COASTAL CAROLINA UNIVERSITY

2016-2017

GRADUATE STUDIES CATALOG

Effective

August 16, 2016 through August 15, 2017

COASTAL CAROLINA UNIVERSITY
GRADUATE STUDIES CATALOG
ACADEMIC YEAR 2016-2017

Vol. VI   August 16, 2016   No. 1

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

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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 Suitable substitutions will be allowed for required courses which have been withdrawn.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.

**P. O. BOX 261954
CONWAY
SOUTH CAROLINA 29528-6054**

**TELEPHONE
CONWAY   843-349-2394**

Coastal Carolina University Office of Graduate Studies

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Calendars

[Academic Calendars](#)

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

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

➢ Commencement information may be found online at the [University Commencement](#) website.

THE UNIVERSITY

COASTAL CAROLINA UNIVERSITY MISSION STATEMENT

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

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

Inspired by its founding in 1954 to serve the educational needs of the region, Coastal Carolina has a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to building undergraduate and graduate degree 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 in committing itself to excellence through continuous assessment and improvement.

Update adopted by the Coastal Carolina University Board of Trustees on July 19, 2014.
Update approved by the Commission on Higher Education on February 5, 2015.

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 843-349-2102.

ACCREDITATION

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

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

- The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) which is now transitioning to the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the South Carolina Department of Education.

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

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

- The Department of Music is accredited by the National Association of Schools of Music (NASM).

- The Department of Theatre is accredited by the National Association of Schools of Theatre (NAST).

- The completion program in Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as NLNAC.

- The PGA Golf Management Program is accredited by the Professional Golfers' Association (PGA) of America.

- The Health Promotion Program has approval designation from the Society for Public Health Education (SOPHE)/American Association for Health Education (AAHE) Baccalaureate Program Approval Committee.

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

ENGLISH LANGUAGE PROFICIENCY

(SC Code of Laws 59-103-160)
All candidates interviewed for University positions will be evaluated on both their written and spoken English proficiency. Faculty employed will possess adequate written and spoken English skills so as to be able to deliver instruction in an understandable manner. Students with specific concerns should schedule a meeting with the immediate supervisor of the instructor involved.

Graduate Studies

GRADUATE STUDIES

Coastal Carolina University is a comprehensive liberal arts institution committed to excellence in teaching, research, and public service. Graduate degrees are offered in four of the five Colleges. The University offers master degrees (30 graduate semester credits minimum), the Educational Specialist degree (33 credits minimum) and the Doctor of Philosophy (60 credits minimum.)

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

Graduate Studies Mission Statement

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

Graduate Degrees

E. Craig Wall Sr. College of Business Administration
Master of Business Administration (M.B.A.)
Master of Accountancy (M.Acc.)

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

Thomas W. and Robin W. Edwards College of Humanities and Fine Arts
Master of Arts in Liberal Studies (MALS)
Master of Arts in Writing (M.A.)

College of Science
Master of Science in Coastal Marine and Wetland Studies (M.S.)
Doctor of Philosophy in Marine Science (Ph.D.)
Master of Science in Information Systems (M.S.)
Master of Science in Sport Management (M.S)

Certificates

E. Craig Wall Sr. College of Business Administration
Business Foundations
Fraud Examination

Spadoni College of Education
Certificate in English Speakers of Other Languages (ESOL)
Certificate in Online Teaching and Training (COTT)

College of Science
Applied Computing and Information Systems

ADMISSIONS

ADMISSIONS

GENERAL INFORMATION

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

Graduate programs of study leading to a Master of Accountancy and a Master of Business Administration are offered through the E. Craig Wall Sr. College of Business Administration. The Master of Arts in Teaching, the Master of Education and the Educational Specialist degrees are offered through the Spadoni College of Education. The College of Humanities and Fine Arts offers the Master of Arts in Liberal Studies and Master of Arts in Writing, and the College of Science offers the Master of Science in Coastal Marine and Wetland Studies, the Master of Science in Information Systems and Analytics, the Master of Science in Sport Management, and the Doctor of Philosophy in Marine Science.

Community Standards Requirements

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

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

ENROLLMENT NOTIFICATION

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

GRADUATE ADMISSIONS

Admission Categories

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

Degree Seeking Graduate Students

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

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

Valid Period of Admission

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

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

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

Time Period Allowed

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

Non-degree Seeking Graduate Students

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

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

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

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

Transient (Visiting) Student

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

TRANSFER ADMISSION

An applicant who has attended another regionally accredited institution for graduate credit in any capacity, regardless if credit was earned, after completion of a bachelor's degree is a transfer student.
Graduate transfer credit must have been earned at an institution accredited by a regional accrediting association* at the time the course work was completed. The only exceptions to this standard are transfer credits from foreign institutions and transfer of course work completed at an institution accredited by a recognized accrediting body or the acceptance of credit for military education. A maximum of twelve (12) graduate credits for academic courses completed with grades of B or better may transfer to master's programs and a maximum of thirty (30) graduate credits may transfer to the Ph.D. program. Completion dates for transfer credits must fall within the six-year period allowed for a degree.

Evaluation of Transfer Credit

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

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

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

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

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

EXPERIENTIAL LEARNING

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

SENIOR CITIZEN ADMISSION

Senior citizens (60 years of age or older) who are legal residents of South Carolina may be eligible to attend classes on a space available basis without the payment of tuition (excludes required miscellaneous and course fees) provided the applicant meets the regular admission requirements and other standards of the University and the graduate program pursued. Under the free tuition program, senior citizens cannot register until the day prior to the first day of the course for the term in which they wish to enroll. Degree-seeking senior citizen students in their last semester may register concurrently with traditional continuing students. Senior citizens may apply as degree or non-degree seeking graduate students.

INTERNATIONAL GRADUATE ADMISSION

Citizens of countries other than the United States of America who apply to Coastal Carolina University graduate programs must meet the University's graduate admission requirements in addition to any requirements specific to the chosen degree program. All international applicants must:

1. Submit a completed degree seeking application for graduate admission to the chosen program with application fee;
2. Provide original or certified copies of all certificates, transcripts, and degrees (If these documents are not in English, then official translations and evaluations must be included as well.);
3. Submit the required standardized test results; and
4. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required.
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77;
   h. TOEIC (Test of English for International Communication) with a score of 745;
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

For more information international applicants should consult the Office of International Programs and Services.

Transfer Credit

Transfer credit from foreign colleges/universities is reviewed within the Office of International Programs and Services (OIPS). Foreign transcripts must be translated into English and evaluated course-by-course to the American grading system and course equivalencies. This service can be obtained through any member of the National Association of Credential Evaluation Services (NACES). Members can be found on the website: http://www.naces.org/members.html. International course work will be reviewed by the OIPS for transfer in coordination with the Dean of the student's degree program and the Dean of each course in review.

Conditional Letter of Admission

Applicants who meet all admission requirements for their respective programs, except for the English language requirement (#4 above) and required levels of any standardized tests that would need to be completed in English will be issued a conditional letter of admission valid for one calendar year which includes specific detail of the materials that need to be submitted to move to full acceptance and matriculation into the respective graduate degree program.

Financial Resource Verification and Supporting Documents for Visas

Upon being fully admitted to Coastal Carolina University's graduate program, students who will spend at least part of their graduate degree program in the United States will be required to submit a Confidential Financial Statement showing adequate funds for one year of study in their chosen program as a requirement for the issuance of support documents to enable the student to apply for the correct student visa. For more

information international students should consult the **[Office of International Programs and Services.](#)** Additional information regarding the visa process may be found **at [http://travel.state.gov/content/travel/english.html.](#)** Under no circumstances should students come to Coastal Carolina University without first receiving the formal acceptance letter and appropriate travel documents. Individuals already in the U.S. who are out of status with Immigration and Customs Enforcement (ICE) will not be permitted official registration.

Health Insurance

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

PROVISIONAL ADMISSION

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

APPEALING THE ADMISSIONS DECISION

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

READMISSION OF FORMER STUDENTS

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

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

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

DUAL OR SECOND GRADUATE DEGREE(S) ADMISSION
Dual Graduate Degrees

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

Students admitted to two degree programs will be subject to the following requirements:
1. A committee composed of a minimum of one graduate faculty member from each program and one additional member appointed by Graduate Studies will review and approve the two programs

of study. Moreover, the Directors and Deans of both graduate programs must approve the two plans of study before submission to the Office of Graduate Studies. Courses applied to both programs of study must be identified.

2. Concurrent programs of study must be reviewed and approved simultaneously. Students who add a degree program while completing a first degree must have both programs approved as explained in #1 above.
3. Students must meet all requirements for both degrees. No more than twelve (12) credits from one program of study may count towards a second program. Some graduate programs may not allow 12 credits. Thus, students should consult with Coordinators of their academic programs.
4. Students must complete both programs within seven (7) years of the initial admission term. Completion of the degree requirements for the two programs need not be at the same time.
5. Students completing two degrees will be responsible for submitting and paying for two applications to graduate (one for each diploma to be issued).

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

NON-DEGREE GRADUATE ADMISSION
To gain admission as a degree seeking student, the non-degree classified student must submit a degree seeking application for graduate admission including the application fee. Official academic transcripts of all previous college work are required. A maximum of twelve (12) graduate credit hours taken as a non-degree seeking student may be applied toward degree requirements in a program. For more information see Non-degree Seeking Graduate Students.

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

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

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

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

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

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

ORIENTATION OF NEW GRADUATE STUDENTS

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

Academic Regulations

ACADEMIC REGULATIONS

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

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

Official policies of the University are published in *The Student Handbook,* and on the website for University Policies. Some of these policies are listed below:
    a) The Code of Student Conduct;
    b) Alcohol and Drug Policy;
    c) The University Housing Community Living Guide; and
    d) Sexual Assault Policy.

Graduate degrees are offered in four of the five Colleges. The University offers master degrees (30 graduate semester credits minimum), the Educational Specialist degree (33 credits minimum) and the Doctor of Philosophy (60 credits minimum.) Any master's degree exceeding 30 hours must have approval by the Provost/Senior Vice President for Academic and Student Affairs.

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

A graduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a master's degree-seeking student or under subsequent requirements published while enrolled. However, the student's choice is restricted to a specific catalog and the curricular requirements described therein. Graduate students have a period of six (6) years, inclusive and continuous, in which to claim the curricular rights of a specific catalog.

Within the six-year (6) limit, a graduate student who is absent from the University for no longer than three (3) years and who returns to complete the program of study shall have the right to continue under the catalog in effect at the time of the student's original enrollment as a master's degree-seeking student. Alternatively, the student may elect the degree requirements under the catalog in effect at the time of return. If the period of absence is longer than three years, the student will be subject to the curricular requirements in force at the time of return. Under no circumstances will students be allowed to appeal short-lived rules and regulations which were adopted and abandoned during the period of their absence.

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

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

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

RIGHT OF PETITION

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

GENERAL INFORMATION

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

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

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

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

Electronic Communication

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

Change of Name or Address

It is the obligation of every student to notify the Office of the Graduate Studies or 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 *Coastal Carolina University Graduate Studies Catalog* and the University's Official Website. Registration information may be accessed through the Office of the Registrar's website.

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

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

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

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

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

Auditing a Course

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

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

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

Course Load

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

For graduate students, full-time is defined as nine (9) hours in major semesters (Fall and Spring). Half-time is defined as five (5) hours. During the Summer, full-time is defined as five (5) hours, while half-time is defined as three (3) hours.

For certain graduate students, typically those completing thesis or dissertation work, the number of credits to be considered full-time and half-time may be reduced.

Repetition Of Course Work

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

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

Non-Traditional Course Work

Traditional course delivery at Coastal Carolina University requires student adherence to established attendance policies and the specific communication of course expectations from instructor to student through the course syllabus. However, it is recognized that, at times, University study may be taken in a manner that departs from this tradition. *All of these situations require that an instructional/course contract be developed before the study begins.* These situations typically are:
   1) when students engage in an independent learning experience in an area not represented by established course work at the University;
   2) study in established University courses on an independent, non-traditional basis; or
   3) cooperative and internship study.

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

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

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

Distance Learning

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

Summer Semesters

The Summer semesters are normally comprised of May (4 weeks), Summer I (5 weeks), and Summer II (4 weeks). Shorter sessions and workshops are also offered. Students regularly enrolled in the University may take work applicable to the degree sought during Summer semesters.

Except in abbreviated sessions (less than five weeks) or in cases of adjustments for holidays, each course meets four periods a week, Monday through Thursday. A maximum of two courses (up to 7 credit hours) is permitted during any regular summer semester that is five (5) weeks or greater. One course (up to 4 credit hours) is the normal load for four (4) weeks and other abbreviated semesters.

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

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

Transitional Study (Undergraduate Enrollment in Graduate Courses)

Transitional Study involves undergraduates enrolling in graduate courses. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor's degree or who have an earned bachelor's degree may be permitted to enroll in a course or courses for graduate credit. Students are typically expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned as determined by the Graduate Program Director/Coordinator. Some programs may require supporting documents demonstrating the student is prepared for graduate study. Graduate courses available for Transitional Study are numbered 500-699. Transitional Study also allows qualified undergraduates 1) to pursue advanced studies enhancing their undergraduate degree or 2) to begin work towards completing a graduate degree, certificate, or endorsement. Credits earned through Transitional Study can only be used to satisfy one degree, undergraduate or graduate. The application of credit, once chosen, cannot be changed.

Students wishing to pursue Transitional Study must:
1. Complete and submit the Application for Non-Degree Graduate Admission to the Office of Graduate Studies;
2. Complete and submit the Application for Transitional Study to the Office of Graduate Studies. For credit to be applied to an undergraduate degree this form must be signed by the student's advisor, the Graduate Program Director/Coordinator, by the course(s) Dean and by the Director of Graduate Studies. For graduate credit only this form must be signed by the Graduate Program Director/Coordinator, the course(s) Dean and by the Director of Graduate Studies;
3. Limit the total credits earned under Transitional Study to twelve (12);
4. Limit the total credit hours (undergraduate and graduate) taken in the Fall or Spring semester to sixteen (16); limit the total credit hours (undergraduate and graduate) taken in the Summer I or Summer II semester to nine (9);

5. Indicate clearly how the credits will be applied (e.g., as undergraduate or as graduate credits).

Courses Outside a Degree Program

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

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

Prerequisites

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

CHANGES IN REGISTRATION

Changes in Enrollment

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

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

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

Dropping a Course

Dropping courses during final exams is not permitted.

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

Change in Graduate Degree Program

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

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

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

Course Substitutions and Waivers

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

Deviations from degree requirements, as published in the University *Graduate Studies Catalog*, may be petitioned to the appropriate college Graduate Petitions and Scholastic Standing Committee. Committee decisions are subject to approval of the program Coordinator/Director, the College Dean, Graduate Council and 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 contact their adviser and/or the Office of Graduate Studies. An exit interview will be conducted to assist the student in completing the withdrawal process and to resolve any outstanding concerns. A student who leaves the University without following this procedure may prejudice any further attempt to re-enter the University and will receive a grade of **F** (**U** for Pass/Fail option) in all courses.

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

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

[Withdrawal Due to Medical or Psychological Reasons](#)
Policy Summary
A withdrawal for medical or psychological reasons is granted only for verifiable, documented medical or psychological reasons. The complete policy (STUD-CLSE-301) is available on the University Policies website: http://www.coastal.edu/policies/.

Involuntary Medical/Psychological Withdrawals

Policy Summary

A student who poses significant risk to the health or safety of others may be subject to Involuntary Medical/Psychological Withdrawal from the University. The complete policy (SATUD-CLSE-323) is available on the University Policies website: http://www.coastal.edu/policies/.

Withdrawals Due to Student Military Deployment

Policy Summary

In accordance with the South Carolina Code of Laws, section 59-101-395 (refund of tuition and academic fees for military service; opportunity to complete courses), this policy addresses situations when a student is activated for full-time military service during a time of national crisis and, therefore, is required to cease attending a public institution of higher learning without completing and receiving a grade in one or more courses. This policy applies to students who are concurrently enlisted in the military and enrolled at the University who are either non-voluntarily activated or who have been requested by their military chain of command to volunteer for activation due to possessing a specialized skill. The policy does not apply to non-military students who actively choose to withdraw from a semester prior to enlisting nor does it apply to regular yearly training obligations for those serving in the National Guard or Armed Forces Reserves. Since yearly training obligations are known commitments, students are expected to proactively plan their academic schedule around such activities. This policy addresses situations in which currently enrolled students who are member of the National Guard or Armed Forces Reserves are called to active duty by order of the President of the United States or by the Governor of their state during a national or state emergency. The general University policy for students serving in the National Guard or Armed Forces Reserves who are called to active duty during an academic term is to provide a full withdrawal from the University without academic penalty (grade of "W;" 100 percent refund) and to suspend the normal policy of converting grades of incomplete to grades of "F" after one major semester. This policy will apply only to courses in which the student is enrolled at the time the emergency is declared. The complete policy (STUD-CLSE-302) is available on the University Policies website: http://www.coastal.edu/policies/.

CLASS ATTENDANCE

Policy Summary

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. The complete policy (ACAD-SENA 129) available on the University Policies website: http://www.coastal.edu/policies/.

Religious Observance Reasonable Accommodation

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

FINAL EXAMINATIONS

Final examinations for Fall and Spring are held over a five-day period at the close of each semester; Summer semester examinations are held at the close of each session. During exam week, faculty

members are entitled to give final examinations or the equivalent in any of their classes, and this requirement should be clearly articulated in the course syllabus.

Final examinations or the equivalent that occur in class must be given each semester in accordance with the published University's Final Examination schedule so that students' final exams do not conflict with each other. Examination schedules are published online on the Office of the Registrar's website. Faculty may use their discretion to make accommodations for students who have justified reasons for not being able to attend an in-class final at its scheduled time. No deviation from this, the printed schedule, for in-class final exams or the equivalent is permitted unless specific prior approval has been obtained from the authorized college dean and is reported to the Provost.

Faculty teaching online courses who give final exams or the equivalent may choose a due date for these assessments anytime within the University Final Exam Week as long as there is reasonable access for students taking in-class exams. Other faculty selecting to assign online final exams or the equivalent online assignment may select a completion date no earlier than the first day of final examinations and no later than the last day of final examinations as stated in the University Final Examination Schedule. All final exams or the equivalent online assignments (for online courses) must remain open for a period of at least 48 hours.

No quiz, test, or examinations may be given the last day of classes unless reflected on the syllabus and with prior approval of the dean. This provision applies to all examinations except laboratory examinations. Laboratory examinations may be held the last full week of class.

The Study Day set by the Academic Calendar should be respected as a day for students to prepare for exams and complete their coursework: thus, no required student activities should be scheduled on this day.

Faculty members are expected to follow current grading and grade change procedures as published in the University Catalog.

Re-examinations 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 **I**ncomplete and may complete the course through a Deferred Examination (see details in section below). The definition and description of an **I**ncomplete 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 (1) examination section to another upon permission of the instructor.

Any student with three (3) 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 **I**ncomplete 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 (1) major semester from the time that the **I**ncomplete was assigned.

Student Life Exam Week Policy
Policy summary
The goal of this policy is to help improve students' success by giving them more time to prepare for final examinations. This policy addresses issues related to student organizations and sport clubs regarding events, meetings, practices, etc. during the time leading up to and through finals week. Policies related to finals week for academics can be found in the Schedule of Courses, and for athletics policies concerning finals week, please contact the Athletic Department. The complete policy (STUD-175) is available on the University Policies website: http://www.coastal.edu/policies/.

COURSE CREDIT
The credit value of each course is usually determined by the number of class meetings per week during one semester. Two (2) or three (3) laboratory hours (one period) are equivalent to one class meeting. The credits for each course are included in each course description.

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

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

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

Credit by Examination
No graduate credit is offered by examination only.

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

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

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

Foreign Institution Credit
Students who have attended post-secondary educational institutions, colleges or universities outside the

United States are required to submit an original, official transcript. Foreign transcripts must also be translated into English and evaluated course-by-course to the American grading system and course equivalences. This service can be obtained through any member of the National Association of Credential Evaluation Services (NACES). Members can be found on the website: http://www.naces.org/members.html

The course-by-course evaluation report should be sent directly to the Office of Graduate Studies at Coastal Carolina University by the credentialing entity.

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

Military Credit

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

Revalidation of Over-Age University Courses

Degree seeking graduate students of the University desiring to revalidate over-age courses (courses over six years old) must secure permission of the Dean where the course is housed. If the revalidation is to be completed by formal examination, the applicant must pay in the Office of Student Accounts, in advance of the examination, a fee of $75 for each course to be revalidated. The fee is not refundable once the student has presented himself/herself to the instructor for the examination.

Transfer Credit

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

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

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

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

Evaluation of Transfer Credit

Up to 12 semester credit hours with grades of **B** or better (or equivalent grades if a different system is Used) from other institutions of approved graduate standing may be used in the

f u l f i l l m e n t of a master's degree requirements and up to 30 credits may be transferred into the Ph.D. program. Graduate credit must have been earned at an institution accredited by a regional accrediting commission at the time the course work was completed. The only exceptions to this standard are transfer from foreign institutions and transfer of course work completed at an institution accredited by a recognized accrediting body or the acceptance of credit for military education. Graduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the University.

Transfer graduate credit must be approved by the chair of the department of the course, the Dean of the course, the Graduate Coordinator/Director and the Dean of the College where the student seeks to have the credit applied. Students are advised that some academic programs do not allow t w e l v e (12) semester hours of transfer course work to be applied to the degree program. Transfer credit must be dated within the six (6) year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit.

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

Residency

Students may transfer a maximum of twelve (12) credit hours into the University applicable to the completion of a degree program. Hours remaining beyond the maximum of twelve (12) 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 (1) credit hour in the semester of the thesis defense.

GRADING INFORMATION

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

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

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

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

W is assigned for withdrawal from a course after the official late registration period and through two-thirds of the total number of class days from the beginning of the semester. Courses dropped during the official late registration period (as published in the University Academic Calendar, located on the University's official website) will not be recorded on a student's permanent record. In exceptional cases, the grade **W** may be assigned for *total* University Withdrawals after two-thirds of the total number of class days of the semester. (See withdrawal procedures) 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**' (**I**ncomplete) grade normally have one major semester to complete the work required. Copies of the completed form are then distributed to the student, the Registrar, the Department Chair or College Dean, and the Instructor at the time grades are reported. **Once an incomplete has been assigned for a course the student is not permitted to register for that course. The student is responsible for completing the coursework with the Instructor within the deadline given for completion of the work.** The grade **I** will not affect the student's GPA during the one semester, or during the contractually agreed upon time limit. After one major semester (or the agreed upon limit), a grade of **I** for which work has not been completed is permanently changed to a grade of **F**. Work to be completed must be submitted in sufficient time for the grade to be assigned and processed prior to the conversion of the **I** to an **F**. The responsibility for completing the requirements and assuring removal of an '**I**' rests directly with the student. Suspension does not extend the time allowed to make up an **I**ncomplete.

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

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

Grade Changes

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

Prior to graduating, students may utilize the General Petition process to appeal a grade, provided the petition is submitted within three (3) years of the semester the course ended. After graduating, only the final semester's grades can be appealed. This appeal must be made within six (6) months of the graduation date.

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

Pass-Fail Option

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

Grade Point Average

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

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

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

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

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

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

Obtaining Grades

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

ENROLLMENT VERIFICATION

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

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 University prior to Summer II 1993 and who did not return to Coastal Carolina University until the Fall 1997 Semester or later are considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 is not included in the Coastal Carolina University academic totals.

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

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

Information on how to order an official transcript can be found online at Office of the Registrar.

CLASSIFICATION OF STUDENTS
Graduate students are classified as degree seeking or non-degree seeking graduate students. See Graduate Admissions.

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

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

1. *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*
   Students should submit to the Registrar, Dean, head of the Academic Department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom that request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. *The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.*
   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

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

(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 of the results of any disciplinary proceedings conducted by the University.

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

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

4. ***The right to file a complaint with the U.S. Department of Education concerning alleged failures by Coastal Carolina University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:***
   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington DC 20202-4605

Questions concerning this law and the University's procedures concerning release of student education records may be directed to the Office of the Registrar, Baxley Hall, Room 222, 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 graduate students. Administration of these regulations is the responsibility of the Provost.

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

Academic Probation/Suspension Status
Graduate students may earn degree credit completed at a grade level of **C** or above. However, the student's average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a **B** (3.0 on a 4-point system). Additionally, the student's grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.1. Students are advised that some academic programs may have more stringent standards and to contact the graduate Coordinator/Director in their degree program regarding applicable academic standards. Grades earned on credits transferred from other universities do not count in the grade point average. Grades earned below the grade of **C** do not transfer to Coastal Carolina University.

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

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

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

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

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

GRADUATION

For graduation, graduate students must file a formal application with the Dean of the degree program by the date specified in the University Academic Calendar. The application may be obtained from the Office of the Dean of the degree program or the Office of the Registrar. The completed and signed graduation application, a graduation certification form, and the fee receipt must be submitted to the Dean of the degree program. Graduation semesters/months at the University are Summer/August, Fall/December, and Spring/May. Students must be registered for a minimum of one (1) credit in the term of graduation.

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

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

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

In order to be eligible to graduate, all coursework (including incomplete coursework) must be completed by the last day of final examinations for the semester that the candidate applied to graduate in. The last day of final examinations is listed in the Academic Calendars. Candidates who do not meet the academic requirements necessary for graduation within the semester for which they have applied will not graduate that semester and must reapply for graduation in a subsequent semester's graduation cycle.

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

Degrees
See list of degrees.

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

Fees and Expenses

FEES AND EXPENSES

Office of Student Accounts
Residence Status
Application Fee
Enrollment Notification
Tuition and Fees – Academic Year 2014-2015
Senior Citizen
Course Auditing
Tuition/Fee Credit/Adjustments
Insurance Fees
Transcript Fees

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

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

A student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, take final examinations, or be issued a transcript, diploma, degree, grade reports, or any other official statement. A student who fails to relieve any indebtedness by the last day of classes in the semester he/she is to graduate (as outlined in the University Academic Calendar) will not be permitted to participate in the commencement ceremony.

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

By registering for classes at Coastal Carolina University, a student accepts full financial responsibility for payment of tuition, fees and related expenses. If the student fails to make timely payment, his/her account may be referred to a collection agency, and he/she will be responsible for reimbursing the University for the collection agency's fees and all costs and expenses, including reasonable attorney's fees, incurred in such collection efforts. A student is bound by these policies for the duration of his/her enrollment at Coastal Carolina University and until all final charges are paid in full.

OFFICE OF STUDENT ACCOUNTS

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

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

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

RESIDENCE STATUS
The South Carolina Commission on Higher Education establishes the regulations for determining in-state status. For a list of these regulations, visit the South Carolina Commission on Higher Education website. A copy of Residency information and the *Application for Classification as a South Carolina Resident for Tuition and Fee Purposes* may be found at https://www.coastal.edu/admissions/resforms.html. More information is also available on the South Carolina Residency website.

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

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

TUITION AND FEES - ACADEMIC YEAR 2016-2017
See Office of Student Accounts for most current fee information.

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

Information on the following fees is also available:
- Housing
- Meal Plans
- Other Fees
  - Diploma application
  - Replacement Student ID card
  - Parking decal
  - Parking fee information may be found on the Department of Public Safety website.

Lab fees on select courses may be found on the Office of the Registrar's website.

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

SENIOR CITIZENS
An applicant who is 60 years of age or older and a resident of South Carolina may enroll in courses tuition free providing there is available space in the course. Students participating in the "Senior

Citizen free tuition provision" are not eligible to register for courses until the day prior to the first day of class. Senior citizens may apply as degree seeking or non-degree seeking graduate students.

COURSE AUDITING

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

TUITION/FEE CREDIT/ADJUSTMENTS

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

Housing and Meal Plan cancellation policies are outlined on the Office of Student Accounts website under Refunds/Cancellation Fees.

INSURANCE FEES

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

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

TRANSCRIPT FEES

Coastal Carolina University will issue up to six (6) official transcripts per student per calendar year at no charge. A non-refundable fee of $5.00 per copy must accompany subsequent requests that are made within the same calendar year. Please make your Check or Money Order payable to Coastal Carolina University at the Office of Student Accounts located on the first floor of Baxley Hall. Enhanced service (electronic ordering and delivery; express delivery of paper) of official transcripts may be ordered for additional charges – please see the Office of the Registrar's website for details.

RETURNED CHECKS (PAPER AND ELECTRONIC)

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

LIBRARY FINES

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

Graduate Assistantships

GRADUATE ASSISTANTSHIPS

PURPOSE

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

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

DEFINITION

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

ELIGIBILITY

To be eligible for a graduate assistantship, a student must be fully admitted into a graduate degree program at the University and take a minimum of nine (9) hours during the semester (Fall, Spring) of the assistantship. A minimum of five (5) credit hours is required during the Summer of an assistantship. Some programs may require students to be enrolled in more than nine (9) hours during a semester. Students in their last semester of completing their degree may be exempt from the minimum hour requirement with approval by the Director of Graduate Studies.

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

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

ASSISTANTSHIP DUTIES

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

1. **Graduate Assistant**

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

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

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

4. **Teaching Assistant**
    Teaches undergraduate classes or laboratories.
    A Graduate Teaching Assistant must have a master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline and direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. (SACS Comprehensive Standard 3.7.1 of the *Principles of Accreditation, Faculty Credentials Guidelines*).

APPOINTMENTS

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

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

SUPERVISION

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

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

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

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

HOURS, COURSE LOADS, TUITION RATES AND FEES

Hours

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

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

Salary

Students receive an hourly salary and typically work 20 hours per week and are paid on a bi-weekly schedule. Appointment is awarded by each semester with the hiring periods: Fall (8/16 - 12/15); Spring (1/16 - 5/15); Summer (5/16 - 8/15).

Students on a half-time appointment normally receive a salary for the semester. Comparably to the Fall and Spring semesters, students who hold graduate assistantships in the Summer receive a salary and follow a work schedule typical of schedules arranged in the Fall and Spring semesters. Graduate students on a quarter-time appointment normally receive a salary that is one-half the salary for a half-time appointment.

Course Loads for Graduate Assistants and Reduced Tuition

Students with an assistantship must take a minimum of nine (9) hours during the semester of the assistantship. A minimum of five (5) hours is required if the assistantship is during the summer. These minimum credit hour requirements may be waived by the Director of Graduate Studies if a student is in their last semester. Preference is given in awarding graduate assistantships to full-time students unless the student is in their last semester.

Tuition Rates and Fees

All students (in-state and out-of-state) on assistantship pay in-state tuition. All students are billed a technology fee and may incur lab fees. In addition, all students who park a vehicle on campus are required to purchase a parking sticker.

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

Typically, students who are appointed to an assistantship after the first 30 days of a semester or after the first 10 days of a Summer term are not eligible for the reduced tuition rate during that semester. Students who are appointed prior to these deadline dates but whose duties terminate before the midterm date or before they earn the minimum salary payment amount will be billed for full fees. This standard applies specifically to CCU-funded assistantships.

Assistantships funded by sources external to CCU, however, may be considered on a flexible or variable schedule as determined by the University's receipt of funds from an external funding agency or organization. For example, external funding may be confirmed early in or even prior to a particular semester but not be in place until the semester is underway. In such a circumstance, a student may be

selected for the assistantship, officially begin work when the funding becomes available, but also receive reduced tuition for that semester as it has been confirmed that the funding has been awarded.

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

Students who fail to perform the duties of the assistantship may be terminated from their appointments.

RENEWAL, RESIGNATION, AND TERMINATION OF APPOINTMENTS

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

Renewal

Students are appointed to an assistantship for one semester with the possibility of renewal. In those programs which require two (2) years for completion, students are allowed to hold a CCU-funded assistantship for a maximum of two (2) academic years. Continuation of an assistantship is contingent upon departmental policy and the following:

1. Registering for a minimum of 9 hours per semester (except in the last semester),
2. Maintaining a 3.0 or better cumulative GPA,
3. Making satisfactory academic progress in their program, and
4. Satisfactory evaluation for the prior assistantship appointment.

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

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

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

Resignation

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

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

Termination

An assistantship appointment may be terminated during the term of the appointment if the assistant is no longer a student at the University, no longer making satisfactory academic progress, or substantially fails to perform his or her assigned duties. Academic Department Chairs, College Deans, Program Coordinators or Directors, and/or office administrator reserve the right to terminate a graduate assistant if the student is not fulfilling the duties of the assistantship. The Graduate Director and the Provost are to be informed if a graduate assistant is to be terminated.

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

ASSISTANTSHIP EVALUATION

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

ADDITIONAL EMPLOYMENT

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

The following points are of importance in this area.

1. While students with assistantships are officially employees of the University, they are unique employees in that they are being employed as a means of supporting themselves in their pursuit of advanced study. Additional employment by the student away from the University is discouraged.
2. Additional employment at the University, in addition to the assistantship, must be approved by the student's immediate supervisor and the Director of Graduate Studies. This approval will be influenced by the quality of the student's work in the assistantship assignment but also the quality of the student's work in his or her academic program. If it is felt that additional employment is not in the best interest of the student's successful completion of the academic progress, it should not be approved.

