



GRADUATE PROGRAMS



GRADUATE PROGRAMS

Coastal Carolina University is a primarily undergraduate, comprehensive liberal arts institution committed to excellence in teaching, research, and public service. Graduate programs of study leading to the Master of Education are offered through the College of Education in the areas of early childhood education, elementary education, secondary education (with specializations in English, mathematics, natural sciences, and social studies), and educational technology. The Master of Education degree is not intended for students seeking initial teacher certification; teacher certification is required for admission. The Master of Arts in Teaching degree is also offered through the College of Education with specializations in art, English, foreign languages, mathematics, music, science and social studies. The Master of Arts in Teaching is considered as a teacher preparation degree at the graduate level. Successful degree completers will be eligible for a South Carolina teaching certificate.

Other graduate opportunities are available at Coastal Carolina University, including cooperative programs with other institutions as follows:

1. Graduate study leading the Masters in Business Administration (M.B.A) is available through a cooperative program with Winthrop University.
2. Graduate study leading to the Master of Education (M.Ed.) in Educational Administration and the Professional Masters in Business Administration (P.M.B.A) are available through cooperative programs with the University of South Carolina.
3. Graduate study leading to the Doctor of Philosophy Degree (Ph.D.) in Educational Leadership is available through a cooperative program with Clemson University.

The following pages contain information pertinent to graduate study at Coastal Carolina University. Information regarding Fees, Veterans Benefits, Confidentiality of Student Records, Dropping a Course, Withdrawal From All Courses, and Transcripts, is provided in an earlier section(s) of this catalog.

All graduate programs at the University are administered through the Office of the Provost, with each individual College that offers graduate programs having its own administrative responsibility for administering particular programs. For example, at the college level, the chief administrator of graduate programs in education is the Dean of the College of Education. Questions regarding admission to graduate study at the University may be addressed to the Director of Admissions; questions regarding admission into a particular degree program may be addressed to the Dean of the College. Applications for graduate study at Coastal Carolina University should be made directly to the Office of Admissions. Prospective students should submit a completed application form at least thirty days prior to the opening of the term in which they wish to enroll. A non-refundable application fee of \$35 is required of all applicants.

ACADEMIC REGULATIONS

Admission Categories

Students admitted to graduate study are placed in either one of two general categories: candidates for degrees or non-degree candidates. Applicants are required to meet all standards for admission if they wish to pursue a degree program. The category of non-degree admission is available for qualified students with legitimate reasons for earning graduate credit without a degree objective. Non-degree admission is limited to twelve semester hours of credit. Certification admission is available for certified teachers whose purpose in enrolling is for renewal of a certificate only (limited to 12 hours in a 5 year period).

Academic Standards

Graduate courses will earn degree credit completed at a grade level of C or better, but the student's average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a B (3.0 on a 4-point system). A grade of C- is not considered to be at the C level. Additionally, the student's grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.0. 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.

An accumulation of grades of C+ or below on 12 credits of graduate course work taken at the University within a 6 year period will disqualify a student for a graduate degree. This rule applies only to courses taken for degree completion purposes; it applies even to courses taken in two or more degree programs.

Students who receive grades below B on 12 or more graduate credit hours, where these hours are being taken for degree completion purposes, are consequently suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students without the specific approval by the University. After a grade below B is 6 years old, it will cease to be a disqualifying factor.

Academic Discipline

Infractions of academic discipline at the University are dealt with in accordance with the Code of Student Conduct and Academic Responsibility. Examples of such infractions include but are not limited to cheating, plagiarism, and illegal use of old laboratory reports. Further information is contained in The Student Handbook, Office of Student Services or the Office of the Provost.

Admission Standards

For admission to any graduate program, graduation from a college or university accredited by a regional accrediting agency is required. The applicant's academic record should indicate that he/she carried an undergraduate program demonstrating adequate preparation in the field in which graduate work is to be undertaken. Admission to the University is processed in the Office of Admissions. Admission to a graduate degree program is determined by the admissions committee within the college where the graduate program is housed.

Advisement

Every graduate student admitted to a degree program is entitled to an adviser. Students admitted as non-degree students, that is, those who do not seek degree admission or who have not yet met all the conditions for degree candidacy, are not assigned to advisers. They may, however, consult with the designated graduate administrator within the college where their course work is offered about both specific and general information.

Appeals and Petitions

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

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

Appeals for Reinstatement

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

Applications for Degrees

All candidates for degree must file formal applications during the academic term of graduation with the Dean of the College where their degree program is housed. A \$35 nonrefundable graduation fee must accompany each application. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded. Applications for summer graduation are to be submitted by June 15. Any application received after the deadline will be regarded automatically as having been submitted for the following term. Diplomas will not be awarded retroactively or issued to students who have indebtedness to the University.

Attendance

Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason by the professor for requesting the student to withdraw from a course. Students who are auditing classes are expected to conform to the same attendance requirements as students registered for credit.

Auditing

All auditors must be admitted to the University and go through the regular registration process. Auditors will be charged the same fees as students taking courses for academic credit. The request for the privilege of auditing a course should be made to the instructional department concerned and should be for a specific semester. Auditing a course consists of attending classes. An auditor, however, is not responsible for assignments or examinations. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. Course work taken in a non-traditional format may not be audited. A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit (or who wishes to change from credit to audit) must do so no later than the last day for adding classes, as published in the University Academic Calendar.

