these courses, any relevant internship, study abroad course, or both, at or above the 300-level may be included for up to 2 courses (6 credits) of abroad experiences and must be approved for credit toward the minor by the International Studies Minor adviser and must have specific and clear international and global objectives, placement, and/or training. Please be advised that no courses in this minor may apply simultaneously to a major or other educational program. All courses in the minor require a C or better.

ASIAN STUDIES MINOR

MISSION STATEMENT

The Asian Studies Minor is designated to augment students’ major fields of study by equipping them with wider perspectives in Asian Humanities, engaging them in explicit East-West and inter-Asian dialogues, and helping them acquire cross-cultural literacy. It aims to improve students’ competitiveness when pursuing advanced degrees or careers related to the history, politics, culture, and religious traditions of one or more Asian country. Fundamental to the minor’s mission is cultivation of an academic autonomy that makes it possible to assemble a versatile ‘intellectual toolbox’ for understanding both inter-Asian and East-West relations. While pursuing their choice of major discipline, students will simultaneously learn about Asia through inter- and multi- disciplinary coursework, language training, study abroad, and internships. The Asian Studies Minor requires students to complete eighteen (18) credit hours of coursework drawn from our four disciplines, choosing at least one course from each discipline. All or part of the six (6) elective credit hours can be earned through study abroad; three (3) elective hours can be earned through an internship. At least three (3) of the total eighteen required credit hours must be earned on 400-level. All internship and/or study abroad experiences must be approved for credit hours towards the minor by the Asian Studies Minor adviser. While the Asian Studies Minor does not have any foreign language requirements, students are strongly encouraged to acquire foreign language competency in Japanese or Chinese beyond the 120-level.

Program Requirements:	Credits
Area I: ENGL 371, 373, 376, 475, or 477	3
Area II: HIST 340, 347, 348, 349 or 445	3
Area III: POLI 334, 335, or 340	3
Area VI: RELG 104, 320, or 326	3
Electives	6

Total Credits Required18

NOTE: All courses in the minor require a C or better. Courses used in the minor cannot be used to satisfy major requirements.

LATIN AMERICAN STUDIES MINOR Credits

HIST 355, 356; POLI 320, 321 (Choose one).....3

Choose five of the following15

ENGL 322, GEOG 426, HIST 355, 356, 366, LATS 399,
POLI 304, 321, 488, 496, SPAN 322, 330, 340, 350, 380, 411

At least three of these courses (9 hours) must be outside the student's major field and fall in two additional disciplines. (For example, if a student is a Spanish major, then two of these five courses may be Spanish courses, but the other three must not be. Also, the other three must be split between at least two disciplines - such as History and Politics, or English and Geography, etc.)

TOTAL CREDITS REQUIRED:18

NOTE: All courses in the minor require a "C" or better. Courses used in the minor cannot be used to satisfy major requirements.

PRE-LAW MINOR Credits

ENGL 390 Writing for the Professions.....3

PHIL 321 Symbolic Logic3

CBAD 344 Legal Environment of Bus or CBAD 345 Commercial Law.....3

POLI 449 Constitutional Law I or POLI 450 Constitutional Law II.....3

POLI 452 Amer Judicial Process or POLI 455 Amer Jurisprudence.....3

POLI 439 International Law3

TOTAL CREDITS REQUIRED18

NOTE: All courses in the minor require a "C" or better. Courses used in the minor cannot be used to satisfy major requirements.

DEPARTMENT OF THEATRE

MISSION STATEMENT

The mission of the Department of Theatre is to prepare students to pursue lives as engaged professional theatre artists or to seek further advanced study in graduate programs by providing rigorous training in acting, musical theatre, and design and technology for our majors.

Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

In pursuit of this purpose, the program embraces the teacher-scholar model; it places primary emphasis on high quality teaching and engaged learning; and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

STUDENT LEARNING OUTCOMES

Dramatic Arts students are expected to:

1. Acquire and demonstrate an understanding of the historical and cultural dimen-

- sions of theatre, including a familiarity with influential playwrights, actors, directors, and designers,
- 2. Demonstrate a competence in a number of theatre techniques,
- 3. Acquire and demonstrate an understanding of basic production processes, such as acting; directing; stage, costume, and lighting design; and basic technical operations,
- 4. Show a commitment to public performance in the theatre,
- 5. Demonstrate an understanding of critical methods for evaluating contemporary thinking about theatre and related arts,
- 6. Make informed assessments about quality in public performance, and
- 7. Manifest creative talents in the theatre arts.

A maximum of 50 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Dramatic Arts. A grade of C or better must be earned in each of these courses.

All Dramatic Arts majors must participate in end of year portfolio review and/or jury. All Dramatic Arts majors whose emphasis is performance/directing must audition for all departmental performances.

A grade of C or better must be earned in each of the foundation and major requirements courses.

DRAMATIC ARTS MAJOR

Degree: Bachelor of Arts

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (19 Credits)	
THEA 130 Principles of Dramatic Analysis	3
THEA 150 Acting I.....	3
THEA 154 Introduction to Costuming.....	3
THEA 155 Stagecraft.....	3
THEA 220 Theatre Laboratory (one each, total of four)	4
THEA 288 Directing I: The Director's Vision	3
IV. MAJOR REQUIREMENTS (31 Credits)	
THEA 329 Stage Management OR THEA 429 Theatre Management	3
THEA 361 Theatre History and Literature I.....	3
THEA 362 Theatre History and Literature II	3
THEA 491 New Works: Special Topics	3
THEA 499 Theatre Capstone Project	1
	Total 13

Choose one of the following areas:

A. Performance/Directing	
THEA 230 Complete Stage Makeup.....	3
THEA 240 Voice and Diction	3
THEA 250 Acting II.....	3
THEA 350 Acting III.....	3

THEA 372 Movement	3
THEA 450 Acting IV OR THEA 388 Directing II	3
	Total 18
B. Design/Technical	
THEA 352 Costume Design I	3
THEA 355 Scene Design	3
THEA 356 Lighting Design	3
THEA 451 Design Survey.....	3
THEA 351, 357, 358 (Choose two).....	6
	Total 18
V. COGNATE OR MINOR REQUIREMENTS.....18	
COGNATES	
Cognate courses are courses drawn from outside the major, but intended to support the major. Cognate courses must be upper level (junior-senior) courses, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate or minor courses.	
MINORS	
In place of the cognate requirement, students may elect to substitute an approved minor. Courses used in the minor cannot be used to satisfy major's requirements.	
A grade of C or above is required in each course to be applied toward the minor.	
VI. ELECTIVES.....	11-18
TOTAL CREDITS REQUIRED.....	120

DRAMATIC ARTS MINOR	Credits
THEA 101 Introduction to Theatre Art	3
THEA 130 Principles of Dramatic Analysis	3
THEA 150 Acting I	3
THEA 154 Introduction to Costuming.....	3
THEA 155 Stagecraft	3
One course from "Performance/Directing" or "Design/Technical" track	3
TOTAL CREDITS REQUIRED.....	18

A grade of **C** or above is required in each course to be applied toward the minor.

MUSICAL THEATRE MAJOR
Degree: Bachelor of Fine Arts

STUDENT LEARNING OUTCOMES

Musical Theatre students are expected to:

1. Acquire and demonstrate an understanding of the historical and cultural dimensions of musical theatre, including a familiarity with influential works and actors, dancers, directors, designers, and singers;
2. Acquire and demonstrate sound technique in vocal production, acting and dance in a variety of styles and formats;
3. Acquire and demonstrate a basic understanding of production processes including those in technical theatre and production;
4. Demonstrate an understanding of methods for evaluating the elements of musical theatre; and

5. Develop the ability to analyze and critique performances both orally and in writing.

To achieve these educational objectives, the musical theatre program offers a focused undergraduate theatre curriculum in theatre, music, and dance. While some courses within the program allow extended and specialized study for majors, the chief goal of the program is to foster a broad understanding and appreciation of the theatrical enterprise.

A maximum of 67 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Musical Theatre. Students must earn a grade of **C** or above in each course used to satisfy the Musical Theatre major and pass a keyboard proficiency exam as outlined in the Music Handbook.

All Musical Theatre majors must participate in end of year portfolio review and/or juries. All Musical Theatre majors must audition for all departmental productions.

A grade of **C** or better must be earned in each of the foundation and major requirements courses. The Musical Theatre major must pass a keyboard proficiency exam as outlined in the Music Handbook.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (38 Credits)	
MUS 115 Introduction to Music Theory I	3
MUS 117 Ear Training and Sight Singing I	1
MUS 118 Ear Training and Sight Singing II	1
MUS 131, 132, 231, 232, 331, 332, 431, 432 (Applied Voice)	16
MUS 175 Class Piano I	2
THEA 130 Principles of Dramatic Analysis	3
THEA 150 Acting I	3
THEA 154 Introduction to Costuming OR 155 Stagecraft	3
THEA 174 Ballet I	2
THEA 175 Jazz I	2
THEA 176 Tap I	2
IV. MAJOR REQUIREMENTS (38 Credits)	
THEA 220 Musical Theatre Laboratory	1
One practicum required for backstage crew of play or musical	
THEA 221 Musical Theatre Laboratory	2
Two practicums required for actual performance in a musical	
One additional practicum of either THEA 220 OR	
THEA 221 (for actual performance) is required	1
THEA 274 Ballet II	2
THEA 276 Tap II	2
THEA 279 Jazz II	2
THEA 288 Directing I	3
THEA 240 Voice and Diction	3
THEA 250 Acting II	3
THEA 295 Musical Theatre Scene Study	3
THEA 350 Acting III	3
THEA 361 Theatre History and Literature I	3

THEA 362 Theatre History and Literature II	3
THEA 363 Musical Theatre History.....	3
THEA 498 Musical Theatre Capstone.....	1
THEA 491 New Works: Special Topics	3
V. ELECTIVES.....	3-10
TOTAL CREDITS REQUIRED	120

THEATRE ARTS MAJOR
Degree: Bachelor of Fine Arts

EMPHASIS IN

- Acting**
- Design and Technology**
- Physical Theatre**

MISSION STATEMENT

The mission of the Bachelor of Fine Arts in Theatre is to prepare students to pursue lives as engaged professional theatre artists or to seek further advanced study in graduate programs by providing rigorous training in musical theatre.

Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

In pursuit of the purpose, the program embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

STUDENT LEARNING OUTCOMES

Theatre Arts students are expected to:

1. Demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Demonstrate critical evaluation of a work of art by placing it in historical context and evaluating the aesthetic components. Analyze, synthesize and speak intelligently about theatrical works including key authors, scripts and genres. Assess the historical and social and impact of the art form.
3. Demonstrate competence by developing a body of work for evaluation in the major area of study.
4. Communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field. Such communication may involve oral, written, visual, and musical media.

Students who earn the B.F.A. in Theatre Arts - Acting will be expected to:

1. Demonstrate mastery of specific performance techniques in the discipline. (e.g. Stanislavski, Hagen) represent themselves as professionals in audition, rehearsal and performance situations
2. Demonstrate the ability to synthesize their coursework by appropriately applying the concepts and skills learned in different courses toward a unified product

3. Demonstrate knowledge of the fundamental concepts of acting including monologues, singing, and dancing.

Students who earn the B.F.A. in Theatre Arts - Design and Technology will be expected to:

1. Demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Demonstrate competence by developing a body of work for evaluation in the major area of study.
3. Demonstrate knowledge of the fundamental concepts of design and technology including ability to produce freehand drawings, technical drawings, and mechanical drawing.

Students who earn the B.F.A. in Theatre Arts - Physical Theatre will be expected to:

1. Demonstrate mastery of specific performance techniques in the discipline and represent themselves as professionals in audition, rehearsal and performance situations.
2. Demonstrate knowledge of the fundamental concepts of classic clowning, circus skills, acrobatics, mime, dance, character development, professionalism, and the creation of original material.

All Theatre majors must participate in end of the year portfolio reviews and/or juries. All students will be given a written evaluation that clearly states their standing in the program. Should the student fail to achieve the standards as set forth in the review process, the student may be asked to leave the Bachelor of Fine Arts in Theatre Major at the end of their sophomore year.

All Acting and Physical Theatre majors must *audition* for all departmental productions and participate in all professional workshops offered by the Department of Theatre.

A grade of C or better must be earned in each of the foundation and major requirements courses.

This curriculum is under review. For specific degree curriculum, please see the Chair of the Department of Theatre.

DEPARTMENT OF VISUAL ARTS

MISSION STATEMENT

The mission of the Department of Visual Arts is to provide a strong foundation in art studio, graphic design, art history, and art education through quality instruction, rigorous review, and innovative curricula. Using the teacher-scholar model, we embrace engaged learning and encourage faculty research. Faculty and students seek collaboration with our community through public exhibitions, professional development, lectures, internships, and student mentoring programs. Students are trained to think critically and creatively, and to develop the skills necessary to pursue an active life of artistic expression.

STUDENT LEARNING OUTCOMES

Upon the completion of the B.A. in Art Studio or Graphic Design, the Department of Visual Arts graduate will be able to:

1. Demonstrate technical skills for making art in one or more art disciplines.
2. Demonstrate an understanding of the continuity of art history and become familiar with a broad spectrum of examples of contributions to the world of art from various cultures.
3. Demonstrate an understanding of the various theoretical bases of contemporary art

and the standards by which contemporary art is judged.

4. Demonstrate creative growth and development in their artistic ability and personal style in the visual arts.

ART STUDIO MAJOR

Degree: Bachelor of Arts

A maximum of 52 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Art Studio. Students must earn a grade of **C** or above in each course used to satisfy Major Requirements. Students must submit portfolios for faculty review at the end of their sophomore year.

I. CORE CURRICULUM (37-41 Credits).....37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of **C** is required.

UNIV 110, The First-Year Experience3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (18 Credits)

ARTS 103, 104.....6

ARTS 111, 1126

ARTH 105, 106.....6

**Students who use either ARTH 105 or 106 to satisfy the core requirement must take an additional 3 credit Art History elective.

IV. MAJOR REQUIREMENTS (34 Credits)

(Minimum grade of **C** required in all courses)

ARTS 2313

Art Studio: 6 hours 200 level, 6 hours 300 level, 6 hours 400 level.....18

ARTS 2971

ARTS 4973

Art History 200 level or above.....6

ARTH 3503

Art Studio majors must present a juried exhibition of their work at Coastal prior to graduation.

V. COGNATE OR MINOR REQUIREMENTS (12 Credits).....12

Cognate course are courses drawn from outside the major but intended to support the major. Cognate courses must be upper level (junior-senior) courses, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of **C** or above is required in all cognate or minor courses.

VI. ELECTIVES (15-22 Credits).....15-22

TOTAL CREDITS REQUIRED120

ART HISTORY MINOR

ARTH 105* , 106* and one of the following: ARTH 341, 342 or 3509

Select 12 credits from any 300 or 400 level Art History12

TOTAL CREDITS REQUIRED.....21

* ARTH 105 and 106 satisfies the foundation requirement for Studio Art Major and may also be used to fulfill the Art History Minor requirement for Studio Art Majors. These courses cannot be the same ones used to satisfy the core curriculum requirement.

A grade of C or above is required in each course to be applied toward the minor.

ART EDUCATION MINOR	Credits
ARTE 329	3
ARTE 379	3
ARTH 350	3
Choose three other art education courses.....	9
TOTAL CREDITS REQUIRED	18

A grade of C or above is required in each course to be applied toward the minor.

ART STUDIO MINOR	Credits
ARTH 105*, 106*, 341, 342 or 350.....	3
ARTS 103, 104.....	6
ARTS 111	3
Three Art Studio classes at 200 level or above	9
TOTAL CREDITS REQUIRED	21

*This course cannot be the same one used to satisfy the core curriculum requirement.

A grade of C or above is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the Art Minor.

GRAPHIC DESIGN MAJOR

Degree: Bachelor of Arts

The Bachelor of Arts in Graphic Design provides an in-depth educational experience in terms of content, sequence, and overall learning to those desiring to enter the graphic design field. Graduates from Coastal Carolina University with a B.A. in Graphic Design will be empowered to become passionate thinkers, leaders, and creative problem-solvers that can move through the professional design ranks to become graphic designers, art directors, and independent-design-business owners.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FOUNDATION COURSES (18 Credits)	
ARTS 103 Fundamentals of Art I.....	3
ARTS 104 Fundamentals of Art II.....	3
ARTS 111 Drawing I.....	3
ARTS 112 Drawing II	3
ARTH 105 History of Western Art I.....	3
ARTH 106 History of western Art II	3
III MAJOR REQUIREMENTS (34 Credits)	
ARTS 231 Life Drawing I.....	3
ARTS 297 Sophomore Review	1
ARTH 350 Art and Ideas.....	3
Art History 200 level or above.....	3
ARTD 201 Intro to Electronic Design	3

ARTD 202 Graphic Design Techniques.....	3
ARTD 205 Web Design I.....	3
ARTD 301 Intermediate Graphic Design I.....	3
ARTD 302 Intermediate Graphic Design II.....	3
ARTD 402 Advanced Graphic Design II (Capstone)	3
Two graphic design electives (such as Illustration, Web Design II, Web Design III, Publication Design, Packaging Design, Advanced Typography, and Art Internship)	6

IV ELECTIVES (15-22 Credits) 15-22

V. COGNATES (12 Credits).....12

The cognate requirement is designed to encourage students to enroll in courses outside the discipline that complement and support the major. Courses taken for the cognate must be chosen in consultation with an academic adviser. A minimum of 12 credits is required. Only courses at the 300 level or higher are acceptable for cognate credit. Students may select courses from one or more disciplines and/or may choose a minor to satisfy the cognate requirement. A grade of C or above is required in all cognate courses.

TOTAL CREDITS REQUIRED.....120

GRAPHIC DESIGN MINOR Credits

ARTH 105*, 106*, 341, 342, 350	3
ARTS 103, 104.....	6
ARTS 261.....	3
ARTD 201, 202, 301	9

* This course cannot be the same one used to satisfy the core curriculum requirement.

TOTAL CREDITS REQUIRED.....21

A grade of C or above is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the Graphic Design minor.

NEW MEDIA AND DIGITAL CULTURE MINOR

The minor in New Media and Digital Culture at Coastal Carolina University seeks to encourage the academic study, critical analysis and creative application of new media, hypertext, database design, 3-D architectural and theatrical modeling, digital archiving, web design, data retrieval matrices, binary communication theory, graphic design, animation, laser scanning, Global Positioning System (GPS), Geographic Information Systems (GIS), location-aware software, and audio and video production, compression, mixing, and archiving. Commensurate with the growing integration of digital technologies with humanities and the arts worldwide, and an increasing reliance on digital resources in all walks of life, the interdisciplinary minor encourages coursework from multiple Colleges across the University.

ENGL 231.....	3
ENGL 331.....	3
ENGL 431....	3

Choose any four (4) courses from the following, two (2) of which must be at the 300 or higher level: ARTH 450, ARTS 201, 202, 205,301, 302, 305, 306, 308, 309, 400, 401, 402, 450, COMM 275, 401, CSCI 105, 106, 120, 203, 209, 408, EDUC 204, ENGL 378, 390, 454, 480, ENVI 331, GEOG 204, HIST 455, IDS 210, JOUR 201, 310, 312, 314, PHIL 315, MSCI 331, MUS 391, MUS 392, THEA 359, UNIV 200.....12

TOTAL CREDITS REQUIRED.....21

WOMEN'S AND GENDER STUDIES MINOR

The Women's and Gender Studies Program is dedicated to the interdisciplinary study of gender and sexuality as economic, political, and cultural constructs. Courses within the minor rigorously investigate the gendered nature of knowledge, institutional structures, and cultures to promote active learning and engaged citizenship among all CCU students—male and female—through various feminist theories and methodologies.

The Women's and Gender Studies minor is available to all undergraduates, whatever their major. Students pursuing a minor must consult with their major adviser and with the WGST Program Director to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the courses' prerequisites.

In addition to the two courses required for all WGST minors, students must select at least five (5) additional courses from the electives list below. Other appropriate courses may be added to the minor at the discretion of the Program Director.

Required Courses:

WGST 103	3
WGST 498	3

Electives

Choose at least five courses from the following:

COMM 304	3
COMM 489	3
ENGL 443	3
ENGL 444	3
ENGL 489	3
HPRO 310	3
HPRO 480	3
HIST 386	3
JOUR 365	3
PHIL 322	3
PSYC 300	3
PSYC 301	3
PSYC 310	3
RELG 360	3
SOC 301	3
SOC 305	3
SOC 309	3
SOC 450	3
WGST 399	3
WGST 495	3

TOTAL CREDITS REQUIRED: 21

COLLEGE OF SCIENCE

Michael H. Roberts, *Dean*

Gibson F. Darden, *Associate Dean*

James O. Luken, *Associate Dean*

John P. Steen Jr., *Assistant Dean*

Paul T. Gayes, *Director of the Burroughs and Chapin Center for Marine and Wetland Studies*

SCHOOL OF HEALTH, KINESIOLOGY, AND SPORT STUDIES

EXERCISE AND SPORT SCIENCE

Lisa A. Barella, *Assistant Professor*

Stacey L. Beam, *Coordinator of Smith Exercise Science Laboratory*

Gibson F. Darden, *Professor and Director of HKSS*

G. William Lyerly, *Assistant Professor*

Gregory F. Martel, *Associate Professor and Coordinator*

HEALTH PROMOTION

Fredanna A. M'Cormack, *Assistant Professor*

Mary Kate Powell, *Lecturer*

Sherer W. Royce, *Associate Professor*

Sharon H. Thompson, *Professor and Coordinator*

John F. Yannessa, *Assistant Professor*

PHYSICAL EDUCATION TEACHER EDUCATION

Timothy J. Meyler, *Lecturer*

Sandra L. Nelson, *Assistant Professor*

Sandra L. Wilson, *Associate Professor and Coordinator*

RECREATION AND SPORT MANAGEMENT

Sarah K. Banks, *Visiting Assistant Professor*

Michael D. Hutchinson, *Associate Professor*

Genevieve Marchand, *Lecturer*

Colleen A. McClone, *Assistant Professor*

Dustin F. Thorn, *Associate Professor*

Donald L. Rockey, *Associate Professor, and Coordinator*

NURSING

Patricia A. Bohannon, *Director*

OFFICE OF LIFESPAN STUDIES/SWAIN SCHOLARS

Rocco Cartisano

ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

MAJ John Felber

SFC William Orr

MSG David Penton

DEPARTMENT OF BIOLOGY

Karen Aguirre, *Associate Professor and Chair*

Stephen P. Bush, *Professor*

Tina Carbone, *Instructor*

Geoffrey J. Cockrell, *Senior Instructor*

Michael Ferguson, *Professor*

Sharon L. Gilman, *Associate Professor*

Kevin Godwin, *Associate Professor*

Vladislav Gulis, *Assistant Professor*

Christopher E. Hill, *Associate Professor*

John J. Hutchens, *Associate Professor*

Deborah Hutchinson, *Assistant Professor*

Fang Ju Lin, *Assistant Professor*

James O. Luken, *Professor*
Sue Mgrdechian, *Instructor*
Scott Parker, *Assistant Professor*
Michael H. Roberts, *Professor*
Suzanne S. Senchak, *Senior Instructor*
Doug Van Hoewyk, *Assistant Professor*

DEPARTMENT OF CHEMISTRY AND PHYSICS

CHEMISTRY

William C. Cooper, *Lecturer*
J. Derek Elgin, *Assistant Professor*
David W. Evans, *Associate Professor*
John A. Goodwin, *Professor*
Rajesh Rajasekaran, *Lecturer*
John Reilly, *Assistant Professor*
Paul E. Richardson, *Associate Professor*
Dane Scott, *Lecturer*
John H. Shugart, *Assistant Professor*
Brett K. Simpson, *Assistant Professor*
Darlene L. Slusher, *Associate Professor*

PHYSICS

T. Brian Bunton, *Assistant Professor*
Teresa E. Burns, *Associate Professor*
Kathryn D. Gordon, *Lecturer*
Louis E. Keiner, *Associate Professor and Chair*
Varavut Limpasuvan, *Professor*
E. Herbert Newman, *Lecturer*
Louis Rubbo, *Assistant Professor*

DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

Chad Casselman, *Lecturer*
Crystal C. Edge, *Instructor*
Jean French, *Assistant Professor*
William Jones, *Assistant Professor*
Jeffrey P. Linder, *Assistant Professor*
Erin Rickard, *Assistant Professor*
Stephen J. Sheel, *Professor and Chair*
John W. Stamey, Jr., *Associate Professor*

GERONTOLOGY CERTIFICATE PROGRAM

Sara A. Brallier, *Director*

DEPARTMENT OF MARINE SCIENCE

Daniel C. Abel, *Associate Professor*
Joseph Bennett, *Instructor*
Stephen P. Berkowitz, *Senior Instructor*
Erin J. Burge, *Assistant Professor*
Paul T. Gayes, *Professor and Palmetto Professor of Marine Science*
Craig S. Gilman, *Associate Professor*
Jane L. Guentzel, *Professor*
Jenna C. Hill, *Assistant Professor*
Louis E. Keiner, *Associate Professor*
Eric T. Koepfler, *Professor*
Brent L. Lewis, *Associate Professor*

Susan Libes, *Professor*
Keith R. Walters, *Professor*
Erin C. Wolf, *Senior Instructor*
P. Ansley Wren, *Assistant Professor*
Eric E. Wright, *Associate Professor and Chair*
Kehni (Kevin) Xu, *Assistant Professor*
Robert F. Young, *Professor*

DEPARTMENT OF MATHEMATICS AND STATISTICS

Ogul Arslan, *Visiting Assistant Professor*
Meghan Carnes, *Lecturer*
Monica Ciccicarelli, *Lecturer*
Rajendra Dahal, *Assistant Professor*
David Duncan, *Assistant Professor*
Menassie Ephrem, *Associate Professor*
Jamie Hedges, *Lecturer*
Thomas Hoffman, *Associate Professor*
Andrew Incognito, *Associate Professor*
Keshav Jagannathan, *Assistant Professor*
Gerald Lamb, *Adjunct Professor*
Oscar Levin, *Visiting Assistant Professor*
Patrick D. McCormick, *Lecturer*
Joseph S. Parker, *Instructor*
Nicholas Pritchard, *Assistant Professor*
Dale Quinn, *Lecturer*
Prashant S. Sangsiry, *Professor and Chair*
Nyeita Schultz, *Lecturer*
James Solazzo, *Associate Professor*
Deepa Wani, *Lecturer*
Tessa Weinstein, *Assistant Professor*
Denise Williams, *Lecturer*
Perry J. Zeltner, *Lecturer*
Jie Zhou, *Assistant Professor*

DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY

PSYCHOLOGY
Bernard A. Albinia, *Associate Professor*
Jonathan Gulledge, *Assistant Professor*
William Hills, *Associate Professor and Chair*
Jonghan Kim, *Assistant Professor*
William B. King, *Associate Professor*
Megan McIlveavy, *Assistant Professor*
Linda J. Palm, *Professor*
Terry Pettijohn, *Assistant Professor*
Joan F. Piroch, *Professor*
Kerry A. Schwanz, *Associate Professor*

SOCIOLOGY

Craig Boylstein, *Assistant Professor*
Sara R. Brallier, *Associate Professor*
Jason Eastman, *Assistant Professor*
Robert Jenkot, *Assistant Professor*
Deborah Perkins, *Assistant Professor*
Susan E. Webb, *Professor*
Matthew Wilkinson, *Assistant Professor*

DEGREES

Bachelor of Arts

Psychology
Sociology

Bachelor of Science

Biochemistry
Biology
Computer Science
Exercise and Sport Science
Health Promotion
Information Systems
Marine Science
Mathematics, Applied
Physics, Applied
Psychology
Physical Education Teacher Education
Recreation and Sport Management

Dual Degree Program

Engineering with Clemson University

Master of Science

Coastal Marine and Wetland Studies

Minors

Actuarial Science
Biology
Chemistry
Coastal Geology
Computer Science and Information
Systems
Chemistry
Environmental Science
Exercise Science
Health Promotion
Marine Science
Mathematics
Physics
Psychology
Sociology
Sport Studies
Statistics

Certificate

Gerontology

COLLEGE OF SCIENCE

MISSION STATEMENT

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

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

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

SCHOOL OF HEALTH, KINESIOLOGY, AND SPORT STUDIES

MISSION STATEMENT

The School of Health, Kinesiology and Sport Studies is composed of a diverse collection of academic programs, faculty members, and outreach services that educate students in their chosen disciplines and prepare them for entry into graduate study and careers in the health and kinesiology professions.

Our academic programs provide students with contemporary, rigorous, nationally recognized curricula and capstone internships to effectively serve increasingly diverse popula-

tions and communities. Our faculty members embrace their roles as teachers, scholars, and mentors by engaging students in a wide variety of community outreach activities, collaborative and mentored research projects, and theory-to-practice experiential learning opportunities. In support of programs and faculty, our community-based outreach services provide meaningful hands-on experiences for students and faculty to meet local and regional needs.

Recognizing the centrality of health, physical activity, and leisure choices to quality of life in our institution, region and society, we best advance these professions by preparing future leaders with the knowledge, skills and dispositions to improve health behaviors and manage services and programs that enrich communities.

EXERCISE AND SPORT SCIENCE MAJOR

Degree: Bachelor of Science

Through coursework, research, and practice, the Bachelor of Science in Exercise and Sport Science (EXSS) prepares students for entry into this dynamic and growing field. Students in the EXSS program acquire the knowledge, skills, and abilities of effective beginning professionals. Students study scientific and foundational content of human movement, engage in scholarly inquiry, and apply knowledge and theory to practice. Graduates of the EXSS major are trained to assess, design, and implement individual and group exercise and exercise science programs for healthy individuals as well as those with chronic disease. They are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. The exercise and sport science professional has demonstrated competence as a leader in university, corporate, commercial, or community settings in which their clients participate in movement and fitness-related activities. They are also prepared for advanced study in allied health or medical-related fields (e.g. physical therapy, cardiac rehabilitation). Students will complete their undergraduate education with a full-time internship experience (9-12 credit hours) and are required to sit for a nationally recognized certification exam (ACSM Health Exercise Science Specialist).

MISSION STATEMENT

Coastal Carolina University's Exercise and Sport Science (EXSS) program is comprised of teacher-scholars trained to prepare students for successful entry into EXSS professions and related graduate study. The program provides a focal point for scientific scholarship and expertise through the development and dissemination of faculty-driven research and scholarship. EXSS provides students with multiple opportunities for active learning through laboratory-based activities, student-mentored research, service to local communities, and internship experiences. Through these activities, students acquire knowledge of scientifically-based health/fitness concepts and develop skills related to exercise programming and leadership with the ultimate goal of enhancing the quality of life for residents of Horry County and beyond.

STUDENT LEARNING OUTCOMES

At the completion of the Exercise and Sport Science program, students will be able to:

1. Discuss the role and interaction of each of the disciplines that comprise the field of exercise and sport science such as exercise physiology, motor control/learning, biomechanics, nutrition, and exercise/sport psychology.
2. Describe and apply anatomical, physiological, biomechanical, biochemical, behavioral, and psychological concepts important to physical activity and exercise settings.
3. Properly conduct health appraisals and assessments using current technologies and scientifically-based methods for a variety of populations and settings.
4. Properly plan and evaluate individualized exercise prescriptions and programs using health/fitness appraisals and assessments, knowledge of risk factors, and individual

health status.

5. Properly implement individualized and group exercise programs by using correct exercise techniques, methods, and programmatic variables.
6. Apply the skills of scientific inquiry, research, and evaluation in the field of exercise and sport science.
7. Monitor program administration including, but not limited to, management of emergency and safety procedures, risk management, facility design, and program evaluation/assessment.
8. Demonstrate the dispositions of an effective entry-level exercise science professional including, but not limited to, physical activity and exercise, working within specific community or agency goals, and serving as a resource person.

POLICIES AND REQUIREMENTS

Students must earn a grade of **C** or above in each course used to satisfy a) Major Requirements and b) all EXSS Foundation Courses. A grade of **C** or above is also required in ENGL 101. Students who intend to earn a degree in Exercise and Sport Science must be accepted as degree candidates in the major.

All EXSS students are required to complete a capstone 9-credit or 12-credit internship at an approved exercise and sport science site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. Students must sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam as part of their internship course. The purpose of the national ACSM HFS exam is to determine how well students have mastered program content within the student learning outcomes, and provide students with an opportunity to gain a valuable external credential/certification. An end-of-program exam is also required of all students earning a degree in the program prior to the beginning of the internship.

All EXSS majors are required to be admitted to both the program and the internship. Admissions criteria for the program are consistent with the other pre-professional programs in the School of Health, Kinesiology and Sport Studies.

Admission requirements to the program

- 1) Completion of 45 credit hours with a cumulative CCU grade point average of 2.25 or higher;
- 2) “**C**” or better in BIOL 121, 232 and 242 (and labs); EXSS 122 and 205;
- 3) Submit application to Advisor and Program and receive notice of acceptance.

Admission requirements to the internship

- 1) Admission to the EXSS program;
- 2) “**C**” or better in all EXSS major courses;
- 3) “**C**” or better in all EXSS Foundation courses;
- 4) Completion of all undergraduate required coursework with cumulative CCU grade point average of 2.25 or higher;
- 5) Submit application to Adviser and Program and receive notice of acceptance.

DEGREE REQUIREMENTS – EXERCISE AND SPORT SCIENCE

- I. CORE CURRICULUM (37-41 Credits).....37-41
- II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of **C** is required.
UNIV 110, The First-Year Experience.....3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. EXSS FOUNDATION (24-36 Credits)*

Science and Math

BIOL 121/121L* Biological Science I.....	4
BIOL 232/232L* Human Anatomy & Physiology I.....	4
BIOL 242/242L Human Anatomy & Physiology II.....	4
CHEM 101/101L* Introductory Chemistry, CHEM 111/111L* General Chemistry, or PHYS 201/201L* General Physics I.....	4
MATH 131 Trigonometry, MATH 132* Calculus, MATH 135* Precalculus, or MATH 160* Calculus I.....	4
STAT 201/201L* Elementary Statistics or PSYC 225/225L* Psychological Statistics.....	4

Health and Human Behavior

HPRO 121* Personal and Community Health.....	3
EXSS 122* Lifetime Exercise Science and Physical Activity.....	3
PSYC 101* General Psychology or SOC 101 Introductory Sociology.....	3
HPRO 404 Nutrition or EXSS 413 Exercise and Sport Nutrition.....	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (45-50 Credits)

EXSS 205 Introduction to Exercise and Sport Science.....	3
EXSS 330 Injury Management.....	3
EXSS 340 Sport and Exercise Behavior.....	3
EXSS 350 Exercise Physiology and 350L Lab.....	4
EXSS 360 Motor Behavior.....	4
EXSS 385 Fitness Assessment and Exercise Prescription.....	3
EXSS 400 Biomechanics and 400L Lab.....	4
EXSS 410 Cardiopulmonary Rehabilitation.....	3
EXSS 415 Personal Fitness Leadership.....	3
EXSS 496 Internship in Exercise and Sport Science.....	9-12
EXSS Selectives.....	6-8

Choose 2 courses from list of approved courses aligning with student goals

V. ELECTIVES (0-14).....0-14

TOTAL CREDITS REQUIRED.....120

HEALTH PROMOTION MAJOR

Degree: Bachelor of Science

A major in health promotion offers students the opportunity to explore the art and science of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes may be facilitated by enhancing awareness, changing behavior, or creating environments which support better health practices. Students majoring in health promotion have the flexibility of choosing between one of three areas of study: Cognate, Communication Option, or Exercise Science Option.

Students completing the degree are prepared for advanced degree study in health science or for employment in a variety of health service-related settings such as local, state, national, international and voluntary health agencies, in wellness programs, in wellness programs within business and industry, in medical facilities, or in private consultation. The program is designed so that students desiring careers in allied health/medical fields

may complete prerequisite courses within the major. Completion of the program qualifies students to apply for certification through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Comprehensive Health Education Specialist (CHES).

In 2008, the Health Promotion program became the 18th in the nation and the first health promotion-related program in South Carolina to achieve the SABPAC Program Approval award designation. This voluntary credential is granted by the Society of Public Health Education (SOPHE) and American Association for Health Education (AAHE). The designation is recognized by the profession as a measure of quality assurance for entry-level health education/promotion preparation programs.

The curriculum in the Health Promotion program is designed to address the seven areas of responsibility for the health education profession as recommended by NCHEC. This framework enhances students' professional preparation, credentialing, and professional development in the health education and promotion work setting.

MISSION STATEMENT

Health Promotion faculty members strengthen the profession of health promotion by providing student-centered, experiential learning in a challenging, positive academic environment which is nationally recognized for excellence by the Society for Public Health Education and the American Association for Health Education. Our program integrates theoretical concepts, creative research activities, ethical perspectives, an appreciation for the richness of global diversity, and community health outreach opportunities to best prepare undergraduates who are ready for graduate study or professional careers. Through collaborative, engaged learning experiences in assessing community health needs as well as planning, implementing, conducting, and administering health education and promotion strategies, graduates are prepared to take leadership roles in protecting and improving the community's health.

STUDENT LEARNING OUTCOMES

Student learning outcomes for the major include, but are not limited to the following:

1. Assessing individual and community need for health education and promotion;
2. Planning health education and promotion strategies, interventions, and programs;
3. Implementing health education and promotion strategies, interventions, and programs;
4. Conducting evaluation and research related to health education and promotion;
5. Administering health education and promotion strategies, interventions, and programs;
6. Serving as a health education and promotion resource person;
7. Communicating and advocating for health, health education, and health promotion.

OPTION 1: HEALTH PROMOTION MAJOR WITH COGNATE

This selection provides students flexibility in planning a cognate or minor area of study. The fifteen-credit cognate will consist of 300-400 level courses outside of major or basic science credits (need faculty approval). Students desiring careers in allied health/medical fields might select the cognate area of study to complete recommended pre-requisite courses. This area might also be selected by students who wish to complete a minor.

OPTION 2: HEALTH PROMOTION MAJOR WITH COMMUNICATION OPTION

This option will introduce students to the growing discipline of health communication and prepare them for entry-level positions and graduate level education in the field. Health communication is beneficial to promoting and protecting the public's health in that it can increase knowledge and awareness of health issues, problems and solutions or influence perceptions, attitudes and beliefs that may affect social norms. Health communication is effective at demonstrating or illustrating healthy skills for behavior change and showing the benefit of that change. Additionally, health communication can prompt individuals and communities to act as well as serve as a venue for healthy policy advocacy.

OPTION 3: HEALTH PROMOTION MAJOR WITH EXERCISE SCIENCE OPTION

This option is designed for students who desire to work in the areas of corporate wellness, personal training, wellness centers, or nonprofit/municipal Exercise Science programs. The area of health and exercise science is a rapidly expanding area of work in both the public and private sectors. The Health Promotion degree with the Exercise Science option will provide specialized educational and practical experiences to those interested in the fitness industry. In addition, students are provided the theoretical framework and skills needed to be eligible to sit for professional certifications from national fitness and health education organizations.

POLICIES AND REQUIREMENTS

Students must earn a grade of **C** or above in each course used to satisfy Major Requirements and Cognate/Option Requirements. A grade of **C** or above is also required in English 101, HPRO 121 and HPRO 201. Students who intend to earn a degree in Health Promotion must be accepted as degree candidates pursuing a major course of study in Health Promotion.

All Health Promotion students are required to complete 320 internship hours at approved health promotion and education sites. A 30 hour pre-internship is completed as a portion of the course requirements for HPRO 201 – Principles of Health Promotion and Education. The HPRO 485- Internship in Health Careers course requires the successful completion of a Professional Portfolio and a 290 hour, senior-level internship. An end-of-program exam is administered as part of HPRO 495 – Senior Seminar: CHES Review. In order to evaluate student learning outcomes for the Health Promotion degree program, the following methods will be used: mastery of skills-based assignments in required Health Promotion classes, successful completion of the 320 hour internships, evidence of mastery of the health promotion and education competencies in the Professional Portfolio, and a grade of **C** or better on the end-of-program exam.

ADMISSION TO DEGREE CANDIDACY

Admissions criteria for the program are consistent with the other pre-professional programs in the School of Health, Kinesiology, and Sport Studies.

Prior to being admitted, a student must:

- See an adviser in the Health Promotion program for guidance;
- Complete HPRO 121 and 201 with a grade of **C** or above in each course;
- Have completed a minimum of 45 semester hours with an overall Coastal Carolina University grade point average of 2.25, to be maintained for admission to the following classes: HPRO 350, 410, 481, 485, 491, & 495;
- Complete an application for admission into the Health Promotion program and receive notice of acceptance.

HEALTH PROMOTION DEGREE REQUIREMENTS (COGNATE, COMMUNICATION OPTION, EXERCISE SCIENCE OPTION, AND HEALTH SERVICES OPTION)

- I. CORE CURRICULUM (37-41 Credits).....37-41
- II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of **C** is required.
UNIV 110, The First-Year Experience.....3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.
- III. FOUNDATION COURSES (17–25 Credits)*
Health and Human Behavior

HPRO 121* Pers & Comm	3
HPRO 201 Prin Health Prom/Ed	3
PSYC 101* OR SOC 101*	3

Mathematical Concepts*

MATH 132*, 139, 160*, or 201*	3
STAT 201/201L*, CBAD 291*, OR PSYC 225/225L*	4

*Math course from core requirements noted in determining credit requirements.

Scientific Concepts

BIOL 232/232L* Anat & Phys I	4
BIOL 242/242L Anat & Phys II	4
CHEM 101/101L* or 111/111L*	4

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (40 Credits)

HPRO 235 Adv Emer Care & First Aid	3
HPRO 310 Issues Fam Life & Sexuality	3
HPRO 350 Comm Health Prom Strategies	3
HPRO 382 Diseases & Disorders	3
HPRO 404 Nutrition	3
HPRO 410 Epidemiology & Quant. Res.	3
HPRO 481 Beh Found & Dec Making	3
HPRO 485 Internship in Health Careers	9
HPRO 491 Needs Assess, Planning and Eval Methods in Health Promotion	3
HPRO 495 Senior Seminar & CHES Review	1

HEALTH PROMOTION ELECTIVES

Two 300-400 level HPRO classes not listed previously	
Health Promotion elective classes	6

V. COGNATE OR AREA FOCUS (14-15 Credits)

Choose one of the areas below:

COGNATE (15 Credits)

Choose 15 hours of 300-400 level courses outside of major or basic science credits (need adviser approval)	
Cognate classes	15

COMMUNICATION (15 Credits)

COMM 101 Intro to Communication	3
COMM 274 Organizational Communication	3
COMM 311 Survey in Health Communication	3
COMM 410 Special Topics in Communication	3
JOUR 312 Writing for Media Relations	3

EXERCISE SCIENCE (14 Credits)

EXSS 122 Lifetime Fit. & Phys. Act	3
EXSS 350/350L Exer. Phys & Lab	4
EXSS 385 Exer. Testing & Prescription	3
EXSS 398 Practicum in Fitness	1
EXSS 415 Personal Fit. Leadership	3

HEALTH SERVICES (15 Credits)	
PHIL 317 Biomedical Ethics	3
HPRO 380 Essentials US Health Care.....	3
HPRO 401 Issues Health Services/Pub Health.....	3
HPRO 403 Leadership in Health Prof	3
HPRO 420 Health Policy	3
VI. ELECTIVES (0-12 Credits)	0-12
TOTAL CREDITS REQUIRED.....	120

**PHYSICAL EDUCATION TEACHER EDUCATION (PRE K-12)
MAJOR**

Degree: Bachelor of Science in Physical Education

The program of study in Physical Education focuses on the preparation of physical education teachers. Candidates who complete the program will be licensed in grades Pre K-12 physical education. The program involves both in-class and field experiences that prepare candidates to deliver best practice in physical education. Students must earn a C or above in all Foundation and Major Requirements courses. Students should plan carefully with their assigned adviser since many courses have prerequisites and are limited to specific semesters. Many courses may not be completed until after being admitted to the Professional Program in Teacher Education. The physical education teacher education program offers initial licensure (Pre K-12) through the Spadoni College of Education. All initial licensure requirements are applied and administered through the Professional Program in Teacher Education. The program adheres to the Conceptual Model as described in the Spadoni College of Education.

MISSION STATEMENT

The Physical Education Teacher Education program works under the premise that a physically active lifestyle is an integral component of an individual's health and well-being. Teacher-scholars in kinesiology and teacher education work collaboratively to deliver a rigorous program that prepares candidates for a teaching career in school-based physical education (Pre K-12 South Carolina licensure). Nationally recognized by the National Association for Sport and Physical Education, the curriculum provides a fundamental understanding of the science of movement, the development and analysis of motor skills, and the art of teaching a physically active lifestyle in creative and collaborative ways. The program provides diverse field experiences at all grade levels built on conceptual and theoretical knowledge that culminate in a supervised and mentored capstone internship in the public school. Students and faculty work together to produce reflective graduates who are productive, responsible, and healthy role models committed to the profession and who have the necessary skills, knowledge, and disposition to teach all children successfully.

I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (34-41 Credits)*	

Health and Behavior	
HPRO 121* Personal and Community Health.....	3
EXSS 122* Lifetime Fitness and Physical Activity	3
HPRO 331 Health Education for Prim and Elem School	3
Science	
BIOL 232/232L* Anatomy and Physiology I and Lab	4
BIOL 242/242L Anatomy and Physiology II and Lab.....	4
EXSS 350/350L Exercise Physiology and Lab.....	4
EXSS 360 Motor Behavior	4
EXSS 400/400L Biomechanics and Lab.....	4
Education	
EDUC 204 Computer Tech and Instructional Media.....	3
EDUC 215 Schools and Diversity	3
EDUC 335 Introduction to Educational Psychology.....	3
EDUC 336 Introduction to Human Growth and Dev	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (42 Credits)

EDPE 131 Orientation to PETE	3
EDPE 232 History and Philosophy	3
EDPE 290 Adapted Physical Activity	3
EDPE 303 Teaching Lifetime Fitness	3
EDPE 304 Teaching Team Sports	3
EDPE 305 Teaching Lifetime Activities	3
EDPE 320 Curriculum and Administration.....	3
EDPE 325 Assessment and Technology.....	3
EDPE 410 Elementary School PE Pedagogy.....	3
EDPE 411 Middle School PE Pedagogy.....	3
EDPE 412 High School PE Pedagogy	3
EDPE 479 Internship (Physical Education)	3
Select six (6) different one-credit Physical Active Living Skills (PALS) courses from an approved list.....	6
V. Electives (0 Credits)	0

TOTAL CREDITS REQUIRED 120

Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation within 120 hours. If the student cannot or does not follow the required coursework and sequence, more than 120 hours will be necessary for meeting all program requirements.

RECREATION AND SPORT MANAGEMENT MAJOR
Degree: Bachelor of Science

Through coursework, practicum, internship, research, and scholarly activities, the Bachelor of Science in Recreation and Sport Management (RSM) provides students with opportunities to study, analyze, evaluate, and successfully lead and implement programs in the fields of recreation and sport management.

The RSM program prepares students for professional employment in a variety of pub-

lic, nonprofit, and private recreation and sport settings or graduate studies in the recreation and/or sport disciplines. The RSM major offers students a wide range of exciting career choices within many professional fields. Specialists in these areas manage recreation and/or sport activity facilities, supervise and plan indoor and outdoor recreation and sporting events, and develop recreation and sport services among diverse settings and populations.

The RSM curriculum responds to the growing number of students desiring to study management and leadership in either the recreation or sport fields. All RSM students complete a common core of study and one of two specialized tracks, recreation management or sport management. The curricula for both tracks of study align with the program approval competencies of the National Recreation and Park Association (NRPA) and the North American Society of Sport Management (NASSM). The program culminates in a semester-long internship in the field.

MISSION STATEMENT

Coastal Carolina University's Recreation and Sport Management faculty is composed of teachers/mentors who have a wide variety of professional and practical experiences in the discipline and profession. The program prepares knowledgeable and effective entry-level professionals in the recreation or sport industries through a variety of modalities including learning theoretical foundations in the classroom, community-based experiential learning, applied and collaborative research, and a capstone internship. The active learning approach employed by the program prepares critically-thinking graduates who positively impact their community through the delivery of high quality recreation and sport services. Students and faculty work collaboratively to acquire the essential knowledge, skills, abilities and disposition to plan, promote, implement, and evaluate contemporary recreation and sport programs or events that serve society and enhance quality of life.

STUDENT LEARNING OUTCOMES

At the completion of the RSM program students will be able to:

1. Explain the principles and philosophies underlying the field of recreation and sport management.
2. Demonstrate managerial skills in the areas of personnel, scheduling, program evaluation, decision-making, goal setting, and problem solving.
3. Implement legal and risk management aspects of recreation and sport management.
4. Apply knowledge and skills of facilities and events planning.
5. Conduct appropriate needs assessment, marketing, and public relations necessary to promote and program recreational and sport events and activities.
6. Communicate with key constituencies in recreation or sport settings.
7. Apply the principles, techniques, and strategies of marketing to recreation or sport events.
8. Display the dispositions of an effective entry-level recreation and sport manager including, but not limited to communication, professionalism, and functioning within organizational goals.

POLICIES AND REQUIREMENTS

Students must earn a grade of **C** or above in each course used to satisfy a) Major Requirements, and b) Foundation Requirements. A grade of **C** or above is also required in English 101.

Students who use a minor to satisfy the sport management track requirements must meet all requirements of the minor (consult catalog). Students who intend to earn a degree in Recreation and Sport Management must be formally accepted into the program and into the internship.

All Recreation and Sport Management students are required to complete a capstone 12-week, 480 hour internship at an approved and supervised site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. End-of-

program oral and written exit exams are required of all students to be admitted to the internship. The purpose of the exit exam is to determine how well the student has mastered program content within the student learning outcomes.

All Recreation and Sport Management students are required to be admitted to both the program and the internship. Admissions criteria for the program are consistent with the other pre-professional programs in the School of Health, Kinesiology, and Sport Studies.

Admission Requirements to the Program

Students must apply for admission to the RSM program. Admission criteria include:

- Complete RSM 242 and RSM 337 with a grade of C or higher;
- Complete a minimum of 45 semester hours with an overall CCU grade point average (GPA) of 2.25, to be maintained for admission to the following pre-internship block of classes: RSM 396, 432, 490, and 494;
- Complete an application of admission to the Recreation and Sport Management Program and receive notice of acceptance.

Admission Requirements to the Internship

Students must apply for admission to the capstone internship experience, and must:

- Achieve a grade of C or better in all RSM Foundation and Major Courses;
- Hold an overall CCU Grade Point Average of 2.25 or higher;
- Successfully complete oral and written (comprehensive) exit exams during RSM 396;
- Complete an application for admission to the internship and receive notice of acceptance.

DEGREE REQUIREMENTS – RECREATION MANAGEMENT

I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience.....	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. RSM FOUNDATION (9-12 Credits).....	9-12 Credits
CBAD 350 Marketing	3
ECON 101 Survey of Economics	3
PSYC 101* General Psychology or SOC 101* Introductory Sociology	3
RSM 242 Introduction to RSM	3
IV. RSM MAJOR REQUIREMENTS - Recreation Management (58 Credits)	
ECON 320 Environmental and Natural Resource Economics	
or 330 Economics of Leisure & Tourism	3
HPRO 333 Environmental Health or PHIL 319 Environmental Ethics	3
RSM 315 Outdoor Recreation.....	3
RSM 337 Legal Issues in RSM.....	3
RSM 352 Commercial Recreation	3
RSM 380 Recreation for People with Disabilities	3
RSM 389 Leadership in RSM	3
RSM 392 Field Experience in RSM.....	3
RSM 396 Orientation to Internship.....	1
RSM 432 Research & Evaluation in RSM.....	3

RSM 456 Recreation Administration	3
RSM 490 Program and Event Planning in Recreation and Sport.....	3
RSM 494 Area & Facility Management in RSM.....	3
RSM 496 Internship in RSM.....	12

RECREATION MANAGEMENT TRACK

Recreation Management Selectives - Three of: RSM 120, 210, 301, 305, 309, 310, 317, 370, 377, 379, 399, 400, 438, 482, 492, 499, PHIL 319, ECON 320 or 330.....	9
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V. ELECTIVES (6-19 Credits)	6-19
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TOTAL CREDITS REQUIRED	120
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DEGREE REQUIREMENTS – SPORT MANAGEMENT

I. CORE CURRICULUM (37-41 Credits)	37-41
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II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110, The First-Year Experience.....	3
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UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. RSM FOUNDATION (9-12 Credits)*

CBAD 350 Marketing	3
ECON 101 Survey of Economics.....	3
PSYC 101* General Psychology or SOC 101* Introductory Sociology	3
RSM 242 Introduction to RSM	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. RSM MAJOR REQUIREMENTS - Sport Management (58 Credits)

RSM 317 Moral and Ethical Reasoning in Recreation and Sport.....	3
RSM 320 Administration of Sport	3
RSM 337 Legal Issues in RSM.....	3
RSM 369 Sport Marketing & Promotion	3
RSM 389 Leadership in RSM.....	3
RSM 396 Orientation to Internship	1
RSM 400 Sport in Contemporary Society	3
RSM 410 Financing Sport and Sales	3
RSM 432 Research & Evaluation in RSM	3
RSM 490 Program and Event Planning in Recreation and Sport.....	3
RSM 494 Area & Facility Management in RSM.....	3
RSM 496 Internship in RSM	12

SPORT MANAGEMENT OPTIONS Choose one of the areas below

- A) SPORT BUSINESS OPTION (complete the business administration minor)

CBAD MINOR.....	15
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OR
- B) SPORT LEADERSHIP OPTION (complete an approved minor or approved selectives)

APPROVED MINOR: Communication, Foreign Language, Politics,
Journalism, Sociology, Psychology.....15

OR

SELECTIVES: Choose 15 hours from the following courses:

RSM 301, 305, 309, 310, 377, 392, 393, 394, 399, 499,
ECON 331, EXSS 340, 413.....15

V. ELECTIVES (6-19 Credits)6-19

TOTAL CREDITS REQUIRED120

MINORS IN HEALTH, KINESIOLOGY, AND SPORT STUDIES

The School offers three minors. Students interested in pursuing any of the minors should begin by contacting their adviser or the Director of Health, Kinesiology, and Sport Studies and planning their program of study as early as possible. The minor should be determined in consultation with the student’s major adviser. All minors require a grade of C or above in all course work applied to the minor. A description of each HKSS minor and the required course work is provided below.

EXERCISE SCIENCE MINOR

The Exercise Science Minor provides students with essential skills and knowledge to successfully enter the growing fitness industry. The minor combines the scientific background with the hands-on experiential skills necessary to effectively lead fitness programs for individuals and groups in public, private, corporate, or commercial settings. Students are required to complete a practicum in the Community Fitness Testing program. Students are eligible for ACSM certification after completion of the minor. Some required courses may have prerequisites.

Courses Required (14 Credits)	Credits
EXSS 122 Lifetime Fitness and Physical Activity	3
EXSS 350 Exercise Physiology and Lab.....	4
EXSS 385 Exercise Testing and Prescription.....	3
EXSS 398 Practicum in Fitness	1
EXSS 415 Personal Fitness Leadership	3
Approved Electives (6-7 Credits)	
EXSS 330 Injury Management.....	3
EXSS 340 Sport and Exercise Behavior	3
EXSS 390 Strength and Conditioning.....	3
EXSS 400 Biomechanics and Lab.....	4
EXSS 405 Exercise Testing & Prescript for Diverse Population	3
EXSS 410 Cardiopulmonary Rehabilitation	3
EXSS 420 Exercise and Aging.....	3
HPRO 347 Consumer Health Education	3
HPRO 404 Nutrition.....	3
RSM 320 Administration of Sport and Fitness.....	3
PSYC 423 Psychology of Aging	3
TOTAL CREDITS REQUIRED	20-21

HEALTH PROMOTION MINOR

The Health Promotion minor provides students with an overview of the art and science of helping people change their lifestyle to move toward a state of optimal health. Students interested in pursuing teacher certification in Health should contact the department chair or program coordinator for information regarding course requirements for health certification in South Carolina.

Courses Required (12 Credits)	Credits
HPRO 121	3
HPRO 310	3
HPRO 382	3
HPRO 404	3
Electives (9-10 Credits)	
Select three courses from the following:	
BIOL 232/232L or BIOL 242/242L.....	4
HPRO 235	3
HPRO 331	3
HPRO 333	3
HPRO 340	3
HPRO 347	3
HPRO 480	3
SOC 360, 455, 460, PSYC 333 or 423	3
TOTAL CREDITS REQUIRED	21-22

SPORT STUDIES MINOR

The minor in Sport Studies will allow students to explore the dynamic and expanding world of sport and sport management. Course work will allow the study of sport behavior, culture, organizational theory, and ethics/moral reasoning. Students also learn and apply administrative, managerial, and leadership concepts in educational, public, and commercial sport settings. Minor requirements include courses such as sport behavior/psychology, sport in society, sport ethics, sport event programming, and sport facility planning/management. The sport studies minor complements study in academic areas which may connect with sport, such as areas of business, education, communication, and the social sciences.

Courses Required (15 Credits)	Credits
RSM 242 Introduction to RSM.....	3
RSM 337 Legal Aspects of Rec and Sport.....	3
RSM 490 Program and Event	3
RSM 494 Area & Facility Management in Rec & Sport	3
RSM 400 Sport in Contemporary Society or EXSS 340 Behavioral Aspects of Sport & Exercise.....	3
Electives (6 Credits)	
Select two Recreation and Sport Management courses from the following:	
RSM 301 Principles of Coaching	3
RSM 305 Sport Officiating.....	3
RSM 309 Youth Sport.....	3
RSM 317 Moral & Ethical Reasoning in Rec & Sport.....	3
RSM 393/COMM 393 Sport Media & Communication.....	3
RSM 394 Sport Technology.....	3
RSM 377 Sport Tourism	3
RSM 410 Financing of Sport and Sales.....	3
TOTAL CREDITS REQUIRED	21

PHYSICALLY ACTIVE LIVING SKILLS (PALS)

PALS 102 through 190 are part of the Physically Active Living Skills (PALS) courses in the School of Health, Kinesiology, and Sport Studies. These half-semester courses (Fall or Spring I and II) are open to all Coastal Carolina University students for academic credit. Unless otherwise noted in the catalog, each PALS course may be taken up to two times for academic credit.

The PALS courses are designed to promote lifelong physical activity by developing the knowledge, skills, and attitudes for successful and safe participation. The courses seek to add value to the Coastal experience by increasing physical activity levels of students and

through the transfer of knowledge, skills, and attitudes to the lifelong pursuit of a healthy lifestyle.

Specifically, PALS courses enable the student to:

- (1) Engage in structured physical activity at least twice weekly.
- (2) Improve physical activity skills that can be continued throughout the lifespan.
- (3) Develop personal skills and habits that modify sedentary or unhealthy behaviors.
- (4) Develop an appreciation of various forms of physical activity as it contributes to a wellness lifestyle.

Course offerings are divided into three categories:

Personal Fitness Activities (PALS 102-124)

Lifetime Sports (PALS 125-149)

Lifetime Physical Activity Skills (PALS 150-180).

ARMY ROTC RESERVE OFFICER TRAINING CORPS (ROTC)

Army Reserve Officer Training Corps (ROTC) is a coeducational program dedicated to developing college-educated men and women to serve in challenging positions of leadership, responsibility, and varied managerial positions both as officers in the U.S. Army and civilians in corporate America. Army ROTC requires from two to four years to complete, depending on student qualifications. This time is normally divided into a two-year basic program, comprising freshman and sophomore students and a two-year contractual advanced program for juniors and seniors.

Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program. At the beginning of the junior year, students with two years remaining before graduation may also qualify for the advanced program by attending Leadership Training Course (LTC), a four-week course offered during the summer at Fort Knox, Kentucky. All students participate in a regular program of physical fitness and field training.

MISSION AND OBJECTIVES OF ROTC

The primary objective of the Army Reserve Officer Training Corps (ROTC) at Coastal Carolina is to recruit, train, and retain students in order to commission quality Officers for all components of America's Army. The ROTC incorporates classroom and practical training in leadership, organization, planning, decision-making, and military skills. Intermediate objectives are to provide Cadets with an understanding of the fundamentals of responsibility, integrity, and self-discipline, as well as an appreciation of the citizen's role in national defense. The application of the decision-making process to a variety of situations is given major emphasis as a valuable aid in developing leadership potential. Army ROTC provides individuals with skills, experiences, and opportunities to develop their leadership skills. During classes and field training, Cadets will learn first-hand what it takes to lead others, motivate groups, and how to conduct missions as an Officer in the Army. Upon graduation from Army ROTC, Cadets will earn the bar of a Second Lieutenant and be a commissioned officer.

ROTC REQUIREMENTS

ROTC objectives are achieved through a "program" normally covering four years. ROTC is not a degree-granting program, but a collection and sequence of eight (8) courses that students choose to complete in addition to their chosen academic major. A two-year program is available for those who qualify. Students may use ROTC courses to satisfy available "electives" in their major. The program includes specific courses in military science, more general academic subjects that assure a well-rounded education, practical training in leadership through participation in the Corps of Cadets (including attendance at one four-week summer camp at an Army installation), and the opportunity to participate in a number of extracurricular activities. The typical student completes one basic ROTC course

per semester during the freshman and sophomore year (100-200 level). At the start of their junior year, students have the option to pursue a commitment or a commission in the US Army. At this time, Cadets would sign a contract with the US Army. Students making this commitment would pursue the ROTC advanced courses (300-400 level).

ROTC CURRICULUM

ROTC Basic Courses (10 Credits)

The Basic Courses take place during the first two years in college as elective courses. These normally involve one elective class or lab each semester.

ROTC 101/101L Fundamentals of Military Science	2
ROTC 102/102L Introduction to the Army	2
ROTC 201/201L Fundamentals of Military Leadership	3
ROTC 202/202L Fundamental of Military Decision Making	3

ROTC Advanced Courses (16 Credits)

The Advanced Courses take place during the last two years in college as elective courses. They normally include one elective class or lab each semester, plus a summer leadership camp. As a prerequisite, all cadets must have completed either the Basic Courses or have attended the Leadership Training Course (LTC). Entering the advanced courses requires a commitment to serve as an Officer in the U.S. Army after graduation.

ROTC 301/301L Advanced Military Decision Making	4
ROTC 302/302L Applied Military Leadership	4

Leader Development and Assessment Course (Fort Lewis, Washington) Summer

ROTC 401 Leadership and Management Seminar I	4
ROTC 402 Leadership and Management Seminar II	4
Total Required Credits	26

ROTC SCHOLARSHIP PROGRAM

The Army ROTC Scholarship Program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. Applications for three-year and two-year ROTC scholarships are accepted year-round. Students do not have to be enrolled in ROTC to apply for three-year and two-year scholarships. The scholarship amount is applied to the cost of tuition. An additional amount of \$1,200 is awarded for books and supplies. The students also receive a tiered allowance of \$300, \$350, \$450, or \$500 per month for up to 10 months of each school year depending on their academic status, i.e., freshman, sophomore, junior, or senior. All students receive \$700 while attending the five-week Leader Development and Assessment Course at Fort Lewis, Washington, after their junior year.

DEPARTMENT OF BIOLOGY

BIOLOGY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The Department of Biology includes individuals trained to study molecules, cells, organisms and ecosystems. The mission of our department is to enhance the scientific literacy of the CCU community in general, and the biological knowledge of our majors in particular. We ensure that majors graduate with the skills necessary to be productive in their chosen professional fields or graduate programs. This requires high quality teaching

and engaged learning such that students reach an understanding of biology as a process and a body of knowledge; develop an ability to integrate biology with other disciplines; gain experience with inquiry, observation, data collection and analysis, critical thinking, and use of modern laboratory equipment; and develop written and oral communication skills. Our majors also come to recognize the role of scientists as responsible citizens. We adhere to the teacher-scholar model for our faculty, supporting professional development in both scholarship and teaching. Our faculty mentor both undergraduate and graduate students in collaborative research. We value service to the community by faculty and students.

STUDENT LEARNING OUTCOMES

Biology majors will be able to

1. Recall or research historical biological information and integrate that with current biological information.
2. Demonstrate the ability to integrate and make connections between biology and other disciplines.
3. Think critically about their own or others analyses.
4. Develop hypotheses, design valid experiments to test them, and collect and analyze data to evaluate their hypotheses.
5. Evaluate reports and presentations of others.
6. Generate quality presentations and papers communicating their own research or current topics in biology.

A major in biology prepares students for entrance into graduate school, medical school, dental school, veterinary school and many other health-oriented professions. In addition, completion of the first two years in a program designed for biology majors prepares students for transfer to a school of pharmacy or to a school of allied health sciences. Those students interested in teaching high school biology can complete a degree in biology and then pursue the M.A.T. (Master of Arts in Teaching) offered by the Spadoni College of Education. Other career opportunities for Coastal graduates with a biology degree include jobs with government agencies, private industries, and public health services.

	Credits
I. CORE CURRICULUM (37-41 Credits).....	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (28-40 Credits).....	28-40
BIOL 121/121L*; 122/122L*	8
CHEM 111/111L*, 112/112L.....	8
CHEM 331/331L, 332/332L.....	8
MATH 160*	4
211/211L*, 212/212L.....	8
STAT 201/201L* or PSYC 225/225L*	4
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (38-39 Credits)	
BIOL 340/340L.....	4
BIOL 350/350L.....	4
BIOL 370/370L.....	4

Students are required to take an additional 26-27 credits as noted below. Following completion of BIOL 121 and 122, students need to select one of the following three specializations in accordance with their career goals with assistance from their academic adviser.

A C or better is required in all Major Requirements, BIOL 121/121L, 122/122L, and additional Biology Electives. All Biology Electives must be selected from 300 - 400 level courses offered by the Department of Biology (prefix BIOL), except that a student may take up to 8 credit hours of coursework from biology related courses offered by other departments (prefix other than BIOL) toward his or her Biology Electives. External courses that can be counted in this way include: CHEM 351/351L, 352/352L, PHIL 317, 340, MSCI 302/302L, 331/331L, 355/355L, 376/376L, 458/458L, 471/471L, 473/473L, 475/475L, 476/476L, 477/477L, 479/479L, STAT 316, 318. No other courses from departments outside of Biology may be counted as Biology Electives.

Cellular, Molecular Biology and Genetics Specialization

Students are required to take Microbiology and Molecular Biology and Evolution.

Required: BIOL 330/330L Microbiology4
 BIOL 450/450L Molecular Biology and Evolution4

Recommended: 18-19 credits from the following: BIOL *315/315L,
 320, 328/328L, *343/343L, 345/345L, 349/349L, 365/365L, 397/397L,
 405/405L, 410/410L, 411/411L, 432/432L, 442/442L, 451, 470,
 CHEM 351/351L, 352/352L, up to 4 credits 399/499.....18-19

Ecology, Evolution, and Conservation Biology Specialization

Students are required to take BIOL 365/365L, Evolution, and BIOL 484/484L, Conservation Ecology. The remaining 18-19 credits must be any 300- or 400-level biology courses. Recommended choices are listed below and an EEC Field Experience is strongly recommended.

Required: BIOL 365/365L Evolution.....4
 BIOL 484/484L Conservation Ecology.....4

Recommended: 18-19 credits from the following:
 BIOL 302/302L, 310/310L, 321/321L, 325/325L, 328/328L, 349/349L, 417/417L,
 423/423L, 424/424L, 426/426L, 432/432L, 436/436L, 442/442L, 461/461L, 465/465L,
 481/481L, MSCI 331/331L 14-15
 EEC Field Experience (4 credits)

This can be any approved field course including:
 BIOL 399, 499, 390, 391, MSCI 473/473L, 477/477L4

Integrative Biology Specialization

Four credits of animal biology and four credits of plant biology are required of students. The remaining 18-19 credits must be any 300- or 400- level biology courses and must include at least one cellular/molecular and one ecology course.

Required:
 Minimum 4 credits animal biology:
 BIOL 302/302L, 310/310L, 390, 391, *315/315L, *343/343L, 365/365L, 417/417L,
 423/423L, 426/426L, 432/432L, 436/436L, 461/461L, 485/485L4
 Minimum 4 credits plant biology:
 BIOL 321/321L, 325/325L, 328/328L, 349/349L, 424/424L, 488/488L.....4

Recommended:

The remaining 18-19 credits must include at least 3-4 credits from each of these groups:

Cellular/Molecular: BIOL 328/328L,330/330L, 345/345L, 349/349L, 405/405L, 410/410L, 411/411L, 442/442L ,450/450L, and 4514-15
Ecology: BIOL 481/481L, 482/482L, 488/488L, 390, 391, MSC1 331/331L4-15
Up to 4 credits of BIOL 399/499 may be included in either category.

The remaining 7-8 credits must be 300 or 400-level biology courses.

Up to 4 credits of BIOL 399/499 may be included.....7-8

*Denotes courses strongly recommended for Pre-Med or Pre-Health Professional students.
(See Pre-Health Professional Preparation below.)

V. ELECTIVES (0-16 Credits)0-16

TOTAL CREDITS REQUIRED120

Pre-Health Professional Preparation

The Pre-Health Professional recommendations are for students who intend to pursue careers in the following health professions:

Medicine

Dentistry

Veterinary medicine

Nursing

Pharmacy

Allied-health (physicians assistant, physical therapy, occupational therapy).

Note that these recommendations are for advising purposes only and the requirements for health professional programs vary both by school and by discipline. There is further information on the Biology Web Site, and students are encouraged to contact their targeted programs and schools directly.

The following four courses are strongly recommended by Coastal Carolina University's Medical Advisory Committee:

BIOL 330/330L Microbiology

BIOL 315/315L Comparative Vertebrate Anatomy

BIOL 343/343L Comparative Physiology

CHEM 351/351L Biochemistry I

Also recommended: Students should take 8 credits from the following:

BIOL 345, 397/397L, 405/405L, 410/410L, 411/411L, 432/432L, 450/450L, 470, CHEM 352/352L, PHIL 317, 340.