Financial Aid

GRADUATE STUDENT FINANCIAL AID

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

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

Operating Principles
Coastal Carolina University supports the following principles:
   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 student (and spouse when applicable) is expected to make a maximum effort to assist with college expenses. Financial assistance from colleges and other sources should be viewed only as supplementary to the efforts of the student and/or spouse.
   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 notified by email. A complete application for financial aid consists of a processed needs analysis document, loan applications, and ANY documents requested for verification.

Student Status
For graduate students, full-time is defined as nine (9) hours in major semesters (Fall and Spring). Half-time is defined as five (5) hours. During the Summer, full-time is defined as five (5) hours, while half-time is defined as three (3) hours. For certain graduate students, typically those completing thesis or dissertation work, the number of credits to be considered full-time and half-time may be reduced.

STUDENT LOANS
Federal Direct Unsubsidized Stafford Loans

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

- All Graduate-level Direct Loans are unsubsidized and are not awarded on the basis of financial need. They will accrue interest while the student is in school. Interest-only payments may be made while the student is in school to avoid having the interest added to the original loan amount. The interest rate for these loans is currently fixed at 5.31%.These loans have a six-month grace period before repayment begins.
- To determine if you are eligible, complete:
- Free Application for Federal Student Aid (FAFSA)Application and
- Master Promissory Note for Federal Stafford Loan Entrance Loan Counseling

Federal Direct Graduate PLUS Loans

The Direct Graduate PLUS Program was created to give graduate students an additional financial resource after all Stafford loan eligibility has been used. The interest rate is fixed at 6.31% and there is no interest subsidy. Need is not a factor in determining eligibility for the Graduate PLUS Loan although borrowers will be submitted for a credit check. Repayment of the loan must begin within 60 days of the final disbursement. For this reason, a PLUS Loan is used primarily to help with cash demands of large tuition bills. Loans may be made up to the total cost of your education minus other estimated financial aid.

To determine if you are eligible, complete:
-    *   Free Application for Federal Student Aid (FAFSA)
-    *   Application and Master Promissory Note for Federal Graduate PLUS Loans
-    *   Grad PLUS Entrance Loan Counseling

Federal TEACH Grant
Requires completion of the FAFSA

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $4,000 per year to undergraduate and graduate students who intend to teach full-time in a public or private elementary or secondary school that serves students from low-income families. Full-time students may receive up to $8,000 for graduate study and $16,000 for undergraduate study. Part-time undergraduate or graduate students who are enrolled in at least five (5) credit hours are eligible, but the maximum grant will be reduced. A percentage reduction from statutory award amount may occur each year.

Conditions:

In exchange for receiving a TEACH Grant, you **must** agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four (4) academic years within eight (8) calendar years of completing the program of study for which you received a TEACH Grant.

IMPORTANT: If you fail to complete this service obligation, all amounts of the TEACH Grant that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the original grant was disbursed.

High-Need Field:
High-need fields are the specific areas identified below:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education

Private Student Loans

Private loans can only be used to pay for educational expenses, such as tuition and fees, room and board, books and supplies, and transportation. We strongly recommend that you begin by completing the **Free Application for Federal Student Aid (FASFA)** and apply for a Direct Student loan, then use private loans to complete your financial aid needs. For more information on private loans please see the financial aid website: http://www.coastal.edu/financialaid/loans/privateloans/.

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 determined by the South Carolina Student Loan Corporation.

Graduate students may borrow up to $5,000 per year and a lifetime maximum of $20,000. This loan has limited funding and is awarded on a first come, first served basis. It is recommended that the applications be submitted no later than June1.

For more information and to determine if you are eligible please visit www.scstudentloan.org .

VETERAN EDUCATION BENEFITS

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

The U.S. Department of Veteran Affairs determines eligibility and awards this benefit. The contact number for the VA Regional Office is 1-800-827-1000. The student will submit an application to use a VA benefit through the GI Bill® website. The website is http://www.benefits.va.gov/gibill/.

The student should contact the Veterans Services Office located in the Lib Jackson Student Union Building, room B204 if planning to use a VA benefit and request certification of enrollment. Once enrollment has been certified by the certifying official in the Veteran Services Office, the student is responsible for reporting any updates or changes to his/her enrollment status. These include the dropping and/or adding of classes and complete withdrawal from the University. Failure to do so may result in the termination of benefits and possibly an overpayment situation.

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

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

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

Chapter 32: Non-contributory VEAP; Service January 1, 1977 through June 30, 1985

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

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

Chapter 1606: Montgomery G.I. Bill - Selected Reserve. This program is available to members of the Selected Reserve.

Chapter 1607: National Guard or Selected Reserve having served active duty.

WORK OPPORTUNITIES

There are two graduate student employment opportunities at Coastal Carolina University:
the Institutional Employment Program (IEP), and
Graduate Assistantships.

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. Students apply for positions through the Office of Human Resources and Equal Opportunity.

Graduate Assistantships

SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR FEDERAL FINANCIAL AID

Institutions participating in Title IV Federal Aid programs are required by the United States Department of Education to establish institutional policies which define and measure the quantitative and qualitative progress of eligible students. Each student who receives Federal financial aid at Coastal Carolina

University is required to maintain satisfactory academic progress toward completion of his/her program of study.

Coastal Carolina University's Graduate Studies Satisfactory Academic Progress Policy:
1.   A graduate student must be admitted and enrolled as a degree-seeking student.
2.   A graduate student must meet the University's standards for continued enrollment

which means being enrolled each major semester (Fall and Spring).

3. A graduate student must achieve or maintain a minimum cumulative grade point average of 3.0. Graduate students must satisfactorily complete a minimum of fifty percent (50%) of the course that he/she attempts at the institution. Please note that courses dropped from a student's schedule after the published drop/add period are included in the completion percentage.

4. A graduate student must complete requirements for a single master's degree within 6 years of beginning the program.

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

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

A student who has earned a previous graduate degree and is now seeking a second degree or completing prerequisites for one of the University's master's level programs is required to submit an appeal for Federal Financial Aid consideration. These students must submit documentation to explain why a second graduate degree or career change is required, a signed academic plan detailing the 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 Financial Aid and Scholarships. Examples of mitigating circumstances include but are not limited to: mental or physical illness, death of a loved one, divorce or separation, and financial duress. Written documentation, in addition to that required by the established appeal process, is encouraged to validate the mitigating circumstance(s).

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

REFUNDS/REPAYMENTS

Students are academically and financially responsible for their course registration and must terminate enrollment in classes which they do not intend to complete. To drop a course, the student must complete a Registration Form available from their adviser. To completely withdraw, the student should follow University procedures. 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 Financial Aid and Scholarships. The student should refer to the Fees and Expenses section of this catalog for specific refund schedules.

Policy for Withdrawal Refunds

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

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

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

Distribution of Refunds/Return of Funds

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

1) Unsubsidized FFEL/Direct Stafford Loan
2) Direct Graduate PLUS loan
3) Federal Teach Grant

Repayments for Withdrawals

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

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

STUDENT LIFE

CAMPUS LIFE AND STUDENT ENGAGEMENT
MISSION STATEMENT

The Division of Campus Life and Student Engagement promotes an environment for student success through diverse experiential learning opportunities and a broad range of services that promote the development of healthy, responsible, and culturally aware citizens.

Office of Student Life

The Office of Student Life provides opportunities which empower students to capitalize on their collegiate experience by taking an active role inside and outside the classroom. Through collaborative relationships, we develop student leaders who are successful, engage, and responsible citizens of the global community.

Our staff believes that each Coastal Carolina University student's experience is enhanced by activities and programs outside the classroom. Studies show that students who are engaged and connected to their University succeed and persist at a much higher rate. Our office serves as a gateway for students looking for ways to get connected. Here are a few ways your students can get connected and the websites to help guide your way.

www.facebook.com/CoastalStudentLife   @ccuinvolved   www.coastal.edu/osal

Jackson Student Union

The Jackson Student Union is more than a building. It is the "living room" of our campus. There is a 230-seat movie theater offering discounted movies on the weekends, a state of the art game room where students can relax between classes with a game of pool or ping pong, and a variety of lounge spaces for students to decompress between classes. In addition to some much needed meeting spaces, the building will house a Student Organization Resource Center (SORC), where any student organization can go to work, meet, and prepare for their many programs.

Student Activities

The Student Activities program unit works to provide a variety of events on campus for students. In addition, this area promotes CCU traditions, such as Teal Tuesday. Student Activities advises the Coastal Activities Board (CAB). CAB is the student organization which sponsors campus-wide activities such as comedians, movie nights, and concerts. The organization is composed of students who produce programs for their fellow students. Students interested in participating are asked to contact the Office of Student Life located in the Jackson Student Union.

Student Clubs and Organizations

There are numerous opportunities for students to actively participate in campus life through more than one hundred (100) student organizations. Organizations are of many types: fraternities and sororities, special interest, honorary, professional, social, service, literary, and recreational. Most organizations are open to all students and meet on a regular basis. For a complete listing or to search for what interests you, go to https://coastal.collegiatelink.net.

Student Government Association

The Student Government Association (SGA) includes student body elected executive officers and senators who represent each of the five Colleges. The chief function of SGA is to be a liaison between the administration and the students, representing student opinion to the administration of the University, participating in the governance of the University by serving on many joint faculty-student committees, and serving as an ex-officio member of the Board of Trustees.

Student Media

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

Leadership and Civic Engagement

Leadership and Civic Engagement's mission is to develop engaged chanticleer leaders for today and the future through impactful collaborative action. This is accomplished through offering a variety of opportunities in Leadership Development and Civic Engagement. A few of our many programs are listed below.

A few of our many leadership and volunteer opportunities:
- Participate in Students Taking Active Responsibility (STAR)
- Alternative Break Programs- Winter and Spring Breaks
- Emerging Leaders Seminar- 3 Credit Sophomore Leadership Course
- The CINO Leadership Series: Including CINO Quest, CINO Ignite, CINO Legacy
- Continuing Your Journey Leadership Seminar
- Charting Your Course Leadership Conference, held every Fall and open to all students

Veteran Student Services

The Office of Veterans Services serves as a resource to help student veterans and dependents of military succeed at Coastal Carolina University. This office includes the School Certifying Officials who assist students with their VA educational benefits. The Student Veterans Association collaborates with the Office of Veterans Services to advocate on behalf of veterans, service members, and dependents.

University Recreation

The HTC Student Recreation and Convocation Center (SRCC) is the center of all campus recreational activity and houses a running track, climbing wall, fitness rooms, an outdoor equipment rental center, and the latest fitness and cardio equipment. The Williams-Brice building houses a swimming pool and two gymnasiums. Joseph Holliday Tennis Courts, directly behind the Softball field, features two competition courts, both lighted. Intramural activities are played on the East Campus fields known as "The Coop," a large outdoor field

complex which is also available to the students for pickup games. The campus community is encouraged to participate in any of these activities with a valid Coastal Carolina University I.D.

Chanticleer Outdoor Adventures

Chanticleer Outdoor Adventures (COA) offers 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, and fishing to name a few. All trips are led 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, and soccer are just a few of the team sports available in men's, women's, and co-educational 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.

Sport Clubs

Sport Clubs are available for students who have an interest in a particular sport or activity. There are more than twenty (20) active sport clubs ranging from competitive to non-competitive opportunities.

Intercollegiate Athletics

MISSION STATEMENT

The Coastal Carolina University Department of Athletics seeks to provide our student-athletes the opportunities to reach their potential as responsible and productive citizens. This is accomplished by fostering a culture of success academically, athletically, and personally. Athletic participation has the ability to provide an added dimension to the overall college experience of a student and to benefit the student in their personal and professional challenges.

Philosophy

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

Guiding Principles

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

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

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

Coastal Carolina University fields 19 intercollegiate teams. The women's program includes lacrosse, soccer, cross country, tennis, basketball, volleyball, sand 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 Sun Belt Conference and affiliate member of the Atlantic Sun Conference for women's lacrosse and beach volleyball. These affiliations permit student-athletes to receive local, regional, and national recognition for their accomplishments.

Scholarships are awarded by each of the 19 sponsored sports programs to qualified student-athletes. Questions regarding athletic scholarships should be directed to the appropriate coach in the Department of Athletics. Recipients of aid are required to satisfy certain academic standards set by the University, the Sun Belt and Atlantic Sun conferences, and the National Collegiate Athletic Association.

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

Multicultural Student Services

Multicultural Student Services offers cultural development opportunities grounded in social justice and inclusion for students, faculty, staff, and the community through a variety of programming and involvement.   Through this, the department collaboratively creates a safe and supportive campus environment that encourages achievement and success for all.

- **Leadership Challenge Program:**
  - O Leadership Challenge is designed to get underrepresented students involved with campus life as a means of reinforcing their identity with the University.
    Students are involved in a variety of programs that provide positive experiences, leader-ship skills and the potential for growth and development.
- **Freshman Mentoring Program:**
  - O Students Navigating and Advising Peers (SNAP) is a traditional mentoring program. Freshmen students are assigned upperclassmen mentors who contact them at least twice a week during the first six weeks of the semester. Then programs are planned to aid with adjusting to college life. The "First Thursday" events are a major part of the SNAP Mentoring Program.
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- Topics are presented based on feedback from the freshmen and the mentors.
    Workshops are planned and implemented each first Thursday of the month.
- **Ethnic Celebrations**:
  - O Celebrations highlighting the heritage of different people are designed to educate and enhance awareness of various cultures through art, history, music, performances, lectures, and informative displays. Just to name a few, they have included Asian, African, African American, Latinx/Hispanic, Native/Indigenous and American cultures. The annual Cultural Celebration is an event that highlights many difference cultures in an outdoor festival. It is designed to involve students, faculty, staff, and the community in celebrating our differences through history, music, dance, and food.
- **Inclusion Workshops**:
  - O These workshops are presented to First Year Experience (FYE) classes to increase awareness of diversity, inclusion, and cultural differences. The workshop addresses the issue of power, prejudice, and discrimination as a way to engage students tin discussing and sharing their perceptions. This presentation focuses on various aspects of diversity and social justice.
- **African American Initiative for Males (AAIM):**
  - O This initiative is designed to provide a venue for Africa American males to come together and share common concerns and discuss issues that affect them. A series of "Barber Shop Talk" provides a venue for students to share their concerns. Information and resources are provided to assist them. Motivational speakers are another way the program tries to address the concerns of the students.
- **Women of Color Program**:
  - O This program is designed to provide a venue for women of color to come together and share common concerns and discuss issues that affect them on and off campus. "Empowerment Sessions" are one venue used for student expression and to provide guidance and information.

- **LGBTQ+ Initiatives:**
  - ○ These initiatives are designed to actively raise awareness and provide education to students, faculty and staff about the important issues faced by individuals in the LGBTQ+ community. Training (Safe Zone) is also offered for those who want to know more and to become allies.
- **Advisement and Mentoring for Student Organizations:**
  - ○ The office staff serves as advisers for several campus clubs and organizations. They mentor the officers and attend meetings and programs. These groups include the NAACP, African American Association, the Gospel Choir, Alpha Kappa Alpha Sorority, Inc. and the People Respecting Individual Diversity and Equality (PRIDE).

Dean of Students Office

The Dean of Students Office promotes the holistic development of students, focusing on student advocacy, crisis management, and personal accountability. The office serves as the primary contact for matters relating to the *Code of Student Conduct* and student behavior intervention.

Student Conduct

The student conduct process works to investigate, respond to, and resolve instances of alleged misconduct both on campus and in the surrounding communities, in order to foster a safe academic and social environment for all students. The process operates within the guidelines of the *Code of Student Conduct* in order to determine students' levels of responsibility for cases of misconduct based on the preponderance of information present.

Student Advocacy and Intervention

The Student Advocacy and Intervention Manager works to support students in managing all aspects of their personal, social and academic success by addressing questions or concerns about utilizing various campus resources. This area assists students struggling to function academically, socially or mentally as a result of a personal challenge or crisis by aiding students in identifying and navigating offices both on and off campus to meet their respective needs.

In an effort to provide holistic support to the student, the Dean of Students Office also provides Attendance Notifications, manages Faculty Absence Alerts and facilitates the bystander intervention program (Step Up!).

Attendance Notifications

Students may find themselves missing classes due to different circumstances. The Attendance Notification process is designed to serve as a resource and central point of contact for students who need to have their professors notified of their absences in emergency situations.

Faculty Absence Alerts

The Faculty Absence Alert serves as a process to connect with students that have two (2) consecutive absences in a 100 or 200 level class. The Dean of Students Office

will work with campus partners to make contact with students with excessive absences.

Step Up!

Coastal Carolina University adopted the comprehensive bystander intervention program, Step UP!, on our campus. The program was originally developed at the University of Arizona and teaches students how to engage in pro-social behavior to help prevent their peers from suffering from negative behavior.

Academic Discipline

Student violations of academic discipline are dealt with in accordance with the *Code of Student Conduct* and administered through the Office of Academic Integrity. Further information is contained in the current edition of *The Student Handbook and Academic Planner (Teal pages)*.

Sustainability Initiative

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 programs. CCU student/organizations include the Eco-Reps, Students for Environmental Action, and/or the Green Team. Students who are interested in participating should contact the Sustainability Initiative Office for more information.

STUDENT SERVICES

Accessibility and Disability Services

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

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

Career Services Center

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.

CINO ID 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 (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. Visit the CINO Card Web site for information or contact the CINO Card Office at (843) 349-6435.

Counseling Services

(843) 349-2305

Counseling Services are offered to Coastal Carolina University students to assist students in becoming healthy citizens by defining and accomplishing their personal and academic goals through clinical services as well as educational programs, consultation, and collaboration with the University community.

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 professional staff members are available at all times for psychological emergencies. After regular business hours, 5:00 p.m. to 8:30 a.m. and on weekends and holidays, students can get immediate assistance by contacting the Department of Public Safety at 843-349-2911 and requesting the "counselor on-call."

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) and WRC (Women's Resource Cooperative). Staff and peer educators also sponsor prevention efforts such as alcohol awareness week, depression screenings, and sexual assault awareness activities to promote a healthy campus environment.

Alcohol and Other Drug Services

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

Safe Zone

Safe Zone at CCU provides a visible network of volunteers for lesbian, gay, bisexual, transgender, queer and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment and/or discrimination. Safe Zone allies participate in a 2-hour training session and commit to the Safe Zone

program mission. Once training and commitment are completed, Safe Zone Allies are identified by a CCU Safe Zone logo placed on each ally's door and/or backpack/bag. For more information, consult the Safe Zone website at www.coastal.edu/safezone or call Counseling Services at 843-349-2305.

Department of Public Safety
 (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 online from the Department of Public Safety Web site. Students, faculty, staff and visitors are required to register their vehicles at the Office of the Department of Public Safety.

Emergency Information Center

The online 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 e-mail. To register and to review the Emergency Manual and the Hurricane Manual, visit the Online Emergency Information Center 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.

Kimbel Library and Bryan Information Commons

Kimbel Library provides services and resources to assist students with their academic research and information needs. Whether you want to read a book, watch a movie, listen to music or find an article in a newspaper, journal or magazine, the library has the right resources for you. The library supports a collection of approximately 130,000 books, 55,000 e-books, 17,000 serial titles, 5,000 CDs and DVDs and 100 databases. The library circulates

laptops, video cameras, digital cameras and other equipment that students may need to complete research projects. The reference librarians and staff can help you with research you need to succeed in your college courses. Wireless Internet is available throughout the buildings. The library supports PASCAL Delivers, and interlibrary loan services are available for materials not offered by Kimbel Library.

The library provides group study space, collaborative work areas, and individual and group computing areas. [MS3]The study rooms provide large, wall-mounted monitors for watching movies, recording and previewing presentations, and even SKYPE-ing.

The Bryan Information Commons provides computing spaces, collaborative group work and study areas, and soft seating in a state-of-the-art facility with the latest technology to enhance the research and learning process.

The library is open 24/7 during the academic year.

Office of International Programs and Services (OIPS)

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.

OIPS actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in Australia, China, Ecuador, England, France, Germany, Lithuania, Spain, and Japan. These programs allow Coastal students to study abroad for a summer, semester, or longer time frame in a variety of disciplines, usually paying Coastal fees. In addition to completing academic coursework that can transfer back to satisfy required coursework at Coastal, students will also register for INTL 398 International Experiential Engagement. The list of partner institutions grows and changes. Please direct questions about other international opportunities to the Office of International Programs and Services (OIPS). There are many volunteer, work-abroad, and travel possibilities throughout the world, and these opportunities may also be explored by visiting the Office of International Programs and Services located in the Lib Jackson Student Union, Room A-109B, visiting our Web site, or by e-mail at internationalprograms@coastal.edu.

In many cases financial aid may be used to help with study abroad expenses which would include: tuition, room and board, passport fees, personal and miscellaneous expenses and travel to and from the host country. The OIPS will provide students with an Estimated Cost of Attendance for their study abroad destination. Please check with the Financial Aid Office

for specifics regarding eligibility. Keep in mind that financial aid can only be used for coursework that is satisfying degree requirements.

Student Computing Services (SCS)

Striving to enhance the students' academic experience, SCS provides 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 e-mail, Blackboard, WebAdvisor, printing, and wireless access. Some majors may require students to have their own notebooks; refer to the SCS Web site for the latest recommended computer specifications and requirements.

Student Health Services
 (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 more information about hours and additional services.

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

Emergency Contacts
Emergencies	911
Public Safety	(843) 349-2177
Counseling Services	(843) 349-2305

<u>After Hours Care</u>

Conway Medical Center	(843) 347-7111
Doctors Care Carolina Forest	(843) 903-6650
Doctors Care Conway	(843) 248-6269
Doctors Care Myrtle Beach	(843) 626-9379
Grand Strand Regional Medical Center	(843) 692-1000

Student Health Insurance

Student Accident Insurance Plan

At no cost to students, the Student Accident Insurance Plan, through AIG Student Insurance, offers a $10,000 maximum yearly benefit for all full-time Coastal students. A full-time student is defined as any enrolled undergraduate student taking at least 12 credit hours or a graduate student taking at least nine credit hours. This plan also provides coverage for participation in intercollegiate NCAA activities. For more information about the plan's benefits, how to enroll, and how to electronically file claims for qualifying medical expenses, please visit AIG's website at www.studentinsurance.com or call toll free: 888-622-6001.

Comprehensive Student Health Insurance (Voluntary Enrollment Plan)

For students who do not have comprehensive health insurance coverage, it is available for a reasonable cost through AIG Student Insurance. Students may obtain a health insurance brochure at Student Health Services, from the AIG website at www.studentinsurance.com or by calling toll free 1-888-622-6001.

- This plan has medical, dental, vision, mental health, pharmacy, and preventative health care coverages; it meets all Affordable Care Act requirements.

University Bookstore

The Bookstore has used and new textbooks, rentable titles, and digital books required for Coastal Carolina University courses. The Bookstore also carries all course-related supplies, and offers software at educationally discounted prices. You will also find the best brand names in Coastal Carolina 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 Services

Aramark Dining Services provides a high quality experience to students in our dining facilities located all over the Coastal Carolina University campus. We offer customer-oriented eateries featuring a variety of menu choices. You can enjoy a leisurely cup of coffee with your friends, have late night pizza delivered to your resident hall, or enjoy all-you-care-to-eat in the Hicks Dining Hall just to name a few. Aramark Dining Services accommodates residents with multiple meal plan options. Visit coastaldine.com for more information on these options and find the answers to any of your dining questions. [MS3]

The Fred W. Hicks III Dining Hall
This all-you-care-to-eat location offers a wide variety from which to choose: fresh grilled entrees, fresh baked pizza, an abundant salad bar featuring fresh baked breads and homemade soups, amazing comfort foods and delicious desserts. Hicks Dining Hall serves three meals a day, Monday-Friday, and brunch and dinner Saturday and Sunday, and late night service from 11 p.m. to 2 a.m. Thursday-Sunday.

UP Café
UP Café is located in the University Place Residential Complex. This dining facility features a hot buffet, a plentiful salad bar, a grill station and a made-to-order deli. Open seven days a week, UP Café is a convenient option for University Place residents and will happily serve all students' late night needs. You can purchase a meal with a meal swipe, cash, credit, Dining Dollars, and CINO Cash.

CINO Grille – Student Union
Conveniently located in the heart of campus, this dining facility features Subway, Chauncey's Queso Corner, Chick-fil-A, Grille Works Burgers and fries, soups, salads, Sushi (made on premise), and a wide variety of Grab 'n Go items. CINO Grille is open seven days a week, accepting cash, credit, Dining Dollars, and CINO Cash. CINO is a great alternative for meal participants. Many hot and cold options are available.

Starbucks – Library
You heard right, we have a **Starbucks®** *on campus*! Whether it's a tall brewed coffee or a java chip frappuccino, you can get your favorite caffeine fix here. Don't forget the baked goods and comfortable seating. Open seven days a week accepting cash, credit, Dining Dollars, and CINO Cash.

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! Open seven days a week.

Hackler Grill
Visit the Grill at The Hackler 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 for a variety of items.

Coastal Science Center Snack Bar
The Coastal Science Center Snack Bar is located across 501 on the East Campus. It offers Grab 'n Go items, Chick-fil-A sandwiches, microwavable goodies, pastries, soup, assorted drinks, and hot coffee. Open Monday-Friday.

Pie By Night – HTC Center

Pie By Night is a late night pizza delivery place located in the HTC Center. They have a variety of specialty pizzas, wings, breadsticks, and desserts. Open seven nights a week, accepting cash, credit, Dining Dollars, and CINO Cash.

Einstein Bros. Bagels – Brittain Hall

Einstein Bros. Bagels has a generous selection of fresh-baked bagels, made to order bagel sandwiches, premium coffee, salads, pastries, fresh fruit, blended drinks, and healthy snacks. Open Monday-Saturday. Closed on Sunday, accepting cash, credit, Dining Dollars, and CINO Cash.

Main Street P.O.D.

Located in Jackson Student Union, this upscale convenience store offers a wide variety of snacks, beverages and grab-and-go items, as well as grocery and cosmetic items. Need to do your weekly shopping, or just need a quick snack? Check out Main Street for everything you need. We accept cash, credit, Dining Dollars, and CINO Cash.

Road Rooster

Road Rooster is a quick service mobile food truck with a rotating menu. The Road Rooster offers a variety of delicious options, making you want to come back for more. Conveniently located on Prince Lawn but also visits sporting events, concerts, and many other popular campus events. The Road Rooster accepts cash, credit, Dining Dollars and CINO Cash.

Chauncey's Choice

Chauncey's Choice located next to Williams Brice is our newest residential dining location. For breakfast and lunch it features three stations and seats 120 people. The menus focuses on the simple style and helps promote healthier eating by eliminating major temptations. We accommodate all the needs of our students and faculty/staff. Accepting cash, credit, Dining Dollars and CINO Cash.

Market P.O.D.

The Market P.O.D is in the new Elvington residential complex, in the main administration building. The Market P.O.D. offers a store experience that comes "fully loaded" with food and product offerings designed for every taste set in a store setting. The Market can satisfy students' needs for selection, quality and value. Accepting cash, credit, Dining Dollars and CINO Cash.

University Housing

(843) 349-6400

Coastal Carolina University maintains campus residence halls which house approximately 3700 students. The types of residence halls range from apartment-style to traditional suite-style accommodations. A variety of programming and special interest housing communities 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 University Housing.

University Place

University Place is a 46-building apartment complex conveniently located 1/2 mile from campus. It houses approximately 2,300 students in one, two, three, and four bedroom apartments. The community provides an activity house equipped with an exercise and fitness center, outdoor pool, and community space. There are also pool tables, foosball tables, basketball and volleyball courts, outdoor grills and picnic tables throughout the community.

Summer Housing

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 University Housing.

University Housing Application and License Agreement

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 online housing application on the University Housing Web site (http://www.coastal.edu/housing). The student must then submit the non-refundable application fee and non-refundable housing fee prepayment. Residence hall space will be assigned based on the date and time a student's complete application is received and the student's preference. University Housing cannot guarantee specific space.

Withdrawal or Removal from the Residence Halls

If a student desires to be released from the University Housing License Agreement, he or she must fill out a *Request for Release* form, which is available through the Office of University Housing. 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 cancellation fee.

Student Complaint Policy and Procedure
Policy Summary

All Coastal Carolina University students will be provided an adequate opportunity to bring complaints to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. This policy guides the orderly procedure of complaints and attempts at resolution. The complete policy (ACAD-132) is available on the University Policies Web site.

Title IX Compliance

Title IX is a federal law that prohibits sex discrimination in educational programs and activities at most schools, colleges and universities. Title IX is commonly associated with the concept of gender equity in athletics – a goal that has supported the growth and strength

of women's athletics programs. Title IX is far broader in its scope and protections, including a prohibition on sexual harassment, sexual violence and all forms of sexual misconduct.

Under Title IX, the University, as a recipient of federal funding, must have a process in place for responding to allegations of sexual discrimination, harassment or sexual violence. Placing these responsibilities under the auspices of an educational institution is a sensitive subject, since many feel that such complaints should be handled exclusively by the police. Individuals are encouraged to report criminal behavior to local law enforcement. However, even when local law enforcement is involved, universities are required to provide an alternative process for resolving complaints within our community. Our processes are designed to provide the affected individuals with more support and resources than they might find in the criminal justice system.

Faculty and staff are obligated to report any information brought to their attention related to sexual assault, sexual harassment or sexual violence. For additional information about Title IX and contact information on reporting, go to http://www.coastal.edu/titleix/. The CCU Title IX Coordinator is **Denise Perez, Office phone: 843-349-2382**, **Title IX Cell: 843-333-6229**, **E-mail:** dmorkis@coastal.edu**.** The Coordinator will facilitate our efforts to improve the campus climate, ensure we have effective resources in place for students, faculty and staff who are affected by sexual harassment, discrimination or violence, and implement policies and practices that are prompt, equitable and in compliance with federal mandates including Title IX. Please know that we will be vigilant in addressing these issues and doing everything we can to maintain a safe educational and work environment for all members of the Coastal community.

Graduate Degree Programs

GRADUATE DEGREE PROGRAMS

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

Expectations for Graduate Coursework

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

Graduate Student Learning Outcomes

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

E. CRAIG WALL SR. COLLEGE OF BUSINESS

ADMINISTRATION

Barbara Ritter, *Dean*
John Mortimer, *Associate Dean*
Kenneth Small, *Associate Dean of Student Programs*
Mark Mitchell, *Assistant Dean*
Yoav Wachsman, *Director of International and Special Programs*
Arlise McKinney, *Director of Graduate Programs*
L. Taylor Damonte, *Director of the Clay Brittain, Jr. Center for Resort Tourism*
Gary M. Loftus, *Director of the Center for Economic and Community Development*
Gina Cummings, *Director of the Wall Fellows Program*
Peter Gasca, *Director of the Institute for Community and Business Engagement*
William Mann, *Director, PGA Golf Management*
Paige Cribb, *Director of Student Support, Professional Golf Management Program*
William Feagin, *Internship Director, Professional Golf Management Program*

GRADUATE FACULTY
DEPARTMENT OF ACCOUNTING

Christopher Becker, *Assistant Professor, Accounting*
Melanie James, *Associate Professor, Accounting*
Gregory L. Krippel, *Professor, Accounting and Department Chair*
Karen A. Maguire, *Associate Professor, Accounting*
David Mason, *Associate Professor, Accounting*
John W. Mortimer, *Associate Dean, Professor, Accounting*
Michael Munden, *Teaching Associate, Accounting*
Phillip Njoroge, *Assistant Professor, Accounting*

DEPARTMENT OF FINANCE AND ECONOMICS
Robert B. Burney, *Professor, Finance*
Jared Dillian, *Teaching Associate, Management*
Marvin A. Keene, *Professor, Finance*
John G. Marcis, *Professor, Economics*
Kenneth Small, *Professor, Finance*
Yoav Wachsman, *Associate Professor, Economics, and Director of International Special Programs*
Andrew Weinbach, *Professor, Economics*

DEPARTMENT OF MANAGEMENT AND DECISION SCIENCES
Janice Black, *Professor, Management*
Merrill Boyce, *Executive-in-Residence, Management*
Subhajit Chakraborty, *Assistant Professor, Management*
Jessica Doll, *Assistant Professor, Management*
Darla J. Domke-Damonte, *Professor, Management*
Dick Drass, *Lecturer, Management*
David Fink, *Lecturer, Management*
Peter Gasca, *Teaching Associate, Management*
J. Kay Keels, *Professor, Management*
P. Richard Martin, *Professor, Management*
Arlise McKinney, *Associate Professor, Management*
Nicholas Rhew, *Management*
Lee Shinaberger, *Lecturer, Management*
Erika Small, *Associate Professor, Management, Department Chair*
Nicholas Twigg, *Associate Professor, Management*

DEPARTMENT OF MARKETING AND RESORT TOURISM
Jennifer Calhoun, *Assistant Professor, Marketing/Resort Tourism*
Melissa Clark, *Associate Professor, Marketing*
Paul Clark, *Professor, Marketing*
Monica Fine, *Assistant Professor, Marketing*
Michael Latta, *Professor, Marketing*
Henry Lowenstein, *Professor, Business Law*
Carol Megehee, *Professor, Marketing*
Karen Sauls, *Lecturer, Business Law*

DEGREES
Master of Business Administration
Master of Accountancy

CERTIFICATES
Business Foundations
Fraud Examination

VISION
The vision of the E. Craig Wall Sr. College of Business Administration is to prepare all Wall College students to maximize their potential for success with relevant, meaningful and practical curricula delivered by exceptional and dedicated faculty using cutting-edge applied pedagogy.