Correspondence Courses

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

Course Loads

A student may enroll for a semester load not to exceed twelve (12) graduate hours. A student is classified as a full-time student for academic purposes with nine (9) or more hours during a fall or spring term, six (6) hours during the entire summer session. A student is classified as a part-time (half-time) student for academic purposes with six (6) credit hours during a fall or spring term.

Course Loads for Graduate Assistants

Graduate assistant applicants must be full-time students. Graduate assistants are required to carry a minimum of six (6) hours and may carry up to twelve (12) hours combined during both fall and spring terms. Assistants are expected to carry a minimum of three (3) credit hours each summer session.

Courses Outside Major Program Area

Students wishing to enroll in courses outside the area to which they have been admitted should do so only with the express permission of their advisers, the dean of the course, and should seek guidance from the dean of the college sponsoring the course regarding eligibility and prerequisites.

An individual who has been denied admission to a program may not continue to enroll in courses in that program without special permission of the dean of that college, even if admission is sought through another program area at the institution.

Credit by Examination

No graduate credit is offered by examination only.

Time Period - Maximum/Minimum Period Allowed

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

Students are advised that unforeseen circumstances may interfere with the schedul-

ing of any given course or degree offering and will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The program concerned will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Six years is regarded as the maximum time allowed for graduate credits for degree candidates. In case more time than 6 years is spent on the program, special arrangements may be made within the College where the program is housed for the revalidation of over-age credits in courses given by the institution. Any student who fails to complete his/her program in the period allowed becomes subject to changes in degree requirements adopted up to the date 6 years prior to his/her graduation. No program is to be completed in less than a 12 month period.

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 grade average. A grade of either satisfactory (S) or unsatisfactory (U) will be awarded, and those courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult his/her adviser and the Chair of the department offering the course prior to registration. Satisfactory/unsatisfactory grading is available only for courses specifically approved for such grading or individually by prior authorization of the Dean of the course.

Prerequisites

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

Revalidation

Regular graduate students of the institution desiring to revalidate over-age courses must secure permission of the Dean where the course is housed. The applicant must pay to the Bursar's Office, in advance of the examination, a fee of \$75.00 for each course revalidated. The fee is not refundable once the student has presented himself/herself to the instructor for the examination.

Senior Privilege

Qualified undergraduate students (it is normally expected that the student have a minimum grade point average of 3.0 on a 4.0 scale) may enroll for graduate credit in courses numbered 500 through 699. Graduate credit may be earned by an undergraduate student only if:

- a. the student is classified as a senior and has earned a minimum of 90 credits;
- b. prior to registration, the student has been accepted as a prospective graduate student and has completed the University Senior Privilege form;
- c. All required signatures on the Senior Privilege form have been secured, and
- d. the student is adequately prepared for graduate work in the field concerned.

In no case may a student's enrollment constitute more than a legal full-time academic load

of 12 credits. Work taken by undergraduate students at the graduate level may not be applied toward an undergraduate degree. Any course authorization should be obtained from the department and the College where the course is housed prior to registering for the course.

Transfer Credit

Up to 12 semester hours of credit with grades of B or above (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the following restrictions. Credit must have been earned at an institution accredited, at the time the course work was completed, by a regional accrediting commission. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an institution accredited by a recognized accrediting body, or the acceptance of credit for military education. Graduate credit will not be accepted for portfolio-based experiential learning which occurs prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the institution.

1. The credit must be approved by the graduate administrator and the Dean of the College where the student seeks to have the credit applied.
2. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit.

Valid Period of Admission

Admission to a graduate program is valid for one year. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission.

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

GENERAL REGULATIONS

Health Requirements

The University requires all students born after December 31, 1956, to be immunized against, or provide proof of immunity to, measles (rubeola) and German measles (rubella). Proof of immunity and/or immunization requires documentation of one of the following:

1. Two measles and one German measles (MR or MMR) shot after 1967 (but not before first birthday), or
2. Positive serum titers (blood antibodies) to measles and German measles, or
3. Physician-diagnosed measles illness and either shots or positive serum titer for German measles. (A diagnosis of German measles does not meet requirements.)

Identification Cards

Identification cards are required for all members of the University community. Upon completion of their first registration, students will be issued a photo-ID card for use over the duration of their tenure at the University. Photo ID's are processed by Aramark located in the Student Center.

Valid ID cards are required for entrance to campus activities and events, for the borrowing of library materials and resources (ID's must be barcoded), and for use of all campus facilities. University public safety officers are authorized by state laws to request students and staff to present identification cards on campus property at any time. All persons should present such cards, upon request to do so.

If ID cards are misplaced or destroyed, they can be replaced at a cost of \$10. For information regarding ID cards, contact the Identification Card Office, 349-2365, located in the Student Center.

Residence

The minimum residence requirement for the master's degree is two regular semesters or the equivalent in summer sessions. Six semester hours of work in a 5-week summer session constitute a full load; 9 to 12 semester hours constitute a full graduate load in a regular session.

The value of graduate study is enhanced by the pursuit of a unified program, the intellectual stimulus derived from contacts with fellow students, and close association with faculty. In consequence, candidates for the master's degree who are not enrolled for a full program of study during the regular academic year should meet residence requirements by pursuing their studies on a full-time basis in the summer sessions.