**BIOLOGY/MASTER OF BUSINESS ADMINISTRATION
DUAL DEGREE PROGRAM**

In cooperation with the E. Craig Wall School of Business, the Department of Biology offers students a unique opportunity to complete both a Bachelor of Science in Biology and a Master of Business Administration (MBA) in five years (includes summer school). This dual degree program is designed to provide students with both a strong science background in the biological sciences as well as in business administration and will be beneficial to those interested in management level positions in the biomedical and biotechnical areas of the business sector. It will also be valuable to those wishing to become a Medical Doctor, Doctor of Dentistry, Doctor of Veterinary Medicine and other related professionals who anticipate managing their own practices.

Admission: There are two points of entry for this program. Entering freshman who wish to complete the program in five years must specifically apply to the Department of Biology for this program. These students should have a high-school grade point average of 3.5 (on a scale of 4.0), earned an 1150 or better on the SAT and place in Math 160 (Calculus) on Coastal Carolina University's math placement test. Currently enrolled Coastal Carolina University students may also apply to this program and must have a 3.5 overall GPA to be considered.

Program requirements: The program requires that the student complete all requirements for the Bachelor of Science in Biology and the Master of Business Administration as outlined in the University Catalog. Preparation for entry in the MBA program requires a **B** or better in each of the 24 hours of business courses (listed below) that are taken simultaneously with the requirements for the BS in Biology.

Final entry into the MBA portion of the program: Final entry is contingent on successful completion of the BS in Biology, completion of the business prerequisites with a **B** or better, and a score of at least 500 on the Graduate Management Admissions Test (GMAT), two letters of recommendation, submission of a resume and the approval of the MBA Admissions Committee.

Curriculum: The Biology/MBA Degree Program requires successful completion of a BS in Biology. The business courses listed below will constitute a Minor in Business Administration and also satisfy the prerequisites for the MBA (with a **B** or better in each course). Depending on the entry level into Mathematics and Foreign Language, most of these courses can be applied as elective credit satisfying the BS in Biology.

MBA PREREQUISITE COURSES (25 Credits)

CBAD 201, 202 Financial and Managerial Accounting.....	6
ECON 201, 202 Macro and Micro Economics	6
CBAD 363 Finance	3
STAT 201/201L Statistics (included in Biology Degree).....	4
CBAD 350 Marketing,	3
CBAD 371 Management.....	3

TOTAL CREDITS REQUIRED.....25

MINOR OPTION

Students majoring in Biology may choose to minor in any one field. The College of Science encourages students to minor in one of the following fields; Business Administration, Chemistry, Computer Science, Marine Science, Math or Physics. A grade of **C** or above must be earned in each minor course.

DOUBLE MAJORS

Students may double major in any program which offers a B.S. degree. To complete a double major, students must satisfy the major requirements for both degree programs and complete a minimum combined total of 48 upper-level credits in the two majors, all with a grade of **C** or better.

BIOLOGY MINOR

The department offers a minor in Biology. Students interested in minoring in biology should contact the Department Chairperson.

A **C** or better is required in all minor requirements, Biology 121/121L, 122/122L, and additional Biology Electives. All Biology Electives must be selected from 300 and 400 level courses offered by the Department of Biology (prefix BIOL), except that a student may take up to 4 credit hours of coursework from biology-related courses offered by oth-

er departments (prefix other than BIOL) toward his or her Biology electives. External courses that can be counted in this way include: CHEM 351/351L, 352/352L, PHIL 317, 340, MSCI 302/302L, 331/331L, 355/355L, 376/376L, 458/458L, 471/471L, 473/473L, 475/475L, 476/476L, 477/477L, 479/479L, STAT 316, 318. No other courses from departments outside of Biology may be counted as Biology Electives. No more than 4 credits of independent study (BIOL 399 or BIOL 499) may be applied to the minor.

	Credits
Prerequisites: BIOL 121/121L; 122/122L	8
BIOL 340/340L, 350/350L, 370/370L (Choose two).....	8
Biology courses numbered 300 and above	8
(No more than 4 hours of independent study (BIOL 399 or BIOL 499) may be applied toward the minor.)	
TOTAL CREDITS REQUIRED	24

The biology minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Biology.

DEPARTMENT OF CHEMISTRY AND PHYSICS

MISSION STATEMENT

The Department of Chemistry and Physics is a group of faculty and staff seeking to promote an atmosphere of scholarly endeavor that emphasizes the application of the scientific method in the generation of knowledge across its major and non-major curriculum in a liberal arts context. The faculty is committed to developing strong student competencies in physical science and its applications in a technology-rich, interactive, student-centered learning environment and to preparing students to successfully compete for employment or to succeed in graduate school.

The faculty of the Department actively follows the teacher/scholar model through:

- High quality teaching using current pedagogic techniques,
- The use of scholarship to seek truth and produce greater understanding, providing meaningful undergraduate research experiences using appropriate state-of-the-art technologies,
- Proactive mentoring and advising of students and faculty in a caring and nurturing manner,
- Educational, professional and other outreach to the local community
- Active participation and collaboration with regional and national scientific communities.

The Department serves students seeking a degree in the physical sciences, engineering and related technical degrees, those who are interested in the application of physical sciences in other disciplines, other science majors, and those seeking to meet core curriculum requirements.

We strive to be a focal point for disciplinary scholarship and expertise within the College, and to collaborate with our colleagues in the College to actively contribute to the advancement of science. The faculty supports the goals of the University's Core Curriculum within a framework of ethical principles in order to prepare all students to be active and scientifically literate citizens in a modern society.

CHEMISTRY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The mission of the Chemistry Program is to develop strong student competencies in Chemistry, with special focus areas in Analytical and Environmental Chemistry, and to

develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in Chemistry should be well prepared for either a career or graduate school in Chemistry or a related discipline.

STUDENT LEARNING OUTCOMES

Students who graduate with a B.S. in chemistry are expected to be able to:

1. Comprehend the fundamental principles underlying all chemical processes.
2. Apply the broad and rapidly expanding body of chemical knowledge.
3. Analyze and critique specific information in the chemical literature.
4. Design experiments and collect information related to chemical phenomena.
5. Interpret and evaluate information obtained in experiments in terms of current chemical theory and concepts.
6. Communicate orally and in writing specific information obtained in experiments and the interpretation of experimental results.

Students must earn a C or better in all Major Courses.

Chemistry is the science of all matter and its changes, and is therefore intimately linked to all the natural and applied sciences. Chemists work in diverse scientific, medical and engineering fields, so the curriculum of the Bachelor of Science degree in Chemistry includes opportunities to take specialized coursework in biochemistry, environmental chemistry and other areas in addition to advanced courses in inorganic, organic, physical, and analytical chemistry. Students with specific career objectives should choose advanced coursework in consultation with their advisers. All majors are required to participate in one semester of faculty-directed laboratory research, and additional research experience is strongly encouraged. Students must earn a C or better in all Major Requirement Courses.

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (23-35 Credits)*	
CHEM 111/111L*.....	4
CHEM 112/112L	4
CHEM 150 *.....	3
MATH 160*, 161.....	8
MATH 260.....	4
PHYS 211/211L*, 212/212L	8
PHYS 330 or Math 242.....	3-4
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (44 Credits)	
Minimum grade of C required for all major requirement courses.	
CHEM 321/321L	4
CHEM 331/331L, 332/332L.....	8
CHEM 351/351L	4
CHEM 399.....	1

CHEM 411/411L	4
CHEM 422/422L	4
CHEM 441/441L, 442/442L.....	8
CHEM 499 - undergraduate research	3

Students are required to choose an additional 8 credits in two or more Chemistry courses at the 300-level or above. CHEM 301 and 399 are not acceptable..... 8

V. ELECTIVES (0-19 Credits)0-19

TOTAL CREDITS REQUIRED.....120

CHEMISTRY MINOR

A minor in chemistry is available. Students interested in minoring in chemistry should contact the Department Chair of Chemistry and Physics. A grade of C or above is required in each course to be applied toward the minor.

Prerequisites:	Credits
CHEM 111/111L, 112/112L	8
CHEM 331/331L, 332/332L	8
Choose seven or more credits at the 300-level or above from Chemistry: CHEM 301, 399, and 499 are not acceptable.. MSCI 401/401L is acceptable for this requirement.....	7-8

TOTAL CREDITS REQUIRED23-24

APPLIED PHYSICS MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The mission of the Applied Physics Program is to develop strong student competencies in Physics, with special focus areas in Environmental Physics and Engineering, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in Applied Physics should be well prepared for either a career or graduate school in Physics or a related discipline.

STUDENT LEARNING OUTCOMES

When students complete the program in Applied Physics, they will be able to:

1. Explain the principles and concepts of classical physics;
2. Explain the concepts and applications of modern physics;
3. Solve problems in related disciplines, (e.g. engineering and the earth sciences) by integrating and applying the concepts of physics;
4. Proficiently utilize technology and other appropriate tools used in the applications of physics;
5. Predict the outcome of experiments utilizing research methods and data analysis;
6. Conduct independent scientific research which demonstrates their knowledge of physics and the scientific method;
7. Interact effectively with their peers and mentors;
8. Transfer their scientific knowledge to their peers and to the larger community through written and verbal communication.

The Applied Physics degree at CCU focuses on the application of physics to various problems in science and engineering. Students can easily merge their interest in physics with another subject at CCU such as chemistry, computer science, marine science or mathematics. Applied Physics students can also pursue the dual-degree engineering program with Clemson University.

Two tracks are available: environmental and general. Both of these tracks have a common core of introductory study (Conceptual Physics, Essentials of Physics I, and Fundamentals of Physics I and II with a strong math core) followed by more advanced courses in physics, research, and independent study, coupled with applied courses like physical oceanography and/or electronics and computer interfacing. Refer to major requirements for the courses that apply to each track. Students must earn a grade of C or above in all Foundation Courses and Major Requirements.

Applied Physics majors will receive a strong technical background, which serves as a good foundation for careers in industry, manufacturing, government, medicine, research and development, quality control, and environmental monitoring. Students interested in teaching science at the secondary level should also consider an Applied Physics degree and then pursue the M.A.T. (Master of Arts in Teaching) through the Spadoni College of Education.

APPLIED PHYSICS CURRICULUM: Credits

I. CORE CURRICULUM (37-41 Credits)37-41

II. FRESHMAN GRADUATION REQUIREMENT

Minimum grade of C is required.

UNIV 110, The First-Year Experience.....3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (30-38 Credits)*

PHYS 137/137L, 211/211L*, 213/213L, 214/214L12-16

MATH 160*, 161, 260, 320.....11-15

MATH 344 or 4523

CHEM 111/111L*,0-4

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (31-34 Credits)

PHYS 301 Analytical Mechanics3

PHYS 302 Electricity and Magnetism3

PHYS 310 Mathematical Methods.....3

PHYS 341 Thermal and Statistical Mechanics.....3

PHYS 351, 352 Applied Physics Workshop I and II6

PHYS 398 Seminar.....1

PHYS 499 Undergraduate Research.....3

Choose one track:9-12

General Track: Any three 300-level or higher science courses, *with prior approval from the department.*

Environmental Physics Track: Any three of MSCI 301 Physical Oceanography, PHYS 430 (Fluid Mechanics), PHYS 431 Geophysical Fluid Dynamics, PHYS 432 Remote Sensing

of the Environment, PHYS 434 Physical Meteorology, or one 300-level or higher physics course.

V. ELECTIVES4-19

TOTAL CREDITS REQUIRED120

APPLIED PHYSICS MINOR

Students interested in the Applied Physics minor should contact the Department Chair of Chemistry and Physics. A grade of C or above is required in each course to be applied toward the minor.

Prerequisites:	Credits
PHYS 211/211L.....	4
PHYS 212/212L OR 213/213L AND 214/214L.....	8
Choose two: PHYS 301, 302, 303, 341	6
Choose two: Any 300 or higher physics course, CHEM 441/441L, 442/442L, MSCI 301/301L. (399 may be used for 3 credits only)	6-8
TOTAL CREDITS REQUIRED.....	24-26

BIOCHEMISTRY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The Biochemistry Program at Coastal Carolina University is an interdisciplinary program housed within the Chemistry and Physics Department. The mission of the Biochemistry Program is to develop strong student competencies in Biochemistry through a selective blending of biology and chemistry course work, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in Biochemistry should be well prepared for entering a career, graduate school or medical school.

STUDENT LEARNING OUTCOMES

When students complete the program in Biochemistry, they will be able to:

1. Find and interpret scientific literature.
2. Accurately record and interpret data generated from laboratory experiments.
3. Effectively communicate scientific information both orally and in writing.
4. Explain molecular pathways associated with cellular metabolism.
5. Explain the molecular bases of common human diseases.
6. Integrate biology concepts with chemistry concepts.
7. Demonstrate understanding of how the chemistry of bio-organic molecules relates to biological function.

I. CORE CURRICULUM (37-41 Credits)37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110, The First-Year Experience.....3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES(60 Credits)*	
BIOL 121/121L, 122/122L.....	8
BIOL 340/340L, 350/350L.....	8
CHEM 111/111L, 112/112L.....	8
CHEM 331/331L, 332/332L.....	8
CHEM 351/351L, 352/352L, 353/353L.....	12
MATH 160.....	4
PHYS 211/211L, 212/212L.....	8
STAT 201/201L.....	4
IV. MAJOR ELECTIVES (12 Credits select at least one course from each group)	
<u>BIOLOGY GROUP</u> (Each worth 4 credits)	
BIOL 330/330L, 343/343L, 349/349L, 405/405L, 410/410L, 411/411L, 432/432L, 442/442L, 450/450L, 451.	
<u>CHEMISTRY GROUP</u> (Each worth 4 credits)	
CHEM 321/321L, 422/422L, 433/433L, 441/441L, 442,442L, MSCI 355/355L.	
V. GENERAL ELECTIVES (4-14 Credits)	
Total credit hours.....	120

DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

MISSION STATEMENT

The Department of Computer Science and Information Systems serves students seeking degrees in computing-related fields, those who are interested in the application of computing to other fields, and other majors with computing-related educational needs. The faculty is committed to following the teacher-scholar model and providing high-quality educational experiences for students through dynamic classroom and laboratory experiences, collaborative research and scholarship opportunities, internship programs, and innovative course offerings, with the goal of preparing students to become knowledgeable, productive, responsible citizens. Graduates with a degree in computer science or information systems will be prepared to excel in graduate studies and professional careers, conduct themselves ethically as professionals in the field of computing and consider the impacts of technology on society, and adapt to ongoing technological advances in the discipline. In addition to providing a high-quality, student-centered learning environment for its majors, the Department will assist other departments as needed by providing computing education tailored to the needs of their majors.

STUDENT LEARNING GOALS

After graduation, computer science/computer information systems students should be:

- I. Contributing to society and/or economic development through the application of strong core competencies in the field
- II. Advancing in their careers and/or education by applying their:
 - A. Communication and collaboration skills,
 - B. Problem solving abilities,
 - C. Appreciation of, and commitment to, professional ethics,
 - D. Knowledge of computer science/information systems.
- III. Successfully adapting to technical, societal, and environmental changes by building upon strong foundational competencies and continuing lifelong learning in computer science/

information systems or related areas.

STUDENT LEARNING OUTCOMES

Computer Science & Information Systems:

After completing the degree students should have:

- a) An ability to apply fundamental principles of computing and mathematics.
- b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.
- c) An ability to design, implement, and evaluate a solution to meet specific requirements subject to a set of constraints.
- d) An ability to function effectively on multi-disciplinary teams to accomplish a common goal.
- e) An understanding of professional and ethical responsibilities.
- f) An ability to communicate effectively, both verbally and in writing.
- g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- h) Recognition of the need for and an ability to engage in life-long learning.
- i) An ability to use current techniques, skills and tools necessary for computing practice.

Computer Science:

- j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems through the critical analysis of the trade-offs involved in design choices.
- k) An ability to apply design and development principles in the construction of complex software systems.

Information Systems:

- l) An understanding of processes that support the development, deployment, and management of informational systems within a business-centric application environment.

To achieve these educational goals, the computer science and information systems departments offers two degrees.

1. The Bachelor of Science in Computer Science requires additional courses in computer science, mathematics and the sciences. This degree is designed to prepare students for graduate work in Computer Science and for computer related careers in industry.

Note: The Bachelor of Science in Computer Science has been accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

2. The Bachelor of Science in Information Systems requires additional courses in computer science, information systems, and business administration. This degree is designed to prepare students for graduate work in Information Systems and for related positions in business and industry.

INTERNSHIP EDUCATION

Internship Education is a mutually-beneficial partnership among students, employers and the Department of Computer Science and Information Systems at Coastal Carolina University. Through Internship Education, computer science students can participate in full time professional work experience related to their major while earning academic credit. Thus, Internship Education provides an excellent way to apply skills and information learned in the classroom to a real world setting while gaining invaluable experience.

Computer Science and Information Systems students who have completed their first year may apply to participate in Internship Education by submitting a resume to the Chair of the Department. As in the marketplace, Internship Education positions are competitive. If the student's background matches the employer's needs, then the student is sent on a job interview with the prospective employer. When a student is selected, he or she registers for CSCI 497. The Internship experience may be repeated two times for a total of six credits.

NOTEBOOK COMPUTER REQUIREMENT

As an integral part of the University's goal to utilize and integrate technology into the teaching and learning experience, the Department of Computer Science and Information Systems requires all students enrolled in CSCI 130/130L, 140/140L or 150/150L to have their own personal notebook computers.

COMPUTER SCIENCE MAJOR

Degree: Bachelor of Science

Students must earn a grade of C or better in all Foundation and Major Requirement Courses.

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (44-55 Credits)*	
CSCI 130*/130L, 140/140L, 150/150L, 170, 210, 220.....	16-19
CSCI 203, 207, or 208 (choose one)	3
BINF 101/101L.....	4
MATH 160*, 161, 174.....	7-11
MATH 210, 220, 242, 260, 320, 344, or CSCI 360.....	3-4
STAT 201/201L*	0-4
BIOL 122/122L, CHEM 112/112L, GEOL 112/112L, MSCI 112/112L, or PHYS 212/212L.....	4
COMM 140 or ENGL 390.....	3
ENGL 211*.....	0-3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (30 Credits)	
CSCI 310, 330, 410, 425, 430, 450, 490	21
CSCI 380, 390, or 460 (Choose one).....	3
CSCI 360, 440, 480, or 485 (Choose one).....	3
CSCI course numbered 300 or higher (except 399 or 497).....	3
V. ELECTIVES (0-9 Credits)	0-9
TOTAL CREDITS REQUIRED.....	120

INFORMATION SYSTEMS MAJOR

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (53-63 Credits)*	
CSCI 130*/130L, 140/140L, 150/150L, 170, 210	16
CSCI 203	3
MATH 160*, 174, 210.....	10
CBAD 291	3
BINF 101/101L.....	4
CBAD 201, 202, 350, 371	12
CBAD 393	3
ECON 101 or 201	3
ENGL 390	3
ENGL 211*	3
HPRO 121*, PSYC 101*, or SOC 101*	3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (25 Credits)	
CSCI 330, 335, 370, 385, 409, 415, 425, 495.....	24
CSCI 400.....	1
V. ELECTIVES (0-5 credits).....	0-5
TOTAL CREDITS REQUIRED.....	120

COMPUTER SCIENCE MINOR

	Credits
MATH 174.....	3
CSCI 130/130L, 140/140L, 150/150L, 170, 210, 220, 310.....	22
Choose one course from CSCI 203, 207, 208, 209	3
Choose one course from CSCI 330 and above.....	3
TOTAL CREDITS REQUIRED	31

Additional Requirement

Computer Science Minor students must earn a grade of **C** or better in each course taken that is applied toward the Minor Requirements.

DEPARTMENT OF MARINE SCIENCE

MARINE SCIENCE MAJOR

Degree: Bachelor of Science

DEPARTMENT MISSION STATEMENT

The primary mission of the Department of Marine Science is to provide high quality

education in the multidisciplinary field of marine science. With faculty actively involved in research, the Department embraces the teacher-scholar model and provides active learning experiences in the classroom as well as in field and research opportunities. Research both engages students with current applications and ideas and trains students to evaluate scientific ideas and pursue scientific studies. Students completing the program will have an understanding of the major concepts and applications of marine science and skills in critical thinking, use of technology, and scientific communication. Graduates of the program will be well prepared for their pursuit of advanced degrees or employment in marine science-related fields.

Within a liberal arts educational setting, the Department teaches about the active application of the scientific method and marine science concepts to produce scientifically literate citizens. At the graduate level, the Department advises and mentors future scientists and professionals. In the broader community, the Department undertakes basic and applied research to improve scientific understanding, serves as a source of scientific expertise, and enhances marine science education.

STUDENT LEARNING OUTCOMES

Students who graduate with a B. S. in Marine Science should be able to:

1. Explain the principles, concepts, applications, and inter-relations of biology, chemistry, geology, physics and mathematics as they apply to the marine environment,
2. Use the principles of scientific inquiry to describe, analyze and solve scientific problems involving marine science and related fields,
3. Exhibit proficiency in the use of technology, critical thinking, and quantitative tools used in marine-science applications,
4. Successfully pursue entry-level jobs or enter graduate programs in various scientific fields, and
5. Interact and communicate effectively with peers, mentors, and the larger community.

The major in Marine Science integrates the study of Biology, Chemistry, Geology, Physics and Mathematics and applies these to the marine environment. Major courses are selected from Marine Science, Biology, Chemistry, Computer Science, Geography, Geology, Mathematics, Statistics, or Physics. Students are encouraged to select an area of emphasis in either marine biology, coastal geology, marine chemistry, atmosphere/ocean dynamics, or marine analytical technology. Lecture, laboratory, and field experiences are integrated to provide a well-rounded scientific program. The facilities available for Marine Science majors include a lecture and laboratory complex, computer research labs, ocean-going and estuarine research vessels, and a full complement of oceanographic sampling equipment. Laboratories and research projects are conducted at various coastal habitats including Waties Island, a barrier island, marsh and upland complex owned by the University. Marine science graduates are employed as marine and environmental researchers for government agencies, universities, and private industry; as marine and environmental educators; as high school and middle school science teachers; and in the fields of marine and environmental management and policy. Outstanding students are encouraged to pursue graduate study.

Students must earn a grade of **C** or better in all major and upper-level science courses. Students who have not earned a **C** or better in a Mathematics course within one year of enrollment at Coastal Carolina University are considered to be at risk for the Marine Science program.

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits) Minimum grade of C is required.	

UNIV 110, The First-Year Experience3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (34-45 Credits)*

MATH 160*, 1618
 STAT 201/201L4
 MSCI 111/111L*, 112/112L, 201*11
 BIOL 121, 1226

(Students planning to take advanced biology courses are advised to take BIOL 121L, as it is a prerequisite for upper-level courses.)

CHEM 111/111L, 112/112L8
 PHYS 211/211L, 212/212L8

A C or better is required in all foundation courses except BIOL 121 and CHEM 111/111L and MATH 161.

*MATH 160, MSCI 111/111L, and MSCI 201 also satisfy Core Curriculum math, science, and communication requirements. Though listed above under Foundation Courses, their credits are counted toward the total credits for the Core Curriculum and not toward the Foundation total.

IV. MAJOR REQUIREMENTS (36 Credits)

MSCI 301/301L4
 MSCI 302/302L4
 MSCI 304/304L4
 MSCI 305 /305L4

Science courses from the following list, including at least 8 credits designated as Marine Science20
 BIOL 310, 315, 330, 340, 343, 350, 365, 370, 399, 410
 426,436, 442, 450, 451, 455, 461, 475, 476, 477, 481,
 484, 485, 488, 499 and associated labs;
 Chemistry Courses numbered 300 and above;
 CSCI 140, 150, and courses numbered 310 and above;
 GEOG 201, 205;
 Geology Courses numbered 300 and above;
 Marine Science Courses numbered 300 and above;
 Mathematics Courses numbered 240 and above, except 397;
 Physics Courses numbered 300 and above;
 Statistics Courses numbered 300 and above.

A C or better is required for all Major Requirements. No more than 6 hours of independent study, internship, and/or directed undergraduate research and/or senior thesis may be used for major credit.

Recommended Areas of Study in Marine Science

Students interested in graduate school and/or specific areas of interest in marine science are encouraged to pursue one of the following:

- Atmosphere/Ocean Dynamics
- Coastal Geology
- Marine Analytical Technology
- Marine Biology
- Marine/Environmental Chemistry

Recommended courses for these areas of emphasis can be found in the Marine Science

Student Handbook or on the Department of Marine Science web pages. Students interested in graduate school are encouraged to investigate the specific admissions requirements for target graduate programs. Students will develop their academic plan in consultation with their Marine Science adviser.

V. COGNATE OR MINOR REQUIREMENTS (0 Credits)	0
Students majoring in Marine Science are not required to complete a minor or cognate. However, they may elect to minor in any field in which Coastal Carolina offers a minor. If the minor includes courses which can be used for Marine Science major credit, then up to 12 hours of those courses may also be applied toward the Marine Science major's upper level science requirement of 36 hours. Students seeking minors must have an adviser selected from the department offering the minor in addition to their Marine Science adviser.	
VI. ELECTIVES.....	0-13
TOTAL CREDITS REQUIRED.....	120

DOUBLE MAJORS

Students may double major in any program which offers a B.S. degree. To complete a double major, students must satisfy the major requirements for both programs and complete a minimum combined total of 48 upper-level credits in the two majors, all with a grade of C or better.

MARINE SCIENCE MINOR	Credits
Prerequisites: MSCI 111/111L, 112/112L.....	8
MSCI 301/301L, 302/302L, 304/304L, or 305/305L.....	8
Marine Science course at the 300-level or above.....	4
(No more than 3 hours of MSCI 399, 497 and/or 499 may be included in the minor.)	
TOTAL CREDITS REQUIRED.....	20
A grade of C or above is required in each course to be applied toward the minor.	

DEPARTMENT OF MATHEMATICS AND STATISTICS

MISSION STATEMENT

We are a community of scholars specializing in mathematics and statistics whose primary mission is to provide a high quality, student-centered learning experience across the university curriculum. In particular, we provide an in-depth foundation in mathematics and statistics for Coastal's science students. As proponents of the teacher-scholar model, our faculty aspire to engage in curriculum development and both interdisciplinary and discipline specific research. We place emphasis on students whose academic interests lie in mathematics and statistics by offering them individualized education. This includes mentoring, undergraduate research, and preparation towards career development and graduate programs.

APPLIED MATHEMATICS MAJOR

Degree: Bachelor of Science

STUDENT LEARNING OUTCOMES

1. To develop an understanding that an individual must continually pursue relevant knowledge and new insights to be able to cope with the ever advancing informational needs of a technological society.
2. To develop analytical and quantitative skills.

3. To develop an understanding of the theoretical foundations of mathematics.
4. To develop problem solving models.
5. To develop oral and written communication proficiency.
6. To develop the individual's capability to become an independent learner.

A maximum of 68 credits may be applied towards satisfying the Foundation Courses and Major Requirements.

Students must earn a grade of **C** or above in all Major and Cognate courses, including MATH 160, 161, 174, 242/242L, and STAT 201/201L.

The major in applied mathematics develops a high degree of mathematical proficiency and is designed to apply mathematical knowledge to the solution of real world problems. The major prepares students for a broad range of graduate programs. Students who successfully complete the applied mathematics degree will be competitive for careers in actuarial sciences, business, cryptology, government, industry, manufacturing and design, mathematical modeling, management, medicine, statistics, teaching, and space technology.

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of C is required.	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (15-29 Credits)*	
MATH 190.....	1
MATH 160*, 161,	8
MATH 242/242L	4
CSCI 130* or 140/140L	3-4
PHYS 211/211L*.....	4
Two additional science courses coming from either BIOL, CHEM, GEOL, MSCI, or PHYS with course number greater than 109.....	
	6-8
*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (38 Credits)	
MATH 220, 260, 320, 344, 450, 490.....	17
STAT 412	3
MATH 446 or 454	3
Two courses (MATH or STAT) numbered 300 or higher	
(except MATH 330).....	6
Three courses (MATH or STAT) numbered 400 or higher.....	
	9
V. COGNATE REQUIREMENT (9 Credits).....	
Mathematics majors will select an interdisciplinary cognate of upper level courses numbered 300 or above with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.	
	9
VI. ELECTIVES (3-19 Credits).....	
	3-19
TOTAL CREDITS REQUIRED.....	120

Three minors are offered -- Mathematics, Statistics, and Actuarial Science. A minor in mathematics or statistics blended with another major strengthens employment opportunities as well as candidacy for graduate school. A grade of C or better is required in each course to be applied toward a minor.

ACTUARIAL SCIENCE MINOR	Credits
Prerequisites: STAT 201/201L, MATH 160,161	12
MATH 260	4
MATH 320	3
STAT 412, 413, 419, 420	12
TOTAL CREDITS REQUIRED	31

MATHEMATICS MINOR	Credits
Prerequisites: MATH 160, 161	8
MATH 260 or MATH 320 (choose one).....	3-4
MATH 344	3
Choose two electives*, at least one being 300 level or higher:	
MATH 220, 242/242L, 260, STAT 201/201L, or	
any MATH/STAT course 300 level or higher (excluding MATH 330)	6-8
TOTAL CREDITS REQUIRED	20-23

* At least one of MATH 260 and MATH 320 is required for the minor. The other course may count as an elective credit for the minor.

STATISTICS MINOR	Credits
Prerequisites: STAT 201/201L	4
STAT 316, 318, 420	9
STAT 315, 317, 319, 320 (Choose two)	6
TOTAL CREDITS REQUIRED	19

GENERAL MATHEMATICS COURSES

MATH 139 is a one semester course for students in the humanities and fine arts.

MATH 130 or 130I, and 132 comprise a one-year sequence for students in Business and the Social Sciences or other programs which do not require a knowledge of trigonometry.

MATH 130 or 130I, 131, and 135 are the basic precalculus courses for students who plan to take MATH 160 and need a more thorough development in algebra and trigonometry before entering MATH 160.

MATH 160, 161, and 260 constitute the normal calculus sequence for students majoring in engineering, mathematics, physics, or any science requiring the use of trigonometry.

MATH 201, and 202 constitute the normal sequence for students majoring in Early Childhood and Elementary Education.

FRESHMAN PLACEMENT IN MATHEMATICS

Placement in mathematics may require students to take the mathematics placement test.

DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY

PSYCHOLOGY MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The psychology program at Coastal Carolina University is comprised of a group of highly qualified and motivated teacher-scholars dedicated to a comprehensive range of specialty areas within the field of psychology. Our mission is to provide a premier undergraduate

psychology education for students from the region, state, nation, and world, by creating and disseminating information about human behavior, thought, and emotion. Consistent with the University's comprehensive orientation, our curriculum provides students with theoretical knowledge and practical skills necessary to investigate questions important to the human condition from a scientific perspective, emphasizing critical thinking and communication skills in a collaborative environment. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

STUDENT LEARNING OUTCOMES

Students will:

1. Develop an original research proposal, conduct a literature review, design methodology, gather, analyze, and interpret data, prepare a final research paper and present their research to an audience of peers and faculty.
2. Demonstrate knowledge of a specific area of psychology, and the appropriate scientific methods for conducting independent research in that area.
3. Learn to read and critically review psychological research.
4. Demonstrate knowledge of American Psychological Association (APA) writing styles.
5. Apply appropriate statistical analyses to data sets.
6. Describe and/or evaluate research relevant to a selected topic of investigation.
7. Present research and/or research proposals in a public forum.
8. Follow the APA Code of Ethics.
9. Communicate how psychological principles can be applied to explain issues, solve problems, and initiate change.

A major in Psychology offers students a thorough foundation in research design/ methodology and statistics. In addition, Psychology majors will be exposed to the major content areas in psychology, specifically basic principles of learning and experimental psychology, developmental and social psychology, and areas in clinical assessment. Graduates of the program often seek employment with mental health and social service agencies, or pursue graduate degrees to prepare for careers in teaching, research, counseling, and consulting. The Psychology Department offers both B.A. and B.S. degrees.

A minimum grade of C is required in psychology courses counted toward the major.

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (14-28 Credits)*	
PSYC 101*, 202*	6
PSYC 225/225L* (or equivalent)	4
PSYC 226/226L	4
CSCI* (any computer science course)	3
Two laboratory science courses* (excluding BIOL 101/101L)	4-8
One course in MATH* (excluding MATH 139, 201, 202, 203)	3

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (29 Credits)	
PSYC 484	3
PSYC 497/497L.....	4
One course from PSYC 400, 401, 407	3
One course from PSYC 410, 440	3
One course from PSYC 302, 420, 421, 423, 425	3
One course from PSYC 415, 450, 460	3
One course from PSYC 480/480L, 483/483L	4
Two elective courses chosen from PSYC courses not already selected.....	6
These courses may not include PSYC 399, 490, 495, 498, 499.	
V. COGNATE REQUIREMENTS (12 Credits)	12
Psychology majors will select an interdisciplinary cognate of upper level courses with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.	
VI. ELECTIVES (10-28 Credits).....	10-28
TOTAL CREDITS REQUIRED.....	120

PSYCHOLOGY MAJOR
Degree: Bachelor of Science

A minimum grade of **C** is required in psychology courses counted toward the major.

I. CORE CURRICULUM (37-41)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (27-41 Credits)*	
PSYC 101*, 202*	6
PSYC 225/225L* (or equivalent).....	4
PSYC 226/226L.....	4
CSCI* (any computer science course)	3
Three laboratory science courses* (excluding BIOL 101/101L)	8-12
Twelve credit hours in mathematics/statistics courses* (can include PSYC 480/480L**, excludes PSYC 225/225L, MATH 139, 201, 202, 203).....	9-12

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

**PSYC 480/480L may not be used for foundation AND major requirement.

IV. MAJOR REQUIREMENTS (29 Credits)	
PSYC 484	3
PSYC 497/497L.....	4
One course from 400, 401, 407	3
One course from 410, 440	3

One course from 302, 420, 421, 423, 42	3
One course from 415, 450, 460	3
One course from 480/480L, 483/483L	4
Two elective courses chosen from PSYC courses not already selected	6
These courses may not include PSYC 399, 490, 495, 498, 499.	
V. COGNATE REQUIREMENT (12 Credits)	12
Psychology majors will select an interdisciplinary cognate of upper level courses with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.	
VI. ELECTIVES (0-15 Credits)	0-15
TOTAL CREDITS REQUIRED	120

PSYCHOLOGY MINOR

Prerequisite:	Credits
PSYC 101	3
PSYC 225/225L (or acceptable substitute)	4
One course from learning/experimental:	
PSYC 400, 401, 402, 407, 450, 460, 462, 480/480L, 484	3-4
One course from developmental/social:	
PSYC 302, 420, 421, 423, 425, 430, 486	3
One course from clinical/assessment:	
PSYC 410, 411, 415, 428, 440, 483/483L	3-4
Two additional psychology courses (selected by the student and minor adviser)	6
TOTAL CREDITS REQUIRED	22-24
A minimum grade of C is required in psychology courses counted toward the minor.	

SOCIOLOGY MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The sociology program at Coastal Carolina University is comprised of a group of highly qualified and motivated teacher-scholars dedicated to a comprehensive range of specialty areas within the field of sociology. Consistent with the University's comprehensive orientation, our mission is to provide students with theoretical knowledge and practical skills necessary to investigate questions important to the discipline of sociology from a scientific perspective, emphasizing critical thinking and communication skills in a collaborative environment. Students may elect to study a generalist course or more specialized training in Criminology, Health and Aging, or Social Justice. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

STUDENT LEARNING OUTCOMES

Students will:

1. Develop and implement qualitative and/or quantitative investigative projects from the initial step of topic selection through literature review, data collection and analysis, and writing and presenting sociological research.
2. Demonstrate knowledge of a specific area of sociology, and appropriate

- scientific methods in conducting independent and group research,
3. Illustrate and communicate key sociological concepts and their interrelations,
 4. Understand the substance and centrality of sociology theory as it relates to the science and application of sociology
 5. Demonstrate an understanding of how class, status, race, ethnicity, gender and/or sexuality steer the individual life processes.

The educational goals and objectives of the Sociology Program are as follows:

A major in Sociology offers students a thorough foundation in sociological theory and research methods in the social sciences. There are multiple opportunities for research, service learning, and internships. Students may elect a general course of study in the field or more specialized training in criminology, health and aging, or social justice. The Sociology program emphasizes Public Sociology, the application of sociological insights to a range of issues and endeavors. Students who earn a sociology degree may pursue advanced training in sociology, social work, criminal justice, business, education, law or other fields. Graduates with the Bachelor of Arts in Sociology find employment in a variety of professions and occupations. Some of these include positions in human resources, social services, criminal justice, business and industry, research, planning, advocacy, education, and public service in governmental and nongovernmental organizations.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, Cognate Requirements, and Minor Requirements.

First semester seniors are strongly encouraged to meet with their adviser for a pre-graduation check.

GENERALIST PROGRAM

	Credits
I. CORE CURRICULUM (37-41 Credits)	37-41
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
UNIV 110, The First-Year Experience	3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (15-25 Credits)*	
SOC 101* Introductory Sociology, 102 Social Problems,	
201* Sociological Analysis.....	3-9
PSYC 225/225L* (or equivalent).....	0-4
CSCI* (any computer science course)	0-3
One laboratory science course.....	4
One course in MATH* (excluding MATH 139, 201, 202, 203)	3
(MATH 130, College Algebra, is a prerequisite for Statistics)	
Two additional humanities courses (in addition to core courses) from English, History, Introduction to Music, Art History, Communication: Public Speaking, Foreign Languages, Philosophy, Religion, Anthropology, and Journalism.....	
	6
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.	
IV. MAJOR REQUIREMENTS (25-26 Credits)*	
SOC 301 Gender and Society, SOC 309 Social Inequality, SOC 310 Social Demography, SOC 320 Individual and Society or SOC 355 Race and Ethnicity,	

(Choose two)	6
SOC 330 Sociological Theory,	
SOC 331/331L Methods in the Social Sciences	7
SOC 300-level and above	12
(Students select from all Sociology courses listed at the 300 or higher level)	
* SOC 499 is recommended. Transfer students with Associate Degrees in Criminal Justice may be permitted to use selected criminal justice courses to fulfill degree requirements.	
V. REQUIRED: SOC 497 Senior Thesis.....	3
VI. COGNATE REQUIREMENT (12 Credits).....	12
Sociology majors will select an interdisciplinary cognate of upper level courses with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.	
VII. ELECTIVES (16-31 Credits).....	16-31
TOTAL CREDITS REQUIRED.....	120

CRIMINOLOGY TRACK (24 credits)

III. Two courses from the following.....	6
SOC 301 Gender and Society, SOC 309 Social Inequality, SOC 320 Individual and Society, SOC 355 Race and Ethnicity	
IV. At least three of the following specialty area courses.....	9
SOC 310 Social Demography, SOC 350 Juvenile Delinquency SOC 353 Criminology, SOC 450 Victimology,	
V. REQUIRED: SOC 497 Senior Thesis	3
VI. Cognate courses or minor (cognate courses may include up to 6 hours of additional sociology courses)	

Note: Transfer students with Associate degrees in Criminal Justice may be permitted to use selected criminal justice courses to fulfill degree requirements in the Criminology track.

HEALTH AND AGING TRACK (24 credits)

III. Two courses from the following.....	6
SOC 301 Gender and Society, SOC 309 Social Inequality, SOC 320 Individual and Society, SOC 355 Race and Ethnicity	
IV. At least three of the following specialty area courses.....	9
SOC 310 Social Demography SOC 454 Death and Dying SOC 457 Aging and Social Policy SOC 460 Sociology of Mental Health SOC 465 Sociology of AIDS	
V. REQUIRED: SOC 497 Senior Thesis.....	3
VI. Cognate courses or minor (cognate courses may include up to 6 hours of additional sociology courses)	

SOCIAL JUSTICE TRACK (24 credits)

- III. Two courses from the following6
 - SOC 301 Gender and Society, SOC 309 Social Inequality,
 - SOC 320 Individual and Society,
- IV. At least three of the following specialty area courses.....9
 - SOC 308 Community Development and Social Change
 - SOC 311 Sociology of Poverty
 - SOC 313 Social Welfare and Social Work
 - SOC 355 Race and Ethnicity
 - SOC 380 Collective Action and Social Movement
 - SOC 480 Environmental Sociology
- V. REQUIRED: SOC 497 Senior Thesis.....3
- VI. Cognate courses or minor (cognate courses may include up to 6 hours of additional sociology courses)

COGNATES

The cognate requirement is designed to encourage the student to enroll in advanced courses outside the major field which will complement and enrich the student's understanding of his or her major.

Courses taken for cognate credit must be approved in advance by a student's faculty adviser. These courses may be distributed over more than one subject area. Usually, only courses numbered 300 or above are acceptable for cognate credit.

*Transfer students with Associate degrees in Criminal Justice may be permitted to use selected transferred criminal justice courses to fulfill cognate requirements.

A grade of C or above is required in each course to be applied toward the cognate.

MINOR PROGRAM

Students may substitute an approved minor course of study for the cognate requirement. The minor must include at least 12 hours of upper-division courses in a single discipline and must be selected with the guidance and approval of a faculty adviser in the student's major field of study.

SOCIOLOGY MINOR	Credits
Prerequisite: SOC 101	3
Choose one: SOC 309, 310, 330	3-4
SOC 320, 331/331L.....	7
Choose three courses at the 300-level or above	9
TOTAL CREDITS REQUIRED.....	22-23

The minor sociology sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Psychology and Sociology. A student must earn a C or above in all courses to be applied toward the minor in Sociology.

GERONTOLOGY CERTIFICATE PROGRAM

MISSION STATEMENT

The mission of the gerontology certificate program is to provide students with knowledge and skills in the study of aging. Students will acquire information related to adult development and the influences of social and biological processes on individual aging. Students will be prepared for graduate studies and careers related to adult development and aging.

STUDENT LEARNING OUTCOMES

Students will critique an internship experience within the context of the practical application of current gerontological methodology and research.

PROGRAM DESCRIPTION

The Gerontology Certificate program, administered through the Department of Psychology and Sociology, is designed to provide students with a foundation of knowledge and skills in the study of aging. The 22 credit hour (8 course) undergraduate certificate program is open to any degree-seeking student currently enrolled in a degree program at the University and individuals holding a Baccalaureate degree who desire specialized studies. The multi-disciplinary program allows individuals of different interests and backgrounds to develop specializations in line with their unique needs and is applicable in a rapidly growing market segment.

All candidates for a Gerontology Certificate must file with the Director of Gerontology a formal Application for Gerontology Certificate form during the first month of the term of graduation. The application forms may be obtained from the Director of Gerontology or the Office of the Registrar. Applications for summer certification are to be submitted by June 15.

Admission: Students become eligible for admission to the gerontology program upon submitting an application to the Director of the program after demonstrating satisfactory completion of 30 or more credits of college-level studies including Psychology 101 or Sociology 101. Admission to the gerontology program must take place not later than one full Fall or Spring semester before an internship placement. An internship placement will occur only after admission to the program and satisfactory completion of at least four courses in the gerontology curriculum.

Program Requirements: The program requirements are supplemental to a student's major field of study and may be taken along with the traditional degree requirements or after the degree is completed by individuals meeting the University's entrance requirements. Students pursuing a gerontology certificate while completing major field of study requirements should consult with an academic adviser in the major field of study to determine the status of gerontology program courses as electives, cognates, or major requirements. The certificate of program completion will be issued only concurrently with, or after, the accomplishment of a Baccalaureate degree.

COURSES (22 Credits)

	Credits
BIOL 470 Biology of Aging	3
PSYC 423 Psychology of Aging	3
PSYC 425 Gerontology	3
PSYC 495 or SOC 495 Gerontology Internship.....	3
SOC 298 Career and Professional Development in Gerontology	1
SOC 455 Sociology of Aging	3
Choose 2 courses (6 credits) from the following:	6
ECON 472 Economics of Aging	
SOC 454 Sociology of Death and Dying	
SOC 457 Aging and Social Policy	
Other courses may be substituted with permission of the Gerontology Certificate Program director.	
TOTAL CREDITS REQUIRED.....	22

ENGINEERING DUAL DEGREE PROGRAM WITH CLEMSON UNIVERSITY

The Engineering Dual Degree program offers students the opportunity to begin their academic career by pursuing a bachelor's degree at Coastal Carolina University while preparing for an Engineering degree from Clemson University. The student will spend three years at Coastal Carolina University majoring in one of the five degrees listed below. The student will then transfer to Clemson University to complete one of eight engineering degrees listed below that is compatible with their major at Coastal Carolina University. While at Clemson University, the student will complete the remaining courses needed for their Coastal Carolina University degree.

Students interested in participating in this program should consult with the program director in the Department of Chemistry and Physics to plan their academic program. Course selection and course sequencing is critical for timely completion. A second adviser will be assigned from the major that is chosen at Coastal Carolina University. All students in this program should enroll for Engineering 101 as soon as possible. This engineering career exploration course introduces the diversity of engineering disciplines, gives students opportunities to design and test projects, and assesses the student's aptitude for engineering. Additional information about the program can be found at: http://kingfish.coastal.edu/physics/dual_degree.

The following degrees are available within the Engineering Dual Degree Program:

Coastal Carolina University Major

Biology

Chemistry

Computer Science

Mathematics / Statistics

Physics

Clemson University Engineering Major

Biosystems Engineering,
(Biotechnology Emphasis Area)

Chemical Engineering
Ceramic and Materials Engineering

Civil Engineering or Computer Engineering

Electrical Engineering or Industrial
Engineering

Mechanical Engineering

ENVIRONMENTAL SCIENCE MINOR

The curriculum in the environmental science minor is designed to provide students with a rigorous interdisciplinary education in environmental science so they will possess the skills and knowledge needed to find effective, informed and ethical solutions to problems that involve interactions between physical, chemical, biological, economic and social factors. The program is designed as preparation for students seeking environmental careers, including enrollment in graduate programs, in areas including environmental policy and management, environmental education, and environmental monitoring and assessment.

Students pursuing the environmental science minor must consult with their major adviser and the Office of the Dean of the College of Science which administers the minor. Students should enroll in Introduction to Environmental Science (ENVI 201) during their sophomore or junior year and then enroll in Advanced Environmental Science (ENVI 420) the following year. A grade of C or better is required in all upper level courses and in ENVI 201 and 420.

Minor Requirements

BIOL 121 and BIOL 122	Credits
	6

CHEM 111, 112	8
MATH 160	4
PHYS 201, 202 or PHYS 211, 212	8
STAT 201/201L.....	4
ENVI 201, 420.....	8
Choose three courses and the corresponding laboratories.....	11-12
BIOL 370, 481, 484, 488, ENVI 399*, 487*, 499*, MATH 242, MSCI 321, 355, 331, 401, 402, 403*, 474, 475, 495, PHIL 319	
TOTAL CREDITS REQUIRED.....	49-50

*A maximum of 6 credits from MSCI 403, ENVI 399, 487 and 499 may be applied towards the minor.

COASTAL GEOLOGY MINOR

The curriculum in the coastal geology minor is designed to provide the student with a thorough education in geologic processes and features typical of coastal areas. The program provides rigorous education and practical field experience for students preparing for a career or graduate education in coastal geological studies.

Students interested in pursuing the Coastal Geology minor should consult with their major adviser and the coordinator of the geology minor to plan their program of study as early as possible. A student must earn a grade of C or above in all courses to be applied toward the minor in Coastal Geology.

Minor Requirements	Credits
GEOL 102/102L, 111/111L, or 112/112L.....	4
GEOL 304/304L and 316/316L	8
Choose two courses from	8
GEOL 300/300L or above, or MSCI 445/445L, or MSCI 416/416L, or MSCI 399, 497, or 499 approved by the geology minor coordinator	
TOTAL CREDIT HOURS.....	20

No more than 4 credit hours of independent study, internship, and/or directed undergraduate research and/or senior thesis may be used to minor credit.



COASTAL
CAROLINA

UNIVERSITY

GRADUATE PROGRAMS



COASTAL CAROLINA
UNIVERSITY

GRADUATE DEGREE PROGRAMS

Coastal Carolina University is a primarily undergraduate, comprehensive liberal arts institution committed to excellence in teaching, research, and public service. Graduate programs of study leading to the Master of Education are offered through the Spadoni College of Education in the areas of Educational Leadership, Learning and Teaching (with specializations in Early and Elementary Grades, Instructional Technology, or Literacy), and secondary education (with specializations in English, mathematics, music, natural sciences, or social studies). The Master of Education degree is not intended for students seeking initial teacher certification; teacher certification is required for admission. The Master of Arts in Teaching is offered through the Spadoni College of Education with specializations in art, English, mathematics, music, science and social studies. The Master of Arts in Teaching is considered as a teacher preparation degree at the graduate level. Successful degree completers will be eligible for a South Carolina teaching certificate. The Master of Arts in Writing is offered through the College of Humanities and Fine Arts. The Master of Science in Coastal Marine and Wetland Studies is offered through the College of Science. The Master of Business Administration is offered through the E. Craig Wall Sr. College of Business Administration. A Master of Business Administration is also available with a specialization in Accounting.

The following pages contain information pertinent to graduate study at Coastal Carolina University. Information regarding Fees, Veterans Benefits, Confidentiality of Student Records, Dropping a Course, Withdrawal From all Courses, and Transcripts is provided in an earlier section of this catalog.

All graduate programs at the University are administered through the Office of the Provost and the Office of Graduate Studies, with each individual College that offers graduate programs having its own administrative responsibility for administering particular programs. For example, at the college level, the chief administrator of graduate programs in education is the Dean of the Spadoni College of Education. Questions regarding admission to graduate study at the University may be addressed to the Office of Graduate Studies; questions regarding admission into a particular degree program may be addressed to the Dean of the College. Applications for graduate study at Coastal Carolina University should be made directly to the Office of Graduate Studies. Prospective students are advised to submit a completed application form at least thirty days prior to the opening of the term in which they wish to enroll. (See specific program deadlines on the admission application form.) A one time non-refundable application fee of \$45 is required of all applicants.

Admission Categories

Students admitted to graduate study are placed in either one of two general categories: candidates for degrees or non-degree candidates. Applicants are required to meet all standards for admission if they wish to pursue a degree program. The category of non-degree admission is available for qualified students with reasons for earning graduate credit without a degree objective.

Credits earned as a non-degree student may be applied toward degree requirements only upon the approval of the academic unit offering the degree. Students holding non-degree admission are advised to contact the graduate coordinator in the academic area where a particular course is offered as to their eligibility to register for the course. Students admitted in a non-degree classification are not eligible for student financial aid.

Readmission

A student enrolled as a degree-seeking student who leaves the University in good standing and misses one or more major terms and does not attend another institution need only submit the application for readmission in order to return to the University. Summer terms do not count as a major term in this instance.

Valid Period of Admission

Admission to a graduate program is valid for one year with the approval of the coordinator. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. If a student has not acted upon an admission after one calendar year, the student must reapply for admission.

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

Time Period - Maximum/Minimum Period Allowed

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

Academic Standards

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

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

Academic Discipline

Infractions of academic discipline at the University are dealt with in accordance with the Code of Student Conduct and Academic Responsibility. Examples of such infractions include but are not limited to cheating, plagiarism, and illegal use of old laboratory reports. Further information is contained in The Student Handbook, Office of Student Services or the Office of the Provost.

Advisement

Every graduate student admitted to a degree program is entitled to an adviser. Students

admitted as non-degree students, that is, those who do not seek degree admission or who have not yet met all the conditions for degree candidacy, are not assigned advisers. They may, however, consult with the designated graduate coordinator within the college where their course work is offered about both specific and general information.

Appeals and Petitions

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

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

Appeals for Reinstatement

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

Correspondence Courses

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

Courses Outside Major Program Area

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

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

Credit by Examination

No graduate credit is offered by examination only.

Pass-Fail Option

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

unsatisfactory grading is available only for courses specifically approved for such grading or individually by prior authorization of the Dean of the course.

Prerequisites

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

Revalidation

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

Residency

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

Course Load

A student may enroll for a semester load not to exceed twelve (12) graduate hours with the exception of the fall semester of the M.A.T. program. A student is classified as a full-time student for academic purposes with nine (9) or more hours during a fall or spring term, or six (6) hours during the entire summer session. A student is classified as a part-time (half-time) student for academic purposes with six (6) credit hours during a fall or spring term.

Course Loads for Graduate Assistants

Graduate assistant applicants must be full-time students. Graduate assistants are required to carry a minimum of twelve (12) hours over a twelve month period. Students in good standing and with extenuating circumstances may apply to the Graduate Coordinator in their area of study for an extension to the 12 month period. Students are advised to contact the graduate coordinator in their program area with respect to any specific requirements in terms of course loads for graduate assistants in that area.

Senior Privilege (Undergraduate Enrollment in Graduate Courses)

Qualified undergraduate students may enroll for graduate course credit in courses numbered 500 through 699. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor's degree may be permitted to enroll in course for graduate credit. Students are expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned. Undergraduate students may earn graduate credit provided:

1. Prior to registering, a Non-Degree Seeking Graduate Application is completed with the Office of Graduate Studies;
2. A Senior Privilege Coursework Authorization form is obtained from the Graduate Program Coordinator in the appropriate College;

3. A Registration form for the graduate course, a copy of the student's transcript, and a copy of the student's undergraduate registration for the semester in which the graduate course will be taken are attached to the senior privilege form;
4. Signatures and action taken by the student's adviser, the Department Chair of the student's major, the Dean, and Graduate Program Coordinator are on the senior privilege form;
5. The academic course load does not exceed 16 credit hours including the proposed graduate course in the semester the graduate course is taken; and
6. The total number of graduate credits acquired through senior privilege does not exceed 12 credit hours.

Transfer Credit

A student transferring to the University from another college or university should, before enrolling in any course at the University, have transcripts evaluated by the program coordinator of degree pursued. It is only through such evaluation that a student will know which transferred courses may be applicable toward Coastal degree requirements. Students from regionally accredited colleges and universities may transfer credit for academic courses completed with grades of C or above, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees. Decisions as to transfer course applicability, in terms of courses as well as maximum transfer hours, are made at the academic level where the degree program is offered. Students transferring courses into the University should consult the academic area where their program of interest is housed regarding criteria for the use of transfer credits in the degree program.

The regional accrediting associations are: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record. A student can not be awarded more transfer credit for a course than the original institution awarded.

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

Evaluation of Transfer Credit

Up to 12 semester hours of credit with grades of B or above (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the following restrictions. Credit must have been earned at an institution accredited, at the time the course work was completed, by a regional accrediting commission. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an institution accredited by a recognized accrediting body, or the acceptance of credit for military education. Graduate credit will not be accepted for portfolio-based experiential learning which occurs prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the institution. The credit must be approved by the graduate coordinator and the Dean of the College where the student seeks to have the credit applied. Students are advised that some academic programs do not allow 12 semester hours of transfer course work to be applied to the degree program. Students transferring courses into the University should consult the academic area where their program of interest is housed regarding criteria for the use of transfer credits in the degree program. Transfer credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism

for transfer credit that does not fall within the time limit.

Vehicle Registration

As a primarily non-residential or commuter campus, the University recognizes the importance of providing adequate parking for all members of the University community. All graduate students, full and part-time, are expected to have their vehicles registered with the appropriate display of the University parking decal. This pertains to the traditional academic year as well as summer study. Regulations regarding automobile registration and parking are distributed by the Department of Public Safety. Students, faculty, and staff are required to register their vehicles each school year.

Identification Cards

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

If cards are misplaced or destroyed, they may be replaced at a cost of twenty dollars. For information regarding ID cards, contact the Identification Card Office located in Atheneum Hall.

INTERNATIONAL STUDENTS

Admission

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

1. Complete the appropriate application for international admission,
2. Provide evidence of required credentials or degrees, to include original or certified copies of transcripts and/or leaving certificates in English,
3. Submit the required standardized tests results (see below), and
4. Provide verification that there is adequate funding for a year of study in the U.S.

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

Transfer Credit

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

Financial Resource Verification and Visas

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

Health Insurance

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

GRADUATE PROGRAMS

E. CRAIG WALL SR. COLLEGE OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION (MBA)

Purpose of the Program

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

Objectives

1. To prepare students for a changing domestic and global business environment characterized by organizational and cultural values, diversity, opportunity, and growth.
2. To involve students in an intense learning experience that emphasizes conceptual reasoning by using student-centered learning, flexible class design, and technology for learning and research.
3. To provide a continuously improving learning environment characterized by faculty interaction with students and based on collegiality, integrity, service, respect for others and the world, and the pursuit of knowledge.
4. To ensure that students command core knowledge across business disciplines.
5. To ensure that students understand the current boundaries of business knowledge and possess the skills to apply and build upon that knowledge, thereby preparing them for lifelong learning.
6. ACCOUNTING EMPHASIS: To fulfill the requirements of CPA candidacy and to ensure that students are able to demonstrate the ability to analyze and question claims, mastery of accounting models and theories, and the ability to apply their knowledge to solve concrete problems.

Master of Business Administration (MBA) Requirements

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

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

Financial and Managerial Accounting	6 hours
Macro and Micro Economics	6 hours
Finance	3 hours
Statistics	3 hours
Marketing	3 hours
Management	3 hours

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

Admission decisions are made when all evidence of the candidate's ability to succeed in graduate studies has been submitted. Consideration is in part based on a minimum score using the following formula.

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

Provisional Admission

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

Degree Requirements

The Master of Business Administration requires:

1. Successful completion of an approved program of study with a minimum of 36 graduate hours;
2. A minimum grade point average of 3.0 (**B**) on all course work;
3. A maximum of 6 credit hours may be completed below the grade of **B** before dismissal from the program;

4. Completion of all requirements for the degree during a six-year period; and
5. A record of professional performance and integrity during all phases of the program of study.

Non-Degree Students

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

Transfer Credits

With the MBA Director's approval, a maximum of 6 transfer credit hours may be applied to a student's program of study; all transfer course work must have been completed with a minimum grade of B.

Required Courses (36 Credits)

The MBA degree at Coastal Carolina University requires 36 graduate credit hours for completion.

I. CORE CURRICULUM (12 Credits)

CBAD 630	3
CBAD 631	3
CBAD 700	3
ECON 720.....	3

II. REQUIRED COURSES (15 Credits)

CBAD 725/Computer Science 725.....	3
CBAD 750	3
CBAD 760	3
CBAD 774	3
CBAD 778	3

III. SELECTIVES (3 Credits)

(Choose One)	3
CBAD 665, 772, 773	

IV. RESEARCH COMPONENTS (6 Credits)

CBAD 691	3
CBAD 798	3

ACCOUNTING CONCENTRATION

In addition to satisfying the admissions requirements previously listed, students wishing to pursue the MBA with an accounting concentration must present evidence of successful completion of the baccalaureate degree and, at a minimum, 15 hours in business and 21 hours in accounting, to include the study of financial accounting, managerial or cost accounting, business law, accounting information systems, and taxation.

Required courses for the accounting concentration include 36 credit hours as follows:

I. General MBA Requirements (18 Credits)

CBAD 691	3
CBAD 700.....	3
CBAD 760.....	3

CBAD 778.....	3
CBAD 798.....	3
ECON 720.....	3

II. MBA Selective (3 Credits)

Choose One: CBAD 725/CSCI 725, CBAD 750, 772, 773, 774..... 3

III. Accounting Requirements (12 Credits)

CBAD 533.....	3
CBAD 535.....	3
CBAD 537.....	3
CBAD 639.....	3

IV. Accounting Selective (3 Credits)

Choose One: CBAD 631, 632, 636, 637, 665 3

SPADONI COLLEGE OF EDUCATION

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

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

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

Admission to Study

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

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

The Master of Education degree program in Educational Leadership is designed to

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

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

Admission Requirements

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

Degree Expectations

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

1. Successful completion of 36 semester hours in the approved program of study.
2. Minimum overall 3.00 G.P.A in the program.
3. Approval of the Portal III Faculty Committee.
4. Successful completion of the Exit Portfolio.
5. Successful completion of the oral and written Comprehensive Examination.
6. Passing score (590) on the PRAXIS II: Educational leadership-Administration and Supervision.

Every candidate will have a faculty adviser with whom to plan a program of study sufficiently intensive and sequential to assure professional competence and breadth of

knowledge. Advisers are assigned by the M.Ed. in Educational Leadership Coordinator. Though an adviser may be appointed, the appointment of an adviser is not intended as an assurance to the student that he/she has been officially admitted to the program. No more than twelve hours of study may be taken/applied to meet program requirements prior to full admission to the program.

MASTER OF EDUCATION (M.ED.)/EDUCATIONAL LEADERSHIP

Education Core (9 Credit hours)

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

Educational Leadership (27 Credit Hours)

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

TOTAL CREDITS REQUIRED 36

Internship Requirements for Various Levels of Administrative Certification*

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

- Take one elementary school and one middle school internship.

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

- Take one middle school and one high school internship.

For middle school certification, the candidate has two options:

- 1) Take one elementary school and one middle school internship. (The student partially qualifies for Elementary Principal and Supervisor Certificate.)

OR

- 2) Take one middle school and one high school internship. (You qualify for Secondary Principal and Supervisor Certificate.)

*NOTE: For South Carolina certification as a school administrator, students must pass the PRAXIS II: Educational Leadership: Administration and Supervision exam.

MASTER OF EDUCATION (M.ED.) IN LEARNING AND TEACHING

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

Admission Requirements

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

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

Degree Expectations

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

1. Successful completion of an approved program of study, 30-36 semester hours, of which at least 50 percent must be earned in courses numbered 600 or above.
2. Successful completion of the prescribed culminating experience.
3. A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
4. Every candidate for a degree will meet with an assigned faculty adviser to plan the program of study.

Non-Degree Students: The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve hours of study may be taken/applied to meet program requirements prior to full admission to the program.

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

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

MASTER OF EDUCATION (M.ED.) DEGREE/ LEARNING AND TEACHING

With specializations in Early and Elementary Grades, Instructional Technology, and Literacy

Graduate Credit Hours (30)

I. Core Studies (15 credits hours).....	Credits
EDIT 604 Teaching with Technology..	3
EDUC 607 Research for Today’s Schools	3
EDUC 628 Assessment of Performance to Inform Instruction.....	3
EDUC 685 Strategies for Serving Diverse Learners3	
EDUC 630 Advanced Study of Curriculum and Instruction	3

Specialization Area Studies

II. Choose one of the following specializations:

EARLY AND ELEMENTARY GRADES (15 credit hours)

EDEE 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades	3
EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom	3
EDEE 650 Advanced Study of Early and Elementary Curricula and Programs (Culminating Experience).....	3
EDLL 601 Emergent and Early Literacy Development.....	3
EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education.....	3

INSTRUCTIONAL TECHNOLOGY (15 credit hours)

Select any four (4) of the following five courses: (3 credit hours each).....	12
EDIT 610 Instructional Design and Technology Integration	
EDIT 620 Technology Planning and Management	
EDIT 630 Development of Instructional Multimedia	
EDIT 640 Instructional Video Production	
EDIT 650 Teaching and Learning Online	
EDIT 690 Seminar in Instructional Technology	3
(Culminating Experience)	

LITERACY (15 credit hours)

EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading	3
EDLL 603 Research in Reading Methods and Materials	3
EDLL 604 Practicum in Literacy Assessment and Evaluation.....	3
Select any one of the following three courses:	3
EDLL 601 Emergent and Early Literacy Development	
EDLL 605 Organization, Administration, and Supervision of the School Reading Program	
EDLL 618 Content Literacy	
EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment.....	3
(Culminating Experience)	

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

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

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

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

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

Requirements for the Master of Arts in Teaching Degree:

Portal I. Admission to the Graduate Program.

For admission to the Graduate Program, the candidate must:

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

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

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

The candidate must:

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

Portal III. Admission to Internship.

The candidate must:

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

Portal IV. Graduation

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

Post-Graduation

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

MASTER OF ARTS (M.A.T.) IN TEACHING

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

39-45 Graduate Credit Hours

Core Courses (12 to 18 Graduate Hours)

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

Teaching Specialization (15 Graduate Hours)

One methodology course in the content area of specialization.....	3
EDSC 547 Principles and Methods of Teaching English	
EDSC 549 Principles and Methods of Teaching Social Studies	
ARTE 550 Principles and Methods of Teaching Art	
MUED 551 Principles and Methods of Teaching Music	
EDSC 552 Principles and Methods of Teaching Mathematics	
EDSC 553 Principles and Methods of Teaching Science	
EDSC 590 Internship	9
EDSC 580 Internship Seminar.....	3

Content Preparation (12 Credit Hours)

Graduate content coursework as approved by the adviser.....	12
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THOMAS W. AND ROBIN W. EDWARDS COLLEGE OF HUMANITIES AND FINE ARTS

MASTER OF ARTS IN WRITING (Pending SACSCOC Approval)

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

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

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

1. Understand the theories and practices at the core of professional and creative writing.

2. Understand the techniques of literary analysis and academic research.
3. Command the use of technology for presentations, web pages, visual media and print documents.
4. Follow professional procedures to prepare and submit manuscripts for publication.
5. Devise and execute a major writing project that demonstrates mastery of a particular form or forms and an awareness of a particular rhetorical situation.

Admission to Study

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

Admission Requirements

Applicants for admission to the Master of Arts in Writing must meet the following criteria:

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

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

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

Degree Requirements

The Master of Arts in Writing requires:

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

Transfer Credits

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

Required Courses

The Master of Arts degree in Writing at Coastal Carolina University will require 33 graduate credit hours, including the successful defense of a thesis.

CORE CURRICULUM (6 credits)

ENGL 602 Principles of Editing and Publishing	3
ENGL 603 Forms of Creative Writing	3
ENGL 604: Composition and Rhetoric	3

WORKSHOPS AND INTERNSHIPS (9 credits)

ENGL 652: Fiction Writing Workshop.....	3
ENGL 655: Graduate Writing Workshop–Creative Nonfiction	3
ENGL 658: Graduate Writing Workshop–Poetry	3

ENGL 681: Workshop in Professional and Technical Writing	3
ENGL 682: Workshop in Composition and Rhetoric	3
ENGL 683: Writing and Editing Internship	3

COURSES IN LITERATURE AND LINGUISTICS (6 credits)

ENGL 628: Topics in British Literature	3
ENGL 635: Topics in American Literature	3
ENGL 691: Topics in World Literature	3
ENGL 653: Topics in Linguistics.....	3

ELECTIVES (9 credits)	9
Graduate courses at the 600-700 level	

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

MASTER’S THESIS (3 credits)

ENGL 698 Thesis Research.....	3
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COLLEGE OF SCIENCE

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

MISSION STATEMENT

The Master of Science degree program in Coastal Marine and Wetland Studies is taught and administered by College of Science faculty with expertise in the issues and problems facing coastal areas and wetlands both locally and globally. It was selected and developed to take educational advantage of the unique natural resources of the region and thus faculty and students become important intellectual resources for the region. The purpose of this degree program is to provide students with the tools and abilities to assess, comprehend and then synthesize a broad range of scientific information. This will, in turn, allow them to assume employment as professionals in the environmental field, to become stewards of the environment, and to also pursue further graduate study. The goals of the program are satisfied through coursework, teaching opportunities, and the completion, presentation and publication of thesis research done in collaboration with faculty mentors.

STUDENT LEARNING OUTCOMES

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

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

theoretical background in specific areas of organism biology and ecology.

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

Admission to Study

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

Admission Requirements

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

1. Completion of an application form.
2. Submission of an official transcript from each post secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program.
4. Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 400 on both the verbal and quantitative portions. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL). Scores on the GRE and TOEFL must be less than five years old.
5. Submission of at least two letters of recommendation.
6. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research interest while completing this degree.
7. Submission of a resume.

Provisional Admission

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

Removal of Provisional Status

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

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

Admission to Candidacy

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

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

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

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

Thesis Committee

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

Degree Requirements

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

1. Successful completion of an approved program of study with a minimum of 30 graduate hours;
2. Admission to Candidacy;
3. A minimum grade point average of 3.0 (B) on all course work;
4. Completion, presentation, and successful defense of the graduate thesis; and
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

Required Courses (30 Credits)

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

Core Courses (9 Credits)

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

Thesis Research (6 Credits)

CMWS 700 Thesis Research	6
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The student must assemble a thesis committee of three faculty members, one of which is the major professor.

Graduate Seminar (3 Credits)

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

Electives (12 Credits)

Coastal Marine and Wetland Studies courses 500-level or above. A maximum of 6 credit hours at the 500-level may be used towards completing the degree requirements.