MISSION STATEMENT
The mission of the E. Craig Wall Sr. College of Business Administration is to guide and educate each student in the development of valuable skills for a successful career in a globally competitive and diverse environment.

With particular focus on four critical components in order to sustain and enact this mission, the Wall College will:
1. Educate **STUDENTS** in critical thinking, communication, and professionalism through applied and experiential learning using a variety of teaching techniques and innovative technologies.
2. Develop, maintain, and execute a **CURRICULUM** emphasizing the integration of business functions in order to provide students with a complete and unified understanding of business.
3. Develop **FACULTY** intellectual capital by creating a portfolio of diversified intellectual contributions in applied, basic/discovery, integrative/interdisciplinary, and pedagogical (teaching and learning) scholarship.
4. Offer service to the larger **COMMUNITY** that utilizes and further enhances faculty expertise. Such efforts will, in turn, expand and enhance opportunities for students through cooperative research, internships, or improved course and curriculum design.

As members of the Wall College community of teachers-scholars, we value:
1. **People**. We value the people who work diligently to achieve (or to help us achieve) our common goals. We recognize that our success is dependent upon a team effort, and is built upon the tireless efforts of committed individuals working together. We treat all people with care, respect, and collegiality even when we disagree.
2. **Integrity**. We value truthfulness, honest, and transparency in all interactions.
3. **Excellence**. We value diligence and quality in all of our efforts and strive to progress and advance continuously.
4. **Innovation**. We value creativity, originality, flexibility, and adaptability in response to an evolving and ever-changing world while never failing to recognize and honor our history and the traditions upon which our college was built.
5. **Collaboration**. We value synergy and commonality in our effort to achieve a common goal. In such efforts, we commit to disregard self-interest in order to advance the college's objectives.
6. **Diversity**. We value individual differences and celebrate uniqueness, and we demonstrate this commitment by promoting a safe environment for expression of different perspectives.

The application of these values to our daily interactions means that we:
- Ensure that everyone participates, and no one dominates.
- Listen to others respectfully without interruption.
- Are able to disagree without being rude or offensive toward another.
- Recognize that all ideas have the potential to be of value, consequently, we refrain from quick judgement, and maintain objectivity and receptivity.

MASTER OF BUSINESS ADMINISTRATION (MBA)
Purpose of the Program
The Master of Business Administration (MBA) degree provides students with the opportunity to study business administration at the graduate level. The purpose of the MBA is to prepare graduates for careers in a broad spectrum of business activities.

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.

Student Learning Outcomes
1. *Business Knowledge:*
   Students will be able to demonstrate the ability to think strategically about the global business environment.
2. *Ethical Decision-Making:*
   Students will demonstrate the ability to make ethical decisions in a business environment.
3. *Critical Thinking:*
   Students will demonstrate the ability to critically evaluate complex business decisions.
4. *Leadership:*
   Students will be able to demonstrate the ability to make decisions that improve organizational performance.
5. *Professional Communications*:
   Students will be able to demonstrate professional communications in a business environment.

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

Admission Requirements
Applicants for regular admission to the Master of Business Administration must meet the following criteria:
1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree.
4. Completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500. In some cases the GMAT can be waived.
5. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;

    c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
    d. Pearson Test of English (PTE) Academic with a score of 59;
    e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
    f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
    g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
    h. TOEIC (Test of English for International Communication) with a score of 745:
    i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

6. Submission of two letters of recommendation from individuals familiar with the academic ability, level of responsibility, and work ethic of the applicant.
7. Submission of a resume.
8. Applicants are required to demonstrate proficiency in six major areas:

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

Applicants can demonstrate that proficiency either through undergraduate or graduate work. Students coming from a non-business background or those who have not completed the appropriate undergraduate equivalent will be required to take the graduate counterpart (MBA 500, MBA 501, and/or MBA 502 depending on their specific deficiency) as part of their program of study.

Students who have completed equivalent undergraduate business courses may have any (or all) of the foundational courses waived, if courses meet the waiver criteria:

- The completed undergraduate course is equivalent to the graduate level course.
- The course is taken at an accredited institution.
- Foundational courses from non-U.S. universities in foreign countries may be considered for waiver.
- Foundational courses may be accepted if completed through correspondence, life and work experience, CLEP, or other standardized testing.

Should a student need to enroll in any foundational coursework, they will be required to earn a **B** or better in any course in order to obtain full admission into the MBA program. In addition, 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 Graduate Director of the E. Craig Wall Sr. College of Business Administration.

The GMAT requirement can be waived at the discretion of the College of Business Graduate Director with approval of the MBA Committee. For example, students who have completed a graduate degree, completed graduate course work, earned a professional business certification, or have taken the GRE should contact the College of Business Graduate Director.

Admission decisions are made when all evidence of the applicant's ability to succeed in graduate studies has been submitted.

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 College of Business Graduate Director. Students who are provisionally admitted are limited

to 12 credit hours of course work. Upon satisfactory completion of this coursework with a **B** or better in each course, provisional status may be lifted.

Degree Requirements

The Master of Business Administration requires:

1. Successful completion of an approved program of study with a minimum of 30 graduate credit hours;
2. A minimum grade point average of 3.0 (**B**) on all course work;
3. A maximum of 2 classes may be completed below the grade of **B** before dismissal from the program; Automatic dismissal will result for grade of F in any course.
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 12 credit hours of graduate study in MBA-related coursework. Non-degree student registrations must be approved by the College of Business Graduate Director.

Transfer Credits

With approval from the College of Business Graduate Director, a maximum of six (6) transfer credit hours from an AACSAB accredited institution may be applied to a student's program of study. Exceptions may be made by the Graduate Director. Under the terms of double degree agreements or other consortia agreements, additional coursework up to a total of 12 credit hours may be transferred to complete the University's MBA degree requirements. All transfer coursework must be completed with a minimum grade of **B**.

Required Courses (30 Credit Hours)

The MBA degree at Coastal Carolina University requires 30 graduate credit hours for completion**.**

REQUIRED COURSES (24 Credit hours)
MBA 600: Project Management 2
MBA 601: Managing Quality 2
MBA 610: Leading People... 2
MBA 611: Leading Organizations 2
MBA 620: Financial Management 2
MBA 621: Value Management 2
MBA 630: Service Marketing.. 2
MBA 631: Marketing Strategy... 2
MBA 640: Creativity and Innovation... 2
MBA 650: Managerial Responsibility and the Law.. 2
MBA 655: Sustainability and Social Responsibility 2
MBA 690: Strategic Implementation 2

ELECTIVES (6 Credit hours)
The six (6) elective credit hours must come from *two* or more approved courses. Approval for the courses will be determined by the College of Business Graduate Director.

MASTER OF ACCOUNTANCY (MACC)

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

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

Student Learning Outcomes
1. Students should demonstrate a broad understanding of topics in financial and cost accounting, taxation, auditing, and other related content areas. Emphasis is placed on preparation for the CPA and CMA exams.
2. Students should be able to carry out applied accounting research.
3. Students should be able to effectively express accounting knowledge and ideas through technical written and oral communication.
4. Students should demonstrate technological skills in solving accounting problems.

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

Admission Requirements
Regular admission to the Master of Accountancy is met by satisfying the following criteria:
1. Evidence of having received a baccalaureate degree with an overall 3.0 grade point average from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree.
2. Completion of the Graduate Management Admissions Test [GMAT] within the last five (5) years. Students who have a 3.5 or higher GPA in their 300 and 400 level Accounting course work completed in an AACSB accredited institution are not required to take the GMAT.
3. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from

      an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
4 . Submission of two letters of recommendation from individuals familiar with the academic ability, level of responsibility, and work ethic of the applicant.
5. Completion of 18 hours of business courses with a grade of **B** or better in each, to include economics, business law, statistics, finance, marketing, and management.
6. Completion of at least 18 hours of upper level accounting courses with a grade of **B** or better in each, to include financial/intermediate accounting, cost accounting, income taxation, auditing, and commercial law.

An admission decision is made when all evidence of the applicant's ability to succeed in graduate studies has been submitted.

The GMAT requirement can be waived at the discretion of the Graduate Director of the E. Craig Wall Sr. College of Business Administration with approval of the Business Dean. For example, students who have completed a graduate degree, completed graduate accounting course work, earned a JD, a CMA, or have taken the GRE should contact the Graduate Director of the School of Business.

Provisional Admission
Applicants may receive provisional admission to the Master of Accountancy if they do not meet the stated admission requirements. The decision to offer provisional admittance to the program is made by the Department Chair in Accounting, Finance and Economics and the Graduate Director of the E. Craig Wall Sr. College of Business Administration. Students who are provisionally admitted are limited to 12 hours of course work. Upon satisfactory completion of this coursework with a B or better in each course, provisional status may be lifted.

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

Non-Degree Students
Students classified as non-degree graduate students must receive approval from the Department Chair of the Department of Accounting, Finance and Economics and the Graduate Director of the E. Craig Wall Sr. College of Business Administration in order to take more than 12 credit hours in the M.Acc. program.

Transfer Credits

A maximum of six (6) transfer credit hours from an AACSB accredited institution may be applied to a student's program of study subject to the approval of the Department Chair of the Department of Accounting, Finance and Economics and the Graduate Director of the E. Craig Wall Sr. College of Business Administration. Exceptions may be made by the Graduate Director. All transfer course work must have been completed with a minimum grade of **B**.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)

> **CORE COURSES (18 Credit hours)**
> ACCT 533: Governmental/Not-For-Profit Acct 3
> ACCT 535: Advanced Accounting 3
> ACCT 620: Tax Research and Communication..3
> ACCT 631: Fraud Examination 3
> ACCT 665: Financial Statement Analysis 3
> ACCT 675: Law for Accountants 3
>
> **ELECTIVES (3 Credit hours)**
> Electives..3
> (One approved CBAD or ACCT course at the 500, 600 or 700 level)
>
> **ASSURANCE TRACK** (Choose 9 credit hours)
> ACCT 637: Advanced Auditing……………………………………………………………...3
> ACCT/CSCI 534: Digital Forensics and E-Discovery…………………………………3
> ACCT 638: Fraud and Litigation Advisory Services………………………………...3
>
> **TAXATION TRACK** (Choose 9 credit hours)
> ACCT 621: Taxation of C Corporations………………………………………………..3
> ACCT 622: Taxation of Pass-Through Entities………………………………………..3
> ACCT 623: Estate and Gift Taxation………………………………………………...3

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

GRADUATE CERTIFICATE IN BUSINESS FOUNDATIONS

The graduate certificate in Business Foundations provides students the opportunity to study business administration at the graduate level. The purpose of the graduate business certificate is to prepare graduates for entrance into the MBA program and exposes students to the functional area of business.

Admission to Study

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

Admission Requirements

Applicants for regular admission to the Business Foundations Graduate Certificate program must meet the following criteria:

1. Completion of an application form and payment of the application fee.

2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 3.0 **and** completion of the Graduate Management Admissions Test [GMAT].
4. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

Required Graduate Degree Credit Hours (16 Graduate Credit Hours)
REQUIRED COURSES (12 Credit hours)
MBA 500: Accounting and Finance 4
MBA 501: Management and Marketing 4
MBA 502: Economics and Statistics 4
MBA 503: Tools for Business Analysis 2
Any Two (2) Credit Hour MBA Class..2
TOTAL 16

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

Student Learning Outcomes
After completing the certificate program students should be able to:
1. Identify the three components of the fraud triangle in the context of a particular fact pattern or case scenario.
2. Apply critical analytical skills in choosing among alternative courses of action in various aspects of fraud and forensic accounting within the framework of appropriate moral conduct.
3. Analyze and discuss the impact of the legal and regulatory environment on perpetrators, witnesses, organizations, and forensic accounting professionals.
4. Develop fraud prevention programs to prevent, deter, and detect the use of IT systems to commit fraud and other criminal acts.

5. Analyze financial and nonfinancial information as a basis for gathering evidence, forming hypotheses, and testing hypotheses

Admission to Study

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

Admission Requirements

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

1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 2.9 **and** completion of the Graduate Management Admissions Test [GMAT] within the last five (5) years with a score of at least 500 **or** a score of 1,000 on the Graduate Record Examination (GRE).
4. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required.
   a) A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b) A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c) Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d) Pearson Test of English (PTE) Academic with a score of 59;
   e) Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f) Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g) MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h) TOEIC (Test of English for International Communication) with a score of 745:
   i) Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years

   OR

   Evidence of having received a Certified Public Accountant (CPA) certificate, law degree, or admittance to an accredited law school.
5. At least two letters of recommendation on the forms provided with the application.

Required Graduate Degree Credit Hours (12 Graduate Credit Hours)
REQUIRED COURSES (12 Credit hours)
ACCT 534: (=CSCI 534): Digital Forensics and E-Discovery 3
ACCT 631: Fraud Examination 3
ACCT 638: Fraud and Litigation Advisory Services...3
ACCT 675: Law for Accountants 3

SPADONI COLLEGE OF EDUCATION
ADMINISTRATION
Edward Jadallah, *Dean and Vice President for Online Education and Teaching Excellence*
Patricia Jones, *Director of Program Evaluation and Accreditation*
Amanda Darden, *Director of Clinical Experiences and Educator Licensure*
Zan Wiggins, *Director, The Biddle Center for Teaching, Learning, and Community Engagement*

GRADUATE FACULTY
Kimberly Carroll, *Assistant Professor, Early Childhood Education*
Jeanne B. Cobb, *Professor, Literacy Education and Director for Chanticleer Center for Literacy Education*
Howard Coleman, *Associate Professor, Educational Leadership*
Richard Costner, *Associate Professor, Elementary Education*
Kristal L. Curry, *Assistant Professor, Social Studies Education*
Jeremy G. Dickerson, *Professor, Instructional Technology and Coordinator of Instructional Technology*
Erin Donovan, *Assistant Professor, Middle Level Education*
Gregory Geer, *Assistant Professor Educational Leadership*
Austin M. Hitt, *Associate Professor, Science Education,*
Cathy R. Jones, *Associate Professor, Early Childhood Education*
Corey Lee, *Assistant Professor, Instructional Technology*
Nancy Ratcliff, *Professor, Early Childhood Education, Coordinator Early Childhood Education and Department Chair of Early Childhood Elementary, and Literacy Education*
Jamia T. Richmond, *Assistant Professor, Educational Foundations*
Emma Savage Davis, *Professor, Middle Level Education, Coordinator of Middle Level Education, Coordinator of, Master of Arts in Teaching, and Department Chair of Middle Level, Special Education, and Physical Education*
Catherine Scott, *Assistant Professor, Elementary Education and Coordinator of Elementary Education* Douglas W. Smith, *Professor, Elementary Education/Educational Foundations*
Joseph Winslow, *Professor, Instructional Technology and Director of the Coastal Office of Online Learning (COOL)*

DEGREES
Master of Arts in Teaching(M.A.T.)
    With a Concentration in Art (PreK-12)
    With a Concentration in English (9-12)
    With a Concentration in Mathematics (9-12)
    With a Concentration in Music (PreK-12)
    With a Concentration in Science (9-12)
    With a Concentration in Social Studies (9-12)

Master of Education
    Master of Education in Educational Leadership (M.Ed.)
    Master of Education in Instructional Technology ((M.Ed.)
    Master of Education in Learning and Teaching (M.Ed.)
       With a Concentration in Instructional Technology
       With a Concentration in Literacy
    Master of Education in Special Education (M.Ed.)

Education Specialists (Ed.S.)
    Educational Leadership
    Instructional Technology

CERTIFICATES

English Speakers of Other Languages (ESOL)
Online Teaching and Training (COTT)

MISSION STATEMENT

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

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

CONCEPTUAL FRAMEWORK

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

The Conceptual Framework forms the basis for the goals for candidate proficiency in all professional educator preparation programs. Through performance assessments specific to each program, all education candidates should be able to demonstrate proficiencythe student learning outcomes associated with their individual programs. Individual program student learning outcomes are derived from the goals for candidate proficiency identified below.

Goals for Candidate Proficiency
1. Ability to apply content and pedagogical knowledge to the teaching and learning process.

2. Ability to integrate technology to improve teaching and learning.
3. Ability to work with diverse populations.
4. Ability to demonstrate professional behavior and dispositions.
5. Ability to engage in reflective practice to improve teaching and learning.

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 and 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.

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

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

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

MASTER OF ARTS IN TEACHING (M.A.T.)
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.

Student Learning Outcomes for the Program
Design and implement effective lessons based on knowledge of students, curriculum, and best pedagogical practices.
1. Integrate technology to improve teaching, learning, and professional productivity.
2. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
3. Demonstrate leadership behaviors and dispositions in professional contexts.
4. Engage in reflective practice to improve teaching and learning.

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

Admission and Degree Requirements

Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master's degree and certification in teaching, may enroll in up to two courses of the M.A.T. program prior to receiving a bachelor's degree. Students are advised that additional requirements may be added to the program of study to support needed background in a discipline and/or general education.

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

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

Portal I. Admission to the Graduate Program.

For admission to the Graduate Program, students must:
- Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due March 1 for each cohort.
- Submit official transcripts reflecting an undergraduate GPA of 3.0 in the content area AND one of the following: 2.75 GPA overall, OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT).
- Provide two letters of recommendation (on forms provided) supporting the applicant's academic qualifications.
- Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant's file. All applicants will be informed in writing of the Committee's decision.
- Following a review of applicant's transcript(s), the M.A.T. adviser may identify deficient content area coursework. Those identified content areas or courses must be completed prior to entering the M.A.T. program of study or taking courses toward graduation. These deficient courses may extend the program of student completion timeline.

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

Students must:
- Attain and maintain a GPA of 3.0 for the two education courses and two content area courses taken in Summer I and Summer II, with no grades below **"C".**
- Receive satisfactory recommendations from professors.
- Receive approval of the M.A.T. Portal Committee.
- Students who do not meet the minimum required 3.0 GPA but have a GPA between 2.99 and 2.75 may be placed on probation for one semester if recommended by the M.A.T. Portal Committee. During this probationary period, students must increase their cumulative GPA to at least 3.0 and successfully pass the specified South Carolina content area PRAXIS II examination(s) in order to be approved for Internship and continuation in the M.A.T. Program.
- Students who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program until their cumulative GPA reaches a minimum of 3.0.

Portal III. Admission to Internship.

Students must:
- Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in Content area courses and overall cumulative 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 approval of the adviser and the M.A.T Portal Committee.
- Successfully pass South Carolina content area PRAXIS II examination(s). Fulfill the fingerprinting and background check requirements.

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

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

Required Graduate Degree Credit Hours (39 - 49 Graduate Credit Hours)
Concentrations in Secondary English, Mathematics, Science, and Social Studies and PreK-12 in Art and Music:

CORE COURSES (12 - 18 Credit hours)
EDSC 410 or EDSC 510: Secondary Adolescent Development and Management 3
EDSC 415 or EDSC 515: Teaching in Diverse Classroom Settings 3
EDSC 500: Assessment and Action Research.. 3
EDSC 508: Foundations in Literacy 3
EDSC 518: Addressing Literacy in the Content Area 3
EDSC 546: Foundations of Secondary Education.. 3

TEACHING CONCENTRATION (15 Credit hours)
(Choose **One**) Methodology course in the content area of concentration 3
    EDSC 547: Principles and Methods of Teaching English
    EDSC 549: Principles and Methods of Teaching Social Studies
    ARTE 550: Principles and Methods of Teaching Art
    MUED 551: Principles and Methods of Teaching Music
    EDSC 552: Principles and Methods of Teaching Mathematics
    EDSC 553: Principles and Methods of Teaching Science
EDSC 590: Internship 9
EDSC 580: Internship Seminar 3

Content Preparation (4 graduate level courses in the chosen concentration area)
Graduate content in **one** of the concentration areas... 12-16
Art (ARTC, ARTE, ARTD, ARTH, ARTS), **English** (ENGL), **Mathematics** (MATH, STAT), **Music** (MUS, MUED), **Science** (ASTR, BIOL, CHEM, GEOL, MSCI, PHYS), or **Social Studies** (ANTH, ECON, HIST, POLI, PSYC, SOC).

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

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

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

Student Learning
Outcomes

Students who complete the requirements for the M.Ed. in Educational Leadership will be able to:

1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PreK-12 schools.
2. Integrate leadership improving the use of technology to improve teaching, learning, and
   school operations for students in PreK-12 schools.
3. Demonstrate their ability to work as educational leaders with diverse populations comprising a school's learning community.
4. Demonstrate professional behavior and dispositions as leaders in PreK-12 schools.
5. Engage in reflective practice to improve all aspects of school-level functions with a primary focus on teaching and learning for students, teachers, and staff in Prek-12 schools.

Admission
Requirements

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

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended. (All prior undergraduate academic study must be represented as well as other graduate study if such study has been completed.)
2. At least two letters of recommendation on the forms provided with the application.
3. A minimum of one year of full-time teaching experience.
4. Evidence of teacher certification at the grade level or in the subject area of the degree sought.
5. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0

(overall) on a 4.0 scale on undergraduate work OR, a report of minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions on the Graduate Record Exam (GRE), OR, a report of a minimum score of (388) on the Miller Analogies Test (MAT). Scores must be no more than five (5) years old.

6. Legal arrest/conviction statement.
7. Approval of the Portal I Faculty Committee.

Degree Requirements

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

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

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

No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

Required Graduate Degree Credit Hours (36 Graduate Credit Hours)

CORE COURSES (9 Credit Hours)
EDUC 607: Research in Today's Schools... 3
EDUC 630: Advanced Study of Curriculum & Instruction... 3
EDUC 685: Strategies for Teaching Diverse Learners... 3

REQUIRED COURSES (27 Credit Hours)
EDAD 600: Introduction to Educational Leadership 3
EDAD 635: School Personnel Administration.. 3
EDAD 660: Supervision of Instruction 3
EDAD 680: School and Community Relations... 3
EDAD 684: School Finance/Ethics.. 3
EDAD 686: Legal Basis of Educational Organization & Administration 3
EDAD 689: School Principal 3
(Choose two) EDAD 694, 695, 696, 697... 6
    EDAD 694: Elementary School Principal in Practice I
    EDAD 695: Elementary School Principal in Practice II
    EDAD 696: Secondary School Principal in Practice I
    EDAD 697: Secondary School Principal in Practice II

Internship Requirements for Various Levels of Administrative Certification*

For Elementary Principal and Supervisor certification (grades K-8):
- Take EDAD 694 and EDAD 695.

For Secondary Principal and Supervisor certification (grades 7-12):
  • Take EDAD 696 and EDAD 697.

For teachers with K-12 teaching certification who want both Administrative Certifications, there are two options:
  • Take EDAD 694 *and* EDAD 697 <u>or</u> EDAD 695 *and* EDAD 696.

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

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

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

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

MASTER OF EDUCATION (M.ED.) IN INSTUCTIONAL TECHNOLOGY

The goal of the M.Ed. Instructional Technology program to provide K-12 teachers and other educational professionals advanced training in the utilization and integration of technology to improve teaching practice, learner performance and professional productivity. Program candidates will complete an intensive curriculum derived from the National Educational Technology Standards for Teachers (NETS-T) published by the International Society for Technology in Education and endorsed by the Council for the Accreditation of Educational Programs (CAEP).

Student Learning Outcomes for the Program
1. Demonstrate understanding of instructional technology tools, systems, and operations.
2. Plan, design, develop, implement and manage innovative digital learning materials, experiences, and environments to improve student performance.
3. Leverage technology to facilitate effective assessment and evaluation practices.
4. Understand social, ethical, and legal issues relevant to the use of instructional technology.
5. Demonstrate instructional technology leadership and collaboration in professional learning communities.

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

Admission Requirements

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

1. A completed graduate degree application and payment of application fee.
2. 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).
3. At least two letters of recommendation
4. 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 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
5. Evidence of teacher certification. (NOTE: For students seeking the instructional technology concentration only, certification requirement may be waived based on program review.)
6. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

Degree Requirements

All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the
following requirements. Every degree seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

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.

No academic program can be approved until the student has been admitted to the graduate program as a degree-seeking graduate student. Students are cautioned that graduate credit

earned prior to full admission to a degree may not be applicable toward the degree requirements. The program should be established, at the latest, by the end of the first semester of study.

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

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
EDIT 604: Teaching with Technology 3
EDIT 610: Instructional Design and Technology Integration 3
EDIT 630: Development of Instructional Multimedia 3
EDIT 640: Instructional Video Production 3
EDIT 650: Teaching and Learning Online 3
EDIT 660: Advanced Online Teaching 3
EDIT 670: Educational Games and Simulations 3
EDIT 677: Assessment Technology and Learning Analytics 3
EDIT 680: Special Topics in Instructional Technology 3
EDIT 690: Seminar in Instructional Technology 3
TOTAL CREDITS REQUIRED 30

MASTER OF EDUCATION (M.ED.) IN LEARNING AND TEACHING
With Concentrations in Instructional Technology or Literacy PreK-12*
The Master of Education (M.Ed.) degree program in Learning and Teaching is designed to offer opportunities for educators to advance their professional knowledge and practice.

Student Learning Outcomes for the Program
1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.

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

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

Admission to Study

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

Admission Requirements

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

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the 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. (NOTE: For students seeking the instructional technology concentration only, certification requirement may be waived based on program review.)

Degree Requirements

All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the
following requirements. Every degree seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

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.

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

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

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
CORE COURSES (15 Credits Hours-Instructional Technology Concentration)
EDIT 604: Teaching with Technology 3
EDIT 610: Instructional Design and Technology Integration 3

EDUC 607: Research for Today's Schools 3
EDUC 628: Assessment of Performance to Inform Instruction 3
EDUC 630: Advanced Study of Curriculum and Instruction 3

CORE COURSES (15 Credits Hours-Literacy PreK-12 Concentration)
EDIT 604: Teaching with Technology 3
EDLL 620: Literacy Assessment and Instruction for Diverse Populations................. 3
EDUC 607: Research for Today's Schools 3
EDUC 628: Assessment of Performance to Inform Instruction 3
EDUC 630: Advanced Study of Curriculum and Instruction 3

Choose ONE of the following Concentration Areas with 15-18 Credit Hours:

Instructional Technology Concentration (15 Credit Hours)
(Choose four) EDIT 620, 630, 640, 650 or 660 12
    EDIT 620: Technology Planning and Management
    EDIT 630: Development of Instructional Multimedia
    EDIT 640: Instructional Video Production
    EDIT 650: Teaching and Learning Online
    EDIT 660: Advanced Online Teaching
EDIT 690: Seminar in Instructional Technology (Culminating Experience)............. 3

Literacy Concentration (15 Credit Hours)
EDLL 600: Advanced Reading Theory: Philosophical,
    Historical, and Sociological Foundations of Reading 3
EDLL 604: Practicum in Literacy Assessment and Evaluation 3
EDLL 606: Practicum in the Evaluation of Literacy Instruction and
    Assessment (Culminating Experience) 3
EDLL 608: Instructional Strategies and Materials in Literacy................................. 3
(Choose one) EDLL 605 or 616/617.. 3
    EDLL 605: Organization, Administration, and Supervision of the School
       Reading Program **OR** one of the following:
    EDLL 616: Content Reading and Writing for Early Childhood
      and Elementary Teachers
    EDLL 617: Content Reading and Writing for Middle and High School Teachers

MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION
The Master of Education in Special Education (M.Ed.) is a 30-33 credit hour professional graduate degree program that serves experienced teachers who obtained an undergraduate degree and are licensed in any area of education, and who wish to be collaborative instructional leaders who are knowledgeable, effective, reflective, and responsive to equity and diversity. The program of study focuses on advanced preparation of teachers in Emotional Disabilities, Intellectual Disabilities, Learning Disabilities, Severe Disabilities, or Twice Exceptional (Emotional Disabilities/Gifted and Talented or Learning Disabilities/Gifted and Talented). Candidates who successfully complete the proposed program and pass relevant Praxis exams will be licensed in grades PreK-12 in one of the concentration areas.

Student Learning Outcomes for the Program
1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.

3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.
6. Apply knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional learning needs associated with emotional, intellectual, learning, or severe disabilities, as well as students with a gifts and a disability.
7. Design learning environments and provide evidence-based instructional strategies to individualize instruction for positive learning results in general and special curricula.
8. Select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities.
9. Effectively review and utilize current research in the field to improve teaching and student outcomes.
10. Conduct and evaluate classroom-based research that can be disseminated in their schools, district, and for professional audiences through publications and presentations.

Admission to Study

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

Admission Requirements

Applicants for M. Ed. program admission must meet the following requirements:
1. A completed graduate degree application and payment of application fee.
2. 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).
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 286 with no less than 146 on the verbal and 140 on the 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.
5. Statement of educational/career goals and how this program will help to meet those goals.
6. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
    a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
    b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
    c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
    d. Pearson Test of English (PTED) Academic with a score of 59;
    e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
    f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
    g. MELAB (Michigan English Language Assessment Battery) with a score of 77:

    h. TOEIC (Test of English for International Communication) with a score of 745:

    i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

Degree Requirements

All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the following requirements. Every degree seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

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.

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

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

Prerequisites: EDSP 692* Foundations and Services for Exceptional Learners

Required Graduate Degree Credit Hours (30-33 Graduate Credit Hours)

CORE COURSES (18 Credits Hours)

EDSP 600: Applied Behavior Analysis 3
EDSP 606: Instructional Design in Special Education 3
EDSP 630: Single-Case Research... 3
EDSP 640: Behavior Management 3
EDSP 641: Comprehensive Assessment for Exceptional Learners 3
EDUC 607: Research for Today's Schools... 3

CONCENTRATION COURSES (12-15 Credits Hours)
Choose one concentration:
Twice-Exceptional (Gifted and Talented and Learning Disabilities (15 Credit Hours)
EDSP 690: Specific Learning Disabilities (SLD): Nature and Needs 3
EDSP 691: Instructional Procedures for Students with Learning Disabilities 3
EDSP 697: Practicum in Special Education... 3
EDUC 608: Nature and Needs of Gifted and Talented Students.................................. 3
EDUC 609: Intro to Curriculum and Instruction for Gifted and Talented Students....... 3

Twice-Exceptional (Gifted and Talented and Emotional Disabilities (15 Credit Hours)

EDSP 670: Characteristics of Learners with Emotional /Behavioral Disabilities 3
EDSP 671: Methods/Procedures for Learners with Emotional/Behavioral Disorders .. 3
EDSP 697: Practicum in Special Education 3
EDUC 608: Nature and Needs of Gifted and Talented Students 3
EDUC 609: Intro to Curriculum and Instruction for Gifted and Talented Students 3

Emotional Disabilities (12 Credit Hours)

EDSP 635: Advanced Topics in Special Education 3
EDSP 670: Characteristics of Learners with Emotional /Behavioral Disabilities 3
EDSP 671: Methods/Procedures for Learners with Emotional/Behavioral Disorders .. 3
EDSP 697: Practicum in Special Education 3

Intellectual Disabilities (12 Credit Hours)

EDSP 635: Advanced Topics in Special Education 3
EDSP 680: Characteristics of Individuals with Intellectual Disabilities 3
EDSP 681: Methods for Teaching Students with Intellectual Disabilities 3
EDSP 697: Practicum in Special Education 3

Learning Disabilities (12 Credit Hours)

EDSP 635: Advanced Topics in Special Education 3
EDSP 690: Specific Learning Disabilities (SLD): Nature and Needs 3
EDSP 691: Instructional Procedures for Students with Learning Disabilities 3
EDSP 697: Practicum in Special Education 3

Severe Disabilities (15 Credit Hours)

EDSP 610: Characteristics of Students with Severe Disabilities 3
EDSP 615: Instruction of Students with Severe Disabilities 3
EDSP 620: Language and Communication Skills for Students with Severe
          Disabilities 3
EDSP 635 Advanced Topics in Special Education 3
EDSP 697: Practicum in Special Education 3
TOTAL CREDITS REQUIRED 30-33

*EDSP 692 may be waived for candidates who have taken Introduction or its equivalent at the undergraduate or graduate level.

SPECIALIST IN EDUCATIONAL LEADERSHIP (Ed.S.)

The Specialist in Educational Leadership degree program in Educational Leadership is designed to provide advanced professional studies in graduate-level coursework for applicants who are interested in becoming school district level leaders or in further development of their professional skills and dispositions. They build knowledge of the functions of high achieving school districts in areas such as curriculum, instruction, management, personnel, finance, school law, public relations, and how these interact at the district level of administration and contribute to student achievement. Numerous learning opportunities are provided as students work with professors and experienced district administrators to gain skills and knowledge to meet the demands of leadership as a district level administrator. The program emphasizes a commitment to continuous professional growth as students learn to lead school districts and their component schools through the change process. Graduates of this program are effective leaders who can create and maintain high quality schools and school districts.

Applicants must have a minimum of three years of teaching experience and be certified as a school principal to enroll in the program. The Ed.S. in Educational Leadership requires completion of 33 semester hours of graduate work. 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 two and one-half years of ongoing coursework. At the completion of the degree, passing the Praxis II exam in Educational Leadership and Supervision, and by meeting experience requirements set by the State of South Carolina, graduates are eligible for certification as a school superintendent in South Carolina.