Vehicle Registration

The University recognizes the importance of providing adequate parking for all members of the community. Regulations regarding automobile registration and parking are distributed by the Public Safety Department. Students, faculty and staff are required to register their vehicles each school year.

GRADUATE PROGRAMS: COLLEGE OF EDUCATION

Coastal Carolina University graduate programs in education are administered by the College of Education. The Master of Education (M.Ed.) degree programs are designed to offer professional growth and development for qualified degree candidates. The Master of Arts in Teaching (M.A.T.) degree programs are designed to offer a route to teacher certification through graduate study as an alternative to undergraduate study. Students in all programs are provided with opportunities to inquire, analyze, and evaluate in their specialty areas at an advanced level from that normally associated with baccalaureate study. The conceptual underpinning of all graduate programs in the College of Education is the Reflective Practitioner. Reflective Practitioners are teachers who work as scholars in the classroom with the ability to make sound decisions using information at hand but also being able to gather pertinent information as needed. As many decisions are made in an environment that involves learners of varied interests and motivations, ability levels, and learning styles, Reflective Practitioners must possess a strong knowledge of the principles of learning and growth and development as this applies to these many contexts. Additionally, such teachers have to be able to do their work with a high level of efficiency and relevance frequently necessitating the use of different forms of technology and other instructional aides. The work of the Reflective Practitioner must reflect high ethical standards that relate to the classroom, the school, and the community.

Using this conceptual model, five qualities of the Reflective Practitioner are emphasized:

1. apply knowledge of learners and learning,
2. apply skills in research and scholarship,
3. work with diverse populations,
4. use computer technology to enhance classroom instruction, and
5. demonstrate high ethical standards.

Admission to Study

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

Admission to Degree Candidacy

Not later than the end of the second semester of graduate study, or the equivalent in summer sessions, each degree-seeking student, in consultation with a faculty adviser, must apply for Degree Candidacy. This is the earliest date at which admission to candidacy for a master's degree will be recognized. Students are prohibited from taking more than 12 credit hours of graduate study without either being admitted to Degree Candidacy or petitioning the University to be allowed to continue further in non-degree status.

Degree Expectations

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

1. Successful completion of an approved program of study, minimally 36 semester hours, of which at least 50 percent must be earned in courses numbered 700 or above. Students in secondary education programs are advised to complete 9-12 hours in the subject in which they are specializing.
2. Successful completion of a comprehensive examination covering the area of study. A comprehensive final examination in the major field of study is required for all degree candidates. The comprehensive examination should not be given more than two calendar years prior to the date at which all degree requirements are met. See program seminar requirement in degree requirement listings in each program for further details.
3. A minimum grade point average of 3.0 (B) is required on the total graduate program with a minimum average of B on all 700 and above level courses. An accumulation of grades below B on 12 hours of graduate work attempted at the institution will disqualify a student for a graduate degree in the College.
4. Every candidate for a degree 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 dean of the College. Typically, the adviser will be a specialist in the candidate's major area of study.

Though an adviser may be appointed, 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. The request for admission to a specific program is made formally at a later date.

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

Students seeking admission to a degree program where the program represents a notable difference from their baccalaureate level study traditionally are expected to engage in 9 to 12 additional semester hours of study in the specialized degree area beyond basic degree requirements.

Professional Development Courses

Students may apply up to six credit hours of graduate study with the designation PD (Professional Development) in the course prefix to a degree program where such study is approved by the student's adviser as being applicable to the student's academic program. Students should consult with their academic adviser prior to taking PD designated courses as to their applicability to degree completion.

Clinical Experiences in Master of Education (M.Ed.) Degree Programs

While the M.Ed. degree is designed to serve certified teachers in advancing themselves professionally, it is felt that applied learning through guided field study is an important part of this advancement. As with the undergraduate program of study, the graduate program also includes a defined clinical experience sequence which reinforces the College's Teacher as Reflective Practitioner conceptual model. Selected courses in the graduate program include clinical experiences away from the University campus for the purpose of reinforcing and advancing on-campus learning experiences. These experiences offer applied learning opportunities for students in the five theme areas of the conceptual model identified earlier in this section of the catalog.

Master of Education (M.Ed.) Degree in Early Childhood, Elementary and Secondary Education

The Master of Education (M.Ed.) degree programs in Early Childhood Education, Elementary Education, and Secondary Education are designed to offer professional growth and development for qualified candidates who are already professionals in the education profession. This specialized study is designed to extend the body of knowledge that would normally have been gained during related undergraduate study.

Admission Requirements

Applicants cannot be given continuing approval for graduate study and entry into degree-granting status into the aforementioned programs until the following required credentials have been received:

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.