COASTAL CAROLINA
UNIVERSITY

COURSE DESCRIPTIONS - GRADUATE

ANTHROPOLOGY (ANTH)

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

ART EDUCATION (ARTE)

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

(Biology)

BIOLOGY (BIOL)

- 517 Herpetology-The Study of Reptiles and Amphibians.** (3) (Prereq: BIOL 122 or equivalent) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conversation. Three lecture hours per week.
- 526 Ichthyology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 526L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species.
- 526L Ichthyology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 526) Laboratory and field exercises emphasizing the topics covered in Biology 526. Students will be required to make and turn in a collection of preserved fish specimens.
- 536 Animal Behavior.** (3) (Prereq: permission of instructor) (Coreq: BIOL 536L) Study of the historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior.
- 536L Animal Behavior Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 536) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises.
- 542 Advanced Genetics.** (3) (Prereq: permission of instructor) (Coreq: BIOL 542L) The molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms.
- 542L Advanced Genetics Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 542) Laboratory exercises to accompany BIOL 542.
- 551 Molecular Techniques.** (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning.
- 555 Marine Botany.** (3) (Coreq: BIOL 555L) Field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities.
- 555L Marine Botany Laboratory.** (1) (Coreq: BIOL 555) The laboratory demonstrates the topics and principles presented in lecture.
- 561 Ornithology.** (3) (Coreq: BIOL 561L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities.
- 561L Ornithology Laboratory.** (1) (Coreq: BIOL 561) Field experience and exercises to accompany Biology 561.
- 581 Freshwater Ecology.** (3) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams). Three lecture hours per week.
- 581L Freshwater Ecology Laboratory.** (1) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581) Laboratory and field exercise devoted to un-

(Biology)

- derstanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three laboratory hours per week.
- 584 Conservation Ecology.** (3) (Coreq: BIOL 584L) A comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology.
- 584L Conservation Ecology Laboratory.** (1) (Coreq: BIOL 584) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises.
- 585 Vertebrate Zoology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 585L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals.
- 585L Vertebrate Zoology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 585) Laboratory and field experiences emphasizing the topics covered in BIOL 585. Laboratories will be centered around field observations of local vertebrates and may include field trips at “unusual” times – nights, early mornings and weekends.
- 588 Wetland Plant Ecology.** (3) (Prereq: permission of instructor) (Coreq: BIOL 588L) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered include hydrology, biogeochemistry, and biological adaptation. Wetland management topics include wetland definitions, classification, evaluation, manipulation, creation, and protection.
- 588L Wetland Plant Ecology Laboratory.** (1) (Prereq: permission of instructor) (Coreq: BIOL 588) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field.
- 598 Special Topics in Biology.** (1-4) In depth investigation of specific topics and scientific methods not generally available in the curriculum. May be repeated for credit under different topics.
- 600 Advanced Placement Biology.** (4) Course designed for high school biology teachers who are preparing to teach AP Biology. The course will review the format, schedule, and expectations of the AP course and AP exam. Students will familiarize themselves with required AP labs and build the conceptual framework.
- 776 Animals of South Carolina.** (4) Lecture-laboratory-field course. Introduction to the major forms of animal life in their native habitats.
- 778 Wetland Ecology for Teachers.** (3) (Coreq: BIOL 778L) A course designed to increase general knowledge of wetland habitats, introduce the possibilities of exploring wetlands in teaching, critique and adapt available laboratory and field activities, and develop original classroom teaching modules.
- 778L Wetland Ecology for Teacher Laboratory.** (1) (Coreq: BIOL 778) Laboratory and field experiences emphasizing the topics covered in Biology 778.
- 780 Topics in Molecular Biology.** (3) (Coreq: BIOL 780L) The study of modern molecular biological methods emphasizing the methods and applications of recombinant DNA techniques. Selected topics will include DNA sequencing, gene cloning, the polymerase chain reaction and the disruption of genes in microorganisms.
- 780L Topics in Molecular Biology Laboratory.** (1) (Coreq: BIOL 780) A laboratory course to introduce commonly used molecular biology and recombi-

(Biology, Business Administration)

nant DNA methods and their applications in biomedical research, agriculture and forensic science.

BUSINESS ADMINISTRATION (CBAD)

- 533 Governmental Accounting.** (3) (Prereq: Grade of C or above in CBAD 330) Accounting techniques for governmental and not-for-profit entities, topics include accounting standards and procedures for governmental units, colleges and universities, health care, and voluntary health and welfare organizations.
- 535 Advanced Accounting.** (3) (Prereq: Grade of C or above in CBAD 332, or concurrent enrollment in CBAD 332) Financial accounting for investments in stock and consolidations, foreign currency operations, not-for-profit governmental units, colleges, universities, and voluntary health and welfare organizations. S.
- 566 Advanced Security Analysis.** (3) (Prereq: CBAD 363) Principles of value investing as developed by Benjamin Graham and refined by Warren Buffett; application of value investing theory to the complete equity analysis of the firm and valuation of common stocks; required research component.
- 630 Financial and Managerial Accounting.** (3) Study of managerial and financial accounting, with emphasis on the preparation and use of budgets, business plans, the accounting cycle, and financial statement analysis in the service sector. Online research into important accounting topics and presentation of findings is required.
- 631 Fraud Examination.** (3) (Prereq: CBAD 630 – Financial and Managerial Accounting) Study of the principles and methodology of fraud detection and deterrence. The course includes such topics as asset misappropriation schemes (e.g., skimming, cash larceny, check tampering, etc.), corruption, fraudulent financial reporting, internal control, and deterrence.
- 632 Advanced Managerial Accounting.** (3) The process of using accounting information for long- and short-term decision making is addressed. The course presents advanced concepts helpful for understanding internal accounting as a tool to generate information for strategic managerial planning and control. It surveys fundamental managerial accounting, develops an operational understanding of elementary cost systems, capital and operating budgeting concepts, incremental analysis, transfer pricing, performance evaluation, and quantitative techniques for assisting managers in the planning and control functions.
- 636 Advanced Accounting Information Systems.** (3) Study of database design theory and principles unique to accounting information systems. Students create and design accounting information systems using sound database design theory and mid-level accounting software.
- 637 Advanced Auditing.** (3) (Prereq: Admission to the MBA program; successful completion of CBAD 437 Auditing Theory or equivalent) A risk-based introduction to the assurance profession. Focus on corporate governance, risk assessment, and assurance and auditing services; planning and conduct of external and internal audits; and study of current issues and challenges facing auditors.
- 639 Advanced Topics in Taxation.** (3) Tax planning in the business environment. Students prepare cases and research briefs using an online tax service and other sources. Topics include planning for business organization and sale or liquidation, distributions, mergers and acquisitions, employee compensation and retirement plans, and the gift and estate tax. Alternatives to the income tax are considered.
- 665 Financial Statement Analysis.** (3) An advanced case course which includes an in-depth study into the analysis of the profitability and viability of a commercial

(Business Administration)

enterprise. Primary focus is given to the analysis of a firm's accounting practices and financial statements from the framework of overall business analysis. The case method is utilized.

- 691 Applied Research Methods.** (3) Building on students' knowledge of statistics and elementary data analysis, the course focuses on definition of the research problem, sampling and data collection, entry and storage of data, application of appropriate analysis techniques to test assumptions and hypotheses, and reporting and interpretation of results.
- 697 Graduate Internship in Business.** (3) (Prereq: Permission of M.B.A. Director) Supervised work experience involving a research component and responsibilities commensurate with graduate level work. A maximum of 15 hours per week for 12-14 weeks; a research project is required. Open to M.B.A. students who have demonstrated professionalism.
- 700 Corporate Responsibility.** (3) An interdisciplinary examination of the role of the corporation in the United States and the world over the long term. The relationship between the corporation and its constituencies is considered in the context of ethics, economics, and politics. Case studies and formal debates required.
- 725 Database Management and E-commerce.** (3) (= CSCI 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and term project includes use of a widely used database software application to deliver E-commerce applications on the Internet; case readings including implications of database technologies to E-commerce.
- 750 Service Marketing Management.** (3) Analysis of marketing problems of business firms and other types of organizations through readings and case studies. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels, and communication strategies; and the organization's system for planning and controlling its marketing effort. Special attention is focused on the marketing of services.
- 760 Financial Management.** (3) (Prereq: CBAD 630 - Financial Managerial Accounting) An advanced case course focusing on financial theory and techniques for the analysis and solution of financial problems dealing with valuation theory and investment, financing, and dividend decisions of the firm.
- 772 Service Management.** (3) An understanding of the important marketing and operational characteristics of service businesses. These include service process design, quality management and control, facility design, capacity management, human resource selection and training, technologies in services, and defining the exchange process in terms of marketing parameters of product, price, place, and promotion.
- 773 Project Management.** (3) The purpose of this course is to explore the project management environment in business and technology today. Students will acquire new software skills and the methodology on how to successfully manage a project. The goal is to provide the student with a framework to understand the current issues and challenges of the project management environment today as it applies to industry, software development, or service management.
- 774 Human Behavior in Business.** (3) An overview of worker and consumer behavior in a discussion format. Emphases are on (1) the dynamic interactions of people working in organizations, (2) application of various managerial concepts, models, theories, and tools for identifying, diagnosing, and solving organizational

(Business Administration, Chemistry, Coastal Marine & Wetland)

problems, (3) social and psychological influences on buyer behavior, and (4) application of consumer behavior models to marketing decision making processes. Topics include theories of individual and group behavior, motivation, leadership, and ethical decision making.

- 778 Strategic and International Issues in Management.** (3) Seminar in strategic management designed to integrate business functions and examine issues that develop in the relationship between organizations and their changing environments, both global and domestic. The course concentrates on modern analytical approaches and on applying successful strategic practices in a team-based, asynchronous, diverse learning environment.
- 798 Research Project.** (3) (Prereq: CBAD 691 – Applied Research Methods) An applied research project in the student's discipline or area of special interest. Requires presentation of research results orally and in writing.

CHEMISTRY (CHEM)

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

COASTAL MARINE AND WETLAND STUDIES (CMWS)

- 580 Environmental Sociology.** (3) An introduction to important areas of thinking and research in environmental sociology. The primary focus of the course is on the relationship between society and the environment. Special attention is given to the study of how and why societies create environmental problems.
- 587 Selected Topics for Coastal Marine and Wetland Studies I.** (1-4) Topics designed in specialty areas of coastal marine and wetland studies.
- 601 Coastal Marine and Wetland Processes.** (3) A comprehensive overview through lectures and field observations of the inter-relations between geological, physical, biological and chemical processes affecting wetlands and coastal zone ecosystems. Emphasis is placed on understanding the relations between processes and features within the terrestrial, estuarine and near shore coastal environments.
- 602 Coastal Marine and Wetland Ecology.** (3) Relations between organisms and their environments in wetland and coastal zone ecosystems. Interconnectedness, energy flows and food webs will be presented in lectures, laboratories and field experiences in coastal wetland environments, estuaries and coastal marine habitats.
- 603 Coastal and Wetland Policy and Management.** (3) An examination of the relationships between economics, environmental policy, environmental ethics, and environmental law. Environmental laws, federal, state and local permitting agencies and their regulations that apply to the coastal zone and wetlands will be examined using locally focused case studies. Consideration is given to gathering and presenting scientific information needed for policy decisions. The interactions

(Coastal Marine and Wetland Studies)

and competing pressures between economic interests that impact wetlands will be contrasted with a commitment to ethical treatment and responsible management of wetlands and coastal ecological systems.

- 610 Applied Experimental Designs & Analyses.** (3) (Prereq: Graduate status and STAT 201 or equivalent) A comprehensive course covering topics in observational and manipulative experimental design (e.g., sample size determination, power of the test) and surveying the variety of available statistical techniques and analyses (e.g., MANOVA, PCA, Loglinear models, Bayesian statistics).
- 611 Marine Environmental Modeling and Data Analysis.** (3) (Prereq: MATH 260 and one advanced statistics course). Study to enable students to collect and analyze meaningful data in marine and wetland environments, leading to the prediction of (and the power to change) environmental trends. Topics include aspects of sampling and resampling methods, simulation techniques, basic design of experimental techniques, fundamentals of time series analysis, modeling with difference and differential equations and linear and nonlinear dynamics that pertain to marine and wetland studies.
- 612 Advanced Geographic Information Systems.** (3) The use of Geographic Information Systems in the study and management of coastal and marine systems at an advanced level. Topics covered include project design, data management and analysis, exploration of surfaces and statistical modeling, and interpretation of aerial photograph and remotely sensed data.
- 613 Standard Methods of Seawater, Tissue and Sediment Analysis.** (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the practices and techniques of marine analyses. Topics include measurement of nutrients, organic matter, bacteria and trace metals. Students will be introduced to the use of standard marine analytical equipment including atomic absorption spectrophotometer, gas chromatograph-mass spectrometer, ion chromatograph, TOC/TIC analyzer, and CHNS elemental analyzer.
- 614 Applied Geophysical Field Methods.** (3) A field course to provide the student with an understanding of data collection in the field. Detailed study of pertinent data collection techniques for understanding the geology and physical processes in the coastal region to include side-scan sonar, seismic, and ground penetrating radar techniques, as well as integral ground truthing techniques. Integration of digital data collection techniques using computer software, hardware, and networking techniques will be covered.
- 615 Advanced Experimental Designs and Analyses.** (3) (Prereq: CMWS 610) An advanced graduate course in the design and statistical analyses of experiments building on materials covered in CMWS 610 and focusing on categorical data, use of null models and simulation, Bayesian approaches, meta-analyses and additional analytical techniques.
- 630 Aquatic Physiological Ecology.** (3) Physiological and biochemical mechanisms of adaptation to aquatic environments. Topics include principles of physiological measurement, bioenergetics, and the effects of temperature, salinity, oxygen, light, turbidity, pressure and nutrients. The class will include lectures, discussions, and demonstrations.
- 641 Environmental Ecotoxicology.** (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the field of environmental ecotoxicology. Topics include chemical principles of bioaccumulation and degradation, organic and inorganic toxicants, modeling approaches to understanding and predicting the fate of pollutants in the marine environment.
- 642 Applications of Isotope Geochemistry.** (3) (Prereq: MSCI 304 and

(Coastal Marine & Wetland Studies, Computer Science, Economics)

305 or consent of instructor) An introduction to the manifold uses of stable and radioactive isotopes in elucidating biologic and inorganic reaction pathways and past environmental conditions in marine and terrestrial systems. Topics include paleotemperature, paleosalinity estuarine mixing, as well as biological pathways and global biogeochemical cycles.

650 Climate Change and Evolution of Coastal Environments. (3) Study emphasizing short and long-term coastal and estuarine changes throughout the late Quaternary, specifically with respect to decadal, centennial, millennial, and longer time scales. Quaternary geomorphologies and long and short-term climate changes are studied and placed into a global context of various spatial and temporal changes, induced change, and the factors involved in change.

670 Watershed Science and Management. (3) An interdisciplinary survey of watershed science, covering essentials of hydrology, geology, biogeochemistry, ecosystem structure and function, watershed modeling, and ecological economics. Current trends in watershed management are covered from the perspective of the USEPA's Watershed Approach which relies on development and implementation of watershed management plans. Other tools for watershed protection will be addressed, such as the Clean Water Act, storm water best management practices, Better Site Design, habitat conservation, and public outreach strategies.

675 Wetland Regulation and Delineation. (3) (Prereq: permission of instructor) Study of legal definitions and regulations relevant to wetlands and the methods used to delineate wetlands. Lectures are augmented with practical field experience identifying various indicators of hydrology, soils, and vegetation in riparian, estuarine, and pocosin wetlands.

687 Selected Topics for Coastal Marine and Wetland Studies II. (1-4) Topics designed in specialty areas of coastal marine and wetland studies.

697 Graduate Seminar I. (1) Approaches to research and literature review of possible thesis research. Presentations, readings, and discussions.

698 Graduate Seminar II. (1) Plans for research and expected outcomes based on a review of literature. Presentations, readings, and discussions.

699 Graduate Seminar III. (1) (Prereq: CMWS 700) Techniques for communicating results in research.

700 Thesis Research. (1-6) Research will be conducted leading toward the preparation, acceptance and defense of a thesis. Students must complete a total of six credit hours to complete the degree requirements.

COMPUTER SCIENCE (CSCI)

725 Database Management and E-commerce. (3)(=CBAD 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and term project includes use of a widely used database software application to deliver E-commerce applications on the Internet; case readings including implications of database technologies to E-commerce.

ECONOMICS (ECON)

524 Essentials of Economics. (3) A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.

720 Economic Strategy. (3) Applications of economic theory, techniques, and tools of analysis to decision-making at the firm/organization level. The course

(Economics, Ed.-Early Childhood, Early & Elementary, Leadership)

is designed to develop students' understanding of how to efficiently achieve the goals of the firm and their ability to recognize how economic forces affect the organization.

EDUCATION - EARLY CHILDHOOD (EDEC)

- 631 Special Topics in Early Childhood Education.** (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern.
- 640 Trends and Issues in Early Childhood Education.** (3) Study of the trends and issues that characterize early childhood education today. The course is designed to create an awareness of the directions the field is taking, the myriad problems early childhood education faces and how these problems may be resolved.
- 697 Seminar in Early Childhood Education.** (3) (Prereq: Education 531, 606, 607, 649, EDEC 632, 642, with grade of C or better) Students will synthesize their graduate studies for a master's degree in early childhood education.

EDUCATION - EARLY AND ELEMENTARY (EDEE)

- 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades.** (3) (Prereq: EDUC 607) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.
- 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom.** (3) (Prereq: EDUC 607 and EDUC 685) This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences.
- 650 Advanced Study of Early and Elementary Curricula and Programs.** (3) (Prereq: EDUC 607, 628, 630, 685, EDIT 604, EDLL 601 EDEE 610, 615, and EDSP 605) This course includes the culminating experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The course emphasizes dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

EDUCATION - EDUCATIONAL LEADERSHIP (EDAD)

- 600 Introduction to Educational Leadership.** (3) (Prereq: Admission to M.Ed. degree program in Educational Leadership) Students examine the purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems and developing trends are considered for analysis.

(Education-Educational Leadership)

- 635 School Personnel Administration.** (3) (Prereq: EDAD 600) The course focuses on techniques to maintain effective human relations and the use of human resources. Staff evaluation systems, staffing projections, staff-related record management, and benefit programs are examined. The curriculum emphasizes negotiations in the public sector and contract management.
- 660 Supervision of Instruction.** (3) (Prereq: EDAD 600) This course provides a theoretical and practical overview of the supervision and evaluation of instruction. The domains of supervision and inquiry into current issues and best practices in supervision are introduced. Students will examine the use of a variety of approaches to assist in the development of practical skills using the clinical process and developmental approach to supervision..
- 680 School and Community Relations.** (3) (Prereq: EDAD 600) The development and analysis of appropriate organizational procedural and administrative arrangements for public relations programs in educational institutions are topics of the course. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support and instituting educational change. .
- 684 School Finance/Ethics.** (3) (Prereq: EDAD 600) Introduction to school finance and school business administration at all levels of school district organization. The course applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. The curriculum includes discussion of ethics in school finance
- 686 Legal Basis of Educational Organization and Administration.** (3) (Prereq: EDAD 600). Basic principles of school law with special attention to legislation in South Carolina and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications and limitations on the Board of Education will be examined.
- 689 School Principal.** (3) (Prereq: EDAD 600) This course provides an overview of this key position. Analyzes and investigates roles and functions of principalship. The emphasis of the curriculum is on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal.
- 694 Elementary School Principal in Practice - Fall Internship.** (3) (Prereq: EDAD 600 and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced elementary administrator and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field.
- 695 Elementary School Principal in Practice - Spring Internship.** (3) (Prereq: EDAD 600, 694 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised internship expands the candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs

(Education-Educational Leadership, Education-Elementary)

and interests.

- 696 Secondary School Principal in Practice -Fall Internship.** (3) (Prereq: EDAD 600, and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced secondary administrator (“field supervisor”) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field.
- 697 Secondary School Principal in Practice -Spring Internship.** (3) (Prereq: EDAD 600, 696 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised secondary internship expands the candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

EDUCATION - ELEMENTARY (EDEL)

- 608 Parent Involvement in Elementary Education.** (3) Analysis of programs and practices for involving parents in elementary educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.
- 610 Social Studies in the Elementary School.** (3) Selection, classification, and organization of materials in the field of social studies in the elementary school.
- 611 Teaching Writing in Elementary and Middle School.** (3) Writing instruction in relation to the developmental characteristics of children through preadolescence.
- 613 Science in the Elementary School.** (3) Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.
- 617 Curriculum Problems in the Elementary School.** (3) (Prereq: EDEL 715) A course designed to examine the internal facets of the elementary school, including the library; health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting.
- 631 Special Topics in Elementary Education.** (3) Specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern.
- 640 Advanced Study of Teaching Mathematics in the Elementary School.** (3) The selection of teaching procedures and instructional materials which facilitate pupil discovery and learning. Research findings relative to current trends, diagnostic teaching, and mathematics as a contemporary necessity will be examined.
- 645 Diagnostic Teaching of Arithmetic.** (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum, exploration of diagnostic-prescriptive teaching methods.
- 658 Advanced Study of Teaching Science in the Elementary School/ Middle School.** (3) Study of curriculum models and instructional theory underlying elementary and/or middle school science programs.

(Education-Elementary, Education-General)

- 670 Advanced Study of Language Arts in the Elementary School.** (3) The relationship between language learning and the genesis and development of personality with implications that would follow for the elementary school language arts curriculum.
- 695 Special Education for Teachers in Elementary Education.** (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the elementary level. Emphasizes methods for the development and acceleration of basic academic skills.

EDUCATION - GENERAL (EDUC)

- 504 Technology and Instruction.** (3) (Computer Usage) (Prereq: Admission to MAT Degree Program) Development of essential technology skills for educational settings. Classroom applications of word processing, spreadsheet, database, multi-media and Internet technologies.
- 515 Teaching in Diverse Classroom Settings.** (3) (Prereq: Admission to MAT Degree Program) Study of the diverse population of students in today's classrooms. Alternative methods of instruction and evaluation of concepts and skill development will be presented. A clinical field experience in public schools is included.
- 525 Managing the Classroom.** (3) (Prereq: Permission of instructor) Study of effective principles and techniques of management of classrooms today. Attention is given to theories and strategies of management of students as well as classroom organization and the relationship between motivation and management. A clinical experience in public schools is included.
- 531 Microcomputers and Instruction.** (3) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction. Off-campus clinical experiences are included to increase student achievement.
- 607 Research for Today's Schools.** (3) Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write up, and report on an original, field-based, education research project.
- 608 The Nature and Needs of Gifted and Talented Students.** (3) (Prereq: Admission to graduate study) Course designed to provide teachers with a foundation in gifted education as a survey course in the education of gifted and talented students. Included is an overview of the historical and philosophical background of gifted education, as well as a rationale for it. The course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development.
- 609 Introduction to Curriculum and Instruction for Gifted and Talented Students.** (3) (Prereq: Admission to graduate study at CCU) Course designed to prepare teachers to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessments in order to meet the needs and abilities of gifted

(Education-General)

and talented students. Current research and technology will be utilized in writing lesson plans and units.

- 610 Integrated Reading and Writing Instruction.** (3) Theoretical bases and techniques for teaching reading and writing using multiple subject areas.
- 611 Writing/Reading Process Institute Seminar.** (6) (Permission of Instructor) (=ENGL 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention/writing workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program.
- 620 The Middle School Curriculum.** (3) (Prereq: Permission of the Instructor) A course intended to increase the student's knowledge and awareness of current trends and practices in middle school curriculum with an emphasis placed on the future direction of middle school education to prepare teachers for the demands of an increasingly advanced technological, multicultural society.
- 625 Student Motivation and Management.** (3) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students as well as classroom organization and the relationship between motivation and management.
- 628 Assessment of Performance to Inform Instruction.** (3) (Prereq: EDUC 607) This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs.
- 630 Advanced Study of Curriculum and Instruction.** (3-6) Study principles of curriculum and instruction related to PK-12 schools. Included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher's roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. Field work is included.
- 631 Special Topics.** (3-6) Topics selected allow for specialized study of timely topics related to the field of education.
- 649 The School and Modern Society.** (3) (Prereq: Permission of the Instructor) Basic concepts of the relation of the school to the social order; an analysis of the essential features of changing social context within which American educational policy and practice now operate. The educational implications of recent social change in the American and world society.
- 655 Teaching Environmental Education.** (3 or 6) Rationale and strategies for teaching environmental education.
- 680 Capstone Experience.** (3) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the degree candidate and that applies the knowledge and skills gained in the degree program. A portfolio presentation documenting proficiency in designated national and college standards is also included.
- 685 Strategies for Serving Diverse Learners.** (3) Course designed to assist teachers in exploring issues in multicultural and special education to recognize how such factors as socioeconomic status, racial and ethnic backgrounds, gender, language proficiency, and disabilities may affect a child's performance. Teach-

(Education-General, Instructional Technology, Literacy Learning)

ers will study ways of making classrooms, curricula, and instructional strategies suitable for a diverse student population.

- 692 Foundations and Services for Exceptional Learners.** (3) Presentation of an overview of exceptionalities of children and youth, as well as curricular and instructional modifications or accommodations that may be needed to meet their needs in the general education classroom. Philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state law, court cases and regulations for special education programs are addressed.

EDUCATION - INSTRUCTIONAL TECHNOLOGY (EDIT)

- 604 Teaching with Technology.** (3) A standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance. The course is designed to meet the National Education Technology Standards for Teachers (NETS-T), published by ISTE.
- 610 Instructional Design and Technology Integration.** (3) (Prereq: EDIT 604) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration.
- 620 Technology Planning and Management.** (3) (Prereq: EDIT 604) Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration.
- 630 Development of Instructional Multimedia.** (3) (Prereq: EDIT 604) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.
- 640 Instructional Video Production.** (3) (Prereq: EDIT 604) Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.
- 650 Teaching and Learning Online.** (3) (Prereq: EDIT 604) Theory and best practices for the design, development, and implementation of online instruction for blended and distance-based applications..
- 690 Seminar in Instructional Technology.** (3) (Prereq: EDIT 604 plus any four of EDIT 610, 620, 630, 640, 650) Capstone experiences in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the Instructional Technology Portfolio.

EDUCATION - LITERACY LEARNING (EDLL)

- 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading.** (3) This course emphasizes theoretical frameworks for reading including psycho linguistics, sociolinguistics, constructivism, and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings.
- 601 Emergent and Early Literacy Development.** (3) (Prereq: EDLL) This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children's emergent literacy development. The theoretical framework of this course is based on an advanced study of an understand-

(Education-Literacy Learning, Education-Secondary)

ing of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources for effective early childhood and early elementary literacy instruction.

- 603 Research in Reading Methods and Materials.** (3) (Prereq: EDLL 600) This course requires that students conduct in-depth study of current methods of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacy, including digital literacy, visual literacy, including digital literacy, visual literacy, and critical literacy and the use of relevant materials for incorporating multi-modal literacy in the elementary classroom.
- 604 Practicum in Literacy Assessment and Evaluation.** (3) (Prereq: EDLL 600 and EDLL 603) Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience is required.
- 605 Organization, Administration, and Supervision of the School Reading Program.** (3) (Prereq: EDLL 600, EDLL 603, and EDLL 604) This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests, and the use school-wide assessment data for literacy program planning will also be addressed.
- 606 Practicum in the Evaluation of Literacy Instruction and Assessment.** (3) (Prereq: EDLL 600, EDLL 601, EDLL 603, EDLL 604, or EDLL 618) This course requires the application and integration of instructional strategies and naturalistic, authentic assessment in literacy, with an emphasis on evaluating demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application, a writing application, and an example of collaborative integrated application. Students must obtain permission from classroom students' parents for videotaping and use of student artifacts within the portfolio. These three applications must demonstrate all five propositions of the NBPTS and the six IRA Standards for Reading Professionals.
- 618 Content Literacy.** (3) Course designed to assist teachers in developing methods and materials that will improve their students' literacy skills. After gaining a sound theoretical knowledge of the reading and writing processes and the basic tenets of the media literacy movement, teachers will apply what they've learned to their own disciplines, creating strategies that will support students in reading, writing, and working with media in the context of content area instruction.

EDUCATION - SECONDARY (EDSC)

- 500 Assessment and Action Research.** (3) An introduction to assessment at the secondary level. Students design, apply, and interpret the results of measurements. Test formats, the correlation of test items with learning objectives and the interpretation of teacher-made and standardized test results are addressed.
- 518 Addressing Literacy in the Content Area.** (3) (Prereq: Admission to MAT Degree Program) Study of the reading process and readiness to read as related to the teaching of academic areas found in public schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. Attention is given to addressing reading difficulties and enhancing reading skills

(Education-Secondary)

- necessary for effective teaching of content area materials.
- 546 Foundations of Secondary Education.** (3) (Prereq: Admission to MAT Degree Program) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment.
- 547 Principles and Methods of Teaching English.** (3) (Prereq: Admission to MAT Degree Program) A study of methods, techniques and materials appropriate to teaching English. A clinical experience in public schools is included.
- 548 Principles and Methods of Teaching Foreign Language.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Foreign Language. The student is expected to plan, implement, and evaluate specific lessons using various resources and techniques. A clinical experience in public schools is included.
- 549 Principles and Methods of Teaching Social Studies.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Social Studies. A clinical experience in public schools is included.
- 552 Principles and Methods of Teaching Mathematics.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching mathematics. A clinical experience in public schools is included.
- 553 Principles and Methods of Teaching Science.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching science. A clinical experience in public schools is included.
- 575 Human Development and Learning Processes.** (3) (Coreq: EDUC 515, EDUC 625, permission of instructor) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adolescence periods with an emphasis on the period of adolescence and a focus on developmental applications in educational settings. A clinical experience in public schools is included.
- 580 Internship Seminar.** (3) (Prereq: Admission to MAT Degree Program) (Coreq: EDSC 590) Candidates will meet periodically with their university supervisor and with other candidates to establish links between the theoretical principles taught in the methods course and the practical application of these theories during the internship.
- 590 Internship.** (9) (Prereq: Admission to MAT Degree Program) (Coreq: EDSC 580) Supervised teaching experience. Interns will be assigned to field placements for a period of no fewer than 70 instructional days.
- 601 Special Topics in Science Education.** (3) Topics will be selected from various science education fields, including trends, methods, and materials of science education. May be repeated; credit up to six hours may be applied toward a degree.
- 611 Special Topics in English Education.** (3) Topics will be selected from various English education fields, including trends, methods, and materials of English education. May be repeated; up to six credit hours may be applied toward a degree.
- 626 Advanced Principles and Practices of Teaching in High School.** (3) A study of historical developments and recent innovations in curricula, resources, and techniques in secondary schools. Students will be expected to investigate and

(Education-Secondary)

- apply research as it relates to the improvement of instruction.
- 628 Advanced Study of the Teaching of English in Secondary Schools.** (3) A study of historical development and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
- 629 Advanced Study of the Teaching of History and Social Studies in Secondary Schools.** (3) A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
- 631 Special Topics in Secondary Education.** (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern.
- 632 Advanced Study of the Teaching of Science in Secondary Schools.** (3) A study of historic developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
- 633 Special Topics in Social Studies Education.** (3) Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; up to six credit hours may be applied toward a degree.
- 650 Advanced Secondary Instructional Methods and Strategies.** (3) Advanced study of instructional strategies and best teaching practices applicable to teaching in secondary schools. Instructional planning, delivery and assessment are included.
- 659 Teaching Reasoning and Inquiry Skills.** (3) Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs.
- 664 Advanced Study in Teaching Mathematics in Secondary Schools.** (3) A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
- 666 Special Topics in Mathematics Education.** (3) Topics will be selected from various mathematics education fields, including trends, methods and materials of mathematics education. May be repeated; up to six credit hours may be applied toward a degree.
- 670 Computers in Mathematics Education.** (3) (Prereq: EDUC 531) Topics in the use of microcomputers in the teaching of mathematics at the middle and secondary school levels.
- 671 Computers in Science Education.** (3) Use of computer technology in teaching and managing science classes and programs.
- 673 Advanced Study of the Teaching of Computer Studies.** (3) (Prereq: EDUC 531) Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes in Logo, BASIC and Pascal language will be given.
- 675 Advanced Study of Secondary Curriculum and Program Models.** (3) Study of effective principles of secondary curriculum development in

(Education-Secondary, Education-Special Education)

schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment.

- 679 Multicultural Issues in Education.** (3) Effects of cultural diversity in instruction with emphasis on teaching strategies and programs for multicultural student populations.
- 680 Seminar in Secondary Education.** (3) (Prereq: EDUC 531, 606, 607, 649, EDSC 675 with grade of C or better) Student's will synthesize their graduate studies for a master's degree in secondary education.
- 686 The Teaching of Literature in the Secondary School.** (3) Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials.
- 687 The Teaching of Composition in the Secondary School.** (3) New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and handwritten composition.

EDUCATION - SPECIAL EDUCATION (EDSP)

- 605 Special Education for Teachers in Early Childhood and Elementary Education.** (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels. Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum..
- 640 Behavior Management.** (3) (Prereq: Graduate Status) This course provides a critical analysis of behavior management theories, evidenced-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology and intervention strategies for prevention and management of inappropriate behaviors exhibited by students with disabilities. Research of legal and ethical practices are included.
- 670 Characteristics of Learners with Emotional and Behavioral Disabilities.** (3) (Prereq: EDUC 692, EDLD 370, or instructor permission) This course covers theories and specific conditions in the area of emotional and behavior disabilities. Participants will study the impact of learning and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes.
- 690 Specific Learning Disabilities (SLD): Nature and Needs.** (3) (Prerequisites: EDUC 692, EDLD 370, or instructor permission) This course provides a critical analysis of foundation knowledge of Specific Learning Disabilities, including the history, theoretical base, legal aspects, terminology, etiology, definitions, medical aspects, and approaches to identification and intervention. Professional literature reviews and experiences in schools required.
- 691 Instructional Procedures for Students with Learning Disabilities.** (3) (Prerequisites: EDUC 692, EDLD 370, or permission) Provides knowledge

(Education-Special Education, English)

of instructional procedures to improve outcomes for individuals with learning disabilities. Applies research on teacher effectiveness, instructional approaches, and current issues and needs in instructional programming for students with LD. Content includes curriculum design, instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Experiences in schools and applied research projects required.

ENGLISH (ENGL)

- 602 Principles of Editing and Publishing.** (3) (Admission to the MA program or permission of instructor) Through seminars, workshops and lectures conducted by publishers, designers, authors, editors, and other industry specialists, students will be introduced to a range of skills involved in professional writing, editing, design and production.
- 603 Forms of Creative Writing.** (3) (Admission to the MA program or permission of instructor) Students will examine the history, movements and technical forms of literary genres in an effort to better understand influences that may affect the writer today.
- 604 Composition and Rhetoric.** (3) (Admission to the MA program or permission of instructor) ENGL 604 is designed to introduce the graduate student to a wide array of composition theorist. Each theory will be examined for its underlying assumptions and pedagogical implications. Research in the fields of composition and research will be reviewed, and students will join the critical debate with their own researched perspectives.
- 611 Writing/Reading Process Institute Seminar.** (6) (Permission of the instructor (based on experience and/or interest in teaching writing and reading). (= EDUC 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention to writing/reading workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program.
- 628 Topics in British Literature.** (3) (Admission to the MA program or permission of instructor) This course introduces students to a variety of texts from the British literary tradition. Individual sections may focus on particular periods, movements, subcultures, or historical contexts. Students will be asked to read rhetorically, with an eye toward ways in which literary texts speak to larger issues of rhetoric and writing.
- 635 Topics in American Literature.** (3) (Admission to the MA program or permission of instructor) An exploration of texts from a variety of eras, movements, regions and/or sub-cultures within American Literature. Students will read literary texts, focusing on the social, cultural, historical, and political contexts in which these texts were produced and analyzing the content for cultural-specific themes.
- 652 Fiction Writing Workshop.** (3) (Admission to the MA program or permission of instructor) A course in fiction writing to show students how to analyze the multiple ways a short story can be written and the ways in which published writers organize their thoughts and ideas on the page.
- 653 Development of the English Language.** (3) (Admission to the MA program or permission of instructor) A study of the origins and development of languages in general, and of English and related languages in particular. No

(English)

- previous knowledge of Old and Middle English necessary.
- 655 Graduate Writing Workshop, Creative Nonfiction.** (3) (Admission to the MA program or permission of instructor) This class will focus on personal essay-writing and the memoir. Students will read selections by some of the major figures in contemporary nonfiction, and will write two major essays.
- 658 Graduate Writing Workshop, Poetry.** (3) (Admission to the MA program or permission of instructor) A workshop to study the craft of poetry and write poems in both traditional forms and free verse. The majority of class time will be spent in group discussions of poems produced by members of the class with the goal of becoming better readers and writers of poems.
- 662 Teaching Multicultural Adolescent Literature.** (3) (Admission to the MAT program) An exploration of the general issues of teaching literature to adolescents with a focus on using literature from a variety of cultures in the classroom.
- 681 Workshop in Professional and Technical Writing.** (3) (Admission to the MA program or permission of instructor) A workshop-style course that focuses on projects illustrating some of the challenges facing contemporary technical writers. Students will develop technical and scientific documents based on real-life examples from academia and industry and will develop their skills with the types of writing assignments, processes, and styles that will lead to success as a technical writer.
- 682 Workshop in Composition and Rhetoric.** (3) (Admission to the MA program or permission of instructor) This course introduces and explores advanced concepts of grammar, rhetoric, the composition process and editing that affect both professional writers and teachers and writing at the high school and college level.
- 683 Writing and Editing Internship.** (3) (Admission to the MA program or permission of instructor) Students will receive instruction and gain professional experience in an internship while working at least 100 hours with a business or organization that requires writing and editing skills. Course contract must be approved prior to registration.
- 685 Adolescent Literature.** (3) Course designed to introduce the various issues which have encouraged the proliferation of modern critical views within the field and to enable students to use theory effectively across a wide range of texts in the classroom.
- 690 Special Topics in Composition.** (3) Course content varies.
- 691 Topics in World Literature.** (3) (Admission to the MA program or permission of instructor) Provides an intensive introduction to reading literature (in translation) from culture outside of the United States and Great Britain and uses a comparative approach to the study of literature. Students will be exposed to the cultural context of literary genres and writing techniques that are unique to particular cultural traditions.
- 698 Thesis Research.** (3) (Prereq: Admission to the MA program or permission of instructor and 18 graduate hours in ENGL). Student-driven capstone experience for graduate students in the MA program. Students will create a detailed thesis prospectus; a faculty member will review the work in progress, providing feedback. Students will submit the finished thesis for final review by the graduate program committee. Students will give public oral presentations from their work.
- 710 The Renaissance.** (3) Study of representative poetic, dramatic, and prose works of 16th century England.
- 711 Shakespeare I: The Comedies and Histories.** (3) Survey of leading

(English, Geology, History)

examples of the two genres in relation to the conditions of Shakespeare's time and modern critical views of the plays.

- 712 Shakespeare II: The Tragedies.** (3) Survey of the development of Shakespearean tragedy in relation to the drama of the time and modern criticism.
- 723 English Poetry of the Romantic Period.** (3) Poetry of Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Intensive study of several of these poets to illustrate the character of the period; attention is given to important statements of poetic theory.
- 744 American Romanticism.** (3) Survey of leading romantic and/or transcendental writers of the 19th century such as Emerson, Thoreau, Whitman, Hawthorne, and Melville.
- 781 History of the English Language.** (3) The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required.

GEOLOGY (GEOL)

- 516 Hydrogeology.** (3) (= MSCI 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrologic system. Oral presentations on recent and pertinent literature required.
- 516L Hydrogeology Lab.** (1) (= MSCI 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week.

HISTORY (HIST)

- 501 World History for Secondary Instruction.** (3) Overview of current World History curriculum and pedagogy for secondary school instruction.
- 502 World History for Middle School Instructors.** (3) Study of the emergence of humans up to the Agricultural Revolution and an examination in greater depth of the developments in human history from 1600 to 2001 (from the emergence of modernity to the post-9/11 world). Instruction will be selective and topical, emphasizing the origin and development of the great world civilizations, the philosophical heritages of Europe and Asia, the artistic and literary expressions that defined modernity, and the impact of global exploration, trade, conquest, and colonization.
- 505 United States Survey History for Secondary School Instructors.** (3) An overview of United States history from prehistory to the present. Course designed for those who anticipate teaching at the college preparatory level.
- 528 Renaissance and Reformation Europe.** (3) An examination of the most recent scholarly literature on Renaissance and Reformation Europe (c. 1300-1648). Emphasis is on how the Renaissance and Reformation contributed to the development of the modern world, particularly with regard to such concepts as individualism, capitalism, nationalism, and the scientific revolution.
- 592/593/594 Special Topics in History.** (3) In depth readings and research selected in historical subjects; themes and/or methods not currently or regularly available in the graduate history curriculum. May be repeated for credit under different topics.
- 631 Issues in Southern History.** (3) A survey of the basic historical literature,

(History, Marine Science)

issues, and the interpretation of the development of Southern society as a distinctive section of the United States.

642 Issues in Modern Russian History. (3) A survey of the basic historical literature, issues, and the interpretations of late Imperial Russia and Soviet studies.

755 Issues in Twentieth-Century United States History. (3) A survey of the basic historical literature, issues, and the interpretations of the American experience from the Age of Progressivism to present day.

770 Latin American History. (3) Readings in selected topics in Latin American history.

MARINE SCIENCE (MSCI)

502 Analytical and Field Methods in Environmental Chemistry. (3) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library research. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week.

502L Analytical and Field Methods in Environmental Chemistry Laboratory. (1) MSCI 502L demonstrates the topics and principles presented in MSCI 502. Three laboratory hours per week.

510 Earth Systems Science. (3) Earth systems science is the interdisciplinary study of the interaction between the earth's biosphere, atmosphere, hydrosphere, and geosphere. Lecture, lab, and discussion topics include origin of the solar system and earth, Earth's interior and plate tectonics, climate, oceans, geological resources, ecosystems, and a major focus on global environmental change and sustainability.

510L Earth Systems Science Lab. (1) Laboratory course designed to accompany study in MSCI 510.

516 Hydrogeology. (3) (= GEOL 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Oral presentations on recent and pertinent literature required.

516L Hydrogeology Lab. (1) (= GEOL 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week.

540 Applied Coastal Geophysics. (3) (Prereq: CMWS 601 or permission of instructor) A major discipline of geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Geophysical techniques provide an important quantitative means to define the characteristics and behavior of the earth/ocean/atmosphere system. Importantly, this allows information to be gathered

(Marine Science)

in remote locations or sites that cannot be directly observed and can often provide a much more rapid and efficient means to sense broad areas quickly and relatively inexpensively compared to many direct observation and measurement techniques. Geophysical techniques are routinely applied globally to define planetary scale behavior as well as to very local applications such as measurement of turbidity and current velocities or local habitat/resource mapping.

- 545 Coastal Processes.** (3) (Prereq: MATH 161, MSCI 301 or permission of instructor) (Coreq: MSCI 545L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within estuaries and the coastal ocean. Beach, estuarine and shelf processes are examined in detail as to their importance to coastal management and protection. Focus is on application of standard process models and morphodynamic concepts.
- 545L Coastal Processes Laboratory.** (1) (Prereq: permission of instructor) (Coreq: MSCI 545) The laboratory demonstrates the topics and principles presented in lecture.
- 558 Fisheries Science.** (3) (Prereq: permission of instructor) (Coreq: MSCI 558L) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries.
- 558L Fisheries Science Laboratory.** (1) (Prereq: permission of instructor) (Coreq: MSCI 558) The laboratory demonstrates the topics and principles presented in lecture.
- 571 Biology of Marine Mammals.** (3) (Prereq: permission of instructor) A comprehensive survey of the biology and ecology of marine mammals, including cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification, anatomy and physiology, sensory biology, communication, feeding, ecology and energetics, social and reproductive behavior, and life history. A laboratory experience is included.
- 572 Population Biology of Marine Organisms.** (3) Study of the advanced principles of population biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology.
- 573 Biology of Sharks.** (3) (Prereq: permission of instructor) (Coreq: MSCI 573L) An introduction to the biology of sharks. Lecture component covers evolution, anatomy, behavior, natural history, physiology, conservation, and ecology. Classes will be held on campus and/or in the Bahamas.
- 573L Biology of Sharks Laboratory.** (1) (Coreq: MSCI 573) Topics will include taxonomy, diversity, anatomy, physiology, capture and identification; telemetry tracking; and observation of shark behavior in both their natural habitat and captivity.
- 576 Marine Plankton.** (3) (Coreq: MSCI 576L) Study of the structure and function of planktonic communities. The role of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as mineral cycling, energy flow, predatory/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. A review paper on a selected topic will be assigned. Offered every other year in spring.
- 576L Marine Plankton Laboratory.** (1) (Coreq: MSCI 576) The laboratory

(Marine Science, Mathematics, Music Education)

will demonstrate the topics and principles presented in lecture. The laboratory consists of a field or laboratory study dealing with planktonic processes in estuarine or marine environments and may require weekend commitments. Students will be responsible for selecting and moderating the discussion of a series of research papers associated with the research topic of the semester. Offered every other year in spring.

- 579 Marine Benthic Ecology.** (3) A comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Covered topics include: intertidal communities, roles of predation and competition, cryptic coloration, biodiversity, benthic pelagic coupling, landscape ecology, anthropogenic impacts, and more. Three lecture hours per week. Every other year, Spring.
- 579L Marine Benthic Ecology Laboratory.** (1) The lab component of the course involves one or more field studies after description and demonstration of some common methods. Every other year, Spring.
- 599 Directed Research.** (3-6) Structured research project for in-service teachers, conducted with faculty direction and participation. Projects explore marine or related problems using the scientific method.

MATHEMATICS (MATH)

- 510 Algebraic Thinking for Middle School Teachers.** (3) Algebraic expressions, equations and systems of equations, inequalities and systems of inequalities, functions and relations, operations with exponents, problems and applications. Graphing calculators, computer algebra systems, spreadsheets and manipulatives are included.
- 520 Problem Solving Strategies for Middle School Teachers.** (3) Methods of problem solving required for middle school students: diagrams, systematic lists, pattern recognition, matrix logic, subproblems, unit analysis, forward-backward methods, recursive relationships, and various ways of organizing information. Spreadsheets and graphing calculators are included.
- 532 Modern Geometry.** (3) Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology.
- 612 History of Mathematics.** (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Investigation of the history of mathematics from 3000 B.C. to present time.
- 670 Number Theory.** (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Induction, divisibility theory, primes, congruences, Fermat's Theorem, number theoretic functions, primitive roots and indices, quadratic reciprocity law, perfect numbers, Pythagorean triples, Fibonacci numbers, and continued fractions.
- 675 Introduction to Graph Theory.** (3) (Prereq: MATH 174, 220 or the equivalent) Graphs, paths, cycles, trees, matchings, cuts and flows, colorings, and planarity Hamiltonian Cycles.

MUSIC EDUCATION (MUED)

- 520 Orchestration and Arranging.** (3) An introduction to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging are covered as well as the practical rearranging required of school and church music directors. Technology Intensive.

(Music Education)

- 534A Advanced Choral Conducting.** (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conduction a choir. This will be a combination of studio instruction and laboratory experience.
- 534B Advanced Instrumental Conducting.** (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conducting a wind band. This course will be combination of studio instruction and laboratory experience.
- 542 Foundations of Elementary Music Education.** (3) Principles and practices for teaching music in grades Pre K-6. Emphasis is given to planning, teaching and evaluating general music lessons at different levels based on the National Standards for the Arts and to utilizing techniques and materials from a variety of approaches including Kodaly and Orff Pedagogy.
- 543 Foundations of Secondary Music Education.** (3) Teaching and organization of music classes in middle and senior high school focusing on state and national standards. Emphasis will be given to the areas of general, instrumental, and vocal music. Includes consideration of performance and non-performance classes and implications of the National Standards for the Arts.
- 551 Principles and Methods of Teaching Music.** (3) An overview of the total music program in a variety of school settings to include the development of artistry in musicianship, pedagogy.
- 560 World Music: Cross-Cultural Communication in Contemporary Education.** (3) Study of important musical genres and practices outside the direct influence of Western practice and history. Some of the world's great musical and cultural traditions are experienced through performance, analysis, and discussion of the music within the greater context of the society. Ancillary topics include religion, philosophy, language patterns, cultural history and traditional customs.
- 561 Brass Methods.** (3) A course emphasizing development of student performance skills on trumpet, trombone, French horn, and tuba. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos, and selections from elementary method books.
- 562 Woodwind Methods.** (3) A course emphasizing development of student performance skills on clarinet, saxophone, bassoon, oboe, and flute. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos and selections from elementary method books.
- 599 Special Topics in Music.** (3) (Prereq: Admissions to a graduate program and permission of instructor) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for student to do in-depth study of specific areas of concern.
- 661 Percussion Methods.** (3) Study of snare drums rhythm and techniques common to most percussion instruments. Major topics covered include mallet instruments, rudiments, concert and marching percussion techniques. Students perform elementary solos and selections from elementary method books.
- 662 String Methods.** (3) Study of violin, viola, cello and string bass. Techniques of bowing and fingering needed to instruct beginning string classes are emphasized. Topics covered include nomenclature, care of the instrument, tuning, development of proper playing position, tone production, fundamentals of bowing, finger patterns and scales, rhythms and melodies.

(Physics, Politics, Psychology)

PHYSICS (PHYS)

- 782 Topics in Contemporary Physical Science for Teachers.** (4) Discussions of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, IV games, and other topics of current interest to teachers.
- 783 Modern Physics for Teachers.** (3) Basic concepts of modern physics. The experimental basis for quantum theory and the theory of relativity. Fundamental concepts of modern physics.
- 787 Design of Physics Laboratory and Demonstration Experiments for Teachers.** (4) Design and performance of qualitative and quantitative demonstrations and experiments to display physical phenomena.

POLITICS (POLI)

- 501 Contemporary Issues in International Relations.** (3) Intensive study of selected global problems.
- 503 American Political Thought.** (3) Advanced survey of the institutions and processes of the American political system.
- 532 International Relations of the Middle East.** (3) An examination of the relations among the Middle Eastern states and great power impact on them. Special attention is given to national politics of oil, and pan-Arabism.
- 534 Contemporary East Asian Politics.** (3) (Prereq: Permission of instructor or graduate admission) This course is designed to offer an intensive study on domestic politics of four major East Asian countries (China, Japan, South Korea, and North Korea) and their international relations. While these countries' historical and cultural background is introduced at the beginning of this course, our major focus is on their politics and international relations in the post-WWII era.
- 535 Globalization.** (3) A survey of the various theories and issues surrounding the process of globalization and anti-globalization within the study of international relations. The course will draw on historical, economic, financial, cultural, and political issue areas of globalization in a multitude of world regions.
- 539 International Law.** (3) (Prereq: POLI 101, POLI 315 or permission of instructor) Study of the origin, development, and principles of the international law of peace. The enforcement of these principles, the law of war, and the pacific settlement of disputes is presented. Students who have completed POLI 439 are not eligible for this course.
- 560 Advanced American Government.** (3) (Prereq: Permission of Instructor) Survey course in American government. A content-based course that examines the fundamental principles and major institutions of American government.

PSYCHOLOGY (PSYC)

- 501 Cognitive Processes.** (3) Experimental approaches to cognitive processes, attention, intelligence, cognitive growth, problem solving, and concept information.
- 582 Advanced General Psychology.** (3) A graduate-level overview of the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, human development, social behavior, abnormal behavior, and the biological bases of behavior, in addition to some other selected topics.

(Spanish, Statistics)

SPANISH (SPAN)

- 610 Advanced Topics in Literature and Culture.** (3) Intensive study of selected topics in the literature and culture of Latin America and/or Spain. Class format includes reading assignments, lectures, discussion, oral and written reports. Topics vary.
- 620 Seminar on Latin American Poetry.** (3) Intensive study of selected topics in Latin American poetry. A course designed to develop students' appreciation of poetry and to develop critical approaches to poetic text. A study of representative movements and authors.
- 630 Seminar on Hispanic Cinema.** (3) Survey of Latin American cinema in the context of world film. Introductions to the semiotics of cinema and development of critical skills.
- 640 Graduate Language Seminar.** (3) Advanced study of grammar, syntax, and composition. Emphasis on mastery of complex language structures. Oral and written examinations included.
- 650 Masterpieces of Hispanic Literature and Culture.** (3) Intensive study and analysis of one or a few masterpieces of Hispanic literature and culture. Emphasis placed on any of various forms of the artistic, cultural or literary expressions of the Hispanic world.
- 660 Seminar on Latin American Intellectual Thought.** (3) Intensive study of selected topics in the history of Latin American intellectual thought. Class format includes reading assignments, lectures, discussion, oral and/or written reports. Topics vary.

STATISTICS (STAT)

- 500 Probability and Statistics for Middle School Teachers.** (3) Study of topics in probability and statistics appropriate for middle school teachers.
- 601 Conceptual Statistics.** (3) Designing experiments, descriptive statistics, probability, concept of chance, models estimation, and testing.
- 603 Research Methods.** (3) (Prereq: STAT 201) Nature of surveys, planning and coverage of surveys, basic ideas of sampling experiments and investigations, scaling methods, response errors, and processing data.

Notes





COASTAL CAROLINA
UNIVERSITY

COURSE DESCRIPTIONS - UNDERGRADUATE

Courses are listed by department, in alphabetical order.

300 and 400 level courses are designed for students of upper-division standing (junior or senior standing).

In the course description, the digit in parenthesis indicates the semester hours of credit for the course.

In planning schedules, students should be reminded that all courses are not offered each semester. In order that students may better plan their program of study, the semesters in which courses will be offered may be listed at the end of the course description. F denotes the course will be offered in the Fall term; S, the Spring term; Su, the Summer term. Contact the department chair for information regarding the offering of a course without semester designation.

ANTHROPOLOGY (ANTH)

- 101 Primates, People and Prehistory.** (3) An exploration of human origins, human evolution, human prehistory and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods and data of physical, biological and archaeological anthropology. May be taken with, or independently of, ANTH 102.
- 102 Understanding Other Cultures.** (3) An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods and data of sociocultural anthropology and anthropological linguistics. May be taken with, or independently of, ANTH 101. (Not open to anyone who has taken ANTH 101 before 1976.)
- 110 Introduction to Folklore and Folklife.** (3) An exploration of the major forms of folklore and of the principal concepts and methods of folklife studies. Special attention will be given to folklore and folklife in South Carolina and in the Waccamaw Region.
- 150 World's Greatest Shipwrecks.** (3) Excavation and exploration of ships and boats dating from 5,000 years ago in ancient Egypt to U.S.S. Yorktown of World War II provide an introduction to the fields of archaeology and anthropology for students with little background in archaeology. From Titanic to treasure ships, this global survey explores archaeology, economy, technology and society at an introductory level.
- 320 Archaeology.** (3) (Prereq: ANTH 101) An introduction to archaeological research. Archaeological theory and methods in the context of prehistoric data drawn from various world areas. Topics include the role of hunter, the development of food production, changing social and trade networks, and prehistoric urbanism in the rise of states and civilization.
- 333 Prehistory of North America.** (3) (Prereq: ANTH 101) Prehistoric anthropology in North America from the first arrival through the beginning of European acculturation.
- 345 Archaeology of Plantations.** (3) An archaeological analysis of antebellum plantations with an emphasis given to the significance of settlement patterns, spatial organization, architecture, lifeways, crop production, cemeteries, social and economic conditions, and how groups of artifacts speak to these varied topics and

(Anthropology, Art Curatorial Studies, Art Education)

- the complex relationships that existed between planters, overseers, and slaves.
- 355 Minority Group Relations.** (3) (= SOC 355) (Prereq: SOC 101) Theories, methods, and substantive issues in the study of majority-minority group relations with an emphasis upon racial and ethnic differentiation.
- 360 Historical Folklife.** (3) Approaches to the study of the history of the folk and the application of such approaches to topics relating to South Carolina and the Waccamaw Region.
- 398 Archaeological Field Research.** (3) (Prereq: Permission of the instructor) Students actively participate in prospecting, locating, excavating and evaluating a regional archaeological site. Students may register two times for this course, and are limited to a maximum of six hours credit.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the Dean, College of Science)

ART CURATORIAL STUDIES (ARTC)

- 365 Practicum In Curatorial Studies I.** (3) Students will explore issues relating to the curatorial process through the planning, design and installation of exhibitions. Students will develop graphic and exhibition design proposals, publications, community outreach and public relations strategy for an exhibition. Sessions will include registration, art handling, condition reporting, professional art shipping and receiving, environmental standards for storage and exhibition and the professional responsibilities of the curator.

ART EDUCATION (ARTE)

- 210 Introduction to the Profession of Art Education.** (3) Topics include the physical, cognitive, and social characteristics of children in various stages of development from pre-school through 12th grade as well as materials, techniques, and processes appropriate for each developmental level. Students will visit schools and other educational sites to observe art education in action.
- 329 Art for Elementary Schools.** (3) Methods of teaching art to elementary school children. Major emphasis will be given to relevant studio experiences.
- 340 The School Art Program.** (3) (Prereq: ARTE 329 or permission of instructor) An introduction to art education as a profession. Students will examine the historical development of art in education, current issues and trends in art education, and prominent rationales for art in the schools. Methods for evaluation of art programs and student art products will be explored.
- 349 Methods and Materials for Teaching Art.** (3) (Prereq: ARTE 329 or permission of instructor) Students will develop art learning units with relevant teaching support materials organized around specific art concepts and art materials. Methods for evaluation of art programs and student art products will be explored. Emphasis is placed on secondary schools.
- 379 Cultural Foundations of Art/Craft in Art Education.** (3) Students will learn to create art using traditional and contemporary craft media and techniques as applicable to K-12 instruction. Students will also develop an understanding of the forms and functions of non-Eurocentric art across world cultures. Method of instruction will include an examination of relevant researched supported materials and assessment methodologies.
- 399 Independent Study.** (1-3) (Prereq: ARTE 329) This course may be used as an elective or cognate course. See guidelines under Academic Regulations in this catalog; may be repeated for credit with different topics. F, S, Su.
- 499 Directed Undergraduate Research.** (1-3) (Prereq: Permission of instructor)

(Art Education, Art Graphic Design)

tor, approved course contract, and if applicable, field site permission obtained.) Selected and structured undergraduate research projects conducted with faculty direction and possible participation. Course may be repeated for credit with different topics. F, S, Su..

ART GRAPHIC DESIGN (ARTD)

- 202 Graphic Design Techniques.** (3) (Computer Usage) (Prereq: ARTS 103 and 201) A course exploring printing and reproduction methods. Projects focus on printing processes and the production of camera ready art. Extensive use of the computer as a graphic design tool.
- 205 Web Design I.** (3) (Prereq: ARTD 202) Beginning to intermediate-level studio work in web media, graphics and web site structure. Graphic design software, web site layout and HTML will be used to explore navigation, aesthetics, strategy, concept and organization with an emphasis on the user experience.
- 301 Intermediate Graphic Design I.** (3). A combined graphic design history lecture and intermediate-level studio practice course focusing on process, creative problem solving, research and design in historical and practical contexts.
- 302 Intermediate Graphic Design II.** (3) (Prereq: ARTD 301) Further study in graphic design processes, information formats and systems. Projects include catalogues, reports, magazines, signage, and corporate information systems. Extensive use of desktop publishing.
- 303 Illustration.** (3) (Prereq: ARTD 202). Introduction to the ideas and illustrative techniques used in visual communication. Students will explore traditional media including pen, pencil, wash, charcoal, Conte crayon and colored pencil. They will use an illustration program and image scanning extensively to produce topical illustrations for a variety of publications, ads and brochures.
- 305 Web Design II.** (3) (Prereq: ARTD 205) A beginning to intermediate level exploration of Flash layout and animation design for the web with a continued emphasis on interface design and the user experience.
- 306 Interactive Design Techniques.** (3) (Prereq: ARTD 305) Advanced use and exploration of both static and motion-based web design software and methods, with a particular interest in producing sites that use a hybrid of the two. Projects will focus on taking complex web sites from concept to completion.
- 308 Advanced Typography.** (3). (Prereq: ARTD 202) A continuation of typography skills and techniques learned in ARTD 201 and ARTD 202, Advanced Typography addresses typographic history, systems, narrative and experiment within a framework of theoretical and real-world problems. The computer will be an important tool, along with alternative methods, such as hand-generated elements.
- 309 Packaging Design.** (3). (Prereq: ARTD 202) An introduction to the history and production of packaging. Students will explore printing processes associated with the production of packaging as well as branding, point of purchase, and use of color and typography. Folding, scoring, shelf space and market targeting will also be integrated into the projects. Students will design and produce everything from labels to complete packages for real world products.
- 400 Publication Design.** (3) (Prereq: ARTD 302). Publication Design will focus on the history and purpose of different types of publications. Newspapers, books, magazines, annual reports, newsletters, blogs, web pages, and e-newsletters will be among those investigated. Students will explore the production and design approach to each and how the use of color and typography affect the reception by the public.

(Art Graphic Design, Art History)

- 401 Advanced Graphic Design I.** (3) (Prereq: ARTD 302) Advanced problems in advertising, promotion, packaging, and poster design. Projects include development of presentation techniques. Extensive use of digital technology and photography.
- 402 Advanced Graphic Design II. (Capstone)** (3) (Prereq: ARTD 302) Advanced problems in both the print and web areas of graphic design, emphasizing a versatile, well-rounded and high-quality portfolio that will serve students as they pursue employment in the design field. Students will be expected to purchase a portfolio case for printed samples and also to produce a digital portfolio that will be displayed on the Internet.
- 450 Ashes2Art: Digital Reconstructions of Ancient Monuments.** (3) (Prereq: Instructor permission) This course combines advanced digital technologies, art history, graphic and web design, 3D animation and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an extraordinary opportunity for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students incorporate that research into a web-based project.

ART HISTORY (ARTH)

- 105 History of Western Art I.** (3) A survey of the visual arts and their relevance to their times from the Paleolithic period through the Gothic period.
- 106 History of Western Art II.** (3) A survey of the visual arts and their relevance to their times from the Renaissance to the present.
- 308 History of Photography.** (3) A survey of the history of photography from 1839 to the present. This course explores the history of photography from pre-photographic visual technologies to the current revolution of digital visual media. In addition to fine art photography, we will consider a variety of photographic genres, for example, documentary and landscape photography, portraiture, and family snapshots.
- 322 Medieval Art & Architecture.** (3) (= HIST 322) A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture in wood, stone, bronze, and gold will also be central to the course content.
- 323 Italian Renaissance Art & Architecture.** (3) (= HIST 323) This course surveys the painting, sculpture, and architecture of the Italian peninsula c. 1300-1550 and the revival of classical ideals and philosophies of visual representation focusing primarily on Florence, Venice, and Rome. The course examines the art and ideas of inspired, creative minds such as Giotto, Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian, Palladio, and many more.
- 324 Baroque Art & Architecture.** (3) (= HIST 324) The 17th Century was a period of remarkable exploration, experimentation, and change. Those events were embodied in the painting, sculpture, and architecture. Focusing on the Netherlands and Flanders (modern Holland and Belgium), Rome, France, and Spain, this course surveys the visionary ideas of Caravaggio, Carracci, Rembrandt, Rubens, Vermeer, Velasquez, Borromini, and Bernini among others.

(Art History)

- 325 Art and the City.** (3) Explores a single city and its architectural and artistic developments from its origins to the present. The course considers cultural and artistic influences and advancements from the perspective of location and geography rather than exclusively chronological conditions. The city to be explored will vary from semester to semester. Course is repeatable only when the focus is on a different city.
- 340 American Art.** (3) A survey of the fine arts, popular arts, architecture, and material culture of the United States, taking into consideration important events in social, political, and economic history from the time of British colonies to the mid twentieth century.
- 341 Modern Art 1800-1940.** (3) This course follows the development of a modern consciousness within the art of Europe and the United States from 1800 to 1940. The progressive advance of stylistic movements during a time of revolutions, industrial change, and colonial expansion includes neoclassicism, romanticism, realism, impressionism, expressionism, cubism, surrealism, and others. The impact of non-European traditions on the growth of a modern aesthetic will be explored.
- 342 Post-Modern & Contemporary Art - 1940 to the Present.** (3) Study of the major trends in art and visual practices within the United States and Europe, since 1940 to the present, in order to understand how artists engage a personal vision, political point of view, or intellectual goal in their interaction with the world.
- 345 African American Art.** (3) An overview of the African-American presence in the fine arts, popular arts, architecture and material culture produced in the United States from the time of the transatlantic slave trade to the present. Study includes both the art created by African descendent Americans as well as the representation of African-Americans by Euro-Americans.
- 350 Art and Ideas.** (3) (Prereq: ARTS 102 or ARTH 105 or 106, or permission of instructor) An introduction to aesthetics, art theory, and art criticism. Students will read and discuss a variety of philosophical and critical writings that relate to the visual arts.
- 355 American Film.** (3) (Prereq: completion of an ARTH 100-level course with a grade of C or better or consent of instructor) This course is an introduction to a preeminent visual art form of the 20th century - the motion picture. This course will give students a criteria for interpreting film within an historical context while introducing major genres, significant directors and influential screen actors from the formative years of this art.
- 360 Gender and Ethnicity in Art.** (3) (Prereq: completion of an ARTH 100-level course with a grade of C or better or consent of instructor) A critical examination of how gender and ethnicity have been represented in visual culture within the Western tradition.
- 392 Critiquing the Museum.** (3) This course involves travel to museums and galleries in order to broaden our understanding about how viewers perceive and interact with art in various settings. We will consider how our responses are influenced by the manner of display, and the environment within which an exhibition is mounted. Travel destinations have included New York and Paris, and may vary each time the course is offered.
- 450 Ashes2Art: Digital Reconstructions of Ancient Monuments.** (3) (= ARTS 450) Ashes2Art combines cutting edge digital technologies, art history, graphic and web design, and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an opportunity

(Art History, Art Studio)

for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students then incorporate that research into a web-based project utilizing cutting edge technologies, including Adobe Photoshop, Google Earth, Sketch Up, Panoweaver, Tourweaver, Studio Max, Dreamweaver, Cinema 4D and Macromedia Flash animation.

- 499 Special Topics in Visual Culture.** (3) (Prereq: ARTH 105, 106, or permission of instructor) Topics in visual culture of special interests but which are too specific to be served by an established course. Topics may include but are not limited to more diverse imagery than traditionally offered in an art history survey course. May be taken more than once as the topic changes. Course fulfills upper level course requirement for ARTS majors.

ART STUDIO (ARTS)

- 102 Visual Arts and Culture.** (3) This is an introductory course in visual language and literacy. The course will include a brief history and overview of art and design and will also examine the cultural, political and social aspects of art.
- 103 Fundamentals of Art I.** (3) An introduction to the basic principles of two-dimensional design and color.
- 104 Fundamentals of Art II.** (3) An introduction to the basic principles of three-dimensional design and form.
- 111 Drawing I.** (3) Basic course in the materials and techniques of drawing.
- 112 Drawing II.** (3) (Prereq: ARTS 111) Basic course in the materials and techniques of drawing.
- 204 Ceramics (Pottery/Sculpture).** (3) (Prereq: ARTS 104 or permission of the instructor) An introductory course to explore ceramic processes involved with pottery and sculpture. Concentration is on hand building techniques of pinch, coil, and slab construction. Experiences will include decorating techniques, several glaze technologies and kiln loading and firing.
- 206 Relief Printmaking.** (3) (Prereq: ARTS 103 and ARTS 111, 112, or consent of instructor) Introduction to the relief printmaking processes, including woodcut and linocut, in black and white and color.
- 207 Silkscreen Printmaking.** (3) (Prereq: ARTS 103 and ARTS 111, 112, or permission of instructor) Introduction to the silkscreen printmaking processes.
- 208 Sculpture.** (3) (Prereq: ARTS 104 or permission of instructor) This course introduces the materials and techniques of sculpture, including plaster modeling, cold casting, carving, and assembling.
- 211 Painting with Water Media.** (3) (Prereq: ARTS 103 and ARTS 111, 112, or permission of instructor) Introduction to the concepts and materials of water-based painting. Included will be dry and wet paper techniques, resists, various supports and grounds; traditional and contemporary usages.
- 212 Painting with Opaque Media.** (3) (Prereq: ARTS 103 and ARTS 111, 112 or permission of instructor) Introduction to the concepts and materials of painting with an opaque medium (oil or acrylic at instructor's discretion). Included will be alla prima, wet on wet, underpainting, glazing, palette knife techniques, various supports and grounds; traditional and contemporary usages.
- 231, 232 Life Drawing I, II.** (3 each) (Prereq for 231: ARTS 111, 112; for 232: ARTS 231 or permission of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.
- 261 Introduction to Black and White Photography.** (3) An introduction

(Art Studio)

to the use of the camera, light as a creative tool, darkroom practices, film developing, and printing. Emphasis on photography as a creative medium for personal expression.

- 297 Sophomore Review.** (1) (Prereq: sophomore standing - 59 or 60 credits) A diagnostic and advisory review of the student's work at the end of the sophomore year, conducted in conference with an art faculty committee, with the student's adviser serving as chair.
- 311, 312 Intermediate Painting I, II.** (3 each) (Prereq: ARTS 211 or ARTS 212) Further explorations of materials and techniques of painting with emphasis on individual creative expression.
- 321 The Functional Vessel.** (3) (Prereq: ARTS 204 or permission of the instructor) This ceramic course concentrates upon wheel throwing techniques to include basic forms, lidded vessels and composite vessels of a functional purpose, including the teapot.
- 322 The Sculptural Vessel.** (3) (Prereq: ARTS 204 or permission of the instructor) This ceramic course combines wheel throwing and hand building processes in pursuit of a sculptural approach to the vessel tradition. Presentations and readings on contemporary developments within the ceramic vessel tradition will be explored. Review and refinement of wheel throwing and hand building skills are incorporated to extend the student's range of options in pursuit of a personal vocabulary of the sculptural vessel.
- 331, 332 Advanced Drawing I, II.** (3 each) (Prereq: ARTS 231 and 232) Advanced methods of graphic representation and expression. Emphasis is on traditional and non-traditional methods and developing individual creative expression.
- 361 Intermediate Black and White Photography.** (3) (Prereq: ARTS 261) An intermediate course continuing the investigation into photographic techniques. Panning, zooming, multiple exposure, and the creative use of different developers, films, and papers will be stressed as well as darkroom manipulation of the image.
- 362 Digital Photographic Techniques.** (3) (Prereq: ARTS 261, and ARTS 361) The students taking this class should have a firm understanding of the photographic medium. This is an introductory course to color photography in a digital photographic environment. Through the use of Adobe Photoshop, archival printing, and their own personal digital camera, the students of this class will learn to treat the computer as if it were a darkroom both creatively and technically. Students should come into this class already having an understanding of camera basics and photography as a medium.
- 363 Experimental Photography.** (3) (Prereq: ARTS 261 and ARTS 361) . Students who take this course should have a firm understanding of the photographic medium. Advanced photography course that emphasizes the experimental nature that photography possesses. Students will work with non-traditional materials, alternative photographic technique, as well as experiment with various types of films and papers. Experimental Photography is about learning the limits of your photographic materials and thinking outside the typical photographic frame
- 371 Introduction to Etching.** (3) (Prereq: ARTS 103 and ARTS 111, 112 or permission of instructor) An introduction to the etching/intaglio printmaking processes.
- 372 Introduction to Fine Art Lithography.** (3) (Prereq: ARTS 103, 111, 112, or permission of instructor) Introduction to stone and plate lithography printmaking processes.
- 373 Intaglio-Type Printmaking.** (3) (Prereq: ARTS 103, ARTS 111, ARTS

(Art Studio)

112) An introduction to non-toxic Intaglio-Type Imago printmaking processes. Intaglio printmaking is one of the four major areas of fine art printing. This course offers the student the opportunity to investigate a process that creates an original matrix from which multiples can be made. Imago intaglio enables the artist to make prints that have qualities of both traditional intaglio and lithography, without exposure to toxic chemicals. The process is relatively direct and prints are achieved much faster than through traditional printmaking methods. Students will use both 2-dimensional design and drawing skills to expand their drawing and design abilities and conceptual thinking.