ADMISSION REQUIREMENTS
1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.
3. An earned Master's Degree in Educational Leadership or related field with an overall cumulative grade point average of 3.0.
4. A minimum of three years teaching experience.
5. A statement of interest in the program. This statement addresses the candidates' reasons for pursuing a career in educational leadership. It also explains why the Coastal Carolina
   University Specialist in Educational Leadership program is the right fit to help reach the candidates' goals.
6. Three (3) letters of reference. The letters will address the candidates' ability to balance the
   demands of high level graduate coursework and their personal and professional lives.
7. A successful interview with the Portal I Faculty Committee.
8. Approval of the Portal I Faculty Committee.

DEGREE EXPECTATIONS
The Specialist in Educational Leadership at the Spadoni College of Education includes the following requirements:
1. Successful completion of 33 hours in the approved program of study.
2. Maintain a minimum overall average of **B** (3.0) for all courses taken. If at any time students fail to satisfy this requirement; they are placed on probation for one semester. Students are permitted only one probationary semester during the entire course of their graduate study. Failure to meet this requirement or receiving a failing grade (**D** or **F**) in a course in the program may be cause for dismissal regardless of students' overall average.
3. Successful completion of the written comprehensive exam.
4. Successful defense of the comprehensive Exit Portfolio.
5. Pass the Praxis II Educational Administration: Supervision and Administration Exam.

STUDENT LEARNING OUTCOMES
Related to the goals for candidate proficiency derived from the College's Conceptual Framework
Successful program completers will be able to:
1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PK-12 schools at the highest administrative levels.
2. Integrate district-level leadership in the use of technology leading to the improvement of teaching, learning, and school operations for students in PK-12 schools.
3. Demonstrate their ability to work as educational leaders from district-level
   administrative positions with diverse populations comprising a school's learning community.

4. Demonstrate professional behavior and dispositions as leaders in the highest administrative positions in PK-12 schools.

CORE COURSES (24 Credit Hours)
EDAD 701 Advanced Leadership and Management Theory 3
EDAD 735 School District Finance 3
EDAD 760 Instructional Leadership and Supervision 3
EDAD 777 School Facilities 3
EDAD 780 Politics and Policy of Education..3
EDAD 786 Topics in Educational Leadership 3
EDAD 788 Action Research...3
EDAD 789 The Superintendency and District Level Leadership...................................3

APPLICATION COURSES (9 Credit Hours)
EDAD 790 Seminar in Educational Leadership...3
EDAD 794 District Level Internship I 3
EDAD 795 District Level Internship II 3
TOTAL CREDITS REQUIRED 33

SPECIALIST IN INSTRUCTIONAL TECHNOLOGY (Ed.S.)

The Specialist in Instructional Technology degree program is designed to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation and management of instruction technologies and their potential to improve teaching practice, learner performance and professional productivity.

ADMISSION REQUIREMENTS
1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.
3. An earned Master's Degree from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale.
4. At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.*
5. Two letters of recommendation one of which should be from a supervisor in a professional education or training unit.
6. Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

*Applicants who do not meet criteria #4 may be provisionally admitted but must complete two masters-level Instructional courses, one of which must be EDIT 604, before enrolling in the Ed.S. coursework.

STUDENT LEARNING OUTCOMES
The Student Learning Outcomes for the program are derived from professional standards published by the International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT) as well as the college's conceptual framework. Students completing the program will be able to:
1. Demonstrate advanced knowledge, skills, and dispositions relevant to the utilization and management of technologies to support teaching and learning.
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems, and assessments that leverage instructional technologies to improve learner performance.

3. Apply deep understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.
4. Demonstrate visionary leadership to plan, implement, and manage the integration of technology to promote positive transformational change in an instructional setting.
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.

Required Credit Hours (30 Graduate Credit Hours)

EDIT 700 Principles of Instructional Design...3
EDIT 704 Technology in Curricula 3
EDIT 710 Instructional Technology Tools 3
EDIT 720 Psychology of Instructional Technology 3
EDIT 740 Product Design and Development I 3
EDIT 744 Graphic Design for Instruction 3
EDIT 750 Product Design and Development II..3
EDIT 760 Instructional Technology Leadership..3
EDIT 770 Field Experiences in Instructional Technology 3
EDIT 780 Seminar in Instructional Technology..3
TOTAL CREDITS REQUIRED 30

CERTIFICATE IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The English for Speakers of Other Languages (ESOL) Graduate Certificate provides professional development for educators interested in being more effective in teaching English Language Learners (ELLs) and allows candidates to apply for a South Carolina add-on ESOL certification. An add-on ESOL certification allows educators to teach ELLs. The ESOL graduate certificate is targeted to educators of ELLs who have incomplete ESOL certification and to general education teachers who are interested in effectively teaching ELLs.

The ESOL graduate certificate includes five (5) 3-credit graduate courses. Candidates who complete the program will meet the coursework requirements of the South Carolina add-on ESOL certification. Other additional requirements must be met to obtain the South Carolina add-on ESOL certification (for example, documented second language learning experiences or South Carolina ESOL content area examination).

Student Learning Outcomes

With a strong emphasis on research-based and evidence-based practices, candidates who complete the requirements for the ESOL graduate certificate will be able to:

1. Evaluate the effects of schooling, testing, and school placement for ELL academic success.
2. Identify states of second language learning, elements of language structure and ELL language proficiency characteristics and needs and plan instruction accordingly.
3. Plant instruction that incorporates research-based strategies to teach language and content to ELL.
4. Use assessment data to plan instruction for ELLs.
5. Reflect on teaching philosophy related to ELLs.

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 Certificate in ESOL program must meet the following criteria:
1. Completion of the application form and payment of the application fee.
2. 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.
3. 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 any graduate study).

Required Credit Hours (15 Graduate Credit Hours)

EDLL 650 Applied Linguistics for ESOL Teachers..3
EDLL 651 Principles and Strategies for Teaching ESOL to Elementary and Secondary
          Learners...3
EDLL 652 Teaching Reading and Writing to Limited English Proficient Learners 3
EDLL 653 Testing and Assessment for Language Minority Students 3
EDLL 654 ESOL Curriculum Design and Materials Development 3

CERTIFICATE IN ONLINE TEACHING AND TRAINING (COTT)

This 12 credit hour certificate program provides opportunities for educators and trainers to develop advanced competencies in designing, delivering and managing effective instruction for online learning environments. Teaching certification is not required for admission.   South Carolina certified teachers who complete the certificate program as directed by their advisers may be eligible to apply for add-on endorsements from the State Department of Education.

Student Learning Outcomes

After completing the Certificate in Online Teaching and Training program, students will be able to:
1. Design effective assessment strategies for evaluating online learners.
2. Design, develop, and select instructional content for effective online teaching.
3. Demonstrate proficiency using various production tools to develop effective online instructional environments and resources.
4. Identify and apply teaching strategies and technology tools to promote effective online communication and collaboration.
5. Understand theoretical foundations of effective online teaching and learning.

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 Certificate in Online Teaching and Training program must meet the following criteria:
1. Completion of the application form and payment of the application fee.
2. 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.
3. 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 any graduate study).
4. Submission of a written statement of educational and career goals, including how this certificate program will contribute to realizing those goals.

Required Credit Hours (12 Graduate Credit Hours)
    Core Courses (9 Credit Hours)
      EDIT 604 Teaching with Technology 3
      EDIT 650 Teaching and Learning Online...3
      EDIT 660 Advanced Online Teaching 3

Choose <u>ONE</u> elective course from the following:
      EDIT 610 Instructional Design and Technology Integration 3
      EDIT 620 Technology Planning and Management 3
      EDIT 630 Development of Instructional Multimedia 3
      EDIT 640 Instructional Video Production..

Additional Licensures Available
Add-on Certification for English Speakers of Other Languages (ESOL)
Add-on Certification for Literacy Teacher
Add-on Certification for Literacy Coach
Add-on Certification for Literacy Specialist
Add-on Certification for Special Education – Emotional Disabilities
Add-on Certification for Special Education – Intellectual Disabilities
Add-on Certification for Special Education – Learning Disabilities

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

ADMINISTRATION
Daniel Ennis, *Dean and Vice President for Academic Outreach*
Steven Bleicher, *Associate Dean*
Carol Osborne, *Director of American Studies and Community Outreach &*
 Director of M.A in Liberal Studies
Eldred Prince, Jr., *Director of the Waccamaw Center for Cultural and Historical Studies*
Nils Rauhut, *Director of the Jackson Family Center for Ethics and Values*
Virginia Norris, *Coordinator of the Dyer Institute for Leadership and Public Policy*

GRADUATE FACULTY
DEPARTMENT OF COMMUNICATION, LANGUAGES AND CULTURES
Deborah Breede, *Associate Professor*

DEPARTMENT OF ENGLISH
Cara Adams, *Assistant Professor*
Dan Albergotti, *Professor and*
 Department Chair
Rebecca Childs, *Associate Professor*
Daniel Ennis, *Professor and Dean*
Amanda Grefski, *Lecturer*
Jason Ockert, *Professor*

Joe Oestreich, *Associate Professor and*
 Director Master of Arts in Writing
Anna Oldfield, *Assistant Professor*
Carol Osborne, *Professor*
Denise Paster, *Assistant Professor*
Tripthia Pillai, *Assistant Professor*
Christian Smith, *Assistant Professor*

DEPARTMENT OF HISTORY
Richard Hourigan, *Teaching Associate*
Maggi M. Morehouse, *Professor*

Eldred Prince, *Professor*
Philip Whalen, *Professor*

DEPARTMENT OF MUSIC
Richard L. Johnson, *Professor*
Tonya Propst, *Associate Professor*
Donald Sloan, *Professor*

Jill L. Trinka, *Associate Professor*

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES
Ronald Green, *Assistant Professor*

DEPARTMENT OF POLITICS AND GEOGRAPHY
Susan Bergeron, *Assistant Professor*
Pamela Martin, *Professor*

Holley Tankersley, *Associate*
 Professor and Department Chair

DEPARTMENT OF THEATRE
R. Stephen Earnest, *Professor*

DEPARTMENT OF VISUAL ARTS
Steven Bleicher, *Professor*
Larry Bunch, *Assistant Professor*
Easton Selby, *Department Chair*

DEGREES
Master of Arts in Liberal Studies
Master of Arts in Writing

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

The Master of Arts in Liberal Studies is a 30 credit-hour graduate program designed to provide students with the opportunity to pursue advanced interdisciplinary study in the humanities, arts, and social sciences. Students will learn to conduct advanced research across disciplinary boundaries, synthesize information, and present that information in a range of formats, both oral and written, suitable for a variety of audiences. Students may focus on one of three areas of concentration (American Studies, International Studies, and Leadership and Public Service), or they may elect to design their own focus of study.

Objectives of the program
1. Students will demonstrate knowledge of issues and approaches in interdisciplinary studies.
2. Students will demonstrate skills in conducting research in multiple disciplines.
3. Students will be able to convey information clearly and effectively in writing, conforming to the structure and format prescribed by discipline, occasion, and audience.
4. Students will be able to convey information clearly and persuasively, demonstrating mastery of oral communication skills and effective use of multi-modal media.
5. Students will demonstrate critical thinking skills.

Student Learning Outcomes
Students who complete the MALS program will be expected to:
1. Demonstrate knowledge of issues and approaches in interdisciplinary studies.
2. Demonstrate knowledge of resources used in multiple disciplines.
3. Demonstrate knowledge of research methodologies employed in multiple disciplines.
4. Evaluate resources.
5. Synthesize information.
6. Analyze structural and rhetorical features of a variety of texts.
7. Present information in a variety of formats.
8. Adhere to appropriate documentation of resources.
9. Convey information clearly and effectively through oral presentation.
10. Demonstrate skills in collaboration.
11. Demonstrate use of multi-modal media in presentations.
12. Demonstrate skills of critical thinking (examining topic/issue from multiple perspective).
13. Demonstrate skills of critical thinking in critiquing methodologies and arguments.
14. Demonstrate skills of critical thinking in conducting and presenting research.

Graduate Applications
Applications for graduate study should be directed to the Office of Graduate Studies.

Admission Requirements
For admission to the Graduate Program, the applicant must meet or exceed the following criteria:
1. A completed application for graduate study and payment of application fee.

2. Official transcripts from all regionally accredited institutions attended in this country or its equivalent at a foreign institution based on a four-year degree reflecting a baccalaureate degree and an undergraduate Grade Point Average (GPA) of 3.0 (overall).

3. If GPA does not meet the 3.0 minimum requirement, applicant must submit the Graduate Record Examination (GRE) with a minimum score of 300, with at least 150 in the verbal reasoning potion of the test. GRE scores older than five (5) years at the time of application will not be accepted.

4. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required.
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

5. Three (3) letters of recommendation from people who have known applicant in either a professional or academic context.

6. Applicants must submit a two-part writing sample in which the candidate will demonstrate the ability to take on graduate work by showcasing a variety of writing skills:
   a. A description, in the form of a personal narrative, of the applicant's intellectual and professional development and the role the Master of Arts in Liberal Studies will play in his/her continued growth as a student, citizen, and/or employee.
   b. A research paper or project, in which the applicant shows the ability to form and support a thesis in the field of humanities by locating, summarizing, synthesizing, and documenting information from scholarly resources.

These writing samples should total together no less than 10 pages, double-spaced, not counting bibliography. The research component may be something the applicant has written for a previous class, but should be submitted without instructor's markings.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
CORE COURSES (12 Credit hours)
MALS 600 Introduction to Interdisciplinary Studies 3
MALS 650 Graduate research Methods 3
MALS 700 Graduate Writing, Documentation, and Presentation 3
MALS 799: Capstone Experience 3

ELECTIVES (18 Credit hours)
Choose any six (6) courses from the graduate catalog. At least three (3) of these must be from The Thomas W. and Robin W. Edwards College of Humanities and Fine Arts 18
TOTAL CREDIT HOURS 30

MASTER OF ARTS IN WRITING

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

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

Student Learning Outcomes

1. Demonstrate the ability to make sophisticated authorial choices regarding clarity, style, diction, and form.
2. Explain theories and practices in professional and technical writing, creative writing, composition and rhetoric, and/or digital composition.
3. Demonstrate the ability to conduct and synthesize research.
4. .Demonstrate the ability to critique and analyze their own writing.
5. Demonstrate the ability to apply the skills they developed while in the MAW program in order to engage in various professional career options, pursue further graduate study, and/or sustain creative projects.
6. Demonstrate the ability to adhere professional procedures for preparing and submitting their written work for publication in creative, academic, technical, and/or corporate venues.

Graduate Applications

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

Admission Requirements

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

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 (2) letters of recommendation.
3. An "acceptable" rating awarded by the graduate committee to a 20-page writing sample.

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

1. A 3.3 GPA in 18 hours of undergraduate or graduate coursework in English or related discipline.
2. A 153 in the verbal reasoning portion of the GRE or a 4.0 in the Analytical Writing Test. (Test scores must be no older than 5 years at time of application.)

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 of MASTER'S PORTFOLIO WORKSHOP, ENGL 699; 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 six (6) transfer credit hours may be applied to a student's program of study. All transfer credit course work must have be completed with a minimum grade of **B**.

Required Graduate Degree Credit Hours (33 Graduate Credit Hours)
The M.A. in Writing requires 33 graduate credit hours.

CORE COURSES (6 Credit hours)
(Choose two) ENGL 602, 603r 604, or 605 6
    ENGL 602: Principles of Editing and Publishing
    ENGL 603: Special Topics in Forms of Creative Writing (May be taken only once for core courses.)
    ENGL 604: Composition and Rhetoric
    ENGL 605: Composition Pedagogy (Required of all graduate assistants)

WORKSHOPS AND INTERNSHIPS (9 Credit hours)
(Choose three) ENGL 652, 655, 658, 663, 681, 682, or 683 9
(Each of the following courses may be repeated *one time* for elective credit)
    ENGL 652: Graduate Writing Workshop-Fiction
    ENGL 655: Graduate Writing Workshop–Creative Nonfiction
    ENGL 658: Graduate Writing Workshop–Poetry
    ENGL 663: Graduate Writing Workshop, Short Novel
    ENGL 681: Workshop in Professional and Technical Writing
    ENGL 682: Workshop in Composition and Rhetoric
    ENGL 683: Writing and Editing Internship

COURSES IN LITERATURE AND LINGUISTICS (6 Credit hours)
(Choose two) ENGL 628, 635,653, or 691 6
    ENGL 628: Topics in British Literature
    ENGL 635: Topics in American Literature
    ENGL 653: Topics in Linguistics
    ENGL 691: Topics in World Literature

ELECTIVES in ENGL (9 Credit hours)..9
Additional MAW writing workshops and courses in literature/linguistics at the 500, 600, or 700 level.

MASTER'S PORTFOLIO WORKSHOP
    ENGL 699: Master's Portfolio Workshop..3

COLLEGE OF SCIENCE
ADMINISTRATION

Michael H. Roberts, *Dean and Vice President for Research and Emerging Initiatives*
Prashant S. Sansgiry, *Associate Dean*
Teresa Burns, *Associate Dean*
Paul T. Gayes, *Director of the School of Coastal and Marine Systems Science*

DEPARTMENT OF BIOLOGY

Karen Aguirre, *Associate Professor*
Sharon L. Gilman, *Associate Professor*
Kevin Godwin, *Associate Professor*
Vladislav Gulis, *Associate Professor*
Christopher E. Hill, *Professor*

John J. Hutchens, *Professor*
James O. Luken, *Professor*
Scott Parker, *Assistant Professor*
Michael H. Roberts, *Professor*

DEPARTMENT OF CHEMISTRY AND PHYSICS
CHEMISTRY

Teresa Burns, *Associate Professor*
Rachel Whitaker, *Assistant Professor*

PHYSICS

Erin Hackett, *Assistant Professor*

Varavut Limpasuvan, *Professor*

SCHOOL OF COASTAL AND MARINE SYSTEMS SCIENCE

Shaowu Bao, *Assistant Professor*
Paul Gayes, *Professor and Director*
Roi Gurka, *Associate Professor*
Erin Hackett, *Assistant Professor*
Till Hanebuth, *Associate Professor*

Var Limpasuvan, *Professor*
Richard Peterson, *Assistant Professor*
Robert Sheehan, *Professor*
Richard Viso, *Assistant Director and Assistant Professor*

DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

William Jones, Chair, *Associate Professor, Director of M.S Information Systems*
Michael A. Murphy, *Assistant Professor*

Sathish, Kumar, *Assistant Professor*

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
EXERCISE AND SPORT SCIENCE

Lisa A. Barella, *Assistant Professor*
Stacey L. Beam, *Coordinator of Smith Exercise Science Laboratory*
Jason M. Cholewa, *Assistant Professor*
Gibson F. Darden, *Professor and Department Chair*
Cathryn R. Dooley, *Assistant Professor*

William Lyerly, *Assistant Professor*
Christopher J. MacDonald, *Assistant Professor*
Gregory F. Martel, *Associate Professor and Coordinator*
J. Chadwick Smith, *Assistant Professor*
Brooke C. Towner, *Lecturer*

RECREATION AND SPORT MANAGEMENT
Sarah K. Banks, *Assistant Professor*
W. Andrew Czekanski, *Assistant Professor*
Linda M. Lane, *Lecturer*
Colleen A. McClone, *Associate Professor, Director*
  Master of Science in Sport Management
Donald L. Rockey, *Associate Professor*
Amanda M. Siegrist, *Assistant Professor*
Dustin F. Thorn, *Assistant Professor*
Sandra A. Wilson, *Associate Professor*

DEPARTMENT OF MARINE SCIENCE

Daniel C. Abel, *Professor*

Diane Bennett Fribance, *Assistant*
  Professor

Paul T. Gayes, *Palmetto Professor of*
  Marine Science

Jane L. Guentzel, *Professor and*
  Department Chair

Juliana Harding, *Assistant Professor*

Jenna C. Hill, *Assistant Professor*

Eric T. Koepfler, *Professor*

Susan Libes, *Professor*

Zhixiong Shen, *Assistant Professor*

Keith R. Walters, *Professor*

Robert R. Young, *Professor*

DEGREES
Master of Science in Coastal Marine and Wetland Studies
Doctor of Philosophy in Marine Science
Master of Science in Information Systems
Master of Science in Sport Management

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

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

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

MASTER OF SCIENCE (M.S.) IN COASTAL MARINE AND WETLAND STUDIES
MISSION STATEMENT
The Master of Science degree program in Coastal Marine and Wetland Studies is taught and administered by College of Science faculty with expertise in the issues and problems facing

coastal areas and wetlands both locally and globally. It was selected and developed to take educational advantage of the unique natural resources of the region and thus faculty and students become important intellectual resources for the region. The purpose of this degree program is to provide students with the tools and abilities to assess, comprehend, and synthesize a broad range of scientific information. This will, in turn, allow them to assume employment as professionals in the environmental field, to become stewards of the environment, and to also pursue further graduate study. The goals of the program are satisfied through coursework, teaching opportunities, and either the completion of a thesis or an internship.

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

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

Student Learning Outcomes
1. Identify and explain the biological, chemical, geological and physical processes influencing the coastal zone.
2. Describe connections among the biological, chemical, geological and physical processes influencing the coastal zone.
3. Describe how a coastal zone policy or regulation is influenced by scientific research in the coastal zone.
4. Demonstrate proper research, writing and oral communication skills.

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

Admission Requirements
Regular admission to the Master of Science in Coastal Marine and Wetland Studies is met by satisfactorily meeting the following criteria:
1. Completion of an application form.
2. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program.
4. Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 150 on both the verbal and quantitative

portions.

5. Submission of at least three 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.
8. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
    a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
    b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
    c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
    d. Pearson Test of English (PTE) Academic with a score of 59;
    e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
    f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
    g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
    h. TOEIC (Test of English for International Communication) with a score of 745:
    i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.

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.

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 choose either the thesis or non-thesis option and then satisfy the corresponding requirements.

Thesis Option

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

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

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

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 a thesis; or, completion of an internship followed by an oral presentation and written report summarizing the internship experience; and
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

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

Thesis Option
Students choosing the thesis option based on original research must assemble a thesis committee of at least three (3) members by the second semester of enrollment. The committee will consist of at least three (3) 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. Before graduation, students will submit the completed thesis to the CMWS coordinator who will schedule the public defense.

Non-Thesis Option
Students interested in future employment as professionals in the environmental field with federal, state, local agencies, not-for-profit organizations or private businesses may choose a non-thesis option. Students who select a non-thesis option will complete an internship (CMWS 701, total of 6 credits) with a sponsoring public, non-profit or private laboratory, agency, or business. The internship will be at least 450 hours. The internship must be approved by the CMWS coordinator and the outside supervisor, and should be related to the student's educational and career goals. The details of the work should be described and filed with the CMW coordinator before beginning the internship. Although the faculty will provide guidance to students, it is the responsibility of each student to seek and secure an internship. A final written report describing the activities and outcomes of the internship is required for graduation and should be filed with the CMWS office. The report should analyze and detail how the student's internship activities integrate with the interdisciplinary field of CMWS and the current state of knowledge, and identify the directions of growth in the future student's career. The report must be submitted and

approved before graduation. The on-campus presentation, summarizing the material in the report, will be followed by a meeting of the candidate with CMWS graduate committee to discuss the report and its connections to core CMWS courses taken by the candidate.

Enrollment Requirement

Students in the Coastal Marine and Wetlands Studies program must be continuously enrolled during all phases of graduate work. This includes Fall, Spring, and Summer terms (the Summer term here is inclusive of Maymester, Summer I, and Summer 2). This requirement is typically satisfied by registering for a minimum of one graduate credit in each term. However, the situation may arise where students have completed all course requirements except for the thesis or internship. In this case, students must enroll in CMWS 702 Project Completion in order to satisfy the continuous enrollment requirement. Registering in CMWS 702 maintains email and library privileges and also allows access to University facilities and faculty advisers. CMWS 702 does not count toward degree requirements and does not substitute for the 6 credit hour requirement in CMWS 700 Thesis Research or for the 6 credit hour requirement in CMWS 701 Internship.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)

The Master of Science in Coastal Marine and Wetland Studies requires the successful completion of an approved program of study with a minimum of 30 graduate credit hours. Within the approved program are three core courses, three seminar courses, electives, and a required thesis or internship.

CORE COURSES (9 Credit hours)
CMWS 601: Coastal Marine and Wetland Processes.. 3
CMWS 602: Coastal Marine and Wetland Ecology 3
CMWS 603: Coastal and Wetland Policy and Management 3

GRADUATE SEMINAR COURSES (3 Credit hours)
CMWS 697: Graduate Seminar I.. 1
CMWS 698: Graduate Seminar II 1
CMWS 699: Graduate Seminar III 1

ELECTIVES (12 Credit hours)
(Choose 12 credit hours) 12
Electives must be 500 level or above courses from BIOL, CHEM, CMSS, CMWS, MATH, MSCI, PHYS, or STAT.

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

THESIS RESEARCH OR INTERNSHIP (6 Credit Hours)
CMWS 700: Thesis Research... 6
   or
CMWS 701: Internship... 6

DOCTOR OF PHILOSOPHY IN MARINE SCIENCE: COASTAL AND MARINE SYSTEMS SCIENCE (Ph.D.)

The Doctoral program in Coastal and Marine Systems Science is designed to approach the study of complex coastal ocean, earth, atmosphere, biosphere, and societal interactions and the associated management applications as a single integrated system. The program builds on Coastal Carolina University's focus on coastal zone environments, existing academic and research programs, and a long-term commitment toward integrated management of South Carolina's coastal systems.

PROGRAM GOALS

Building on the knowledge and experience of students from undergraduate programs in traditional core science disciplines (biology, geology, oceanography, environmental science, etc.) and/or master's degrees in related areas, the goals of this program are to prepare highly-trained professionals who:

1. Understand complex systems at the Ocean-Atmosphere-Terrestrial interface from a variety of scientific disciplines and across a range of temporal and spatial scales;
2. Design and conduct scientific research to enhance the knowledge base concerning coastal and marine systems as well as for specific societally relevant environmental problems in the coastal zone;
3. Describe and characterize coastal systems using advanced coastal observing instrumentation, and conceptual and quantitative models, and incorporate new research results towards improving the prediction of future system behavior and response to natural and societal drivers;
4. Translate complex problems and solutions in language and methods understood by public policy decision-makers, as well as the general public, and;
5. Develop core competence, experience and publication records to successfully compete for professional positions in industry, academia, and government.

STUDENT LEARNING OUTCOMES

After successfully completing the Doctoral degree requirements, students will be able to:

1. Evaluate evidence-based studies of coastal and marine systems. (Goal 1)
2. Design coastal and marine systems science field, laboratory and/or computational experiments. (Goal 2)
3. Acquire and analyze coastal and marine systems data. (Goals 1, 2)
4. Develop and test conceptual and/or mathematical models to simulate and predict complex coastal behavior. (Goals 2, 3)
5. Analyze research data from regional projects. (Goal 1)
6. Evaluate application of data to regional issues. (Goal 1)
7. Incorporate knowledge of temporal and spatial variability of coastal systems into recommendations for management of coastal and marine systems. (Goal 4)
8. Apply scientific theories, intellectual skills and competencies, and management principles when making decisions related to utilization of human and physical resources in coastal and marine zone policies. (Goal 4)
9. Articulate technical information and scientific results to a range of constituencies in the private, public, and academic sectors. (Goals 4, 5)
10. Apply a structured and scientific process when making and recommending policy decisions. (Goals 4, 5)

ADMISSION REQUIREMENTS

All applicants to the Ph. D. in Marine Science: Coastal and Marine Systems Science must meet the requirements for graduate admission to Coastal Carolina University.
This includes:

1. Successful completion of a bachelor's degree for the M.S. program and either a master's or bachelor's degree for the Ph.D. program from a regionally accredited institution in a program appropriate to support graduate work in the SCMSS.
2. Completion of a Coastal Carolina University application form.
3. A minimum GPA of 3.0 (on a 4.0 scale) documented by official transcripts for all collegiate coursework.
4. Final, official transcripts for bachelor's and master's degrees (if applicable) are required to be received before formally beginning the program.

5. Successful completion of at least two semesters of college-level calculus, physics, and chemistry (Ph.D. program only) and advanced coursework in scientific disciplines related to the student's proposed research area.
6. Copies of official scores on the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 150 on both the verbal and quantitative portions. Scores must be less than three (3) years old.
7. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.
8. Three (3) letters of recommendation outlining the applicant's past work and preparation and potential for successful completion of master's or doctoral studies.
9. Identification of a Major Professor.
10. Submission of a written statement of educational and career goals, how the proposed degree will fulfill those goals and the subject area of research interest while completing the degree.
11. Submission of a resume.

Applicants entering the program with a master's degree from a regionally accredited institution may be awarded up to 30 credit hours for master's work completed prior to admission to this program (see required elements of the curriculum below). The SCMSS Graduate Programs Committee will review the application materials submitted by each applicant to determine what graduate course credit may be applicable to the program's coursework requirements.

Highly qualified applicants entering the program from a regionally accredited bachelor's degree program may be provisionally accepted into the Ph.D. program through the general admission procedure outlined above. As part of the admission process, the student will need to have identified a SCMSS faculty research mentor. Students should include with their application a written recommendation by a SCMSS faculty member who agrees to serve as their research mentor.

CURRICULUM
The Ph.D. in Marine Science: Coastal and Marine Systems Science requires the successful completion of an approved program of study with a minimum of 60 graduate credit hours. The approved program of study includes a series of core and seminar courses required for all students, specialized content supporting a student's individual research or academic needs and a required thesis. The core of the curriculum provides a comprehensive foundation across the sub-disciplinary areas of the marine sciences (Atmospheric, Physical, Chemical, Geological, Biological, and Policy) to facilitate a systems approach to the coastal marine environment and preparation for the SCMSS Comprehensive Examination. Specialized coursework, directed study, and research courses identified by the student's Graduate Advisory Committee are required to support student research and professional objectives.

Students may receive credits for an earned master's degree in an area related to the doctoral program. The curriculum for the Ph.D. in Marine Science: Coastal and Marine Systems Science (60 credit hours) is as follows:

CORE COURSES (21 Credit Hours)
CMSS 605 Coastal and Marine Hydrodynamics 3
CMSS 606 Coastal and Marine Geological Processes 3
CMSS 607 Coastal and Marine Bio-Geochemistry 3
CMSS 608 Coastal/Marine System Science, Issues and Applications 2
CMSS 609 Coastal/Marine System Science Seminar * 4

CMSS 610 Temporal and Spatial Analysis or CMSS 611 Modeling
Coastal and Marine Systems 3
CMWS 603 Coastal and Wetland Policy and Management 3

SPECIALIZED COURSES AND DIRECTED STUDY ** (18-27 credit hours)
Graduate coursework approved from an earned master's degree and/or required by a student's Graduate Advisory Committee.

DISSERTATION RESEARCH (12-21 credit hours)
CMSS 799 Dissertation Research

TOTAL CREDITS REQUIRED 60

* One credit-hour course required for four semesters.
** With the approval of the SCMSS Graduate Programs Coordinator, a student's Graduate Advisory Committee may specify other coursework to satisfy the core or specialized course requirements to suit a student's particular needs and the objectives of the curriculum.

COMPREHENSIVE AND QUALIFYING EXAMINATIONS
Program SCMSS Comprehensive Exam: Students are required to pass the SCMSS Comprehensive Examination to be taken within a year of completion of the core curriculum courses.

This is typically after the third semester of the program. The format of the exam consists of written and oral components. In the written exam, students will respond to questions established by the SCMSS Comprehensive Examination Committee to assess the broad range of sub-disciplinary knowledge required to address complex coastal systems and the ability to identify and explain the linkages between sub-disciplinary concepts and processes. The Committee will schedule a follow-up oral examination with each student based on the responses given in the written exam and allow for further examination of sub- and interdisciplinary knowledge and applications not emphasized in the written exam. Following the oral examination, the Committee will identify one of the three following outcomes: pass, fail, or retake the exam within three (3) months. Students must pass the SCMSS Comprehensive Examination to continue in the doctoral program.

SCMSS Qualifying Examination: Students are required to present and defend their dissertation research plan. This examination of the student's dissertation research plan and specific technical background required to complete the proposed research must be completed before the sixth full semester in residence to advance to candidacy in the program. The dissertation proposal will be constructed as a formal research proposal addressing the objective and need for the proposed research, command of the existing literature and foundation of the proposed research, specific testable hypotheses or research questions, an experimental design and work plan to address the research questions, and description of proposed analyses and the broader implications of the research results. The proposal is reviewed by the student's Graduate Advisory Committee which will schedule a formal

presentation and defense of the proposal by the student. The presentation will be open to all SCMSS faculty and students. Following the public presentation, the Committee will meet with the student for an oral examination of the proposal and presentation. The oral examination will assess the student's research plan and preparation for the proposed research. The Committee will also identify any deficiencies in the proposal and assign one of three outcomes: pass and approval of the final proposal/work plan; provisional pass and require a resubmission of an improved proposal and work plan and re-exam within three months; or failure. Upon passing the Qualifying Examination, the student may proceed with the dissertation research.