3. A) report of scores on the Graduate Record Examination (GRE), or B) report of score on the Miller Analogies Test (MAT). Applicants are expected to have, minimally, a score of 800 on the GRE (no less than a score of 400 in both the verbal and quantitative or analytical portions; candidates for secondary Math and Science must have a minimum score of 400 on the quantitative portion), or a minimum score of 35 on the MAT. Scores must be no more than 5 years old.
4. Submission of a written analysis of program purpose and personal goals using The Teacher As Reflective Practitioner conceptual model as the guide for the analysis.
5. Evidence of teacher certification

MASTER OF EDUCATION

EARLY CHILDHOOD EDUCATION (36 CREDIT HOURS)

BASIC STUDIES (21 Credit Hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
ECED 740	The Young Child: Applying Theory and Research (3)
ECED 742	Advanced Study of Early Childhood Curricula & Program Models (3)
EDUC 749	The School and Modern Society (3)
EDUC 531	Microcomputers and Instruction (3)
ECED 797	Seminar in Early Childhood Education (3) This course includes a comprehensive examination and must be taken during the final twelve (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

ECED 744	Advanced Study of Language Development and Communication Skills (3)
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Select two (2) courses from the following:

ECED 608	Parent Involvement in Early Childhood Education (3)
EDUC 610	Integrated Reading and Writing Instruction (3)
ECED 750	Play Theory and Early Learning (3)
ECED 794	Types of Early Childhood Centers (3)
ECED 631	Special Topics in Early Childhood Education (3)

RELATED STUDIES (6 Credit Hours)

ECED 540	The Young Child: Behavior and Development in Early Childhood Education (3)
ECED 541	Integrated Early Childhood Curriculum I (3)
ECED 542	Integrated Early Childhood Curriculum II (3)
ECED 544	Language Development and Communication Skills (3)
ECED 546	Education of Young Children: Ecological Approach (3)
EDUC 600	Foundations of Reading Instruction (3)

Related studies are courses outside the required program that address the student's objectives. The student may select from courses listed above or from courses listed in other graduate education programs at the institution. Courses must be approved in advance by the student's adviser.

MASTER OF EDUCATION

ELEMENTARY EDUCATION (36 CREDIT HOURS)

BASIC STUDIES (21 Credit Hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
ELED 715	The Elementary School Curriculum (3)
ELED 717	Curriculum Problems in the Elementary School (3)
EDUC 531	Microcomputers and Instruction (3)
EDUC 749	The School and Modern Society (3)
ELED 780	Seminar in Elementary Education (3) This course includes a comprehensive examination and must be taken during the final (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

(One Advanced Study course is required.)

ELED 608	Parent Involvement in Elementary Education (3)
EDUC 610	Integrated Reading and Writing Instruction (3)
ELED 511	Teaching Writing in Elementary and Middle School (3)
ELED 870	Advanced Study of Language Arts in the Elementary School (3)
ELED 710	Social Studies in the Elementary School (3)
ELED 758	Advanced Study of Science in the Elementary and Middle School (3)
EDUC 755	Teaching Environmental Education (3)
ELED 540	Teaching Problem Solving, Geometry, and Measurement in the Elementary School (3)
ELED 740	Advanced Study of Teaching Mathematics in the Elementary School (3)
ELED 631	Specialized Topics in Elementary Education (3)

RELATED STUDIES (6 Credit Hours)

ELED 515	Science in the Elementary School (3)
ELED 645	Diagnostic Teaching of Arithmetic (3)
EDUC 600	Foundations of Reading Instruction (3)

Related Studies are courses outside the required program that address the student's objectives. The student may select from the courses listed above or from courses listed in other graduate education programs at the institution. Courses must be approved in advance by the student's adviser.

MASTER OF EDUCATION

SECONDARY EDUCATION ENGLISH (36 CREDIT HOURS)

BASIC STUDIES (18 Credit Hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
EDUC 725	Principles of Curriculum Construction (3)
EDUC 749	The School and Modern Society (3)
EDUC 531	Microcomputers and Instruction (3)
SCED 780	Seminar in Secondary Education (3) This course includes a comprehensive examination and must be taken during the final twelve (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

SCED 728	Advanced Study of the Teaching of English in Secondary Schools (3)
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Select two (2) courses from the following:

SCED 786	The Teaching of Literature in the Secondary School (3)
SCED 787	The Teaching of Composition in the Secondary School (3)
EDUC 610	Integrated Reading and Writing Instruction (3)
SCED 711	Special Topics in English Education (3)

CONTENT STUDIES (9 credit Hours)

ENGL 710	The Renaissance (3)
ENGL 711	Shakespeare I: The Comedies and Histories (3)
ENGL 712	Shakespeare II: The Tragedies (3)
ENGL 723	English Poetry of the Romantic Period (3)
ENGL 744	American Romanticism (3)
ENGL 781	History of the English Language

MASTER OF EDUCATION

SECONDARY EDUCATION MATHEMATICS (36 CREDIT HOURS)

BASIC STUDIES (18 Credit Hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
EDUC 725	Principles of Curriculum Construction (3)
EDUC 749	The School and Modern Society (3)
EDUC 531	Microcomputers and Instruction (3)
SCED 780	Seminar in Secondary Education (3)

This course includes a comprehensive examination and must be taken during the final twelve (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

SCED 764	Advanced Study of the Teaching of Mathematics in Secondary Schools (3)
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Select two (2) courses from the following:

EDUC 610	Integrated Reading and Writing Instruction (3)
SCED 773	Advanced Study of the Teaching of Computer Studies (3)
SCED 770	Computers in Mathematical Education (3)
SCED 766	Special Topics in Mathematics Education (3)

CONTENT STUDIES (9 Credit Hours)