- 381 Sculptural Processes.** (3) (Prereq: ARTS 208 or permission of the instructor) This course encourages sculptural exploration through the use of the subtractive and additive methods in metal, plaster, stone, or wood. Emphasis will be placed on the mastery of techniques that are integral to making and understanding subtractive and additive sculpture. Carving as well as the assembly of steel, plaster, stone, cement, and wood will be explored.
- 382 Objective Sculpture.** (3) (Prereq: ARTS 208 or permission of the instructor) This course investigates sculpture as object making. Students experiment with a wide range of scale, format, materials, and media options, with emphasis on the creation of meaning in personal objects. Presentations and readings provide historical and contemporary context for a better understanding of sculpture as object.
- 399 Independent Study.** (3) See guidelines under Academic Regulations in this catalog. May be repeated for credit with different topics.
- 411, 412 Advanced Painting I, Advanced Painting II.** (3 each) (Prereq: ARTS 312) Upper level courses for students with substantial backgrounds in painting. The choice of medium will be left to the student. Emphasis is on design, developing personal expression and style.
- 421 Objective Approaches in Ceramics.** (3) (Prereq: ARTS 204 or permission of the instructor) This course combines review and refinement of existing wheel and hand building processes leading to the extension of skill acquisitions. The focus is on personal design and construction of the clay object, whether functional and/or sculptural in purpose. Issues with the craft/fine art debate are addressed by presentations and reading to provide historical and contemporary context for students to explore design and meaning for the clay object today. Further glaze and surface resolutions are explored and mixed media options are addressed.
- 422 Narratives in Clay.** (3) (Prereq: ARTS 204 or permission of the instructor) This course focuses primarily on combining various sculptural processes with the intent to examine a variety of strategies for developing personal narratives in clay. Studio experiences are supported by readings on and analysis of rapidly developing trends in contemporary ceramic sculpture to discern creative strategies, historical appropriations and cross cultural influences available to the ceramic artist today. Student work may range from tile, relief to sectional sculptures and may include mixed media solutions as a further means to extend sculptural options.
- 471, 472 Advanced Printmaking I and II.** (3 each) (Prereq: ARTS 206 or 207 or 371 or 372) Advanced work on an individual basis in one or more printmaking media. Emphasis placed on experimentation and development of personal imagery and direction.
- 481 Experimental Sculpture.** (3) (Prereq: ARTS 208 or permission of the instructor) This course explores the theory and practice of sculptural site activation. Students will work in the extended mediums of site, space, light, sound, motion, and time-based technologies that may include digital imaging and video,

(Art Studio, Astronomy)

investigating sculpture as active experience. An installation space will be available for student use and cooperative interaction will be encouraged.

- 482 Advanced Sculptural Processes.** (3) (Prereq: ARTS 381, 382, 481, or permission of the instructor) This course encourages sculptural exploration by allowing students to work with media and content of their choice, and encourages the exploring of some material new to them. Emphasis will be placed on the mastery of techniques that are integral to developing and understanding personal sculptural expression.
- 495 Art Studio Internship I.** (3) (Prereq: ARTS 103, 104, 111, 112, ARTH 105, 106, plus junior standing, and 2.00 or better GPA. Students must have permission of the department chair before applying for internship.) Application for the internship can be obtained without first receiving permission from the chair of the department. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, Chair of the department and the Dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships.
- 496 Art Studio Internship II.** (1-3) (Prereq: ARTS 495) Application must be obtained from the Chair of the department before applying. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, Chair of the department and the Dean of the Edward College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships. This internship opportunity is open only to students who have already taken ARTS 495.
- 497 The Artist as a Professional.** (3) (Computer Usage) (Prereq: second semester senior majoring in studio art or permission of adviser.) The range of topics covered in this course includes the development of an Artist statement, a biographic statement, resume writing, and portfolio development culminating in a senior thesis show and professional presentation. Instruction will be given on how to prepare work for presentation orally, as well as in digital format. Students will use the computer extensively in preparing a CD on which they place their entire portfolio (artist statement, bio, resume and digital images). They will also learn how to format their art images for insertion onto the Visual Arts web site.
- 499 Special Topics in Art.** (3) (Prereq: Permission of instructor) In-depth investigation of specific topics and media not generally available in the curriculum. May be repeated for credit under different topics.

ASTRONOMY (ASTR)

- 101 Conceptual Astronomy.** (3) (Coreq: ASTR 101L: Conceptual Astronomy Lab) An introduction to contemporary astronomy that explores our current understanding of the Cosmos and the unique methods employed to study astronomical objects. Topics include history of astronomy, observed motions of celestial objects,

(Astronomy, Bioinformatics, Biology)

the solar system, stellar evolution, galaxies, and cosmology. The course material is designed primarily, but not exclusively, for non-science majors. F, S, Su.

- 101L Conceptual Astronomy Laboratory.** (1)(Coreq: ASTR 101: Conceptual Astronomy) Using laboratory equipment and exercises, students will investigate subtopics in astronomy. The labs will be a combination of indoor activities and the occasional nighttime sky viewing. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected.
- 111 Descriptive Astronomy I.** (3) An introduction to basic astronomical principles and their historical development, with emphasis on some of the major objects in the solar system. A description of physical processes, and the methods used by astronomers, will be presented. A combination of three hours lecture and demonstration designed primarily, but not exclusively, for non-science majors.
- 111L Descriptive Astronomy I Laboratory.** (1) (Coreq: ASTR 111 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany ASTR 111. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Phases of the Moon, the sky in Autumn, comparative planetology, rotation of the rings of Saturn, etc. No college mathematic prerequisite, but competency in high school algebra and geometry is expected.
- 112 Descriptive Astronomy II.** (3) (Prereq: ASTR 111) An introduction to basic astronomical principles and their development, with emphasis on stars and stellar systems; stellar evolution; interstellar matter, dust, and nebulae; galaxies; cosmology and cosmogony; and life in the universe. A combination of three hours lecture and demonstration designed primarily, but not exclusively, for non-science majors.
- 112L Descriptive Astronomy II Laboratory.** (1) (Coreq: ASTR 112 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany Astronomy 112. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Spectral classification, the Spring sky, distance to stars, the Andromeda galaxy, the rate of expansion of our Universe, etc. No college mathematic prerequisite, but competency in high school algebra and geometry is expected.

BIOINFORMATICS (BINF)

- 101 Introduction to Bioinformatics.** (3) (Prereq: MATH 130) (Coreq: BINF 101L) An introduction to bioinformatics, the use of computational techniques to extract and analyze information from genomic and biological databases. F, S.
- 101L Introduction to Bioinformatics Laboratory.** (1) (Prereq: MATH 130) (Coreq: BINF 101) The laboratory involves the use of computerized bioinformatics methodologies for the extraction and analysis of genomic and biological information. F, S.

BIOLOGY (BIOL)

- 101 The Science of Life - Biology for Non-Science Majors.** (3) (Prereq: SCIE 101, 101L) (Coreq: BIOL 101L) A non-technical introduction to biology for non-science majors. This course will introduce students to basic biological processes and relate them to everyday life.
- 101L The Science of Life - Laboratory for Non-Science Majors.** (1) (Prereq: SCIE 101, 101L) (Coreq: BIOL 101) A non-technical introduction to Biology for non-science majors. This course will introduce students to basic

(Biology)

- biological processes using a series of hands-on laboratory exercises.
- 121 Biological Science I.** (3) (Prereq: Placement into MATH 131 or higher, or have a C or better in MATH 130) (Coreq: BIOL 121L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include scientific method, chemistry of life, macromolecules, cell structure and function, mendelian and molecular genetics. F, S, S1.
- 121L Biological Science I Laboratory.** (1) (Coreq: BIOL 121) Experiments, related to topics in Biology 121. Exercise topics include evolution, experimental design, data analysis, photosynthesis, cellular respiration and macromolecules. F, S, S1.
- 122 Biological Science II.** (3) (Prereq: BIOL 121, 121L) (Coreq: BIOL 122L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include evolution, origin of life, plant and animal development, ecology. F, S.
- 122L Biological Science II Laboratory.** (1) (Prereq: BIOL 121, 121L) (Coreq: BIOL 122) Experiments, exercises and demonstrations emphasizing topics covered in Biology 122 with an oral communications component. F, S.
- 232 Human Anatomy and Physiology I.** (3) (Coreq: BIOL 232L) An introduction to the structure and function of cells, tissues, organs, and the muscular-skeletal systems of the body. Required of students in nursing, pre-pharmacy, and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S.
- 232L Human Anatomy and Physiology I Laboratory.** (1) (Coreq: BIOL 232) A practical approach to the study of the structure and function of cells, tissues and organs. The systems which are covered in Biology 232 are emphasized in this lab. Three laboratory hours per week. F, S.
- 242 Human Anatomy and Physiology II.** (3) (Prereq: BIOL 121 or 232) (Coreq: BIOL 242L) A continuation of Biology 232 covering the nervous, endocrine, circulatory, respiratory, digestive, excretory and reproductive systems. Required of students in nursing, pre-pharmacy and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S.
- 242L Human Anatomy and Physiology II Laboratory.** (1) (Coreq: BIOL 242) A practical approach to the study of the structure and function of the systems covered in Biology 242. Three laboratory hours per week. F, S.
- 300 Biology Seminar.** (1) Opportunity for students to study, discuss and present papers on topics of historic and/or contemporary biologic importance. On demand.
- 310 Invertebrate Zoology.** (3) (Prereq: BIOL 122 or MSCI 302) (Coreq: BIOL 310L) Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture hours per week. Offered on demand.
- 310L Invertebrate Zoology Laboratory.** (1) (Coreq: BIOL 310) Laboratory exercises to accompany BIOL 310. Three laboratory hours per week. Offered on demand.
- 315 Comparative Vertebrate Anatomy.** (3) (Prereq: BIOL 121 or MSCI 302) (Coreq: BIOL 315L) A comparative and embryological approach to the structure of vertebrate systems. Three lecture hours per week. F.
- 315L Comparative Vertebrate Anatomy Laboratory.** (1) (Coreq: BIOL 315) A practical, comparative approach to the study of the structure of vertebrates. The dogfish shark and domestic cat are the emphasized laboratory specimens. Three laboratory hours per week. F.
- 320 Plants and Civilization.** (3) Topics included are: the relationship of plants

(Biology)

to human history and contemporary needs; botanic and economic uses of plants as sources of foods, rugs, woods, oils, and other products important in western life. Origin of cultivated plants will also be discussed. Three lecture hours per week. Offered on demand.

- 321 Plant Form and Function.** (3) (Prereq: BIOL 121/121L, and BIOL 122/122L) (Coreq: BIOL 321L) Anatomy, diversity, life cycles, and functional morphology of plants. Three lecture hours per week. S.
- 321L Plant Form and Function Laboratory.** (1) (Prereq: BIOL 121/121L and BIOL 122/122L) (Coreq: BIOL 321) Laboratory exercises to accompany BIOL 321. Three hours per week. S.
- 325 Systematic Botany.** (3) (Prereq: BIOL 121, 122) (Coreq: BIOL 325L) Identification, classification, nomenclature, distribution and systematic relationship of vascular plants with emphasis on local flora. Three lecture hours per week. S.
- 325L Systematic Botany Laboratory.** (1) (Coreq: BIOL 325) Field experience including trips to maritime, riverine and upland habitats. Three laboratory hours per week. S.
- 328 Plant Pathology.** (3) (Prereq: BIOL 121, 122, and 330 recommended) (Coreq: BIOL 328L) A study of plant diseases. Topics include parasitism and disease development, interaction of pathogens and host plants, genetics of plant disease, epidemiology, control of diseases and a survey of specific plant diseases. S, even years.
- 328L Plant Pathology Laboratory.** (1) (Coreq: BIOL 328) Laboratory exercises to accompany lecture. Three laboratory hours per week. S, even years.
- 330 Microbiology.** (3) (Prereq: BIOL 121 and 122) (Coreq: BIOL 330L) An introduction to bacteria and viruses, emphasizing morphology, ultrastructure, metabolism, and growth. Discussion of pathogenic microbes, antigen-antibody relationships and antimicrobial agents in chemotherapy. Three lecture hours per week. F, S.
- 330L Microbiology Laboratory.** (1) (Coreq: BIOL 330) Laboratory exercises to accompany Biology 330. Three hours per week. F, S.
- 340 Cell Biology.** (3) (Prereq: BIOL 121, 122 and CHEM 112) (Coreq: BIOL 340L; CHEM 331 is recommended) An integrated approach to the structure and function of cells. Cytology and fine structure of cell organelles, membranes, and extracellular structures will be discussed, as well as the techniques available to cell biologists. Three lecture hours per week. F, S.
- 340L Cell Biology Laboratory.** (1) (Writing Intensive) (Coreq: BIOL 340) Laboratory exercises to accompany Biology 340. Three laboratory hours per week. F, S.
- 343 Comparative Physiology.** (3) (Prereq: BIOL 122 or MSCI 302 and CHEM 331 or permission of instructor) (Coreq: BIOL 343L) The comparative study of the origins, relationships, and functions of physiological mechanisms in vertebrate animals. Three lecture hours per week. S.
- 343L Comparative Physiology Laboratory.** (1) (Coreq: BIOL 343) Laboratory exercises to accompany BIOL 343. Three laboratory hours per week. S.
- 345 Biology of Human Cancer.** (3) (Prereq: BIOL 121) Topics covered in this course will include: the nature and cause of cancer, cancer at the cellular and molecular levels, cancer prevention and treatment, and overview of major types of cancer, and prospects for the future. Three hours of lecture per week. May.
- 345L Biology of Human Cancer Laboratory.** (1) (Coreq: BIOL 345). This course may be used as an elective. Laboratory exercises to accompany BIOL 345. Three laboratory hours per week. May.
- 349 Plant Physiology.** (3) (Prereq: BIOL 121, 122 and CHEM 112; CHEM 331

(Biology)

is recommended) (Coreq: BIOL 349L) A study of plant function. Topics include: water relations, mineral nutrition, photosynthesis, plant metabolism, plant growth and development, and environmental physiology. Laboratory exercises will demonstrate principles in lecture topics. Three lecture hours per week. S, odd years.

349L Plant Physiology Laboratory. (1) (Coreq: BIOL 349) Laboratory exercises to accompany BIOL 349. Three laboratory hours per week. S, odd years.

350 Fundamentals of Genetics. (3) (Prereq: BIOL 121, 122 or MSCI 302) (Coreq: BIOL 350L) Basic principles of transmission and molecular genetics; quantitative inheritance, recombination; biochemical aspects of gene function and regulations; developmental genetics and population genetics. Three lecture hours per week. F, S.

350L Fundamentals of Genetics Laboratory. (1) (Coreq: BIOL 350) Laboratory exercises to accompany BIOL 350. Three laboratory hours per week. F, S.

365 Evolution. (3) (Prereq: BIOL 121 and 122, or consent of instructor) (Coreq: BIOL 365L) This course will provide students with a comprehensive framework of evolutionary theory. Topics include population genetics, speciation, systematics, and macroevolution. Three lecture hours per week. S.

365L Evolution Laboratory. (1) (Coreq: BIOL 365) This laboratory gives students the opportunity to further their knowledge of evolution through hands-on, field and laboratory-based exercises. Three laboratory hours per week. S.

370 Principles of Ecology. (3) (Writing Intensive) (Prereq: BIOL 122 or MSCI 302) (Coreq: BIOL 370L) Interactions of organisms and their environments. Ecosystem structure and function. Three lecture hours per week. F, S.

370L Principles of Ecology Laboratory. (1) (Prereq: BIOL 122L or MSCI 302L) (Coreq: BIOL 370) Applications of principles and techniques used in the study of ecology, both in the lab and in the field. Three laboratory hours per week. F, S.

390 Natural History of East Africa. (4) (Prereq: BIOL 121, 122, permission of instructor) A survey of the flora and fauna of the major biomes of East Africa, including the coral reef. Students will study the interrelation of the organisms with their environment and the stresses caused by population, climate, tourism, and habitat destruction. Three weeks field experience in east Africa will be supplemented with lectures at various stages of the trip. Students will be required to maintain journal entries of identified plant and animal species. May, odd years.

391 Natural History of the Rainforest and Galapagos Islands. (4) (Prereq: BIOL 121 or 122) A survey of the flora and fauna of the Rain forest in the Amazon Basin and the Galapagos Islands. A two-week field experience will be supplemented with lectures at various stages of the trip. May, even years.

397 Selected Topics. (1-4) (Prereq: Permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of biology. F, S.

399 Independent Study. (1-6) (Prereq: Permission of instructor and approved contract) Directed study on specific topics. F, S.

405 Immunology. (3) (Prereq: BIOL 340 and BIOL 350) (Coreq: BIOL 405L) This course will cover the organs and cells of the immune system, mechanisms of innate and acquired immunity, immune system homeostasis, infectious disease, transplant and tumor immunology, autoimmunity, and vaccines. S.

405L Immunology Laboratory. (1) (Prereq: BIOL 340L and BIOL 350L) (Coreq: BIOL 405) This course provides practical experiences to support the ideas learned in immunology lecture, and includes exposure to many techniques

(Biology)

- used in modern immunology and medical laboratories. S.
- 410 Developmental Biology.** (3) (Prereq: BIOL 340 or 350 or permission of instructor) (Coreq: BIOL 410L) The course provides an understanding of modern developmental biology and considers classical embryology as well as the molecular basis of development. Topics include gametogenesis and fertilization, embryogenesis, cell differentiation, pattern formation and organogenesis, and cell cycle regulation. Discussion of emerging areas of developmental biology such as cloning, stem cell research, cancer genetics and genomics. F.
- 410L Developmental Biology Laboratory.** (1) (Prereq: BIOL 340 or 350 or permission of instructor) (Coreq: BIOL 410) A laboratory course to complement Biology 410 that will introduce students to some of the basic experimental questions and techniques of developmental biology. F.
- 411 Virology.** (3) (Prereq: BIOL 350/350L) (Coreq: BIOL 411L) The class is designed to introduce students to the field of virology with particular attention paid to the medically significant viruses. The course will cover the basic mechanisms of viral replication, transmission, host evasion, and the clinical/epidemiological aspects of viruses. S.
- 411L Virology Laboratory.** (1) (Prereq: BIOL 350/350L) (Coreq: BIOL 411) Students will be introduced to basic virology techniques. The class will isolate and characterize bacteriophages from the water and soil in the local community. The students will also follow the pathogenesis and characterize plant viruses. The class will also study some epidemiological cases that have happened in the past to get an understanding of viral outbreaks. S.
- 417 Herpetology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 417L) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conservation. Three lecture hours per week. S.
- 417L Herpetology Laboratory.** (1) (Prereq: BIOL 122) (Coreq: BIOL 417) The study of reptiles and amphibians Field experience and laboratory exercises to accompany BIOL 417. Three laboratory hours per week. S.
- 423 General Entomology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 423L) A general study of insects, closely related arthropods and insects of medical importance; morphology, physiology, ecology, taxonomy and life cycles. Three lecture hours per week. Offered on demand.
- 423L General Entomology Laboratory.** (1) (Coreq: BIOL 423) Includes field experience and an insect collection. Three laboratory hours per week. Offered on demand.
- 426 Ichthyology: Fish Biology.** (3) (Prereq: BIOL 122 or MSCI 302 and/or permission of instructor) (Prereq or Coreq: BIOL 426L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species. Three lecture and per week. F, odd years.
- 426L Ichthyology Laboratory.** (1) (Prereq or Coreq: BIOL 426) Laboratory and field exercises emphasizing the topics covered in Biology 426. Students will be required to make and turn in a collection of preserved fish specimens. Three laboratory hours per week. F, odd years.
- 429 Mycology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 429L) An introduction to the understanding of the taxonomic relationships of the various fungal groups, as well as an introduction to the understanding of fungal growth, reproduction, metabolism, ecological relationships, and the utilization by and effects on human beings. Three lecture hours per week. F.
- 429L Mycology Laboratory.** (1) (Coreq: BIOL 429) An applied approach to the

(Biology)

- study of fungi, focusing on isolation and identification. Three laboratory hours per week. F.
- 432 Parasitology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 432L) A detailed study of the parasites of medical importance to humans with emphasis on the morphology, life cycles and the effects of these parasites on the human body. Three lecture hours per week. S.
- 432L Parasitology Laboratory.** (1) (Coreq: BIOL 432) A practical approach to the study of parasites of medical importance to humans. The recognition of selected species of parasitic protozoa and helminths and their structural detail is emphasized. Three laboratory hours per week. S.
- 436 Animal Behavior.** (3) (Prereq: BIOL 370) (Coreq: BIOL 436L) This course traces historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior. Three lecture hours per week. F.
- 436L Animal Behavior Laboratory.** (1) (Coreq: BIOL 436) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises. Three laboratory hours per week. F.
- 442 Advanced Genetics.** (3) (Prereq: BIOL 350 or permission of instructor) (Coreq: BIOL 442L) This course will cover the molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Furthermore, students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms. Three lecture hours per week. S, odd years.
- 442L Advanced Genetics Laboratory.** (1) (Coreq: BIOL 442) Laboratory exercises to accompany Biology 442. Three laboratory hours per week. S, odd years.
- 450 Molecular Biology and Evolution.** (3) (Coreq: BIOL 450L) Techniques of molecular analysis with emphasis on DNA methods, including cloning, PCR, DNA sequencing, RFLP, RAPD and VNTR analysis. Applications of these techniques to problems in ecology, evolution, population studies, animal behavior and other areas of science. F.
- 450L Molecular Biology and Evolution Laboratory.** (1) (Coreq: BIOL 450) Exercises and guided reading to accompany Biology 450. F.
- 451 Molecular Techniques.** (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning. Offered on demand.
- 455 Marine Botany.** (3) (= MSCI 455) (Prereq: BIOL 122 or MSCI 302 or permission of instructor) (Coreq: BIOL 455L) A field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities. Three lecture hours per week. Offered on demand.
- 455L Marine Botany Laboratory.** (1) (= MSCI 455L) (Coreq: MSCI 455) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. Offered on demand.
- 461 Ornithology.** (3) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 461L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna

(Biology)

of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities. Three lecture hours per week. S, odd years.

- 461L Ornithology Laboratory.** (1) (Coreq: BIOL 461) Field experience and exercises to accompany BIOL 461. Three laboratory hours per week. S, odd years.
- 470 Biology of Aging.** (3) (Prereq: BIOL 121 or PSYC 423 or SOC 455) A study of aging in cells, organ systems and organisms with emphasis on the human aging process. Topics include biological changes associated with aging and factors that affect the rate of aging. Three lecture hours per week. Offered on demand.
- 481 Freshwater Ecology.** (3) (Prereq: BIOL 370 or Permission of Instructor) (Coreq: BIOL 481L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams.) Three lecture hours per week. F, even years.
- 481L Freshwater Ecology Laboratory.** (1) (Prereq: BIOL 370L or Permission of Instructor) (Coreq: BIOL 481) Laboratory and field exercises devoted to understanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three laboratory hours per week. F, even years.
- 482 Plant Ecology.** (3) (Prereq: BIOL 121, 122) (Coreq: BIOL 482L) A survey of natural plant communities and theories of plant ecology including the interrelationships between plants and their environment. Three lecture hours per week.
- 482L Plant Ecology Laboratory.** (1) (Prereq: BIOL 121L/122L) (Coreq: BIOL 482) Applications of principles and techniques used in the study of plants and their ecology, both in the lab and in the field. Three laboratory hours per week.
- 484 Conservation Ecology.** (3) (Prereq: BIOL 370) (Coreq: BIOL 484L) This course will provide students with a comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology. Three lecture hours per week. Offered on demand.
- 484L Conservation Ecology Laboratory.** (1) (Coreq: BIOL 484) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises. Three laboratory hours per week. Offered on demand.
- 485 Vertebrate Zoology.** (3) (Prereq: BIOL 122 or permission of instructor) (Coreq: BIOL 485L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals. Three lecture hours per week. F.
- 485L Vertebrate Zoology Laboratory.** (1) (Coreq: BIOL 485 or permission of instructor) Laboratory and field experiences emphasizing the topics covered in Biology 480. Laboratories will be centered around field observations of local vertebrates and may include field trips at "unusual" times - nights, early mornings and weekends. Four laboratory hours per week. F.
- 488 Wetland Plant Ecology.** (3) (Prereq: BIOL 121, 122 or MSCI 302) (Coreq: BIOL 488L) (BIOL 370 is recommended) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered will include hydrology, biogeochemistry, and biological adaptation. Wetland management topics will include wetland definitions, classification, evaluation, manipulation, creation, and protection. Three lecture

(Biology, Business Administration)

hours per week. F.

488L Wetland Plant Ecology Laboratory. (1) (Prereq: BIOL 113L or MSC1 302L)(Coreq: BIOL 488) (BIOL 370L is recommended) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field. Three laboratory hours per week. F.

499 Directed Undergraduate Research. (1-6) (Prereq: Permission of instructor and approved contract) Selected and structured undergraduate research projects conducted with faculty direction and participation. Projects will involve the exploration of biological problems with the scientific method. One conference and at least 5 laboratory or field research hours per week. F, S.

BUSINESS ADMINISTRATION (CBAD)

119 Introduction to Business. (3) Open to all students interested in a survey of the variety of activities that occur in a business organization, designed to acquaint the student with various types and forms of business organizations, operations of our economic system, and social and economic institutions which relate directly to business. Careers in business are also surveyed. Open only to freshmen or by permission of the Dean.

In addition to satisfying specific prerequisites listed for each course, registration for 200-level courses in the Wall College of Business is restricted to students who have earned 24 or more credit hours.

201 Financial / Managerial Accounting I. (3) (Prereq: UNIV 110) The financial accounting cycle with emphasis on using financial statements and budgets to initiate and assess business operation, preparation of financial statements, budgets, and business plan for a service and manufacturing company. F, S.

202 Financial / Managerial Accounting II. (3) (Prereq: Grade of C or above in CBAD 201) Continuation of CBAD 201. Accounting for and reporting revenue and expense cycles; accounting for operations in a corporate environment, including job-order and standard costing of inventories; accounting for noncurrent assets, capital expenditure decisions, long-term debt, and capital stock. F, S.

203 Fraud Detection. (3) Fraud Detection provides an introduction to the behavioral and social factors that motivate occupational offenders. It provides an analysis and taxonomy of the three main categories of occupational fraud and abuse: asset misappropriation, corruption, and fraudulent financial reporting. It includes the various ways fraud and occupational abuse occur, methods to identify exposures to loss, and appropriate prevention, detection, and investigation approaches.

291 Business Statistics. (3) (Prereq: UNIV 110, a grade of C or above in CSCI 110 and MATH 130) Basic methods of descriptive statistics and statistical inference; probability, hypothesis testing, and linear regression with an emphasis on decision making in business. Business administration majors must take CBAD 292 in the semester following successful completion, and may not receive credit for Psychology 225 or Statistics 201. F, S.

292 Decision Analysis. (3) (Prereq: Grade of C or above in CBAD 291) Emphasis on logical/rational decision making and exposure to conceptual and quantitative techniques and computer applications that aid decision makers in solving real-world problems. Business Administration majors must take this course in the semester following successful completion of Business Administration 291. F, S.

In addition to satisfying specific prerequisites listed for each course, registration for 300-level courses in the Wall College of Business is restricted to students who have earned 54 or more semester hours.

(Business Administration)

- 330 Intermediate Accounting I.** (3) (Prereq: Grade of C or above in CBAD 202) Theoretical foundation of generally accepted accounting principles, review of the accounting cycle leading to preparation of financial statements, accounting recognition of assets with special emphasis on cash, receivables, inventories, property, plant and equipment, and the time value of money. F.
- 331 Intermediate Accounting II.** (3) (Prereq: Grade of C or above in CBAD 330) Accounting recognition of depreciable assets, intangible assets, investments, current liabilities, long-term liabilities. Stockholders equity topics and accounting theory underlying revenue recognition. S.
- 332 Intermediate Accounting III.** (3) (Prereq: Grade of C or above in CBAD 331) Advanced financial accounting topics including earnings per share, leases, pensions, accounting for income taxes, preparation of cash flow statements, and financial statement analysis. Partnership accounting topics include formation, operation, and liquidation. F.
- 333 Cost Accounting.** (3) (Prereq: Grade of C or above in CBAD 202) Cost accounting for manufacturing operations topics include: cost-volume profit analysis; job-order, process, and standard costing; budgeting; and decision making under uncertainty. F.
- 336 Accounting Systems and Data Processing.** (3) (Prereq: Grade of C or above in CSCI 110 or equivalent). Accounting systems as collector and processor of data necessary for effective control of a business organization. Emphasis on electronic data processing and data base management. F.
- 344 Legal Environment of Business.** (3) The legal and judicial system, the law and business (tort, contracts, agency, business organizations), government and regulations, and government protection. F, S.
- 345 Commercial Law.** (3) The law of contracts and the Uniform Commercial Code, including the sale of goods, commercial paper, bank deposits and collections, secured transactions, debtor and creditor rights, bailments and bankruptcy. F, S.
- 350 Marketing.** (3) (Prereq: Grade of C or above in ECON 101 or 202) A study of the marketing of goods and services, including legal, social, economic, and technological considerations; consumer behavior and target markets; product; pricing; promotion; channels of distribution, and development of marketing strategy. F, S.
- 351 Consumer Market Analysis.** (3) (Prereq: Grade of C or above in CBAD 350) A study of buying behavior, both consumer and industrial, and the marketing research process...includes psychological, social and economic influences on buying behavior, along with basic market research methods for analyzing those influences. F, S.
- 357 Marketing Research.** (3) (Prereq: Grade of C or above in CBAD 291 and 350) Case problems and field projects in the application of marketing research methodology, topics include problem diagnosis, research design, questionnaire preparation, sampling plans, and the collection, analysis, and interpretation of data. F, S.
- 360 Stock Market Challenge.** (1) Offers participation in a realistic stock market simulation. Students compete in managing a portfolio of stocks. Open to all students in the university. Grading is on a pass/fail basis only. May be repeated for credit.
- 363 Business Finance.** (3) (Prereq: Grade of C or above in CBAD 202, 291 or STAT 201, ECON 101 or 202, and successful completion of MATH 132) Theoretical foundation of optimal financial policy...emphasis on working capital, capital

(Business Administration)

- budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S.
- 366 Introduction to Real Estate.** (3) An overview of legal, governmental, and market forces which combine with land and materials to form the unique commodity called real estate. Introduces career opportunities, decision methodologies, and market dynamics in the areas of finance, appraisal, market analyses, brokerage, and property management.
- 371 Management and Organizations.** (3) (Writing Intensive) Survey of the basic principles of management with emphasis on social and behavioral issues, provides the basis for thinking about complex business situations in the framework of the management process. F, S.
- 372 Organizational Theory & Behavior.** (3) (Prereq: Grade of C or above in CBAD 371) 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. F, S.
- 374 Human Resource Management.** (3) (Prereq: Grade of C or above in CBAD 371) Develops an understanding of personnel administration as a staff function through a study of modern-day concepts and practices such as research and standards, employment, training and education, safety and health, employee services and industrial relations. F, S.
- 393 Management Information Systems.** (3) (= RTMA 393) (Prereq: Grade of C or above in CSCI 110 or equivalent and CBAD 371) A study of the use of information systems in business, emphasis is on the identification of practical, managerial, and ethical dilemmas related to the development, implementation, and use of information systems. F, S.
- 399 Independent Study.** Written contract between student and instructor, and approved by the Dean. A maximum of 15 credit hours of Business Administration 399 and 499 combined may be taken.
- In addition to satisfying specific prerequisites listed for each course, registration for 400-level courses in the Wall College of Business is restricted to students who have earned 84 or more credit hours.**
- 401 International Business.** (3) Prereq: Grade of C or above in CBAD 350, 363, 371) A study of the significant aspects of international business operations, including historical development of foreign trade policy and operative problems of international business operations, principle areas of study are: international business and the nation-state, assessing and forecasting the international business environment, and managing the multinational enterprise. F.
- 402 Study Abroad in International Business.** (3) (Prereq: Grade of C or above in CBAD 371 or approval of instructor) A course requiring travel to a foreign country that prepares students to better understand and evaluate the different approaches taken by companies and organizations from different national backgrounds. Focus will be on the economic, sociocultural, and political-legal environments of a foreign country, including how business practices differ from those used by companies here in the United States. (Requires travel abroad)
- 426 Managerial Economics.** (3) (= ECON 326) (Prereq: Grade of C or above in CBAD 371) Study of the theory of the firm, elasticity, product and cost, market concentration and integration. Topics include differing market environments, market power, pricing strategies, market failure, and subsequent government

(Business Administration)

intervention.

- 433 Governmental Accounting.** (3) (Prereq: Grade of **C** or above in CBAD 330) Accounting techniques for governmental and not-for-profit entities; topics include accounting standards and procedures for governmental units, colleges and universities, and voluntary health and welfare organizations.
- 434 Controllership.** (3) (Prereq: CBAD 331, 333, 363) A capstone course designed primarily for accounting and finance majors who are interested in pursuing a career in industry. CMA/CFA examination topics include controller responsibilities, advanced cost techniques, strategic planning and budgeting, and tax issues other than income tax.
- 435 Advanced Accounting.** (3) (Prereq: Grade of **C** or above in CBAD 332, or concurrent enrollment in CBAD 332) Financial accounting for investments in stock and consolidation, foreign currency transactions and translation of financial statements.
- 437 Auditing Theory.** (3) (Prereq: Grade of **C** or above in CBAD 291 and 333) (Coreq: Grade of **C** or above in CBAD 331 or concurrent enrollment in CBAD 331) Generally accepted auditing standards governing external financial audits, audit techniques and procedures, evaluation of internal control system and the audit opinion. S.
- 439 Income Taxation for Business Entities.** (3) (Prereq: Completion of 54 semester hours) Introduction to the income taxation of business entities, including sole proprietorships, partnerships, and corporations. Basic concepts of the federal income tax system...gross income, business deductions, property transactions, comparison of business entities...on-line tax research and tax return preparation. F.
- 440 Individual Income Taxation.** (3) (Prereq: Completion of 54 semester hours) Introduction to sources of income tax law, basic concepts, property transactions, and research with consideration of filing status, exemptions, gross income, deductions, and computations leading to preparation of individual tax returns. S.
- 441 VITA Independent Study.** (1 or 2) (Prereq: Grade of **B** or above in CBAD 440 or participant in prior year VITA program.) Emphasizes supervisory role in the Volunteer Income Tax Assistance program (VITA). Students will be involved in assisting student tax preparers and taxpayers with “real world” tax preparation issues providing a diverse learning experience.
- 451 Retailing Management.** (3) (Prereq: Grade of **C** or above in CBAD 350) Emphasizes the specific activities required of managing a retail outlet such as research, store location, organization, merchandise planning and management, promotion and advertising, pricing policies, and creating, integrating and controlling the retail strategy. S.
- 453 Integrated Marketing Communications.** (3) (Prereq: Grade of **C** or better in CBAD 350) The study of advertising and promotion from an integrated marketing communications perspective. Emphasis is given to advertising, sales promotion, direct marketing, personal selling, and public relations/publicity. F.
- 454 International Marketing.** (3) (Prereq: Grade of **C** or better in CBAD 350) The study of planning and conducting transactions across national borders for the purpose of satisfying a target market, including environmental factors such as law, politics, society, economy, and technology, as well as the development of international marketing strategy. S.
- 455 Personal Selling & Sales Management.** (3) The principles of salesmanship and their relationship to the management of a sales force in recruiting, selecting, training, compensating, controlling, evaluating, and motivating sales personnel. S.

(Business Administration)

- 458 Marketing Strategy.** (3) (Prereq: Completion of CBAD 351 and 357.) Analysis of case problems dealing with the development of strategies and plans for marketing consumer and industrial products. Topics include marketing organization, product, price, promotion, distribution, industry and sales forecasting and analysis of marketing costs. F, S.
- 460 Capital Budgeting.** (3) (Prereq: Grade of C or above in CBAD 363) Financial theory and techniques for the analysis and solution of financial problems dealing with asset management. Major emphasis is on the management of long-term assets; however, working capital management will also be covered. F, S.
- 461 Financial Decision Making.** (3) (Prereq: Grade of C or above in CBAD 363) Financial theory and techniques for the analysis and solution of financial problems dealing with acquisition of funds, topics include capital structure, cost of capital, dividend policy, and valuation. The case method and computer simulation is utilized. F, S.
- 462 Financial Institutions and Markets.** (3) (= ECON 310) (Prereq: Grade of C or above in CBAD 363) Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation; interrelationships between domestic and international financial markets; government policy objectives and regulations as influences on the financial system. F, S.
- 463 Multinational Business Finance.** (3) (Prereq: Grade of C or above in CBAD 363) Analysis of institutions and practices unique to the financial management of multinational business enterprises. All aspects of international financial management are covered with a concentration on the corporate form and the increasing importance of global integration of money and capital markets.
- 464 Individual Financial Planning.** (3) (Prereq: Grade of C or above in CBAD 363) In-depth coverage of money management concepts and practices necessary for intelligent control over personal income and expenditures, topics include introduction to financial planning, risk management, investment management, tax planning and management, retirement planning and employee benefits, and estate planning. Utilizes case analyses.
- 465 Retirement and Estate Planning.** (3) (Prereq: A grade of C or above in CBAD 363.) The analysis of the profitability and viability of a commercial enterprise. Primary focus given to the analysis of a firm's accounting practices and financial statements from the framework of overall business analysis.
- 466 Investment Analysis.** (3) (Prereq: CBAD 363 and MATH 160) Principles of value investing as developed by Benjamin Graham and refined by Warren Buffett; application of value investing theory to the complete equity analysis of the firm and valuation of common stocks.
- 467 Real Estate Finance and Investment.** (3) (= RTMA 467) (Prereq: Grade C or above in CBAD 363) Principles and practices in real estate finance focusing on institutions, instruments, and determinants of terms and availability of credit, topics include interest and yield mechanics, cash flow analysis, risk analysis, and various loan strategies or packages.
- 468 Advanced Corporate Finance.** (3) (Prereq: CBAD 460 and 461) In-depth coverage of advanced topics in corporate financial management using computer simulations and dynamic multi period case studies. Long-and short-term corporate financial policy formation is examined against the backdrop of firm value maximization and the market for corporate control. Special consideration is given to mergers, acquisitions, and corporate restructuring. SEC reporting requirements and formats are integrated throughout. F, S.

(Business Administration)

- 469 Portfolio Management.** (3) (Prereq: Grade of **C** or above in CBAD 466) Conceptual and analytical framework for formulating investment policies, analyzing securities and constructing portfolios. F, S.
- 470 Financial Derivatives.** (3) (Prereq: MATH 160, CBAD 363) This course is designed as an introduction to risk management and derivatives. The course employs practical applications to introduce students to the risk management process. The course will provide an introduction to the following topics: option and futures basics, derivatives securities markets, valuation of derivatives, derivative trading strategies, the management of corporate risk, and an overview of the use of derivatives in accounting.
- 471 Leadership in Project Management.** (3) (Prereq: Grade of **C** or above in CBAD 371) Skills and techniques for effective project management. Topics include project development, budget management, scheduling, quality control, and team building. F, S.
- 472 Cross-Cultural Management.** (3) (Prereq: Grade of **C** or above in CBAD 371) This course involves an analysis of how cultural, economic, and societal influences affect the practices of management. Concepts and practices of planning, organizing, leading employees, and other concerns are examined across different national settings. The human effect in the managerial process is emphasized, and situational influences are identified and examined. F.
- 473 Initiation and Management of New Business Enterprise.** (3) (Prereq: Grade of **C** or above in CBAD 371) Analysis of proposed business opportunities, planning and establishing a business organization to exploit an opportunity, and management of small business. F.
- 474 Quality Process Management.** (3) (= RTMA 474) (Prereq: A grade of **C** or above in CBAD 371) The systematic process through which managers regulate organizational activities to meet planned goals and standards of quality. Topics will include different types of quality control processes, total quality management, product and service quality techniques, and the uses of information technology for insuring quality. S.
- 475 Production/Operations Management.** (3) (Prereq: Admission to the Wall College of Business and a grade of **C** or above in CBAD 350, 363, and 371) A study of the interactions among organizational resources used in some combination to provide the enterprise's product or service. Special attention is given to decision making using conventional and quantitative tools and techniques with emphasis on the production function. F, S.
- 478 Strategic Management.** (3) (Writing Intensive) (Prereq: Grade of **C** or above in CBAD 350, 363, and 371) Analysis of case problems dealing with the formulation and implementation of organizational strategy and policy, including appraisal of the external environment, top management, marketing, finance, operations, human resources, and the organizational structure. F, S.
- 483 Current CPA Topics.** (3) (Prereq: A grade of **C** or better in CBAD 330, 331, 332, 333, 336, 437, 439 and 440.) This course is designed to provide a review of the major topics on the CPA exam. Students will be involved in an intensive review of CPA exam topics and take a battery of diagnostic exams on the topics to measure their level of competency in each area.
- 490 Seminar in Resort Tourism Planning.** (3) (= RTMA 490) (Prereq: Completion of 84 semester hours.) This course examines public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism information systems, tourism goods and services and tourism host communities. Students develop plans for a proposed tourism site.

(Business Administration, Chemistry)

- 497 Business Internship.** (3-6).(Prereq: junior standing, minimum GPA of 2.5, and approval of the Associate Dean) Supervised work experience of at least 15 hours per week for 12-14 weeks...internship format must be approved by internship director...a journal detailing work activities will be required.
- 498 Industry Field Study.** (3)(Prereq: Permission of the Dean) Structured around visits to selected corporations and organizations where management officials will discuss matters confronting today's businessmen, this course is designed to bridge the gap between the classroom and the real world of business. An honors course consisting of students selected by the Wall College of Business Administration on the basis of academic achievement.
- 499 Selected Topics in Business.** (3) Provides Business Administration majors an opportunity to study in small groups, selected topics in business/economics under the guidance of a faculty member. A maximum of 15 credit hours of CBAD 399 and 499 combined may be taken.

CHEMISTRY (CHEM)

- 101 Introductory Chemistry.** (3)(Coreq: CHEM 101L) A one semester survey course in chemistry designed primarily for non-science majors. Engineering, science, pre-med, and other majors requiring more than one semester of chemistry should not enroll in this course. Three lecture hours per week. S, F.
- 101L Introductory Chemistry Laboratory.** (1)(Coreq: CHEM 101) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. S, F.
- 111 General Chemistry I.** (3)(Prereq: A grade of C or better in MATH 130 or equivalent) (Coreq: CHEM 111L) A survey of chemical structure, reactivity and physical properties. Three lectures, and one two-hour workshop per week. F, S, Su.
- 111L General Chemistry Laboratory I.** (1)(Coreq or Prereq: CHEM 111) This course is an introduction to qualitative inorganic reaction chemistry and quantitative methods of chemical analysis, three hours per week. F, S, Su.
- 112 General Chemistry II.** (3)(Prereq: CHEM 111/111L)(Coreq: CHEM 112L) A continuation of Chemistry 111 to include quantitative treatment of chemical kinetics, aqueous solution equilibria, thermodynamics and electrochemistry. Three lectures with two hours of optional workshop per week. F, S, Su.
- 112L General Chemistry Laboratory II.** (1)(Coreq or Prereq: CHEM112) This course consists of laboratory methods of quantitative study of chemical kinetics, equilibria, thermodynamics and electrochemistry. F, S, Su.
- 150 Communication in Physical Science.** (3) This course is a basic introduction to various forms of communication of scientific information in the physical sciences. The utilization of library resources, electronic resources and journals in research, project development and presentation is reviewed. Search techniques as well as critical evaluation of the material retrieved are discussed as they relate to developing a new project, or reviewing the current status of research in a given topic. Students are expected to present findings and research in both oral and written forms. Exposure to ongoing research projects within the department is integral to this course. S.
- 299 Introduction to Research.** (1)(Prereq: CHEM 112/112L) This course is a basic introduction to the utilization of library resources, electronic resources and journals in research. Search techniques as well as critical evaluation of the material obtained are discussed as it relates to developing a new project, or reviewing the current status of research in a given topic. Exposure to ongoing research projects

(Chemistry)

- within the department is integral to this course. F.
- 301 Workshop Leader Training.** (1) (Permission of instructor and acceptance into the department of chemistry workshop leader program) This course focuses on the preparation of leaders for workshops in chemistry. Learning theory, group dynamics, pedagogy, and student development as they apply to chemistry workshops are covered. The course is also used to review workshop and related course materials. Enrollment in this course at least once is a requirement for all chemistry workshop leaders. F, S.
- 321 Quantitative Analysis.** (3) (Prereq: CHEM 112/112L) (Coreq: CHEM 321L) Theory and practice of "wet" analytical methods including statistics, volumetric analysis, simple and coupled aqueous equilibria, including spreadsheet analysis and simulation methods. Fundamentals of spectrophotometry and potentiometry. F.
- 321L Quantitative Analysis Laboratory.** (1) (Coreq: CHEM 321) The practice and application of "wet" analytical methods including solution preparation, volumetric, spectrophotometric and potentiometric methods. F.
- 331 General Organic Chemistry I.** (3) (Prereq: CHEM 112/112L) (Coreq: CHEM 331L) Nomenclature, synthesis, and reactions of carbon compounds. Three lecture hours per week. F, S, Su.
- 331L General Organic Chemistry Laboratory I.** (1) (Prereq or Coreq: CHEM 331) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. F, S, Su.
- 332 General Organic Chemistry II.** (3) (Prereq: CHEM 331/331L) (Coreq: CHEM 332L) A continuation of Chemistry 331. Three lecture hours per week. F, S, Su.
- 332L General Organic Chemistry Laboratory II.** (1) (Prereq: CHEM 331L) (Coreq: CHEM 332) Laboratory exercises to accompany Chemistry 332. Three laboratory hours per week. F, S, Su.
- 351 Biochemistry I.** (3) (Prereq: CHEM 332/332L) (Coreq: CHEM 351L) Three 1-hour lectures. Structure and function of amino acids, peptides, and proteins. Enzyme kinetics and mechanisms. Membrane structure and function. Metabolism principles glycolysis, tricarboxylic acid cycle, electron transport, and oxidative phosphorylation. Carbohydrates and fatty acid metabolisms. Photosynthesis. F.
- 351L Biochemistry Laboratory I.** (1) (Coreq: CHEM 351) This course covers experiments designed to reinforce those topics covered in the lecture. Protein analysis and purification, enzyme activity determination, lipid extraction and analysis, and electrophoretic analyses. F.
- 352 Biochemistry II.** (3) (Prereq: CHEM 351/351L) (Coreq: CHEM 352L) Three 1-hour lectures. Structure and function of mononucleotides, amino acid and nucleotide metabolism. Lipid and amino acid synthesis. Organization, replication, repair and expression of DNA. Viruses, receptors and information transfer. Biotechnology methods and applications of DNA restriction, sequencing, cloning and probing. S.
- 352L Biochemistry Laboratory II.** (1) (Prereq: CHEM 351 and 351L) (Coreq: CHEM 352) This course covers experiments designed to reinforce those topics covered in the lecture: protein synthesis, nucleic acid extractions, and electrophoretic analyses. S.
- 353 Physical Biochemistry** (3) (Prereq: PHYS 211, MATH 160, CHEM 351 and CHEM 351L) (Coreq: CHEM 353L) This course develops mathematically the physical principles in chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. Topics include laws of thermodynamics applied to biological molecules, kinetics of life processes, including

(Chemistry)

the rate of reactions, and applying the laws to complex biological processes, the dynamics of microscopic systems, and general features of spectroscopy with applications to biological systems in the area of photobiology.

- 353L Physical Biochemistry Laboratory.** (1) (Prereq: MATH 160, PHYS 211, CHEM 351, CHEM 351L) (Coreq: CHEM 353) This course will focus on experiments that will provide insight into the physical principles of chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. We will spend time on spectroscopic techniques including UV-VIS, fluorescence and NMR techniques, data collection, data manipulation and scientific writing. We will also familiarize ourselves with software used for theoretical quantum calculations of biological molecules.
- 398 Junior Chemistry Seminar.** (1) (Prereq: CHEM 299) This course covers oral and written presentations of literature research papers. Review of library and on-line searching in bibliography development. Critical review of peer manuscripts and presentations. Career planning and management. F.
- 399 Independent Study.** (1-6) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.
- 405 Principles of Physical Chemistry.** (3) (Prereq: CHEM 112, PHYS 202 or 212, MATH 160) This course covers the fundamental principles of chemical and physical changes as related to bulk properties and molecular structure, especially as they are related to biochemical processes. Topics are: gas properties, kinetics, thermodynamics, equilibrium quantum chemistry, spectroscopy and statistical thermodynamics. F, odd years.
- 411 Inorganic Chemistry.** (3) (Prereq: CHEM 441 or permission of instructor) Concepts and models in inorganic chemistry. This course includes as its core atomic structure and the periodic table, localized bonding, hydrogen bonding, and weak interactions. Specific topics such as chemistry of coordination compounds, organometallic chemistry and bioinorganic chemistry are also included to fit the particular needs of the students taking this course. S, alternate years.
- 411L Inorganic Laboratory.** (1) (Coreq: CHEM 411) Synthesis and characterization of selected inorganic compounds. This experimental work supplements the theoretical material presented in Chemistry 411. S, alternate years.
- 422 Instrumental Analysis.** (2) (Prereq: CHEM 321/321L, 331) (Coreq: CHEM 422L) Two lectures per week. Theory and applications of instrumental methods of analysis. Electrochemical methods, spectroscopy, chromatographic methods, resonance methods and mass spectroscopy are studied. The experiments to be performed are tailored to fulfill the needs of the different areas of emphasis with in the chemistry program. S.
- 422L Instrumental Analysis Laboratory.** (2) (Prereq: CHEM 321 and 321L) (Coreq: CHEM 422) (Writing Intensive) Experiments are performed that are project-based. Successful completion of these projects generally involves the use and mastery of several instruments discussed in lecture. Two three-hour laboratories per week. S.
- 433 Advanced Organic Chemistry.** (2) (Prereq: CHEM 332/332L) The course supplements and extends the knowledge base of Organic Chemistry 331-332. The subject matter includes a look at some general methods used to study mechanistic pathways and how the data obtained can be interpreted to deduce the accepted mechanisms for selected types of reactions. Also included is a study of synthetic organic reactions and their applications as well as a look at methods for determining the structures of unknown organic compounds. F.
- 433L Advanced Organic Chemistry Laboratory.** (2) (Coreq: CHEM 433)

(Chemistry, Chinese, Communication)

The experiments and assignments supplement the materials presented in Chemistry 433 and include the study of mechanisms, syntheses, and identification of identification of unknown compounds and mixtures. F.

- 441 Physical Chemistry I.** (3) (Prereq: MATH 161 or 260, CHEM 112, PHYS 202 or 212) (Coreq: MATH 260, CHEM 441L) Theories and laws relating to chemical and physical changes including gas properties, thermodynamics, kinetic theory of gases and kinetics of chemical reactions. F.
- 441L Physical Chemistry I Laboratory.** (1) (Prereq: CHEM 321) (Coreq: CHEM 441) Applications of physical chemistry techniques. F.
- 442 Physical Chemistry II.** (3) (Prereq: CHEM 441) (Coreq: CHEM 442L) Theories and laws relating to molecular structure including quantum chemistry, statistical thermodynamics, determination of molecular structure and electric and magnetic properties of molecules. S.
- 442L Physical Chemistry II Laboratory.** (1) (Prereq: CHEM 441L) (Coreq: CHEM 442) Application of physical chemistry techniques for the determination of molecular structure. S.
- 443 Atmospheric Chemistry.** (3) (Prereq: C or better in CHEM 112, or C or better in MATH 160.) This course is designed to introduce students to the fundamental chemistry of the atmosphere. The emphasis of the first third of the semester will be laying a foundation of understanding the chemistry of the natural atmosphere. The second two thirds will focus on current issues. Indoor air pollution is also addressed.
- 450 Principles of Biochemistry.** 3) (Prereq: CHEM 331 and permission of instructor) (Coreq: CHEM 450L) A survey of the fundamental principles of biochemistry. Three hours of lecture per week. S.
- 450L Principles of Biochemistry Laboratory.** (1) (Prereq: CHEM 331/331L and permission of instructor) (Coreq: CHEM 450) The laboratory demonstrates the topics and principles presented in the lecture. Three hours laboratory per week. S.
- 499 Directed Undergraduate Research.** (1-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation. Projects explore chemical or related problems using the scientific method. One conference and no less than 5 lab research hours per week. F, S, Su.

CHINESE (CHIN)

- 110 Introductory Chinese I.** (3) Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 120 Introductory Chinese II.** (3) (Prereq: CHIN 110 or instructor permission) A continuation of CHIN 110. Fundamentals of the language through aural comprehension, listening, reading and writing.

COMMUNICATION (COMM)

- 101 Introduction to Communication.** (3) This course introduces students to the study of communication, its history, theories and principles and serves to improve critical thinking, perception and communicative awareness.
- 140 Oral Communication.** (3) The theory and practice of interpersonal, small group, and public oral communication, to include performance by students.
- 274 Organizational Communication.** (3) (Prereq: COMM 101) Examines communication systems and communication flow in formal organizations and deals with communication climate, leadership, work control systems networks

(Communication)

and performance enhancement and evaluation.

- 275 Communication Theory.** (3)(Prereq: COMM 101) .This course provides an in-depth survey of theories and relevant criticism in communication and prepares students for theoretical application in research and thesis preparation.
- 276 Communication Research.** (3) (Prereq: COMM 101) This course prepares students early for research; how to isolate problem statements, distinguish independent and dependent variables, criticize and evaluate definitions, define theories, understand how to apply methods of sound research (qualitative and quantitative), collect data and analyze scholarly articles.
- 302 Communication Law and Ethics.** (3) (Prereq: COMM 101) This is a course in legal cases and ethical issues as they apply to communication problems, precedents and negligence or oversight in corporations and organizations.
- 304 Gender Communication.** (3) Gender Communication inquires into the connections among four areas of study: gender, identity, culture, and communication. Students explore the multiple ways that gender roles are created and sustained through communication in such contexts as families, schools, the workplace, and the media.
- 311 Health Communication.** (3) This course provides students with an overview of the various areas of study within the health communication field. Students will explore multiple communication issues relevant to health including language, information processing, the social construction of health and illness, patient-doctor communication, and the mutually influential relationships among health care professionals, patients, friends and family members, and cultural institutions.
- 334 Small Group Communication.** (3)(= THEA 334)(Prereq: THEA/COMM 140 or ENGL 390) The study and practice of small group communication through creative approaches to problem solving.
- 341 Advanced Public Speaking.** (3) (= THEA 341) (Prereq: THEA/COMM 140) Analysis and advanced applications of public discourse and discursive strategies with emphasis on speech structure and delivery methods.
- 399 Independent Study in Communication.** (3) Designed for advanced and self-motivated students. Communication 399, Independent Study in Communication, allows students to conduct scholarly work in an academic area not offered in the traditional course format. The course will result in a document, performance, or body of work that reflects the student's research or summarizes the knowledge synthesized during a structured, sequenced order of study.
- 410 Special Topics in Communication.** (3) Special topics in communication is an active, intensive seminar that allows students to explore, on an advanced level, a special topic within communication. Special topics include community, communication and health; rhetoric, culture and social change; and gender, performance and identity; among others.
- 491 Communication Capstone: Thesis.** (3) (Prereq: COMM 275, 276) Students synthesize coursework previously conducted within the major; apply their knowledge and education to a significant research topic; and produce a thesis. They gain an understanding of how to compose/construct a theoretically driven thesis; refine their research library skills; and understand how to use proper documentation style.
- 492 Communication Capstone: Project.** (3) (Prereq: COMM 275, 276) Students apply their knowledge and education to a significant research project involving the student's communication research interest. The course project can be an external (community) or internal (within the University) project. Each project is outlined in a customized course syllabus with an outline of the work to

(Communication, Computer Science and Information Systems)

be completed by the student.

- 495 Communication Internship.** (3) (Prereq: COMM 101 and COMM 274 and at least 90 credit hours) The guided internship requires 120 hours of on-site work, a journal, and a final paper. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking opportunities.

COMPUTER SCIENCE AND INFORMATION SYSTEMS (CSCI)

- 105 Introduction to Computer Applications.** (3) (Computer Usage) A survey course that includes an emphasis on scientific data research, presentation, organization and analysis through web development, presentation software, and spreadsheets. F, S, Su.
- 106 Advanced Computer Applications.** (3) (Computer Usage) (Prereq: CSCI 105 or permission of instructor) Advanced computer applications with emphasis on integrating and linking user software applications. This course also includes online collaboration skills, advanced e-mail concepts and Internet. F, S.
- 110 Enterprise Business Applications.** (3) (Prereq: Business or Computer Science Major, or permission of instructor) A survey course designed for Business or Computer Science majors. The course focuses on business applications involving beginning and intermediate spreadsheets and presentation software. F, S, Su.
- 111 Programming in BASIC.** (3) (Computer Usage) Computer programming in the BASIC language. F, Su.
- 120 Introduction to Web Page Design.** (3) This course is an introductory course in web design that provides a foundation for using the imagery of a web page for communicating ideas across the internet. Topics include the utilization of graphic editing and web development software, basic HTML coding, simple graphic editing, web ethics including design and accessibility issues, and publishing WEB pages.
- 130 Introduction to Computer Science.** (3) (Computer Usage) (Coreq: MATH 130). Designed as a communication intensive introduction to Computer Science; provides a comprehensive overview of the field of Computer Science in areas such as machine architecture, data storage, data manipulation, operating systems, algorithms, programming languages, data structures, database structures, computational complexity, and artificial intelligence; includes a brief introduction to programming. Students will demonstrate mastery of the course materials through both written and oral assignments appropriate to a Communication Intensive course. (Communication Intensive Core Course) F, S.
- 130L Introduction to Computer Science Laboratory.** (1) (Coreq: CSCI 130, MATH 130) Laboratory demonstrates the topics and principles presented in the CSCI 130 lecture.
- 140 Introduction to Algorithmic Design I.** (3) (Computer Usage) (Students are required to have a personal notebook computer for this course.) (Prereq: Grade of C or above in CSCI 130 and 130L) (Coreq: CSCI 140L) An introduction to problem solving and algorithmic design methodology using a high-level programming language. Topics include problem solving techniques; subprograms and modularity; fundamental data types and structures; flow of control statements; and file input/output. Three lecture hours per week. F, S, Su.
- 140L Introduction to Algorithmic Design I Laboratory.** (1) (Prereq:

(Computer Science and Information Systems)

- Grade of **C** or above in CSCI 130 and 130L) (Coreq: CSCI 140) Laboratory demonstrates the topics and principles presented in the lecture. F, S, Su.
- 150 Introduction to Algorithmic Design II.** (3) (Computer Usage) (Students are required to have a personal notebook computer for this course.) (Prereq: Grade of **C** or above in CSCI 140 and 140L) (Coreq: CSCI 150L) A continuation of CSCI 140. Continued development of discipline in program design, style and expression, debugging and testing. Topics include object oriented programming and algorithm design; elementary data structures; user-defined data types, inheritance, and encapsulation. Three lecture hours per week. F, S.
- 150L Introduction to Algorithmic Design II Laboratory.** (1) (Prereq: Grade of **C** or above in CSCI 140 and 140L) (Coreq: CSCI 150) Laboratory demonstrates the topics and principles presented in the lecture. F, S.
- 170 Ethics in Computer Science.** (1) Provides real-world experiences that stimulate discussion of ethical issues in the technical work place. Topics include: ACM Code of Ethics, general moral responsibilities, privacy security, copyright and ownership agreements, computer crimes, and personal ethics. Class format presents case studies of current news events regarding computer ethics. F, S.
- 203 Introduction to Web Application Development.** (3) (Prereq: Grade of **C** or above in CSCI 150 and 150L) A thorough introduction to development and deployment of web-based applications. Topics include middleware programming concepts, client server architecture, and database access. Students will write a number of web applications. F, S.
- 207 Programming in C++.** (3) (Prereq: Grade of **C** or above in CSCI 150 and 150L) Computer programming in the C ++ language. Offered on demand.
- 208 Programming in Visual Basic.** (3) (Prereq: Grade of **C** or above in CSCI 150 and 150L) An introduction to programming with Visual Basic including Windows interface controls, Active X controls, and database access using Active X objects. S, odd years.
- 209 Programming in Java.** (3) (Prereq: Grade of **C** or above in CSCI 150 and 150L) Students will learn to program in the Java programming language. Topics include inheritance, threads, graphics, network programming, and Web-programming . F, even years
- 210 Computer Organization and Programming.** (3) (Prereq: Grade of **C** or above in CSCI 140/140L) (Coreq: Math 174) Logical basis of computer structure, machine representation of information, flow of control, instruction codes, arithmetic and logical operations, indexing, indirect addressing, input-output, sub-routines, linkages, macros. Interpretive and assembly systems, and pushdown stacks. F, S.
- 220 Data Structures.** (3) (Prereq: Grade of **C** or better in CSCI 150 and 150L and MATH 174) A continuation of CSCI 150 and 150L, topics include analysis of algorithms, with emphasis on computational complexity and advanced algorithms including self adjusting trees, hashing, graphs, sorting, searching, hashing methods, and greedy algorithms. F, S.
- 280 Strategies in Problem Solving.** (1) (Prereq: Grade of **C** or above in CSCI 150 and 150L) The focus of this course is on practical problem solving in both individual and team settings. A variety of problems that require different types of solutions and algorithms will be presented, as well as problems to be solved. Students will also develop programming and teamwork techniques in a competition setting while gaining proficiency in applying a systematic approach to problem solving. F, S.
- 310 Introduction to Computer Architecture.** (3) (Writing Intensive)

(Computer Science and Information Systems)

(Prereq: Grade of C or above in CSCI 150, 210 and MATH 174) An introduction to the fundamental aspects of a computer system's structure and behavior; binary arithmetic, combinational logic, circuit design, instruction sets, register operations and flip-flops, control system functions, memories, interrupt structures, processors, and performance measures will be covered. F.

- 330 Systems Analysis & Software Engineering.** (3) (Prereq: Grade of C or better in CSCI 150 and 150L) A thorough introduction to requirements management, and best practices in eliciting, documenting, and verifying requirements for programming systems. Topics include writing effective use cases, constructing UML-compliant models (including class, state, and activity diagrams), specification of user interface and data layers, testing, and integration. S.
- 335 Software Project Management.** (3) (Prereq: Grade of C or above in CSCI 330) (Writing Intensive) This course will cover techniques in software project management based on the Project Management Body of Knowledge from the Project Management Institute. S.
- 360 Numerical Calculus.** (3) (= MATH 460) (Prereq or Coreq: MATH 260 and a working knowledge of programming language). Introduction to numerical methods, interpolation, quadrature, solution of linear and nonlinear systems or equations, error analysis. Two lectures and two laboratories per week. S.
- 370 Data Communication Systems and Networks.** (3) (Prereq: Grade of C or above in CSCI 150 and 150L) Fundamentals of data communications, including hardware, basic components of communications, configurations, networks and applications, protocols and software are discussed. S
- 370 Organizational Communication Simulation** (3) (Prereq: COMM 274) This course is designed to help students develop and apply organizational communication skills that will be useful in a variety of professional settings. These skills involve conducting human resource training sessions, taking and conducting employment interviews, group decision making, organizational consulting, and written/oral reporting. In a larger sense, this course is about how communication functions to create and sustain organizations. This course continues the study of organizational communication started in the introductory course. COMM 274 is more application based.
- 380 Introduction to the Analysis of Algorithms.** (3) (Writing Intensive) (Prereq: Grade of C or above in CSCI 220) An introductory course in the analysis of algorithms, with emphasis on computational complexity including practical applications and the analysis of specific problems and algorithms, course investigates most commonly used algorithm design techniques and also introduces the notion of "hard" problems and approximate solutions. S, even years.
- 385 Introduction to Information Systems Security.** (3) (Prereq: Grade of C or better in CSCI 150 and 150L) Comprehensive survey of security policies, models and mechanisms for confidentiality, integrity, management and legal and ethical issues. F
- 390 Theory of Computation.** (3) (Prereq: Grade of C or above in CSCI 220 and 310) General models of computation, formal languages and automata theory and algorithmic unsolvability. F, odd years.
- 399 Independent Study.** (1-3) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.
- 400 Senior Assessment.** (1) (Prereq: senior status and permission of instructor). This course provides various resources to graduating seniors including strategies for job searching and/or entry to graduate school. Students will complete all final assessments required to maintain currency and quality of the program. It is

(Computer Science and Information Systems)

intended for computer science majors in their majors in their last semester prior to graduation. Grading is S or U.

- 407 Coding Theory.** (3)(= MATH 407) This course covers the issues involved in designing efficient codes, including error detection/correction. Topics to be covered include distance, nearest neighbor decoding, hamming codes and linear codes. Other topics which may be covered are Golay codes, Reed-Muller codes, cyclic codes, and spherical codes.
- 408 Cryptography.** (3) (= MATH 408) This course introduces students to the fundamentals of cryptography and cryptanalysis, primarily focusing on data encryption and decryption. Topics will include: modular arithmetic, classical encryption schemes, modern encryption schemes, password security, and digital signatures, secret sharing.
- 409 Advanced Web Application Development.** (3) (Prereq: Grade of C or better in CSCI 203) Advanced topics in the development and deployment of web-based applications. Topics include advanced middleware programming concepts and development of dynamic websites. Students will write a full-scale web application as their final project. F.
- 410 Operating Systems.** (3) (Prereq: Grade of C or above in CSCI 220) Basic concepts and terminology of operating systems, I/O and interrupt structures, system structures, processor scheduling, processes and process synchronization, deadlocks, memory management, and other concepts. F.
- 415 Systems Administration.** (3) (Prereq: Grade of C or better in CSCI 203 or 220) Topics in system administration include application server management, deployment of web sites, domain name service, web services, security, backup and recovery, and e-mail management. F.
- 425 Database Systems Design.** (3) (Prereq: Grade of C or above in CSCI 203 or 220) An introduction to the theory and methodology for database design and implementation, the relational model, relational algebra, relational calculus, and E/R modeling are introduced, as well as concepts of normalization, data independence, and database languages. Design encompasses issues from the conceptual model to the physical model. F, S.
- 430 Organization of Programming Languages.** (3) (Prereq: Grade of C or above in CSCI 220) Formal language concepts, statement types, control structures, compilation vs. interpretation, list processing and string manipulation languages. S.
- 440 Introduction to Computer Graphics.** (3) (Prereq: Grade of C or above in CSCI 220) An overview of the elements of 2D and 3D graphics, includes topics on raster graphics, geometrical transformations, parallel and perspective projections for 3D viewing, interaction techniques, representation of curves and surfaces, solid modeling and topics on visual realism. S, odd years.
- 450 Principles of Compiler Design.** (3) (Prereq: Grade of C or above in CSCI 220 and CSCI 310) Introduction to programming language structure, lexical analysis, syntax analysis, code generations, error repair, and optimization. F.
- 460 Algorithms in Bioinformatics.** (3) (Prereq: senior level status or permission of instructor) (Coreq: basic knowledge of Linear Algebra in Calculus. Solid background in Programming, Data Structures, and design of Algorithms.) Introduction to the main algorithms used in Data Mining of Genomic sequences and evaluation of gene expression data from Micro Arrays. Topics include Dynamic programming, Hidden Markov Models, Support Vector Machines, Clustering algorithms, and Singular Value Decomposition. S.
- 470 Communication & Conflict Management.** (3) (Prereq: COMM 101

(Computer Science and Information Systems, Criminal Justice)

or consent of instructor) This is an upper-level undergraduate course designed to explore conflict management, the underlying causes of conflict, and the available communication strategies for handling them. This course introduces positive conflict management processes, including active listening, principle negotiation, mediation, and nonviolent direct action. We will be looking at conflict literature from a communicative perspective. The class will be conducted in a lecture /simulation/seminar format. The simulation and seminar part of the class is designed to encourage exploration of various conflict situations such as friendship, business, multicultural, experiential learning so numerous in-class simulations will allow students to experiment with conflict techniques and strategies.

480 Introduction to Artificial Intelligence. (3) (Prereq: CSCI 220) Covers the fundamentals of Artificial Intelligence (AI); topics and techniques for analyzing and developing intelligent systems; programming in an AI language. Coverage may include applications in areas such as expert systems, neural networks, fuzzy logic, robotics, etc. F, even years.

485 Introduction to Robotics. (3) (Prereq: CSCI 220) An introduction to the fundamentals of mobile robotics including robot hardware, sensors, obstacle avoidance, navigation, mapping, path planning and robot architectures. F, odd years.

490 Software Engineering II. (3) (Prereq: Grade of C or better in CSCI 330 and 425) This course is a continuation of the software engineering design principles introduced in Computer Science 330. Topics include project requirements, design specifications, testing, project management and group dynamics. Student will design, code, test and implement an information system as part of a team project. S.

495 Information Systems Capstone Course and Project. (3) (Prereq: Grade of C or better in CSCI 335 and 425 and senior standing). (3) This senior capstone course integrates and synthesizes the material covered in the field of Information Systems, including Systems Analysis, Project Management, System Development and Deployment, and Security. Students will develop a practical solution to an information systems problem. Presentation will be both oral and written. Lecture topics may vary from semester to semester. S.

497 Computer Science Internship. (1-3) (Prereq: Junior level status, GPA of 2.5 in CSCI, and grade of C or better in CSCI 220) Supervised work experience of at least 15 hours per week for 12 weeks. Program format is approved by the area director. A written final paper is required. F, S, Su.