The SCMSS Graduate Programs Coordinator or designee from the SCMSS faculty will serve as chair of the examination in an ex officio capacity. The role of the chair is to ensure the exam follows school requirements and that key questions related to overall program objectives (integrating concepts) are explored in addition to the more specific technical content being examined by the Graduate Advisory Committee and Major Professor. The chair of the committee also ensures the committee's vote on acceptableness of the work is documented along with any other information, perspectives or guidance for the student going forward.

Students failing the SCMSS Qualifying Examination may petition to convert their program of study to the CMWS master's degree with the positive recommendation of the student's Graduate Advisory Committee, SCMSS Graduate Programs Coordinator, and approval of the SCMSS Director. The Graduate Advisory Committee and SCMSS Graduate Programs Coordinator will determine the applicable conversion of course and degree program requirements satisfied by work to date and provide an updated course of study to enable the student to complete the master's program.

Dissertation: Students will submit the results of their doctoral research as a formal dissertation and/or series of publications in compliance with Coastal Carolina University Graduate Studies and SCMSS policy and procedures.

The SCMSS Graduate Programs Coordinator will schedule a formal public presentation of the work by the student to be followed by an Oral Examination (Defense) of the work by the student's Graduate Advisory Committee.

The SCMSS Graduate Programs Coordinator or designee from the SCMSS faculty will serve as chair of the examination in an ex officio capacity. The role of the chair is to ensure the exam follows school requirements and that key questions related to overall program objectives (integrating concepts) are explored in addition to the more specific technical content being examined by the Graduate Advisory Committee and Major Professor. The chair of the committee also ensures the committee's vote on acceptableness of the work is documented along with any other information, perspectives or guidance for the student going forward.

Upon passing the defense, the student will submit the completed dissertation as specified by SCMSS and University guidelines.

MASTER OF SCIENCE IN INFORMATION SYSTEMS WITH A CONCENTRATION IN SECURITY AND ANALYTICS (MISTSA)

The Master of Science Information Systems with a concentration in Security and Analytics is a program to prepare future leaders in the areas of information security and data analytics through critical examination of both academic and practical applications of various segments of the information security and analytics industry. The faculty seeks too challenge, engage, and cultivate students in becoming skilled and knowledgeable information security and data analytics professionals.

STUDENT LEARNING OUTCOMES
After graduating from the program, the student shall be able to:
1. Engage with the IST (Information Systems Technology) professional or academic communities through superior communication and leadership skills to contribute to the knowledge bases of the fields such as Information Security/Data Analytics.
2. Apply analytical, critical thinking and technical skills to a domain of work in the IST field such as Information Security and Data Analytics.
3. Explore and extend creative use of emerging Information System Technologies in a secure manner.
4. Analyze, evaluate, design and implement information services to enhance the value of information in a variety of professional and academic settings.
5. Derive and effectively communicate actionable insights from a vast quantity and a variety of data.
6. Critically evaluate and manage information security policies, principles, processes, services and technologies to manage risks and security threats when applied to different IST settings.
7. Critically evaluate current state IST infrastructure and architect, design and implement solutions to ensure a secure IST infrastructure.

ADMISSION TO STUDY/GRADUATE APPLICATIONS
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

ADMISSION REQUIREMENTS
1. Completion of a graduate degree application and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a competitive GPA.
4. Competitive official GRE scores. GRE requirement may be waived if the student has completed a graduate degree or completed graduate course work or earned a related professional certification, or have taken the GMAT.
5. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

6. Submission of at least two letters of recommendation from individuals familiar with the academic ability, level of responsibility, and work ethic of the applicant.
7. Submission of a resume
8. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research or career interest while completing this degree.
9. Prerequisites required for the admission are undergraduate credits in:
   Computer Networks or Information Security…………………………3 credit hours
   Programming or Web Development……………………………..3 credit hours
   Database Design or SQL Development………………………….3 credit hours
   Statistics………………………………………………………….3 credit hours

Undergraduate course credit requirements may be waived depending on the relevant industry experience or completion of the professional certification by the applicant.

Admission decisions are made when all evidence of the applicant's ability to succeed in graduate studies has been submitted.

PROVISIONAL ADMISSION
Applicants may receive provisional admission to the MISTSA 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 who are provisionally are limited to 12 credit 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)
4. Earn a "B" or better in two core courses
5. Maintain a 3.0 GPA in all graduate courses taken
6. Earn A "B" or better in all undergraduate prerequisites required as specified in the provisional acceptance letter.

DEGREE REQUIREMENTS
The Master of Science in Information Systems Technology with a Concentration in Security and Analytics 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. A maximum of 2 classes may be completed below the grade of "B" before dismissal from the program.
4. Completion, presentation and successful defense of a thesis or completion of a project(s) followed by an oral presentation and written report summarizing the project experience.
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

CURRICULUM
The proposed Master of Science in Information Systems Technology with a Concentration in Security and Analytics will require 33 graduate credit hours. As this degree seeks to provide a broad range of skills and experiences that are required for the students to be experts in the increasingly complex domains, information security and data analytics, the curriculum is divided into core coursework, elective coursework and a capstone experience. These core, elective, and capstone courses would ensure that the students apply state of the art concepts, policies, methods tools, and techniques for the problems, projects and case studies that closely resemble the real world

and industry issues. Students must maintain a 3.0 GPA and may not have more than two grades of "C" in the program.

REQUIRED COURSES (33 Credit Hours)
CORE COURSES (15 credit hours)
IST 650 Information Systems Technology in Context 3
IST 660 Introduction to Cybersecurity and Information Assurance....................................3
IST 661 Security Policy and Risk Assessment 3
IST 670 Data Management and Analytics 3
IST 671 data Mining and Knowledge Discovery 3

ELECTIVES (12 credit hours: Aligned with Career Goals)
Choose two of the following (6 credit hours)
IST 665 Secure Networking..3
IST 666 Secure Software Development 3
IST 667 Intelligence and Security Analysis 3
CSCI 534 Digital Forensics...3
AND
Choose two of the following (6 credit hours)
IST 675 Semantic Web Technologies 3
IST 676 Data Fusion 3
IST 677 Data visualization 3
CSCI 575 Decision Support Systems 3

CAPSTONE (6 credit hours)
IST 799 Research Thesis 6
OR
Choose two of the following Electives or Project Work
IST 659 Sp. Topics in Information Systems Technology-security Patterns 3
IST 669 Sp. Topics in Information Security-Secure Cloud Computing...............................3
IST 679 Sp. Topics in Data Analytics-Bgi Data Analytics 3

TOTAL... 33

MASTER OF SCIENCE IN SPORT MANAGEMENT
Mission Statement
 The Mission of the Master of Science in Sport Management program is to prepare future leaders of the sport industry through critical examination of both academic and practical application of management principles to various segments of the sport industry. The faculty seeks to challenge, engage, and cultivate the students in becoming a skilled and knowledgeable sport manager. To that end, the program will (1) prepare students to work in a variety of sport settings, (2) produce graduates who utilize critical thinking skills to solve controversies and issues in sport management settings, (3) produce graduates who demonstrate an understanding of the issues and principles of law as they apply to sport settings, (4) prepare students to assess the effectiveness of strategies used by sport organizations when developing managerial strategies related to overall organizational success, and (5) develop students' understanding of basic management strategies used to maintain or improve facility and venue operations. The program will utilize a combination of traditional, experiential, and online instruction methods.

STUDENT LEARNING OUTCOMES

After successfully completing the degree requirements:
1. Students will demonstrate the ability to work in a variety of sport settings.
2. Students will utilize critical thinking skills to analyze controversies and issues in sport management settings.
3. Students will demonstrate an understanding of the issues and principles of law as they apply to sport settings.
4. Students will effectively recognize and discuss the effectiveness of strategies used by sport organizations when developing managerial strategies related to overall organizational success.
5. Students will develop students' understanding of basic management strategies used to maintain or improve facility and venue operations.
6. Students will demonstrate the ability to convey information through both written and oral communication techniques.

ADMISSION REQUIREMENTS

Candidates seeking admission to the Master of Science in Sport Management will submit the following materials.
1. Completion of graduate application and payment of application fee.
2. Successful completion of a bachelor's degree from a regionally accredited institution or the equivalent at a foreign institution based on a four-year degree.
3. Submission of official transcripts from all schools or colleges previously attended.
4. Submission of official GRE or GMAT test scores.
5. Three (3) letters of recommendation with at least one academic reference and one nonacademic reference.
6. Submission of resume/vitae.
7. Submission of a personal statement of purpose that includes a description of career goals over the next five (5) years, reasons for interest in the graduate program at Coastal Carolina University, and relevant experience and achievements.
8. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77:
   h. TOEIC (Test of English for International Communication) with a score of 745:
   i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

Evaluation of Transfer Credit

After having completed all requirements for 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 **"B"** or better, 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

twelve (12) transferable credits from any regionally accredited program will be applicable toward a Coastal Carolina University degree. Completion of transfer credits must be within the last six (6) years.

CURRICULUM

The proposed Master of Sport Management degree will require 36 graduate credit hours. As this degree seeks to provide a broad range of skills and experiences, the curriculum is divided into core coursework, elective coursework and a capstone experience.

Required Graduate Degree Credit Hours (36 Graduate Credit Hours)

CORE COURSES (24 Credit hours)

SPT 501 The Sport Industry 3
SPT 510 Governance and Policy in Sport 3
SPT 515 Legal Issues in the Sport Industry 3
SPT 530 Leadership Theory and Application in Sport Settings 3
SPT 550 Facility Management and Sport Venue Operations 3
SPT 560 Understanding Sport Fan Behavior 3
SPT 565 Revenue Generation and Fiscal Management in Sport 3
SPT 580 Research Methods in Sport 3
SPT 515 Legal Issues in the Sport Industry 3

ELECTIVES (6-9 Credit hours)

Students may take elective hours that align with their career goal as approved by their advisors. These courses are not limited to graduate classes in sport management and can come from a variety of areas including graduate classes in business, education, and humanities as appropriate.

CAPSTONE (3-6 Credit hours)

SPT 590 Graduate Internship 3-6
SPT 599 Research Thesis 3-6

TOTAL 36

APPLIED COMPUTING AND INFORMATION SYSTEMS CERTIFICATE
(Not currently accepting new students)

The Graduate Certificate Program in Applied Computing and Information Systems (ACIS) allows non-degree students to strengthen their knowledge and skills in applied computing and information systems past the undergraduate level, while recognizing them with an official certificate of their achievement. The Applied Computing and Information Systems Graduate Certificate is administered through the Department of Computer Science and Information Systems.

ELIGIBLITY

The 18 credit graduate certificate is open to students who have graduated from a computer science, information systems or information technology undergraduate program (or a closely related field as determined by the admissions committee), or to students in the Coastal Carolina University MBA or M.Acc. program.

ADMISSION

Admission to the Program requires submission of the following documents to the Director of the program, fulfilling:

- The ACIS application for the Department and a Coastal Carolina University graduate application;
- An official transcript from each institution of higher learning attended with a minimum

GPA of 3.0 in all computing and information systems courses and also including documentation of graduation from an accredited four year college or university;

- Two letters of reference.

COURSES

18 credits chosen under the advisement of the Director of the ACIS Program from courses below.

CSCI 514: Introduction to Web Engineering 3
CSCI 518: Financial Technology 3
CSCI 534: Digital Forensics 3
CSCI 573: Introduction to Parallel Systems 3
CSCI 575: Decision Support Systems 3
CSCI 620: World Capital Markets and Technology 3
CSCI 650: Special Topics in Applied Computing and Information Systems
       [can be repeated for up to nine (9) credits] 3
CSCI/CBAD 725: Database Management and E-commerce 3
CSCI 798: Research Project [can be repeated for up to six (6) credits]............................ 3

Course Descriptions

COURSE DESCRIPTIONS – GRADUATE

ACCOUNTING (ACCT)

532   **Topics in Financial Accounting**. (3) Advanced financial accounting topics include accounting for pension plans, income taxes, leases, investments, derivatives, and other current topics. Students compare and contrast U.S. Accounting Principles with International Financial Reporting Standards and complete research reports using online databases. A research project and presentation are required. F, S, SU

533   **Governmental Accounting**. (3) (Prereq: Grade of C or above in CBAD 330) Accounting techniques for governmental and not-for-profit entities. Topics include accounting standards and procedures for governmental units, colleges and universities, health care, and voluntary health and welfare organizations. F

534   **Digital Forensics and E-Discovery**. (3) (=CSCI 534) Study of techniques, tools, and processes used to discover digital evidence. Topics include collection, preservation, presentation, and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. S

535   **Advanced Accounting**. (3) (Prereq: Grade of C or above in CBAD 332) Financial accounting for investments in stock and consolidations, foreign currency operations, not-for-profit governmental units, colleges, universities, and voluntary health and welfare organizations. S.

620   **Tax Research and Communication**. (3) A study of the tax research process emphasizing documentation and presentation of the research. Students prepare cases and research briefs using an online tax service and other sources, and communicate research results both orally and in writing. F

621   **Taxation of C Corporations** (3) A study of federal income tax principles and concepts of C corporations. Students learn how corporate transactions affect the taxes of the shareholders. F

622   **Taxation of Pass-Through Entities**. (3) Course is intended to provide an introduction to the taxation of pass-through entities – S corporations and partnerships (including limited liability companies) as they form, operate, dissolve. S

623   **Estate and Gift Taxation**. (3) Introduction to the principles and practices associated with the taxation of gifts and estates. SU

631   **Fraud Examination**. (3) Study of the principles and methodology of fraud detection and deterrence. The course includes such topics as asset misappropriation schemes (e.g., skimming, cash larceny, check tampering, etc.), corruption, fraudulent financial reporting, internal control, and deterrence. S

632   **Advanced Managerial Accounting**. (3) The process of using accounting information for long-and short-term decision making is addressed. The course presents advanced concepts helpful for understanding internal accounting as a tool to generate information for strategic managerial planning and control. It surveys fundamental managerial accounting, develops an operational understanding of elementary cost systems, capital and operating budgeting concepts, incremental analysis, transfer pricing, performance evaluation, and addresses quantitative techniques for assisting managers in the planning and control functions. S

633   **Fraud and the Legal Environment**. (3) Laws, rules of evidence, the rights of persons under investigation, the standards of conduct for performing litigation-type services, the discovery process, attorney-client privilege and attorney work product, and privacy and rules of evidence, as these topics relate to forensic accounting. S

635   **Ethics for Fraud Examiners**. (3) Analysis of the basic concepts of fraud, focusing on who commits fraud and why. Examination of alternative theories of business ethics,

various personal and professional codes of ethics, and the role of ethics in the context of corporate governance and the inappropriate (unethical and possibly illegal) use of corporate assets by management and employees. SU

636   Advanced Accounting Information Systems. (3) Study of database design theory and principles unique to accounting information systems. Students create and design accounting information systems using sound database design theory and mid-level accounting software. F

637   Advanced Auditing. (3) (Prereq: Grade of C or above in CBAD 437 Auditing Theory or equivalent) A risk-based introduction to the assurance profession. Focus on corporate governance, risk assessment, and assurance and auditing services; planning and conduct of external and internal audits; and study of current issues and challenges facing auditors. F

638   Fraud and Litigation Advisory Services. (3) Forensic and litigation advisory services include accountants' use of their knowledge, skills, abilities, experience, training, and education to support legal actions. Such activities normally are carried out by fraud and forensic accounting professionals acting as consultants and expert witnesses. While fraud and forensic accounting professional may provide forensic and litigations services in criminal cases, the majority of this work is in the area of civil litigation. Engagements include the investigation of damage claims, economic damages related to workplace issues, matrimonial investigations, and assets and business valuations. SU

665   Financial Statement Analysis. (3) An advanced case course which includes an in-depth study into the analysis of the profitability and viability of a commercial enterprise. Primary focus is given to the analysis of a firm's accounting practices and financial statements from the framework of overall business analysis. The case method is utilized. S, F

675   Law for Accountants (3) Students study legal topics consistently tested on the Uniform CPA Examination. These topics include the legal content of accounting, contracts and leases, debtor-creditor relationships, business formation and governance and other issues in law and regulations that affect accounting. F, S, SU

697   Graduate Accounting Internship. (3-6) Students will participate in an off-campus, supervised and structured work experience in Accounting. This is a supervised work experience involving a research component and responsibilities commensurate with graduate level work. F, S, SU

797   Forensic Investigation Capstone. (3) (Prereq: Minimum GPA of 3.0, completion of CBAD 534, 631, 633, 635, 638, or approval of professor) Major fraud case investigation with an emphasis on forensic and litigation support aspects, including presentation of case and compiling a written report. This capstone course requirement may be satisfied by an approved Forensic Investigation Internship with a practicing Certified Fraud Examiner. F

ANTHROPOLOGY (ANTH)

540   Seminar in Current Archaeological Issues. (3) (Prereq: ANTH 320 or permission of instructor) Selected topics of major concern to the practical conduct of archaeological research. As Needed

541, 542 Field Problems in Archaeology. (3) (Prereq: ANTH 101, 320 or permission of instructor) Courses must be taken in sequence. A Spring-Summer sequence consisting of class work followed by a field session. Research design, field methods, interpretation of data and the development of theory from these data. Methods of relating a specific problem in a given area to more general considerations. S, SU

591   **Selected Topics**. (3) (Prereq: ANTH 101 or permission of instructor) Topics in anthropology of special interest but which are too specific to be served by an established course. May be taken more than once as topics vary. As Needed

ART STUDIO (ARTS)

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

ART EDUCATION (ARTE)

540   **School Art Program**. (3) Analysis of historical, philosophical, and theoretical foundations of art education as a profession, including the origins and contexts of prevailing practices, contemporary change models, and prominent rationales for art in the schools. Methods for standards-based curriculum development, assessment of teaching and learning, and evaluation of art programs and student art products will be explored through readings, seminars, research and studio projects, and field experiences. SU, Even Years

541   **Practicum in Art Education**. (3) Supervised clinical teaching experiences of conducting standards-based instruction with middle and high school students in a laboratory setting. Experiences include lesson planning, producing visual aids, peer and self-assessment in teaching, seminars, collaborative projects, field trip implementation and supervision, and proposal preparation for professional development opportunities. SU

550   **Principles and Methods of Teaching Art**. (3) Focus on methods, materials, and processes suitable for comprehensive art education content implementation. Students will develop art learning units with relevant teaching support materials organized around specific art concepts and modes of inquiry, produce assessment instruments for the evaluation of art programs and student art products, and engage in the review and analysis of art education literature for research. Emphasis is placed on secondary schools. Supervised clinical teaching experiences in the public schools are required. F

595   **Art Education Workshop: Special Topics**. (3) Course designed for graduate-level MAT art students or teachers holding existing certification who are preparing to teach art in the public schools. Students will develop specific disciplinary content units for various developmental levels from Pre-K to senior high school. Materials and methods will be organized around exploration of special topics. Topics will vary according to suffix. Examples of topics include Photographic Techniques for Art Education, Pre K-12 Painting Methods, and Hand Built Ceramics for Pre K-12 Art Teachers. SU, Odd Years

ART HISTORY (ARTH)

692   **Critiquing the Museum.** (3) (Prereq: Admission to the MALS Program) Course critically evaluates the institution of the museum. What functions do museums serve? What relationship do they have with communities? Are their priorities to preserve, conserve, display, educate, or something else? What is the relationship between money and art in the context of a museum? Who are their audiences? What role does the physical space play in determining audience reception? What role does a museum play in determining social values? Do museums have an ethical responsibility to society? Depending on when it is offered, this course may sometimes include travel to museums in cities within the United States or abroad. S, SU

BIOLOGY (BIOL)

517   Herpetology-The Study of Reptiles and Amphibians.   (3) (Prereq: BIOL 122 or equivalent) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conservation. Three (3) lecture hours per week. S

521   Microbial Ecology (3) (Prereq: BIOL 330 and BIOL 370 or permission of instructor) Course is designed to introduce students to the vital roles that microorganisms play in various environments and in sustaining life on Earth. Some topics that will be covered include: Microbial metabolic diversity; the role of microorganisms in biogeochemical cycles; microbial diversity, activity and importance in the functioning of aquatic and terrestrial ecosystems; microbial bioremediation. S

526   Ichthyology. (3) (Prereq: permission of instructor) (Coreq: BIOL 526L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species. F

526L   Ichthyology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 526) Laboratory and field exercises emphasizing the topics covered in BIOL 526. Students will be required to make and turn in a collection of preserved fish specimens. F

536   Animal Behavior. (3) (Prereq: permission of instructor) Study of the historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior. F

536L   Animal Behavior Laboratory. (1) (Prereq: permission of instructor) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises. F

542   Advanced Genetics. (3) (Prereq: permission of instructor) (Coreq: BIOL 542L) The molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms. S

542L   Advanced Genetics Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 542) Laboratory exercises to accompany BIOL 542. S

551   Molecular Techniques. (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning. S

555   Marine Botany. (3) (Coreq: BIOL 555L) Field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities. F

555L   Marine Botany Laboratory. (1) (Coreq: BIOL 555) The laboratory demonstrates the topics and principles presented in lecture. F

561   Ornithology. (3) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities. S

561L   Ornithology Laboratory. (1) Field experience and exercises to accompany BIOL 561. S

581   Freshwater Ecology. (3) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e. groundwater, wetlands, lakes, and streams). Three (3) lecture hour per week. F

581L   Freshwater Ecology Laboratory. (1) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581) Laboratory and field exercises devoted to understanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three (3) laboratory hours per week. F

584   Conservation Ecology. (3) (Coreq: BIOL 584L) A comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology. S

584L   Conservation Ecology Laboratory. (1) (Coreq: BIOL 584) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises. S

585   Vertebrate Zoology. (3) (Prereq: permission of instructor) (Coreq: BIOL 585L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals. S

585L   Vertebrate Zoology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 585) Laboratory and field experiences emphasizing the topics covered in BIOL 585. Laboratories will be centered around field observations of local vertebrates and may include field trips at "unusual" times – nights, early mornings and weekends. F

588   Wetland Plant Ecology. (3) (Prereq: permission of instructor) (Coreq: BIOL 588L) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered include hydrology, biogeochemistry, and biological adaptation. Wetland management topics include wetland definitions, classification, evaluation, manipulation, creation, and protection. F

588L   Wetland Plant Ecology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 588) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field. F

592   Phylogenomics. (3) This course introduces students to the basic principles of how genomic data is used to interpret phylogenetic relationships among taxa. Student reviews aspects of both evolutionary processes and phylogenetic theory to develop an understanding of how genomic data can be applied to answer questions in these fields using the available software tools. S

596   History of Biology. (3) Course will examine how the science of biology has progressed through time to arrive at the level of knowledge we have now. The focus will be on two areas: evolution and genetics. We will explore other areas of interest. SU, On Demand by the MAT Program

598   Special Topics in Biology. (1-4) In-depth investigation of specific topics and scientific methods not generally available in the curriculum. May be repeated for credit under different topics. F, S

776   Animals of South Carolina. (4) Lecture-laboratory-field course. Introduction to the major forms of animal life in their native habitats. SU

778   Wetland Ecology for Teachers. (3) (Coreq: BIOL 778L) A course designed to increase general knowledge of wetland habitats, introduce the possibilities of exploring wetlands in teaching, critique and adapt available laboratory and field activities, and develop original classroom teaching modules. SU

778L   Wetland Ecology for Teachers Laboratory. (1) (Coreq: BIOL 778) Laboratory and field experiences emphasizing the topics covered in BIOL 778. SU

780   Topics in Molecular Biology. (3) (Coreq: BIOL 780L) The study of modern molecular biological methods emphasizing the methods and applications of recombinant DNA techniques. Selected topics will include DNA sequencing, gene cloning, the polymerase chain reaction and the disruption of genes in microorganisms. SU

780L **Topics in Molecular Biology Laboratory**. (1) (Coreq: BIOL 780) A laboratory course to introduce commonly used molecular biology and recombinant DNA methods and their applications in biomedical research and agriculture. SU

BUSINESS ADMINISTRATION (CBAD)

566 **Advanced Security Analysis.** (3) (Prereq: CBAD 363) Principles of value investing as developed by Benjamin Graham and refined by Warren Buffett; application of value investing theory to the complete equity analysis of the firm and valuation of common stocks; required research component. As Needed

602 **International Study Abroad**. (0-12) A course requiring travel to a foreign country that prepares students to better understand and evaluate differences in business conducted across companies and countries. Focus is on the economic, sociocultural, and political-legal foreign country environments with special attention to the conduct of successful businesses and ventures. Realization of US versus other country practices will be evident (Foreign travel). S

630 **Financial and Managerial Accounting**. (3) Study of managerial and financial accounting, with emphasis on the preparation and use of budgets, business plans, the accounting cycle, and financial statement analysis in the service sector. Online research into important accounting topics and presentation of findings is required. F

691 **Applied Research Methods.** (3) Building on students' knowledge of statistics and elementary data analysis, the course focuses on definition of the research problem, sampling and data collection, entry and storage of data, application of appropriate analysis techniques to test assumptions and hypotheses, and reporting and interpretation of results. As Needed

697 **Graduate Internship in Business**. (1-6) (Prereq: Permission of M.B.A. Director) Supervised work experience involving a research component and responsibilities commensurate with graduate level work. A maximum of 15 hours per week for 12-14 weeks; a research project is required. Open to M.B.A. students who have demonstrated professionalism. F, S

700 **Corporate Responsibility**. (3) An interdisciplinary examination of the role of the corporation in the United States and the world over the long term. The relationship between the corporation and its constituencies is considered in the context of ethics, economics, and politics. Case studies and formal debates required. F

720 **Economic Strategy**. (3) Applications of economic theory, techniques, and tools of analysis to decision-making at the firm/organization level. The course is designed to develop students' understanding of how to efficiently achieve the goals of the firm and their ability to recognize how economic forces affect the organization. F, SU

725 **Database Management and E-commerce**. (3) (= CSCI 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and a term project include use of a common database software application to deliver E-commerce applications on the Internet; case readings including implications of database technologies to E-commerce. F

750 **Service Marketing Management**. (3) Analysis of marketing problems of business firms and other types of organizations through readings and case studies. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels, and communication strategies; and the organization's system for planning and controlling its marketing effort. Special attention is focused on the marketing of services. S

760 **Financial Management**. (3) (Prereq: CBAD 630 - Financial and Managerial Accounting) An advanced case course focusing on financial theory and techniques for the analysis and solution of financial problems dealing with valuation theory and investment, financing, and

dividend decisions of the firm. F, S

772   Service Management. (3) An understanding of the important marketing and operational characteristics of service businesses. These include service process design, quality management and control, facility design, capacity management, human resource selection and training, technologies in services, and defining the exchange process in terms of marketing parameters of product, price, place, and promotion. As Needed

773   Project Management. (3) The purpose of this course is to explore the project management environment in business and technology today. Students will acquire new software skills and the methodology on how to successfully manage a project. The goal is to provide the student with a framework to understand the current issues and challenges of the project management environment today as it applies to industry, software development, or service management. F, SU

774   Human Behavior in Business. (3) An overview of worker and consumer behavior in a discussion format. Emphases are on the dynamic interactions of people working in organizations, application of various managerial concepts, models, theories, and tools for identifying, diagnosing, and solving organizational problems, social and psychological influences on buyer behavior, and application of consumer behavior models to marketing decision making processes. Topics include theories of individual and group behavior, motivation, leadership, and ethical decision making. S

778   Strategic and International Issues in Management. (3) Seminar in strategic management designed to integrate business functions and examine issues that develop in the relationship between organizations and their changing environments, both global and domestic. The course concentrates on modern analytical approaches and on applying successful strategic practices in a team-based, asynchronous, diverse learning environment. F, S, SU

798   Research Project. (1-6) An applied research project in the student's discipline or area of special interest. Requires presentation of research results orally and in writing. As Needed

CHEMISTRY (CHEM)

570   Environmental Chemistry. (4) A survey of the chemistry of the atmosphere, soil and water with an emphasis on the effects of pollution. In lab, students will learn the standard methods used to measure pollutants and contaminants in water, soils and tissues. SU

605   Modern Instrumental Methods in Chemistry. (4) A survey of the applications of modern instrumental techniques to the solution of chemical problems, with emphasis on development of basic understanding of the experiment and on interpretation of data. SU

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

COASTAL AND MARINE SYSTEMS SCIENCE (CMSS)

530   Fluid Mechanics. (3) (Prereq: Consent of instructor) Course offers a comprehensive examination of the development of the Navier-Stokes equation in fluid motion. Topics may include theorems of energy, potential flow, elements of airfoil theory, and similarity parameters as well as the introduction to environmental fluid dynamics. F.

531   Geophysical Fluid Dynamics. (3) (Prereq: Consent of instructor) (Coreq: CMSS 531L) 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. F

531L   Geophysical Fluid Dynamics Laboratory. (1) (Prereq: Consent of instructor) (Coreq: CMSS 531) Laboratory component to CMSS 531 which is a one-semester course intended to introduce students to the concepts of fluid dynamics on a rotating planet. F

532   **Remote Sensing.** (3) (Prereq: Consent of instructor) (Coreq: CMSS 532L) 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. F

532L   **Remote Sensing Laboratory.** (1) (Prereq: Consent of instructor) (Coreq: CMSS 532) Laboratory component to CMSS 532 which is a one-semester course intended to introduce students to the concepts of remote sensing. It is a calculus- and physics-based course so students are required to have a background in calculus-based introductory Physics. F

534   **Atmospheric Physics.** (3) (Prereq: Consent of instructor) Principles of fluid dynamics, thermo-dynamics and mathematics are used to develop an understanding of the atmosphere's dynamic, radiative processes, and general circulation. Focus will also be placed on current problems in Atmospheric Science through reading and reviewing current publications. F

600   **Mathematical Techniques in Systems Science (3) (Prereq:** MATH 160, MATH 161, MATH 260, and MATH 320 or equivalent, or instructor consent) Mathematics is the language of science. To this end, this course provides a mathematical background in various topics including Vector Analysis, Partial Differentiation, Fourier Analysis, Partial Differential Equations, Complex Analysis, and Linear Algebra to help students pursue advanced scientific research. F

605   **Coastal and Marine Hydrodynamics.** (3) (Prereq: Consent of instructor) Overview of the dynamics of the costal ocean/atmospheric system. Drivers of circulation and mixing within the coastal system are addressed across a wide range of temporal and spatial scales. Introduction to solute and particulate transport, and dispersal in coastal systems. F, S

606   **Coastal and Marine Geological Processes.** (3) (Prereq: Consent of instructor) Exploration of topics in marine and coastal geological processes. Emphasis is placed on geological processes as related to coastal systems with a focus on quaternary coastline evolution, climate changes, and sea-level. Sampling techniques in coastal geology will be described. S

607   **Coastal and Marine Bio-geochemistry.** (3) (Prereq: Consent of instructor) Course examines interactions of macro-and micro-nutrient cycling in the coastal environment. Chemical budgets considering sources (atmosphere, land, sediments) and sinks (ocean, biology, sediments, atmosphere) are investigated and how those parameters are affected by natural and man-made processes. F

608   **Coastal and Marine System Science, Issues and Applications** (3) (Prereq: Consent of instructor) (Coreq: CMSS 609) Course provides an integration of the sub-disciplinary contributions to understanding and predicting behavior of coastal marine systems. Theoretical and applied coastal and marine systems science are illustrated through case studies and analyzing viable solutions to coastal environmental issues challenging society. F, S

609   **Coastal and Marine System Science, Issues and Applications Seminar.** (1) (Prereq: Consent of instructor) (Coreq: CMSS 608) An application of the sub-disciplinary contributions to understanding and predicting behavior of coastal and marine systems. Current literature, seminar speakers and organizing a public forum on topical issues. Course is repeatable four times. F, S

610   **Temporal and Spatial Analysis.** (3) (Prereq: Consent of instructor) Course covers theory and application of various analysis methods to coastal observational data. Practical implementation of the methods as applied to coastal processes occurring at different spatial and temporal scales is emphasized through use of advanced data analysis software. F

611   Modeling of the Atmosphere and Ocean (3) (Prereq: MATH 260 and MATH 320 or instructor consent) Processes associated with the atmosphere, ocean, and their interactions can have devastating impacts on the coastal ad marine zones. Model simulations of these processes help us better understand these processes and provide Predictive capabilities of their potential impact, crucial in decision-making and future preparation. To this end, this class seeks to provide the bases and hands-on applications behind the numerical modeling of coastal processes along with discussions of basic atmospheric and oceanic science principles, course topics include computational tools, numerical theories/methods, basic data analyses, and the usage/applications of commonly employed ocean, atmosphere, and marine modeling systems suitable to the coastal regions. F

616   Applied Geophysical Data Processing. (3) (Prereq: MSCI 540 or Consent of instructor) Course provides hands-on training in geophysical data processing techniques commonly used in geologic and oceanographic research, including side scan, chirp, and multi-beam sonar data sets. Integration of digital data processing, interpretation and visualization using industry standard software will be covered. S

617   Effective Scientific Communications: Preparing for Life as a Scientist (3) An introduction to appropriate scientific grammatical styles is offered along with common mistakes in formulating sentences for scientific audiences. The course presents and discusses strategies for writing theses, manuscripts, technical reports, and proposals as well as delivering oral presentations. MY

620   Introduction to Scientific Computing (3) Prereq: Instructor consent) Course will focus on basic scientific computing knowledge and skills, emphasizing algorithm design and development. Topics may include 1) basic programming structure, 2) conditional structures, 3) File in/output, 4) graphical plotting, 5) functions, 6) subroutines, 7) vectors and matrices, 8) solving linear systems, 9) regression, 10) interpolation, and 11) numerical integration and differentiation.   The algorithms listed above will be practiced and implemented in the class by the students using several programming languages and tolls widely used by geophysical scientists: NCL, IDL, and MATLAB. F

630   Measurement Techniques in Fluids (3) (Prereq: CMSS 530, CMSS 600, and CMSS 620 or instructor consent) Course focuses on flow measurement techniques. Topics include study and operation of various techniques in measuring transport phenomena including fluid mechanics and its applications. Experiments are essential to scientific research in that they provide evidence to phenomena and serve as benchmark for theories. S

643   Techniques in Environmental Radioactivity. (3) (Prereq: Consent of instructor) Course introduces students to measurement techniques in environmental radioisotopes. Theory and methods applications of radio analytical chemistry as they are applied to problems in coastal systems science. Topics that parallel research efforts in this field at CCU will be emphasized. F

650   Topics in Environmental Fluids (3) (Prereq: CMSS 530, CMSS 600, and with instructor consent) Course focuses on specialized topics in applied fluid mechanics. Topics could include turbulence, air-sea interactions, meteorology, atmospheric dynamics, sediment transport, voluntary layers, and ocean surface waives as they pertain to our understanding of environmental fluid systems. One specialized topic will be offered on a rotational basis in parallel with the instructor's expertise. Students can take this class more than once to help prepare for their research thesis provided the specialized topic is not the same. S

787   Special Topics or Directed Study. (1-6) (Prereq: Consent of instructor) Topics designed in specialty areas of coastal and marine systems science. F, S, SU

799   Dissertation Research. (1-21) (Prereq: Consent of instructor) Research conducted leading toward the preparation, acceptance, and defense of a thesis, F, S

COASTAL MARINE AND WETLAND STUDIES (CMWS)

580 **Environmental Sociology**. (3) An introduction to important areas of thinking and research in environmental sociology. The primary focus of the course is on the relationship between society and the environment. Special attention is given to the study of how and why societies create environmental problems. S

587 **Selected Topics for Coastal Marine and Wetland Studies I.** (1-4) Topics designed in specialty areas of coastal marine and wetland studies. F, S

601 **Coastal Marine and Wetland Processes**. (3) A comprehensive overview through lectures and field observations of the inter-relations between geological, physical, biological and chemical processes affecting wetlands and coastal zone ecosystems. Emphasis is placed on understanding the relations between processes and features within the terrestrial, estuarine and near shore coastal environments. F

602 **Coastal Marine and Wetland Ecology**. (3) Relations between organisms and their environments in wetland and coastal zone ecosystems. Interconnectedness, energy flows and food webs will be presented in lectures, laboratories and field experiences in coastal wetland environments, estuaries and coastal marine habitats. F

603 **Coastal and Wetland Policy and Management**. (3) An examination of the relationships between economics, environmental policy, environmental ethics, and environmental law. Environmental laws, federal, state and local permitting agencies and their regulations that apply to the coastal zone and wetlands will be examined using locally focused case studies. Consideration is given to gathering and presenting scientific information needed for policy decisions. The interactions and competing pressures between economic interests that impact wetlands will be contrasted with a commitment to ethical treatment and responsible management of wetlands and coastal ecological systems. S

610 **Applied Experimental Designs & Analyses**. (3) (Prereq: Graduate status and STAT 201 or equivalent) A comprehensive course covering topics in observational and manipulative experimental design (e.g., sample size determination, power of the test) and surveying the variety of available statistical techniques and analyses (e.g., MANOVA, PCA, Loglinear models, Bayesian statistics). F

611 **Marine Environmental Modeling and Data Analysis**. (3) (Prereq: MATH 260 and one advanced statistics course). Study to enable students to collect and analyze meaningful data in marine and wetland environments, leading to the prediction of (and the power to change) environmental trends. Topics include aspects of sampling and resampling methods, simulation techniques, basic design of experimental techniques, fundamentals of time series analysis, modeling with difference and differential equations and linear and nonlinear dynamics that pertain to marine and wetland studies. S

612 **Advanced Geographic Information Systems**. (3) The use of Geographic Information Systems in the study and management of coastal and marine systems at an advanced level. Topics covered include project design, data management and analysis, exploration of surfaces and statistical modeling, and interpretation of aerial photograph and remotely sensed data.