MATH 532	Modern Geometry (3)
MATH 554	Introduction to Analysis (3)
MATH 574	Discrete Mathematics I (3)
MATH 674	Discrete Mathematics II (3)
MATH 701	Foundations of Algebra I (3)
MATH 752	Complex Variables (3)

MASTER OF EDUCATION

SECONDARY EDUCATION NATURAL SCIENCES (36-39 CREDIT HOURS)

BASIC STUDIES (18 Credit hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
EDUC 725	Principles of Curriculum Construction (3)
EDUC 749	The School and Modern Society (3)
EDUC 531	Microcomputers and Instruction (3)
SCED 780	Seminar in Secondary Education (3) This course includes a comprehensive examination and must be taken during the final twelve (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

SCED 732	Advanced Study of the Teaching of Science in Secondary Schools (3)
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Select two (2) courses from the following:

EDUC 610	Integrated Reading and Writing Instruction (3)
SCED 671	Computers in Science Education (3)
EDUC 755	Teaching Environmental Education (3)
SCED 701	Specialized Topics in Science Education (3)

CONTENT STUDIES (9-12 Credit Hours)

BIOL 570	Principles of Ecology, with laboratory (4)
BIOL 775	Plants of South Carolina, with laboratory (4)
BIOL 776	Animals of South Carolina, with laboratory (4)
PHYS 782	Topics in Contemporary Physical Science for Teachers, with laboratory (4)
PHYS 783	Modern Physics for Teachers (3)
PHYS 787	Design of Physics Laboratory and Demonstration Experiments (4)
MSCI 666	Ecosystems Analysis, with laboratory (4)
MSCI 675	Marine Ecology, with laboratory (4)
CHEM 560	Environmental Chemistry, with laboratory (4)
CHEM 705	Modern Instrumental Methods in Chemistry, with laboratory (4)
CHEM 709	Special Topics in Chemical Education (4)

MASTER OF EDUCATION

SECONDARY EDUCATION SOCIAL STUDIES (36 CREDIT HOURS)

BASIC STUDIES (18 Credit Hours)

EDUC 700	Introduction to Research in Education (3)
EDUC 706	Human Development and Learning Situations (3)
EDUC 725	Principles of Curriculum Construction (3)
EDUC 749	The School and Modern Society (3)
EDUC 531	Microcomputers and Instruction (3)
SCED 780	Seminar in Secondary Education (3)

This course includes a comprehensive examination and must be taken during the final twelve (12) credit hours of the degree program.

SPECIALIZED STUDIES (9 Credit Hours)

SCED 729	Advanced Study of Teaching History and Social Studies in Secondary Schools (3)
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Select two (2) courses from the following:

EDUC 610	Integrated Reading and Writing Instruction (3)
SCED 679	Multicultural Issues in Education (3)
SCED 759	Teaching Reasoning and Inquiry Skills (3)
SCED 733	Special Topics in Social Studies Education (3)

CONTENT STUDIES (9 Credit Hours)

ECON 524	Essentials of Economics (3)
HIST 642	Issues in Modern Russian History (3)
HIST 631	Issues in Southern History (3)
HIST 755	Issues in Twentieth-Century United States History (3)
HIST 770	Latin American History (3)
POLI 501	Contemporary Issues in International Relations (3)
POLI 503	American Political Thought (3)
PSYC 501	Cognitive Processes (3)
PSYC 582	Advanced General Psychology (3)

Master of Education (M.Ed.) Degree in Educational Technology

The Master of Education (M.Ed.) degree in Educational Technology prepares certified teachers for careers in school settings as specialists, instructors, coordinators or classroom teachers skilled in technology applications. As with the other M.Ed. degrees identified, the program is designed to offer a specialized growth and development opportunity to qualified candidates who are already professionals in the field of education.

Admission Requirements

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been attempted).
2. At least two letters of recommendation.
3. A) report of scores achieved on the Graduate Record Examination (GRE), or B) report of score achieved on the Miller Analogies Test (MAT). Applicants are expected to have, minimally, a score of 800 on the GRE (no less than a score of 400 on both the verbal and quantitative or analytical portions) or a minimum score of 35 on the MAT.
4. Submission of a written analysis of program purpose and personal goals using The Teacher as Reflective Practitioner conceptual model as the guide for the analysis.
5. Evidence of current teacher certification.
6. Successful completion of EDUC 531, or a passing score on the Educational Technology Entrance Examination (ETEE).

MASTER OF EDUCATION

EDUCATIONAL TECHNOLOGY

(36 CREDIT HOURS)

BASIC STUDIES (15 Credit Hours)

EDUC 604	Technology and Curricula (3)
EDET 760	Educational Technology and Leadership (3)
EDET 770	Field Experience in Educational Technology (3)
EDET 790	Technology and Society (3)
EDET 780	Seminar in Educational Technology (3)

This course includes a comprehensive examination and must be taken during the final twelve (12) credits of the degree program.