498 Cooperative Education. (1-3) (Prereq: CSCI major with at least sophomore level status) Cooperative full-time work study arrangement among the University, the business or industry and the student. Arrangements are made in consultation with the department chair. The course may be repeated for a total of 6 hours of credit. F, S, Su.

499 Topics in Computer Science. (1-3) (Prereq: Permission of instructor) Special projects and recent developments in Computer Science selected to meet current faculty and student interest. Offered on demand.

CRIMINAL JUSTICE (CRMJ)

341 Sociology of Crime. (3) (= SOC 353) Social factors in the development, identification and treatment of criminals.

351 Sociology of Juvenile Delinquency. (3) (= SOC 350) Social factors in the development, identification and treatment of delinquents.

421 The Judicial Process. (3) A study of the growth of law, the law-making

(Criminal Justice, Economics)

function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

ECONOMICS (ECON)

- 101 Survey of Economics.** (3) Designed to familiarize non-business majors with basic macro- and microeconomics models and selected economic problems. Not open to majors in Business Administration and Economics.
- 110 Consumer Economics.** (3) Designed to acquaint the student with the money management concepts necessary to exercise intelligent control over income and expenditures, topics considered include: budgeting, consumer protection, taxes, credit sources, types of insurance, real estate, stocks, bonds, estate planning and other uses of funds. Not open to students who have received credit for Business Administration 110.
- 150 Global Issues in Economics.** (3) This course will explore the roles of global institutions such as the IMF, UN and the World Bank and discuss global issues such as globalization, economic environment, and the economies of various regions.
- 201 Macroeconomics.** (3) (Prereq: UNIV 110, MATH 130, and completion of 24 semester hours) Macroeconomic analysis, basic definitions and concepts, mechanics of pricing fundamentals of American capitalism, national income economics, income and employment theory, and monetary and fiscal policy. F, S.
- 202 Microeconomics.** (3) (Prereq: ECON 201 and completion of 24 semester hours) Microeconomic analysis, theory of the firm, cost and output determination, marketing pricing, income distribution, and international economics. F, S.
- 301 Intermediate Macroeconomic Theory.** (3) (Prereq: grade of C or above in ECON 201 and 202) An advanced view of the macroeconomy. Role of inputs and technology in economic growth, study of differing schools of thought with respect to macroeconomic behavior. F.
- 302 Intermediate Microeconomic Theory.** (3) (Prereq: grade of C or above in ECON 201 and 202) Microeconomic study of how consumers and firms make choices. Consumer theory is used to derive market demand, theory of the firm to derive market supply, and game theory to analyze interaction among agents. S.
- 310 Financial Institutions and Markets.** (3) (= CBAD 462) (Prereq: Grade of C or above in ECON 202 and CBAD 363) Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation; interrelationships between domestic and international financial markets; government policy objectives and regulations as influences on the financial system. F, S.
- 313 History of Economic Thought.** (3) (Prereq: Grade of C or above in ECON 101 or ECON 202) Development of economic thought over time; comparison of theories of great economists from Adam Smith to John Maynard Keynes and their schools of thought, including classical economics, neoclassical economics, and heterodox economic thought. F.
- 320 Environmental and Natural Resource Economics.** (3) (Prereq: Grade of C or above in ECON 101 or ECON 202) Interrelationships between the economy and the environment. Study of how economic activities affect the environment, why we may allow more environmental harm than is optimal and how such environmentally harmful activities can be regulated. Resource economics, environmental regulations, monitoring and enforcement, clean technology and global agreements. S.

(Economics)

- 321 Government and Business.** (3) (Prereq: Grade of **C** or above in ECON 101 or ECON 202) Examination of issues that confront government and business, allowing students to take sides and defend their positions in debate/discussion format. Topics include: social security privatization, social responsibility of businesses, the minimum wage, double taxation of dividends, and the government's role in the regulation of business. S.
- 326 Managerial Economics.** (3) (= CBAD 426) (Prereq: ECON 101 or ECON 201 and 202) Study of the theory of the firm, elasticity, product and cost, market concentration and integration. Topics include differing market environments, market power, pricing strategies, market failure, and subsequent government intervention. Non-economics majors only. S.
- 330 Economics of Leisure and Tourism.** (3) (Prereq: Grade of **C** or above in ECON 101 or ECON 202) Economic theory is used to explain the demand for leisure and how people make decisions regarding leisure. Economic fundamentals of the tourism industry, development of tourist destinations, tourism in the Grand Strand area and tourism in the global economy. S.
- 331 Economics of Sports.** (3) (Prereq: Grade of **C** or above in ECON 101 or ECON 202) An economic analysis of participatory sports and amateur and professional team sports. Topics include professional sports franchises as business enterprises, economics of sports stadiums, economics of professional sports labor markets, impact of Title IX on collegiate athletic programs, and economic impact of professional team sports and participatory sports on the Grand Strand economy. F.
- 332 Economics of Human Resources.** (3) (Prereq: Grade of **C** or above in ECON 101 or ECON 202) Economic analysis of the strategic aspects of human resource management at the firm and public policy levels. Focus on economic forces that influence hiring standards, employment, worker productivity, training programs, wages, and working conditions in the United States. Topics include the decline of job security, rise in educational and training requirements, managerial compensation and the use of incentive packages, impact of technology, trade, and unionization on employment and wages. Public policy issues include income inequality, safety and health, labor market discrimination, and the minimum wage. F.
- 333 Economics of Energy.** (3) (Prereq: ECON 201 and ECON 202 or ECON 101) Elective. This course examines markets for various extractive energy sources (such as oil, coal and natural gas,) as well as renewable energy sources (such as wind and solar). The course will: 1) investigate why energy markets have historically been subject to extensive governmental intervention; 2) analyze the effects of traditional policy measures such as price controls and regulation; and 3) examine current policy issues arising from the relationships among energy use, economic growth and the environment.
- 335 Intermediate Economics.** (3) (Prereq: Grade of **C** or above in ECON 101 or ECON 201 and ECON 202) A survey of intermediate topics in both micro- and macro-economics. Topics include consumer choice, indifference curve analysis, competitive markets and imperfect competition, comparative advantage, and monetary and banking policy. Non-economics majors only.F.
- 340 Economics of Entrepreneurship.** (3) (Prereq: Junior-level status). Entrepreneurship can be thought of as capitalizing on a situation. An entrepreneur is someone who recognizes opportunity and through creative endeavor acts to satisfy a need or desire of businesses or individuals. In broad terms, an entrepreneur combines resources in such a way that the resulting product is more valuable than

(Economics)

the sum of its parts. In this course students will produce, examine, develop, and evaluate entrepreneurial endeavors.

- 351 International Economic Policy.** (3) (Prereq: Grade of C or above in ECON 101 or ECON 202) Study of international trade issues and policy and their impact on workers, firms, and governments; role of international investment, foreign exchange markets, and international migration. F.
- 352 Economics of Development.** (3) (Prereq: Grade of C or above in ECON 101 or ECON 202) Applies economic models to development and developing countries; study of institutions and international organizations that aid or hamper development; the role of poverty, education, and the environment in development. S.
- 361 U.S. Fiscal Policy.** (3). (Prereq: ECON 201 and ECON 202 or ECON 101) This course will provide students with an in-depth understanding of economic policy during various presidencies and periods of war. Emphasis will be given to Hamiltonian finance, the Jeffersonian approach to the debt as well as taxation and borrowing during wartime.
- 375 Economics and National Security.** (3). (Prereq: ECON 201 and ECON 202 or ECON 101) This course will explore the relationship between economics and the new environment of heightened national security in the post-9/11 world. Emphasis will be given to how the global War on Terror (WOT) differs from past conflicts, economic attempts to diminish terrorism, intelligence gathering, economic sanctions, third-world debt relief, possible economic causes of terrorism, weapons of mass destruction (WMD) proliferation, and weapons procurement.
- 399 Independent Study.** (3) (Prereq: 54 or more hours) Written contract between student and instructor, approved by the Dean. A maximum of 15 hours may be taken.
- 450 Labor Theory.** (3) (Prereq: Grade of C or above in ECON 301 and 302) Economic analysis of labor markets and the institutions that have evolved to facilitate exchange. Topics include the demand for labor, labor supply, investment in human capital, labor unions and collective bargaining, distribution of personal earnings, and various measures of employment and unemployment in the labor market. F.
- 451 International Economic Theory.** (3) (Prereq: Grade of C or above in ECON 351) Expanded discussion of the motivation for international trade. Advanced and intuitive explanations of trade policy and international finance models. F.
- 460 Introduction to Econometrics.** (3) (Prereq: Grade of C or above in ECON 301 and 302) Mathematical modeling used to understand and explain economic relationships and theory. Topics include econometric, mathematical modeling, economic forecasting, generalized linear models, and categorical data analysis. S.
- 472 Economics of Aging.** (3) (Prereq: Enrollment in Certificate of Gerontology Program and permission of instructor) The economic determinants of population aging and the challenges it creates for public policies. Topics include trends in retirement, retirement planning, the major provisions of the Social Security Act, various types of pension plans provided by employers, aging and gender, and various health, disability, and economic well-being issues of older Americans. S.
- 490 Senior Research Seminar.** (3) (Prereq: Grade of C or above in ECON 301 and 302) Capstone course intended to teach students how to conduct original research in economics. Guidance and practice in formulating economic hypotheses, gathering data, analyzing the data, and effectively communicating the results orally and in writing. S.

(Economics, Education)

- 495 The Service Learning Experience in Economics.** (3) (Prereq: Grade of C or above in ECON 301 and 302) Group research projects involving service learning and community service coordinated through the Center for Economic and Community Development of the Wall College of Business. Projects may include: economic impact study, cost/benefit analysis, survey analysis, applied econometric analysis, and modeling. S.
- 497 Internship in Economics.** (3) (Prereq: 54 or more hours, minimum GPA of 2.5, and approval of Associate Dean) Supervised work experience of at least 15 hours per week for 12-14 weeks. Internship format must be approved by internship director. A maximum of 6 credit hours may be taken.

EDUCATION (EDUC)

- 111 Exploring Teaching as a Profession.** (3) Required for major. Provides opportunities for student to explore teaching and learning and to begin the process of professional development as educators. Broadens students' perspectives of the educational process and of the multiple roles of educators and helps them build a framework for participation in teacher preparation programs at Coastal Carolina University, as well as provides experiences to assist students in making decisions regarding careers in education. Completion of a field experience is required for successful completion of this course.
- 204 Computer Technology and Instructional Media.** (3) (Computer Usage) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction.
- 215 Schools & Diversity.** (3) To be required for majors in Early Childhood Education, Elementary Education, Middle Level Education, and Special Education. This course is designed to acquaint pre-service teachers with diversity issues in today's classrooms. In addition to investigating the needs of students with disabilities and specific health issues, the roles that such factors as race, class, gender, language proficiency, and cultural background play in the educational process will be explored. Methods of instruction and evaluation designed to meet the needs of a diverse student population will be addressed. The main goal of the course is to help future teachers discover their own attitudes and values as they pertain to diversity and develop the knowledge and skills that will enable them to create inclusive classroom environments and to provide equal educational opportunities for all students.
- 276 Early Childhood Foundations.** (3) (Prereq: EDUC 115) Course is required for a major. An overview of the historical, philosophical, legal and practical aspects of early childhood education.
- 334 Adolescent Growth and Development.** (3) (Writing Intensive) An investigation of the various patterns and theories related to intellectual, social, emotional, and physical growth and development of preadolescent and adolescent learners with a focus on developmental applications in education settings.
- 335 Introduction to Educational Psychology.** (3) Psychology of learning, learning theories, stages of development as applied to the learner in the classroom, with attention given to research into learning problems, management, as well as measurement of learning and least restrictive environments for learning.
- 336 Introduction to Human Growth and Development.** (3) (Writing Intensive) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adult periods with a focus on developmental applications in educational settings.

(Education, Education-Early Childhood)

399 Independent Study. (1-3)

402 Special Topics. (1-3)

EDUCATION - EARLY CHILDHOOD (EDEC)

300 Assessment, Evaluation, and Reporting Progress. (3) This course is designed to prepare early childhood candidates to use appropriate assessments to evaluate students' progress and guide instructional planning, and interpret and report assessment results to families. A variety of assessment techniques will be emphasized.

314 Language and Emergent Literacy. (3) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with main focus on children from birth through grade three. Practicum experiences required.

325 Guiding Young Children's Behavior and Classroom Management (3) Course is required for a major. Study of appropriate, effective principles and techniques for guiding behavior and managing early childhood classrooms.

332 Child Development: The Young Child. (3) The study of intellectual, physical, social and emotional development for the total human life span with a special emphasis on prenatal through grade three, within an ecological context. Critical thinking, creative expression and diagnosis/assessment are emphasized.

338 Creative Experiences for Young Children. (3) (Prereq: Admission to Portal I in Teacher Education) This course is designed to develop candidates' understanding of young children's creative expression through art, music, movement, play, and drama. Emphasizes how to plan, implement, and evaluate appropriate learning experiences as well as how to select appropriate instruction materials.

339 Early Childhood Programs and Curriculum. (3) (Prereq: Admission to Portal I in Teacher Education) This course is designed to develop an understanding of early childhood programs and curriculum, philosophical orientations that guide program and curriculum development in early childhood education - Pre-kindergarten through grade 3 - and developmentally appropriate practice.

340 Early Childhood: Field Experience II. (3) (Prereq: Admission to Portal I in Teacher Education) Field placement in a pre-kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an understanding of children's development and implications of development for program planning for both typical and atypical children.

376 Integrated Math/Science/Social Studies I. (3) This course will include theoretical and practical aspects of cognitive and social development for pre-kindergarten and kindergarten children emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies.

377 Strategies for Teaching and Learning with Literature. (3) This methods course focuses on developing appropriate instructional strategies for utilizing literature to integrate the curriculum.

379 Early Childhood: Field Experience III. (3) (Prereq: Education/Early Childhood 340) Field placement in a kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an increased understanding of children's development and implications of development for program planning for both typical and atypical

(Education-Early Childhood, Education-Elementary)

children.

- 420 Integrated Math/Science/Social Studies II.** (3) This course will include theoretical and practical aspects of cognitive development for children in grades 1 through 3 emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies.
- 421 Child, Family, Community, Teacher Relations.** (3) This course will prepare teacher candidates to work effectively in building relations with children, families, and communities through family and community involvement, conferencing, formal and informal communications, and knowledge of families and community served.
- 422 Early Literacy Assessment.** (3) This course will emphasize specific literacy assessments that can be used for early literacy assessment. Emphasis is in administrating, interpreting, reporting, and using assessment as a guide for literacy instruction planning.
- 423 Early Childhood: Field Experience IV.** (3) (Prereq: EDEC 379) Field placement in a primary grade (1-3) classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications of development for program planning for both typical and atypical children.
- 466 Internship in Elementary School (Early Childhood).** (9) The internship experience is comprised of supervised teaching experiences in a pre-kindergarten, kindergarten, first, second or third grade classroom. F, S
- 496 Internship Seminar.** (3) (Coreq: EDEC 466) Course provides Teacher Candidates with focused content related to the successful completion of the internship process and requirements.

EDUCATION - ELEMENTARY (EDEL)

- 314 Emergent Literacy Development.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with a focus on children from birth through grade three. Practicum experiences required. Concurrent enrollment in EDEL 341 is required.
- 341 Elementary School Curriculum and Organization.** (3) (Prereq: Admission to the Professional Program in Teacher Education) A study of elementary education in America, (2-6). This course addresses the history and organization of elementary schools and their curriculum. Other topics include classroom management and organization, and assessment/evaluation of student learning. Practicum required. Requires concurrent enrollment in EDEL 314.
- 343 Instructional Theory and Practice-Elementary Education.** (3) (Writing Intensive) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDEL 341) Application of general teaching models as they apply to subject matter in the elementary school. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Practicum experiences in public schools are required. Requires concurrent enrollment in EDEL 386 and EDEL 388.
- 386 Teaching of Language Arts and Social Studies - Elementary Education.** (6) (Prereq: Admission to the Professional Program in Teacher

(Education-Elementary, Education-Middle Level)

Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary and integrated approach to the study of language arts and social studies methods and materials in the elementary grades focusing on inquiry-based approaches and utilizing multicultural children's literature. Special emphasis on teaching in diverse classroom settings. Concurrent enrollment in EDEL 343 and EDEL 388 is required.

388 Teaching of Science and Mathematics - Elementary Education.

(6) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary, integrated approach to the study of mathematics and science instruction in the elementary grades focusing on inquiry-based approaches. The focus will be on methods and materials for engaging students in interactive learning and on appropriate strategies for assessing diverse needs of students. Requires concurrent enrollment in EDEL 343 and EDEL 386.

414 Intermediate Literacy Development. (3) This course will introduce

candidates to literacy processes, strategies and materials for teaching in the intermediate grades three – six. The course addresses the teaching of literacy to diverse populations, critical literacy and social justice issues, and the integration of children's literature throughout all curriculum content areas. Practicum required. Requires concurrent enrollment in EDEL 471.

467 Internship in Elementary School (Elementary). (12) F, S.

471 Assessment and Evaluation of Literacy. (3) Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on authentic, naturalistic, classroom-based strategies for assessing and evaluating children's literacy behaviors. Practicum with elementary students is required.

472 Classroom Management for Diverse Settings. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course addresses the management and diversity issues in current elementary school classrooms. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgements based on appropriate management philosophies. A field experience is included. Requires concurrent enrollment in EDEL 414 and EDEL 471.

EDUCATION - MIDDLE LEVEL (EDML)

325 Middle Level Classroom Organization and Management. (3)

(Prereq: Admission to the Professional Program in Teacher Education). Study of effective principles and techniques of management in middle level classrooms today. Attention is given to strategies and theories of management of students as well as classroom organization to facilitate developmentally appropriate practices in the areas of motivation and management of middle level students. A clinical field placement accompanies this course.

417 Reading the Content Area - Middle Level. (3) A study of the reading

process and readiness to read as related to the teaching of academic areas found in public schools. Alternate methods of instruction and evaluation of concepts and skill development are presented. A field experience accompanies study in this course.

441 Middle Level Curriculum and Organization. (3) Study of the middle

(Education-Middle Level, Education-Physical Education)

level program including the grouping, scheduling, grading, and placement of students; school organization, curriculum and teaching techniques are included.

- 445 Middle Level Instructional Theory and Practice.**(3) Application of general teaching models as they apply to subject matter in the middle school. The student will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in stimulated situations as well as in school classrooms. A significant portion of the course will address proactive and reactive classroom management strategies. Field experiences in public schools are included.
- 458 Internship Seminar.** (3) (Coreq: EDML 468) This is a seminar for Middle Level candidates as they participate in their Internship experience. This seminar is designed to offer support, allow all candidates to come together and discuss practical issues, as well as prepare them for the job search.
- 468 Internship in Middle Level Teaching.** (12) (Coreq: EDML 458) Supervised teaching experience in the middle grades classroom. Interns will be assigned to field placements for a period of no fewer than 60 instructional days.
- 489 Methods for Teaching English/Language Arts at the Middle Level.** (3) The development of knowledge, skills, and attitudes necessary for instruction in English/Language Arts in the middle grades and for the integration of the areas of the curricular concentration. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.
- 490 Methods for Teaching Social Studies at the Middle Level.** (3) Study of methods, techniques, and materials appropriate to the teaching of social studies at the middle school level. Standards-based instructional planning and strategies for effective teaching in the social studies will be analyzed and evaluated using current research. Emphasis will be placed on but not limited to such topics as the cultural approach to the study of history, reciprocal reinforcement among the disciplines, values classification, controversial issues, citizenship education, and the roles of the social studies as a mirror of society or as a change agent for society.
- 491 Methods for Teaching Science at the Middle Level.** (3) Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle level. Students will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.
- 492 Methods of Teaching Mathematics at the Middle Level.** (3) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle school level. The student will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.

EDUCATION - PHYSICAL EDUCATION (EDPE)

- 131 Orientation to Physical Education Teacher Education.** (1) (Prereq: Restricted to Physical Education Teacher Education majors; or Permission of Department Chair) The first in a 4-part series of courses entitled "The Physical

(Education-Physical Education)

Education Teacher Education (PETE) Series". This course provides the student with an introduction to the PETE Program, the Professional Program in Teacher Education (PTE), field experiences in teacher education, and current professional practice in the field. Special emphasis is placed on understanding the mission of the program. A practicum experience is required (eight hours of observation at Elementary/Middle Levels.)

- 232 History and Philosophy of Physical Education.** (3) (Prereq: EDPE 131 or permission of Department Chair) Students will be provided with insight into the historical and philosophical basis of physical education and sport. This course covers physical education and sport from the ancient world, through the medieval and early modern Europe, the development of American physical education and sport to today's practices. Other topics addressed will be ethics, integrity, and problems in the profession, ancient and modern Olympics, international participation, current issues, technological advances, and future directions in the profession.
- 290 Adapted Physical Fitness.** (3) (Prereq: EDPE 131 or permission of Department Chair) Methods of working with students with special needs within regular physical education classes. Planning, organizing, and implementing adapted physical education learning experiences to meet the needs of special populations. The course has a clinical experience.
- 303 Teaching Lifetime Fitness.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 410). Course provides the teacher candidate with current best practice in teaching personal fitness to students in K-12 schools. Course requires the development of personal fitness skills and pedagogical skills including peer teaching, lesson and unit planning, and the use of assessment and technology.
- 304 Teaching Team Sports.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 411). Course provides the teacher candidate with current best practice in teaching team sports to students in K-12 schools. Course requires the development of personal competence in select team sports/skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology.
- 305 Teaching Lifetime Activities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 412). Course provides the teacher candidate with current best practice in teaching lifetime physical activities to students in K-12 schools. Course requires the development of personal competence in select team lifetime activities and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology.
- 320 Curriculum and Administration in Physical Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education). (Coreq: EDPE 305 and EDPE 412). Course provides the teacher candidate with an introduction to K-12 physical education curriculum models, standards-based curriculum development, and a variety of administrative issues essential for a beginning teacher. Course includes the impact of current local, state, and national issues and legislation important to developing, delivering, and assessing the physical education curriculum.
- 325 Assessment and Technology in Physical Education.** (3) (Prereq: PHED 131 and EDUC 204) (Coreq: EDPE 303 and EDPE 410) To provide the skills and knowledge for students in physical education utilizing a variety of current technologies and authentic assessment tools available and emerging in

(Education-Physical Education, Secondary, Special Education)

the field. To develop a working knowledge of the statistical techniques used in scoring, assessment, and interpretation of student performance and learning.

- 410 Elementary School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education). (Coreq: EDPE 303 and EDPE 325). Foundations and practices in teaching elementary school physical education. Course studies the development and assessment of fundamental movement patterns/skills, curriculum development, and planning and implementing instruction at the elementary level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the elementary schools.
- 411 Middle School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education). (Coreq: EDPE 304). Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools.
- 412 High School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education). (Coreq: EDPE 305 and EDPE 320). Foundations and practices in teaching high school physical education. Course studies the development and assessment of motor and fitness skills for late adolescent students, curriculum development, and planning and implementing instruction at the high school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the high schools.
- 431 Internship Seminar in Physical Education Teacher Education.** (1) Course provides Teacher Candidate with focused content related to the successful completion of internship process and requirements.
- 479 Internship (Physical Education).** (12) All Internship experiences are comprised of supervised teaching experiences in either the appropriate grade level or subject-matter area related to the student's area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Pass/Fail credit.

EDUCATION - SECONDARY (EDSC)

- 415 Teaching Diverse Learners.** (3) Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture.
- 475 Adolescence and the Learning Process.** (3) An investigation of human growth and development (intellectual, social, emotional and physical) and principles of learning as related to classroom environments. Learning theories and various learner needs are explored as they relate to effective classroom instruction.

EDUCATION - SPECIAL EDUCATION/LEARNING DISABILITIES (EDLD)

- 370 Foundations of Special Education.** (3) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies),

(Education-Special Education)

identification procedures, and support services for individuals with disabilities at varied degrees of severity and the impact of disabilities on academic and social/emotional performance.

- 381 Collaborative Practice and Communication for Special Education.** (3) Study of the design and implementation of curriculum programs for individuals with learning disabilities with emphasis on managing and enhancing the instructional environment in both resource and classroom settings; special attention given to working collaboratively with other professionals and parents; the development and use of IEPs, accountability procedures, and documentation requirements are addressed. Field experiences in schools are included.
- 388 Methods for Students with Language Learning Disabilities.** (3) An investigation of various elements in the language and social development of individuals with learning disabilities; special focus given to the implementation of effective strategies to address language and social learning disabilities. Field experiences in schools are included.
- 390 Characteristics of Specific Learning Disabilities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) Study of current definitions of individuals with specific learning disabilities, etiology, identification criteria and characteristics, labeling issues, and incidence and prevalence; content also includes the evolution of the term learning disabilities, the psychological, medical, social and emotional, and behavioral characteristics, and the historical foundations and classic studies that undergird the field. Field experiences in schools are required.
- 400 Educational Assessment of Exceptional Learners.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides students with knowledge and experiential learning activities in psycho-educational assessment procedures used in special education with an emphasis on writing reports and developing individualized Education Programs for exceptional learners. Field experience in schools are required.
- 417 Materials and Methods for Teaching Reading, Pre K-12 LD.** (3) Study of reading development and effective instructional methodologies used in reading instruction specific to students with learning disabilities; emphasis given to reading practices as they relate to individual learners, readiness activities, decoding skills, vocabulary development and comprehension. Field experiences in schools are included.
- 420 Elementary Curriculum and Methods for Teaching Students with Learning Disabilities.** (3) (Prereq: Admission to Professional Program in Teacher Education, EDLD 390) This course provides knowledge and skills to teach elementary grade students with specific learning disabilities (SLD). Course applies research on teacher effectiveness, instructional approaches, and curriculum design with emphasis on instructional planning; curriculum and instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Field experiences required.
- 422 Materials and Methods of Teaching Mathematics, Pre K-12 LD.** (3) Basic study of methods and materials for the teaching of mathematics to students with learning disabilities through the K-12 grade span.
- 430 Secondary Curriculum and Methods for Disabilities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course applies research on teacher effectiveness, teacher accountability and instructional approaches at the secondary level. Cognitive strategies in self-regulation, study

(Special Education, Engineering)

skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. Field experiences required.

- 440 Managing the Learning Environment and Behavior.** (3) Study of curriculum and management practices through the K-12 grade span specific to working with students with learning disabilities; special attention given to issues of classroom management strategies. Field experiences in schools are included.
- 459 Learning Disabilities: Field Experience II.** (3) (Prereq: Admission to Professional Program in Teacher Education) Supervised field experience with children or youth with specific learning disabilities at the elementary and middle or high school levels. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models for service delivery, professional and ethical practice, and collaboration skills. Students apply knowledge and skills from coursework in characteristics of learning disabilities, collaborative practice and communication, and teaching methods for language learning disabilities.
- 469 Learning Disabilities: Field Experience III.** (3) (Prereq: 2.5 GPA, EDLD 459, or instructor permission.) Supervised field experience requiring a minimum of 60 hours of direct instruction of elementary students with specific learning disabilities. Students apply knowledge and skills from coursework in reading instruction, behavior management, and teaching methods for students with learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom, effective instructional planning and implementation; and managing the learning environment and behavior for students with disabilities. Knowledge and skills developed in Field Experience II are reinforced.
- 477 Research, Trends and Issues in Learning Disabilities.** (3) Investigation of current research, trends and issues that impact the planning and performance of programs and instruction for individuals with learning disabilities.
- 478 Internship in Learning Disabilities.** (12) Supervised teaching experience with learning disabilities students. Interns will be assigned to clinical placements for a period of no fewer than 60 instructional days.
- 479 Learning Disabilities: Field Experience IV.** (3) (Prereq: 2.5 GPA, admission to PPTE, EDLD 469, or instructor permission) Supervised field experience requiring a minimum of 60 hours of special education services provided to middle grades or high school students with specific learning disabilities. Students apply knowledge and skills related to basic academic skills instruction, educational assessment, and secondary level teaching methods and procedures for students with specific learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom; and community resources. Knowledge and skills developed in Field Experience II and III are reinforced.

ENGINEERING (ENGR)

- 101 Introduction to Engineering.** (3) Students are introduced to the engineering profession and various engineering specialists. The course teaches students about engineering teamwork and general design concepts through mini-design projects, and enhances students' communication skills (through several written and oral reports) that are crucial in engineering. Professional ethics are emphasized. Communication Intensive. F.

(English)

ENGLISH (ENGL)

- 101 Composition.** (3) Students gain experience in various types of writing. A research paper is required. Revising and editing skills are taught. F, S, Su.
- 101B Composition. (English as a Second Language).** (3) A variation of English 101 for students who speak English as a second language. F.
- 102 Composition and Literature.** (3) (Prereq: Grade of C or above in ENGL 101) Students read and analyze short stories, poems, and plays. Assignments include literary analyses, a research paper and a graded oral presentation. Revising and editing skills are taught. F, S, Su.
- 102B Composition and Literature. (English as a Second Language).** (3) (Prereq: Completion of an ENGL 101 course with a grade of C or above). A variation of English 102 for students who speak English as a second language. S.
- 199 Film Screening Lab (0-1)** Required weekly or biweekly screenings of selected films which facilitate understanding and analysis of cinematic expression and its capacity to produce artistic and social influence. Offered in conjunction with a first-year, sophomore, or upper-division English courses. Can be repeated if accompanying different courses.
- 201 Introduction to Creative Writing.** (3) (Prereq: C in ENGL 101) A course that introduces the fundamental elements of craft involved in composing poetry, fiction, creative nonfiction, and drama using a combination of example readings and writing workshops. Students are encouraged, though not required, to complete a college-level literature course before enrolling in ENGL 201.
- 205 Literature and Culture.** (3) (Prereq: C in ENGL 101). This course is designed to provoke and cultivate students' imaginative and critical understanding of literature in various cultural contexts. Text (in poetry, drama, fiction, and/or creative nonfiction) will vary by section. Each section will examine compelling themes, styles, and cultural arguments within their literary, historical, and philosophical contexts.
- 211 Introduction to Technical and Professional Writing.** (3) (Prereq: Grade of C or above in ENGL 101) A practical introduction to principal types and forms of technical writing, including description of a mechanism, process, analysis, definition, and the proposal. S.
- 231 Introduction to New Media.** (3) (Prereq: ENGL 101 and 3 additional hours of English credit) An introductory survey of the history, theory, and practice of new media that promotes the development of a critical interdisciplinary framework for approaching New Media studies. The texts and tools for the course build upon critical conversations in literature, art, history, film and media studies to analyze what is "new" about new media and how they compare with, transform, and remediate earlier media practices. The course promotes a hands-on, active engagement with digital technologies and texts as a means of analysis and critique of new media innovations in contemporary academic research.
- 275 Masterpieces of World Literature I.** (3) (Prereq: Satisfactory completion of ENGL 101 and 102). Selected readings of Western and non-Western literature from antiquity to the Renaissance. Students write primarily analytical essays. Some research is required. All readings are in English. F, S, Su.
- 276 Masterpieces of World Literature II.** (3) (Prereq: Satisfactory completion of ENGL 101 and 102). Selected readings of Western and non-Western literature from the Renaissance to modern times. Students write primarily analytical essays. Some research is required. All readings are in English. F, S, Su.
- 277 Literature in Translation.** (3) (Prereq: C in ENGL 101) This course is designed to introduce students to works of literature in translation from the Eastern

(English)

and/or Western literary and intellectual traditions. Drawing from a variety of texts, genres, and formats, each section will examine issues of cultural interaction and translation, emphasizing the significance of cross-cultural dialogue and transfer of ideas between world cultures, historical periods, and/or literary movements.

- 287 Major Writers of American Literature.** (3) (Prereq: Satisfactory completion of ENGL 101 and 102). Extensive reading in the works of the major writers of American literature. Writers are studied with reference to background, school, technique, and philosophy. Some research is required. F, S, Su.
- 288 Major Writers of British Literature.** (3) (Prereq: Satisfactory completion of ENGL 101 and 102). Selected readings in the works of major authors of Great Britain and Ireland. The works represent a variety of eras. Students write primarily analytical essays. Some research is required. F, S, Su.
- 290 Introduction to Business Communication.** (3) (Prereq: ENGL101) Students will gain valuable experience with some of the most important types of written and oral communication required in a business and professional context.
- 300 Critical Conversations in English.** (3) (Prereq: Completion of ENGL 275, 276, 287 or 288). Course restrictions: Required for a major. A seminar designed for newly-declared English majors, this course emphasizes critical thinking, analytical writing and textual analysis as the foundations of success in the major. Texts—connected by generic, thematic or historical factors—will vary based on faculty expertise, but will be the means to introduce students to some of the research methodologies, critical “conversations” and professional factors that are central concerns in the discipline. May be repeated for credit once under a different instructor. F, S.
- 301 Creative Writing Workshop.** (3) (Prereq: ENGL 101 and ENGL 102). A course that introduces the fundamentals of composing poetry, fiction, creative nonfiction and other types of creative writing using a combination of example readings and writing workshops.
- 302 The Renaissance.** (3) A survey of English literature of the Sixteenth Century from Thomas More’s *Utopia* to William Shakespeare’s comedies and histories.
- 303 British Literature I.** (3) (Prereq: ENGL 101 and 102 or 211 and one other 200-level course) A survey of representative works illustrating the development of British literature from its beginning through the eighteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.
- 304 British Literature II.** (3) (Prereq: ENGL 101 and 102 or 211 and one other 200-level course) A survey of representative works illustrating the development of British literature from the late eighteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.
- 305 American Literature I.** (3). A survey of representative works illustrating the development of American literature from its beginnings through the mid-nineteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.
- 306 American Literature II.** (3). A survey of representative works illustrating the development of American literature from the mid-nineteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.
- 307 The Age of Chaucer.** (3) Masterpieces of fourteenth-century poetry and drama, including Pearl, Sir Gawain and the Green Knight, and works of the Wakefield Master. About one-third of the course is devoted to works of Chaucer

(English

- not read in English 401.
- 308** **Seventeenth-Century British Literature.** (3) A study of the major English poets, dramatists, and prose writers of the Seventeenth Century.
- 314** **Eighteenth-Century British Literature.** (3) A historical and critical study of the prose and poetry of the principal Eighteenth-Century writers. Emphasis on the works of Dryden, Defoe, Pope, Swift, and others.
- 315** **The British Novel I.** (3) A survey of the British novel from the beginning through the early Victorian era.
- 316** **The British Novel II.** (3) A survey of the British novel from the mid-Victorian era to the present.
- 317** **The Romantic Age.** (3) A study of the Eighteenth-Century transition from Classicism to Romanticism and of major Romantic writers.
- 318** **The Victorian Age.** (3) A study of major mid- and late-Nineteenth-Century British writers, including Hardy, George Eliot, Dickens, Tennyson, the Brownings, and others.
- 322** **Latin American Literature in Translation.** (3) (= SPAN 322) Selected readings of Latin American Literature in translation. Students write primary critical essays. All readings are in English. Even years.
- 323** **Modern British and Irish Literature.** (3) A study of the works of British and Irish writers from the turn of the Twentieth Century to 1945.
- 325** **Colonial and Revolutionary American Literature.** (3) A study of early American literature with emphasis on the religious, philosophical, social, and political aspects.
- 326** **American Literature 1800-1865.** (3) A reading of representative works of Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and other writers of the period.
- 327** **American Literature 1860-1910.** (3) A study of American literature from the Civil War to the early Twentieth Century. Emphasis on the changing attitudes reflected in the works of writers of this period.
- 328** **Modern American Writers.** (3) A study of the works of American writers in the first half of the Twentieth Century.
- 329** **Autobiographies, Journals, and Memoirs.** (3) (Prereq: one sophomore -level literature course) A study of selected Eighteenth-, Nineteenth-, and Twentieth-Century autobiographical writing in English. Students read selected Eighteenth- and Nineteenth-Century autobiographies, journals, and memoirs and explore the ways in which recent writers (in particular women and minorities) have challenged and revised the conventions of this genre. Students are required to produce some autobiographical writing.
- 330** **Realism and Naturalism.** (3) (Prereq: ENGL 101, 102/211 and one other 200-level ENGL class) A course that offers an intensive study of the historical phenomenon of literary realism and naturalism as it emerged in nineteenth-century France literature and its subsequent development in and influence on British and American Literature and drama.
- 331** **Critical Approaches to New Media.** (3). (Prereq: ENGL 231) This course introduces students to the criticism and theory defining the field of New Media studies. The class will explore some of the major historical, cultural, sociopolitical, philosophical, and critical trends in this field.
- 333** **The American Novel.** (3) A study of selected American novels.
- 336** **Contemporary American Literature.** (3) A study of the literary trends in America from 1945 to the present.
- 339** **Popular Fiction.** (3) (ENGL 101 and 102 or 211 and one other 200-level

(English)

ENGL class). What makes popular fiction popular? Why do we find pleasure in reading these texts? How are the various genres (detective, hard-boiled crime, western romance, horror, fantasy, science fiction, and thriller) structured and what cultural viewpoints do these formulas reinforce? As we read and discuss sample of each genre, including works by Agatha Christie, Raymond Chandler, Louis L'Amour, Stephen King, J.R.R. Tolkein, and Octavia Bulter, we will be looking at the texts through the critical lenses of literary theory, including psychoanalytic, feminist, Marxist, and structuralist approaches. We will also use this study of popular fiction to raise questions about authorship, readership, literary value, and the mass marketing strategies used to sell these texts.

- 341 African-American Literature, 1750-present.** (3) A survey of Nineteenth and Twentieth-Century literature. Emphasis on the classic works of Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Toni Morrison, and Ralph Ellison.
- 343 European Drama.** (3) A critical and historical study of European dramatic literature. The course begins with an examination of selected plays, from Sophocles to Beckett, which produce several significant literary and dramatic issues. Subsequently, such issues are used to study nineteenth and twentieth century European plays from Buchner to Handke.
- 344 American Drama.** (3) A study of the works of Eugene O'Neil and other twentieth-century American playwrights.
- 350 Language Variation in North America.** (3) (Prereq: ENGL 101 and 102 C or better). Language variation in North America is considered from a contemporary sociolinguistic perspective. The course covers social, regional, ethnic, gender and style-related language variation among (English) speakers in the United States and Canada. The course will also explore issues of perception and attitude as reflected in evaluations of language varieties and the speakers of those varieties.
- 351 Language, Gender, and Power.** (3) (Prereq: ENGL 101 and 102 or 211 and one other 200-level ENGL class) The course investigates language structure and usage patterns in the context of gender to achieve a better understanding of the way language references, and the perceptions, attitudes and behaviors related to these differences are examined.
- 352 African American English.** (3) (Prereq: ENGL 101 and 102 or 211 and one other 200-level ENGL class) A course that explores African American English from a linguistics and social perspective. Course content will focus on hypotheses of the development of African American English, linguistic theory as applied to African American English, and social/cultural dimensions of African American English.
- 362 Reading and Writing Fiction.** (3) (Prereq: ENGL 201 or 301) A literature and workshop course designed to study published contemporary short stories and creates original works of short fiction. Students will read and critique both published and student work.
- 365 Reading and Writing Creative Nonfiction.** (3). (Prereq: ENGL 201 or 301) Literature and workshop course designed to study published contemporary creative nonfiction and create original work of creative nonfiction. Students will read and critique both published and student work.
- 368 Reading and Writing Poetry.** (3) (Prereq: ENGL 201 or 301) A course designed to improve the students' abilities to read and write poetry. The first half of the course focuses on reading poetry in order to understand the craft of its author. The second half of the course is a poetry workshop in which students

(English)

develop their abilities writing in the genre.

- 371 Literature and the Absurd: East/West Intersections.** (3) This course offers a comparative, cross-cultural study of texts from both the Western and non-Western traditions. The grounds for comparison are the concept of the “Absurd” in literature. We will study some of the major philosophical grounding to the Absurd and its relations to literature. The cross-cultural study will sharpen awareness of the various modulations that philosophical concepts one may go through in the intersections between traditions of the East and West. While the Absurd may exist as a theme in literary works, we will focus on texts that seem to engage the Absurd on a variety of levels.
- 373 Cross-Cultural Perspectives on Asian and Western Drama.** (3) Comparative study of Western and Asian dramatic literature through the focus of shared themes and cultural relationships – parallels, influences, variations, historical encounters. Students will explore relevant aesthetic theories, world views and philosophical outlooks, patterns of human relationships, social functions of drama, and performance styles that will open up a new cross-cultural dialog.
- 375 Special Topics in World and Anglophone Literature.** (3) (Prereq: ENGL 275, 276 or 277) This course extends students’ understanding of and experiences in different cultures of the world by examining issues of cross-cultural interaction and transfer of ideas between and within world cultures, historical periods, and/or literary movements. The course will also introduce students to come strategies of literary criticism and research on world authors through examination of critical texts appropriate to the topic.
- 376 Confessional Literatures: East/West.** (3) This course offers a comparative, cross-cultural study of the confessional mode of writing in both the Western and non-Western traditions. The course investigates the intersections of 1) confession and literary writing; and 2) what we call “East” and “West.” The course examines a wide variety of texts, novels, short stories, essays, diaries, letters, and screenplays, and introduces major theoretical views on confessional literatures. The course pays attention to social, historical, cultural, and religious contexts but will focus on the language of confession.
- 378 The Language of Film.** (3) This course introduces students to film analysis and the critical study of film. It provides them with a vocabulary and grammar of film (narrative strategies, shot properties, mise-en-scene, acting, editing and the use of sound) that will enable students to recognize, read, and analyze film language, genres, and styles. The course consists of a 75-minute lecture/discussion session and a mandatory 2-hour screening lab each week.
- 379 Special Topics in Film Studies.** (3) (Prereq: ENGL 378) Drawing from a variety of genres and styles, historical movements and production contexts, themes and national traditions, this course explores major concepts in film studies as academic discipline. Course content may privilege the work of a particular director, a movement or theme. The course consists of a 75-minute lecture/discussion session and a mandatory 2-hour screening lab each week.
- 380 Studies in World Film.** (3) (= SPAN 380, THEA 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.
- 381 Modern British and American Drama.** (3) (= THEA 381) A critical and historical survey of the development of British and American drama from the eighteenth century to the present. Possible authors include Sheridan, Wilde,

(English)

- Shaw, Pinter, Miller, Williams, Hansberry, and Mamet.
- 382 Contemporary Fiction.** (3) A study of new fiction in English and other languages (in translation).
- 386 Contemporary Poetry.** (3) A study of the poetry of a variety of contemporary American and British poets.
- 390 Business and Professional Communication.** (3) (Prereq: junior or senior standing) Designed to improve practical communication, both written and oral. Students learn business style and formats (the letter, memo, resume, and report), as well as strategies for presenting neutral, negative, and persuasive messages. Students will speak on business or professional topics.
- 399 Independent Study.** (3) (Prereq: written contract between student and instructor, approved by adviser, Chair of the English Department, and Associate Dean of Humanities and Fine Arts. Approval must be gained by the end of the semester that precedes the semester in which the independent study is undertaken.) A maximum of 12 credit hours of 399 may be applied to a B.A. degree. Courses numbered 399 may not be used to fulfill requirements for core curriculum or English core (Major). May be repeated for credit under different topics.
- 401 Chaucer.** (3) A study of Chaucer's *Canterbury Tales*, with some attention to his other major works.
- 405 Studies in Shakespeare's Tragedies.** (3) A study of Shakespeare's tragedies.
- 406 Studies in Shakespeare's Comedies and Histories.** (3) A study of Shakespeare's comedies and histories.
- 409 Theories of Gender and Sexuality.** (3) (Prereq: ENGL 101 and 102/211 and one other 200-level ENGL class). In this course, we will explore theories that have contributed to current debates about representations of men and women, constructions of femininity and masculinity, and the implications of sexuality. The first half of the course will focus on several key essays in feminist theory. In the second half of the term we will explore other developments in gender and sexuality studies, including the origins of queer theory and transgender studies. The study of theoretical works will be interspersed with the application of those theories to works of literature and film. Over the course of the semester we will consider the intersections of gender with race, class, age and nationality as we examine the relevance of reading, writing, and filmmaking to our understanding of gender and sexuality.
- 411 English Capstone Seminar.** (3) (Prereq: ENGL 300 and senior standing) This class provides a forum for both reflection upon and assessment of the student's experience in the major. Readings and writing assignments will focus on the discipline of English in a postgraduate context, the professional potential of the English degree, portfolio construction, and revision of existing writings for publications. The course will also include activities designed to help the department assess its program as well as the opportunity for an exit interview.
- 424 Studies in British Literature.** (3) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair. May be repeated for credit under different topics.
- 425 World Dramatic Literature.** (3) (Prereq: ENGL 199) A critical and historical survey of the cardinal works of dramatic literature across the epochs of theatrical performance. The course accents analysis and interpretation.
- 426 Major American Poets.** (3) A study of the poetry of a variety of transitional and modern American poets, such as Walt Whitman, Emily Dickinson, Robert Frost, and T.S. Eliot.

(English)

- 427 Studies in Southern Literature.** (3) A critical study of the Twentieth-Century Southern literary tradition. The course examines regional interests shaping the emergence of a Southern literature and the distinctive characteristics of the literature, focusing especially on the writings of William Faulkner, Flannery O'Connor, Tennessee Williams, Robert Penn Warren, and Walker Percy.
- 431 New Media and Literature.** (3) (Prereq: ENGL 101 and 102 or 211 and one other 200-level ENGL class) This class will explore the future (and past) of literature in the digital age. We will begin with some historical examples of hypertext (that is, in its original meaning, text that goes "beyond" or "above" limitations of the written word) from Heraclitus, Dante, early modern broadsides, Blake and Woolf. The second part of the class will be dedicated to encounters with the literature and criticism of New Media. We will continue with some pre-professional preparation designed to make English majors aware of the changing textual landscape of their discipline.
- 443 Studies in Women Writers.** (3) A study of selected works of Western and non-Western women writers.
- 444 Women Writers of the South.** (3) A study of literature by Southern women writers from the pre-Civil war era through the present. Includes an examination of the historical and cultural conditions which affect the work of women writers.
- 451 Introduction to the Study of Language and Modern Grammar.** (3) An introduction to the general principles concerning the design and function of human language, and an overview of the history of grammar with emphasis upon modern grammatical theory. Illustrative material is drawn from the English language, modern European languages, and others. F.
- 453 Development of the English Language.** (3) A study of the origins and development of languages in general, and of English and related languages in particular. No previous knowledge of Old and Middle English necessary. S.
- 454 Psycholinguistics.** (3) (Prereq: junior or senior status) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction.
- 457 Form and Style in Writing.** (3) A writing intensive course that focuses on the essential processes of research and writing. The course covers the details of format and matters of style for MLA, APA, and Chicago. Students receive help with every step of the process in completing their writing projects.
- 459 Advanced Composition and Rhetoric.** (3) Writing that involves different aims, types, and audiences. Students learn theory about composition, rhetoric, and reading. Students also read examples, do library research, and review grammar, punctuation, and editing.
- 462 Writing Workshop-Fiction.** (3) (Prereq: ENGL 201 or 301) A workshop course in the writing of prose fiction. Students have the opportunity to have their works read and criticized by a group of fellow writers.
- 465 Creative Nonfiction Workshop.** (3) (Prereq: ENGL 201 or 301) A workshop course in the writing of creative nonfiction. Students learn the craft of this "fourth genre," developing skills in memoir, personal essay, nature writing, and/or other subgenres of creative nonfiction.
- 468 Writing Workshop-Poetry.** (3) (Prereq: ENGL 201 or ENGL 301 and ENGL 368 or instructor consent.) A workshop course in the writing of poetry. Students learn the craft of poetry, have their poems discussed in a workshop setting, and are guided in the preparation and submission of manuscripts for publication.

(English)

- 470 Early British Drama.** (3) A study of the development of the religious drama in Western Europe and in medieval England, and of the British drama of the Sixteenth Century.
- 475 Contemporary Asian Fiction.** (3). A critical study of works by modern and contemporary Asian fiction writers in translation in their literary, social, historical, and philosophical contexts. Drawing from one or more Asian literary traditions, this course explores issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture, among others.
- 477 Asian Cinemas.** (3). This course comparatively examines Asia's cinematic traditions from the point of view of shared themes, aesthetics and cultural concerns, and in the context of past and current socio-political and cultural transformations and border-crossings. Drawing from a variety of genres and styles, historical movements and production contexts, this course may explore issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture. The course consists of a 75-minute lecture/discussion session and a mandatory 2-hour screening lab each week.
- 479 Studies in Modern and Contemporary British and Anglophone Literature.** (3) (Prereq: ENGL 101 and 102 or 211, and one other 200-level ENGL class) This course will explore the impact of globalization on literature and film of the late twentieth and twenty-first centuries. We will read contemporary Anglophone and British novels and view some films, each of which has gained prominence by winning prizes, selling widely, or achieving critical acclaim. Together we will investigate how these narratives from diverse cultures respond to and participate in increasingly globalized international system. Are different cultural traditions and narratives being homogenized into a standard format, or is new diversity being introduced through evolving uses of the English language, unfamiliar themes, and new ways of telling stories?
- 480 Special Topics in Technical Communications.** (3) (Prereq: Completion of ENGL 210 and ENGL 211, with a B or above and ENGL 212 and ARTS 201; junior standing) An intensive workshop focusing on a specific topic in technical communication. Topics will vary and may include Computer Documentation (hardware and software, including user guides, reference manuals, quick reference guides, tutorials, and online documentation); Grant/Proposal Writing; Scientific/Medical Writing; Hypermedia authoring. May be repeated for academic credit. F.
- 483 Theory of Literary Criticism.** (3) A study of various theories of literary criticism as applied to the major genres (fiction, poetry, and drama) with the aim of establishing standards of judgment.
- 484 Children's Literature.** (3) (Prereq: ENGL 205) This course is designed to introduce you to the study of works appropriate for the elementary and middle school child.
- 485 Adolescent Literature.** (3) An extensive study of works appropriate for the adolescent. Required of all Secondary English Education students.
- 488 Studies in World Literature.** (3) Intensive study of topics selected by the professor teaching this course. May be repeated and used for English credit with approval of the department chair.
- 489 Gender and Sexuality in Literature.** (3) (Prereq: one literature class at the 200-level or above or permission of instructor). Course employs feminist principles, philosophies, and pedagogies, to examine literary and/or theoretical treatments of gender and sexuality. Topics vary from semester to semester and

(English, Environmental Science)

may include issues such as sexual identity, queer theory, feminist criticism, and masculinity studies.

- 495 Internship for English Majors.** (3) Students will receive instruction and gain professional experience in an internship while working at least 10 hours per week with a local business or organization. Course contract must be approved prior to registration.
- 496 Senior Thesis in English.** (3) (Prereq: ENGL 300A,B) Students will design and execute an original research project with the guidance, support and oversight of the class instructor. Students are encouraged to choose a research mentor from among the full-time faculty in the Department of English, but the final evaluation of the project is the responsibility of the course instructor. Students will publicly present their projects at the conclusion of the course.
- 497 Special Topics: Literature, Language, Location.** (3) Course Restrictions: Students will take course as part of approved Coastal Carolina travel/study programs. Course is a selective. Students will undertake the study of literature and/or the English language in the context of significant national or international travel. Under the guidance of faculty experienced in external study, and taking advantage of site-specific resources, students will explore how direct knowledge of place can lead to insight into the literary and cultural productions of a civilization. Most often, students will study primary texts before travel, and the most common itineraries will include visits to libraries, museums, historic landmarks and locations of cultural significance.
- 499 Studies in American Literature.** (3) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair.

ENVIRONMENTAL SCIENCE (ENVI)

- 201 Introduction to Environmental Science.** (3) (Prereq: BIOL 121 or 122 or CHEM 112 or MSCI 112) The course brings together fundamental scientific disciplines (biology, chemistry, physics, geology and oceanography) in a cogent, multidisciplinary approach to investigate the interaction of human activity and the environment. The lab consists of two 7-week modules that focus on the environment of a specific geographic region. Each week a different component of that system is examined. Three lecture hours per week. S.
- 201L Introduction to Environmental Science Laboratory.** (1) (Coreq: ENVI 201) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 331 Introduction to Geographic Information Systems (GIS) and Remote Sensing.** (3) (= MSCI 331) (Prereq: One Computer course and one Statistics course and MATH 160) (Coreq: ENVI 331L) An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This course discusses input methods, data storage, data accuracy, data models, types of query and analysis, and map output. Each student designs, conducts and presents a term research project. Three lecture hours per week. F.
- 331L Introduction to Geographic information Systems Laboratory.** (1) (= MSCI 331L) (Coreq: ENVI 331) This laboratory demonstrates the techniques and principles presented in Environmental Science 331. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data. Three laboratory hours per week. F.

(Environmental Science, Exercise and Sport Science)

- 399 Independent Study/Internship.** (1-4)(Prereq: A contract must be approved by the instructor and the department chair by the time of registration). Directed study of specific topics or supervised work as part of an approved off-campus internship. F, S, Su.
- 420 Advanced Environmental Science.** (3) (= MSCI 420) (Prereq: BIOL 122, MATH 160, CHEM 112 and PHYS 201 or 211)(Coreq: ENVI420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study. Three lecture hours per week. S.
- 420L Advanced Environmental Science Laboratory.** (1) (= MSCI 420L) (Coreq: ENVI 420) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. S.
- 487 Selected Topics in Environmental Science.** (1-6) (Prereq: ENVI 201 and permission of instructor) These topics are designed to allow the development of seminars and courses in special areas of environmental science. Offered on demand.
- 499 Directed Undergraduate Research.** (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore environmental problems using the scientific method. One conference and no less than five laboratory or field research hours per week. F, S, Su.

EXERCISE AND SPORT SCIENCE (EXSS)

- 122 Lifetime Fitness and Physical Activity.** (3) Basic concepts, components, and skills of lifetime personal fitness and physical activity. Emphasis placed on behavior change through participation in all physical fitness components, utilization of fitness tools/technology, and the application of essential concepts. Provides the knowledge and skills to plan, evaluate, and achieve and adhere to a personalized program of fitness. Course includes topics of nutrition, weight and stress management, and disease prevention related to lifetime fitness and health.
- 205 Introduction to Exercise and Sport Science.** (3) Course provides an introduction and overview of the multidisciplinary field of exercise and sport science. The importance of specialized areas of study such as exercise physiology, biomechanics, exercise/sport psychology, motor behavior, fitness management, and nutrition for optimal health and physical performance will be highlighted. Course also provides an overview of the exercise and sport science program as well as career perspectives within the field.
- 330 Injury Management.** (3) (Prereq: BIOL 232/232L) Modern fundamental principles and practices in the prevention, treatment, and care of fitness and sport-related injuries. Administrative and legal issues related to injury management also covered. Course also provides emergency first aid and adult cardiopulmonary resuscitation certification.
- 340 Sport and Exercise Behavior.** (3) (= PSYC 340) (Prereq: PSYC 101 or SOC 101 or 102) An overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of sport performance enhancement and mental skills, exercise behavior and motivation,

(Exercise and Sport Science)

sociological factors, and health and well-being. Applications are made to future practitioners of coaching, teaching, sports medicine, counseling, sport management, and fitness instruction.

- 350 Exercise Physiology.** (3) (Prereq: BIOL 232/232L and BIOL 242/ 242L) (Coreq: EXSS 350L) This course provides an overview of exercise physiology theory and principles and an examination of the physiological responses to both acute and chronic physical activity. The impact of environment, supplements, detraining and overtraining on physiological responses to exercise will also be highlighted. Finally, various techniques utilized to assess physiological responses to exercise will also be discussed.
- 350L Laboratory in Exercise Physiology.** (1) (Prereq: BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350) An applied course that reinforces the basic principles and skills learned in exercise physiology lecture (Physical Education 350). Emphasis placed on the collection of real data and the generation of scientific lab reports.
- 360 Motor Behavior.** (4) (Prereq: EXSS 205 or EDPE 131) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology.
- 385 Fitness Assessment and Exercise Prescription.** (3) (Prereq: EXSS 350) An overview of methods utilized to assess health-related components of physical fitness and develop basic exercise prescriptions. This course will cover aspects such as obtaining health histories and informed consent, selecting and conducting proper fitness assessments, and utilizing results to develop appropriate exercise prescriptions.
- 390 Strength and Conditioning.** (3) (Prereq: EXSS 350) Course provides an overview of concepts and techniques utilized to enhance muscle strength and endurance. Basic muscle function and anatomy is reviewed, as well as how muscle responds to training, detraining, and overtraining. Emphasis placed on the enhancement of sport performance and the bridging of theory to practice. Course also covers the risks associated with various forms of resistance training as well as how to reduce these risks. Certification opportunities provided.
- 398 Practicum in Fitness.** (1) (Prereq: EXSS 385 and 350) A faculty-supervised practicum within the Community Fitness Testing Program in the Smith Exercise Science Laboratory. Students apply the theoretical and conceptual knowledge gained in the Fitness Minor by conducting physical fitness testing and physical activity/exercise prescription for members of the Coastal Carolina community.
- 399 Independent Study in Exercise and Sport Science.** (1-3) (Prereq: EXSS 205 and approved written contract between student, instructor, and department chair) A faculty-supervised learning experience within the Smith Exercise Science Laboratory. Students will apply foundational knowledge and develop skills and abilities through individualized coursework. Examples of activities include assisting faculty members with on-going research projects or completing in-depth study of exercise science-related special topics.
- 400 Biomechanics.** (3) (Prereq: BIOL 232/232L) (Coreq: EXSS 400L) Examines the anatomical and mechanical bases for human movement as they relate to exercise, physical activity, and sport.
- 400L Laboratory in Biomechanics.** (1) (Prereq: BIOL 232/232L) (Coreq: EXSS

(Exercise and Sport Science)

400) An applied course that reinforces the basic principles and skills learned in biomechanics lecture (EXSS 400). Emphasis is placed on the analysis of real-world sport and fitness activities.

405 Exercise Testing and Prescription for Diverse Populations.

(3) (Prereq: EXSS 350; EXSS 385) Course covers exercise testing procedures and exercise prescription for a diverse range of populations including children, adolescents, older individuals, and individuals with chronic conditions such as cancer, human immunodeficiency virus, and osteoarthritis. An emphasis is placed on screening individuals for abnormal responses and contraindications to exercise as well as methods for modifying exercise prescriptions based on individual needs.

410 Cardiopulmonary Rehabilitation.

(3) (Prereq: EXSS 350) Course covers the underlying mechanisms of prevalent cardiopulmonary diseases such as coronary artery disease, peripheral vascular disease, asthma, and emphysema, as well as the impact conditions such as these have on overall functional capacity. The importance of physical activity in the prevention and treatment of these conditions is highlighted. Current medical and surgical techniques utilized to treat cardiopulmonary diseases are also discussed.

413 Exercise and Sport Nutrition.

(3) Investigates the basic, scientific, and applied concepts of nutrition and substrate utilization as they apply to energy production for exercise, body composition, weight control and thermoregulation. Emphasis given to analyzing nutritional behaviors for enhanced exercise and sport performance.

415 Personal Fitness Leadership.

(3) (Prereq: EXSS 350, EXSS 385) Course builds on foundational content to develop the knowledge, skills and abilities related to prescribing exercise and demonstrating proper utilization of exercise equipment and techniques for enhancement of cardiovascular and musculoskeletal fitness. The course provides a focus on leadership and communication principles and administrative issues related to personal training and group fitness leadership.

420 Exercise and Aging.

(3) (Prereq: EXSS 350) The physiological and structural changes that occur as a result of aging, and how these changes may impact one's ability to perform physical activity. The benefits of physical activity for older populations will also be examined, as well as psychosocial issues related to exercise for the elderly.

450 Laboratory Skills in Exercise Science.

(3) (Prereq: EXSS 350) Designed for students with at least one course in exercise physiology. Students become proficient in the use of the laboratory equipment currently available in the field and in the Exercise Science Laboratory. Students gain experience with data collection in a wide variety of pilot research experiments.

495 Internship in Exercise and Sport Science.

(9-12) (Prereq: Admission to Internship: 1) C or better in all Exercise and Sport Science Major requirements; 2) 2.25 cumulative GPA or higher at Coastal Carolina University; 3) Completion of all required Exercise and Sport Science coursework; 4) Advisor/Program Approval. Students gain opportunities to apply and further develop their knowledge, skills, and abilities through full-time, supervised experiences (350-450 hours). Students will perform full-time internships in approved exercise or sport science-related facilities such as hospitals, fitness centers, or physical therapy/rehabilitation clinics.

499 Directed Undergraduate Research in Exercise and Sport Science.

(1-6) (Prereq: EXSS 205 and approved written contract between student, instructor, and department chair) A faculty-supervised research project within exercise

(Exercise and Sport Science, French)

and sport science. Students develop skills and abilities of research through the completion of an approved project. Projects are developed with a faculty member and approved with a written contract and specific requirements.

FRENCH (FREN)

- 110 Introductory French I.** (3) Fundamentals of the language through aural comprehension, speaking, reading and writing. F, S.
- 111 Introductory French I-II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. Equivalent to French 110-120. Intended for students with two years of high school French with an average grade of **B** or better, or by placement.
- 120 Introductory French II.** (3) (Prereq: FREN 110 or by placement) A continuation of French 110. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 130 Introductory French III.** (3) (Prereq: FREN 120, 111 or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S.
- 210 Intermediate French Language and Culture I.** (3) (Prereq: FREN 130 or equivalent) Intensive review of fundamental language skills in preparation for advanced-level course work, with particular emphasis on reading. S.
- 220 Intermediate French Language and Culture II.** (3) (Prereq: FREN 210) Intensive review of fundamental language skills and preview of advanced level skills in preparation for advanced-level course work, with particular emphasis on reading.
- 225 French Conversation I.** (1) (Prereq: FREN 130 or equivalent) Intensive practice in intermediate spoken French.
- 250 French Literature in Translation.** (3) (Prereq: C in ENGL 101). Selected readings of French literature from the Middle Ages to the Modern Era in Translation. Discussion and analysis of a variety of texts, including prose, drama, and poetry, and consideration of their cultural and historical backgrounds. Work for the class includes reading assignments, short critical essays, and comparative studies of the works read.
- 310 French Grammar and Composition.** (3) (Prereq: FREN 220 or equivalent) Intensive practice in French grammar and composition. Students should also register for FREN 325.
- 311 French Conversation.** (3) (Prereq: FREN 210 or equivalent) Intensive practice in spoken French.
- 316 French Phonetics.** (3) (Prereq: FREN 210 or equivalent) A course in pronunciation of French with attention to correction of difficulties encountered by English speakers. Students will make regular use of the language laboratory.
- 325 French Conversation II.** (1) (Prereq: FREN 220 or equivalent) Intensive practice in advanced spoken French.
- 350 French Language Study Abroad.** (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program, students must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of World Languages and Cultures is mandatory before enrollment.
- 390 Introduction to French Literature I.** (3) (Prereq: FREN 310 or equivalent) A survey of French literature from the Middle Ages through the 18th century.

(French, Geography)

- 391 Introduction to French Literature II.** (3) (Prereq: FREN 310 or equivalent) A survey of French literature of the 19th century and 20th century.
- 399 Independent Study.** (3) (Prereq: A written contract between the student and instructor for a special topic dealing with French language or culture, and approved by the Dean of the Edwards College of Humanities and Fine Arts) May not be used to satisfy the French Minor Core. May be repeated for credits under different topics.
- 400 French Civilization.** (3) (Prereq: FREN 310 or equivalent) Practice in oral and written French through a study of the culture, history and development of France from its beginnings to the present day. Students should also register for FREN 425.
- 401 La France Contemporaine.** (3) (Prereq: FREN 310 or equivalent) Reading and discussions on the culture of contemporary France.
- 415 French Linguistics.** (3) (Prereq: FREN 210 or equivalent) Presentation and evaluation of various linguistic models and their application to the teaching of French.
- 425 Advanced Composition in French** (3) (Prereq: FREN 310) Development of advanced writing skills in French.
- 448 Teaching of French.** (3) (Prereq: Permission of the Department) Study of the latest methodologies, theories, and materials for teaching modern languages.
- 495 Internship.** (3) (Prereq: FREN 350 or special permission) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the Department Chair before applying for internship. Application for the internship can be obtained without receiving permission from the Department Chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student faculty supervisor, Chair of the Department, and the Dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

GEOGRAPHY (GEOG)

- 121 World Regional Geography.** (3) An introduction to basic geographical concepts used by geographers in examining the fundamental contrasts between various countries of the world. Analysis of regions of the world, western and non-western, with respect to physical, cultural (both majority and minority), political and economic orientation.
- 201 Introduction to Physical Geography.** (4) The spatial significance of land forms, water bodies and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three lectures and one two-hour laboratory per week.
- 202 Introduction to Weather and Climate.** (4) The interrelationship of weather elements and controls and the spatial distributions of climate and vegetation. Three lectures and one two-hour laboratory a week.
- 204 Introduction to Geographic Information Systems GIS.** (3) (Prereq: GEOG 121) A survey course that provides an introduction to the display, manipulation and management of geographic information systems. Topics include geographical data input, storage, maintenance, analysis and retrieval.

(Geography, Geology)

- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor) May be repeated for credit under different topics.
- 424 Geography of North America.** (3) Physical and cultural geography of North America with emphasis on the United States.
- 425 Geography of Europe.** (3) Physical and cultural geography of Europe.
- 426 Geography of Latin America.** (3) Physical, cultural, and economic geography of Latin America.

GEOLOGY (GEOL)

- 102 Environmental Geology.** (3) (= MSCI 102) (Coreq: GEOL 102L) The geologic processes and features that affect human usage and development of Earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground waters, soils, and the coastal zone as well as contamination control. Three lecture hours per week. F, Su.
- 102L Environmental Geology Laboratory.** (1)(=MSCI 102L)(Coreq: GEOL 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of Earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Three laboratory hours per week. F, Su.
- 111 Physical Geology.** (3) (Coreq: GEOL 111L) This course illustrates the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter is concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course emphasizes the interplay between hypothesis, experiment, and observable fact that characterizes productive physical science. Three lecture hours per week. Offered on demand.
- 111L Physical Geology Laboratory.** (1) (Coreq: GEOL 111) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered on demand.
- 112 The Origin and Evolution of the Marine Environment.** (3) (= MSCI 112) (Prereq: GEOL 111, MSCI 111 and 111L) (Coreq: GEOL 112L) Concepts concerning the origin and evolution of the earth and seas, with ecological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.
- 112L Marine Environment Laboratory.** (1) (= MSCI 112L) (Coreq: GEOL 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.
- 304 Marine Geology.** (3) (= MSCI 304) (Prereq: GEOL 112 and 112L) (Coreq: GEOL 304L) A comprehensive study of the origin and development of the major structural features of the ocean basin and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, volcanism and the stratigraphy of the ocean basins. Three lecture hours per week. F, S.
- 304L Marine Geology Laboratory.** (1) (= MSCI 304L) (Coreq: GEOL 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 316 Sedimentary Geology.** (3) (= MSCI 316) (Prereq: Permission of instructor) (Coreq: GEOL 316L) Introduction to concepts and practices in the field

(Geology, German)

of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student is required to give an oral presentation. Three lecture hours per week. S.

- 316L Sedimentary Geology Laboratory.** (1) (= MSCI 316L) (Coreq: GEOL 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 318 Physical Analysis of Sediments.** (3) (= MSCI 318) (Prereq: Permission of instructor) (Coreq: GEOL 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 318L Physical Analysis of Sediments Laboratory.** (1) (= MSCI 318L) (Coreq: GEOL 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 399 Independent Study.** (1-6) (Prereq: Permission of instructor and approved contract.) Directed study and/or research on specific topics. F, S, Su.
- 416 Hydrogeology.** (3) (= MSCI 416) (Prereq: MSCI 304 or permission of the instructor) This course will cover the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics will include hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Three lecture hours per week.
- 416L Hydrogeology Laboratory.** (1) (= MSCI 416L) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week.
- 487 Selected Topics in Coastal Geology.** (1-4) (Prereq: Permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of coastal geology.
- 499 Directed Undergraduate Research.** (1-4) (Prereq: A contract must be approved by the instructor and geology minor coordinator by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore geological problems using the scientific method. One conference and no less than five laboratory hours or field research per week. F, S, Su.