613 **Standard Methods of Seawater, Tissue and Sediment Analysis**. (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the practices and techniques of marine analyses. Topics include measurement of nutrients, organic matter, bacteria and trace metals. Students will be introduced to the use of standard marine analytical equipment including atomic absorption spectrophotometer, gas chromatograph-mass spectrometer, ion chromatograph, TOC/TIC analyzer, and CHNS elemental analyzer. S

614 **Applied Geophysical Field Methods**. (3) A field course to provide the student with an understanding of data collection in the field. Detailed study of pertinent data collection techniques for understanding the geology and physical processes in the coastal region to include side-scan sonar, seismic and ground penetrating radar techniques, as well as integral ground truthing techniques. Integration of digital data collection techniques using

computer software, hardware, and networking techniques will be covered. F

615   **Advanced Experimental Designs and Analyses**. (3) (Prereq: CMWS 610) An advanced graduate course in the design and statistical analyses of experiments building on materials covered in CMWS 610 and focusing on categorical data, use of null models and simulation, Bayesian approaches, meta-analyses and additional analytical techniques. S

630   **Aquatic Physiological Ecology**. (3) Physiological and biochemical mechanisms of adaptation to aquatic environments. Topics include principles of physiological measurement, bioenergetics, and the effects of temperature, salinity, oxygen, light, turbidity, pressure and nutrients. The class will include lectures, discussions, and demonstrations. F

641   **Environmental Ecotoxicology**. (3) (Prereq: MSCI 305 or consent of instructor) An introduction to the field of environmental ecotoxicology. Topics include chemical principles of bioaccumulation and degradation, organic and inorganic toxicants, modeling approaches to understanding and predicting the fate of pollutants in the marine environment. S

642   **Applications of Isotope Geochemistry**. (3) (Prereq: MSCI 304 and 305 or consent of instructor) An introduction to the manifold uses of stable and radioactive isotopes in elucidating biologic and inorganic reaction pathways and past environmental conditions in marine and terrestrial systems. Topics include paleotemperature, paleosalinity, estuarine mixing, as well as biological pathways and global biogeochemical cycles. S

650   **Climate Change and Evolution of Coastal Environments**. (3) Study emphasizing short and long-term coastal and estuarine changes throughout the late Quaternary, specifically with respect to decadal, centennial, millennial, and longer time scales. Quaternary geomorphologies and long and short-term climate changes are studied and placed into a global context of various spatial and temporal changes, induced change, and the factors involved in change. S

670   **Watershed Science and Management**. (3) An interdisciplinary survey of watershed science, covering essentials of hydrology, geology, biogeochemistry, ecosystem structure and function, watershed modeling, and ecological economics. Current trends in watershed management are covered from the perspective of the USEPA's Watershed Approach which relies on development and implementation of watershed management plans. Other tools for watershed protection will be addressed, such as the Clean Water Act, storm water best management practices, Better Site Design, habitat conservation, and public outreach strategies. S

675   **Wetland Regulation and Delineation**. (3) (Prereq: permission of instructor) Study of legal definitions and regulations relevant to wetlands and the methods used to delineate wetlands. Lectures are augmented with practical field experience identifying various indicators of hydrology, soils, and vegetation in riparian, estuarine, and pocosin wetlands. S

687   **Selected Topics for Coastal Marine and Wetland Studies II**. (1-4) Topics designed in specialty areas of coastal marine and wetland studies. F, S

697   **Graduate Seminar I**. (1) Approaches to research and literature review of possible thesis research. Presentations, readings, and discussions. F, S

698   **Graduate Seminar II**. (1) Plans for research and expected outcomes based on a review of literature. Presentations, readings, and discussions. F, S

699   **Graduate Seminar III**. (1) (Prereq: CMWS 700) Techniques for communicating results in research. F, S

700   **Thesis Research**. (1-6) Research conducted leading toward the preparation, acceptance and defense of a thesis. May be repeated up to a maximum of six credit hours. F, S, SU

701   **Internship.** (6) (Prereq: Internship plan must be submitted and approved by the CMWS Graduate Committee) Supervised work experience in assessment, management, or regulation of coastal marine and wetland systems. Requires a minimum of 450 hours, an oral presentation, and submission of a report. F, S, SU

702   **Project Completion.** (1) (Prereq: completion of six credit hours of CMWS 700 or CMWS 701) Activity contributing to completion of the thesis or internship. May be repeated. Pass/Fail credit. F, S, SU

COMMUNICATION (COMM)

600   **Foundations of the Communication Discipline** (3) Course focuses on developing an understanding of the communication discipline, including the place of health communication in the field's intellectual history, and establishes the foundation for graduate inquiry within the discipline. F, S, MY, SU

610   **Emerging Topics in Health Communication (3)** Course examines current issues in health and their relation to communication. Topics could include health care reform, for-profit and not-for-profit healthcare, novel or growing public health concerns, etc., examined from communication perspectives. F, S, MY, SU

611   **Health Communication & The Media** (3) Course emphasizes media-based health messages, focusing specifically on messages depicted on television dramas, films/movies, new and the Internet. Additionally, this course focuses on health communication campaigns as well as the application of health communication theory and strategy. F, S, MY, SU

612   **Medical Communication** (3) Course includes the study of communication as it relates to health professionals and health education, including the study of provider-client interactions, social issues, group or organizational considerations, public relations, and mass and social media. F, S, MY, SU

619   **Strategic Communication Campaigns** (3) The focus of this class is the development of specific skills related to the research, development, production and evaluation of integrated health communication campaigns through various forms of media. F, S, MY, SU

630   **Topics in Communication with Target Audiences** (3) Communicating with target audiences is of vital importance in today's healthcare field. This course provides an overview of current issues relevant to particular groups in their relations to healthcare. Topics may include communicating with ethnic, racial, gender, or LCGTQ communities. F, S, MY, SU

631   **Communication for Diverse Audiences** (3) Course examines the influences of culture, race, ethnicity, and other identity categories on the effectiveness of communication artifacts. Students review theories and practices related to the design, implementation, and evaluation of campaigns aimed at diverse populations. F, S, MY, SU

640   **Media Effects** (3) Course examines audiences' uses for and effects from media for individuals and societies. It covers topics such as trends in media content and effects, personal and social characteristics facilitating effects, and personal and social health implications of effects. F, S, MY, SU

645   **Communication Activism** (3) Course combines seminar and practice to evaluate the use of media as a creative and tactical tool. Students integrate theory, research, writing and discussion to explore communication as a pedagogical tool for mapping, documenting, performing and critiquing activist movements. F, S, MY, SU

675   **Communications Theory and Practice.** (3) (Prereq: Admission to MALS Program) Course surveys the communication field and representative theories. Students research communication from both humanities and social science perspectives through analysis, critique, and reflection. This course provides students with tools to enhance communication skills and develop communication messages and events. F

791   **Capstone Thesis and Oral Defense** (3) (Prereq: COMM 600, COMM 675, COMM 650/ MALS 650) This capstone course stands as the culmination of the program, wherein students, under the direction of an academic mentor will complete a research thesis based on the students' plan of study and interests. This option is recommended, though not required, for students interested in a terminal degree. F, S, SU

795   **Capstone Internship** (3) (Prereq: COMM 500, COMM 675, COMM 650/ MALS 650) This

capstone stands as the culmination of the program, wherein students, under the advisement of an academic mentor, completes an internship at an organization reflecting the student's focus and interests. This option is recommended for students interested in professional work. F, S, MY, SU

COMPUTER SCIENCE (CSCI)

514 Introduction to Web Engineering. (3) (Prereq: Admission to the Graduate Certificate in Applied Computing and Information Systems program and approval of instructor) Course covers topics necessary for the development of database-driven information systems on the Internet. Topics and technologies covered include XHTML, Cascading Style Sheets, Java Script, PHP, theory and design of relational database management systems, and web systems administration. Other topics to be covered include content development using Nielsen's Scannable Text model, elements of Search Engine Optimization and social media marketing. F, S

516 Linux System Administration. (3) (Prereq: C or better in CSCI 203, 220, or 225 or permission of instructor) Course provides an introduction to Linux system administration, including open-course software applications. Topics include managing software installations, configuring hardware drivers, implementing authentication and authorization systems, automating management tasks, and configuring services. Students will gain hands-on experience managing actual Linux systems. F

518 Financial Technology. (3) (Prereq: Graduate Standing) Course will provide an introduction to financial concepts of equities, bonds, derivatives, the associated algorithms, and programming deployment of these algorithms. Students will develop real-time online financial modeling applications to deploy financial web-based systems, and conduct research into topics in financial engineering. F

534 Digital Forensics and E-Discovery. (3) (=ACCT 534) Study of techniques, tools, and processes used to discover digital evidence. Topics include collection, preservation presentation, and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. S

573 Introduction to Parallel Systems. (3) (Prereq: CSCI 220 with grade of C or better) Course introduces parallel computer architectures and their programming. It includes an introduction to MPI and OpenMP and a number of engineering problems, including numerical simulations analysis. S

575 Decision Support Systems. (3) (Prereq: grade of C or better in CSCI 203 or 220) A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. Course includes a research-based focus to explore current advances in the field. S

620 World Capital Markets and Technology. (3) (Prereq: Admission to the Graduate Certificate in Applied Computing and Information Systems program and approval of instructor) Course, requiring travel to a major world financial center, prepares students to better understand and evaluate approaches in the technology, operational, and regulatory practices of world capital markets. (Requires travel in the United States) MY

650 Special Topics in Applied Computing and Information Systems (3) (Prereq: Admission to the Graduate Certificate in Applied Computing and Information Systems program) In-depth investigation of specific topics and technologies not generally available in the curriculum. (Can be repeated for up to nine (9) credits under different topics). F, S, SU

725 Database Management and E-commerce. (3) (= CBAD 725) Structure and function of E-commerce database systems; design options and implementation of database management systems in E-commerce; hands-on laboratory practice and term project include use of a common database software application to deliver E-commerce

applications on the Internet; case readings including implications of database technologies to E-commerce. F

798 Research Project. (3) (Prereq: Admission to the Graduate Certificate in Applied Computing and Information Systems program and approval of instructor) An applied research project in the student's discipline or area of special interest. Requires presentation of research results orally and in writing. F, S, SU

ECONOMICS (ECON)

524 Essentials of Economics. (3) A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools. As Needed

EDUCATION - EARLY CHILDHOOD (EDEC)

631 Special Topics in Early Childhood Education. (3) Specific analysis of crucial childhood education issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern. As Needed

640 Trends and Issues in Early Childhood Education. (3) Study of the trends and issues that characterize early childhood education today. The course is designed to create an awareness of the directions the field is taking, the myriad problems early childhood education faces and how these problems may be resolved. As Needed

697 Seminar in Early Childhood Education. (3) (Prereq: EDUC 531, 606, 607, 649, EDEC 632, 642, with grade of C or better) Students will synthesize their graduate studies for a master's degree in early childhood education. As Needed

EDUCATION - EARLY AND ELEMENTARY (EDEE)

610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades. (3) (Prereq: EDUC 607) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science in the early childhood and elementary levels for improved and advanced instruction. As Needed

612 Advanced Social Studies Methods for the Elementary Classroom. (3) (Prereq: Graduate student with educator certification) This course focuses on the development of standards-based, developmentally appropriate, culturally responsive learning experiences in elementary Social Studies. Emphasis will be placed on creating a classroom culture of active engagement in learning and on the teacher as an enthusiastic life-long learner. SU

614 Advanced Science Methods for the Elementary Classroom. (3) (Prereq: Graduate student with educator certification) This course focuses on the development of standards-based, developmentally appropriate, culturally responsive learning experiences in elementary Science. Emphasis will be placed on creating inquiry units that engage students in scientific discourse, emphasize the skills of scientific inquiry, enhance problem solving, and encourage all students to participate in science learning. There will be an added focus on the teacher as an active participant in ongoing professional development and the planning of the school science program. SU

615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom. (3) (Prereq: EDUC 607 and EDUC 685) This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. SU

616 Methods and Materials for Early Childhood Education. (3) (Prereq: Graduate

student with educator certification) An advanced study of instructional methods for the teaching of young children ages 3 through 8 and the preparation of materials to enhance the learning experiences of these children. S, SU

618   **Early Childhood Field Experience.** (3) (Prereq: Graduate student with educator certification) Field placement in a pre-kindergarten or kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. The emphasis will be on developing deeper understanding of young children's development and the implications of development for program planning for both typical and atypical children. S, SU

650   **Advanced Study of Early and Elementary Curricula and Programs**. (3) (Prereq: EDUC 607, 628, 630, 685, EDIT 604, EDLL 601, EDEE 610, 615, and EDSP 605) This course includes the culminating experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The course emphasizes dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades. S

EDUCATION – EQUITABLE EDUCATION (EDEQ)

624   **Framework for Equitable Education**. (3) (Prereq: Graduate student with educator certification) Course focuses on the development of a theoretical foundation for understanding relevant research on equitable education. There is an added emphasis on the teacher as an active participant in ongoing professional development and school improvement. F, S, SU

625   **Application of Differential Instruction**. (3) (Prereq: EDEQ 624 or permission of instructor) Course focuses on developing and applying appropriate differentiated instructional strategies that will help teachers more effectively engage all students in optimal learning experiences. SU

626   **Culturally Responsive Methods and Materials**. (3) (Prereq: Graduate student with educator certification, EDEQ 624, or permission of instructor) Course focuses on culturally responsive methods and materials to improve instruction and student learning. Particular attention is given to interdisciplinary, multicultural materials for the English Language Arts and to the inclusion of multiple perspectives in Social Studies. SU

628   **STEM Methods and Materials for Diverse Students.** (3) (Prereq: Graduate student with educator certification, EDEQ 624, or permission of instructor) Course focuses on the development of standards-based learning experiences in STEM (Science, Technology, Engineering, and Mathematics). Emphasis will be placed on creating units that engage students in discourse, utilize inquiry, and encourage all students to participate in STEM learning. SU

640   **Successful Collaboration with Diverse Families.** (3) (Prereq: Graduate student with educator certification, EDEQ 624, EDEQ 625, EDEQ 626, EDEQ 628, EDLL 620 or permission of instructor) Course focuses on helping educators understand the characteristics and challenges of diverse families. Additionally, educators will learn strategies to establish and maintain collaborative relationships with families. This course serves as the culminating (capstone) course for the Equitable Education concentration. S

EDUCATION - EDUCATIONAL LEADERSHIP (EDAD)

600   **Introduction to Educational Leadership**. (3) (Prereq: Admission to M.Ed. degree program in Educational Leadership) Students examine the purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary

operational and administrative problems and developing trends are considered for analysis. F

635   **School Personnel Administration**. (3) The course focuses on techniques to maintain effective human relations and the use of human resources. Staff evaluation systems, staffing projections, staff-related record management, and benefit programs are examined. The curriculum emphasizes negotiations in the public sector and contract management. S, SU

660   **Supervision of Instruction**. (3) 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. F, S

680   **School and Community Relations**. (3) The development and analysis of appropriate organizational procedural and administrative arrangements for public relations programs in educational institutions are topics of the course. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support and instituting educational change. SU

684   **School Finance/Ethics**. (3) Introduction to school finance and school business administration at all levels of school district organization. The course applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. The curriculum includes discussion of ethics in school finance. S, SU

686   **Legal Basis of Educational Organization and Administration**. (3) Basic principles of school law with special attention to legislation in South Carolina and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications and limitations of the Board of Education will be examined. S, SU

689   **School Principal**. (3) This course provides an overview of this key position. Analyzes and investigates roles and functions of principalship. The emphasis of the curriculum is on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal. F, S

694   **Elementary School Principal in Practice I**. (3) (Prereq: EDAD 600 and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced elementary administrator and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. F, S

695   **Elementary School Principal in Practice II**. (3) (Prereq: EDAD 600, 694 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised internship expands the candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests. F, S

696   **Secondary School Principal in Practice I**. (3) (Prereq: EDAD 600, and completion of 5 (five) EDAD courses before permission to register for internship) This internship under direct supervision of an on-site experienced secondary administrator ("field supervisor") and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-

semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. F, S

697 **Secondary School Principal in Practice II**. (3) (Prereq: EDAD 600, 696 and completion of 5 (five) EDAD courses before permission to register for internship) The second in a two-semester supervised secondary internship expands the candidate performance in the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests. F, S

701 **Advanced Leadership and Management Theory.** (3) (Prereq: M.Ed. in Educational Leadership or equivalent or permission of instructor) Advanced leadership and management theories will be examined to analyze, plan for implement, and evaluate strategies for educational leaders to support school improvement processes in rapidly changing social, economic, and political contexts. F

735 **School District Finance.** (3) (Prereq: EDAD 701, EDAD 789) Course includes theory and practice of business management, internal accounting procedures, and South Carolina public school finance. Field-based experiences are designed to allow students to transfer theory into meaningful practice in school management. SU

760 **Instructional Leadership and Supervision.** (3) (Prereq: EDAD 701, EDAD 789) From the framework of district level leadership, this course surveys the process for supervising, improving, coordinating, and evaluating instruction. It includes contemporary trends in supervisory practices. MY

777 **School Facilities.** (3) (Prereq: EDAD 701, EDAD 789) Course is about the interaction of facilities and learning in PK-12 education. Students learn about basic facilities issues at the building and district level including facilities management concepts and processes related to buildings and grounds. In addition, students learn how to plan for and implement facilities development and major construction projects. SU

780 **Politics and Policy of Education.** (3) (Prereq: EDAD 701, EDAD 789) The framework of this course is the micro and macro politics of education in the United States. It provides an introduction to the field of educational politics, the political process, and their transformation into policy. SU

786 **Topics in Educational Leadership.** (3) (Prereq: EDAD 701, EDAD 789) Course topics are determined by the interest and needs of the students and the instructor including a focus on Special Education, the Common Core Standards, and Instructional Technology. Topics identified and researched in this course are used for action plans designed in EDAD 788, Action Research, and EDAD 795, District Level Internship II. F

788 **Action Research.** (3) (Prereq: EDAD 701, EDAD 786, and EDAD 789) Course advances the proposition that the action research approach is a useful paradigm for school district improvements. After learning about action research methodologies, students collaborate with a district level educational leader who works with the student identifying a topic for action research. The student may use the action research topic to build an action plan addressing the issue for implementation in EDAD 795, District Level Internship II. S

789 **The Superintendency and District Level Leadership.** (3) (Prereq: M.Ed. in Educational Leadership or equivalent, be matriculated in the Educational Specialist Program, or permission of instructor) The purpose of this course is to study the basic functions, duties, responsibilities and current problems confronting school superintendents. Students also learn about applying administrative theories or organizational behavior and development, relations with the school board, and the various roles of district level administrators. S

790 **Seminar in Educational Leadership.** (3) (Prereq: EDAD 794) (Coreq: EDAD 795) Through interviews, readings, discussions, and research, students apply action research techniques and practices to design and apply solutions to problems in school administration and supervision in EDAD 795, District Level Leadership II. F

794   **District Level Internship I.** (3) (Prereq: EDAD 701, EDAD 735, EDAD 760, EDAD 777, EDAD 780, EDAD 786, EDAD 788, and EDAD 789) First of two-semester internship, the course provides experience in district level leadership roles under the guidance of an experienced field mentor and university supervisor. This is a field-based course. Candidates are required to participate in and complete a minimum of 150 hours of activities over a two-semester period of time. MY

795   **District Level Internship II.** (3) (Prereq: EDAD 794) (Coreq: EDAD 790) Second of two-semester internship, this field-based course provides experience in district level leadership roles under the guidance of an experienced field mentor and university supervisor. Candidates are required to participate in and complete a minimum of 150 hours of activities. A major component of this course is implementing an action plan to address the field-based problem researched in EDAD 788. F

EDUCATION - ELEMENTARY (EDEL)

608   **Parent Involvement in Elementary Education**. (3) Analysis of programs and practices for involving parents in elementary educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings. As Needed

610   **Social Studies in the Elementary School**. (3) Selection, classification, and organization of materials in the field of social studies in the elementary school. As Needed

611   **Teaching Writing in Elementary and Middle School**. (3) Writing instruction in relation to the developmental characteristics of children through preadolescence. As Needed

613   **Science in the Elementary School**. (3) Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures. As Needed

617   **Curriculum Problems in the Elementary School**. (3) (Prereq: EDEL 715) A course designed to examine the internal facets of the elementary school. These include the library; health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting. As Needed

631   **Special Topics in Elementary Education**. (3) Specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern. As Needed

640   **Advanced Study of Teaching Mathematics in the Elementary School**. (3) The selection of teaching procedures and instructional materials which facilitate pupil discovery and learning. Research findings relative to current trends, diagnostic teaching, and mathematics as a contemporary necessity will be examined. As Needed

645   **Diagnostic Teaching of Arithmetic**. (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum, exploration of diagnostic-prescriptive teaching methods. As Needed

658   **Advanced Study of Teaching Science in the Elementary School/Middle School**. (3) Study of curriculum models and instructional theory underlying elementary and/or middle school science programs. As Needed

670   **Advanced Study of Language Arts in the Elementary School**. (3) The relationship between language learning and the genesis and development of personality with implications that would follow for the elementary school language arts curriculum. As Needed

695   **Special Education for Teachers in Elementary Education**. (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the elementary level. Emphasizes methods for the development and acceleration of basic academic skills. As Needed

EDUCATION - GENERAL (EDUC)

504 **Technology and Instruction**. (3) (Computer Usage) (Prereq: Admission to MAT Degree Program) Development of essential technology skills for educational settings. Classroom applications of word processing, spreadsheet, database, multimedia and Internet technologies. As Needed

531 **Microcomputers and Instruction**. (3) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction. Off-campus clinical experiences are included to increase student achievement. As Needed

607 **Research for Today's Schools**. (3) Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write up, and report on an original, field-based, education research project. F, S, SU

608 **The Nature and Needs of Gifted and Talented Students**. (3) (Prereq: Admission to Graduate Study) Course designed to provide teachers with a foundation in gifted education as a survey course in the education of gifted and talented students. Included is an overview of the historical and philosophical background of gifted education, as well as a rationale for it. The course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. As Needed

609 **Introduction to Curriculum and Instruction for Gifted and Talented Students**. (3) (Prereq: Admission to Graduate Study at CCU) Course is designed to prepare teachers to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessments in order to meet the needs and abilities of gifted and talented students. Current research and technology will be utilized in writing lesson plans and units. As Needed

610 **Integrated Reading and Writing Instruction**. (3) Theoretical bases and techniques for teaching reading and writing using multiple subject areas. As Needed

611 **Writing/Reading Process Institute Seminar**. (6) (Permission of instructor) (=ENGL 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention/writing workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program. As Needed

620 **The Middle School Curriculum**. (3) (Prereq: Permission of the instructor) A course intended to increase the student's knowledge and awareness of current trends and practices in middle school curriculum with an emphasis placed on the future direction of middle school education to prepare teachers for the demands of an increasingly advanced technological, multicultural society. As Needed

625 **Student Motivation and Management**. (3) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students as well as classroom organization and the relationship between motivation and management. As Needed

628 **Assessment of Performance to Inform Instruction**. (3) (Prereq: EDUC 607) This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents

and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs. F, S

630   Advanced Study of Curriculum and Instruction. (3-6) Study of the principles of curriculum and instruction related to PK-12 schools. Included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher's roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. Field work is included. F, S

631   Special Topics. (3-6) Topics selected allow for specialized study of timely topics related to the field of education. As Needed.

649   The School and Modern Society. (3) (Prereq: Permission of the instructor) Basic concepts of the relation of the school to the social order; an analysis of the essential features of changing social context within which American educational policy and practice now operate. The educational implications of recent social change in the American and world society. As Needed

655   Teaching Environmental Education. (3 or 6) Rationale and strategies for teaching environmental education. As Needed

680   Capstone Experience. (3) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the degree candidate and that applies the knowledge and skills gained in the degree program. A portfolio presentation documenting proficiency in designated national and college standards is also included. As Needed

685   Strategies for Serving Diverse Learners. (3) Course designed to assist teachers in exploring issues in multicultural and special education to recognize how such factors as socioeconomic status, racial and ethnic backgrounds, gender, language proficiency, and disabilities may affect a child's performance. Teachers will study ways of making classrooms, curricula, and instructional strategies suitable for a diverse student population. F, S, SU

EDUCATION - INSTRUCTIONAL TECHNOLOGY (EDIT)

604   Teaching with Technology. (3) A standards-based investigation of instructional technologies and their potential to improve teaching practices, professional productivity, and student performance. The course is designed to meet the National Education Technology Standards for Teachers (NETS-T), published by ISTE. F, S, SU

610   Instructional Design and Technology Integration. (3) (Prereq: EDIT 604) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration. F, Even Years.

620   Technology Planning and Management. (3) (Prereq: EDIT 604) Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration. S, Odd Years.

630   Development of Instructional Multimedia. (3) (Prereq: EDIT 604) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools. SU, Odd Years.

640   Instructional Video Production. (3) (Prereq: EDIT 604) Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences. F, Odd Years.

650   Teaching and Learning Online. (3) (Prereq: EDIT 604) Theory and best practices for the design, development, and implementation of online instruction for blended and distance-based applications. SU

660   Advanced Online Teaching. (3) (Prereq: EDIT 604, EDIT 650) Advanced exploration of

instructional theory and strategies for online teaching. Emphasis on best practices in implementation, assessment, and management. SU

670   **Educational Games and Simulations (3)** Course introduces the theory and implementation of educational games, simulations, and virtual environments for improved instructional engagement. A variety of game engine software and various methodologies for building and evaluating gaming models will be explored. Students will design games and role playing/simulations. F

677   **Assessment Technology and Learning Analytics** (3) Best practices in the utilization of various technologies to assess learner performance as well as the analysis and application of assessment data to improve instructional design. F

680   **Special Topics in Instructional Technology Curricula** (3) Course focuses on emerging instructional technologies and associated trends, issues, theories, and practices which are shaping the discipline in today's schools and training settings. Candidates will identify, review and evaluate current influential instructional technologies which inform the practice of instructional technologists and learn more about both the technology as well as how the adoption of the technology occurs. Methodologies used include just-in-time training processes, product-impact analysis and organizational change analysis models. Various technological curricula (ISTE-S,T,A, ITEEA, AECT, etc.) will be used as a conceptual framework for teaching and learning. F, S

690   **Seminar in Instructional Technology**. (3) (Prereq: EDIT 604 plus any four (4) of EDIT 610, 620, 630, 640, 650) Capstone experiences in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the Instructional Technology Portfolio. S

700   **Principles of Instructional Design** (3) Systematic design of products for education and training. Emphasis on instructional goals, teaching methodologies, and evaluation techniques. F, S

704   **Technology in Curricula (3)** Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula. F

710   **Instructional Technology Tools** (3) Essential technology installation, productivity, and maintenance skills. F

720   **Psychology of Instructional Technology** (3) Application of Major Theories and principles of human learning and development to the design of educational technology products and systems. S

740   **Product Design and Development I** (3) Application to essential technology tools to instructional product development. F, S, SU

744   **Graphic Design for Instructional Technology** (3) Theory and application of graphic design for print and non-print instructional products. S

750   **Product Design and Development II** (3) Application of advanced technology tools to instructional product development. SU

760   **Instructional Technology Leadership** (3) Research, theory and models of managing technology resources--facilities, personnel, financing, acquisition, development, policy and training. SU

770   **Field Experiences in Instructional Technology** (3) Field-based observation, planning, implementation, management and assessment of educational technology products and systems. F

780   **Seminar in Instructional** Technology (3) Capstone experiences in design, delivery and evaluation of educational technology products and systems. Portfolio development. F, S

EDUCATION - LITERACY LEARNING (EDLL)

600 **Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading**. (3) This course emphasizes theoretical frameworks for reading including 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. SU, F

601 **Emergent and Early Literacy Development**. (3) This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children's emergent literacy development. The theoretical framework of this course is based on an advanced study of an understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources for effective early childhood and early elementary literacy instruction. As Needed.

603 **Research in Literacy and Methods and Materials**. (3) (Prereq: EDLL 600) This course requires that students conduct in-depth study of current methods of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacy, including digital literacy, visual literacy, critical literacy and the use of relevant materials for incorporating multi-modal literacy in the elementary classroom. As Needed

604 **Practicum in Literacy Assessment and Evaluation**. (3) Emphasis on naturalistic, authentic, classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required. F

605 **Organization, Administration, and Supervision of the School Reading Program**. (3) This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school-wide assessment data for literacy program planning will also be addressed. SU, Even Years.

606 **Trends and Issues in Literacy Education (Capstone)**. (3) (Prereq: EDLL 600, EDLL 604, EDLL 608, and EDLL 605 or EDLL 616/ EDLL 617/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. As Needed.