SPECIALIZED STUDIES (12 Credit Hours)

EDET 700	Principles of Instructional Design (3)
EDET 710	Educational Technology Tools (3)
EDET 740	Product Design and Development I (3)
EDET 750	Product Design and Development II (3)

ELECTIVES (9 Credit Hours)

*EDET 730	Educational Videography (3)
*EDET 742	Distance Education (3)
*EDET 744	Graphic Design (3)

*Sample electives

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

The Master of Arts in Teaching (M.A.T.) degree provides an alternative avenue of entry into the teaching profession through graduate level study. Degree programs are offered leading to certification in grades 7-12 in English, mathematics, science and social studies and to certification in grades PreK-12 in art, foreign languages (French and Spanish) and music. Two M.A.T. tracks of study are available as follows:

Track A is a program designed for the currently enrolled undergraduate student at Coastal Carolina University who desires to teach in one of the areas where the program is offered. Through study in this program the student is advised to major in the degree program or a related program at the undergraduate level where entry into the M.A.T. will be sought, complete 10 undergraduate education hours in specified course work, and enter into the M.A.T. degree program immediately after graduation. It is normally expected that the M.A.T. will be completed with one additional year of study. The candidate for the Track A program should consult his or her adviser in the appropriate major area for information on course work required for the degree and the 10 credit hours of specified education course work. Additional program-related questions may be directed to the graduate programs administrator in the College of Education.

Track B is designed for the student who already holds the baccalaureate degree and is seeking certification in one of the areas where the M.A.T. degree is offered. Track B candidates should contact the graduate programs administrator in the College of Education regarding admissions procedures and program requirements. Candidates are advised that additional requirements may be added to the program of study in support of the discipline background and/or study in general education.

The PRAXIS II content knowledge examination must be successfully passed by both Track A and Track B students prior to entry into the Internship II semester (Spring of each year) of the M.A.T. program. Students will not be placed in the Internship II experience until a passing score on the PRAXIS II exam has been verified by the Office of Teacher Education Program Information in the College of Education.

Admission Requirements

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. Submission of at least two letters of recommendation.
3. Evidence of having received a baccalaureate degree from a regionally-accredited institution with an overall minimum graduating GPA of 2.5 and a minimum GPA of 2.5 in content courses taken in the desired teaching field.
4. Completion of one of the following: A) report of scores achieved on the Graduate Record Examination (GRE), B) report of score achieved on the Miller Analogies Test (MAT), or C) baccalaureate completion with a minimum GPA of 3.0 and a minimum 3.0 GPA in the selected content area. The University expects successful applicants to have, minimally, a score of 800 on the GRE (no less than a score of 400 in both the verbal and quantitative or analytical portions) or a minimum score of 35 on the MAT. Candidates in the areas of math and science must have a minimum score of 400 on the quantitative portion. Scores must be no more than five years old.

5. Submission of a written analysis of program purpose and personal goals using The Teacher as Reflective Practitioner conceptual model as the guide for the analysis.
6. Acceptance by the College of Education on the basis of an evaluation of the candidate's total academic profile.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
ART
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
ARTE 549	Principles and Methods of Teaching in the Content Area/ Internship I (3)
ARTE 560	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
ART
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
ARTE 549	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
ARTE 560	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

*denotes courses with an accompanying clinical experience.

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
ENGLISH
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 547	Principles and Methods of Teaching in the Content Area/ Internship I (3)
EDUC 561	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
ENGLISH
(46 CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
EDUC 547	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
EDUC 561	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

*denotes courses with an accompanying clinical experience.

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
FOREIGN LANGUAGES - FRENCH
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 548	Principles and Methods of Teaching in the Content Area/ Internship I (3)
EDUC 562	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
FOREIGN LANGUAGES - FRENCH
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
EDUC 548	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
EDUC 562	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
FOREIGN LANGUAGES - SPANISH
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 548	Principles and Methods of Teaching in the Content Area/ Internship I (3)
EDUC 562	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
FOREIGN LANGUAGES - SPANISH
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
EDUC 548	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
EDUC 562	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
MATHEMATICS
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 540	Principles and Methods of Teaching in the Content Area/Internship I (3)
EDUC 565	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10
Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
MATHEMATICS
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (3)
EDUC 540	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625, and EDUC 702)
EDUC 565	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

*denotes courses with an accompanying clinical experience.

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
MUSIC
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
MUED544	Principles and Methods of Teaching in the Content Area/ Internship I (3)
MUED 558	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
MUSIC
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (3)
MUED 544	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
MUED 558	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

*denotes courses with an accompanying clinical experience.

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T) IN
SCIENCE
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 553	Principles and Methods of Teaching in the Content Area/ Internship I (3)
EDUC 565	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experiences in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
SCIENCE
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major area or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
EDUC 553	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
EDUC 565	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

*denotes courses with an accompanying clinical experience.

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
SOCIAL STUDIES
(36 GRADUATE CREDIT HOURS)**

Track A

The Track A M.A.T. program is designed to accommodate degree candidates who have received a baccalaureate degree from Coastal Carolina University in the major and who have successfully completed the specified 10 credit hours of undergraduate coursework identified below.

BASIC STUDIES (24 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 549	Principles and Methods of Teaching in the Content Area/ Internship I (3)
EDUC 563	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.

**SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)**

EDUC 225	Managing the Classroom (2) (Coreq: 225C)
EDUC 225C	Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375	Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C	Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415	Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C	Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)

**MASTER OF ARTS IN TEACHING (M.A.T.) IN
SOCIAL STUDIES
(46 GRADUATE CREDIT HOURS)**

Track B

The Track B M.A.T. program is designed to accommodate degree candidates who have already received a baccalaureate degree in the major area or a related discipline. Additional requirements may be added in support of the candidate's discipline background and/or study in general education.