GERMAN (GERM)

- 110 Introductory German I.** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 111 Introductory German I -II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. Equivalent to German 110-120. Intended for students with two years of high school German with an average of **B** or better, or by placement.
- 120 Introductory German II.** (3) (Prereq: GERM 110 or by placement) A continuation of German 110. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 130 Introductory German III.** (3) (Prereq: GERM 120, 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F.
- 210 Intermediate German I.** (3) (Prereq: GERM 130 or by placement) Intensive review of fundamental language skills in preparation for advanced-level course

(German)

- work, with particular emphasis on reading. S.
- 310 German Grammar and Composition.** (3) (Writing Intensive) (Prereq: GERM 210 or equivalent; permission of the Department) Intensive practice in German grammar and composition.
- 311 German Conversation.** (3) (Prereq: GERM 210 and permission of the Department) Intensive practice in spoken German.
- 350 German Language Study Abroad.** (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of World Languages and Cultures is mandatory before enrollment.
- 390 Introduction to German Literature I.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) Reading and discussion of representative works of German prose, drama, and lyric poetry from Germanic times through the late eighteenth century.
- 391 Introduction to German Literature II.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) Reading and discussion of representative works of German prose, drama, and lyric poetry from the nineteenth and twentieth centuries.
- 398 Selected Topics in Translation.** (3) (Prereq: Permission of the Department) Selected topics in German literature and culture. Readings in English; topics announced in advance. May be repeated for credit under different topics.
- 399 Independent Study.** (3) (Prereq: A written contract between the student and the instructor for a special topic dealing with German language or culture, and approved by the Dean of the Edwards College of Humanities and Fine Arts.) May not be used to satisfy the German Minor Core. May be repeated for credit under different topics.
- 400 German Civilization.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) A broad survey of German civilization and cultural history from the Germanic origins through the Third Reich/World War II.
- 401 Contemporary Germany.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) An in-depth examination of the civilization and cultural life of post-war Germany with additional consideration of Austria and Switzerland.
- 405 Topics in German.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) Reading and discussion on selected topics in German language, literature, and culture. May be repeated for credit under different topics.
- 415 German Linguistics and Phonology.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) An overview of the history of the German language and introduction to German phonology, with an emphasis on teaching applications.
- 448 Teaching of German.** (3) (Prereq: Permission of the Department) Study of the latest methodologies, theories, and materials for teaching modern languages.
- 495 Internship.** (3) (Prereq: GERM 350 or special permission) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the Department Chair before applying for internship. Application for the internship can be obtained without receiving permission from the Department Chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization

(German, Health Promotion)

where the internship will take place is signed by all parties – the student faculty supervisor, Chair of the Department, and the Dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

HEALTH PROMOTION (HPRO)

- 121 Personal and Community Health.** (3) An investigation of issues related to improving personal and community health. Emphasis will be on physical fitness, mental health, nutrition, stress management, sexuality, relationships, diseases, and complementary medicine for health-care.
- 201 Philosophy and Principles of Health Promotion and Education.** (3) (Prereq: HPRO 121) An exploration of underlying philosophies of health education and promotion. An overview of social, cultural, and physical environmental factors which influence perceptions and valuation of health, and condition responses to health related knowledge
- 235 Advanced Emergency Care and First Aid.** (3) This course is designed to prepare the student to respond appropriately when faced with an emergency situation. Emergency Response certification may be earned with a score of 80% or better. Physical activity to perform various skills in CPR and First Aid is required.
- 310 Issues in Family Life and Sexuality.** (3) (Prereq: HPRO 121) An overview of problems and questions relative to family life and sex education. Topics include: communication, relationships, intimacy, marriage, parenting, male/female sexual anatomy, sexually transmitted diseases, contraceptives and childbirth.
- 331 Health Education for the Primary and Elementary School.** (3) An exploration of the major health problems that affect school age children and have implications for learning. Special emphasis will be placed upon how the teacher may influence the health knowledge, attitudes and beliefs of children in preschool through grade eight.
- 333 Environmental Health.** (3) (Prereq: HPRO 121) Study to provide students with an understanding and appreciation of the complex interaction of humans and the environment, the multi-disciplinary areas of the environmental health sciences and the impact degradation of the environment may have on the health of living organisms. Environmental pollution, its sources, modes of transport and transformation, and methods of prevention are addressed.
- 340 Drug Education.** (3) (Prereq: HPRO 121) The nature of drug actions, motivational factors that influence the use of drugs, and evaluation of procedures to provide effective drug education.
- 347 Consumer Health Education.** (3) (Prereq: HPRO 121) Responsibility of individuals and families for the proper evaluation of medical information as it relates to the adequate and proper utilization of health practices and services.
- 349 Peer Educator Training.** (3) (Prereq: HPRO 121) A course designed to educate students to be peer educators so they may educate others about prevention and risk reduction of health problems.
- 350 Community Health Promotion Strategies.** (3) (Prereq: Admission to the Health Promotion Program, HPRO 121 and 201, and junior standing.) (Writing Intensive) Overview of the skills necessary for excellence and quality in the implementation of health promotion programs. Topics include coalition building, presentation skills, program planning, health communication, legislative

(Health Promotion)

involvement, and promoting multicultural diversity.

- 380 Essentials of the U.S. Health Care System.** (3) (Prereq: Sophomore standing) This course is an introduction to the basic structures and operations of the United States health system and focuses on the major core challenges of the delivery of health care. The foundation and history of United States health care; the health care workforce, philosophy, nature, and scope of health organizations including hospitals, primary, ambulatory and long term care facilities; administration and financing of health care; and government in the health care system will be discussed.
- 382 Diseases and Disorders.** (3) (Prereq: HPRO 121) The epidemiology of chronic and communicable diseases to include a study of their causes and progressions, departures from normal body functioning, relationships of disease to functional ability, and preventative and curative aspects.
- 399 Independent Study.** (1-3)
- 401 Issues In Health Services and Public Health Practices.** (3) (Prereq: Junior standing) This course explores contemporary issues in health services delivery and public health practices for eliminating health disparities and improving population health in the United States. Course content will be framed around the determinants of health and will be germane to trends in today's society..
- 403 Leadership in the Health Professions.** (3) (Prereq: Junior standing) To introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Assessments will focus on helping students understand their own and others' leadership styles. Content areas will include leadership theory; personal leadership; leadership in organizations; leadership in communities and leadership in research. Emphasis will be placed on the application of the course material to real life public health problems and issues in the development of public health careers.
- 404 Nutrition.** (3) (Prereq: HPRO 121) A study of the metabolic mechanisms and requirements of food groups and nutrients as related to health, various age groups, and physical activity. Special attention is given to risk reduction of chronic disease through proper nutritional health and individual eating practices along with the evaluation of these habits against the guidelines that support good health.
- 410 Epidemiology and Quantitative Research Methods.** (3) (Prereq: admission to the Health Promotion Program, HPRO 201, 382; STAT201 or the equivalent) An overview of epidemiological models and quantitative research methods used by public health agencies and health care providers to analyze patterns of acute and chronic diseases.
- 420 Health Policy.** (3) (Prereq: Junior standing) This course will provide an overview of health policy issues and policy making in the United States. Reports indicate that health problems are heavily influenced by societal policies and environments that in some way either sustain the behaviors and practices that contribute to the problem or fail to foster healthier choices that could prevent the problem. Therefore, this course will provide insight and political competencies needed to analyze the public policy environment for changing policies, systems and built environments.
- 480 Women's Health Issues.** (3) (Prereq: HPRO 121) An overview of current health concerns related to women throughout their life-span. Current diagnostic, technological and other medical/scientific advances will be discussed. Open to men and women.
- 481 Behavioral Foundations and Decision Making in Health Education.** (3) (Writing Intensive) (Prereq: Admission to the Health Promotion

(Health Promotion, History)

Program, HPRO 350 and senior standing) A study of the interaction between health education and the applied behavioral sciences to effect positive health behavior change in persons, institutions, and communities. Included is the study and identification of theoretical foundations to plan effective promotion and health education programs.

- 485 Internship in Health Careers.** (9) (Prereq: Admission to the Health Promotion program, senior standing, and HPRO 350) Supervised work experience through health-related agencies for a minimum of 290 hours. The internship requires 90 or more hours of collegiate credit with a Coastal Carolina University GPA of 2.25 or greater; formal application with a resume by stipulated deadline; and a contract with the internship agency, the student, and the department. A journal detailing work activities and portfolio will also be required.
- 491 Needs Assessment, Planning and Evaluation Methods in Health Promotion.** (3) (Prereq: Admission to the Health Promotion Program, HPRO 350; STAT 201 or the equivalent; senior standing) Needs assessment and evaluation models will be reviewed with practical applications in the classroom, laboratory, and field settings. Major emphasis on qualitative design and analysis, but an application of quantitative design and instruments will be provided.
- 495 Senior Seminar - CHES Review.** (1) (Prereq: Admission to the Health Promotion Program, senior standing and HPRO 350. Coreq: HPRO 485). A review of the skills and processes of health education which will assist in the preparation to certify as a Certified Health Education Specialist (CHES). (Pass/Fail only).
- 499 Directed Undergraduate Research.** (1-6) (Prereq: Permission of instructor and approved contract) Directed undergraduate research on a topic to be developed by the student and instructor.

HISTORY (HIST)

- 100L History of Western Civilization in Film.** (1) (Coreq: HIST 101 or 102) This course will examine select topics in Western Civilization through the analysis of films.
- 101 The Foundations of European Civilization to 1648.** (3) An introduction to the foundations of European Civilization, beginning with the early civilizations of Egypt and Mesopotamia, followed by a survey of the history of ancient Greece and Rome, the rise of Christianity, the transmission of this heritage to Europe, the Middle Ages, the Renaissance, and the Reformation.
- 102 Introduction to European Civilization from 1648 to the Present.** (3) A survey of the rise of European civilization from the end of the Thirty Years' War to the present.
- 111 World History to 1500.** (3) World History to 1500 examining the emergence of key civilization in India, China, Africa and Europe.
- 112 World History Since 1500.** (3) World History since 1500 examines the nature and interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from the "voyages of oceanic discovery" through the ages of democratic and industrial revolutions and into the era of contemporary global developments.
- 201, 202 History of the United States from Discovery to the Present.** (3 each) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments. 201: Discovery through Reconstruction. 202: Reconstruction to the present.
- 250 Historical Research and Writing.** (3) A course designed to teach both

(History)

written and oral communication in history. Topics include compiling a scholarly bibliography on a historical topic, interpreting primary and secondary sources, developing a clear thesis, ensuring academic integrity, using Chicago-style documentation, and presenting work in a scholarly fashion. A minimum of twelve pages of graded, written work, with substantial opportunities for revision, and at least one graded oral presentation required. Topics chosen by Professor. For History Majors, HIST 250 is a corequisite or prerequisite for all upper-level courses.

- 275 Introduction to Oral History.** (3) A course designed to introduce students to the importance and use of oral history, the process of conducting and archiving interviews, and the production of scholarly papers or documentaries based on the “voice” of witness to history.

The Following Courses Require Sophomore Standing or Above or Permission of the Instructor. For History Majors, HIST 250 is a prerequisite or corequisite for all upper-level courses.

- 300 Historical Methods.** (3) (Writing Intensive) A seminar in the principles and practice of historical research, including an introduction to historiography, the interpretation of historical documents, proper documentation, and clarity of expression. Should be among the first upper-level courses taken by majors. S, F.
- 302 The Middle Ages (500-1250).** (3) A study of the causes and course of the split of the Roman world into Western European, Eastern Orthodox and Islamic culture, followed by a discussion of the civilization of the High Middle Ages and the problems of cultural change in the late medieval period.
- 303 Renaissance and Reformation (1250-1648).** (3) A consideration of the decline of the medieval world and the dawn of modern civilization as exemplified by the emergence of the modern state, the Renaissance, the Reformation, the New Science, the Age of Exploration and the secularization of society.
- 307 European History (1848-1914).** (3) A study of the main currents of European thought, from the Revolutions of 1848 to the rise of industrial power, imperialism, diplomatic realignment, nationalism, and the road to World War I.
- 308 World War I and the Twenty Years’ Truce.** (3) An inquiry into the causes and conduct of the First World War; the peace settlement of 1919-1923; the rise of totalitarianism and the struggle of the European democracies; the road to the Second World War.
- 313 The History of Russia to 1855.** (3) An introduction to the civilization of the Russian and Slavic peoples. The historical traditions and culture of the people who occupied the Russian plains from the eighth century A.D. to the mid 19th century.
- 314 The History of Modern Russia and the Soviet Union Since 1855.** (3) The decline of Imperial Russia, the Revolution of 1917, and the development of the Soviet Union.
- 316 Roman Republic and Empire.** (3) An examination of the political history of the Roman state, from its foundation by the legendary Romulus to its destruction by barbarian invaders. Special emphasis upon the failure of Republican government and the disappearance of personal freedom as one family of unparalleled ability and wealth fights for victory in a bloody civil war. Imperialism, militarism, bureaucratization and the advent of Christianity highlighted. Colorful personalities, such as those of Marc Antony and Cleopatra, examined in some detail.
- 317 Comparative Revolutions.** (3) (Writing Intensive) (= POLI 317) Case studies of the classic revolutions (English, American, French, and Russian) and analyses of these and other revolutions as political phenomena. Attention will be given to the political philosophy of revolution.

(History)

- 322 Medieval Art & Architecture.** (3) (= ARTH 322) A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture in wood, stone, bronze, and gold will also be central to the course content.
- 323 Italian Renaissance Art & Architecture.** (3) (= ARTH 323) This course surveys the painting, sculpture, and architecture of the Italian peninsula c. 1300-1550 and the revival of classical ideals and philosophies of visual representation focusing primarily on Florence, Venice, and Rome. The course examines the art and ideas of inspired, creative minds such as Giotto, Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian, Palladio, and many more.
- 324 Baroque Art & Architecture.** (3) (= ARTH 324) The 17th Century was a period of remarkable exploration, experimentation, and change. Those events were embodied in the painting, sculpture, and architecture of this Gilded Age. Focusing on the Netherlands and Flanders (modern Holland and Belgium), Rome, France, and Spain, this course surveys the visionary ideas of Caravaggio, Carracci, Rembrandt, Rubens, Vermeer, Velasquez, Borromini, and Bernini among others.
- 326 History of Germany Since 1870.** (3) A critical study of the creation of the German Empire, Bismarck, Wilhelmian Germany, the First World War, the Weimar Republic, the Third Reich, the Second World War, and the fate of German speaking peoples since then.
- 327 Eastern Europe and the Soviet Union: 1918 to the Present.** (3) History of the new East European states and the Soviet Union from the end of World War I to the present. Emphasis on their domestic and foreign problems during the interwar period, the Russian expansion and domination of Eastern Europe since 1945, the establishment of the "People's Democratic Republics" in Poland, East Germany, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, and Albania, and the revolutionary upheavals in the 1980's leading to the fall and collapse of the Communist system and ideology in Eastern Europe and the Soviet Union.
- 328 Renaissance Europe, 1250-1517.** (3) A survey of renaissance culture as it emerged in the northern Italian city-states. Topics include republican and despotic governments, war and diplomacy, humanism, art, individualism, religion, the growth of secularism, gender, the family, and the Northern Renaissance.
- 329 Reformation Europe, 1517-1648.** (3) An examination of the Protestant Reformation and its European context. Topics include the renaissance background, Luther's break with Rome, the major reformed traditions, the Catholic response, the nation-state, warfare and diplomacy, colonialism, the new science, and the rise of toleration and individualism.
- 330 Enlightenment: Europe (1648-1789).** (3) A survey of the main currents of European thought, cultural development, and politics between the Thirty Years' War and the French Revolution.
- 331 Medieval Islamic World, c. 600-1258.** (3) This course examines the rise of the Islamic Empire from Muhammad to the Mongol conquest of Baghdad in 1258. In so doing, it may focus on topics such as the rise of Islam, the Arab conquests, the development of the Umayyad and Abbasid dynasties, and the sources of social, cultural, and religious power structures that developed throughout the Medieval Islamic World.

(History)

- 332 Age of Alexander and The Roman Republic.** (3) This course may examine the political, social, religious, economic, intellectual, and military developments of the Hellenistic Mediterranean, c. 350-30 BCE. Topics of focus will include the Classical Greek legacy, the conquests of Alexander the Great, the spread of Greek civilization throughout the Mediterranean, and the development of the Roman Republic through the death of Julius Caesar in 44 BCE.
- 333 Modern France: 1715 to the Present.** (3) A political and social history of the French nation from the end of Louis XIV's reign, and the Revolutions of 1789 and 1792, to modern-day France.
- 335 History of England: 1485-1714.** (3) The development of Modern England from the beginning of the Tudor dynasty, through the Elizabethan period, the Civil War, Cromwell, to the end of the Stuart line.
- 337 The History of Britain: 1714 to the Present.** (3) The social, intellectual, economic, and political history of the British Isles from the beginning of the Hanoverian dynasty, through the Age of Victoria, the decline of the Empire, the catastrophe of two world wars, to the present time.
- 338 Modern Ireland.** (3) This course examines the political, economic, cultural, social and regional struggles for identity, unity, partition, and independence in Hibernia from the era of Union to the present. Themes and topics addressed may include: early English colonization; the rising of 1798 and the Act of Union; Georgian Ireland; the Potato Famine of the 1840s; Home Rule movements; Gaelic revival; the Easter Rising; political partition, "the Struggles," and contemporary developments.
- 340 History of East Asia.** (3) A survey of East Asian history from prehistory to the recent past. Topics include the early Chinese imperium; the emergence of Confucianism and arrival of Buddhism, the regional diasporas of resultant cultural forms to Korea, Japan, Vietnam, Thailand, and Cambodia; feudal rule; commercial and social conditions; arrival of Western Imperialists; and the rise of anti-imperialist, nationalist, and de-colonization movements.
- 341 History of Modern Korea.** (3) This course provides an introduction to the major, political, social, intellectual, and economic developments in Korean history from the 18th Century to the present. Of primary interest will be the transformation of traditional Korea into a Japanese colony and eventually a divided nation.
- 345 Intellectual History of Early Modern Europe.** (3) "Great books" from the High Middle Ages to the Romantic era, set within the broader social, economic, and political context. Topics include scholasticism, humanism, Renaissance Platonism, Reformation and Counter-Reformation theology, skepticism, the new science, British empiricism, the Enlightenment, and the Romantic reaction.
- 346 Modern European Intellectual History.** (3) Overview of Western intellectual history from the French Revolution through the late twentieth century. Includes an examination of political, cultural, literary, imaginative, popular, and intellectual traditions that informed various European traditions.
- 347 Pre-modern Japan: The Rise and Fall of the Samurai.** (3) An introductory survey of the society and culture of pre-modern Japan, this course examines the formation of the early Japanese imperial state, the disposition of Japan's feudal rule by military elite, and the commercial and social conditions that characterized the early modern era in Japan. Particular attention is directed to the transformation of the samurai from proud and able warriors into what was by the nineteenth century in all practice little more than a class of inflexible bureaucrats and raucous brigands.
- 348 Modern Japan: From the Last Samurai to the Pacific War.** (3)

(History)

Together students and instructor consider the ideas, principles, and values that underpinned Japan's traditional culture and society even as Japan's selective absorption of Western paradigms and cultural forms is studied. Students learn to build for themselves a better understanding of the role values-traditional and modern, Japanese and non-Japanese-played in the historical process of national integration and rapid industrialization that marked Japan's emergence as a twentieth century power.

- 349 Modern China: Reform and Revolution in the Modern Age.** (3) A survey of Modern China from the rise of the Qing Dynasty in 1644 to the economic boom of the post-Deng 1990's. Students examine China's experience of Western incursions since the 1830's, through the course gives primacy to the impact of domestic-born institutional and cultural innovations that presaged the arrival of the Western Powers. An investigation of China's inner-history of reform and revolution enables students to appreciate the way in which Modern China was as much the product of domestic processes as it was the result of changes wrought by the West.
- 355 Introduction to Latin America Civilization.** (3) (= POLI 320) A broadly based study of life in Central and South America that will include a preliminary study of the historical and geographical dimensions of the area, lifestyles and folkways, politics and political movements, and economic conditions.
- 356 State and Society in Modern Latin America.** (3) (= POLI 321) A survey of the social, economic, cultural, and political development of Latin American states from the achievement of independence (the early national period) to the present time, employing case studies to illustrate the connection between the Latin American experience and that of the world of developing nations at large.
- 360 The Early Republic 1783-1820.** (3) This course examines the emerging nation in the wake of the American Revolution. Topics include the Confederation period, the Constitutional Convention, the battle over ratification, and the presidencies of Washington, Adams, Jefferson, Madison and Monroe.
- 361 Antebellum Period 1820-1850.** (3) This course examines the political, social, and economic forces that enlarged, enriched, and empowered the United States while simultaneously hastening the nation toward civil war.
- 366 Comparative New World Empires.** (3) A topical study of the colonial empires of the Spanish, Portuguese, French, Dutch, and English in the New World from 1492 to the mid-1700's. Emphasis is placed on the cultural interactions between Europeans and natives, the growth of creole societies, and the development of political and economic institutions, including slavery.
- 367 Colonial America.** (3) An examination of the history of the American colonies from their beginnings through their evolution into mature provincial societies. Emphasis is placed on the interactions among colonists, native Americans, and African slaves, as well as the development of distinctive regions.
- 368 The Frontier in U.S. History.** (3) A thorough examination of America's westward expansion and the impact of a frontier on the social, political, and economic development of the United States. Included will be a study of frontier life, myths, and legends.
- 369 Native American History.** (3) A detailed examination of North American Indian cultures and history from early colonization to the present including Indian wars, federal Indian policy, and the contemporary ethnocentric movement.
- 370 Revolutionary America.** (3) Study of the American Revolution era: the social and political causes of the rebellion, the war, the turbulent decade of the 1780's and the ratification of the Constitution. Emphasis is placed on the political

(History)

- debates of the period and the lives of ordinary Americans during these times.
- 371 Civil War and Reconstruction.** (3) Analysis of major problems of American history from the sectional conflict over slavery and secession through the war years and the reconstruction of the nation.
- 372 U.S. History 1876-1917.** (3) From the end of the Reconstruction to the First World War; Industrialization, Imperialism, and Reform.
- 373 U.S. History 1917-1945.** (3) Political, economic, social and cultural development during World War I, the “Roaring Twenties,” the Depression, and the Second World War. F.
- 374 U.S. History 1945 to the Present.** (3) A study of the political, economic, social, and cultural development of the United States since the end of World War II, the “Cold War,” and the global confrontation between the United States and the communist world.
- 376, 377 The Foreign Policy of the United States.** (3 each semester) (377= POLI 341) First semester: From the establishment of the foundations in the Colonial Period and Revolution to the background of World War I. Second semester: From World War I to the present.
- 383 History of the Colony and State of South Carolina.** (3) A study of South Carolina’s origins and development and a survey of recent South Carolina history with emphasis on social and institutional development.
- 384 History of Horry and Georgetown Counties.** (3) Insights into regional and local developments since the settlement of this area.
- 386 History of American Women.** (3) The social, political and economic roles and changing status of women in America.
- 387 Black Americans.** (3) A survey of the historical development of black people in the Western Hemisphere.
- 388 Hollywood’s America.** (3) An examination of selected topics in American political, social and cultural history through the medium of Hollywood-produced films. Topics may include the filmed presentation of World War II, gender and race issues, Cold War American culture, and “American Memory” through film.
- 389 The New South.** (3) (Writing Intensive) The Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of the Depression, New Deal, and two world wars.
- 390 History of American Business.** (3) (Prereq: HIST 201 or 202) The course will survey the American economy from colonial times to the late twentieth century. The development of agriculture, commerce, manufacturing, and finance will be explored. Emphasis will be given the roles of technology and innovation concurrent with territorial expansion. Students will review government policies regarding taxation, currency, labor, and banking.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the Associate Dean, College of Humanities and Fine Arts). May be repeated for credit under different topics.
- 401 Rome: The Imperial City.** (3) This course examines the development of the Roman Empire from the age of Augustus through the fifth century, focusing on the political, economic, social, religious, and cultural realms or the Empire, particularly through the lens of the built environment.
- 402 History of Early Christianity.** (3) This course explores the political, economic, social, theological, and cultural developments of Christianity in the Mediterranean, situating the early Christian movement within the historical context of its Jewish roots through its westward expansion, c. 4 BCE-600 CE.
- 403 Gender and Sexuality in the Early Church, c. 30-600 CE.** (3) Using

(History)

the lens of gender, this course explores the political, economic, social, theological, and cultural developments of the Christianity in the Mediterranean, c. 30-600 CE, situating the early Christian movement within the historical context of Roman gender constructs and the shifting power structures of the Roman Empire.

- 440 Pacific Front of World War II.** (3) This course examines the rise, fall and collapse of the Japanese empire from 1931 to 1945. The course explores the influence of domestic and international factors that led to the war, the conduct of the war from a strategic and operational level, as well as the decision to bring the war to a halt.
- 442 Sexuality and Gender in Medieval Europe.** (3) (Prereq: HIST 101) This course introduces students to the application of gender theory in explicating a crucial era in Western history's development, the Middle Ages. Students will examine literary, artistic, and medical/philosophical ideas that reveal the ways sectors of medieval society defined femininity, masculinity, non-gendered and transgendered bodies and behaviors as it constructed a social and biological order that proved an important foundation of modern European understandings.
- 443 Modern Colonialism.** (3) European colonial and imperial practices from approximately 1830 to the present. Course will explore settler colonialism, informal empire, cultural hegemony, "civilizing missions", under-development, independence movements, and post-colonialism.
- 444 The Norman Conquests of England, Sicily and South Italy.** (3) (Prereq: HIST 101) This course introduces students to the complexities and consequences of military action undertaken by the newly-Christianized Normans as they conquered the kingdoms of Anglo-Saxon England and Byzantine/Muslim Sicily and South Italy. The Normans, only minor nobles of little consequence at the outset, soon became the dominant feudal monarch of Western Europe. Their acculturation in their new lands, and their political, artistic, textual and legal strategies introduced Western Europe to new expressions of individual power and state authority.
- 445 Postwar Japan: The Political Economy of Rapid Growth.** (3) This course surveys the development of Japan's political economy since 1945. The study runs against a tide of neo-nationalist (and perhaps neo-liberalist) literature that depicts postwar Japan as homogeneously pro-capitalist, masculine, and comprised of the peoples and culture(s) of just one island group. Through a selection of monographs, interlaced with lecture and guided discussion, students will use the analytical frameworks of ethnicity, social class, work, and gender to re-engage the common perception that postwar Japan is a nation driven by an interventionist state in league with vertically integrated marketing and banking systems.
- 446 Age of Crusades.** (3) (Prereq: HIST 101 or 111) This class examines the origins of crusading ideals, as well as the evolution of their religious, economic and military expressions. Particular attention is paid to the many variant perspectives expressed in documents of the period; these include Byzantine critiques of Western crusaders, Muslim depictions of Christian opponents, Jewish protestation of anti-Semitic acts, Christian rhetoric promoting crusade, and gendered responses to crusade.
- 447 History of Western Medicine from Antiquity to the Renaissance.** This course examines the development of rational medicine and its alternatives from classical Greece and the emergence of the Hippocratic tradition (5th century BCE) through the Black Death (14th century CE). Students will study the social and economic dynamics that support and fuel medico-scientific development; will

(History, Honors)

consider medical competition between educated scholars and unlettered empirics; will evaluate the interactions between scientific medicine and religion, and between medicine and economics.

- 448 Early Modern Science and Medicine.** (3) A survey of Science (Natural Philosophy) and Medicine from the Renaissance through the Enlightenment, c. 1400-1800 CE, including such topics as the recovery of ancient authorities such as Aristotle, Galen, and Hippocrates, the new heliocentric astronomy, the new anatomy of Vesalius, the rise of experimental and mathematical science, Harvey and the circulation of the Blood, Baconian, and Cartesian philosophies of science, new scientific societies, chemical medicine, the rise of mechanism, and the cultural, religious, rhetorical, and political context of science, health, and healing.
- 450 The City in European History.** (3) This course provides an overview European urbanization from antiquity through the present era in terms of multiple case studies.
- 460 American Military History.** (3). A study of principal military strategies and their imprint on American military strategy and tactics; the causes of selected wars in American history and the conduct of war by the nation's armed forces; war's impact on America's political, economic, and military systems; and the lasting imprint of war on America's military personnel and civilian population.
- 492, 493, 494, Topics in History.** (3 each semester) Reading and research on selected historical subjects. May be repeated for credit under different topics.
- 495 Internship in History.** (3) (Prereq: Permission of Chair required) Open to senior history majors with a minimum 3.00 GPA and subject to availability. The supervised internship requires 120 hours of on-site employment, a journal, and a term paper. The purpose of the internship is to provide students with practical training and experience in history-related work and introduce them to local and regional employers in fields of applied history.
- 496 The Byzantine Empire (c300-1453).** (3) A study of the eastern half of the Roman Empire, from the inauguration of Constantinople c.330, through the development of the Byzantine Empire as a distinct Medieval civilization, and ending with the Turkish conquest of 1453.
- 498 Senior Seminar.** (3) (Prereq: Senior Status) A seminar designed to expose students to the most important varieties of historical interpretation and the methodologies employed by historians through the centuries. While the focus will be on historiography and methodology in the modern world, some consideration will be given to examples from earlier periods. To provide continuity and coherence, professors may elect to focus a significant part of the course on the historiography and methodology of a particular topic in their area of expertise. A minimum of fifteen pages of graded, written work, and at least one graded oral presentation is required. Any departmental exit exam(s) will be administered in this course.
- 499 Senior Thesis.** (3) A course designed to introduce the student to the principles of historical research and writing. History majors may apply during their junior year through the department chair. Only selected seniors will be admitted. Primary criteria are an outstanding academic record and a genuine interest in graduate school.

HONORS (HONR)

THE HONORS PROGRAM IS AN ENHANCED ACADEMIC CURRICULUM INCLUDING HONORS SECTIONS OF CORE CURRICULUM COURSES, ENRICHED COURSES WITHIN MAJORS, AND ADVANCED INTERDISCIPLINARY COURSES FOR JUNIORS AND SENIORS.

(Honors, Interdisciplinary Studies, Italian)

SEE THE SCHEDULE OF CLASSES FOR ADDITIONAL COURSE OFFERINGS EACH SEMESTER.

101 Honors Seminar. (3) This course is an Honors Program graduation requirement. A humanities-based interdisciplinary course designed to introduce students to important themes and topics from different traditions and in multiple engagements.

IN THEIR SECOND AND THIRD YEARS, HONORS PROGRAM STUDENTS TAKE ELECTIVES AND COURSES IN THEIR MAJOR ARRANGED WITH THE INSTRUCTOR AND HONORS PROGRAM DIRECTOR FOR HONORS CREDIT.

325 Service Learning. (3) Students participate in public service with local agencies in order to understand the relationship between civic responsibility and higher education. In the classroom, students reflect upon the function and necessity of their service as well as on its limitations in responding to specific community needs and general social problems.

399 Independent Study. (1-6) This course will be offered as an elective to satisfy a Junior Level Honors Program requirement.

498 Honors Capstone Seminar. (3) Reading and writing on a selected theme. Class presentations will be provided by faculty from a variety of disciplines.

499 Honors Senior Thesis/Project. (3) (Prereq: HONR 498) Each student undertakes an original research project under the supervision of a faculty member in the student's major area of study.

INTERDISCIPLINARY STUDIES (IDS)

210 Introduction to Interdisciplinary Studies (3) This course examines both theoretical approaches and practical applications of interdisciplinarity in today's world, with special emphasis on the interdisciplinary research process. At the end of the course students will develop a formal research proposal for their senior capstone project.

495 Internship. (3) The guided internship requires 120 to 140 hours of on-site work; a journal; and a final paper. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking opportunities.

498 Interdisciplinary Studies Senior Seminar. (3) Capstone course required of all Interdisciplinary Studies students for graduation. Students plan and complete an original research project under the guidance and supervision of the instructor. The topic selected must be related to the student's Interdisciplinary Studies area of emphasis. Seminar sessions focus on the principles, procedures, and problems of executing a senior-level research project. Students present project results in both written and oral form

ITALIAN (ITAL)

110 Introductory Italian. (3) For students with no or very limited background in Italian. Emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Development of reading and writing skills.

120 Introductory Italian II. (3) (Prereq: ITAL 110 or equivalent) Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing

(Italian, Japanese, Journalism)

skills. Introduction to Italian culture.

130 Introductory Italian III. (3) (Prereq: ITAL 120 or equivalent) Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture.

210 Intermediate Italian I . (3) (Prereq: ITAL 130 or instructor permission) Intensive review of fundamental language skills in preparation for advanced-level coursework.

JAPANESE (JAPN)

110 Introductory Japanese I. (3) For students with no or very limited background in Japanese. Emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice development of reading and writing skills. Introduction to Japanese culture.

120 Introductory Japanese II. (3) (Prereq: JAPN 110 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture.

130 Introductory Japanese III. (3) (Prereq: JAPN 120 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture.

350 Japanese Language Study Abroad. (3-6) (Prereq: JAPN 130) (Coreq: Approval of Chair of Foreign Languages) Language study abroad with instruction by native speakers. Credit hours dependent on the number of hours taken. Upon successful completion of an approved program, students must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of World Languages and Cultures is mandatory before enrollment.

JOURNALISM (JOUR)

200 Journalism. (3) (Prereq: ENGL 101, 102) This course educates students in the basics of writing and design in mass media. It prepares students in writing for newspapers and magazines, and at the same time provides basic skills knowledge in layout and design of newspapers, newsletters, flyers, posters, etc. It is meant to be the prerequisite for all courses in the journalism minor.

201 Foundations of Journalism and Mass Communication. (3) (Prereq: ENGL 101,102) Survey of the history and principles of print journalism and the broadcast communications industry, concentrating on their development, philosophical foundations, processes, economics, influences on society, and directions for the future.

304 Journalism Writing for Magazines. (3) (Writing Intensive) (Prereq: ENGL 101; JOUR 200 or JOUR 201) Workshop on the basics of preparing and producing profile pieces and features for magazines that include writing for web magazines that include writing for web magazines or journals. Emphasis is on interviewing and story development as well as copy editing. Students learn to add video and photo links to their stories and are exposed to career options in the magazine industry.

305 Journalism News Writing and Reporting for Media (Print and Online). (3) (Prereq: ENGL 101, JOUR 200 or JOUR 201) Workshop on news media (both in paper and web format). Emphasis placed on writing news features, hard vs. soft news pieces and profiles for audiences of both

(Journalism)

- newspapers and web news venues that include photography or video links.
- 306 Journalism Law and Ethics.** (3) (Prereq: JOUR 201) The legal history and philosophy of the media in light of the First Amendment, including discussion of libel and slander laws, shield laws, the Freedom of Information Act, privacy laws, and other issues affecting the rights and responsibilities of the media.
- 307 Copy Editing.** (3) (Prereq: JOUR 201, 304) A rigorous workshop designed to develop editing skills. Students learn to catch fact, style, and grammar errors in copy; tighten and rewrite stories, create headlines, and manage deadlines.
- 308 Public Opinion and Propaganda.** (3) (Prereq: JOUR 201) This course offers historical analyses of propaganda as persuasive communication and explores how public opinion and propaganda impact each other and society. S, odd years.
- 309 Introduction to Public Relations.** (3) (Prereq: JOUR 201) A survey course in the concepts, strategies, and tactics of public relations as a career field and as it relates to journalism, advertising, and marketing. S, odd years.
- 310 Writing for Broadcast.** (3) (Prereq: ENGL 101, 102; JOUR 201) This course offers students an introduction to broadcast media as well as reporting. Students learn components of script writing, videotape editing and the impact of broadcast. S.
- 312 Writing for the Mass Media.** (3) The goal of this course is to instruct students in the art of writing for the mass media, in clear, concise, simple language that transmits information and ideas keeping in mind news values of timeliness, proximity, relevance and immediacy. Students learn what they must do to attract the media to news about an organization they might one day represent.
- 314 Video Production.** (3) (Prereq: JOUR 200 or 201) This course introduces students to all aspects of video production, from concept to screen. Students are exposed to working in teams, similar to the industry standards. They experience field production and studio production problems and solutions as they complete their assignments. A short individual project and a longer production as well as team final projects are required as part of a final grade. Students leave the course with DVDs of their work.
- 316 Entertainment Media.** (3). This course examines the entertainment and network industry in Hollywood, New York, New Jersey, North Carolina and countries around the world. Entertainment industry includes television networks as well as movie studios. Topics and fields of study include casting, development, script coverage and script analysis. Also, the course may cover location shooting, career choices in the industry and comparison of the biographies of writers, directors, and producers in the media entertainment industry. Moreover, students leave the course with a thorough understanding of the operation and management of the entertainment (network) industry.
- 365 Women and Media.** (3) (= WGST 365) This is a survey course about the history of women's roles in the media, their contributions, employment, and media effects on women.
- 489 Journalism Special Topics Seminar.** (3) (Prereq: ENGL 101, 102; JOUR 201 or permission of instructor) Exact topics will vary, but each will be an interdisciplinary seminar emphasizing the relationships between journalism, mass media, and various aspects of society. The course may be repeated for Journalism elective credit.
- 495 Journalism Internship.** (3) (Prereq: JOUR 201, 304, and 305) Students will receive professional experience and instruction in a substantial internship while working 10 hours per week with a local media organization. Contracts outlining

(Journalism, Latin, Latin American Studies, Marine Science)

content, supervision and grading criteria must be approved in advance by the Dean of the Edwards College of Humanities and Fine Arts.

LATIN (LATN)

- 110 Introductory Latin I.** (3) Fundamentals of the language. Practice in listening, speaking, reading, sentence analysis, and writing. Readings familiarize student with Roman culture.
- 120 Introductory Latin II.** (3) (Prereq: LATN 110 or by placement) A continuation of Latin 101 with the introduction of additional vocabulary and grammatical constructions.
- 130 Introductory Latin III.** (3) (Prereq: LATN 120 or by placement) Mastery of complex constructions and English translation. Emphasis on composition and oral/silent reading skills.

LATIN AMERICAN STUDIES (LATS)

- 326 Cuban Literature in Translation.** (1-3) (= SPAN 326) (Prereq: Permission of Instructor) (Coreq: Travel study in Cuba) Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration.
- 399 Independent Study in Latin America.** (3) An independent study course conducted under faculty supervision in Latin America. The course may be conducted through any university department. It is normally taken by students enrolled in SPAN 350, Study Abroad.

MARINE SCIENCE (MSCI)

- 101 The Sea.** (3) (Coreq: MSCI 101L) A non-technical introduction to oceanography for non-majors. Stresses basics of marine science and their relationship to people. Students may not receive credit for both MSCI 101 and MSCI 111. Three lecture hours per week. S, Su.
- 101L Laboratory for The Sea.** (1) (Coreq: MSCI 101) Laboratory exercises to accompany Marine Science 101. Three laboratory hours per week. S, Su.
- 102 Environmental Geology.** (3) (= GEOL 102) (Coreq: MSCI 102L) The geologic processes and features that affect human usage and development of the earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground water, soils and the coastal zone and contamination control. Three lecture hours and three laboratory hours per week. F, Su.
- 102L Environmental Geology Laboratory.** (1) (= GEOL 102L) (Coreq: MSCI 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. F, Su.
- 103 Navigation and Seamanship.** (3) An introduction to the theory of electronic, celestial and dead reckoning navigation with each applied to practical problems in the laboratory and at sea. Boat safety, boat handling at sea and in harbor, rules of the road, minor repairs, first aid and use of a boat as a marine sampling platform are presented and applied. One lecture and three laboratory hours per week. F, S.
- 111 Introduction to Marine Science.** (3) (Prereq or Coreq: Completion of, or concurrent enrollment in, MATH 131 or higher; Coreq: MSCI 111L) An introduc-

(Marine Science)

tion to the general theory and principles of marine science covering the physical, biological, geological, and chemical characteristics of seawater and sediments. Three lecture hours per week. F, S.

- 111L The Present-Day Marine Environment Laboratory.** (1) (Coreq: MSCI 111) Laboratory and field experiences to demonstrate the functioning of the marine environment. Three laboratory hours per week. F, S.
- 112 The Origin and Evolution of the Marine Environment.** (3) (= GEOL 112) (Prereq: GEOL 111 and 111L or MSCI 111 and 111L) (Coreq: MSCI 112L) Concepts concerning the origin and evolution of the earth and seas, with geological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.
- 112L Marine Environment Laboratory.** (1) (= GEOL 112L) (Coreq: MSCI 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.
- 201 Scientific Communication.** (3) (Prereq: C or better in MSCI 112/112L) Multidisciplinary training in the art of scientific communication, including the ability to critically interpret quantitative data and to disseminate the significance and meaning of those data through multiple media, including graphic representation, written explanation, and oral presentation. F, S.
- 301 Physical Oceanography.** (3) (Prereq: Students must earn a grade of C or better in MSCI 112, MATH 160 and PHYS 212) (Coreq: MSCI 301L) A comprehensive study of the field of physical oceanography. Topics include physical properties of the ocean, ocean dynamics, air-sea interactions, waves, tides, and the ocean's role in climate. In the lab, students analyze real-time global ocean data and quantitative analysis skills are developed. Three lecture hours per week. F, S.
- 301L Physical Oceanography Laboratory.** (1) (Coreq: MSCI 301) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 302 Marine Biology.** (3) (Writing Intensive) (= BIOL 302) (Prereq: MSCI 112 and BIOL 122) (Coreq: MSCI 302L) Study of the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats. The evolutionary development of the diversity of marine organisms. Three lecture hours per week. F, S.
- 302L Marine Biology Laboratory.** (1) (Writing Intensive) (= BIOL 302L) (Coreq: MSCI 302) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 303 Aquaculture.** (3) (Prereq: MSCI 112, BIOL 122) A general introduction to the principles of culturing organisms, including types of culture, water quality, feeding, breeding, and diseases of common species. Three lecture hours per week. Each student will be required to give an oral presentation. F.
- 304 Marine Geology.** (3) (= GEOL 304) (Prereq: MSCI 112) (Coreq: MSCI 304L) A comprehensive study of the origin and development of the major structural features of ocean basins and the continental margins. Discussion of the techniques used in obtaining geological data and the interpretation of processes, vulcanism and the stratigraphy of ocean basins. Three lecture hours per week. F, S.
- 304L Marine Geology Laboratory.** (1) (= GEOL 304L) (Coreq: MSCI 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.

(Marine Science)

- 305 Marine Chemistry.** (3) (Writing Intensive) (Prereq: A grade of C or better in MSCI 111, 112 MATH 160 and CHEM 112/112L) (Coreq: MSCI 305L) An introduction to the chemistry of seawater, marine organisms and sediments. The impact of humans on the biogeochemistry of the ocean is emphasized. Laboratories involve the collection and chemical analysis of sea water. Techniques of solving word problems are developed during recitation. F, S.
- 305L Marine Chemistry Laboratory.** (1) (Writing Intensive) (Coreq: MSCI 305) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 311 Hydrographic Techniques.** (3) (Prereq: MSCI 111) (Coreq: MSCI 311L) Basic electrical and mechanical skills needed to operate standard shipboard oceanographic equipment. Maintenance and troubleshooting techniques will also be covered. Each student will be required to give an oral presentation. Two lecture hours per week. F.
- 311L Hydrographic Techniques Laboratory.** (1) (Coreq: MSCI 311) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 316 Sedimentary Geology.** (3) (= GEOL 316) (Prereq: Permission of instructor) (Coreq: MSCI 316L) Introduction to concepts and practices in the field of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student will be required to give an oral presentation. Three lecture hours per week. S.
- 316L Sedimentary Geology Laboratory.** (1) (= GEOL 316L) (Coreq: MSCI 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 318 Physical Analysis of Sediments.** (3) (= GEOL 318) (Prereq: Permission of instructor) (Coreq: MSCI 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 318L Physical Analysis of Sediments Laboratory.** (1) (= GEOL 318L) (Coreq: MSCI 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 321 Atmospheric Science.** (3) (Prereq: A grade of C or better in PHYS 211) (Coreq: MSCI 321L) An introduction to the fundamentals of atmospheric physics, meteorology, and climatology. All scales of atmospheric phenomena are examined from the global circulation to hurricanes. Emphasis is placed on current concerns such as ozone depletion, acid rain, and global warming. Three lecture hours per week. S.
- 321L Atmospheric Science Laboratory.** (1) (Coreq: MSCI 321) The laboratory demonstrates the topics and principles presented in lecture, and students analyze real-time global data available on the Internet. Three laboratory hours per week. S.
- 331 Introduction to Geographic Information Systems (GIS) and Remote Sensing.** (3) (= ENVI 331) (Prereq: one CSCI course and one Statistics course and MATH 160) (Coreq: MSCI 331L) An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This course discusses input methods, data storage, data accuracy, data models,

(Marine Science)

types of query and analysis, and map output. Each student designs, conducts and presents a term research project. Three lecture hours per week. F.

- 331L Introduction to Geographic Information Systems Laboratory.** (1)(=ENVI331L)(Coreq: MSCI 331) The laboratory demonstrates the topics and principles presented in lecture. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data. Three laboratory hours per week. F.
- 355 Introduction to Environmental Ecotoxicology.** (3) (Prereq: CHEM 111/111L, 112/112L, BIOL 121, MATH 160) (Coreq: MSCI 355L) Introduction to the impacts of pollutants upon ecological systems from a molecular to global perspective, the fate and transformation of chemical contaminants in the biosphere. Emphasis is placed on the integration and assimilation of chemical, biological and mathematical principles as they relate to the field of ecotoxicology.
- 355L Introduction to Environmental Ecotoxicology Laboratory.** (1) (Coreq: MSCI 355) The lab focuses on quantitative inquiry-based exercises as well as an introduction to the techniques and analytical instrumentation used to detect and quantify contaminants in the environmental matrices.
- 376 Biology of Sea Turtles.** (2) (Prereq: MSCI 302, BIOL 122 or permission of the instructor) A comprehensive investigation of the evolution, biology, and ecology of sea turtles (order Chelonia) will be covered in this course. Topics to be focused on include: phylogeny, molecular evolution, anatomy, reproduction, ontogenetic changes, sensory capabilities, navigation, feeding behaviors, diving physiology, thermal biology, ecological roles, and matters of conservation. Eight lecture hours per week during the Summer.
- 376L Biology of Sea Turtles Laboratory.** (1) (Coreq: MSCI 376) The laboratory demonstrates the topics and principles presented in lecture, involves field research, and conservation and regulatory interest site visitation. Eight to ten hours per week.
- 399 Independent Study/Internship.** (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration). Directed study of specific topics or supervised work as part of an approved off-campus internship. F, S, Su.
- 401 Environmental Chemistry.** (3) (Prereq: BIOL 121 and CHEM 112 and 112L) (Coreq: MSCI 401L) An introduction to the chemistry of natural and industrial processes. Current governmental approaches to regulation, treatment and storage of human wastes are also covered. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 401L Environmental Chemistry Laboratory.** (1) (Coreq: MSCI 401) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 402 Analytical and Field Methods in Environmental Chemistry.** (3) (Prereq: MSCI 305 or CHEM 321 or by permission of instructor) (Coreq: MSCI 402L) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library researching. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 402L Analytical and Field Methods in Environmental Chemistry Laboratory.** (1) (Coreq: MSCI 402) The laboratory demonstrates the topics

(Marine Science)

- and principles presented in lecture. Three laboratory hours per week. F.
- 403 Environmental Internships.** (3) (Prereq or Coreq: MSCI 305 or MSCI 401) Supervised work with a governmental agency, environmental organization, or commercial enterprise related to environmental concerns. Typical internships include experiences in environmental quality laboratories, landfill design and management, development and implementation of hazardous waste audits and recycling programs, as well as environmental education programs in composting and home hazardous waste disposal. Students must present their work as a written report and as an oral presentation in the College of Science's Annual Student Research Symposium. Students are responsible for transportation to the work site. Six to nine hours on site per week. Course may be taken a maximum of two times. F, S, Su.
- 416 Hydrogeology.** (3) (= GEOL 416) (Prereq: MSCI 304 or permission of the instructor) This course will cover the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics will include hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Three lecture hours per week.
- 416L Hydrogeology Laboratory.** (1) (= GEOL 416L) (Coreq: MSCI 416) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week.
- 420 Advanced Environmental Science.** (3) (= ENVI 420) (Prereq: BIOL 122, MATH 160, CHEM 112 and PHYS 201 or 211) (Coreq: MSCI 420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study. Three lecture hours per week. S.
- 420L Advanced Environmental Science Laboratory.** (1) (= ENVI 420L) (Coreq: MSCI 420) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 440 Applied Coastal Geophysics.** (3) (Prereq: MSCI 304/304L). A major discipline of the geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Three lecture hours per week.
- 440L Applied Coastal Geophysics Lab.** (3) (Coreq: MSCI 440). The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week.
- 445 Coastal Processes.** (3) (Prereq: MSCI 304, and MATH 161 or permission of instructor) (Coreq: MSCI 445L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within the coastal ocean. Beach, estuarine and shelf processes and environments are examined in detail. The importance of these processes to coastal management and protection is addressed. The course includes a laboratory where students will undertake a field study examining coastal processes and respond to, as well as discuss, relevant papers from the literature. Three lecture per week. S.

(Marine Science)

- 445L Coastal Processes Laboratory.** (1) (Coreq: MSCI 445) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 455 Marine Botany.** (3) (= BIOL 455) (Prereq: BIOL 122, or MSCI 302, or consent of instructor) (Coreq: MSCI 455L) A field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae and angiosperms in coastal marine communities. Three lecture per week. F.
- 455L Marine Botany Laboratory.** (1) (= BIOL 455L) (Coreq: MSCI 455) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 457 Marine Zooplankton.** (3) (Prereq: MSCI 302 or BIOL 310) (Coreq: MSCI 457L) An introduction to the zooplankton populations found in coastal and oceanic waters. History of the field, sampling, ecological relationships, feeding, reproduction, and predator-prey interactions. Laboratory deals with the morphology and taxonomy of the major groups. Three lecture hours per week. S.
- 457L Marine Zooplankton Laboratory.** (1) (Coreq: MSCI 457) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 458 Fisheries Science.** (Prereq: MSCI 302 and MATH 160) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries.
- 458L Fisheries Science Laboratory.** (1) (Coreq: MSCI 458) The laboratory demonstrates the topics and principles presented in lecture.
- 471 Biology of Marine Mammals.** (3) (Prereq: MSCI 302 or BIOL 370) (Coreq: MSCI 471L) A comprehensive of the biology and ecology of marine mammals, including the cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification, anatomy and physiology, sensory biology, communication, feeding, ecology and energetics, social and reproductive behavior, and life history. Three lecture hours per week. F.
- 471L Biology of Marine Mammals Laboratory.** (1) (Coreq: MSCI 471) The laboratory demonstrates the topics and principles presented in lecture. Each student will be required to give an oral presentation. Three laboratory hours per week. F.
- 472 Population Biology of Marine Organisms.** (3) (Prereq: MSCI 302 and 302L or permission of instructor) The course will cover principles of population Biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation, and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology.
- 472L Population Biology of Marine Organisms Laboratory.** (1) (Prereq: MSCI 302 and 302L or permission of instructor) Laboratory accompanying MSCI 472.
- 473 Biology of Sharks.** (3) (Prereq: BIOL 122 and permission of the instructor) (Coreq: MSCI 473L) An introduction to the biology of sharks. Lecture component covers evolution, anatomy, behavior, natural history, physiology, conservation, and ecology. Classes will be held on campus and/or at a Field Station. Su.

(Marine Science)

- 473L Biology of Sharks Laboratory.** (1) (Coreq: MSCI 473) Lab topics will include taxonomy, diversity, anatomy, and physiology. Field activities will include capture, identification, work-up, and tagging of sharks; telemetry tracking; and observation of shark behavior in both their natural habitat and captivity. This laboratory will be held on campus, in local waters, and/or at a Field Station. Su.
- 474 Ecosystems Analysis.** (3) (Prereq: Permission of instructor) (Coreq: MSCI 474L) The formulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains and energy flow. Analog and digital simulation techniques investigating ecosystem stability, sensitivity, organization structure and diversity. Three lecture hours per week. S.
- 474L Ecosystems Analysis Laboratory.** (1) (Coreq: MSCI 474) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
- 475 Marine Ecology.** (3) (Prereq: Permission of instructor) (Coreq: MSCI 475L) Principles of organismic environmental interactions in various marine habitats. Emphasis on marshes, estuaries, and coastal waters. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 475L Marine Ecology Laboratory.** (1) (Coreq: MSCI 475) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 476 Marine Plankton.** (3) (Prereq: MSCI 302)(Coreq: MSCI 476L) This course explores the structure and function of planktonic communities. The role of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as: mineral cycling, energy flow, predator/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. Three lecture hours per week. S.
- 476L Marine Plankton Laboratory.** (1) (Coreq: MSCI 476) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of field studies conducted in estuarine and marine environments and may require weekend commitments. Three laboratory hours per week. S.
- 477 Ecology of Coral Reefs.** (3) (Prereq: Permission of instructor) Principles of organization, structure, productivity and biological diversity of coral reef ecosystem, with emphasis on their sensitivity and stability. Three lecture hours per week plus a two-week field experience on a tropical coral reef. Su.
- 479 Marine Benthic Ecology.** (3) (Prereq: MSCI 302) (Coreq: MSCI 479L) This course presents a comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Ecological predation, cryptic coloration, diversity, benthic pelagic coupling and more. Three lecture hours per week. S.
- 479L Marine Benthic Ecology Laboratory.** (1) (Coreq: MSCI 479) The laboratory demonstrates the topics and principles presented in lecture. The lab involves group work in the field and laboratory culminating with oral presentations at the end of the course. Three laboratory hours per week. S.
- 487, 488, 489 Selected Topics in Marine Science.** (1-4) (Prereq: Permission of instructor) These topics are designed to allow the development of seminars and courses in special areas of marine science. Offered on demand.
- 495 Marine Environmental Issues.** (3) (Prereq: MSCI 301 or 302 or 304, or 305 or by permission of instructor) (Coreq: MSCI 495L) Theoretical and applied approaches to present day environmental problems are presented and critically

(Marine Science, Mathematics)

discussed. Emphasis is placed on the solutions and future impacts. Students are presented overviews of several environmental issues and will generate a comprehensive analysis of the associated technical, economic, social and political issues and proposed solutions. The class meets with several state and federal agencies involved in present day environmental issues providing students with exposure to "real world" applications. Each student will be required to give an oral presentation. Three lecture hours per week. S.

495L Marine Environmental Issues Laboratory. (1) (Coreq: MSCI 495) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

497 Marine Science Senior Thesis. (3) (Prereq: Completion of the Marine Science Core or Permission of Chair. A contract must be approved by the instructor and the department chair by the time of registration.) Each student plans and executes an original research project with guidance and supervision of a Marine Science faculty member. Results are presented in written and oral form. Senior thesis is strongly suggested for students intending to pursue graduate studies. F, S, Su.

499 Directed Undergraduate Research. (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore marine or related problems using the scientific method. One conference and no less than five laboratory or field research hours per week. F, S, Su.

MATHEMATICS (MATH)

130 College Algebra. (3) (Prereq: Placement test) Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.

130I Intensive Study. (3) (Prereq: Placement test) Review of Intermediate Algebra, properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.

131 Trigonometry. (3) (Prereq: MATH 130 or 130I or placement test) Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S, Su.

132 Calculus for Business and Social Science. (3) (Prereq: A grade of C or better in MATH 130 or 130I or placement test) Limits, derivatives of algebraic, exponential, and logarithmic functions, curve sketching, applications to optimizing, and antidifferentiation. F, S, Su.

135 Precalculus. (4) (Prereq: Math placement) Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S.

139 Basic Concepts of Contemporary Mathematics. (4) This course is designed for students not intending to take an advanced course in mathematics. Selected topics include set theory, logic, statistics, probability, and consumer mathematics, with emphasis on critical thinking and problem solving. F, S, Su.

159 Calculus Calisthenics. (1) This course reviews the mathematics required

(Mathematics)

- in Calculus.
- 160 Calculus I.** (4) (Prereq: MATH 130 or MATH 130I and a C or better in MATH 131, or a C or better in MATH 135, or placement test.) Limits, continuity, differentiation and integration of algebraic and transcendental functions, applications of the derivative to curve sketching, optimization and related rates. F, S, Su.
- 161 Calculus II.** (4) (Prereq: Grade of C or above in MATH 160). Applications of integration, techniques of integration, parametric equations, the polar coordinate system, conic sections sequences and series F, S, Su.
- 173 Discrete Mathematics for Middle School Teachers.** (3) (Prereq: MATH 160) Develop the number systems used in mathematics, with special focus on discrete systems and fundamental ideas of number theory. Introduce the basic ideas of discrete mathematics: graphs, trees, and combinatorics. Basic probability.
- 174 Introduction to Discrete Mathematics.** (3) (Prereq: MATH 130 or 130I) Set theory, logic divisibility, induction, combinatorics, relations, functions, graphs, digraphs, and Boolean algebra. F, S.
- 190 Freshman Seminar in Mathematics.** (1). Problems from various areas of mathematics will be discussed with emphasis placed on introducing students to mathematical ideas beyond computation. Writing in mathematics will also be covered.
- 201 Mathematics for Early Childhood and Elementary Education Majors I.** (3) (Prereq: Mathematics Placement Test results into MATH 130 or 130I) Set theory, the meaning of number and the structure of the real number system, algorithms, elementary number theory, and problem solving. F, S, Su.
- 202 Mathematics for Early Childhood and Elementary Education Majors II.** (3) (Prereq: MATH 201) Informal geometry and basic concepts of algebra. Open only to students in early childhood and elementary education. F, S, Su.
- 203 Mathematics for Early Childhood and Elementary Education Majors III.** (3) (Prereq: MATH 201 and 202) Coordinate geometry, algebra, probability and statistics, computer applications, and calculators. Open only to students in early childhood and elementary education. F, S, Su.
- 205 Algebraic Thinking for Middle School Teachers.** (3) (Prereq: MATH 160 with a grade of C or better) An exploration into algebraic thinking for pre-service middle school students through connecting algebra to other areas of mathematics. Problem solving, matrix logic, recursive relationships, functions, statistics, proportional reasoning, geometry, and graphing will be examined. Graphing calculators will be used. F odd years.
- 210 Introduction to Operations Research.** (3) (Prereq: MATH 174 with a grade of C or better) Introductory course in deterministic operations research, elementary linear algebra, the linear programming model and graphing, simplex and software methods of solution, duality and sensitivity analysis, transportation and assignment problems. Emphasis is on modeling and problem solving. S
- 219 Problem Solving Strategies for Middle School Teachers.** (3) (Prereq: MATH 160 with a C or better) Methods of problem solving used for middle school students. Includes pattern recognition, diagrams, matrix logic, and the study of special cases. Major emphasis on explanation and reflection of the problem solving process. S even years.
- 220 Mathematical Proofs and Problem Solving.** (3) (Writing Intensive) (Prereq: MATH 161 with a grade of C or better) Detailed investigation of the methods of mathematical proof: direct, indirect, induction, contradiction, case

(Mathematics)

analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and problem solving. F, S

- 242 Modeling for Scientists.** (3) (Writing Intensive) (Computer Usage) (Prereq: MATH 160) (Coreq: MATH 242L) The class is designed to introduce students to concepts in mathematical modeling and scientific computing. The course is project based, and Computer Software will be used extensively to implement models, solve problems, and visualize results. Topics include counting by enumeration, population dynamics, Newton's method for finding roots of equations, and fractal generation. F, S
- 242L Modeling for Scientists Laboratory.** (1) (Coreq: MATH 242) Students are introduced to using a computer modeling software package. Lab assignments help students utilize software to implement models, solve problems, and visualize results. F, S
- 260 Calculus III.** (4) (Prereq: MATH 161 with a grade of C) Lines, planes and surfaces in space; spherical and cylindrical coordinate systems; vector valued functions; differentiation of functions of several variables; multiple integration and applications; topics in vector analysis. F, S.
- 320 Elementary Differential Equations.** (3) (Prereq: MATH 161 with a grade of C) This course represents a systematic introduction to ordinary differential equations. Topics may include first order equations, linear equations with constant coefficients, techniques for higher order equations, variation of parameter, systems of equations, and numerical solutions. F, S
- 330 Geometry for Middle School.** (3) (Prereq: MATH 160) Geometry taught from varying viewpoints. Includes basic geometric topics, taxicab geometry, and proof by pictures, and compass and straightedge constructions. May include a component involving technology. Other topics which may be covered include convex sets and the geometry of transformations. F even years
- 331 Foundation of Geometry.** (3) (Writing Intensive) (Coreq: MATH 220) A rigorous development of Euclidean and Non-Euclidean geometries. May additionally cover the Theory of Isometries. F.
- 332 Modern Geometry.** (3) (Writing Intensive) (Prereq: MATH 220) Projective geometry, theorem of Desargues and Pappus, transformations, convexity, and topology. F, even years.
- 344 Linear Algebra.** (3) (Prereq: MATH 161 with a C or better) Vector spaces, linear transformations, matrices, systems of equations, determinants, eigenvectors and eigenvalues. F, S
- 349 Nonlinear Dynamics with Applications.** (3) (Prereq: STAT 201) (Coreq: MATH 161) The basics of linear and non-linear difference equations and their relationship to linear and non-linear differential equations. Stability for first order equations and an introduction to chaos theory. Phase plane analysis, cobweb diagrams, and time series analysis. Emphasis on applications to real life scientific data. Offered on demand.
- 370 Elementary Number Theory.** (3) (Prereq: MATH 161 or permission of instructor) Divisibility theory, Diophantine equations, primes, congruences, Fermat's theorem, number theoretic functions, Euler's theorem, Pythagorean triples. Offered on demand.
- 397 Mathematics Practicum.** (1) (Prereq: MATH 260, GPA in mathematics courses greater than or equal to 3.0 and permission of the instructor) By working with faculty teaching introductory level college mathematics courses, students have

(Mathematics)

the opportunity to enhance and/or increase their understanding of those concepts of mathematics that are the foundation of these courses. A student may not enroll in this course more than 3 times nor will the course satisfy any requirement for the major or minor in mathematics or any core requirement. Course will be graded pass/fail. F, S.

- 399 Independent Study/Internship.** (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Directed study of specific topics or supervised work as part of an approved internship. F, S, Su.
- 407 Coding Theory.** (3) (= CSCI 407) This course covers the issues involved in designing efficient codes, including error detection/correction. Topics to be covered include distance, nearest neighbor decoding, hamming codes and linear codes. Other topics which may be covered are Golay codes, Reed-Muller codes, cyclic codes, and spherical codes.
- 408 Cryptography.** (3) (= CSCI 408) This course introduces students to the fundamentals of cryptography and cryptanalysis, primarily focusing on data encryption and decryption. Topics will include: modular arithmetic, classical encryption schemes, modern encryption schemes, password security, and digital signatures, secret sharing.
- 434 Elements of General Topology.** (3) (Prereq: MATH 220) Properties of sets, functions, spaces, maps, separation axioms, compactness, convergence, connectedness, metric spaces, and compactification. F odd years.
- 446 Abstract Algebra.** (3) (Prereq: MATH 220 and MATH 344 with a grade of C in both) Fundamental properties of groups, rings, and fields. S.
- 450 Advanced Calculus I.** (3) (Prereq: MATH 220 and 260 with a grade of C in both) Sequences, series, continuity, differentiation and integration, and sequences and series of functions. S.
- 452 Complex Variables.** (3) (Prereq: MATH 260 with a grade of C) Complex numbers and functions (trigonometric, exponential, logarithmic, hyperbolic, inverse, analytic, and harmonic), and complex limits, continuity, differentiation, integration, sequences and series. F even years.
- 454 Analysis.** (3) (Prereq: MATH 450 with a grade of C or permission of the instructor) Least upper bound axiom, metric spaces, continuous functions on metric spaces, completeness, compactness, existence of the Riemann integral, and the fundamental theorem of calculus. Offered on demand.
- 460 Numerical Calculus.** (3) (Prereq: Working knowledge of Matlab or a programming language) (Coreq: MATH 344) Introduction to numerical methods of interpolation, polynomial approximation, solving equations in one variable, solving linear systems of equations, numerical differentiation, numerical integration and error analysis. S
- 465 Applied Mathematics I.** (3) (Prereq: MATH 320 with a grade of C) Orthogonal sets of functions and the Sturm-Liouville eigenvalue problem; Fourier series and integrals, and solution of partial differential equations by separation of variables; boundary value problems in polar, cylindrical, and spherical coordinate systems, Bessel functions. F, odd years.
- 490 Seminar in Mathematics.** (1) (Writing Intensive) (Prereq: Completion of 21 hours in mathematics in courses numbered 150 or higher) Problems from various areas of Mathematics will be discussed with emphasis placed on developing the students capability to do research of an expository nature and to present their results in both written and oral form. F.
- 499 Directed Undergraduate Research.** (1-3) Topics in pure and applied Mathematics and/or selected to meet current faculty and student interest. F, S, Su.

MUSIC (MUS)

A description of Applied Music courses follows the course descriptions of all other music courses.

- 100 Recital Class.** (0) Required attendance for all students enrolled in applied lessons. Attendance and participation in student performances, recitals, and seminars. Graded S or U.
- 110 Introduction to Music.** (3) A course open to all students who are interested in gaining a comprehensive appreciation of music through intelligent listening. Representative masterpieces of the various periods of musical composition are studied. Emphasis on correlation of music to other arts. No previous study of music is required. F, S.
- 115, 116 Introduction to Music Theory I, II.** (3 each) (Prereq: for 115, passing score on placement test and permission of instructor; 115 is prerequisite to 116.) Study of basic elements of music with emphasis on recognition by sight and sound. Various styles and genres of music are studied. Three class meetings per week.
- 117, 118 Ear Training and Sight Singing I, II.** (1 each) (Prereq: for 117, placement test and permission of instructor; 117 is prerequisite to 118.) The study of basic musicianship skills emphasizing, visual, aural, and kinesthetic recognition and reproduction of melodic intervals, chords, chordal progressions, and rhythmic patterns. Two class meetings per week.
- 124A Symphonic Band.** (1) Study, rehearsal and performance of wind band music written for large instrumental ensembles. Includes several performances and concerts. Emphasis on attaining high musical standards.
- 124C Colorguard.** (1) Colorguard functions as a component of the university marching band. Course is open to all majors.
- 124D Drumline.** (1) Examination of percussion performing techniques in an ensemble setting. Students participate in a drumline setting on percussion instruments. This is an ensemble experience designed to allow prospective teachers and performers to implement proper techniques used in school bands and professional performance.
- 124E Percussion Ensemble.** (0,1,2) The CCU Percussion Ensemble provides the opportunity for students to perform the various literature composed for percussion ensemble. Members of the ensemble will perform in several different sized groups from duos to large ensembles of eight to twelve players. The class is open to percussion majors and also to non-percussion majors. There is one concert presented by the percussion ensembles in April every year. This ensemble will also be performing at several area schools in the spring semester as part of a recruitment tour for the music department.
- 124F University Flute Choir.** (1) University Flute Choir is designed for flutists, majors and non-majors, who desire experience in chamber ensemble performing. Weekly rehearsals will lead to at least two public performances throughout the semester.
- 124M Marching Band.** (1) Marching Band serves as a creative and performing outlet for university students. Additionally, music education majors gain valuable pedagogical experience.
- 124P Band/Pep.** (1) (Prereq: The equivalent of three years of high school ensemble playing plus audition and/or permission of instructor) Rehearsal and performance of typical pep band music, with required participation in off-campus and on-campus events including athletics and public relations events. Open to all qualified students at Coastal Carolina and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable

(Music)

degree credit.

- 124S Steel Drum Ensemble.** (1) Study, rehearsal and performance of steel drum music indigenous to Trinidad and Tobago. Includes several performances and concerts. Emphasis on attaining high musical standards and proficiency.
- 124W The Coastal Winds.** (1) (Prereq: Audition and consent of instructor) Required for major, elective. The Coastal Winds is a small group of wind and percussion instrumentalists selected by audition and is open to students in any major. The course focuses on rehearsal and study of a full variety of wind band music for smaller ensemble culminating in students having their work in public performances. This course may be repeated for credit.
- 125 Coastal Carolina Concert Choir.** (1) A mixed choral ensemble that is open to any CCU student without an audition. This group gives four major concerts each year as part of the CCU Department of Music concert series. They perform varied and challenging repertoire that is representative of all styles of western music history, with an intentional effort to incorporate music of living American composers. A major work for chorus and orchestra or instrumental ensemble is presented each year, and collaborative projects/concerts with other choral ensembles are actively solicited. May be repeated.
- 125C Coastal Carolina Chamber Choir.** (1) (Course open to all students) Coastal Carolina Chamber Choir is a select mixed choral ensemble that is open to any Coastal Carolina student upon successful completion of an audition. This group serves as the choral ambassadors for the Coastal Carolina music department, maintaining an active performance schedule and participating each spring in a recruitment tour in conjunction with the Coastal Carolina Concert Choir and Symphonic Band. They perform repertoire of all styles and periods that is appropriate for a chamber choir, with emphasis placed on a cappella music from the Renaissance period. Students who are selected for Coastal Carolina Chamber Choir must also participate in Coastal Carolina Concert Choir, and priority for membership is given to students who can commit to participation for the entire academic year.
- 126 University Orchestra.** (1) (Prereq: permission of instructor) A course consisting of rehearsals and performances with the Long Bay Symphonic Society, playing standard orchestral literature with a renowned conductor. May be repeated; students should check with their major department regarding applicable degree credit.
- 129 University Gospel Choir.** (1) A course offering students an opportunity to learn gospel music and to sing at gospel gatherings across the state. May be repeated; students should check with their major department regarding applicable degree credit.
- 130 Ensemble.** (1) (Prereq: Performing ability in the applied music area concerned) The study and performance of literature, and/or ensemble works for piano, organ, voice, strings, woodwinds, and brasses. Two class meetings per week. F, S. May be repeated; students should check with their major department regarding applicable degree credit.
- 130B Bass Ensemble.** (1) (Prereq: Proficiency in playing bass and reading bass clef; permission of instructor) An ensemble dedicated to the electric bass, and the upright bass. Focus is on creating basslines, chordal accompaniment, and soloing, all in the context of a chamber ensemble. Jazz, Rock, Classical, and other styles of music will be arranged to suit this instrumentation.
- 130C Pop 101.** (1) (Prereq: Individual audition) A contemporary music ensemble dedicated to performing popular music styles since 1950's with an emphasis on

(Music)

Rock and Roll. May be repeated for credit; students should check with their major departments regarding applicable degree credit.