608 **Instructional Strategies and Materials in Literacy**. (3) This course requires that students conduct in-depth study of current methods and materials used in literacy instruction. Emphasis is on research-supported instructional strategies that are effective for diverse learners and across various instructional settings. F, SU

616 **Content Area Reading and Writing for Early Childhood and Elementary Teachers**. (3) This course provides teachers in grades K-6 with the strategies for teaching reading and writing across content-area classes. The course addresses creating a literate environment in the content area classes and the basic tenets of integrating technology and disciplinary literacy across the curriculum in ways that value and support diverse learners. This course also fulfills requirements for the R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers and three credit hours of coursework needed for the R2S Teacher endorsement. SU

617 **Content Area Reading and Writing for Middle and High School Teachers**. (3) This

course explores strategies for teaching reading and writing within the framework of content-area classes in grades 5-12. An emphasis is placed on foundational knowledge of the reading and writing processes and the basic tenets of integrating technology and literacy across disciplines in ways that value and support diverse learners. This course also fulfills requirements for the course, R2S Content Area Reading and Writing for Middle and High School Teachers, and three credit hours of coursework needed to earn the R2S Teacher endorsement. S

618 **Content Literacy**. (3) This course provides K-12 teachers with the strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of the reading and writing processes and the basic tenets of integrating technology across the curriculum. S, SU

620 **Literacy Assessment and Instruction for Diverse Populations.** (3) (Prereq: Teacher certification PK-12) Naturalistic, authentic assessment strategies and the integration of instructional strategies with assessment are investigated with struggling readers and writers, PK-12. Emphasis on best practices and current research as applied to special populations of students including learning disabilities, developmental delays, second language learners, gifted and talented students, physically challenged, and social/emotional behavioral issues. Supervised instruction is required in clinical practicum. Depending on the number of students to be served in the clinic, the practicum may include individual tutoring and/or small group instruction. SU, On Demand

621 **Developing Literacy Teacher-Leaders Within School Communities.** (3) (Prereq: EDLL 620, Teacher certification PK-12) Course participants explore how literacy leaders integrate essential elements of curriculum, instruction, assessment, and on-going staff development to develop research-based literacy programs. Major topics include theoretical principles and practices for staff development, mentoring/coaching, and evolving roles/responsibilities for literacy teacher-leaders. F, SU, On Demand

622 **Action Research in Literacy Coaching.** (3) (Prereq: EDLL 621, Teacher certification PK-12) Course develops synergistic decision-making and interpersonal skills used by literacy teacher-leaders to explore conditions that affect student learning, curricular reform, and teacher empowerment. Course participants use action research to explore a coaching relationship with a practicing teacher. For S On Demand

650 **Applied Linguistics for ESOL Teachers.** (3) This course prepares candidates to understand and apply knowledge about language structure and second language acquisition in planning and adapting ESOL (English to speaker of other languages) content and standards-based teaching. F

651 **Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners.** (3) (Prereq: EDLL 650) This course prepares candidates to understand and apply major theories and research related to cultural identities, principles and strategies for teaching ESOL (English to speakers of other languages) in elementary and secondary schools. SU

652 **Teaching Reading and Writing to Limited English Proficient (LEP) Learners.** (3) This course prepared candidates to apply research and best practices in planning and implementing standards-based instruction to teaching reading and writing to LEP learners. Practicum experiences required. S

653 **Testing and Assessment for Language Minority Students.** (3) Course prepares candidates to know, understand, and apply various assessments used with language minority students. The candidates understand the role assessments have in informing classroom instruction on one hand and school identification, placement, and reclassification of language minority students on the other. Practicum experiences required. S

654 **ESOL Curriculum Design and Materials Development.** (3) Course prepares candidates to understand and apply educational policies and current practices in the field of teaching English to speakers of other languages (ESOL). The candidates evaluate, adapt and use materials, resources, and technologies for ESOL standards-based teaching. SU

655 **Emergent Bilinguals and Special Education.** (3) Course prepares candidates to understand, apply, and evaluate second language acquisition stages and distinguish them from learning disabilities. The candidates will be able to understand and plan instruction for emergent bilinguals who are in special education. F, S, SU

EDUCATION - SECONDARY (EDSC)

500 **Assessment and Action Research**. (3) An introduction to assessment at the secondary level. Students design, apply, and interpret the results of measurements. Test formats, the correlation of test items with learning objectives and the interpretation of teacher-made and standardized test results are addressed. F

508 **Foundations in Literacy.** (3) (Prereq: Admission to MAT Degree Program) An introductory course to literacy and its role in secondary schools and society. Candidates will research literacy by defining it and directly relating it to their field.   An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed. SU

510 **Secondary Adolescent Development and Management.** (3) (Prereq: Admission to MAT Degree Program) Course includes the management of the classroom environment and learning processes as applied to secondary adolescent development. Attention is given to theories and best practices and includes a clinical experience. F

515 **Teaching in Diverse Classroom Settings**. (3) (Prereq: Admission to MAT Degree Program) Study of the diverse population of students in today's classrooms. Alternative methods of instruction and evaluation of concepts and skill development will be presented. A clinical field experience in public schools is included. F

518 **Reading and Writing in the Content Area.** (3) (Prereq: Admission to MAT Degree Program and EDSC 508) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. F

525 **Managing the Classroom**. (3) (Prereq: Permission of instructor) Study of effective principles and techniques of management of classrooms today. Attention is given to theories and strategies of management of students as well as classroom organization and the relationship between motivation and management. A clinical experience in public schools is included. F

546 **Foundations of Secondary Education**. (3) (Prereq: Admission to MAT Degree Program) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment. SU

547 **Principles and Methods of Teaching English**. (3) (Prereq: Admission to MAT Degree Program) A study of methods, techniques and materials appropriate to teaching English. A clinical experience in public schools is included. F

548 **Principles and Methods of Teaching Foreign Language**. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Foreign Language. The student is expected to plan, implement, and evaluate specific lessons using various resources and techniques. A clinical experience in public schools is included. As Needed

549 **Principles and Methods of Teaching Social Studies**. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Social Studies. A clinical experience in public schools is included. F

552 **Principles and Methods of Teaching Mathematics**. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching

mathematics. A clinical experience in public schools is included. F

553   **Principles and Methods of Teaching Science**. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching science. A clinical experience in public schools is included. F

575   **Human Development and Learning Processes**. (3) (Coreq: EDUC 515 permission of instructor) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adolescence periods with an emphasis on the period of adolescence and a focus on developmental applications in educational settings. A clinical experience in public schools is included. F

580   **Internship Seminar**. (3) (Prereq: Admission to MAT Degree Program) (Coreq: EDSC 590) Candidates will meet periodically with their University supervisor and with other candidates to establish links between the theoretical principles taught in the methods course and the practical application of these theories during the internship. F, S

590   **Internship**. (9) (Prereq: Admission to MAT Degree Program, Passing PRAXIS II Scores) (Coreq: EDSC 580) Supervised teaching experience. Interns will be assigned to schools for a period of no fewer than 60 instructional days. F, S

601   **Special Topics in Science Education**. (3) Topics will be selected from various science education fields, including trends, methods, and materials of science education. May be repeated; credit up to six hours may be applied toward a degree. As Needed

611   **Special Topics in English Education**. (3) Topics will be selected from various English education fields, including trends, methods, and materials of English education. May be repeated; up to six credit hours may be applied toward a degree. As Needed

626   **Advanced Principles and Practices of Teaching in High School**. (3) A study of historical developments and recent innovations in curricula, resources, and techniques in secondary schools. Students will be expected to investigate and apply research as it relates to the improvement of instruction. As Needed

628   **Advanced Study of the Teaching of English in Secondary Schools**. (3) A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed

629   **Advanced Study of the Teaching of History and Social Studies in Secondary Schools**. (3) A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed

631   **Special Topics in Secondary Education**. (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern. As Needed

632   **Advanced Study of the Teaching of Science in Secondary Schools**. (3) A study of historic developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed

633   **Special Topics in Social Studies Education**. (3) Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; up to six credit hours may be applied toward a degree. As Needed

650   **Advanced Secondary Instructional Methods and Strategies**. (3) Advanced study of instructional strategies and best teaching practices applicable to teaching in secondary schools. Instructional planning, delivery and assessment are included. As Needed

659   **Teaching Reasoning and Inquiry Skills**. (3) Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs. As Needed

664   **Advanced Study in Teaching Mathematics in Secondary Schools**. (3) A study of

historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction. As Needed

666   **Special Topics in Mathematics Education**. (3) Topics will be selected from various mathematics education fields, including trends, methods and materials of mathematics education. May be repeated; up to six credit hours may be applied toward a degree. As Needed.

670   **Computers in Mathematics Education**. (3) (Prereq: EDUC 531) Topics in the use of microcomputers in the teaching of mathematics at the middle and secondary school levels. As Needed

671   **Computers in Science Education**. (3) Use of computer technology in teaching and managing science classes and programs. As Needed

673   **Advanced Study of the Teaching of Computer Studies**. (3) (Prereq: EDUC 531) Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes will be given. As Needed

675   **Advanced Study of Secondary Curriculum and Program Models**. (3) Study of effective principles of secondary curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment. SU

679   **Multicultural Issues in Education**. (3) Effects of cultural diversity in instruction with emphasis on teaching strategies and programs for multicultural student populations. As Needed

680   **Seminar in Secondary Education**. (3) (Prereq: EDUC 531. 606, 607, 649, EDSC 675 with grade of C or better) Students will synthesize their graduate studies for a master's degree in secondary education. As Needed

686   **The Teaching of Literature in the Secondary School**. (3) Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials. As Needed

687   **The Teaching of Composition in the Secondary School**. (3) New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and handwritten composition. As Needed

EDUCATION – SPECIAL EDUCATION EARLY CHILD HOOD (ECSP)

621   **Introduction to Early Childhood Special Education** (3) Course explores the history of special education, characteristics of young children with special needs and their families, and effective instructional strategies for working with this population. F, S, SU

622   **Partnerships in Early Childhood Special Education** (3) Course explores and expands on practices for implementation of proactive behavior management strategies for young children with challenging behaviors, especially those behaviors associated with developmental delays and disabilities. F, S, SU

624   **Procedures for Working with Young Children with Disabilities.** (3) Course provides methods for early childhood special educators who serve young children and their families. Course content focuses on effective intervention strategies for planning and working with all young children regardless of ability. SU

625   **Social/Emotional Development and Guidance for Young Children with Disabilities.** (3) Course explores and expands on practices for implementation of proactive behavior management strategies for young children with challenging behaviors, especially those behaviors associated with development delays and disabilities. SU

EDUCATION - SPECIAL EDUCATION (EDSP)

600   **Applied Behavior Analysis.** (3) (Prereq: Graduate admission or special permission) Applied behavior analysis is a branch of behavior analysis devoted to the understanding and improvement of human behavior. This course teaches students how to apply basic principles and concepts of behavior analysis to produce effective, ethical, and socially significant change in the behavior of individuals they support. Topics include how to select, identify, and effectively use reinforcers; how to manipulate reinforcement schedules and dimensions of reinforcement to produce the desired effects on behavior; and how to assess the functions of behavior and develop function-based interventions. F, S, SU

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. S

606   **Instructional Design in Special Education.** (3) (Prereq: EDSP 200, EDSP 692, or instructor permission) Teachers in schools need more ways to reach all of their students. This course will help the in-service teacher to learn more about Instructional Design through Differentiated Instruction and applying Universal Design principles.   The framework of this class is based on the multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning. F, S

610   **Characteristics of Students with Severe Disabilities.** (3) (Prereq: EDSP 200. EDSP 692, or instructor permission) Course explores basic concepts and issues that pertain to persons with severe disabilities including those with intellectual disability, autism spectrum disorder, and multiple disabilities who exhibit extensive or pervasive support needs. Psychological, historical, and medical implications of these disabilities are addressed. F, SU

615   **Instruction of Students with Severe Disabilities.** (3) (Prereq: EDSP 200, EDSP 610, EDSP 692, or instructor permission) Course focuses on current best practices in curriculum and methods for students with moderate to severe disabilities. Specific strategies for teaching students with moderate to severe disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with moderate to severe disabilities are addressed. S, SU

620   **Language and Communication Skills of Students with Severe Disabilities.** (3) (Prereq: EDSP 200. EDSP 610, EDSP 692 or instructor permission) Course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communications, choice-making, and social interaction are addressed. S

630   **Single-case Research.** (3) (Prereq: EDSP 692 or equivalent, EDUC 607) Course focuses on in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and writing research proposals using single-subject methodology. F, S

635   **Advanced Topics in Special Education.** (3) (Prereq: EDSP 200, EDSP 692, or instructor permission) Course provides a critical examination of current issue surrounding the field of special education including instruction methodologies, latest research, legislation and

policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages. F, S

640 Behavior Management. (3) (Prereq: Graduate Status) This course provides a critical analysis of behavior management theories, evidenced-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology and intervention strategies for prevention and management of inappropriate behaviors exhibited by students with disabilities. Research of legal and ethical practices are included. SU

641 Comprehensive Assessment for Exceptional Learners. (3) (Prereq: Graduate Admission and completion of EDSP 692 or EDUC 692) Covers the use and interpretation of formal and informal diagnostics tests and procedures calculated to determine instructional levels and procedures for exceptional learners. Content includes statistical and psychometric concepts in assessment including norm-referenced, criterion-referenced, and curriculum-based measurement, and informal testing. Emphasis is on interpretation for instruction, eligibility determination, placement decisions, and report writing. SU

670 Characteristics of Learners with Emotional and Behavioral Disabilities. (3) (Prereq: EDUC 692, EDLD 370, or instructor permission) This course covers theories and specific conditions in the area of emotional and behavior disabilities. Participants will study the impact of learning and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes. As Needed

671 Method/Procedures for Learners with Emotional and Behavioral Disorders. (3) (Prereq: Graduate admission, EDSP 380 or EDSP 692, or EDLD 370 or equivalent, or instructor permission) Provides knowledge of instruction programming to improve outcomes for students with emotional/behavioral disabilities across all grade levels by focusing on evidence-based strategies/methods, issues and supports needed for success in general and special education environments, and the affective, social, and academic needs of students. SU, Even Years

680 Characteristics of Individuals with Intellectual Disabilities. (3) (Prereq: Graduate admission and teaching certification, EDSP 3809, EDSP 692, or EDLD 370 or equivalent or instructor consent) Course is an in-depth study of the unique learning and behavioral characteristics of individuals with intellectual disabilities, ranging in age from preschool to adult, with a focus on mild to moderate disabilities. Topics include historical development of the field of intellectual disabilities (mental retardation); theoretical models; etiological factors; cognitive, social, emotional, behavioral, and physical/health characteristics; models of assessment and intervention, including technological advances; transition programs and services; community programs and provisions; issues and trends, including legislation and litigation; and the impact of intellectual disabilities on academic and social/emotional performance. F, Odd Years or SU On Demand

681 Methods for Teaching Students with Intellectual Disabilities. (3) (Prereq: EDSP 680 or equivalent or instructor consent) Course provides educators with interventions to address the comprehensive needs of students with intellectual disabilities in various settings. It emphasizes the application of evidence-based practices for teaching students with intellectual disabilities in the general and functional curriculum. It includes analysis and application of programs and services, legislation, research, inclusive education transition services, and instructional support for persons with intellectual disabilities. Field based assignments are required. S Even Years, SU As Needed

690 Specific Learning Disabilities (SLD): Nature and Needs. (3) (Prerequisites: EDUC 692, EDLD 370, or instructor permission) This course provides a critical analysis of foundation knowledge of Specific Learning Disabilities, including the history, theoretical base, legal aspects, terminology, etiology, definitions, medical aspects, and approaches to

identification and intervention. Professional literature reviews and experiences in schools required. As Needed

691 Instructional Procedures for Students with Learning Disabilities. (3) (Prerequisites: EDUC 692, EDLD 370, or instructor permission) Provides knowledge of instructional procedures to improve outcomes for individuals with learning disabilities. Applies research on teacher effectiveness, instructional approaches, and current issues and needs in instructional programming for students with LD. Content includes curriculum design, instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Experiences in schools and applied research projects required. As Needed

692 Foundations and Services for Exceptional Learners. (3) Presentation of an overview of exceptionalities of children and youth, as well as curricular and instructional modifications or accommodations that may be needed to meet their needs in the general education classroom. Philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state law, court cases and regulations for special education programs are addressed. As Needed

697 Practicum in Special Education. (3) (Prereq: EDSP 200. EDSP 692, or instructor permission) Supervised field experience requiring a minimum of 60 hours of special education services provided to early childhood to high school students with disabilities in the chosen concentration area (Early Childhood Special Education, Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities). Related seminars address timely issues in special education; integrating research-based practices in the classroom; and community resources. F, S

698 Practicum in Special Education-High Incidence Disabilities (Emotional, Intellectual, and Learning). (3) (Prerequisites: Graduate admission, instructor approval) Supervised, structured, field-based practicum experience in schools with high incidence disabilities (emotional, intellectual, and learning) for a minimum of 150 hours. Participants apply legal, ethical, and evidence-based practices in assessment, collaboration, instructional planning, teaching and learning, eligibility determination, and behavior management. On-campus seminars required. As Needed.

ENGLISH (ENGL)

569 Literary Magazine Production. (3) (Prereq: Admission to the MAW program) Provides an in-depth practical and theoretical understanding of literary magazine editing and production using a combination of readings and hands-on, experiential practice. Students will serve as editorial assistants on *Waccamaw,* CCU's literary magazine. May be repeated once for elective credit. F

599 Independent Study. (3) (Prereq: Approval by graduate committee of a course syllabus guided by a faculty mentor, students will conduct an intense study of an issue salient to their scholarly interests.) A maximum of 3 hours of 599 may be applied to the completion of the graduate degree. Course must be used for elective credits and must not be used to fulfill core program requirements. As Needed

602 Principles of Editing and Publishing. (3) (Admission to the MAW program) Through seminars, workshops and lectures conducted by publishers, designers, authors, editors, and other industry specialists, students will be introduced to a range of skills involved in professional writing, editing, design and production. F, S

603 Special Topics in Forms of Creative Writing. (3) (Admission to the MAW program) Students will examine the history, movements and technical forms of literary genres in an effort to better understand influences that may affect the writer today.. May be taken more than once, maximum of nine credit hours, as topics vary. May count only one time

for core credit. F, S

604   **Composition and Rhetoric**. (3) (Admission to the MAW program) ENGL 604 is designed to introduce the graduate student to a wide array of composition theorist. Each theory will be examined for its underlying assumptions and pedagogical implications. Research in the fields of composition and research will be reviewed, and students will join the critical debate with their own researched perspectives. F, S

605   **Composition Pedagogy** (3) (Admission to MAW program) Course covers the best practices associated with the teaching of composition. Graduate students learn to build curricula, craft assignments, comment on drafts, and grade written work in ways that support the development of undergraduate first-year writing students. F

611   **Writing/Reading Process Institute Seminar**. (6) (Permission of the instructor based on experience and/or interest in teaching writing and reading). (= EDUC 611) This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention to writing/reading workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program. As Needed

628   **Topics in British Literature**. (3) (Admission to the MAW program) This course introduces students to a variety of texts from the British literary tradition. Individual sections may focus on particular periods, movements, subcultures, or historical contexts. Students will be asked to read rhetorically, with an eye toward ways in which literary texts speak to larger issues of rhetoric and writing. F

635   **Topics in American Literature**. (3) (Admission to the MAW program) An exploration of texts from a variety of eras, movements, regions and/or sub- cultures within American Literature. Students will read literary texts, focusing on the social, cultural, historical, and political contexts in which these texts were produced and analyzing the content for cultural-specific themes. S

649   **Advanced Composition and Rhetoric.** (3) (Prereq: Graduate Standing) Course is designed to introduce the graduate student to a wide array of pedagogies associated with the teaching of writing. A variety of curricular approaches will be examined, as students articulate their own teaching philosophies and discuss the theoretical and pedagogical implications of the teaching of writing. SU

652   **Graduate Writing Workshop, Fiction**. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. S**653**   **Topic in Linguistics.** (3) (Admission to the MAW program) A course in the study of language from various sources, time periods, and social groups. Students will examine written and spoken language in a number of genres, focusing on the ways in which

655   **Graduate Writing Workshop, Creative Nonfiction**. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. F

658   **Graduate Writing Workshop, Poetry**. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. S

662   **Teaching Multicultural Adolescent Literature**. (3) (Admission to the MAT program) An exploration of the general issues of teaching literature to adolescents with a focus on using literature from a variety of cultures in the classroom. SU

663   **Graduate Writing Workshop, Short Novel.** (3) (Prereq: Admission to MAW Program

or permission of instructor) This is a graduate course in short novel writing in which we will analyze the multiple ways a short novel can be written. Students will have the opportunity to read each other's writing in a workshop setting and have a short novel critiqued by the class. We will also study contemporary elements of style and seek to understand particular values inherent in important short novel writing. May be repeated once for elective credit. F, S, SU, Alternating

664 Topics in the Teaching of Writing. (3) Course integrates pedagogy and literary analysis to focus on general principles of writing and reading about poetry and essay, applicable to more than one secondary grade.

666 Studies in World Literature. (3) (Prereq: Admission to MALS Program) Course gives students the opportunity to read masterworks of literature and critical theory from across cultures and to explore how these works are connected to broader cultural, social, and historical processes. This course will also explore connections between literature and other arts such as painting, music, and film. F, S

669 Studies in American Literature. (3) (Prereq: Admission to MALS Program) Course gives students the opportunity to read literary texts and critical theory that engage with concepts of Americanness from a variety of cultural viewpoints and to explore how these texts are connected to broader intellectual, social, and historical processes. This course will also explore connections between literature and other arts such as painting, photography, architecture, music, and film. F

673 Media and Digital Literacy. (3) (Prereq: Admission to MAT program) In this course students will access, analyze, evaluate, and produce media texts, learn the instructional applications of current software programs, consider the challenges of teaching a "digital generation" and investigate and discuss the impact of media and digital technology on the culture. SU

675 Topics in American Literature: The Novel (3) (Prereq: Graduate MAT status) Originating c.1790, the American novel overcame resistance from religious and political quarters eventually becoming a major literary form that represents American culture in all its diversity. Students will study ten American novels from a variety of perspectives that explain the genre's perennial relevance for both popular and critical readers. SU

680 Topics in Professional and Technical Writing. (3) (Prereq: Admission to MAW program) Course in the study of various modes of writing for professional and technical settings. Students will examine and produce documents associated with various occupations and environments, analyze the contexts in which such documents are written and read, and investigate the critical and theoretical frameworks for understanding professional and technical writing topics. As Needed

681 Workshop in Professional and Technical Writing. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. F

682 Workshop in Composition and Rhetoric. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. S

683 Writing and Editing Internship. (3) (Admission to the MAW program) 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. May be repeated once for elective credit. F, S

685 Adolescent Literature. (3) Course designed to introduce the various issues which have encouraged the proliferation of modern critical views within the field and to enable

students to use theory effectively across a wide range of texts in the classroom. SU

690   **Special Topics in Composition**. (3) Course content varies. SU

691   **Topics in World Literature**. (3) (Admission to the MAW program) Provides an intensive introduction to reading literature (in translation) from culture outside of the United States and Great Britain and uses a comparative approach to the study of literature. Students will be exposed to the cultural context of literary genres and writing techniques that are unique to particular cultural traditions. S

698   **Thesis Research**. (3) (Prereq: Admission to the MAW program, 18 graduate hours in ENGL and permission of instructor and Graduate Program Committee). Students will design and execute an original research project with the guidance, support and oversight of a member of the English faculty. Students will create a detailed thesis proposal, and the thesis advisor will review the work in progress, providing feedback. Students will submit the finished thesis for final review by the Graduate Program Committee. As needed

699   **Master's Portfolio Workshop.** (3) (Prereq: Admission to MAW program and either 18 hours in English or permission of instructor) The capstone experience for students in the MAW program. This course is focused principally on the creation of digital portfolios that showcase (1) the quality and variety of work students have produced and their (2) abilities to contextualize, assess, and present their writing projects. Students will reflect upon their body of work in systematic ways as they anticipate and prepare for writing settings they will encounter after leaving the program. The class is led by one professor but because it is taught as a workshop, wherein peer feedback and guest speakers are central, it presents students with a multitude of perspectives. As Needed

GEOGRAPHY (GEOG)

502   **Human Geography.** (3) Course will explore the basic concepts, methods, and schools of thought in human geography, the branch of geography focused on the geographic aspects of human behavior and the interaction between humans and the world around them. Students will explore major sub-disciplines within human geography, including population, urban, economic, cultural, and political geography. F, S, SU

GEOLOGY (GEOL)

516   **Hydrogeology**. (3) (= MSCI 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrologic system. Oral presentations on recent and pertinent literature required. F

516L   **Hydrogeology Lab**. (1) (= MSCI 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week. F

HISTORY (HIST)

501   **World History for Secondary Instruction**. (3) Overview of current World History curriculum and pedagogy for secondary school instruction. SU

502   **World History for Middle School Instructors**. (3) Study of the emergence of humans up to the Agricultural Revolution and an examination in greater depth of the developments in human history from 1600 to 2001 (from the emergence of modernity to the post-9/11 world). Instruction will be selective and topical, emphasizing the origin and development of the great world civilizations, the philosophical heritages of Europe and Asia, the artistic and literary expressions that defined modernity, and the impact of global exploration, trade, conquest, and colonization. As Needed

505   **United States Survey History for Secondary School Instructors**. (3) An overview of

United States history from prehistory to the present. Course designed for those who anticipate teaching at the college preparatory level. S, SU

528   Renaissance and Reformation Europe. (3) An examination of the most recent scholarly literature on Renaissance and Reformation Europe (c. 1300-1648). Emphasis is on how the Renaissance and Reformation contributed to the development of the modern world, particularly with regard to such concepts as individualism, capitalism, nationalism, and the scientific revolution. As Needed

592/593/594 Special Topics in History. (3) In depth readings and research selected in historical subjects; themes and/or methods not currently or regularly available in the graduate History curriculum. May be repeated for credit under different topics. As Needed

631   Issues in Southern History. (3) A survey of the basic historical literature, issues, and the interpretation of the development of Southern society as a distinctive section of the United States. As Needed

642   Issues in Modern Russian History. (3) A survey of the basic historical literature, issues, and the interpretations of late Imperial Russia and Soviet studies. As Needed

755   Issues in Twentieth-Century United States History. (3) A survey of the basic historical literature, issues, and the interpretations of the American experience from the Age of Progressivism to present day. As Needed

770   Latin American History. (3) Readings in selected topics in Latin American history. As Needed

Information Technology Systems (IST)

650   Information Systems Technology in Context. (3) Course introduces the human and environmental issues that impact the design, development, and use of secure Information Systems and Technology (IST). Organizational, social, legal, and ethical topics include secure software project management, secure system analysis and design, interface design and knowledge management, privacy issues, and the current legal landscape of information security and privacy. The course is organized around a series of case studies that illustrate and raise questions about these topics in IST. F, S, SU

659   Special Topics in Information Systems Technology-Security Patterns. (3) (Prereq: IST 650, IST 660, IST 661, IST 670, IST 671 with **"C"** or better) Course examines the field of security design patterns. Students will survey a set of security patterns, study implementation options for selected patterns, and contribute additional pattern documentation to improve the effectiveness and usability of selected patterns for the general community. Project work in this course would include the implementation of security patterns to a real world problem. F, S, SU

660   Introduction to Cybersecurity and Information Assurance. (3) Course is designed to provide an introduction to cyber security and information assurance. It covers the fundamental concepts necessary to understand the threats to security as well as various defenses against those threats. The course includes an understanding of existing threats, planning for security, technology used to defend a computer system and implementing security measures and technology. F, S, SU

661   Security Policy and Risk Assessment. (3) (Prereq: IST 660 with **"C"** or better) Course addresses ethical, legal, risk management and policies and issues within which information systems and technology lifecycle professionals shall practice and to study how they impact privacy, fair information practices and content control. In addition, this course offers an overview of the various risk analysis and assessment techniques. F, S, SU

665   Secure Networking. (3) (Prereq: IST 660) Course is designed to equip students with applications and practice of cryptography in securing wired/wireless networks and Internet. Following techniques would be studied: classical systems, symmetric block ciphers, linear and differential cryptanalysis, public-key cryptography, cryptographic protocols, hash

functions, authentication, key management, key exchange, signature schemes and how it can be applied to secure network infrastructure, firewalls, digital right management, and related topics.

666 **Secure Software Development.** (3) (Prereq: IST 660 with **"C"** or better) Course covers development of security requirements and the design, development and implementation of secure mobile and web applications. Principles of secure design and coding will be covered in depth. Vulnerabilities and countermeasures for computer systems, mobile and web applications are explored. This course also covers Secure Development Lifecycle (SDL) needed to apply best practices for development and on-going support to secure software. F, S, SU

667 **Intelligence and Security Analysis.** (3) (Prereq: IST 660 with **"C"** or better) Course offers an advanced overview of the various structured analytical techniques used in the intelligence and security professions for conducting in-depth analysis and assessment. Emphasis will be placed on application of various models and computer-based applications for analysis. F, S, SU

669 **Special Topics in Information Security-Secure Cloud Computing.** (3) (Prereq: IST 650, IST 660, IST 661, IST 670, IST 671 with **"C"** or better) Course explores the special topics in security - specifically fundamentals of cloud computing and addresses the cloud security related risks, issues and challenges associated with the cloud by exploring the security architectures, cloud software security and cloud networking security tools and techniques. Project work in this course would include detailed solutions to the cloud computing security related industry problems.