BASIC STUDIES (34 Credit Hours)

EDUC 504	Technology and Instruction (3)
EDUC 615*	Teaching in Diverse Classroom Settings (3)
EDUC 618	Teaching of Reading in the Content Area (3)
EDUC 625*	Managing the Classroom (3)
EDUC 646	Basic Principles of Curriculum Development (3)
EDUC 702*	Human Development and Learning Processes (4)
EDUC 549	Principles and Methods of Teaching in the Content Area/ Internship I (3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)
EDUC 563	Internship II (9) (Successful completion of PRAXIS II required.)
EDUC 580	Internship Seminar (3)

**STUDY IN THE CONTENT AREA AT THE GRADUATE LEVEL
(12 Credit Hours)**

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.



COURSE DESCRIPTIONS - GRADUATE

ANTHROPOLOGY (ANTH)

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

ANTH 541, 542 Field Problems in Archaeology. [541,(3); 542, (6)] (Prereq: Anthropology 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.

ANTH 591 Selected Topics. (3) (Prereq: Anthropology 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.

BIOLOGY (BIOL)

BIOL 570 Principles of Ecology. (4) Selected ecology topics emphasizing research literature. Three lecture credits and three laboratory hours per week.

BIOL 775 Plants of South Carolina. (4) Lecture-laboratory-field course. Introduction to the major forms of plant life in their native habitats.

BIOL 776 Animals of South Carolina. (4) Lecture-laboratory-field course. Introduction to the major forms of animal life in their native habitats.

BIOL 778 Wetland Ecology for Teachers. (3) 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.

BUSINESS ADMINISTRATION (CBAD)

- CBAD 533** **Governmental Accounting.** (3) (Prereq: Grade of **C** or above in Business Administration 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.
- CBAD 535** **Advanced Accounting.** (3) (Prereq: Grade of **C** or above in Business Administration 332, or concurrent enrollment in Business Administration 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.
- CBAD 537** **Auditing Theory.** (3) (Prereq: Grade of **C** or above in Business Administration 291, 331 and 333) Generally accepted auditing standards governing external financial audits, audit techniques and procedures, evaluation of internal control systems and the audit opinion. S.

CHEMISTRY (CHEM)

- 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.
- CHEM 705** **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.
- CHEM 709** **Topics in Chemical Education.** (4) Selected chemical topics with emphasis on modern chemical concepts. Lectures, discussion, and laboratory.

CRIMINAL JUSTICE (CRMJ)

- CRMJ 521** **Constitutional Law.** (3) A study of judicial review, the political role of the courts, American federalism, the jurisdiction and limitations of the judicial branch, the power of taxation, the commerce power, the substantive and procedural rights of the individual, and the powers of the president.

EARLY CHILDHOOD EDUCATION (ECED)

- ECED 540 *The Young Child (Behavior and Development in Early Childhood).*** (3) Intellectual, physical, social, and emotional development, prenatal through grade four, within an ecological context. Critical thinking, creative expression, and diagnosis/assessment are emphasized.
- ECED 541 *Integrated Early Childhood Curriculum I.*** (3) Integration of content areas within the curriculum emphasizing mathematics and the sciences. Learning activities, materials, equipment, multicultural influences, and needs of exceptional children are addressed.
- ECED 542 *Integrated Early Childhood Curriculum II.*** (3) Integration of content areas within the curriculum emphasizing language arts, reading, and fine arts. Learning activities, materials, equipment, multicultural influences, and needs of exceptional children are addressed.
- ECED 544 *Language Development and Communication Skills.*** (3) The course deals with the relationship of language development and thinking to teaching the communicative skills of young children. Specific areas covered are activities designed to develop oral language facility, writing (handwriting, spelling, functional and creative writing) and listening. Specific techniques dealing with diagnosis of language development will be addressed.
- ECED 546 *Education of Young Children: An Ecological Approach.*** (3) An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children are addressed.
- ECED 608 *Parent Involvement in Early Childhood Education.*** (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings are reviewed.
- ECED 631 *Special Topics in Early Childhood Education.*** (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern.
- ECED 740 *The Young Child: Applying Theory and Research.*** (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional, and physical development of infants, toddlers, and young children will be examined. Special emphasis on implications for developing early childhood educational programs.

- ECED 742** **Advanced Study of Early Childhood Curricula and Program Models.** (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.
- ECED 744** **Advanced Study of Language Development and Communication Skills in Early Childhood Education.** (3) Provides an overview of the development of language and communication skills in children, birth through eight.
- ECED 750** **Play Theory and Early Learning.** (3) Theory, research, and practice related to the play of young children in various settings.
- ECED 794** **Types of Early Childhood Centers.** (3) An overview of the function, funding, management, and organization of the many varied programs for young children including research centers, private and agency controlled schools.
- ECED 797** **Seminar in Early Childhood Education.** (3) (Prereq: 24 semester hours of credit earned as specified on the master's degree program of study) Students will synthesize their graduate studies for a master's degree in early childhood education.

ECONOMICS (ECON)

- 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.