- 130P Ensemble-Piano Accompaniment.** (1) (Prereq: Piano performance ability and permission of instructor) The study and performance of solo and ensemble works with piano accompaniments, including works for voice, strings, woodwinds, brasses, etc. Two meetings per week. Times to be arranged. May be repeated; students should check with their major department regarding applicable degree credit.
- 134 Jazz After Hours.** (1) (Prereq: Audition and/or permission of instructor) Rehearsal and performance of jazz and dance band music, with possible participation in off-campus and on-campus events. Open to all qualified students at Coastal Carolina University and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable degree credit.
- 167 Class Guitar I.** (2) This class is designed for non-major beginning guitar students who are interested in incorporating active musical participation into their daily life experience. Students will develop competency in functional acoustic guitar techniques, basic music theory fundamentals, and the use of the guitar as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. F.
- 168 Class Guitar II.** (2) (Prereq: MUS 167 or permission of instructor) This course is a continuation of Music 167, and it is designed to help students develop increased competency in acoustical guitar techniques. Students will develop musicianship through the use of the guitar as a solo instrument and as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. S.
- 175 Piano Proficiency Lab I.** (2) (Prereq: Permission of Department of Performing Arts) The first course in a two-course sequence that leads to successful completion of the music department piano proficiency requirement. Offered in a multi-keyboard lab for: 1) BA candidates with a major or minor in music; and 2) BA candidates in musical theatre. Emphasis on the development of reading skills, performance from memory, accompaniment of simple melodies using I-IV-II7-V7 chords with various accompanimental patterns, and the performance of major/harmonic minor scales and arpeggios. F, S.
- 176 Piano Proficiency Lab II.** (2) (Prereq: Permission of Department of Performing Arts) A continuation of MUS175, MUS 176 culminates in the successful completion of the music department piano proficiency requirement. Taught in a multi-keyboard lab setting for: 1) the BA candidate with a major or minor in music (MUS 176 is NOT REQUIRED for the BA in musical theatre). Emphasis on the continued development of reading skills and performance from memory, reading of open instrumental and choral scores, reading of various combinations of clefs and transposing/non-transposing instruments, performance of dominant 7th and diminished 7th arpeggios, performance of vocal/instrumental accompaniments, and the transposition of grand staff notation to different keys. F, S.
- 215, 216 Theory and Literature I, II.** (3 each) (Prereq: 116 is prerequisite to 215; 215 is prerequisite to 216) A chronological study, theoretical and historical, of music in the Western tradition through the end of the nineteenth century. Special attention to visual and aural skills. Three class meetings per week. F, S.
- 217, 218 Ear Training and Sight Singing III, IV.** (1 each) (118 is prerequisite to 217; 217 is prerequisite to 218) The continued study of basic musicianship skills emphasizing visual, aural, and kinesthetic recognition and reproduction of melodic intervals in both tonal and atonal contexts, and more complex chords, chordal progres-

(Music)

- sions, and rhythmic patterns. Two class meetings per week.
- 253,254 History of Western Music I, II.** (3 each) (Prereq: for MUS 253, at least two semesters of college-level music theory. MUS 253 is prerequisite to MUS254.) A study of music and its place in Western civilization from the Middle Ages to the Baroque (first semester) and from the Eighteenth Century to the Twentieth Century (second semester).
- 300 Junior Recital.** (0) Minimum 30-minute solo recital. Repertoire to be selected in consultation with applied teacher.
- 310 Careers in Music.** (2) A course open to all musicians who are considering a career in the music business. Course surveys many of the professional, performance, and educational options, as well as offers an overview of music publishing, copyright law, and the recording industry.
- 333 Conducting and Score Reading.** (2) (Prereq: Two semesters of college level music theory) Application of basic conducting techniques requisite for expressing style, patterns, dynamics and tempi; analysis of conductor's score and rehearsal practices common to both choral and instrumental music.
- 334 Choral Conducting.** (2) (Prereq: MUS 333) A study of the problems and techniques of choral conducting, principles of group tone production, and interpretive factors involved. Practical experience with college music organizations.
- 334B Instrumental Conducting.** (2) A study of the problems and techniques of instrumental conducting, principles of group tone production, and interpretive factors involved. Practical experience with college music organizations.
- 357 American Popular Music.** (3) (Prereq: MUS 110 or its equivalent) A survey of American popular music from the 19th Century to the present. This music is explored regarding its musical characteristics, its relationship to the European classical tradition, and, where appropriate, its role as social commentary.
- 358 Jazz and the American Experience.** (3) This course explores the development of jazz music in the 20th century and its relationship to the American experience. Students will develop an understanding and appreciation of the art of jazz, learn to recognize various styles of music, and become aware of the significance of innovative figures such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and others. Students in this class will make connections between jazz itself and the culture that gave birth to and shaped this unique American art form.
- 385 Form and Analysis.** (3) This course is an introduction to concepts of design, or form, in music as found in standard tonal literature. The primary focus of the course will be to learn how to perceive and analyze music. The intent is to have the student understand how tonality shaped the thinking of composers regarding how music is constructed, and to see how melody, harmony, and rhythm interact to create designs starting with phrases, and going on ultimately to entire compositions.
- 386 20th Century Music Theory.** (3) A survey course intended to acquaint the students with the changes in music's language and vocabulary that occurred during the twentieth century. Starting with the increased chromaticism of the later nineteenth century, the course will explore the changes in harmony, melody, rhythm, and form found in representative European and American composers.
- 391 Recording Technology I.** (3) This course provides an introduction to the fundamentals of audio recording, including traditional analog techniques as well as digital hard-disk recording. Topics covered will be: (1) DAW (digital audio workstation) function; (2) microphone placement; (3) mixing principles; (4) production concepts; (5) project workflow; and (6) implementation of basic MIDI principles utilizing hardware and software (virtual instruments).

(Music)

- 392 Recording Technology II.** (3) (Prereq: MUS 391 or instructor permission after evaluation) A continuation of MUS 391. Advanced DAW (digital audio workstation) operation, emphasizing keyboard shortcuts, with emphasis on a more comprehensive study of production workflow, including multi-track recording and mixing. A comprehensive view of professional recording will be provided by (1) location/mobile recording projects (individual and group); (2) field trips to local studios; and (3) guest lecturers.
- 399 Independent Study.** (3) For more information, see Academic Regulations. May be repeated for credits under different topics.
- 400 Senior Recital.** (0) Minimum 45-minute solo recital. Repertoire to be selected in consultation with applied teacher.
- 414 Piano Literature.** (3) (Prereq: Permission of instructor) Study of evolution and development of the instrument and its effects upon the repertoire illustrated by the major works of the various periods of piano composition. F.
- 415 Piano Pedagogy Internship.** (1) (Prereq: junior Level and permission of the Instructor) (Coreq: MUS 416) Piano Pedagogy and its application to the beginning piano student. Directed teaching of individual and group lessons.
- 416 Elementary Piano Pedagogy.** (3) (Prereq: Permission of instructor) Introduction to basic concepts, techniques, and materials for teaching elementary piano and intermediate piano. S.
- 420 Orchestration and Arranging.** (2) (Technology Intensive) To be able to write functional arrangements using current technology, with emphasis on the needs of the typical public school choral and instrumental ensemble. This course will introduce students to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging will be covered as will the practical rearranging which is always required of school and church music directors (i.e. the CCU choir has no tenors at present). The aim is to give students the practical musical skill and technical knowledge needed to produce clean and correct scores and parts for performances by wind, brass, string, vocal, jazz, rock, and mixed ensembles.
- 434 Vocal Literature.** (3) (Prereq: junior Level and permission of the instructor) A survey of solo literature for voice from the seventeenth century to the present.
- 435 Vocal Pedagogy Internship.** (1) (Prereq: junior Level and permission of the instructor) (Coreq: MUED 336) Study of the voice production, quality, classification, registration, range, anatomy and physiology. Directed teaching of individual lessons and ensemble rehearsals.
- 436 Elementary Voice Pedagogy.** (3) (Prereq: junior level and permission of the instructor) (Coreq: MUED 335) Introduction to basic concepts, techniques, and materials for teaching elementary and intermediate voice.
- 453 Music and Musicians Since 1900.** (3) A study of the impact of western music and musicians on contemporary American and European Life. Special attention will be paid to the increasing role of women in composition and performance of music.
- 469A Choral Literature.** (3) (Prereq: MUS 334A) A comprehensive study of choral literature focusing on works from the earliest beginnings to the present. Special emphasis on major pieces, composers, compositional styles, programming, and conducting.
- 469B Wind Band Literature.** (3) (Prereq: MUS 333 and MUS 334) A comprehensive study of wind band literature focusing on the instrumentation and works from the earliest beginnings to the present. Special emphasis on major pieces,

(Music, Applied Music, Music Education)

composers, compositional styles, programming, and conducting.

APPLIED MUSIC (2 Credit Hours each)

Piano	101, 111, 112, 211, 212, 311, 312, 411, 412
Organ.....	102, 121, 122, 221, 222, 321, 322, 421, 422
Voice.....	103, 131, 132, 231, 232, 331, 332, 431, 432
String Instruments.....	104, 141, 142, 241, 242, 341, 342, 441, 442
Woodwind Instruments	105, 151, 152, 251, 252, 351, 352, 451, 452
(Flute, Clarinet)	
Brass Instruments	106, 161, 162, 261, 262, 361, 362, 461, 462
(Trumpet, Trombone, French Horn)	

MUSIC EDUCATION (MUED)

163 Diction I. (2) Introduction to International Phonetic Alphabet and to the basic fundamentals of enunciation and articulation in singing English, Latin, Italian, German, and French.

164 Diction II. (2) (Prereq: MUED 163) Continuation of Music Education 163.

165, 166 Class Voice I, II. (2 each) (Prereq: for MUS 165, permission of instructor. MUS 165 or permission of instructor is prerequisite to MUS 166) Elementary course in singing in which both group and individual techniques are employed. Emphasis on the study of voice production and principles of singing. Two class meetings per week. 165 F, 166 S.

243 Instrumental Music Methods. (2). This course examines issues related to the teaching of instrumental music. Special emphasis on program goals and curriculum development, instructional planning, and materials and techniques designed for teaching musical concepts in a performance class. This course will also acquaint the student with effective ways to develop, organize and maintain a successful instrumental program, based on a comprehensive instrumental music education model.

337 Secondary Choral Methods. (2). (Prereq: MUS 216/218) This course is required for a major. Rehearsal techniques, repertoire, and administration of junior and senior high school choral groups. Includes mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Field work is required. Three contact hours. (F)

354 Music for Young Children. (3) Emphasis on such topics as the place of music in the education of young children, free and dramatic interpretation of music, listening and rhythmic activity, and rhythm instruments. Designed for students in early childhood and elementary education. Three meetings and one laboratory period each week. F, S.

391 Fundamentals of Brass Instruments. (2) The primary objective of this class is to give students who will eventually be teaching brass players a general working knowledge of the brass family of instruments. Students will have hands-on experience playing each of the brass instruments and will be presented with concise information regarding every facet of brass playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the brass instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her brass students.

392 Fundamentals of Woodwind Instruments. (2) The primary objective of this class is to give students who will eventually be teaching flute and single

(Music Education, Philosophy)

reed players a general working knowledge of the woodwind family of instruments. Students will have hands-on experience playing each of the woodwind instruments and will be presented with concise information regarding every facet of woodwind playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the woodwind instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her woodwind students.

491 Fundamentals of Percussion Instruments. (1) The primary objective of this class is to give students who will eventually be teaching percussion players a general working knowledge of the percussion family of instruments.

492 Fundamentals of String Instruments. (1) The primary objective of this class is to give students who will eventually be teaching string players a general working knowledge of the String family of instruments. Students will have hands-on experience playing each of the instruments and will be presented with concise information regarding every facet of String playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the String instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her String students.

PHILOSOPHY (PHIL)

100 Introductory Philosophy Seminar. (0) This course will be an elective. This course is a general introduction to the study of philosophy. It introduces newly declared philosophy majors to the program, courses, and the faculty in the philosophy department at Coastal Carolina.

101 Introduction to Philosophy. (3) This course is an introduction to the most central problems of philosophy. Topics include logic, God, mind, justice, personal identity, freedom and determinism, knowledge, skepticism, morality and responsibility. The course provides an introduction to argumentation, critical thinking conceptual analysis, and problem solving skills.

102 Introduction to Ethics. (3) This course introduces students to the three main areas of philosophical ethics, metaethics, normative ethics and applied ethics. Students will explore metaethical issues such as ethical subjectivism and objectivism, moral skepticism, free will and responsibility, major normative theories such as consequentialism and deontologism; and applied ethical issues such as animal rights, war, and cloning. The overarching goal will be for students to develop the skills necessary for thinking, writing, and speaking about ethical theories and problems while acquiring a basic understanding of these theories and problems.

110 Introduction to Logic and Critical Thinking. (3) This course provides an introduction to the essential elements in critical thinking, including the role of arguments and definitions, recognition of linguistic fallacies, and syllogistic and propositional techniques of deductive inferences. Extensive practical application will be examined, including specific examples for professional and graduate school admissions tests.

271 Philosophical Writing. (3) (Prereq: ENGL 101 and C or better in any other PHIL course, or permission of instructor) A first course in philosophical methods, the aim of this course is to introduce students to the skills necessary to communicate in philosophy. The course will focus on techniques of active reading; summarizing arguments both in writing and orally; preparing abstracts,

(Philosophy)

summaries, and responses to readings; writing argumentative and critical essays; presenting philosophical arguments, positions, problems and papers; thinking critically and creatively about philosophical problems, formulating original philosophical responses to problems, and using appropriate reference materials and methods. Classroom time will be organized around small and large group discussion, peer review sessions, and minimal lecture. The content employed to convey these essentials of philosophical discourse will vary by instructor.

The Following Courses Require Sophomore Standing or Above, or Permission of the Instructor.

- 300 Ancient Philosophy.** (3) This course is a survey of the history of ancient Greek philosophy from the Milesians through Aristotle. It traces the development of philosophical themes among the Pre-Socratics and proceeds to their development in the works of Plato and Aristotle. The emphasis throughout will be on understanding, analyzing, and evaluating the arguments of the philosophers.
- 301 Modern Philosophy.** (3) This course is a survey of Western philosophical thought from the early Renaissance through Hume. The chief emphasis is on the 17th and 18th century including Bacon, Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley and Hume. This course may be taken prior to Philosophy 300.
- 302 18th and 19th Century Philosophy.** (3) (Prereq: PHIL 101 and one philosophy course on the 300 level, or permission of the instructor) This course centers upon philosophical developments after the Enlightenment period. The critical philosophy of Immanuel Kant (especially his *The Critique of Pure Reason*), the dialectical thought of G.W.F. Hegel and his anti-systemic critics are the focus of the course.
- 303 Continental and American Philosophy.** (3) The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 18th and 19th centuries.
- 305 Contemporary Moral Issues.** (3) This is a course in the application of ethical theory through the examination of moral issues confronting people in contemporary society. Topics vary but may include discussion of ethical problems related to abortion, drug use and laws, euthanasia, war and terrorism, homosexuality, violence, animal rights, the environment, and punishment.
- 306 20th Century Analytical Philosophy.** (3) This course is a survey of the development of analytic philosophy in the twentieth century, with emphasis on both the works of prominent analytic philosophers and the methods now typical of contemporary analytic philosophy. The works of Frege, Russell, Moore, Wittgenstein, Ayer, Quine, and Kripke may be considered. Topics may include the role of analysis and common sense in philosophy, theories of linguistic meaning, the relation language has with the world, the relationship between science and philosophy, and the nature of necessity and possibility.
- 309 Philosophy of Mind.** (3) (Prereq: PHIL 101) This course is an introduction to the fundamental questions, concepts and problems of contemporary philosophy of mind including those concerning the nature of mind, the relationship between mind and world, and understanding consciousness. Readings from Ryle, Armstrong, Lewis, Block, Churchland, Dennett, Jackson, Shoemaker, Tye, Dretske, et al.
- 310 Philosophical Themes in Literature.** (3) Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them are read and discussed.
- 311 Ethical Theory.** (3) (Prereq: PHIL 101 or consent of instructor) A study of

(Philosophy)

moral principles and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. Using the original source readings from both classical and contemporary moral philosophy, this course develops an understanding of the philosophical foundations of various ethical theories.

- 313 Philosophy of Art.** (3) Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.
- 314 Social and Political Philosophy.** (3) An examination of modern political philosophers, their responses to political, social, economic and legal concepts and issues concerning liberties and rights in the authority-individual relationship.
- 315 Technology and Human Values.** (3) (Prereq: PHIL 101, permission of instructor) Technology has come to play an increasingly dominant role in human life. This course analyzes modern technology from several perspectives including: the ethical implications of employing information systems, the neutrality or non-neutrality of technology, the individual, social, and cultural impact of technology transfer, and the impact of technology upon the environment. The works of both critics and proponents of technology are explored.
- 316 Crime and Justice.** (3) The fundamental concepts of a criminal justice system, and their philosophical bases. Rights, privacy, responsibility, and the problem of justification of state control of private behavior through punishment and theory.
- 317 Bio-Medical Ethics.** (3) Ethical problems in medicine and biological research and the application of ethical principles to real-life situations involving patient autonomy, health care professionals, the beginning of life, the end of life, and human genetic experimentation.
- 318 Business Ethics.** (3) Ethical theory is presented and applied to business cases involving individual, corporate, and governmental rights and responsibilities.
- 319 Environmental Ethics.** (3) Ethical problems concerning the environment and the application of ethical principles to real-life situations involving development vs. preservation, humans and nature, animals, bio-diversity, bio- and eco-centrism, deep ecology, and social and public policy.
- 320 Existentialism.** (3) An introduction to existential themes in contemporary philosophy, literature, psychology and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May and Binswanger will be read and discussed.
- 321 Symbolic Logic.** (3) (Prereq: PHIL 110 or permission of instructor) This course explains the development, application, and theoretical properties of an artificial symbolic language designed to provide a clear representation of the logical structure of deductive arguments. The course might also explore first order calculus with identity and function symbols and some metatheorems about consistency, soundness, completeness and compactness.
- 322 Philosophical Issues in Feminism.** (3) This course explores and critically examines philosophical topics in feminist thought, with a particular emphasis on one or more of the following: feminist ethics, feminist epistemology, feminist political philosophy, and feminist philosophy of science. Issues may include the nature of feminist theorizing and varieties of feminist theories; feminist perspectives on the self and the social world; moral agency, knowledge, and reason, the family, motherhood, and sexuality; liberty, justice, and the state.
- 323 Philosophy of Law.** (3) This course is an introduction to philosophical problems in the law. Topics may include the nature of law (including legal positivism, natural law theory, and legal realism), the relationship between law and morality, the aims and limits of law, judicial reasoning, and issues in constitutional law,

(Philosophy)

criminal law, and tort law. Readings include Supreme Court cases, as well as a variety of classical and contemporary texts.

- 325 Philosophy of Religion.** (3) This course focuses on some central questions in philosophy of religion. Is religious faith rational? Can God's existence be proven? Can religious experience provide knowledge? Is there life after death? This course subjects the claims of religious faith to rational scrutiny and critical evaluation.
- 340 Philosophy of Science.** (3) (Prereq: PHIL 101 or permission of instructor) A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
- 398 Special Topics.** (3) (Prereq: permission of instructor) This course is designed as a seminar that will focus on a broad ranging philosophical topic that involves other disciplines as well as philosophy.
- 399 Independent Study.** (3) For more information, see Academic Regulations section. May be repeated for credit under different topics.
- 399H Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments. For more information, see the Academic Regulations section in this Catalog. May be repeated for credit under different topics.
- 419 Epistemology.** (3) (Prereq: PHIL 101 and one philosophy course on the 300 level, or permission of the instructor) This course is an introduction to the problems and methods of modern epistemology. It explores central questions such as "What is it to know something?" and "What is it about some beliefs that make them more highly justified than others?" The central focus of the course is the study of the relationship between justification and knowledge. It pays careful attention to the skeptic who claims that no one ever knows anything and that no one is ever justified in believing anything.
- 420 Metaphysics.** (3) (Prereq: PHIL 101 and one philosophy course on the 300 level or permission of the instructor) This course focuses on issues that center around such notions as substance, causality, essential properties, individuation, time, possible but nonactual states of affairs, and identity. Among the questions considered are: "Do any of the things there endure through time?" "How should we understand possible but nonactual states of affairs?" "Are subjects of consciousness just complexes of subatomic particles?" "Are material objects like tables and chairs ultimately made up of things that have no parts?"
- 490 Capstone Seminar.** (3) (Prereq: PHIL 311) This seminar engages philosophy majors in advanced research and discussion involving ethical theories, their philosophical foundations, and their application. Based upon the philosophy major's choice, the seminar will result in a written product either suited for submission to a scholarly journal or as a comprehensive final report for an applied ethics project.
- 495 Internship for Philosophy.** (3) Students will receive instruction and gain professional experience in an internship while working 10 hours per week for 12 weeks with a local business. Course contract must be approved prior to registration.

PHYSICAL EDUCATION (PHED)

- 181 Lifeguard Training.** (3) (Prereq: Permission of instructor based on a preliminary swimming assessment during initial class meeting) Study designed to enable students to become certified through the American Red Cross in Lifeguard

(Philosophy, Physical Education)

- Training, Adult CPR, and Standard First Aid.
- 182 Water Safety Instructor Training.** (3) (Prereq: Permission of instructor based on a preliminary swimming assessment during initial class meeting) Study designed to certify the student as an American Red Cross Water Safety Instructor. Teaching methodology and strategies are developed to enhance instructional abilities.
- 226 Developing Motor Behavior in Children (Pre-School Through Elementary Levels).** (3) Foundations and practices in perceptual motor learning; behavioral factors in efficient motor performance, and the effects of growth and development are studied in depth. Materials and methods in the selection and teaching of appropriate activities designed for the primary and elementary level child. Opportunities provided for teaching experiences.
- 301 Principles of Coaching.** (3) (= RSM 301) (Prereq: RSM 242) A study of coaching from a contemporary coaching education model. Principles focus on coaching athletes in recreation, amateur, and educational settings. Topics include philosophical, ethical, developmental, behavioral/psychological, instruction/pedagogical, and physical/training issues. Course also provides overview of coaching management and provides certification opportunity.
- 360 Motor Behavior.** (4) (= EXSS 360) (Prereq: EXSS 205 or EDPE 131) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology.
- 397 Practicum in Coaching.** (3) A student may, with the permission of the coordinator of the program, elect to serve as an assistant coach in a sport at a junior or senior high school.
- 399 Independent Study.** (1-3)

PHYSICALLY ACTIVE LIVING SKILLS (PALS)

Personal Fitness Courses (102-124)

- 102 Fitness Walking.** (1) Introduction to low-impact, cardiovascular endurance activity of walking. Proper techniques of walking, warm-up, and cool down are practiced. Topics include benefits, injury prevention, weight management, and goal setting relative to a personal fitness program.
- 103 Tai Chi.** (1) Provides a fundamental understanding and practice of the Tai Chi philosophy, principles, applications and benefits. Emphasis on basic practices of Chi-Gung.
- 104 Group Fitness.** (1) Provides a variety of exercise class formats to improve cardiovascular fitness. Formats include, but not limited to kickboxing, step aerobics, water exercise, yoga, circuit training, interval training, and hi-lo aerobics.
- 105 Yoga.** (1) Introduction to the basic physical and mental skills of yoga. Development of improved levels of somatic awareness, joint flexibility, muscle function, energy, stress management, mental focus, and injury prevention.
- 106 Step Aerobics.** (1) Introduction of the step form of aerobics as a cardiovascular workout. Basic step patters, routines, progression, and choreography are practiced. Topics also include basic exercise science and nutrition.
- 107 Pilates.** (1) Emphasis on the development of strength, flexibility and endurance. Body awareness skills include core stability and balance in areas such as pelvis, back, and shoulder girdle, neutral alignment, and patterned breathing.

(Physically Active Living Skills)

- 108 Fitness Kickboxing.** (1) Introduction to kickboxing for cardiovascular and muscular fitness. Emphasis on basic kicking and boxing patterns, techniques, safe kicks, punches, and combinations. Topics also include concepts of improved aerobic endurance, muscular flexibility, balance, strength and tone, and nutrition.
- 109 Aquatic Fitness.** (1) Provides a safe and effective form of non- or low-impact progressive resistance exercise to develop muscular strength and endurance, improve cardiovascular fitness and increase flexibility. No swimming skills are needed for this aquatic class.
- 110 Indoor Cycling.** (1) Stationary cycling methods emphasizing aerobic and anaerobic endurance at all fitness levels. Topics include exercise science concepts, fitness principles and technology.
- 111 Jogging.** (1) Overview of the preparation, training principles, and suggested programs for jogging as exercise. Emphasis given to progression of fitness, techniques, fitness principles, safety and injury prevention, and personalizing program.
- 112 Personal Fitness Assessment.** (1) Provides assessment and prescription of the components of personal fitness. Emphasis on using current technology and assessment techniques to plan and monitor fitness activities to meet personal goals.
- 113 Triathlon Training.** (1) Provides training concepts and practice in the three elements of a triathlon: swimming, biking, and running. Students must know how to swim and provide their own bicycle and helmet. Some training activities may be held off campus.
- 114 Fitness Swimming.** (1) Emphasis on the refinement of swim strokes, wall turns, endurance swimming, and swimming for cardiovascular and muscular fitness. Students must first demonstrate competence in the four basic swimming strokes.
- 117 Beginning Strength Training and Conditioning.** (1) Introduction to resistance training to improve muscle strength and function. Emphasis placed on orientation to facilities and equipment, planning an effective program, fundamental principles and techniques of safe and effective muscular conditioning.
- 118 Intermediate Strength Training and Conditioning.** (1) Intermediate/advanced skills associated with strength training for fitness and muscle function. Strength training experience is expected, and topics include concepts such as muscle physiology, advanced training programs, and individualized goal setting.
- 119 Personal Fitness Vehicles.** (1) Introduction to the skills and knowledge necessary to safely and effectively ride human powered vehicles (such as a Trikke carving vehicle) for improved fitness and recreation.
- 120 Personal Fitness and Technology.** (1) Exploring, implementing, and evaluating current technologies as a tool for understanding, developing, and maintaining personal fitness and a healthy lifestyle. Students participate in a variety of health-enhancing physical activities across all components of personal fitness and wellness.

Lifetime Sports Courses (125-149)

- 125 Beginning Golf.** (1) Fundamentals of golf for the beginning participant. Emphasis placed on essential techniques, concepts, rules and etiquette for successful participation. Course meets at Coastal's Quail Creek Golf Course.
- 126 Intermediate Golf.** (1) Fundamentals of golf for the experienced participant. Emphasis placed on practice and mastery of golf shots, strategy, rules and etiquette.
- 127 Beginning Tennis.** (1) Fundamentals of tennis for the beginning participant.

(Physically Active Living Skills)

Emphasis on basic tennis skills and techniques, rules, scoring and etiquette to participate successfully.

- 128 Intermediate Tennis.** (1) For the experienced participant, emphasis on mastery of strokes and shots, advanced strategies, match play and etiquette.
- 129 Indoor Racquet Sports.** (1) Introduction to the fundamentals of indoor racquet sports including but not limited to: racquetball, pickleball, and badminton. Emphasis on basic skills, scoring, rules, etiquette and strategy.
- 130 Lacrosse.** (1) Introduction to the basic skills and techniques for successful participation in the sport of lacrosse. Emphasis on skill progressions, rules, strategies and game play.
- 133 Beginning Bowling.** (1) For beginning participants, topics include basic technique, grip, approaches, releases, spot bowling techniques, rules, equipment, scoring and safety procedures. Course meets off campus.
- 134 Intermediate Bowling.** Emphasis on skill development for students with prior bowling knowledge and experience. Topics include strategy, accuracy, and scientific concepts. Course meets off campus.
- 135 Flag Football.** (1) Introduction to the basic skills, safety, history, rules and game strategies/variations, and fitness principles to participate successfully in flag football (co-ed).
- 136 Soccer.** (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.
- 137 Basketball.** (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations.
- 138 Volleyball.** (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations.
- 139 Softball.** (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.
- 140 Fencing.** (1) Introduction to the basics of the sport of fencing. Emphasis on safety, equipment, techniques, strategic concepts, scoring and rules, physical and mental preparation, and a progression toward competition.
- 141 Rugby.** (1) Introduction to the rules and techniques for successful participation in rugby. Includes modified and international games and the development of basic game skills and tactical game situations.
- 142 Sand Volleyball.** (1) Skill instruction, knowledge, and strategies leading to successful participation in sand volleyball.

Lifetime Activities Courses (150-180)

- 150 Ropes Course.** (1) An introduction to the use and benefits of a ropes course using the Challenge Course at Coastal Carolina as a laboratory. Participation focuses on accepted terminology, concept development, and skill acquisition.
- 151 Sailboarding.** (1) Instruction in the art and skill of sailboarding. The student develops the necessary basic techniques to perform the activity. (Fee required)
- 152 Angling.** (1) Instruction in the proper techniques of bait casting, fly casting, and spin casting. Opportunities are provided for practicing each technique. (Fee required)
- 153 Canoeing and Kayaking.** (1) Introduction to canoeing/kayaking as a leisure activity. Emphasis on learning and practicing strokes mechanics, safety procedures, and trip planning on flat water. Some off-campus experiences required.
- 154 Horseback Riding.** (1) An introduction to the various aspects of horseback riding. The student develops the physical skills and the knowledge of safe practices

(Physically Active Living Skills)

- and proper use of equipment. (Fee required)
- 155 Orienteering.** (1) Instruction in the use and knowledge of the compass and topographic maps. Students learn how to navigate a simple orienteering course. (Fee required)
- 156 Beginning Rock Climbing.** (1) Introduction to the activity and development of basic rock climbing skills and techniques. Topics include safety, equipment, belay, fitness requirements, and climb variety.
- 157 Cycling.** (1) Students develop a knowledge of the types and uses of different bicycles. Safety equipment and safe riding techniques are stressed along with the different levels of intensity of training and use of cycles. (Students are responsible for furnishing their own bicycle.)
- 158 Snow Skiing.** (1) An introduction to the various aspects of snow skiing. Focus of the course is on skill and safety, correct attire and equipment, and skiing techniques prior to completing a ski trip. (Students are responsible for costs associated with the ski trip.)
- 159 In-line Skating.** (1) Techniques and concepts of in-line skating. Topics include safety principles, physical conditioning and fitness concepts, and equipment care. Skates provided if needed.
- 160 Wilderness Camping.** (1) Exposure to and study of the wilderness environment. Emphasis is on conservation of the natural environment and camping without a trace. Students develop skills in various aspects of campcraft. (Students are responsible for costs associated with the trip.)
- 161 Backpacking.** (1) Instruction in the fundamentals of backpacking for those students who have had previous camping experience and are interested in learning basic wilderness and survival skills, to include basic first aid, low impact camping methods, physical conditioning and environmental living skills. (Students are responsible for costs associated with the trip.)
- 162 Beginning Social Dance.** (1) For the beginning participant, emphasis on basic steps, patterns, and progressions of modern forms of social dance such as shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. Topics include social elements, etiquette, and fitness principles.
- 163 Advanced Social Dance.** (1) (Prereq: PALS 162) For the experienced participant; practice and mastery of advanced dance patterns and forms including but not limited to: shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha.
- 164 Modern Dance.** (1) Introduction of fundamental skills, techniques, and concepts as applied to various forms of contemporary dance
- 165 Ballet.** (1) Study designed to introduce fundamental skills and terminology as they apply to ballet.
- 166 Jazz.** (1) Study designed to introduce fundamental skills and terminology as they apply to jazz dance.
- 169 Beginning Swimming.** (1) For the beginning or non-swimmer. Emphasis on the basic swim strokes, water survival skills, and principles of swimming and water safety.
- 170 Introduction to Snorkeling and Kayaking.** (1) An introduction to breath-hold diving using surface support (snorkeling) systems and the basics of flat-water, wash-deck kayaking.
- 171 Beginning Scuba Diving.** (1) Concepts and practice of SCUBA life support systems and preparation for the SCUBA certification. Academic topics include safety, equipment, dive analysis, physics, physiology, health, and environment. Water skills include buoyancy control, communication, emergency procedures, breathing techniques, equipment management, and rescue skills. Certification

(Physically Active Living Skills, Physics)

- and dive costs are required. May only be taken once for credit.
- 172 Advanced Scuba Diving.** (1) (Prereq: PALS 171 or equivalent certification). Theory and practice of NAUI advanced SCUBA diving techniques, skills and experience.
- 173 Introduction to Surfing.** (1) Basic knowledge, skills and enjoyment of surfing and a general understanding of ocean safety. Focus is on learning the local surf areas, different style of waves, and conditions.
- 174 Scuba Rescue.** (1) (Prereq: PALS 172 or equivalent certification). To prepare divers to prevent or handle problems or emergencies. CPR and first aid training also covered.
- 175 Beginning Karate.** (1) An introduction to the fundamentals and basics of Karate. Emphasis on blocks, strikes, kicks, footwork, and fitness principles.
- 176 Intermediate Karate.** (1) An extension of karate fundamentals and basics. Emphasis on advanced blocks, strikes, kicks, and footwork to expand concepts of this martial art.
- 177 Self-Defense.** (1) An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection.
- 178 Women's Self-Defense.** (1) An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection for personal safety and protection for women and women's issues.

PHYSICS (PHYS)

- 101 Introduction to Physical Science I.** (3) (Prereq: C or above in six credit hours in mathematics or statistics or permission of the instructor) (Coreq: PHYS 101L) The course teaches physical principles as they relate to the societal use of energy. The following energy technologies with their associated pollution problems are examined: fossil fuels, heat engines, hydroelectric power, nuclear power, solar power, energy conservation, and small scale energy systems. Three hours lecture per week.
- 101L Introduction to Physical Science I Laboratory.** (1) (Coreq: PHYS 101) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week.
- 102 Introduction to Physical Science II.** (3) (Prereq: C or above in six credit hours in mathematics or statistics or permission of the instructor.) (Coreq: PHYS 102L) An introduction to physical science including physics, chemistry, geology, and astronomy. Three hours lecture per week.
- 102L Introduction to Physical Science II Laboratory.** (1) (Coreq: PHYS 102) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week.
- 103 Science of the Physical World.** (3) (= SCIE 101) (Coreq: PHYS 103L) This course is designed specifically for non-science majors that have an interest in a general science course. It focuses on physical science principles while addressing relevant topics like environmental issues, and how the universe was created and evolved. Students would leave this course with a good understanding of the process of science and have the critical thinking skills needed to make informed decisions based on scientific evidence. This course can not be used in conjunction with SCIE 101 and SCIE 101L to satisfy science core curriculum requirements under the 2006-2007 and prior catalogs. F, S, Su.
- 103L Science of the Physical World Laboratory.** (1) (= SCIE 101L) (Coreq: PHYS 103) This course demonstrates the scientific principles taught in PHYS

(Physics)

103. The emphasis is on the scientific process using hands-on active learning techniques. F, S, Su.
- 137 Conceptual Physics.** (3) (Coreq: PHYS 137L) This introductory survey course explores the physical principles behind everyday phenomenon such as motion, electricity and magnetism, thermodynamical processes, and quantum effects. The course material is designed to develop a student's conceptual understanding of the physical world and how the scientific method is employed as a structured approach for studying nature.
- 137L Conceptual Physics Laboratory** (1) (Coreq: PHYS 137) Using laboratory equipment and exercises, students will investigate selected topics discussed in the accompanying lecture. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected.
- 201 General Physics I.** (3) (Prereq: MATH 131 with a C or above) (Coreq: PHYS 201L) An introductory course for students not preparing for graduate work in physics. Includes a study of mechanics, thermodynamics and acoustics. Three hours lecture per week. F, S.
- 201L General Physics I Laboratory.** (1) (Coreq: PHYS 201) The laboratory demonstrates the topics and principles presented in the lecture. F, S.
- 202 General Physics II.** (3) (Prereq: MATH 131 with a C or above; PHYS 201) (Coreq: PHYS 202L) A continuation of PHYS 201 which includes acoustics, wave motion, electromagnetic theory, optics, relativity, atomic and nuclear physics. Three hours lecture per week. F, S.
- 202L General Physics II Laboratory.** (1) (Coreq: PHYS 202) The laboratory demonstrates the topics and principles presented in the lecture. F, S.
- 203 General Physics III.** (4) (Prereq: PHYS 202) A continuation of PHYS 202 which includes optics, relativity, quantum mechanics, atomic physics and nuclear physics. Six hours lecture, problem sessions and laboratory per week. Offered on demand.
- 210 Physics for High School Teachers.** (4) (Prereq or Coreq: One year college physics; be under contract to teach in Horry, Georgetown, or Williamsburg County; and hold a valid South Carolina teaching certificate.) The course centers on mechanics, thermodynamics, wave motion, sound, light, electricity and magnetism, and nuclear physics. Applications emphasize problem-solving techniques. Mathematical concepts are taught on an algebra and simple trigonometry level. Appropriate computer programs are reviewed. Available for teacher recertification credit only. Offered on demand.
- 211 Essentials of Physics I.** (3) (Prereq: MATH 160 with grade of C or better) (Coreq: PHYS 211L) An introductory course for scientists and engineers. This calculus-level course covers classical mechanics and thermodynamics. Three hours lecture per week. F, S.
- 211L Essentials of Physics I Laboratory.** (1) (Coreq: PHYS 211) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.
- 212 Essentials of Physics II** (3) (Prereq: PHYS 211 and 211L with a C or better) (Coreq: PHYS 212L) A continuation of PHYS 211 for science majors. Topics covered include fluids, thermodynamics, wave motion, electricity, and magnetism. Three hours per week.
- 212L Essentials of Physics II Laboratory.** (1) (Coreq: PHYS 212) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.
- 213 Essentials of Physics III** (3) (Prereq: PHYS 211 and PHYS 211L with a

(Physics)

- C or better) (Coreq: PHYS 213L) A continuation of PHYS 211 for physics, engineering, and other interested science students. Topics covered include oscillation, fluids, thermodynamics, wave motion, and optics. Three hours per week.
- 213L Essentials of Physics III Laboratory.** (1) (Coreq: PHYS 213) The laboratory will demonstrate the topics and principles presented in the lecture. Three hours per week.
- 214 Fundamentals of Physics II.** (3) (Prereq: PHYS 213 and 213L with a C or better) (Coreq: PHYS 214L) A continuation of PHYS 213 for physics, engineering, and other interested science students. Topics covered include electricity, magnetism, circuits, and relativity. Three hours per week.
- 214L Fundamentals of Physics II Laboratory.** (1) (Coreq: PHYS 214) The laboratory will demonstrate the topics and principles presented in the lecture.
- 301 Analytical Mechanics.** (3) (Prereq: PHYS 202 or 212 and MATH 161) A rigorous treatment of classical mechanics, including conservation of energy and momentum, rotating reference frames, physics of continuous media and wave motion. Three hours lecture per week.
- 302 Electricity and Magnetism.** (3) (Prereq: PHYS 213, MATH 260) (Coreq: MATH 320) A more advanced treatment of the concepts of electricity and magnetism. Electrostatics, magnetostatics, dielectrics, Maxwell's Equations with applications, radiation, reflection, and dispersion. Three hours lecture per week.
- 303 Quantum Mechanics.** (3) (Prereq: PHYS 213) (Coreq: MATH 320) Principles of quantum mechanics, including operators in Hilbert space, matrix mechanics, angular momentum, spin, perturbation theory, and application. Three hour lecture per week.
- 310 Mathematical Methods in Physics.** (3) (Prereq: PHYS 212 and MATH 161) Physics applications of vector calculus, infinite series, complex analysis, differential equations, orthogonal functions, integral equations, linear algebra, and calculus of variations. Three hours lecture per week.
- 321 Electronics.** (3) (Prereq: PHYS 212 or PHYS 202 with permission of instructor) A lab-based class for the study of both analog and digital circuit elements, solid state devices, integrated circuits, and basic circuit design. One three hour class per week.
- 330 Computer Interfacing and Instrumentation.** (3) (Prereq: PHYS 212 and MATH 161) Applications of computers as integrated to scientific instruments, with emphasis on hardware and instrumentation, on-line data acquisition, and computer control of experiments. Students learn and use Labview to interface equipment and control experiments. One three hour class per week.
- 340 Intermediate Astronomy.** (3) Survey of diverse astronomical objects and the physical principles used in modeling them. Emphasis is placed on the observational basis and foundations of astrophysics. Stellar magnitudes, colors and spectra, the HR diagram, solar and stellar activity, binary stars, and stellar evolution will be examined.
- 341 Thermodynamics and Statistical Mechanics.** (3) (Prereq: PHYS 212 and MATH 161) An introduction to thermal physics and statistical mechanics, covering entropy, heat, temperature, the Carnot Cycle, free energy, thermodynamic potential, phase equilibria, and the laws of thermodynamics. The connection between the interactions of single particles and the bulk properties of matter will be developed. Three hours lecture per week.
- 351 Applied Physics Workshop I.** (3) (Prereq: PHYS 214) (Coreq: PHYS 310) A project based course that develops the computational techniques of modeling physical systems in order to produce realistic simulations. Students will use

(Physics)

mathematical software packages to study concepts learned in previous courses. One three-hour class per week.

- 352 Applied Physics Workshop II.** (3) (Prereq: PHYS 351) This course is required for a major. A continuation of PHYS 351, with the focus shifting towards construction of a tangible apparatus that demonstrates a physical principle. Students will also be instructed in the proper use of workshop tools. One three hour class per week.
- 398 Physics Seminar.** (1) This course focuses on the presentation and discussion of current research topics and other issues of importance in physics or related fields.
- 399 Independent Study.** (1-6) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topic. F, S.
- 410 Optics.** (3) The interaction of light with materials; diffraction, refraction and coherent optics; methods of optical design. Three hours (lecture and lab inclusive) per week.
- 420 Solid State Physics.** (3) A study of the fundamental properties of solids, especially semi-conductors and metals, such as structure, conductivity, and models of solids. Applications of quantum and statistical mechanics to the thermal and electrical properties of various types of solids are made. Three hours lecture per week.
- 430 Fluid Mechanics.** (3) (Prereq: PHYS 212) (Coreq: MATH 320) This course offers a comprehensive examination of the development of the Navier-Stokes equation in fluid motion. At the instructor's discretion, topics include theorems of energy, potential flow, elements of airfoil theory, and similarity parameters as well as the introduction to environmental fluid dynamics. Three lecture hours per week.
- 431 Geophysical Fluid Dynamics.** (3) (Prereq: PHYS 301 and MSCI 301) Development of the fundamental fluid dynamics used in analyzing and interpreting flows in the ocean and atmosphere. Fundamentals of vorticity dynamics and geostrophy, wave dynamics at various scales, general circulation, vorticity, numerical modeling, and dynamics of other planets.
- 431L Geophysical Fluid Dynamics Laboratory.** (1) This laboratory will concentrate on acquiring and processing atmospheric and oceanic data, in support of the concepts and applications studies in the lecture.
- 432 Remote Sensing of the Environment.** (3) (Prereq: PHYS 212) Detection and mapping of land and ocean resources with optical, infrared and microwave sensors. Digital analysis of images using multispectral and spatial analysis techniques and correlation with ground/ship data. Application to oceanography, coastal processes, geology, land use, geography, agriculture, climate and pollution studies.
- 432L Remote Sensing of the Environment.** (1) Students will learn to acquire, process and analyze digital remote sensing data from a variety of sources, using current computer technology. Students will also learn to take field measurements of spectral signatures to develop algorithms and to ground-truth remotely acquired data.
- 434 Atmospheric Physics.** (3) (Prereq: PHYS 212 and MATH 260) Principles of fluid dynamics, thermo-dynamics and mathematics are used to develop an understanding of the atmosphere's dynamic (mid-latitude weather systems to planetary scale motions), radiative processes, and general circulation. Focus will also be placed on current problems in Atmospheric Science through reading and reviewing current publications. Three lecture hours per week.

POLITICS (POLI)

- 101 Introduction to World Politics.** (3) Principal forces and factors influencing world affairs, with emphasis on the role of the United States in issues relating to resources, food, arms control, human rights, the environment, rich and poor countries, the development gap and detente.
- 110 The American Criminal Justice System.** (3) An introduction to the structure of the law enforcement systems in the United States, from the local and state levels to the federal level. A consideration of the principal issues in law enforcement: arms control, internal security, organized crime and other problems of criminality.
- 200 Communication in Political Science.** (3) An introduction to the discipline of political science with an emphasis on researching, writing, and communicating orally.
- 201 American National Government.** (3) The formation and development of the national government, its organizations and powers.
- 300 Introduction to Political Theory.** (3) (Writing Intensive) A survey of the major themes and the great ideas in the history of political theory. The student will acquire a broad understanding of the history of political thought from its origins in classical political philosophy and its development in modern and contemporary political theory.
- 302 Political Thought of Thucydides.** (3) (Writing Intensive) A study of the political thought of Thucydides through an intensive reading of *The War of the Peloponnesians and the Athenians*.
- 303 American Government Through Literature and Film.** (3) A survey of the various actors, institutions, and processes in the American political system by the use of fiction (motion pictures, novels, and plays). The roles of legislators, the judiciary, chief executives, and the press at the national, state, and local levels of government are included.
- 304 Latin America Through Film.** (3) (Prereq: POLI 101 or permission of instructor.) An examination of major topics in Latin American civilization through lecture, reading and writing, and the viewing and critical analysis of feature-length film.
- 305 Introduction to Empirical Political Inquiry.** (3) (Prereq: STAT 201, or PSYC 225, or CBAD 291 or permission of instructor.) An introduction to modern empirical methodology in political inquiry. A survey of the theoretical foundations of the modern quantitative approach to political inquiry; an introduction to theory building, data gathering, data analysis, data evaluation, and to the writing of a written report.
- 307 The Scope of American Politics.** (3). (Prereq: POLI 201 or permission of the instructor) An in-depth exploration of the two major fields of study in American politics: political institutions and political behavior. Topics covered include the executive, legislative, and judicial branches of government in addition to political parties, voting behavior, public opinion, and interest groups.
- 309 African-American Political Thought.** (3) (Prereq: POLI 201 or permission of instructor.) A survey of the issues and major figures in the African-American political tradition. Primary writings of selected thinkers, statesmen, or activists such as Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X will be the major focus of the course.
- 315 International Relations.** (3) (Prereq: POLI 101 or permission of instructor.) International political behavior and institutions.
- 316 Comparative Politics.** (3) (Prereq: POLI 101 or permission of instructor.)

(Politics)

- Comparative approaches to political systems, behavior and institutions.
- 318 International Political Economy.** (3) (Prereq: POLI 101 or permission of instructor.) Examines the interaction between international politics and international economics.
- 320 Introduction to Latin American Civilization.** (3) (= HIST 355) (Prereq: POLI 101 or permission of instructor.) A survey of Latin American civilization from earliest times through the wars for independence.
- 321 State and Society in Modern Latin America.** (3) (= HIST 356) (Prereq: POLI 101 or permission of instructor.) A survey of social, economic, political, and cultural development in Latin America during the nineteenth and twentieth centuries.
- 330 Introduction to the Middle East.** (3) (Prereq: POLI 101 or permission of instructor.) An introductory survey of the Middle East including a study of the Islamic religion, the historical and geographical background of the region, the problems of Arab North Africa, the Israeli-Palestinian conflict, the petroleum issue, instability in the Persian Gulf, and the problem of violent religious extremism.
- 331 The Israeli-Palestinian Conflict.** (3) (Prereq: POLI 101 or permission of instructor.) A consideration of the historical background and contemporary status of the Israeli-Palestinian conflict, covering the geographic, cultural, religious, economic, and political aspect of the crisis.
- 332 Conflict in the Persian Gulf.** (3) (Prereq: POLI 101 or permission of instructor.) This course examines the political, cultural, economic and military aspects of the Persian Gulf Region with particular attention to problems in Iran, Iraq, and Saudi Arabia. The region's status as a major source of crude oil will also be examined.
- 333 Islam and World Politics.** (3) (Prereq: POLI 101 or permission of instructor.) An examination of the Islamic religion as it relates to Middle Eastern and world politics. Topics include the Sunni-Shi'ite divide, traditionalist or fundamentalist variants of Islam, political movements challenging regional governments, and violent groups like al-Qaeda, Iraqi insurgent groups, and the Taliban.
- 334 East Asian Politics.** (3) (Prereq: POLI 101) An introduction to how changes in the post-WWII international political system have influenced the strategic, political, and economic situations in East Asia.
- 335 Chinese Politics.** (3) (Prereq: POLI 101 or permission of instructor) A study of the politics of mainland China with an emphasis on the politics of the post-Mao era (after 1978).
- 338 Introduction to Political Linguistics.** (3) (Prereq: POLI 101 or permission of instructor) An introductory survey of the role played in contemporary world politics by the multi-lingual character of individual countries and the global community, with special focus on the connection between languages and conflict.
- 339 Diplomacy.** (3). An examination of the role of diplomacy in advancing national interest, with a particular emphasis on the role of the diplomat.
- 340 International Negotiations.** (3) (Prereq: POLI 101 or permission of instructor) A study of the theory and practice of international negotiation. Special emphasis will be paid to the various styles of decision making and negotiation associated with different cultures and countries. In addition, the various stages of the negotiation process will be analyzed.
- 341 Contemporary American Foreign Policy.** (3) (= HIST 377) (Prereq: POLI 101 or permission of instructor) A historical and political analysis of twentieth century American foreign policy.
- 343 Terrorism and Political Violence.** (3) (Prereq: POLI 101 or permis-

(Politics)

sion of instructor) A survey of the historical and ideological origins of selected revolutionary and/or terrorist movements with a consideration of the role played by political violence in modern society.

- 344 Politics and Society in the United Kingdom.** (3) (Prereq: POLI 101 or permission of instructor) A consideration of political and social structures in England, Scotland, Wales, and Northern Ireland (Ulster).
- 345 Politics and Governments of the Middle East.** (3) (Prereq: POLI 101 or permission of instructor) Politics, religion, and conflict in the contemporary Middle East, with emphasis upon the Israeli-Palestinian conflict and the Persian Gulf situation.
- 355 Foreign Policy Analysis.** (3) (Prereq: POLI 101 or permission of instructor) An introduction to basic theories, models and typical cases of foreign policy decision making.
- 356 Intelligence Analysis.** (3) (Prereq: POLI 201 or permission of the instructor) An in-depth exploration of various intelligence issues with a focus on building analysis skills for the purpose of intelligence analysis.
- 360 American Political Parties.** (3) (Prereq: POLI 201 or permission of instructor) A survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the parties as an organization, the party as an electorate, and the party as a governing elite.
- 361 American Politics: Interest Groups.** (3) (Prereq: POLI 201 or permission of instructor) An examination of the role of interest groups in the operation of the American political system, with a particular emphasis on pluralist and elitist theories of democracy.
- 362 Mass Media and American Politics.** (3) (Prereq: POLI 201 or permission of instructor) The development and nature of the mass media; the influence of the media on American culture, politics, and government.
- 363 Southern Politics.** (3) (Prereq: POLI 201 or permission of instructor) Selected political patterns and trends in the eleven states of the American South, focusing on the post-1950 period.
- 365 State Government.** (3) (Prereq: POLI 201 or permission of instructor) A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.
- 370 Introduction to Public Administration.** (3) (Prereq: POLI 201 or permission of instructor) A study of the basic principles and theory of administrative structure, responsibility, and control in relation to governmental management.
- 371 Public Policy.** (3) (Prereq: POLI 201 or permission of instructor) This course is an introduction to the nature of public policy in the U.S. Topics include theories and models of policy making, policy formation and implementation by political institutions, and the formation of the policy agenda. A significant focus is placed on the content and design of policy in selected areas, including health, education, welfare, criminal justice, and environmental policy.
- 372 Women and Public Policy.** (3) (Prereq: POLI 201 or permission of instructor) This course examines the expanding role of women in political life. Students will study women as emerging political players in society, with a particular focus on strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S.

(Politics)

- 375 Government and the Economy.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the historical and theoretical relationship between questions of economic policy and the character of the American political order.
- 376 The Bureaucracy.** (3) (Prereq: POLI 201 or permission of the instructor) A study of how the branches of government function (political control, the political-bureaucratic adaptation, bureaucratic accountability, reasoning, their clients, networks) and what government agencies do and why they do it. Interrelationships among the various entities in government will be explored through case studies.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the Associate Dean, Edwards College of Humanities and Fine Arts. May be repeated for credit under different topics.
- 401 History of Political Thought I.** (3) (Writing Intensive) A study of the history of political thought from Socrates through Aristotle.
- 402 History of Political Thought II.** (3) (Writing Intensive) A study of the history of political thought from St. Augustine through Hooker.
- 403 History of Political Thought III.** (3) (Writing Intensive) A study of the history of political thought from Hobbes through Rousseau.
- 404 History of Political Thought IV.** (3) (Writing Intensive) A study of the history of political thought from Hegel through Nietzsche.

NOTE: Any course in the HISTORY OF POLITICAL THOUGHT SEQUENCE (Politics 401-404) may be taken independently of the others.

- 420 Global Environmental Politics.** (3) (Prereq: POLI 101 or permission of instructor) A comparative study of environmental politics and policy in industrialized countries (with special attention to the U.S.) and developing countries.
- 431 The Model United Nations.** (1) (Prereq: POLI 101 or permission of instructor) A brief study of the history, mission, policies, and procedures of the United Nations designed to prepare students for competitive participation in the annual Southern Regional Model United Nations conference in Atlanta. May be taken up to three times for credit.
- 435 Globalization.** (3) (Prereq: POLI 101 or permission of instructor) This course will survey the various theories and issues surrounding the process of Globalization and anti-Globalization within the study of International Relations. It will draw on historical, economical, financial, cultural, and political issues-areas of Globalization in a multitude of regions.
- 438 International Human Rights.** (3) (Prereq: POLI 101 or permission of instructor) Development of the promotion and protection of international human rights and fundamental freedoms.
- 439 International Law.** (3) (Prereq: POLI 101 or permission of instructor) The origin, development and principles of the international law of peace and the enforcement of these principles. The law of war and pacific settlement disputes.
- 440 South Carolina State Legislative Process.** (1) (Prereq: POLI 201 or permission of instructor) An introduction to the practice of state legislative procedures. Students are required to participate in the South Carolina Student Legislature activity. Students may take the course up to three times for elective credit only.
- 446 The Essentials of Legal Studies.** (3) (Prereq: POLI 201 or permission of the instructor) This class is designed to acquaint students with the basic concepts of local, state, and federal laws, systems, and reasoning. This course also will expose the student to the court system and its impact on the legal environment.
- 447 Trial Advocacy.** (3) (Prereq: POLI 201 or permission of the instructor) The

(Politics)

focus of this course is the art and science of trial advocacy and litigation, with concentration on basic evidence and trial procedure. This course will prepare the student for practice litigation with an emphasis on the art of trying a case from inception to conclusion. This course will also include mock trial practice.

- 448 Mock Trial.** (1) (Prereq: POLI 447 or permission of the instructor) Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a fictitious case. Mock trial gives undergraduate students an opportunity to learn firsthand about the work of trial attorneys, understand the judicial system, develop critical thinking, increase self-confidence, and develop the ability to work well with others.
- 449 Constitutional Law I.** (3) (Prereq: POLI 201 or permission of instructor) An investigation of the U.S. constitutional principles and the Supreme Court decisions that have shaped the development of the Document.
- 450 Constitutional Law II.** (3) (Prereq: POLI 201 or permission of instructor) A study of judicial review, the political role of the courts, American federalism, the jurisdiction and limitations of the judicial branch, the power of taxation, the commerce power, the substantive and procedural rights of the individual, and the powers of the President.
- 451 The Supreme Court.** (3). (Prereq: POLI 201 or permission of the instructor) A study of the role of the Supreme Court in American politics. Covered topics include the historical development as an institution, the selection and nomination process of Supreme Court justices, the nature of the Supreme Court decision-making, the relationship between the Supreme Court and the other branches, and other relevant topics.
- 452 The Judicial Process.** (3) (Prereq: POLI 201 or permission of instructor) A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.
- 453 Regulatory Policies.** (3) (Prereq: POLI 201 or permission of instructor) An examination, primarily by the case method, of the law of public offices, the types of powers exercised by administrative authorities, the scope and limits of such powers, including relevant aspects of procedural process of law, and remedies against administrative action.
- 455 American Jurisprudence.** (3) (Prereq: POLI 201 or permission of instructor) (Prereq: sophomore standing or permission of instructor) An examination of the approaches and controversies concerning legal interpretation and legal reasoning in the American political order. A major focus of the course is constitutional interpretation. Readings will be drawn principally from the writings of major figures in American jurisprudence.
- 462 The Legislative Process.** (3) (Prereq: POLI 201 or the permission of instructor) A study of the structure, organization, powers, functions and problems of legislative bodies.
- 463 The American Chief Executive.** (3) (Prereq: POLI 201 or permission of instructor) The constitutional powers and political roles of the American President with lesser emphasis upon state governors. An analysis of the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.
- 466 South Carolina Government and Politics.** (3) (Prereq: POLI 201 or permission of instructor) A study of the politics and government of South Carolina with special attention paid to the state political and legal institutions,

(Politics, Portuguese)

- their power, and limits to their power.
- 467 American Local Government.** (3) (Prereq: POLI 201 or permission of instructor) A study of the powers, organizations, processes, and programs of municipal government, with special emphasis upon government in metropolitan areas.
- 488 Politics and Governments of Contemporary Latin America.** (3) (Prereq: POLI 101 or permission of instructor) The development, principles, political thought, and politics of the several Latin American states.
- 491 Topics in Government and International Studies.** (3) Reading and research on selected subjects in politics. Open to juniors and seniors with the permission of the instructor. May be repeated for credit under different topics.
- 495 Internship in Political Science.** (3) Prereq: POLI 201, junior level with 3.0 GPA and consent of instructor) Internships are available in local, state, or federal government offices. Students may do an internship for academic credit of three (3) hours and must work at least 120 hours at an organization during the semester registered. Grades are determined by a combination of the evaluation of the internship performance by the facility supervisor and faculty supervisor. Requirements are specifically stated in a contract to be signed by the student, faculty supervisor and facility supervisor.
- 496 Topics in Latin American Politics and Culture.** (3) (Prereq: POLI 101 or permission of instructor) A topical approach to Latin America employing a variety of teaching materials and techniques. Among the topics treated are women and race, recent and contemporary themes in Latin American civilization, political institutions and ideology.
- 497 The Discipline of Political Science.** (3) (Writing Intensive) (Prereq: completion of 75 credits or permission of instructor) Designed to be the capstone course for students majoring in political science, this course focuses on the nature and development of the discipline of political science. Particular attention is given to controversies concerning the scope and methods of conducting research in political science. Political Science majors should take this course no earlier than the last semester of their junior year. Since the concerns of this course are common to all of the social sciences, the course is open to and recommended for non-majors.
- 499 Senior Thesis.** (3) A course designed both to assess and improve research skills, writing ability, and general mastery of the field of politics. Under the close supervision of a member of the department, students will review primary and secondary source materials and write one 25-page thesis of graduate school quality.

PORTUGUESE (PORT)

- 110 Introductory Portuguese.** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 120 Introductory Portuguese II.** (3) Elective. (Prereq: PORT 110, or by placement) Fundamentals of the language through aural comprehension, speaking, reading, and writing.
- 130 Introductory Portuguese III.** (3) Elective. (Prereq: PORT 120, or by placement) Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 350 Portuguese Language Study Abroad.** (3-6) (Prereq: PORT 120, or by placement) (Coreq: approval of Chair of Foreign Languages) Language study abroad with instruction by native speakers. Credit hours dependent on the number

(Portuguese, Professional Golf Management Program)

of hours taken. Upon successful completion of an approved program, student must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of World Languages and Cultures is mandatory before enrollment.

PROFESSIONAL GOLF MANAGEMENT PROGRAM (PGMP)

- 101 PGA/GOLF MANAGEMENT Level 1, Seminar I.** (1) (Prereq: Acceptance into the Professional Golf Management Program) This course introduces the concepts of golf management for the future member of the PGA of America. In-depth discussion of specific core information of the PGA of America's Professional Golf Management Program and completion of related assignments will constitute the majority of this course structure.
- 102 PGA/GOLF MANAGEMENT Level 1, Seminar II.** (1) (Prereq: Acceptance into the Professional Golf Management Program) The second in a series of seminars and classes supporting the required learning objectives of the PGA of America's Professional Golf Management Program. This seminar will include discussion on the objectives of the following areas: PGA Constitution, Golf Car Fleet Management, Rules of Golf, Tournament Operations, Golfer Development Programs, Golf Club Design and Repair, and introduction to Teaching. These discussion of principles will prepare students for the work experience activities required in PGMP 180. For this preparation, completion of several components of the competency assignments involved in the PGA's Level I education Program will be required for this class.
- 171 Introduction to Turf Management.** (3) (Prereq: Enrollment in Professional Golf Management Program) Designed to introduce principles of turfgrass management to the student interested in pursuing a career as a general manager or golf professional at a golf course. Topics include turfgrass selection, mowing, fertilization, irrigation, supplementary cultural practices, and management of turfgrass pests. (Course to be taken through Horry Georgetown Technical College.)
- 180 Internship in Golf Management I.** (1) (Prereq: Acceptance into the PGA Professional Golf Management Program) Three month full-time co-op work experience meeting the eligible employment guidelines outlined in the PGA of America's Constitution. Pass/Fail grading only.
- 201 PGA/GOLF MANAGEMENT Level 1, Seminar III.** (3) (Prereq: Acceptance into the Professional Golf Management Program and successful completion of PGMP 102.) This course continues the concepts of golf management developed in PGMP 101 and PGMP 102. In-depth discussion of principles will be applied to assignments as the core of this course examines work experience activities from PGMP 180. Completion of portions of the eight core competency assignments required for the PGA's Level I Education Program will be a component of this class. Topics covered in this class will include: The PGA Constitution, the rules of golf, golf car fleet management, tournament operations, golfer development programs, golf club design and repair, introduction to teaching, and career enhancement.
- 202 PGA/GOLF MANAGEMENT Level 1, Seminar IV.** (1) (Prereq: Acceptance into the Professional Golf Management Program and successful completion of PGMP 201) This course explores the Pre-Seminar work required for completion of the PGA's Level I Education Program. Concepts of material for business planning, customer relations, and analysis of the swing and the respective

(Professional Golf Management Program)

assignments required for completion of these portions of the Level I PGA Work Experience Kit will be the components of this class. Case studies will be used to connect theory with practical application.

- 225 Golf Course Design.** (3) (Prereq: PGMP 202 and enrollment in Professional Golf Management Program) Designed to introduce PGMP students to the fundamentals of golf course design. Subject areas studied include golf course architecture history, golf course site selection, environmental considerations associated with golf course construction, golf hole routing selection techniques, development of golf greens complexes, basics of golf course construction, and maintenance factors associated with golf course construction. (Course to be taken through Horry Georgetown Technical College.
- 280 Internship in Golf Management II.** (1) (Prereq: PGMP 180) Three month co-op internship that is a continuation of PGMP 180. Pass/Fail grading only.
- 282 Survey of Food and Beverage Management.** (3)(=RTMA282)(Prereq: not recommended at the freshman level.) Provides students with an opportunity to learn concepts and skills related to food and beverage service operations. Class time will be used to present concepts and base knowledge, while lab time will be used to develop actual food preparation skills and food and beverage costing techniques. F, S.
- 301 PGA/GOLF MANAGEMENT Level 2, Seminar I.** (1) (Prereq: Acceptance into the Professional Golf Management Program and successful completion of PGMP 202) This seminar will focus on the material contained in the PGA's Level 2 educational program. Specific core competencies addressed include Business Planning and Operations, Customer Relations, Business communications, and Analysis of the Swing.
- 302 PGA/GOLF MANAGEMENT Level 2, Seminar II.** (1) (Prereq: Acceptance into the Professional Golf Management Program and successful completion of PGMP 301) This seminar will focus on the material contained in the PGA's Level 2 educational program. Specific core competencies addressed include Turf grass Management, Merchandise and Inventory Management, Supervising and Delegating. Philosophy and Swing Concepts, and Analysis of the Swing.
- 380 Internship in Golf Management III.** (1) (Prereq: PGMP 280) Three month co-op internship that is a continuation of PGMP 280. Pass/Fail grading only.
- 401 PGA/GOLF MANAGEMENT Level 3, Seminar I.** (3) (Prereq: Acceptance into the Professional Golf Management Program) This course will focus on the material contained in the PGA's Level 3 educational program. Specific core competencies addressed include Merchandise and Inventory Management, Supervising and Delegating, and Philosophy and Swing concepts.
- 480 Internship in Golf Management IV.** (3) (Prereq: PGMP 380) Seven month co-op internship that is conducted over an academic semester that is a continuation of PGMP 380. Pass/Fail grading only.

PSYCHOLOGY (PSYC)

In order to enroll in any 400 level course students must be admitted to candidacy or obtain permission from the Department Chair.

- 101 General Psychology.** (3) A general introduction to the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, developmental, social, abnormal, and

(Psychology)

- the biological bases of behavior, in addition to some other selected topics. F, S.
- 202 Introduction to Scientific Communication: Psychological Perspectives.** (3) An in-depth exploration of the role(s) in Psychology of oral and written communication; includes communication-skill development through an examination of the literature of specialized areas of Psychology.
- 225 Psychological Statistics.** (3) (Prereq: MATH 130 or equivalent) An introduction to basic descriptive and inferential statistical procedures and concepts. Topics include measures of central tendency, variation, probability, hypothesis testing, correlation, regression, and chi square. Students may not receive credit for this course if credit has been received from Business Administration 291 or Statistics 201. F, S.
- 225L Psychological Statistics Laboratory.** (1) Exercises and assignments to supplement the material presented in Psychology 225. F, S.
- 226 Research Methods in Psychology.** (3) (Writing Intensive) (Prereq: PSYC 101 and 225) An examination of the wide variety of procedures available to the behavioral scientist for collecting and analyzing behavioral data. Although experimental methods are to be emphasized, other methods such as surveys and questionnaires, interviews, naturalistic observation and case studies are covered. F, S.
- 226L Research Methods in Psychology Laboratory.** (1) Experiments; exercises and assignments to supplement the material presented in Psychology 226. F, S.
- 299 Career and Professional Development in Psychology.** (1) This course introduces interested students to areas of specialization in psychology and career opportunities within the discipline and related disciplines. Students will explore a variety of resources, including the Internet and Career Services, in order to assist students to find jobs, enter graduate programs, or pursue licensure/certification, etc., after graduation. Pass/Fail grading only.
- 300 Human Sexual Behavior.** (3) (Prereq: PSYC 101 or permission of instructor) An examination of the psychological, social, behavioral, and cognitive aspects of human sexuality. Selected topics to be covered are sexual anatomy and physiology, contraception, sexually transmitted disease, sexual variations, commercial sexuality, and sexual violence.
- 301 Psychology of Marriage.** (3) (Prereq: PSYC 101 or permission of instructor) A survey of the psychological issues related to marriage. Topics include spouse selection, sexuality, child bearing, parenting, divorce, remarriage, and aging.
- 302 Developmental Psychology.** (3) (Prereq: PSYC 101) A survey of human development from conception through senescence, with attention to the physical, psychological, cognitive, and social characteristics of each state. Students are introduced to research methods used by developmental psychologists and the impact of their findings to everyday life.
- 303 Interpersonal Communication Skills.** (3) (Prereq: PSYC 101) An in-depth examination of communication processes with a practical emphasis on developing effective listening and speaking skills appropriate to an interpersonal context.
- 310 Psychology of Women.** (3) (Prereq: PSYC 101) The social, psychological and biological aspects of women's development are addressed and explored. The changing roles of women, and the impact of these changes upon present day lifestyles are also discussed.
- 333 Health Psychology.** (3) (Prereq: PSYC 101) A survey course exploring the relationships between behaviors and disease. The influence of psychological factors and precipitating, treating, and preventing disease is examined with the goal

(Psychology)

of increasing each person's awareness of individual responsibility in sickness and health.

- 340 Sports Psychology.** (3) (= RSM 340) (Prereq: PSYC 101 or permission of instructor) The application of behavioral principles to enhance athletic performance and to promote human enrichment through sport-related activities. Topics studied include personality, attentional mechanisms, anxiety and arousal adjustment, cognitive-behavioral interventions, and motivation.
- 399 Independent Study.** (1-6)(Prereq: Written contract between student and instructor, approved by the Chair of the Psychology and Sociology Department.) F, S.
- 400 Human Learning.** (3) (Prereq: PSYC 101) In-depth examination of various kinds of human learning, from simple to complex behaviors. Topics include motor learning, verbal learning, attention, memory systems and models, forgetting, problem solving, and learning strategies and sets.
- 401 Cognitive Processes.** (3) (Prereq: PSYC 101) Experimental approaches to cognitive processes. Data and theory with respect to attention, information processing and storage, imagery, language, problem solving, creativity, decision making, cognitive development and growth, and concept formation.
- 402 Psycholinguistics.** (3) (= ENGL 454) (Prereq: 6 hours of Psychology) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction.
- 407 Principles of Learning.** (3) (Prereq: PSYC 101) A survey course covering the basic principles of human and animal learning. Topics include habituation and sensitization, classical and instrumental conditioning, principles of reinforcement, generalization and discrimination, punishment, escape and avoidance learning, basic principles of memory, and behavior modification techniques.
- 410 Abnormal Psychology.** (3) (Prereq: PSYC 101) A survey of the historical, social, and cultural implications of abnormal behavior. Topics include the nomenclature used to classify abnormal behavior, etiological factors and treatment procedures. F, S.
- 411 Abnormal Behavior in Children.** (3) (Prereq: PSYC 101 and junior standing or permission of the instructor) This course examines theories of childhood psychopathology and the classification of childhood disorders. Methods of assessment and treatment for specific childhood disorders are considered.
- 415 Human Neuropsychology.** (3) (Prereq: PSYC 101 and junior standing) An in-depth examination of the role of the brain and nervous system in human behavior and psychological disorders. Consideration of the consequences of brain damage and disease in human patients are the focus of the course, but conditions such as depression and anxiety in which there is no obvious brain pathology are also discussed.
- 420 Child Psychology.** (3) (Prereq: PSYC 101 and junior standing or permission of the instructor) This course examines principles, theories, and research methods used in the study of child development. Students are introduced to important physical, cognitive, social and personality changes which occur in each of the major stages from conception through the onset of puberty. Hereditary and environmental influences are explored in relationship to current research findings.
- 421 Psychology of Adolescence.** (3) (Prereq: PSYC 101) A detailed analysis of the developmental period from puberty to young adulthood, including physical, cognitive, psychological and social factors that influence human growth. Problems and issues unique to adolescents are researched and discussed.