670 **Data Management and Analytics.** (3) Course deals with the application of the data management process for analytics including analysis, design, data acquisition, cleaning, transformation, quality, structure, and security of the databases. Evaluation of how these data relate and aggregate in analytic databases, data marts, data warehouses, and how they are used by analytical tools will be explored through case studies and projects. F, S, SU

671 **Data Mining and Knowledge Discovery.** (3) (Prereq: IST 670 with **"C"** or better) Course covers the techniques to assess input data, quality of output as well as the principles and methodologies involved in the data mining. The course is designed to ensure the students have the ability to apply, analyze and evaluate different machine learning schemes and data mining algorithms. In addition, the construction of data-driven discovery and modeling of hidden patterns in large real-world data and text would be covered in this course. F, S, SU

675 **Semantic Web Technologies.** (3) (Prereq: IST 670 with **"C"** or better) Course provides an introduction to transition from traditional web to Semantic Web Technologies (SWT). Topics covered include the representation of structured web documents in XML, describing web resources in Resource Description Framework (RDF), Ontology Engineering (OE), Web Ontology Language (OWL), logic/inference and applications of SWT. F, S, SU

676 **Data Fusion.** (3) (Prereq: IST 670 with **"C"** or better) Course covers the introduction to the concepts, techniques, and issues surrounding the fusion of information from multiple sensors and sources of data. Topics include distributed data collection, linking of the data from a variety of platforms, ETL (Extraction, Transformation, and Loading) procedures, data warehousing technologies, data fusion techniques, information access and delivery. F, S, SU

677 **Data Visualization.** (3) (Prereq: IST 670 with **"C"** or better) Course covers the visual representations that can help in the analysis and understanding of complex data, design effective visualizations, and to create interactive visualizations using modern web-based frameworks. This course explores the data visualization tools and concepts to represent the data and insights visually**.** F, S, SU

678 **Business Intelligence and Analytics.** (3) Course provides an introduction to Business Intelligence, including analytics, processes, methodologies, infrastructure and current practices used to transform business data into useful information and support business decision-making. Students will learn to extract and manipulate data from these systems and

assess statistical analysis along with reporting options such as management, dashboards, and balanced scorecards. F, S, SU

679   **Special Topics in Data Analytics-Big Data Analytics.** (3) (Prereq: IST 650, IST 660, IST 661, IST 670, IST 671 with **"C"** or better) Course covers the fundamental concepts of Big Data management and analytics. In addition, this course is designed to equip the students with the analysis, design and development of the applications that deal with very large volumes of data as well as in proposing scalable solutions for them to aid business intelligence and scientific discovery. Project work in this course would include the implementation of solutions to the big data related industry problems. F, S, SU

799   **Thesis Research.** (1-6) (Prereq: IST 650, IST 660, IST 661, IST 670, IST 671) Course ensures that the student design, implement, and present, both orally and in writing, an original research project. Specifically, the student will have delineated a research topic; conducted a comprehensive review of the literature; developed appropriate methodology for investigating a topic; collected and analyzed data; interpreted the results; and made recommendations. The course serves as a culminating activity via a manuscript and an oral presentation. F, S, SU

Master of Arts in Liberal Studies (MALS)

600   **Core Seminar.** (3) (Prereq: Admission to MALS Program) This introduction to the concept of interdisciplinary graduate study explores a broad topic through various disciplinary issues. F

610   **American Studies.** (3) (Prereq: Admission to MALS Program and MALS 600 prereq or coreq) Course investigates what it means to be American and identifies how those meanings have changed over time. Students will explore materials used in a multitude of disciplines and will be asked to interpret such documents as historical primary sources, literary works, films, photographs, music and art. F, S

635   **International Studies.** (3) (Prereq: Admission to MALS Program) Course focuses on an issue (environmentalism, globalization, humanitarian relief efforts, peace studies, etc.) of international importance. F, S

650   **Graduate Research Methods.** (3) (Prereq: Admission to MALS Program and MALS 600 prereq or coreq) Course introduces students to the skills necessary to explore a range of topics suitable for study in the program. In addition to providing practice in locating and synthesizing information from a variety of academic resources, the course will also introduce students to other research methodologies (field, research, ethnographic studies, statistical analysis) and to theoretical and conceptual issues associated with humanities research. F, S

671   **Leadership in the Public Sphere.** (3) (Prereq: Admission to MALS Program and MALS 600) Course focuses on the legal, social, and ethical issues that confront public leaders. Emphasis is placed on the roles and tasks of strategic leaders and the rhetoric, political tactics and organizational techniques that they use to navigate and solve the problems they face in order to create organizations with lasting impact. This course may be repeated with the approval of the adviser and professor. S

679   **Studies in World Film.** (3) (Prereq: Admission to MALS Program) Course gives students the opportunity to study masterwork of world film and to explore how these works are connected to broader cultural, social and historical processes. This course will also explore important monuments of film criticism and theory. F, S

699   **Independent Study.** (1-3) (Prereq: Admission to MALS Program and MALS 600) Guided by a faculty mentor, a student conducts an intense study of an issue salient to one's scholarly interests. A maximum of three (3) hours of 699 may be applied to the completion of the graduate degree. Course must be used for elective credits and must not be used to fulfill core program requirements. As Needed

700   **Graduate Writing, Documentation and Presentation.** (3) (Prereq: Admission to MALS Program and MALS 600 prereq or coreq) Course allows students to hone composition

and presentation skills necessary to complete a major project in their area of study. F, S

799   **Capstone Experience.** (3) (Prereq: Admission to MALS Program, MALS 650, MALS 700, 21-hours of course work in the program and adviser approval) Course serves as the culmination of the MALS degree as students complete either a thesis or an equally significant project based on their program of study and their academic interests. F, S

MASTER OF BUSINESS ADMINISTRATION (MBA)

500   **Accounting and Finance.** (4) Covers the financial accounting cycle, with emphasis on using financial statements to initiate and assess business operations. In addition, the course serves as an introduction to the time value of money, the capital budgeting process, financial statement analysis, working capital management, and the relationship between risk and return. SU

501   **Management and Marketing.** (4) Survey of the principles of management and marketing with emphasis on social and behavioral issues provides the basis for thinking about complex business situations in the framework of the management process. Students will also study 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. SU

502   **Statistics and Economics.** (4) Basic methods of descriptive statistics and statistical inference; probability, hypothesis testing, and linear regression with an emphasis on decision making in business. Additionally, this course is a study of fundamental principles and policies of a modern economy to include product markets, market structures, and regulatory issues. SU

503   **Tools For Business Analysis.** (2) Course provides students with a review of common technological tools used to gather, sort, summarize, and/or analyze business information to written and oral forms. It requires students to gather information utilizing research skills to address common business issues. It also focuses on developing intermediate level skills in the use of spreadsheets, word processing, and presentation software to organize, analyze, and display information for relevant stakeholders. F, S

600   **Project Management.** (2) Explores 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 environment today as it applies to industry, software development, or service management. F

601   **Managing Quality.** (2) Provides a systems and strategic approach towards quality management with the emphasis on process improvement tools and methodologies. The student will develop a practical approach for initiating total quality to achieve organizational excellence. The course will expose students to the elements of quality management as it applies to the hospitality and other service industries. F

602   **Managing Technology.** (1) The examination of the constantly changing technological landscape and how it affects the business world. The course will emphasize effectively managing this technology in order to develop a competitive edge with examples derived from real world leaders of industry. F

605   **Operations and Global Supply Chain Management** (3) Course provides students with concepts, techniques, and tools to analyze and improve core operational capabilities, and apply them to a broad range of industries. This focus is then expanded to include effective supply chain strategies for companies that operate globally with an emphasis on how to plan and integrate supply chain components into a coordinated system. Topics covered include production planning and control, inventory management techniques, logistical considerations, procurement and global sourcing considerations, risk pooling, quality management, process design, integrated planning and collaboration, and information sharing. S

610   **Leading People.** (2) The examination of leadership theory and practical application of

leadership skills at an interpersonal level. Emphasis will be on self-awareness and building leadership skills in order to prepare students to manage interpersonal relationships in an organizational setting. Topics covered may include management of the interview and hiring process, negotiation and conflict management, performance management and discipline, communication and perspective taking, leading high performance teams, motivation, and decision-making. This course extends students' existing background and awareness of the problems involved in managing people by providing structured exercises, cases, and discussion of human capital issues. F

611 **Leading Organizations.** (2) The examination of leadership at the organization level. Emphasis will be on preparing students for roles as organizational leaders. Topics covered may include organizational culture, organizational structure, organizational development and change, and current models of organizational leadership. The course will use project-based learning to provide students with opportunities to apply their organizational leadership knowledge and skills. S

615 **Leadership** (3) Course focuses on the practice of managing organizations and their people with a focus on the practical application of leadership at the interpersonal and organizational level. Emphasis will be on preparing students for roles as organizational leaders. This course will examine leadership styles, leadership strategies, and the influence process for managing change in organizations. F, S

620 **Financial Management.** (2) 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. F

621 **Value Management.** (2) Teaches students a variety of professional skills necessary to effectively run a business. This will be achieved through a computer simulation that will require students to call upon a variety of abilities in order to successfully complete the project. S

622 **Financial Institution and Markets.** (3) Course gives a basic introduction to financial institutions and markets globally with emphasis in the United States. The course is divided into four parts: the Federal Reserve as an institution, its structure and how it implements monetary policy; how interest rates are determined; an overview of financial markets including equities, fixed income, derivatives, and foreign exchange; and modern banking institutions and other financial intermediaries. Real-life examples will be used throughout the course, and the curriculum will have a special emphasis on rhetoric and communication skills. F, S

630 **Service Marketing.** (2) 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. S

631 **Marketing Strategy.** (2) Emphasizes analytical decision making within the functional areas of marketing giving the student an integrated view of marketing's role in an organization. S

633 **Sales and Relationship Management** (0-3) Course provides students with an overview of the theory and practice of personal selling, sales management and building relationships. Students will have the opportunity to get a feel for a variety of sales issues and learn the practical ins and outs of how wo sell products/services and develop their own branding strategy. SU

635 **Social Media Marketing.** (2) Course provides a thorough understanding of social media channels including social networking sites, online communities, forums, blogs, video-sharing sites, etc. Emphasis will be placed on the use of these channels as part of an overall marketing communication strategy. Specific topics addressed include targeting online customer through social media channels, effectiveness of social media marketing, and

evaluation methods. F, S

640 **Creativity and Innovation.** (2) Focuses on understanding and practicing creative thinking in an organizational setting. It will work with you to assist your ability to see how to repurpose existing resources to new uses. Students will gain skills in understanding and identifying opportunities arising from within or outside of an organization. Techniques for entrepreneurial and innovation idea generation will be explored. Processes for facilitating change, the transitioning of ideas into opportunities and persuading others to accept the change or opportunity will be covered. S

641 **Game Theory and Strategic Interaction.** (1) Introduces the student to the principles of game theory, the study of strategic behavior among parties. Game theory offers a systematic way of analyzing strategic decision–making in interactive situations. This course develops a conceptual framework for understanding business strategy. F

645 **Analysis of Pricing.** (1) Provides a highly focused study on pricing practices. Drivers of price sensitivity, market segmentation, product life cycles, transfer pricing, and strategic pricing will be discussed. Pricing practices are presented and discussed in a non- technical manner. F

650 **Managerial Responsibility and the Law.** (2) Understanding the nature and structure of the legal and ethical environment of society as it impacts management decision making and execution of business strategies. F

651 **Legal Topics for Managers.** (1) (Prereq: MBA 650) Course provides MBA students with opportunities to further enhance their knowledge and analytical skills through detailed focus on elective legal topics that arise from each in class session's business law meeting in MBA 650. F, S

655 **Sustainability and Social Responsibility.** (2) 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. F

660 **Global Business.** (0-6) Prompts students to analyze systematically the various institutional facets of the global business environment and their effect on the operations and management of firms.   Topics addressed will include such areas as foreign direct investment, export and import trade, supranational institutions that influence trade and investment, and monetary systems and financial markets. Attention is also devoted to country analysis, political risk, and contemporary issues such as off-shoring international expansion, corporate social responsibility, sustainability, and cross-cultural management challenges. S

675 **Current Topics in Entrepreneurship and Organizational Growth.** (2) Course provides students with overviews of current topics of interest to entrepreneurs, small business owners, those interested in growing organizations. Current academic work that supports specific recommendations about those current topics are used to increase generalizable understanding. Topic areas may vary widely and reflect either current hot issues facing entrepreneurs and those interested in growing organizations from popular press sources or current research and practices in the area. *This course may be repeated with different topical subtitles*. F, S

690 **Strategic Implementation.** (2) Develops a multiple stakeholder approach to organizational change efforts directed toward the implementation of strategic goals in the context of defined strategies. The course emphasizes a focus on dynamic adaptation and organizational alignment areas that promote effective critical change paths and continuous improvement. The course utilizes project-based and experiential approaches to engage critical reflection by students of such efforts in the context of real and simulated environments. S

699 **Graduate Business Skill Portfolio.** (1) Provides an interactive approach to graduate level business skills development. Emphasis will be placed on developing critical thinking,

logic, problem solving, and communication skills. Course may be repeated once for credit. F

MARINE SCIENCE (MSCI)

502   **Analytical and Field Methods in Environmental Chemistry**. (3) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library research. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week. F

502L   **Analytical and Field Methods in Environmental Chemistry Laboratory**. (1) MSCI 502L demonstrates the topics and principles presented in MSCI 502. Three laboratory hours per week. F

510   **Earth Systems Science**. (3) Earth systems science is the interdisciplinary study of the interaction between the earth's biosphere, atmosphere, hydrosphere, and geosphere. Lecture, lab, and discussion topics include origin of the solar system and earth, earth's interior and plate tectonics, climate, oceans, geological resources, ecosystems, and a major focus on global environmental change and sustainability. SU

510L   **Earth Systems Science Lab**. (1) Laboratory course designed to accompany study in MSCI 510. SU

516   **Hydrogeology**. (3) (= GEOL 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Oral presentations on recent and pertinent literature required. F

516L   **Hydrogeology Lab**. (1) (= GEOL 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week. F

540   **Applied Coastal Geophysics**. (3) (Prereq: CMWS 601 or permission of instructor) A major discipline of geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Geophysical techniques provide an important quantitative means to define the characteristics and behavior of the earth/ocean/atmosphere system. Importantly, this allows information to be gathered in remote locations or sites that cannot be directly observed and can often provide a much more rapid and efficient means to sense broad areas quickly and relatively inexpensively compared to many direct observation and measurement techniques. Geophysical techniques are routinely applied globally to define planetary scale behavior as well as to very local applications such as measurement of turbidity and current velocities or local habitat/resource mapping. S

545   **Coastal Processes**. (3) (Prereq: MATH 161, MSCI 301 or permission of instructor) (Coreq: MSCI 545L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within estuaries and the coastal ocean. Beach, estuarine and shelf processes are examined in detail as to their importance to coastal management and protection. Focus is on application of standard process models and

morphodynamic concepts. F

545L Coastal Processes Laboratory. (1) (Prereq: permission of instructor) (Coreq: MSCI 545) The laboratory demonstrates the topics and principles presented in lecture. F

558 Fisheries Science. (3) (Prereq: permission of instructor) (Coreq: MSCI 558L) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries. F

558L Fisheries Science Laboratory. (1) (Prereq: permission of instructor) (Coreq: MSCI 558) The laboratory demonstrates the topics and principles presented in lecture. F

566 Diseases and Parasites of Aquatic Organisms. (3) A comprehensive survey of the **a**dversity of diseases and parasites affecting aquatic organisms. Particular focus will be placed on marine fishes and shellfishes in aquaculture environments. Major topics include identification of parasites and pathogens, life histories, host defenses, pathology and ecological or economic impacts.   Pathogens and parasites will include viruses, bacteria, protozoans, helminthes and arthropods. Three lecture hours per week. F

571 Biology of Marine Mammals. (3) (Prereq: permission of instructor) A comprehensive survey of the biology and ecology of marine mammals, including cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification, anatomy and physiology, sensory biology, communication, feeding, ecology aenergetics, social and reproductive behavior, and life history. A laboratory experience is included. S

572 Population Biology of Marine Organisms. (3) Study of the advanced principles of population biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology. S

573 Biology of Sharks. (3) (Prereq: permission of instructor) (Coreq: MSCI 573L) An introduction to the biology of sharks. Lecture component covers evolution, anatomy, behavior, natural history, physiology, conservation, and ecology. Classes will be held on campus and/or in the Bahamas. SU

573L Biology of Sharks Laboratory. (1) (Coreq: MSCI 573) Topics will include taxonomy, diversity, anatomy, physiology, capture and identification; telemetry tracking; and observation of shark behavior in both their natural habitat and captivity. SU

575 Marine Ecology. (3) (Prereq: Graduate Status) Course is a comprehensive survey of the major ecological processes and principles that structure living systems in the marine environment. Emphasis will be on classic and contemporary marine ecology research in habitats varying from intertidal marshes to deep-sea for ecological scales ranging from individual organisms to ecosystems. F

576 Marine Plankton. (3) (Coreq: MSCI 576L) Study of the structure and function of planktonic communities. The roles of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as mineral cycling, energy flow, predatory/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. A review paper on a selected topic will be assigned. Offered every other year in spring. S

576L Marine Plankton Laboratory. (1) (Coreq: MSCI 576) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of a field or laboratory study dealing with planktonic processes in estuarine or marine environments and may require weekend commitments. Students will be responsible for selecting and moderating the discussion of a series of research papers associated with the research topic

of the semester. Offered every other year. S

578   **Marine Invertebrate Zoology.** (3) (Prereq: BIOL 302/302L or BIOL 370/370L) (Coreq: MSCI 578L) A comprehensive survey of the functional morphology, life history ecology, and relationships between marine invertebrate taxa.   Focus will be on the Porifera, Cnidaria, Ctenophora, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata, and invertebrate members of Chordata. Global issues related to invertebrates and their roles in food webs, fisheries, and aquaculture will also be discussed. Three lectures hours and three laboratory hours per week. F

578L   **Marine Invertebrate Zoology Lab.** (1) Laboratory demonstrates the topics and principles presented in lecture. Field and laboratory activities will emphasize observational skills for analysis of the structural adaptations of live marine and estuarine invertebrates. Three laboratory hours per week. Some field trips may extend beyond the class period or be scheduled for weekends. F

579   **Marine Benthic Ecology**. (3) A comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Covered topics include: intertidal communities, roles of predation and competition, cryptic coloration, biodiversity, benthic pelagic coupling, landscape ecology, anthropogenic impacts, and more. Three lecture hours per week. Every other year. S

579L   **Marine Benthic Ecology Laboratory**. (1) The lab component of the course involves one or more field studies after description and demonstration of some common methods. Every other year. S.

599   **Directed Research**. (3-6) Structured research project for in-service teachers, conducted with faculty direction and participation. Projects explore marine or related problems using the scientific method. F, S

MATHEMATICS (MATH)

510   **Algebraic Thinking for Middle School Teachers**. (3) Algebraic expressions, equations and systems of equations, inequalities and systems of inequalities, functions and relations, operations with exponents, problems and applications. Graphing calculators, computer algebra systems, spreadsheets and manipulatives are included. SU

520   **Problem Solving Strategies for Middle School Teachers**. (3) Methods of problem solving required for middle school students: diagrams, systematic lists, pattern recognition, matrix logic, sub-problems, unit analysis, forward-backward methods, recursive relationships, and various ways of organizing information. Spreadsheets and graphing calculators are included. SU

532   **Modern Geometry**. (3) Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology. SU

612   **History of Mathematics**. (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Investigation of the history of mathematics from 3000 B.C. to present time. SU

670   **Number Theory**. (3) (Prereq: Grade of C or above in MATH 161 or the equivalent) Induction, divisibility theory, primes, congruences, Fermat's Theorem, number theoretic functions, primitive roots and indices, quadratic reciprocity law, perfect numbers, Pythagorean triples, Fibonacci numbers, and continued fractions. SU

675   **Introduction to Graph Theory**. (3) (Prereq: MATH 174, 220 or the equivalent) Graphs, paths, cycles, trees, matchings, cuts and flows, colorings, and planarity Hamiltonian Cycles. SU

MUSIC EDUCATION (MUED)

520   **Orchestration and Arranging**. (3) An introduction to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging are covered as well as the practical rearranging required of school and church music directors. Technology Intensive. As Needed

534A   **Advanced Choral Conducting**. (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conducting a choir. This will be a combination of studio instruction and laboratory experience. As Needed

534B   **Advanced Instrumental Conducting**. (3) (Prereq: Admission to a graduate program and permission of instructor) Study of applied techniques, score study, analysis and interpretation as it relates to conducting a wind band. This course will be combination of studio instruction and laboratory experience. As Needed

542   **Foundations of Elementary Music Education**. (3) Principles and practices for teaching music in grades Pre K-6. Emphasis is given to planning, teaching and evaluating general music lessons at different levels based on the National Standards for the Arts and to utilizing techniques and materials from a variety of approaches including Kodaly and Orff Pedagogy. SU

543   **Foundations of Secondary Music Education**. (3) Teaching and organization of music classes in middle and senior high school focusing on state and national standards. Emphasis will be given to the areas of general, instrumental, and vocal music. Includes consideration of performance and non-performance classes and implications of the National Standards for the Arts. As Needed

551   **Principles and Methods of Teaching Music**. (3) An overview of the total music program in a variety of school settings to include the development of artistry in musicianship, and pedagogy. F, S

560   **World Music: Cross-Cultural Communication in Contemporary Education**. (3) Study of important musical genres and practices outside the direct influence of Western practice and history. Some of the world's great musical and cultural traditions are experienced through performance, analysis, and discussion of the music within the greater context of the society. Ancillary topics include religion, philosophy, language patterns, cultural history and traditional customs. As Needed

561   **Brass Methods**. (3) A course emphasizing development of student performance skills on trumpet, trombone, French horn, and tuba. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos, and selections from elementary method books. F

562   **Woodwind Methods**. (3) A course emphasizing development of student performance skills on clarinet, saxophone, bassoon, oboe, and flute. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos and selections from elementary method books. As Needed

599   **Special Topics in Music**. (3) (Prereq: Admission to a graduate program and permission of instructor) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for student to do in-depth study of specific areas of concern. As Needed

661   **Percussion Methods**. (3) Study of snare drums rhythm and techniques common to most percussion instruments. Major topics covered include mallet instruments, rudiments, concert and marching percussion techniques. Students perform elementary solos and selections from elementary method books. As Needed

662   **String Methods**. (3) Study of violin, viola, cello and string bass. Techniques of bowing and fingering needed to instruct beginning string classes are emphasized. Topics covered

include nomenclature, care of the instrument, tuning, development of proper playing position, tone production, fundamentals of bowing, finger patterns and scales, rhythms and melodies. S

MUSIC TECHNOLOGY (MTM)

510   **Acoustics**. (3) The study of music acoustics and the behavior of sound, including music instrument acoustics, room acoustics, sound reinforcement, tuning and tonality, and the basic physical and perception functions of the human ear. Students are trained to understand the creation and manipulations of sound for recording, editing, production, and composition. F, S

520   **Musical Skills for Engineers** (3) Developing musical skills for communication and Efficiency in the Recording Studio, including listening for musical structure, intonation, modulations, harmonic structure, and rhythm. There will be an added emphasis on producing from a musical perspective in order to create the optimum creative/commercial environment and obtain the best musical results. F, S

521   **Technical Skills for Engineers** (2) Developing technical skills helpful for Recording Engineers working in professional or home studios, including: computer repair, data management, studio set-up and physical routing, cable repair, and invoicing/billing. F, S

530   **MIDI and Music Programming** (3) Introduction and application of synthesizer programming, the Musical Instrument Digital Interface (MIDI),and virtual instruments for use in creating music via Pro Tools,Reason, and other DAW affiliated software programs (Drum,String,Synth,etc). Additional emphasis on the history, theory, and use of electronic instruments in music and media formats, F, S

535   **Musical Skills for Engineers** (1) (Prereqs: Audition and/or permission of the instructor) Rehearsal and performance of electronic music to be performed live or recorded. Structure, genre and instrumentation will vary year-to-year at the mutual agreement of the instructor and ensemble members. Performance ensemble affiliated with Masters in Music Technology. Taken twice in program. S

591   **Graduate Recording Technology I** (3) 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). F

592   **Graduate Recording Technology II** (3) (Prereq: MTM 591) A continuation of MTM 591. Simultaneous multi-track recording, mixing, automation setup and function, along with basic Virtual Instrument application will be covered. Project oriented in that students will be assigned in studio as well as recording projects. Various stereo microphone techniques, instrumental and vocal, all implemented into student recording and mixing projects. Basic MIDI principles will be implemented, utilizing hardware and software (virtual instruments). S

610   **Composing for Media I** (3) Introduction to composing music for small ensembles to be synched with short media formats. Students will learn basic compositional considerations, limitations and theory of media composition to create original works via programming and live audio on an appropriate digital audio workstation. F, S

611   **Composing for Media II** (3) (Prereq: Successful completion of MTM 610) A continuation of composing music for media with a focus on larger ensembles (chamber) and longer format media samples for Film, Television, and Video Games. Topics include effectively supporting narrative, orchestration techniques, and technical synching and programming issues. Students will create original music works via programming and live audio on appropriate digital audio work stations. F, S

620 **Advanced Mixing and Mastering Techniques** (3) (Prereq: Successful completion of MTM 591 and MTM 592) Focus on post-production audio recording techniques, including: editing, submixing, mixing, and mastering for "radio-ready" tracks and projects. Students will examine various professional models and "reverse engineer" with raw audio tracks to create industry-standard sonic soundscapes. F, S

698 **Music Technology Final Project** (3) Culminating document of M.A. in Music Technology Curriculum serving as a cornerstone of a professional portfolio. Students will work individually with an advisor in creating a final project encompassing skills gained via the degree program. Should include both commercial applications and elements of media writing, F, S

PHILOSOPHY (PHIL)

610 **Advanced Moral Issues.** (3) (Prereq: Admission to MALS Program) This graduate seminar is an exploration of topics in contemporary moral issues such as: normative ethical theories including ethical egoism, utilitarianism, and deontology; and topics in applied ethics such as intellectual property rights, ethics of war, race and racism, gender and sexism, media ethics, bioethics, and environmental ethics. S, Alternating

PHYSICS (PHYS)

782 **Topics in Contemporary Physical Science for Teachers**. (4) Discussions of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, IV games, and other topics of current interest to teachers. SU

783 **Modern Physics for Teachers**. (3) Fundamental concepts of modern physics. The experimental basis for quantum theory and the theory of relativity. SU

787 **Design of Physics Laboratory and Demonstration Experiments for Teachers**. (4) Design and performance of qualitative and quantitative demonstrations and experiments to display physical phenomena. SU

POLITICS (POLI)

501 **Contemporary Issues in International Relations**. (3) Intensive study of selected global problems. As Needed

532 **International Relations of the Middle East**. (3) An examination of the relations among the Middle Eastern states and great power impact on them. Special attention is given to national politics of oil, and pan-Arabism. As Needed

534 **Contemporary East Asian Politics**. (3) (Prereq: Permission of instructor or graduate admission) This course is designed to offer an intensive study on domestic politics of four major East Asian countries (China, Japan, South Korea, and North Korea) and their international relations. While these countries' historical and cultural background is introduced at the beginning of this course, our major focus is on their politics and international relations in the post-WWII era. As Needed

535 **Globalization**. (3) A survey of the various theories and issues surrounding the process of globalization and anti-globalization within the study of international relations. The course will draw on historical, economic, financial, cultural, and political issue areas of globalization in a multitude of world regions. As Needed

539 **International Law**. (3) (Prereq: POLI 101, POLI 315 or permission of instructor) Study of the origin, development, and principles of the international law of peace. The enforcement of these principles, the law of war, and the pacific settlement of disputes is presented. Students who have completed POLI 439 are not eligible for this course. As Needed

560 **Advanced American Government**. (3) (Prereq: Permission of instructor) Survey course

in American government. A content-based course that examines the fundamental principles and major institutions of American government. S, SU

661   **Advanced Public Policy** (3) Course is an advanced exploration of 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. S, SU

620   **Global Environmental Politics.** (3) Course is an analysis of the global environmental governance regimes developed since 1972 and its application for future environmental regimes. This course will survey various international environmental laws and treaties with an emphasis on comparative analysis. F, S, SU

621   **Sustainable Development.** (3) Course examines important questions surrounding the term "sustainable development" and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. F, S, SU

661   **Advanced Public Policy.** (3) Course is an advanced exploration of the nature of public policy in the U.S. Topics include theories and models of policy making, policy information 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. S, SU

PSYCHOLOGY (PSYC)

501   **Cognitive Processes**. (3) Experimental approaches to cognitive processes, attention, intelligence, cognitive growth, problem solving, and concept information. SU

582   **Advanced General Psychology**. (3) A graduate-level overview of the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, human development, social behavior, abnormal behavior, and the biological bases of behavior, in addition to some other selected topics. SU

RELIGION (REGL)

600   **Advanced Topics in World Religions.** (3) (Prereq: Admission to MALS Program) Course is an advanced study of a selected topic in one or more of the world's religious traditions. Topics may include mysticism, saints, religion and society, sacred space, buildings and iconography, and focus on specific beliefs, practices, traditions, and texts. This course may be repeated for credit if content is different. F

601   **Advanced Topics in Southern Religion.** (3) (Prereq: Admission to MALS Program) This seminar surveys the evolution of southern religion from its beginnings to the arrival of new religions and movements in the twentieth century, and the development of denominational churches and impact of socio-political developments, and southern religion in terms of contemporary global connections. S

SOCIOLOGY (SOC)

582   **Overview of Sociology.** (3) A graduate level overview of sociological facts and analysis of group-making processes and products. SU

SPANISH (SPAN)

610   **Advanced Topics in Literature and Culture**. (3) Intensive study of selected topics in the literature and culture of Latin America and/or Spain. Class format includes reading assignments, lectures, discussion, oral and written reports. Topics vary. As Needed

620   **Seminar on Latin American Poetry**. (3) Intensive study of selected topics in Latin American poetry. A course designed to develop students' appreciation of poetry and to develop critical approaches to poetic text. A study of representative movements and authors. As Needed

630   **Seminar on Hispanic Cinema**. (3) Survey of Latin American cinema in the context of world film. Introductions to the semiotics of cinema and development of critical skills. As Needed

640   **Graduate Language Seminar**. (3) Advanced study of grammar, syntax, and composition. Emphasis on mastery of complex language structures. Oral and written examinations included. As Needed

650   **Masterpieces of Hispanic Literature and Culture**. (3) Intensive study and analysis of one or a few masterpieces of Hispanic literature and culture. Emphasis placed on any of various forms of the artistic, cultural or literary expressions of the Hispanic world. As Needed

660   **Seminar on Latin American Intellectual Thought**. (3) Intensive study of selected topics in the history of Latin American intellectual thought. Class format includes reading assignments, lectures, discussion, oral and/or written reports. Topics vary. As Needed

SPORT MANAGEMENT (SPT)

501   **The Sport Industry.** (3) Course is intended to provide students with an introduction to the field of sport management. Special emphasis is placed on the history of sport management, management constructs, organizational theory, levels of sport opportunities, and trends within the field. Students will be acquainted with issues through discussion of pertinent theories and through experiential studies of sport practitioners. F, S

510   **Governance and Policy in Sport.** (3) Course is designed to provide knowledge and awareness of the rules, regulations, and/or policies governing various sport organizations. The course will specifically highlight the mission, membership, financial and organizational structure related to professional sport, international sport, intercollegiate sport, scholastic sport and amateur sport. An understanding of the differences in how sport is governed is critical to the continued growth of the industry. F, S

512   **Issues in Intercollegiate Athletics.** (3) Course is intended to provide students with comprehensive coverage of issues present in intercollegiate athletics with an emphasis on theoretical and practical application of sport governance and leadership. Special emphasis is placed on the history of intercollegiate sport, governance, race, and gender in intercollegiate athletics. Students will be acquainted with issues through discussions of pertinent theories and through experiential studies of intercollegiate athletic governance. F, S

515   **Legal Issues in the Sport Industry.** (3) This Sport Law course is designed to enable sport business management graduate students to expand their knowledge of some of the laws, rules and regulations that apply to the sport business industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, and contract and business law. The purpose of the course is to provide graduate students with an understanding of the legal issues involved in the operation and management of organizations in the sport business industry and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. F, S

520   **Game Theory and Strategic Thinking in Sport Operations.** (3) Course is designed to provide a basic introduction to the concept of game theory as a manner of developing strategic and logic based thinking to be applied to the sport industry. Topics will include inductive reasoning, dominance, rationalizability, Nash Equilibrium, competition, negotiations, and risk. F, S

530   Leadership Theory and Applications in Sport Settings. (3) Course is designed to provide students with an overview of contemporary organizational leadership theories and concepts. Special emphasis will be on effective leadership principles and practices applicable to the sport management profession. Students will analyze topics such as leadership theory, motivation, organizational communication, conflict management, organizational culture, strategic planning, and professional ethics. F, S

550   Facility Management and Sport Venue Operations. (3) Course is designed to develop practical competencies necessary to effectively manage sporting facilities and events. The course is a combination of theoretical discussions and hands-on practical experience. F, S

560   Understanding Sport Fan Behavior. (3) Course is intended to provide students with comprehensive coverage of sport spectator consumer behavior with an emphasis on theory development, review of research, and marketing applications. Special emphasis is placed on various models and paradigms relevant to sport spectator consumption behavior. Students will be acquainted with issues through discussions of pertinent theories and through experiential studies of sport consumers. F, S

565   Revenue Generation and Fiscal Management in Sport. (3) Course is designed to examine both economic and fiscal theories as they are applied to the sport management industry. Various economic and fiscal issues will be explored with a focus on making effective fiscal decisions. F, S

580   Research Methods in Sport. (3) The purpose of this course is to provide students with the appropriate skills and perspectives to conduct effective research on problems facing the decision-makers in the sport industry. Basic methodological approaches to research, how to use data tools and programs commonly used in a business and/or research setting, and how to analyze data using basic statistical techniques common in sport management research will also be discussed. F, S

590   Graduate Internship. (3-6) The purpose of an internship or experiential learning experience is to allow students to gain valuable work experience related to sport management. This experience is designed to complement the course work by combining practical and theoretical applications as related to the field.   As such, this course is designed to provide a rigorous, comprehensive, hands-on learning in order to expand students work experience.   The internship is a closely supervised field experience which requires a rigorous time and energy commitment from students. Students may opt to take internship in lieu of research thesis. F, S

595   Special Topics. (3) Course will be centered around current topics and trends specifically related to sport management. The course will include reading and research on selected topics and issues related to the special nature of the course. The course may be repeated one time for credit. F, S

599   Research Thesis. (3-6) Course focuses on developing the understanding of how to use research to solve problems for entities or organizations. Specifically, students will learn how to identify a problem, analyze the situation, gather relevant information, interpret the information, and propose a solution. F, S

STATISTICS (STAT)

500   Probability and Statistics for Middle School Teachers. (3) Study of topics in probability and statistics appropriate for middle school teachers. SU

601   Conceptual Statistics. (3) Designing experiments, descriptive statistics, probability, concept of chance, models estimation, and testing. SU

603   Research Methods. (3) (Prereq: STAT 201) Nature of surveys, planning and coverage of surveys, basic ideas of sampling experiments and investigations, scaling methods, response errors, and processing data. SU

THEATER (THEA)

695   **International Theatre Experience**. (3) (Prereq: Admission to the MALS Program) Offered as a study abroad course during Maymester or Summer. Students will be immersed in the cultural activities and historical influences of International Theatre. Course will consist of travel abroad to a major international city, reading plays, attending productions at state-supported theater and opera companies in the country of choice, attending lectures, engaging in research and participating in tours and leisure events. While command of the language spoken is not requisite for this course, it will enhance participants' experience. M, SU

WOMEN'S AND GENDER STUDIES (WGST)

625   **Gender and Sexuality in the United States**. (3) (Prereq: Admission to MALS Program) An interdisciplinary seminar on topics in American gender and sexuality studies: movements, and revolution in American sexuality; modern masculinity and sexual violence; lesbian, gay, bisexual, transgender, and queer studies; gender socialization, communication, identity and performance; feminist philosophy and the intersection of race, class, and gender in course topics. F, S, MY, SU

630   **Gender and Sexuality: A Global Perspective**. (3) (Prereq: Admission to MALS Program) An interdisciplinary seminar on topics in global gender and sexuality studies: the representation of transnational gender and sexuality; transnational sexual economy, sex work, tourism and trafficking; "sexual rights" discourse and legislation; HIV/AIDS organizing; LGBTQ identity and laws; post colonialism and the intersection of race, nationality, class, and gender. F, S, MY, SU

Map of University

Virtual Tour and Campus Map