(Psychology)

- 423 Psychology of Aging.** (3) (Prereq: PSYC 101 or permission of instructor) An overview of the aging process in the adult. The physical, intellectual, social aspects of development will be traced through the major phases of young, middle- and late-adulthood.
- 425 Gerontology.** (3) (Prereq: PSYC 423 or permission of instructor) An in-depth analysis of the aging process in late adulthood through death and dying. Psychosocial influences on normal and diseased aging processes will be examined. An emphasis on procedures and strategies for effectively intervening with both well and frail elderly will enable the student to integrate knowledge of gerontology into a disciplinary context.
- 428 School Psychology and Exceptional Children.** (3) (Prereq: A course in the area of child psychology or human development) This course describes exceptional children within educational settings. Topics will include giftedness, learning disabilities, mental disabilities, emotional/behavioral problems, and sensory/motor impairments. The characteristics, etiology, assessment and treatment of children within these categories will be examined.
- 430 Social Psychology.** (3) (= SOC 320) (Prereq: PSYC 101) An examination of human behavior in social situations. Topics include attitudes and attitude change, affiliation and interpersonal attraction, prejudice, stereotypes, social order, conformity, altruism, territoriality, aggression, competition, cooperation, socialization, and communication.
- 440 Theories of Personality.** (3) (Prereq: 9 credits in psychology or permission of the instructor) A survey of the major personality theories of the “normal” individual as explanations of behavior and human differences. Topics include trait factor theories, psychodynamic theories, social/behavioral theories and humanistic theories. F, S.
- 450 Sensation and Perception.** (3) (Prereq: PSYC 101 or permission of the instructor) An in-depth study of each sensory system (orienting, cutaneous and kinesthetic sensitivity, olfaction, gustation, audition, vision). Topics include structures and functions within each system, development of systems, psychological perceptions and sensations, illusions, and interactions between systems.
- 460 Physiological Psychology.** (3) (Prereq: PSYC 101, or BIOL 111 or BIOL 232, MATH 130 and basic high school chemistry are recommended) A survey of the relationships between the nervous system and behavior. Topics include basic neuroanatomy and neurophysiology, signaling and information processing in the nervous system, psychopharmacology, and selected behavioral topics such as biological rhythms, hunger, thirst, learning and memory.
- 462 Animal Behavior.** (3) (Prereq: PSYC 101 or BIOL 111) The identification and classification of behavior patterns exhibited by various species of animals and the determination of relationships among behaviors of such species together with their origins and development.
- 465 Psychology and the Law.** (3) (Prereq: PSYC 101 or permission of the instructor) This course is designed to examine the multiple and ever-expanding roles that psychology plays in the legal/criminal justice system. Topics include legal procedural issues, pretrial publicity issues, jury selection, eyewitness identification and testimony, lineup procedures, presentation of scientific evidence, expert witnesses, jury decision-making, death penalty, and insanity pleas.
- 470 Industrial/Organizational Psychology.** (3) (Prereq: PSYC 101 or permission of instructor) This course provides an introduction to the area of industrial/organizational (I/O) psychology and how psychological research is applied to behavior in the workplace. Topics include recruitment and selection of employees,

(Psychology)

- the effects of job satisfaction and job commitment on performance, antecedents and consequences of work-related stress, and motivation and leadership.
- 480 Intermediate Statistics.** (3) (Prereq: PSYC 225 and MATH 130) An examination of additional topics in applied behavioral statistics. Topics include linear correlation and regression, hypothesis testing, analysis of variance, and multivariate statistics. F, S.
- 480L Intermediate Statistics Laboratory.** (1) Exercises and assignments to supplement the material presented in Psychology 480. F, S.
- 483 Principles of Psychological Testing.** (3) (Prereq: PSYC 225 or permission of the instructor) A survey of the psychometric process. Topics include the principles of measurement and test score interpretation, discussion of the variety of group and individual tests available for psychologists and the criteria for selecting and evaluating tests. Three lecture hours per week. F, S.
- 483L Principles of Psychological Testing Laboratory.** (1) Exercises and assignments to supplement the material presented in PSYC 483. F, S.
- 484 History and Systems of Psychology.** (3) (Prereq: at least 9 credit hours in psychology are recommended; PHIL 101 is also recommended) This course is a comprehensive, in-depth study of approaches and recognized contributors to the scientific study of human behavior. Students are introduced to how and why psychology emerged, and the impact that past contributions have made to present-day status.
- 486 Substance Abuse.** (3) (Prereq: PSYC 101 or permission of the instructor) An introduction to research findings and theoretical considerations in the use and abuse of pharmacological agents such as alcohol, barbiturates, narcotics, tranquilizers, and stimulants. Emphasis will be placed upon concepts of diagnosis, treatment, and prevention.
- 489 Special Topics in Psychology.** (3) (Prereq: Permission of the instructor) A topical or research interest not offered in an existing course.
- 490 Internship.** (3) (Prereq: Permission of the instructor) Interns work a minimum of 100 hours in an agency, organization, or business that is of interest to the student and/or where students wish to gain practical experience. Students are supervised by a department faculty member and will abide by the procedures outlined in an Internship Agreement.
- 495 Gerontology Internship.** (3) (= SOC 495) (Prereq: PSYC 423, SOC 495, and three additional gerontology program courses) The internship provides experience working with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology and Sociology.
- 497 Applied Research in Psychology.** (3) (Writing Intensive) (Prereq: PSYC 101, 225, 226) A research experience in which students are required to develop a research project, conduct a literature review, gather and analyze data, prepare a research paper in accord with the standards of the American Psychological Association (APA) and present their research. Motivated students are encouraged to complete this course in their junior year and continue research pursuits during their senior year. F, S.
- 497L Applied Research in Psychology Laboratory.** (1) Exercises and assignments to supplement the material presented in PSYC 497. F, S.
- 498, 499 Individual Research.** (1-3) (Prereq: 15 credits including PSYC 225 and

(Psychology, Recreation and Sport Management)

226) Each student plans and executes one or more original research projects under the instructor's supervision. PSYC 498 is not Prereq to 499. F, S.

RECREATION AND SPORT MANAGEMENT (RSM)

- 120 Leisure, Recreation, and Wellness.** (3) The study of human wellness through leisure and recreation concepts. Emphasis placed on using leisure resources to increase human satisfaction, fulfillment, and quality of life; the potential for physical, mental, social, and emotional growth; and the development of individuals, communities, and societies. The course presents a variety of leisure, recreation, and wellness opportunities and alternatives to heighten the college student's awareness of available lifelong leisure activities.
- 210 Recreational Activities.** (3) An exploration of a variety of activities appropriate for use in any recreational setting. Areas of concentration will include music, crafts, nature, special events, fitness, leisure counseling, and socialization. Emphasis is placed on the acquisition of activity skills.
- 242 Introduction to Recreation and Sport Management.** (3) The significance and meaning of recreation, leisure, play, and sport in modern society, theories of play, models of sport, and the recreational and sport movement in the United States. Role and scope of recreation and sport programs in the community, schools, commercial, and industrial settings. Introduction to professional and career issues in the field.
- 301 Principles of Coaching.** (3) (= PHED 301) (Prereq: RSM 242) A study of coaching from a contemporary coaching education model. Principles focus on coaching athletes in recreation, amateur, and educational settings. Topics include philosophical, ethical, developmental, behavioral/psychological, instruction/pedagogical, and physical/training issues. Course also provides overview of coaching management and provides certification opportunity.
- 305 Sports Officiating.** (3) A study of the philosophy and principles of sports officiating. Content includes rules and mechanics for officiating of various seasonal sports, with practical/field experiences. Includes observation and evaluation of officials in recreational, high school and collegiate settings with certification opportunities.
- 309 Youth Sport.** (3) (Prereq: PSYC 101 or SOC 101) An investigation into the issues of children participating in organized and competitive sport. The course examines youth sports from biological, psychological, and sociological perspectives. Emphasis is placed on the impact of sport managers and leaders in the delivery of youth sport programs. Comprehensive survey of current scientific knowledge and examination of changing attitudes, behaviors, and trends in youth sport.
- 310 Campus Recreation.** (3) (Prereq: RSM 242) An introduction to collegiate recreation and intramural sports programs including professional ethics and issues, facility operations, program management, legal liability and risk management, marketing, fiscal management, and social issues.
- 315 Outdoor Recreation.** (3) An overview of the role of the natural world in recreation services. The course will focus on values of outdoor recreation, adventure recreation, environmental impact, and the role of government in the provision of outdoor recreation.
- 317 Moral and Ethical Reasoning in Recreation and Sport** (3) (Prereq: RSM 242) The course provides a survey of the ethical and legal issues confronting sport in contemporary society. Students use a case study approach to become familiar with interconnecting legal and ethical issues as they arise within the context of sports from youth to professional levels.

(Recreation and Sport Management)

- 320 Administration of Sport and Fitness.** (3) (Prereq: RSM 242 or EXSS 205) Introduction to the administrative and managerial duties of the sport or fitness leader. Topics include organization structures, strategic planning, personnel management, budget planning, risk management and legal considerations, and program assessment.
- 337 Legal Issues in Recreation and Sport.** (3) (Prereq: RSM 242 or EXSS 205). An overview of the role local, state and federal governments have in the provision of recreation and sport services. Provide the basic understanding of legal liability, risk management, negligence, standard of care, safety regulations, and other legal subjects as they apply to recreation and sport.
- 352 Commercial Recreation.** (3) (Prereq: ECON 320 or ECON 330 or CBAD 350). Basis principles and steps of initiating and conducting a commercial recreation enterprise, designed to offer students practical experience in starting a commercial recreation business.
- 369 Sports Marketing and Promotion.** (3) (Prereq: CBAD 350). An application of fundamental marketing and promotion concepts to the sport industry. Special emphasis is placed on understanding the relationship between sport products and sport consumer markets. Students will utilize the analysis, strategy development, implementation, and evaluation phases of the sport marketing process.
- 370 Outdoor Leadership.** (3) This course focusses on theoretical and practical study of leading groups in outdoor recreation and education setting. Specific outdoor leadership skills are discussed, including lesson design and teaching style, expedition planning, emergency procedures, risk management, minimum impact approaches, and working with various clients. This course requires students to participate in extended outdoor expeditions.
- 377 Sport Tourism.** (3) An introduction to the scope, characteristics, and management aspects of the sport tourism industry. The course offers a blend of conceptual and practical material to help achieve a basic understanding of this diverse industry.
- 379 Principles of Ecotourism.** (3) This course will introduce students to the history, concepts, principles, marketing, planning and management of ecotourism activities and development which promote cultural and environmental awareness and local economic benefits.
- 380 Recreation for People with Disabilities.** (3) (Prereq: RSM 242 or Permission of Instructor). An Introduction to the concepts and professional approaches to recreation service delivery for people with disabling conditions. Appreciation for human diversity and impact of differences on recreation involvement.
- 389 Recreation and Sport Leadership.** (3) (Prereq: RSM 242) This course focuses on the study and practice of leadership styles and direct leadership techniques for conducting organized recreation and sport programs for all age groups.
- 392 Field Experience in Recreation and Sport Management.** (3) (Prereq: RSM 337) A supervised practicum in a professional setting; on-site observation in a public, private or commercial setting with experience in all working areas and activities pertinent to that agency
- 393 Sport Media and Communication.** (3) This course is designed to provide insight into public and media relations in the recreation and sport management fields. The content of the course will allow the student to examine and apply strategic public relations concepts to the internal and external communication problems encountered in these occupations. The course will cover general principles and strategies of public relations and will include a component of effective communications in recreation and sport organizations. The course will also focus

(Recreation and Sport Management)

on the application of public relations, media relations, and publicity in a variety of settings.

- 394 Sport Technology.** (3) This course will introduce students to current technology advances that enhance various management aspects of sport organizations. Emphasis will be on the use of computer technology with topics including fundamental website development, relational database management, potential application of data mining in sport organization decision making, internet based recruiting, electronic ticketing, virtual signage, video streaming, use of technology for facility and risk management, and use of multimedia for instruction or promotion of sport related programs.
- 396 Orientation to Internship.** (1) (Prereq: RSM 337) Plan and prepare for internship in recreation and sport management. Analyze career placement opportunities, the internship process, and associate requirements. For recreation and sport management students only or permission of the instructor.
- 399 Independent Study.** (1-3) (Prereq: RSM 242).
- 400 Sport in Contemporary Society.** (3) (Prereq: PSYC 101 or SOC 101). An investigation into sport as a microcosm of society and how it is influenced by cultural traditions, social values, and psychosocial experiences. Emphasis is placed on how sport managers are immersed in the soci-cultural milieu, with sport as the focus. Course includes the examination of changing attitudes, behaviors, and trends in the world of sport.
- 410 Financing Sport and Sales.** (3) (Prereq: CBAD 350) This course introduces students to the concepts of financial management and sales as applied to the unique world of sports. This course will analyze and produce skills essential to the revenue production and sales process commonly found in the sport business. The course concentrates on understanding the application of several key financial analyses, contract negotiation and understanding the use of economic impact studies to justify sport events and facilities in host communities. Furthermore, this course discusses the financial concepts and theories and their application on the professional, intercollegiate, and commercial sport industries.
- 432 Research and Evaluation in Recreation and Sport Management.** (3) (Prereq: RSM 369 or ECON 320 or ECON 330 and senior standing). Systematic, structured problem-solving for decision making in recreation and sport management services. Research techniques/evaluation procedures; quantitative, qualitative methodologies; deductive, inductive reasoning. (Computer Usage).
- 438 Recreation for Active Aging.** (3) (Prereq: PSYC 101 or SOC 101 or 102). This course introduces the students to recreation activities and techniques for working with senior adults. Topics include procedures for programming, implementation, and evaluation of recreation activities that serve senior adults.
- 456 Recreation Administration.** (3) (Prereq: RSM 392) Administrative policies and organizational management of recreation services, financial and personnel practices, public relations. (Computer Usage).
- 482 Special Topics In Recreation and Sport.** (3) (Prereq: RSM 389) Topics of special interest in contemporary recreation and sport management. Reading, research, and application of selected subject(s). Open only to junior and seniors. Offered on demand.
- 490 Program and Event Planning in Recreation and Sport.** (3) (Prereq: RSM 337 and senior standing) This course focuses on the principles and approaches to planning and implementing recreation programs. A philosophical and practical basis for preparing a variety of recreation programs will be covered.
- 492 Campground Administration.** (3) (Prereq: RSM 392) Basic concepts of campgrounds and management. Topics include administration and organizational

(Recreation and Sport Management, Religious Studies)

structure, business management, insurance for special groups or special camps, day camping, residence camping, recreational vehicle camping, campground facility design and maintenance, special event planning, and camp appraisals. (Computer Usage).

- 494 Area and Facility Management in Recreation and Sport.** (3) (Prereq: RSM 337 and senior standing) (Writing Intensive) Basic consideration in planning, construction, design and maintenance of sport and recreation areas, facilities and buildings.
- 496 Internship in Recreation and Sport Management.** (12) (Prereq: senior standing and completion of all Recreation and Sport Management required courses; successful completion of internship application and Exit examination; to be taken the last semester prior to graduation.) (Writing Intensive) Twelve week full-time supervised experience in recreation or sport at a cooperative and approved agency.
- 499 Directed Undergraduate Research.** (1-6) (Prereq: RSM 432). Using the scientific method, directed undergraduate research on a recreation or sport related topic to be developed by the student and instructor. (Computer Usage).

RELIGIOUS STUDIES (RELG)

- 103 World Religions.** (3) The religious experience of varied persons and groups, East and West, in traditional and contemporary settings.
- 104 Introduction to Asian Religions.** (3) This course provides an introduction to the most prevalent and enduring ideas, images, and personalities of Asian religious traditions including Daoism, Confucianism, East Asian Shamanism, Shinto and Buddhism. The regions of focus include India, Tibet, China, Korea and Japan, with some reference to other areas of Asia.
- 301 Old Testament.** (3) A critical study of the literature of the Old Testament emphasizing its historical development and meaning in the life of Ancient Israel.
- 302 New Testament.** (3) An historical and critical study of the origin, structure and transmission of the New Testament writings and their meaning in life and thought of the early Church; emphasis is placed on the life, teachings, and significance of Jesus and Paul—both for their day and for ours.
- 311 Gospel Traditions.** (3) An analysis of the historical and social setting of the Gospel designed to afford the student a fuller understanding of Jesus and his mission.
- 312 The Life and Letters of Paul.** (3) A critical study of the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.
- 320 Introduction to Buddhism.** (3) This course provides an introduction to the diverse Buddhist traditions of the world through a study of theories, practices, images and social settings. It begins with an examination of stories of the life of Buddha and the religious-political situation in India at the time his ideas began to flourish. It also follows the development of later Buddhism in India and its manifestations as Theravada traditions of Southeast Asia. It also examines Buddhism's development of a Mahayana and Tantric traditions in Tibet and East Asia.
- 325 Religion in Contemporary American Film.** (3) A critical study of religious beliefs and practices as seen through the medium of film. Students will view contemporary American films and film clips through the lens of religious studies. Lectures and films are augmented by WebCT discussion boards.
- 326 Buddhism in Literature and Film.** (3) (Prereq: one religious studies

(Religious Studies, Resort Tourism Management)

course, or instructor consent). A study of representations of Buddhism in selected scriptures and ideas identified as Buddhist in world literature and film. The course considers the nature, power or inability of literature and film to convey various themes such as "no-self," "suchness," "Buddhamind" and "enlightenment." Students are challenged to question ideas of scriptural authority as well as "Orientalist" representation.

- 351 Religion of India.** (3) The personal religious goals and characteristic social patterns which have developed in India from pre-Vedic times to the modern period. Particular attention will be given to the interaction of Hinduism, Buddhism, and transcultural influences.
- 360 Women and World Religions.** (3) (Prereq: RELG 103 or permission of instructor) An examination of the historical and social context of issues in religion or sanctioned by religion that are uniquely related to women.
- 365 Religious Diversity in the South.** (3). (Prereq: RELG103) This is a survey of the evolution of religion in the South from its beginnings to the arrival of new religions and movements in the twentieth century. This course will review the development of major denominational churches as well as the evolution of "folk belief". Integral to the course will be the consideration of women's roles, and attitudes toward women in religion. Religious history of South Carolina and the low country, specifically, will serve as the focus for the course, with particular attention given to new religious arrivals.
- 399 Independent Study.** (3) For more information, see Academic Regulations section in this Catalog. May be repeated for credit under different topics.
- 399H Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments.
- 491 Selected Topics in Religious Studies.** (3) Course content varies and will be announced in the schedule of courses by suffix and title. May be repeated for credit under different topics.
- 498 Advanced Project.** (3) A supervised research project or other creative work, normally taken in the senior year.

RESORT TOURISM MANAGEMENT (RTMA)

- 101 Introduction to Resort Tourism Management** (3) (Prereq: restricted to freshman only enrolled in the Resort Tourism Management Program) Provides an introduction to various careers in the hospitality and tourism industry in the context of resort destination areas. Through both classroom lectures and off-campus industry site visits students are introduced to internship and career opportunities in hospitality and tourism industry in the context of resort areas. F
- 180 Guest Services I.** (1) (Prereq: RTMA 101) A six month internship experience in the production of core resort destination services, i.e. food, lodging, entertainment/recreation, transportation. This course includes biweekly instruction from faculty and management on topics related to service quality and production.
- 280 Guest Services II.** (1) (Prereq: RTMA 101) A six month internship experience in high customer contact positions in a resort destination area, i.e. front desk, dining/banquet room, ticketing, recreation area. This course includes biweekly instruction from faculty and management on techniques for successful service delivery and guest problem solving.
- 282 Survey of Food & Beverage Management.** (3) (= PGMP 282) (Prereq: not recommended at the freshman level.) Provides students with an opportunity to learn concepts and skills related to food and beverage service operations. Class time will be used to present concepts and base knowledge, while lab time will

(Resort Tourism Management, Reserve Officers Training Corps)

be used to develop actual food preparation skills and food and beverage costing techniques. F, S.

- 380 Tourism Sales.** (1) (Prereq: RTMA 180 and 280) A six month internship experience in resort tourism sales, i.e. conference and meeting sales, room sales, banquet sales, tour/travel sales. This course includes biweekly instruction from faculty and management on sales techniques.
- 381 International Internship.** (3) (Prereq: completion of 54 semester hours) Internship experience in a tourism-related field conducted in a country other than that in which the majority of the student's academic course work is completed. S.
- 385 Current Issues in Resort Tourism.** (3) This course provides future tourism industry leaders with an in-depth understanding of the critical issues currently affecting the tourism businesses operation in resort destinations. Students become familiar with trade literature in the tourism industry.
- 386 Applied Tourism Research.** (3) (Prereq: completion of 54 semester hours) Cases and projects in tourism management, marketing, and tourism destination planning. This course will include both classroom instruction and field research. F.
- 393 Management Information Systems.** (3) (= CBAD 393) (Prereq: Grade of C or above in CSCI 110 or equivalent and CBAD 371) A study of the use of information systems in business, emphasis is on the identification of practical, managerial, and ethical dilemmas related to the development, implementation, and use of information systems. F, S.
- 467 Real Estate Finance and Investments.** (3) (=CBAD 467) (Prereq: Grade C or above in CBAD 363) Principles and practices in real estate finance focusing on institutions, instruments, and determinants of terms and availability of credit, topic include interest and yield mechanics, cash flow analysis, risk analysis, and various loan strategies or packages.
- 474 Quality Process Management.** (3) (= CBAD 474) (Prereq: A grade of C or above in CBAD 371 and completion of 84 semester hours.) The systematic process through which managers regulate organizational activities to meet planned goals and standards of quality. Topics will include different types of quality control processes, total quality management, product and service quality techniques, and the uses of information technology for insuring quality. S.
- 480 Resort Management Training.** (1) (Prereq: RTMA 180, 280) A six month internship experience in which the student will participate in compiling and analyzing management reports for a tourism service business. The course includes biweekly instruction from faculty and management in the areas of back-office accounting and supervision in a resort tourism service business.
- 490 Seminar in Resort Tourism Planning.** (3) (= CBAD 490) (Prereq: Completion of 84 semester hours) This course examines public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism information systems, tourism goods and services, and tourism host communities. Students develop plans for a proposed tourism site.

RESERVE OFFICERS TRAINING CORPS (ROTC)

- 101 Fundamentals of Military Service.** (2). An introduction to the mission, organization and history of ROTC: Military and civilian obligation in relation to National Security; Individual Arms and Marksmanship Techniques, Emergency Medical Treatment. The students will receive information that will help them understand and prepare military correspondence (the Army Writing Style). Leadership Laboratory training to include thorough indoctrination in military

(Reserve Officers Training Corps)

courtesy and customs of the service, drill experience, development of initiative and self-confidence.

- 101L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 101). Leadership Lab is in conjunction with ROTC 101. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 102 Introduction to the Army.** (2). A discussion of the mission and responsibilities of the United States Military Forces in support of National Security with emphasis on the role of the individual, participating citizen. Students will be introduced to Map Reading Techniques. Leadership Laboratory is a continuation of ROTC 101L.
- 102L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 102). Leadership Lab is in conjunction with ROTC 102. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 201 Fundamentals of Military Leadership.** (3). A detailed study of the applicability of leadership principles, traits, and techniques in all job areas. Additionally, an appreciation is developed for leadership counseling techniques. The course culminates in an overview of Army organization.
- 201L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 201). Leadership Lab is in conjunction with ROTC 201. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 202 Fundamentals of Military Decision Making.** (3). A detailed study of orienteering to include basic fundamentals of map reading, grid systems, scale and distance, elevation and relief, military symbols, direction and location, and utilization of the declination diagram. Additionally, students will discuss the code of conduct, the principles of war and reinforce preparation of military correspondence.
- 202L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 202). Leadership Lab is in conjunction with ROTC 202. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 301 Advanced Military Decision Making.** (4). How to prepare and conduct military training, to include presentation and communication techniques. Included in this phase of instruction is a 10-minute oral presentation, how to cope with basic problems, i.e., discipline and motivation, encountered in small units, leadership training designed to further develop planning and organizational skills, fundamentals of offensive and defensive tactics of war.
- 301L Advanced Leadership Laboratory.** (Credit included with lecture – ROTC 301). Leadership Lab is in conjunction with each of the aforementioned class in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military

(Reserve Officers Training Corps, Science, Sociology)

Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

- 302 Applied Military Leadership.** (4). A review of the principles and fundamentals of small unit tactics, and the application of the principles of offensive and defensive combat to units of the infantry battalion. Familiarization with characteristics, operation and employment of small unit weapons, communication systems and equipment, and continued development of selected Military Skills. Orientation relative to administrative procedures, required standards of performance, and general conduct of training at Warrior Forge, the Leadership Development, and Assessment Course.
- 302L Advanced Leadership Laboratory.** (Credit included with lecture – ROTC 302). Leadership Lab is in conjunction with each of the aforementioned class in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 401 Leadership and Management Seminar I.** (4). Leadership management and professional development, a study of the U.S. Army Personnel Management System, methods of conducting Command and Staff and Unit meetings, how to prepare military correspondence, ethics and professionalism, and military justice.
- 402 Leadership and Management Seminar II.** (4). Management simulation exercise and Active Duty orientation, small unit effectiveness and Army Training Management, the U.S. Army Logistics system, interpersonal skills, counseling techniques, and personnel evaluation, the Law and Principles of War, Code of Conduct and Geneva Convention, customs and courtesies of an Army officer.

SCIENCE (SCIE)

- 101 Introduction to Science.** (3) (= PHYS 101) (Coreq: SCIE 101L) An introduction to the processes of science for non-science majors using the environment as a basic theme. The course, specifically designed to be the first university-level science course, draws on illustrations from all of the sciences on how to understand science and its integration into students' lives and careers. Three lecture hours per week. F, S.
- 101L Introduction to Science Laboratory.** (1) (= PHYS 101) (Coreq: SCIE 101) Experiments, exercises, demonstrations and field experiences emphasizing the topics presented in Science 101. Three laboratory hours per week. F, S.

SOCIOLOGY (SOC)

NOTE: Sociology 101 or 102 is prerequisite to all other sociology courses.

- 101 Introductory Sociology.** (3) An introduction to sociological facts and analysis of group-making processes and products. F, S.
- 102 Social Problems.** (3) Analysis of social structures and processes relating to public issues in contemporary society. F, S.
- 201 Sociological Analysis.** (3) This course will provide an introduction to the principles of sociology as well as emphasize written and oral communication skills. Students will be asked to exercise and develop their "sociological imagination" through a series of oral and written assignments.
- 298 Careers and Professional Development in Gerontology.** (1) This course introduces students to areas of specialization in gerontology and career opportunities within the discipline and related disciplines. This course explores

(Sociology)

the variety of resources available on the Internet and in the University Career Resources Services office in order to assist students to find jobs or enter graduate schools after graduation.

- 301 Gender and Society.** (3) This course examines gender in terms of men's and women's identities and normative behaviors that occur in gendered institutions within an inequitable, patriarchal social structure that allots power and privilege to men over women, across all classes and races.
- 305 Sociology of the Family.** (3) Sociological perspectives related to various aspects of family behaviors, roles and values.
- 307 Sociology of Religion.** (3) Sociological perspectives related to various aspects of religious behavior. Includes references to non-Western religions.
- 308 Community Development and Social Change.** (3) This course provides a sociological analysis of community and explores community development models and the history of community development practices. Students learn hands-on skills that will prepare them for work in community-based organizations and institutions. This course includes a required community service learning component with a local community organization.
- 309 Social Inequality.** (3) The course provides a social scientific overview of how individual experiences in social reality are unequal given the stratified nature of the world. Historical trends in inequalities and contemporary hierarchical social arrangements are examined. A focus of the course is how different forms of inequality are maintained and replicated via individual behaviors and the operation of different socio-cultural institutions. Also analyzed are the efforts to challenge unjust inequalities within communities, and nation-states world-wide.
- 310 Social Demography.** (3) (Writing Intensive) (Prereq: SOC 101, SOC 201, Core Curriculum Math requirement) Analysis of the theories, methods, issues, and data related to the characteristics and dynamics of population.
- 311 Sociology of Poverty.** (3) A sociological analysis of who the poor are with a specific emphasis on rural America.
- 313 Social Welfare and Social Work.** (3) Analysis of the theory and process of social services. Emphasis is placed on understanding major social service programs in the United States, their histories, trends, and public policy related to them. Students study specific social welfare programs such as income maintenance programs, social security, nutrition programs and others. The occupation of social work is addressed along with major debates regarding providers and consumers of services.
- 320 Individual and Society.** (3) (= PSYC 430) (Prereq: PSYC 101) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society.
- 330 Sociological Theory.** (3) Theoretical perspectives on society and social behavior.
- 331 Methods in the Social Sciences.** (3) (Writing Intensive) Coreq: SOC 331L) (Prereq: SOC 101 or 102; PSYC 225 or its equivalent) Introduction to the methods and problems involved in designing and conducting research in sociology and related fields. S.
- 331L Methods in the Social Sciences Laboratory.** (1) (Coreq: SOC 331) Exercises and assignments to supplement the material presented in Sociology 331.
- 350 Juvenile Delinquency.** (3) The causes and consequences of juvenile delinquency and the study of the juvenile justice system.
- 353 Sociology of Crime.** (3) Social factors in the development, identification, and treatment of criminals.

(Sociology)

- 355 Race and Ethnicity.** (3) (= ANTH 355) A socio-historical, theoretical, and empirical analysis of race and ethnicity, with primary emphasis on U.S. relations and trends. Cultural, political, and economic relationships on the basis of race/ethnicity are examined. Issues of prejudice, discrimination, and racism are explored as well as strategies for individual and collective action that promote equality and social justice for all races/ethnicities.
- 360 Sociology of Medicine and Health.** (3) (Prereq: SOC 101 or permission of instructor) The course acquaints students with a sociological analysis of health, illness, and the care system. Examples of topics covered include sociological variables in relationship to patterns of illness, models of illness behavior, analysis of the contemporary care system including reimbursement patterns, and socio-economic and political critiques of contemporary issues in medicine and health.
- 380 Collective Action and Social Movements.** (3) (Prereq: SOC 101 or SOC 102) Using a sociological frame of analysis, this course explores distinctions between collective action and social movements, conditions that facilitate their development, and their impact on social, cultural, and political policies. A wide variety of social movements in American society are examined, including the Progressive era reform movements, the labor movement, the women's movement, the environmental movement, the gay rights movement, the civil rights and other racial/ethnic movements.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the Chair of the Psychology and Sociology Department)
- 400 Sociology of Small Groups.** (3) (Prereq: Nine hours of Sociology or permission of instructor) Conceptual, analytical, empirical and substantive issues in the sociological study of small groups. Topics include: theoretical models of small group structures, functions, and processes; methods of small group research; power, leadership, conflict, conformity and decision-making in small groups.
- 450 Victimology.** (3) (Prereq: SOC 101 or consent of the instructor) Examination of sociological theories, research, and methodologies in the study of victims and analysis of the growth and institutionalization of victim advocacy.
- 454 Sociology of Death and Dying.** (3) This course focuses on the social construction of dying and death in our society as well as the ways societal expectations, values, and norms influence practices and beliefs about death.
- 455 Sociology of Aging.** (3) Analysis of aging as a problem of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions.
- 457 Aging and Social Policy.** (3) (Prereq: SOC 101, PSYC 101, or permission of instructor) The development of public policy related to aging. Basic policy concepts, models, and methodology along with specific issues of the elderly.
- 460 Sociology of Mental Health.** (3) Social factors in the development, identification and treatment of mental illness.
- 465 Sociology of AIDS.** (3) (Prereq: Junior standing or consent of instructor) A seminar for advanced undergraduates, this course involves student research on HIV/AIDS transmission, incidence, prevalence, and prevention worldwide and analyzes HIV/AIDS within the framework of social stratification, social movements, social deviance, social control, and international development.
- 470 Sociology of the South.** (3) (Prereq: junior standing or consent of instructor) SOC 470 focuses on social, cultural, historical, economic, racial and demographic dimension of the American South. Class members will conduct research and study how the South is distinct and the ways the South influences and shares the broader

(Sociology, Spanish)

- American society.
- 480 Environmental Sociology.** (3) (Prereq: SOC 101 or 102 and junior standing or permission of instructor) The course examines key issues in the relationship between society and the natural environment. The primary focus is on social structural and cultural factors behind environmental and resource problems. Attention, however, is also given to social consequences of environmental degradation (e.g., social and economic disruption) and to social responses to environmental and resource problems (e.g., change in culture/attitudes about environmental issues, the environmental movement, community mobilization against threats).
- 495 Gerontology Internship.** (3) (= PSYC 495) (Prereq: PSYC 423 and three additional gerontology program courses) The internship provides experience working with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology and Sociology.
- 497 Senior Thesis.** (3) (Prereq: senior standing, SOC 330 and SOC 331) Each student plans and executes an original research project under a sociologist's supervision.
- 498 Topics in Sociology.** (3) Reading and research on selected subjects in sociology. Open only to juniors and seniors with the permission of the instructor.
- 499 Internship.** (1-6) (Writing Intensive) (Prereq: The internship requires 90 or more hours of collegiate credit with a GPA of 2.5 or better; formal application with a resume, and a contract among the Internship agency, the student, and the department. The application process must be completed by the last day of classes of the semester prior to the internship . Interns work a minimum of 100 hours in a human services, governmental, research, or criminal justice agency and write a paper analyzing their work experiences.

SPANISH (SPAN)

- 110 Introductory Spanish I.** (3) Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 111 Introductory Spanish I - II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing, equivalent to Spanish 110-120. Intended for students with two years of high school Spanish with an average of **B** or better, or by placement.
- 120 Introductory Spanish II.** (3) (Prereq: SPAN 110 or by placement) A continuation of Spanish 110. Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 130 Introductory Spanish III.** (3) (Prereq: SPAN 120, 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture.
- 210 Conversation/Composition I.** (3) (Prereq: SPAN 130 or by placement) Develops an intermediate proficiency in Spanish and an appreciation of Hispanic cultures through practice in the use of the basic language skills: speaking, reading, writing, and listening comprehension. Emphasis on the expansion and refinement of oral and written skills. Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Grammar review. Required for work in upper level language, literature, and culture courses.
- 211 Conversation/Composition II.** (3) (Prereq: SPAN 210 or placement) This

(Spanish)

course continues and complements the first semester intermediate level Spanish (SPAN 210; Conversation/Composition I). Further expansion of language skills and appreciation of Hispanic cultures. Additional emphasis on grammar review in preparation for work in upper-level courses.

- 315 Advanced Spanish Grammar.** (3)(Prereq: SPAN 211) Intensive grammar review and writing practice.
- 320 Spanish for the Professions.** (3)(Prereq: SPAN 210) Study of the applied nature of the language focusing on the cultural aspects and specialized vocabulary of a given professional field. Emphasis on developing skills to ask and answer questions relating to a particular professional field, drafting relevant documents, and describing events that may arise in the practice of the profession. The following are among the possible professional fields on which the course will focus: a) Spanish for Business; b) Spanish for Health Professions; c) Spanish for Public Safety; d) Spanish for the Travel and Tourism Industry.
- 321 Conversations on Hispanic Current Events.** (3)(Prereq: SPAN 210) This course is designed to promote an active command of the language and an appreciation of the cultural diversity of the Spanish-speaking world. Topics that emerge from the media serve as a basis for conversations, class presentations, and essays.
- 322 Latin American Literature in Translation.** (3)(= ENGL 322)(Prereq: For Spanish credit: SPAN 210) (Writing Intensive) Selected readings of Latin American Literature in translation. Students write primarily critical essays. All readings are in English.
- 323 Spanish for Business and Tourism.** (3)(Prereq: SPAN 210) This course provides students with linguistic skills necessary to discuss business concepts and the tourism industry in Spanish. Emphasis is placed on developing the four basic language skills (listening, speaking, reading, and writing) in the context of business situations. Special consideration is devoted to acquiring an appreciation and understanding of Hispanic culture in the business world.
- 326 Cuban Literature in Translation.** (1-3)(= LATS 326)(Prereq: SPAN 130 and permission of instructor) (Coreq: Travel/study in Cuba) Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration.
- 330 Approaches to Literature and Culture.** (3)(Prereq: SPAN 210) Introductory studies in the literature and cultural manifestations of the Hispanic world. Authors, genres, or cultural expressions may vary. Emphasis on the continued development of oral, reading, and writing skills.
- 333 Topics in Language, Literature, and Culture.** (3)(Prereq: SPAN 210) Selective study of topics in the language, literature, and culture of Latin America and Spain. Class format includes reading assignments, lectures, discussion, oral and written reports. Topics vary.
- 340 Hispanic Culture and Civilization.** (3)(Prereq: SPAN 210) A study of the historical development and various cultural manifestations of the Spanish, Latin American, and contemporary Hispanic civilization.
- 350 Spanish Language Study Abroad.** (3-6)(Prereq: Approval of Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Department of World Languages and Cultures is mandatory before enrollment.

(Spanish, Statistics)

- 360 Studies in Hispanic Poetry.** (3) (Prereq: SPAN 210) (Writing Intensive) Selected topics in Hispanic poetry. This course is designed to develop students' appreciation of poetry and to develop critical approaches to poetic texts. Periods covered may include the following: Renaissance and Baroque Poetry of Spain, Modern Spanish Poetry, and Poetry of Latin America from Modernism to the present.
- 380 Studies in World Film.** (3)(= ENGL 380, THEA 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills. Taught in English.
- 399 Independent Study.** (3) (Prereq: A written contract between students and instructor for a special topic dealing with Spanish language or culture, and approved by the Dean of the College of Humanities and Fine Arts) May not be used to satisfy the Spanish Minor Core.
- 410 Spanish Peninsular Literature.** (3) (Prereq: SPAN 210 or equivalent) A survey of the major literary works of Spain from the Middle Ages through the twentieth century.
- 411 Spanish American Literature.** (3) (Prereq: SPAN 210 or equivalent) A survey of the major literary works of Spanish American from pre-Columbian times through the twentieth century.
- 430 Spanish Linguistics.** (3) (Prereq: SPAN 210 or equivalent) Study of modern Spanish with attention to the application of linguistic theory to the effective teaching of Spanish.
- 431 Advanced Language Study.** (3)(Prereq: SPAN210 or equivalent)(Writing Intensive) Intensive practice of oral skills. Advanced study of grammar, syntax, and composition. Emphasis on mastery of complex language structures. Oral and written examinations.
- 480 Capstone: Advanced Topics in Literature and Culture** (3)(Prereq: SPAN 340 or equivalent; junior standing or above) (Writing Intensive) Intensive study and analysis of a notable author or authors, literary trends or selected cultural topics. Emphasis may be placed on one or more of the various forms of artistic, cultural or linguistic expressions. Consolidate and further the skills developed in the Spanish major.
- 495 Internship.** (3) (Prereq: special permission) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the Department Chair before applying for internship. Application for the internship can be obtained without receiving permission from the Department Chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student faculty supervisor, Chair of the Department, and the Dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

STATISTICS (STAT)

- 201 Elementary Statistics.** (3) (Prereq: MATH 130 or 130I) (Coreq: STAT 201L) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, introduction to probability, random variables

(Statistics)

and sampling distribution, linear regression and correlation, testing of hypothesis concerning one and two population samples, confidence interval estimation of parameters and introduction to one way ANOVA (analysis of variance). Primarily for students in the field of science who need basic knowledge of statistics. Students may not receive credit for this course if credit has been received from any of the following courses: Business Administration 291, or PSYC 225. Three lecture hours per week. F, S, Su.

201L Elementary Statistics Computer Laboratory. (1) (Coreq: STAT 201)

The computer laboratory involves exercises and/or lectures accompanying STAT 201. Students will use various statistical software. Laboratory exercises are designed to analyze data using appropriate tests/methods introduced in Statistics 201. F, S, Su.

315 Regression Analysis. (3) (Prereq: STAT 201, CBAD 291, or PSYC 225)

This course, which provides an in-depth coverage of regression analysis, is suitable as a second course in statistics. Topics include correlation, simple and multiple linear regression, method of least squares, model building and diagnostic checking, hypothesis testing, outliers, influence, multicollinearity, transformations, categorical regressors, and logistic regression. Examples and case studies are drawn from the sciences and business. Computers and statistical software will be used extensively. S

316 Experimental Design. (3) (Prereq: STAT 201, CBAD 291, or PSYC 225)

Topics include, but are not limited to, analysis of variance, analysis of covariance, Fisher assumptions, randomization, basic factorial designs, complete block designs, two-way factorial designs, split plot/repeated measures designs, interaction, blocking, Latin squares, and multiple comparisons. Computers and statistical software will be used extensively. F

317 Nonparametric Statistical Methods. (3) (Prereq: STAT 201, CBAD 291, or PSYC 225)

Topics include nonparametric analogues to t- and F-tests, ANOVA, regression and correlation, goodness of fit tests, tests of independence, and measures of association. Computers and statistical software will be used extensively. Offered on demand.

318 Biostatistics. (3) (Prereq: STAT 201, CBAD 291, or PSYC 225)

This course covers statistical issues and methods for biological, medical and health sciences. Topics include study design, hypothesis testing, linear models, multivariate methods, analysis of rates and proportions, analysis of survival data, logistic regression, and log-linear models. Examples and case studies are drawn from biology, medicine and health-related fields. Computers and statistical software will be used extensively. F

319 Categorical Data Analysis. (3) (Prereq: STAT 201)

A first course in the analysis of discrete data including two-dimensional tables, the log linear model, goodness-of-fit of the model, measures of dependence, three and higher dimensional tables, hierarchical models, model selection, ordered categories, logit model, and introduction to Bayesian analysis of categorical data. Computers and statistical software will be used extensively.

320 Multivariate Data Analysis (3) (Prereq: STAT 201)

In this course students will learn about statistical methods for data that contain more than one variable. Topics include description of multivariate data, dimension reduction using principal components analysis and factor analysis, case reduction using cluster analysis and other multivariate methods including multivariate analysis of variance. Inferential methods based on the assumption of multivariate normally distributed population will be discussed as time permits.

(Statistics, Swain Scholars, Theatre)

- 399 Independent Study/Internship in Statistics.** (3) (Prereq: STAT 412) Directed study of specific topics or supervised work as part of an approved internship. F.
- 412 Statistical Inference I.** (3) (Prereq: C or better in MATH 161) Sample spaces, probability, random variables, distributions. S.
- 413 Statistical Inference II.** (3) (Prereq: C or better in STAT 412) Point and interval estimation, tests of hypothesis, limiting distributions, order statistics. F.
- 419 Actuarial Mathematics I.** (3) (Prereq: C or better in STAT 412 or permission of instructor) Survival distributions and life tables, life insurance, annuities, benefit analysis risk theory. Offered on demand.
- 420 Statistical Computing.** (3) (Prereq: C or better in STAT 412 or permission of instructor) Random number generation, Monte-Carlo simulation techniques, statistical programming, introduction to statistical packages, computing on the internet. S, odd years.

SWAIN SCHOLARS (SWNS)

- 301 Swain Scholars I.** (1) (Prereq: Current Swain Scholar) Preparatory classroom experiences to improve the capacity of Swain Scholars to impact community health by engaging in health promotion outreach activities in conjunction with local health agencies.
- 302 Swain Scholars II.** (2) (Prereq: Current Swain Scholar) Second phase of Swain Scholars program to focus on implementation of community health outreach activities. Community health outreach will address an area of identified need with one or more community partners. Scholars provide outreach service and education of specified community sites and in the CCU community.

THEATRE (THEA)

- 101 Introduction to Theatre Art.** (3) Understanding and criticism of dramatic literature, history, and production.
- 130 Principles of Dramatic Analysis.** (3) Applications of contemporary cultural/literary theories, critical evaluation, analysis, and interpretation of dramatic literature and performance. Emphasizes both traditional and non-traditional canons of dramatic literature and traditional structures and forms of drama.
- 149 Acting for Non-Majors.** (3) Introduction to acting through exercises, improvisations and scene study that involve public performance as well as the development of communication skills.
- 150 Acting I.** (3) (Prereq: THEA 130) Actor awareness, imaginative physical and vocal preparation, application of objectives-obstacles-action choices in theatre exercises, a monologue, and scene work; terminology and types of theatre spaces examined.
- 154 Introduction to Costuming.** (3) Basic principles of costume design and construction and survey of selected historical periods in costume history.
- 155 Stagecraft.** (3) A beginning course in the principles and practice of stagecraft.
- 171 Stage Auditions.** (1) A beginning study of audition methods, including material selection, role preparation, and casting presentation.
- 174 Ballet I.** (2) Introduction to the techniques of classical ballet including alignment, positions, port de bras, and center combinations.
- 175 Jazz I.** (2) Introduction to the style, technique, and rhythmic structures of Jazz dance.
- 176 Tap I.** (2) Introduction to the fundamental principles of tap.
- 201 World Performance Traditions.** (3) This course will document and

(Theatre)

trace the phenomenon of performances as a part of human culture. Observing the earliest roots of performance in ancient societies, the course will follow the evolution of performance as realized through storytelling, theatre, dance, musical performance and other representational modes.

220 Theatre Laboratory. (1) Supervised participation in theatre production. No formal class meetings. May be repeated for credit, but no more than four credits may be applied toward the departmental major. F, S.

221 Laboratory, Musical Theatre Performance. (1) Supervised performance in musical theatre production or music ensemble.

230 Complete Stage Makeup. (3) An introduction to the complexities of makeup, this course is specially designed to require the student to become familiar with basic makeup procedures and complex prosthetic makeup application, and will culminate in the student's application in his or her projects.

240 Voice and Diction. (3) The analysis, evaluation, and improvement of speech through a study of the anatomy and physiology of the vocal mechanism, voice production, and articulation. Students will learn the International Phonetic Alphabet as a means of improving diction.

250 Acting II. (3) (Prereq: THEA 150 with grade of C or higher.) Scene work in realistic, contemporary drama; developing the ensemble experience; improvisational work to develop the artistic impulse.

274 Ballet II. (2) (Prereq: THEA 174). Intermediate/advanced level training in ballet.

276 Jazz II. (2) (Prereq: THEA 175) Continued training in Jazz dance at the intermediate/advanced level.

277 Tap Dance II. (2) (Prereq: THEA 176) Continued training in Tap dance at the intermediate/advanced level.

288 Directing I: The Director's Vision. (3) (Prereq: THEA 130 with grade of C or higher) History, theory, and principles of directing. Examines director's role and responsibilities, play selection, conceptualizing, ground plans, blocking.

295 Musical Theatre Scene Study. (3) The study of performance and acting in the musical theatre. Several performance projects are required, all of which entail singing/acting and movement.

322 Creative Dramatics. (3) The study and practice of theatre games and exercises as a means of learning to lead groups of all types and ages in an ensemble activity, including keeping a record of target group activities.

329 Stage Management. (3) (Prereq: THEA 155, Permission of Instructor) Learn the basics of the art and science of stage management for live theatre. Topics will include script analysis, the audition process, the rehearsal process and strike. Differing styles of stage management as well as different theatrical genres will be presented, discussed, and analyzed.

331 Introduction to Playwriting. (3) (Prereq: ENGL 275, 276, 287, or 288) Basic skills of playwriting including exercises in monologues, scenes, and conflict and resolution, leading to completion of a one-act play.

350 Acting III. (3) (Prereq: THEA 250 with a grade of C or higher) Continuation of scene work, adding nonrealistic forms; introduction to alternative approaches to the acting process; developing the physical and vocal character; examination of technique in acting.

351 Costume Construction. (3) Uses of materials and techniques for stage costume including patterning, advanced constructions, crafts, and millinery. Fee.

352 Costume Design. (3) Methods and principles of costume design with projects

(Theatre)

- in both modern and period styles. Includes research methods, design conceptualizations, organization, communicating ideas through images, and play analysis for the costume designer.
- 353 Theatre Design I.** (3) (Prereq: THEA 155 or equivalent) Basic scenographic studies of set design, lighting and costumes including preparation of ground plan, perspective drawing, and model building.
- 355 Scene Design.** (3) A studio course looking at design theory, history and contemporary design styles. Several projects will help to develop the drawing, drafting, rendering and model making skills of the student necessary to visually communicate design concepts to a director and other members of the production team.
- 356 Lighting Design.** (3) Principles and theory of theatrical lighting design, including design process and execution, equipment and paperwork, script analysis and color theory.
- 357 Scene Painting.** (3) Studio projects designed to develop and practice basic skills needed in painting stage scenery. Fee.
- 358 Properties Design and Construction.** (3) Uses of materials and techniques for the beginning properties designer and builder, including sections on carpentry, plastics, soft goods and upholstery.
- 359 Special Topics in Technical Theatre.** (3) Rotating topics in technical theatre such as millinery, CAD drafting, computer-aided rendering, advanced patterning, etc.
- 361 Theatre History and Literature I.** (3) Traces major developments in theatre production and dramatic literature from their beginnings to the mid-17th century. Lecture, student presentation.
- 362 Theatre History and Literature II.** (3) Traces major developments in theatre production and dramatic literature from the mid-17th century to the 20th century.
- 363 Musical Theatre History.** (3)(Coreq: THEA 150) A survey of the playwrights, composers, directors, choreographers, performers, and productions of the American musical theatre from its European beginnings to the present; specific works are studied.
- 366 History of Dance.** (3) (Prereq: junior standing) A survey of dance from the beginnings to the present. Lecture, final presentation.
- 372 Movement for the Actor.** (3) (Prereq: THEA 150) An introduction to current ideas in movement theory and basic physical skills needed for acting. Topics include Laban, Alexander technique, yoga, physical approaches to character, and basic unarmed stage combat.
- 376 Dance for Musical Theatre IV (Styles).** (3) (Prereq: THEA 174, 175, and 176 or consent of instructor) The study and application of the choreographic styles of several leading Musical Theatre choreographers as well as student practice in choreography for the Musical Theatre. Course may be repeated as an Elective or Emphasis.
- 377 Dance Company.** (Variable 1-3) (Prereq: THEA 174, 175 or 176) Practical studio work in dance technique and choreography with rehearsal in preparation for performance opportunities.
- 380 Studies in World Film.** (3) (= ENGL 380, SPAN 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.
- 381 Modern British and American Drama.** (3) (= ENGL 381) A critical

(Theatre)

- and historical survey of the development of British and American drama from the eighteenth century to the present.
- 388 Directing II: Directing the Actor.** (3) (Prereq: THEA 288 with grade of C or higher) Director's approach to text analysis and articulation of ideas. Rehearsal schedules, staging, rehearsal and audition techniques, scene work. Students will focus on the direction of the Ten Minute play for and collaboration leading to new works. Final project will be a re-envisioned short scene from Shakespeare.
- 392 New York Theatre Experience.** (3) A critical and historical survey of New York Theatre, from the earliest record to the present, culminating in a trip to New York City during Spring Break to see plays and sites of related interest. Modern and contemporary New York Theatre will be emphasized.
- 395 International Theatre Experience.** (3) (Prereq: junior standing) A critical and historical survey of world theatre, culminating in a trip to a major world city. Focus will be on culture, performance and society. May be repeated once for credit if destination changes.
- 399 Independent Study and Research.** (3) For information, see Academic Regulations section. May be repeated for credit under different topics.
- 429 Theatre Management.** (3) (Prereq: Permission of instructor) Problems involved in organizing, administering, and promoting the non-professional theatre.
- 440 Vocal Production for the Actor.** (3) (Prereq: THEA 240) The study and application of skills which develop a strong and versatile speaking voice for the stage. Drawing on the theories of Lessac, Linklater, Skinner, and Berry, students will identify and correct vocal problems through breathing and projection exercises and warm-up techniques. Study includes accents, dialects, and vocal drills. Knowledge of the International Phonetic Alphabet is required.
- 450 Acting IV.** (3) (Prereq: THEA 350 with a grade of C or higher) Rehearsal and performance of verse drama; a study of period styles; scansion, understanding of poetic language, and careful text analysis emphasized.
- 451 Design Survey.** (3) Students will research various trends in the history and contemporary practice of theatrical design as well as critiquing a current professional production. Fee.
- 452 Projects in Design.** (2) Supervised design in one area for a main stage production. May be repeated for credit.
- 458 Theatre Design II.** (3) (Prereq: THEA 155 or permission of instructor; THEA 353) Advanced scenographic studies of set design, lighting, and costumes including design participation in a departmental production.
- 491 Special Topics: New Works Development.** (3) Topics in the areas of theatre that result in the creation of a new work in dramatic literature, performance, or design. Special Topics courses will be announced and described prior to early registration each semester.
- 498 Musical Theatre Capstone.** (1) (Prereq: senior standing) In the final semester, each student will plan and execute a project which demonstrates significant proficiency in singing, dancing, and acting. Supervised by a member of the Performing Arts Faculty, the project will incorporate research, documentation, an audition portfolio, and a public performance.
- 499 Theatre Capstone Project.** (1) (Prereq: senior standing) Each student will plan and execute a project which demonstrates a significant proficiency in one or more theatrical elements. Supervised by a member of the theatre faculty, the project will incorporate research, documentation, and a public exhibition.

(University, Women's and Gender Studies)

UNIVERSITY (UNIV)

- 100 Seminar in Leadership Development.** (2) Leadership and organizational theories, leadership styles, decision-making techniques, service learning, team building and communication skills with an opportunity to apply learning during class discussions and activities.
- 110 First Year Experience.** (3) Designed to enhance the satisfaction and success of first year students. The course focuses on developing critical and creative thinking, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the Coastal community. This course is a graduation requirement. Must be completed with a "C" or better.
- 150 Career Exploration.** (3) This course is designed to provide the student with the skills necessary to make effective career decisions. A realistic assessment of self, identification of possible career fields and occupations, and methods of developing and implementing a plan of action will be emphasized.
- 200 Student Media Production.** (1) Supervised participation in the production of student media, including the student newspaper, magazine, or literary journal. This course may be repeated for credit, but no more than 8 total credits from University 200 may be applied toward a degree.
- 300 Principles of Peer Mentoring.** (1) (Prereq: Acceptance into Peer Mentor Program and permission of instructor). This interactive course focuses on the study of issues, topics, and strategies related to mentoring first-year students at the University. Relevant student development theory is highlighted. This course prepares Peer Mentors to assist the instructor of FYE in a subsequent Fall Semester. S.
- 301 Applied Principles of Peer Mentoring.** (2) (Prereq: Completion of UNIV 300 and permission of instructor). This course is designed to offer academic credit to Peer Mentors who spend eight to ten hours each week assisting the instructor in FYE, planning course content, meeting with first-year students and other course-related responsibilities determined by the Faculty Mentor or Peer Mentor Coordinator. This course specifically addresses topics and issues directly related to teaching and mentoring first year students in the success seminars. F.
- 395 Internship Experience.** (0) (Course Restrictions: Student must have completed a minimum of 30 credit hours before enrolling in course. This course can not be used as an elective.) Requires a minimum of 150 hours of on-site supervised and evaluated student work experience. The purpose of this course is to provide a student the opportunity to confirm major selection, clarify career objective, expand networking contacts, and develop interpersonal and profession skills in a work environment.
- 399 Independent Study.** (1-6) (Prereq: Admission into the Interdisciplinary Studies Program or permission of the Director of Academic Advising.) Written contract between student and instructor and approval by the appropriate dean or director.) Directed study and/or research on a specific topic.

WOMEN'S AND GENDER STUDIES (WGST)

- 103 Introduction to Women's and Gender Studies.** (3) This interdisciplinary course draws on a variety of disciplines, such as sociology, philosophy, politics, history, anthropology, biology, psychology, and literary studies. It is designed to offer an introduction to some of the current issues in women's and gender studies. It is designed to offer an introduction to some of the current issues in women's and gender studies, such as the construction of gender and its consequences for both women and men; family, work, wages, and welfare; sexuality, violence, reproduction, and body image; femininity, masculinity, race and class;

(Women's and Gender Studies)

international feminisms and cross-cultural gender issues; feminist theory, politics, and activism.

495 Women's and Gender Studies (3) The guided internship requires 120 to 140 hours of on-site work; a journal; and a final paper. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking opportunities.

498 Capstone Seminar. (3) (Prereq: nine hours of minor-designated courses, including WGST 103) A capstone course for the Women's Studies minor, which will present issues of gender, culture, and society as viewed through the framework of feminist theory.

INDEX

A

Academic Advisement:
 Graduate, 211
 Undergraduate, 57
Academic Calendar, 8
Academic Colleges, 108
Academic Common Market
 (ACM), 79
Academic Dishonesty (Fx), 48
Academic Forgiveness, 54
Academic Honors, 55
Academic Probation, 52
Academic Regulations:
 Graduate, 210
 Undergraduate, 34
Academic Status, 52
Academic Support Services, 57
Accounting, 111, 218
 CMA/Finance Track, 112
 CPA Track, 112
 Master of Business Administration, 218
Accreditation, 18
Actuarial Science Minor, 199
Admission Information, 20
Advanced Placement Credit, 43
Advisement:
 Academic, 57
 Graduate, 211
 Pre-Professional Programs, 60
 Study Abroad, 60
Anthropology Courses, 231, 260
Army ROTC, 180
Art Curatorial Studies, 261
Art Education:
 Courses, 231, 261
 Minor, 160
Art History:
 Courses, 263
 Minor, 159
Art Studio:
 Courses, 265
 Major, 159
 Minor, 159, 160
Articulation Agreement, 25
Asian Studies Minor, 152

Astronomy Courses, 268
Athletics, 87
Attendance Policy, 41
Auditing, 36

B

Bachelor of Fine Arts:
 Musical Theatre Major, 155
 Theatre Arts Major, 98
Bachelor's Degree Requirements, 98
Biochemistry Major, 190
Bioinformatics Courses, 269
Biology:
 Courses, 232, 269
 Major, 181
 Master of Business Administration
 Dual Degree, 184
 Minor, 185
Business Administration, 108
 Accounting, 111
 Courses, 234, 276
 Double Major, 118
 Economics, 112
 Finance, 114
 Major, 110
 Management, 115
 Marketing, 116
 Master, 216
 Minor, 118
 Professional Golf Management, 118
 Resort Tourism Management, 117

C

Calendar, Academic, 8
Campus Map, 402
Career Management Services, 89
Chemistry:
 Courses, 236, 282
 Major, 186
 Minor, 188
Class Attendance, 41
Coastal Geology Minor, 208
Coastal Marine and Wetland Studies:
 Courses, 236
 Master of Science degree, 227
College-Level Examination Program

- (CLEP), 43
- Colleges:
 - Business, 108
 - Education, 120
 - Humanities and Fine Arts, 131
 - Science, 163
- Communication:
 - Courses, 285
 - Major, 134
 - Minor, 136
- Complaints, University Policy for Students, 96
- Computer Science:
 - Courses, 238, 287
 - Major, 193
 - Minor, 194
- Conduct, Student, 95
- Confidentiality of Student Records (FERPA), 50
- Core Curriculum, 98
- Counseling Services, 89
- Course Descriptions:
 - Graduate, 231
 - Undergraduate, 260
- Course Load:
 - Graduate, 213
 - Undergraduate, 36
- Course Withdrawal, 40
- Credit:
 - By Examination, 42, 212
 - Foreign Institution, 46
 - Military, 47
 - Transfer, 45
- Criminal Justice Courses, 291

D

- Dean's List, 55
- Degree Audit, 58
- Degrees, 6, 57
 - Second Baccalaureate, 30, 57
- Departmental Exams, 43
- Design and Technology, 158
- Disabilities, Services for Students with, 88
- Distance Learning, 38
- Double Majors, 57
- Dramatic Arts:
 - Courses (see Theatre), 381

- Major, 154
- Minor, 155
- Dropping Courses, 39

E

- Economics:
 - Courses, 238, 292
 - Major, 112, 113
 - Minor, 118
- Education:
 - Courses, 239, 295
 - Early and Elementary, 239
 - Early Childhood, 124
 - Educational Leadership, 219, 239
 - Elementary, 126, 241
 - Graduate Programs, 219
 - Instructional Technology, 244
 - Learning and Teaching, 221
 - Literacy Learning, 244
 - Middle Level, 127
 - Physical Education, 173
 - Professional Program in Teacher Education, 121
 - Secondary, 245
 - Spadoni College of, 120
 - Special Education, 129, 248
- EEO/Title IV/AA/Section 504 Statement, 3, 404
- Emergency Information Center, 92
- Engineering:
 - Courses, 303
 - with Clemson University, 207
- English:
 - Courses, 249, 304
 - Major, 137
 - Minor, 138
- English as a Second Language, 29
- Enrollment Certification, 50
- Enrollment Notification Deposit, 22, 64
- Environmental Science:
 - Courses, 312
 - Minor, 207
- Examinations:
 - Credit By, 42, 212
 - Deferred, 42
 - Departmental, 43
 - Finals, 41

Exercise and Sport Science:
Courses, 313
Major, 167
Exercise Science Minor, 178
Extra-curricular Participation, 84

F

Family Educational Rights and
Privacy Act (FERPA), 50
Federal Pell Grant, 73
Federal Perkins Loan, 74
Federal Supplemental Educational
Opportunity Grant
(FSEOG), 73
Fees and Expenses, 64
Miscellaneous, 66
Undergraduate and Graduate, 65
Finance Major, 114
Financial Aid, 72
Federal Pell Grant, 73
Federal Stafford Loan, 74
Federal Supplemental Educational
Opportunity Grant, 73
Grants and Loans, 73
Perkins Loan, 74
PLUS Loan, 75
Refunds/Repayments, 76
South Carolina Need-Based
Grant, 73
South Carolina Teachers Loan, 74
Unsubsidized Federal Stafford
Loan, 74
Withdrawal, 77
First Year Experience, 58, 385
Foreign Languages
Instructional Center, 58
Foreign Languages:
Courses, 308, 311, 323, 324, 326,
360, 377
French:
Courses, 316
Minor, 142
Full-Time Student, 65
Fx (Academic Dishonesty), 48

G

General Education Requirements
(Core), 98

Geography Courses, 317
Geology Courses, 251, 318
German:
Courses, 319
Minor, 143
Gerontology Certificate Program, 205
Grade Appeal, 48
Grade Changes, 48
Grade Point Average, 49
Grade Replacement Policy, 36
Grade Reports, 49
Grading System:
Graduate, 211
Undergraduate, 47
Graduate Programs, 210
College of Science, 227
Graduate Assistant, 213
Master of Arts in Teaching, 223
Master of Arts in Writing, 225
Master of Business
Administration, 216
Master of Education in Educational
Leadership, 219
Master of Education in Learning and
Teaching, 221
Master of Science, Coastal Marine
and Wetland Studies, 227
Regulations, 210
Spadoni College of Education, 219
Thomas W. and Robin W. Edwards
College of Humanities and Fine
Arts, 225
Wall College of Business
Administration, 216
Graduation Requirements, 55
Grants, 73
Graphic Design:
Courses, 262
Major, 160
Minor, 161

H

Health Promotion:
Courses, 321
Major, 169
Minor, 178
Health Services, Student, 89

History:

- Courses, 251, 323
- Major, 143
- Minor, 145

Honors:

- Academic, 55
- Courses, 330
- Graduation With, 56

Housing, 91

Humanities and Fine Arts:

- Communication, 134
- Edwards College of, 131
- English, 137
- History, 143
- Music, 145
- Philosophy and Religious Studies, 147
- Politics and Geography, 149
- Theatre, 153
- Visual Arts, 158
- World Languages and Cultures, 139
- Writing, 225

I

- Identification Cards, 215
- Incomplete Grade, 48
- Independent Study, 37
- Information Systems Major, 194
- In Residence (30 hour rule), 42, 45, 47, 55
- Insurance, 66, 90, 216
- Interdisciplinary Studies:
 - Courses, 331
 - Major, 104
- International Baccalaureate (IB)
 - Credit, 44
- International Business Studies
 - Minor, 118
- International Programs and Services, 89
- International Student:
 - Admission, 29
 - Advisement, 89
 - Health Insurance, 216
- International Studies Minor, 151
- International Study Programs, 138
- International Transfer
 - Credit, 24, 29, 45

- Internships, 123
- Italian Courses, 331

J

- Japanese Courses, 332
- Journalism:
 - Courses, 332
 - Minor, 136

L

- Late Fee, 67
- Latin American Studies:
 - Courses, 334
 - Minor, 153
- Latin Courses, 334
- Learning Assistance Center:
 - Foreign Language, 58
 - Mathematics, 59
 - Writing, 59
- Library, 93
- Loans, 74

M

- Majors, 6
 - Double, 57, 118
- Management Major, 115
- Marine Science:
 - Courses, 252, 334
 - Major, 194
 - Minor, 197
- Marketing, 116
- Master of Arts:
 - Teaching, 223
 - Writing, 225
- Master of Business
 - Administration, 216, 217
- Master of Education:
 - Educational Leadership, 219
 - Learning and Teaching, 221
- Master of Science:
 - Coastal Marine and Wetland Studies, 227
- Mathematics:
 - Courses, 254, 341
 - Learning Center, 59
 - Major, 197
 - Minor, 199

Medical Withdrawal, 40
Middle Level Education, 127, 290
Minors, 57
Mission Statement, 16
Multicultural Student Services, 86
Music:
 Courses, 337, 345
 Major, 145
 Minor, 147
Musical Theatre Major, 155
Music Education Courses, 254, 350

N

New Media and Digital Culture:
 Minor, 161
Non-degree Seeking Status, 56
Non-Degree Seeking Status, 38
Non-resident Status, 65
Non-Resident Status, 64
Non-Traditional Course Work, 37
Notification of Student Rights under
 Family Educational Rights and
 Privacy Act (FERPA), 96

O

Orientation of New Students, 32

P

Part-Time Student, 65
Pass-Fail Grading, 49, 212
Pell Grant, 73
Perkins Loan, 74
Petition:
 Academic, 34, 54
 Disciplinary, 95
 Grade Appeal, 48
 Graduate School, 212
 Right of Petition, 34, 68
Philosophy:
 Courses, 351
 Major, 148
 Minor, 149
Physical Education:
 Courses, 354
 Major, 120, 129, 173
Physically Active Living Skills
 (PALS), 179

Courses, 355
Physics:
 Courses, 256, 363
 Major, 188
 Minor, 190
Placement Exams, 32, 139, 185, 199
Plagiarism, 34
PLUS Loan, Federal, 75
Policy on Drug-Free Campus, 34
Political Science:
 Courses, 256, 355
 Major, 150
 Minor, 151
Portals:
 MAT, 224
 Teacher Education, 123
Portuguese Courses, 368
Pre-College Honors Program (for
 High School Students), 31
Pre-Law, 61
Pre-Law Minor, 153
Pre-Medicine, 61, 184
Probation, 52
Professional Golf Management, 118
 Courses, 369
Professional Program Advisement, 60
Professional Program in Teacher
 Education, 121
Program Evaluation, 58
Programs Abroad, 60
Psychological Withdrawal, 40
Psychology:
 Courses, 256, 370
 Major, 200
 Minor, 202
Public Safety Department, 92

R

Readmission, 30, 211
Recreation and Sport Management:
 Courses, 375
 Major, 174
Refund/Charge of Fees for:
 Dropping Courses, 76
 Withdrawal, 76
Refunds, 67, 76
Registration, 35

Religious Studies:

- Courses, 378
- Minor, 149
- Repeating Courses, 36
- Research, Directed Undergraduate, 37
- Reserve Officers Training Corps (ROTC), 180
 - Courses, 380
- Residence Life, 91
- Refunds, 70
- Residency Clarification, 64
 - Fees, 65
 - Legal status, 64
- Resort Tourism Management:
 - Courses, 379
 - Major, 117
- Returned Check Fee, 67
- ROTC, 180

S

- Satisfactory/No Credit Grading System, 49
- Scholarships, 77
- Science:
 - Applied Mathematics, 197
 - Applied Physic, 188
 - Biochemistry, 190
 - Biology, 181
 - Chemistry, 186
 - Chemistry and Physics, 186
 - Coastal Marine and Wetland Studies, 227
 - College of, 163
 - Computer Science, 193
 - Computer Science and Information Systems, 191
 - Courses, 382
 - Engineering, 207
 - Exercise and Sport Science, 167
 - Gerontology, 205
 - Health Promotion, 169
 - Information Systems, 194
 - Marine Science, 194
 - Mathematics and Statistics, 197
 - Minors in Health, Kinesiology and Sport Studies, 178
 - Physical Education Teacher

- Education (Pre K-12), 173
- Physically Active Living Skills (PALS), 179
- Psychology, 199, 201
- Psychology and Sociology, 199
- Recreation Management, 176
- Reserve Officer Training Corps (ROTC), 180
- School of Health, Kinesiology and Sport Studies, 166
- Sociology, 202
 - Sport Management, 177
- Second Baccalaureate Degree, 30, 57
- Senior Applicants, 31
- Senior Citizens, 31, 67
- Senior Privilege, 38, 213
- Sex Offender Registry, 93
- Sociology:
 - Courses, 382
 - Major, 202
 - Minor, 205
- Spanish:
 - Courses, 257, 385
 - Major, 140
 - Minor, 142
- Special Education:
 - Courses, 293
 - Major, 129
- Statistics:
 - Courses, 257, 387
 - Minor, 199
- Stoles, Academic and Honor, 56
- Student:
 - Athletes, 87
 - Computing Services, 93
 - Employment, 75
 - Financial Aid, 72
 - Health Services, 89
 - Life, 84
 - Multicultural Services, 86
 - Off Campus Services, 92
 - Rights, 50
 - Services, 87
- Study Abroad Advisement, 60
- Success Seminar Courses, 371
- Summer Terms, 38
- Suspension, 52
 - Academic Petition, 54

Swain Scholars Courses, 389

T

Technology Fee, 67

Test of English as a Foreign Language
(TOEFL), 29

Theatre:

Courses, 389

Major, 154, 155, 157

Minor, 155

Theatre Arts:, 157

Acting, 157

Design and Technology, 158

Physical Theatre, 158

Transcripts, 50

Transfer Admission, 23

Transfer Credit:

Graduate, 214

International, 29

Undergraduate, 45

Transient Study, 46

Tuition, 65

U

Undergraduate:

Degree Chart, 6

Majors, 6

Minors, 7

University Academic Center:

First Year Advising, 57

First Year Experience, 58

Foreign Language Instructional
Center, 58

Mathematics Learning Center, 59

Writing Center, 59

V

Vehicle Registration, 96, 215

Veterans Benefits, 72

Visual Arts, 158

Courses, 263, 265

Major, 159

Minor, 159

W

Waiver of Fees, 64, 65

Withdrawal, 40, 47

Medical or Psychological, 40

Women's and Gender Studies, 162

Courses, 393

Minor, 162

Work Opportunities, 75, 87

Work Study Program, 75

World Languages and Cultures, 139

Exemption, 140

Instructional Center, 58

Major, 140, 141

Minor, 142

Placement, 140

Placement Test, 139

Writing Center, 59

Insert Campus Map Legend

Insert Campus Map

Coastal Carolina University provides affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, handicap, or veteran status.