EDUCATION (GENERAL) (EDUC)

- EDUC 504** **Technology and Instruction.** (3) (Computer Usage) A hands-on laboratory approach to the study of the applications of technology in the classroom. Special focus is given to the integration of technology into the teaching process as well as the use of technology to enhance classroom management.
- EDUC 517** **Reading in the Middle School.** (3) Study of skills necessary for successful reading at the middle level and appropriate teaching methods for the acquisition of these skills. Included are comprehension, fluency, word attack, higher level thinking skills, content area reading skills, and study skills. Constructivist teaching methods are emphasized in conjunction with concerns for developmental and motivational issues of middle level students. A clinical field experience accompanies this course.
- EDUC 547** **Principles and Methods of Teaching in English.** (3) F *
- EDUC 548** **Principles and Methods of Teaching in Foreign Language.** (3) F *

EDUC 549 Principles and Methods of Teaching in Social Studies. (3) F *

EDUC 550 Principles and Methods of Teaching in Mathematics. (3) F *

EDUC 553 Principles and Methods of Teaching in Science. (3) F *

EDUC 554 Principles and Methods of Teaching in Music. (3) F *

*Study of methods, techniques, and materials appropriate to teaching the subject area chosen. The student is expected to plan, implement and evaluate specific lessons utilizing various resources and techniques. A clinical experience in public schools is included.

EDUC 558 Internship II (Music). (9) F, S. **

EDUC 560 Internship II (Art). (9) F, S. **

EDUC 561 Internship II (English). (9) F, S. **

EDUC 562 Internship II (Foreign Language). (9) F, S. **

EDUC 563 Internship II (Social Studies). (9) F, S. **

**Supervised teaching experiences related to the student's area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Pass/Fail credit.

EDUC 600 Foundations of Reading Instruction. (3) Reading and its curriculum implications: grades K-12 and adults. Current trends and issues.

EDUC 610 Integrated Reading and Writing Instruction. (3) Theoretical bases and techniques for teaching reading and writing using multiple subject areas.

EDUC 615 Teaching in Diverse Classroom Settings. (3) An investigation of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture.

EDUC 618 Teaching of Reading in the Content Area. (3) A study of the reading process and readiness to read as related to the teaching of academic areas found in public schools. Alternate methods of instruction and evaluation of concepts and skill development are presented. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.

EDUC 625 Managing the Classroom. (3) Study of effective principles and techniques of management in classrooms today. Attention is given to theories and strategies of management of students as well as class-

room organization and the relationship between motivation and management.

- EDUC 631** **Special Topics.** (3-6) Topics selected allow for specialized study of timely topics related to the field of education.
- EDUC 646** **Basic Principles of Curriculum Development.** (3) 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 standard-based curriculum, instruction and assessment.
- EDUC 700** **Introduction to Research in Education.** (3) Emphasis on the major methods and techniques of research employed by students of education. Off-campus clinical experiences are included in this course.
- EDUC 704** **Technology in Curricula.** (3) Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula.
- EDUC 706** **Human Development and Learning Situations.** (3) Presentation of theories and principles of human development that are particularly relevant to teaching. Application of such theories and principles to learning situations suitable to various age and grade levels. Off-campus clinical experiences are included in this course.
- EDUC 720** **The Middle School Curriculum.** (3) 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.
- EDUC 725** **Principles of Curriculum Construction.** (3) Presentation of methods and procedures to design, develop, implement, and evaluate curricula. Off-campus clinical experiences are included in this course.
- EDUC 749** **The School and Modern Society.** (3) Basic Concepts of the relation of the school to the social order; an analysis of the essential features of the 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. Off-campus clinical experiences are included in this course.
- EDUC 755** **Teaching Environmental Education.** (3 or 6) Rationale and strategies for teaching environmental education.

EDUCATIONAL TECHNOLOGY (EDET)

- EDET 531** **Technology and Education.** (3) Development of basic technology skills for educational settings. Applications of word processing, spreadsheet, database, multimedia and Internet technologies.
- EDET 704** **Technology in Curricula.** (3) Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula.
- EDET 700** **Principles of Instructional Design.** (3) Systematic design of products for education and training. Emphasis on instructional goals, teaching methodologies, and evaluation techniques.
- EDET 710** **Educational Technology Tools.** (3) Essential technology installation, productivity, and maintenance skills.
- EDET 720** **Psychology of Educational Technology.** (3) Application of major theories and principles of human learning and development to the design of educational technology products and systems.
- EDET 730** **Educational Videography.** (3) (Prereq: EDET 710) Planning, producing and managing videographic content for educational settings.
- EDET 740** **Product Design and Development I.** (3) (Prereq: EDET 710) Application of essential technology tools to instructional product development.
- EDET 742** **Distance Education.** (3) Application of instructional design, learning theory, pedagogy, and technology to models of distance education.
- EDET 744** **Graphic Design for Instruction.** (3) (Prereq: EDET 700, 710) Theory and application of graphic design for print and non-print instructional products.
- EDET 750** **Product Design and Development II.** (3) (Prereq: EDET 740) Application of advanced technology tools to instructional product development.
- EDET 760** **Educational Technology Leadership.** (3) Research, theory and models of managing technology resources--facilities, personnel, financing, acquisition, development, policy and training.
- EDET 770** **Field Experiences in Educational Technology.** Field-based observation, planning, implementation, management and assessment of educational technology products and systems.
- EDET 780** **Seminar in Educational Technology.** (3) Capstone experiences in design, delivery and evaluation of educational technology products and systems. Portfolio development.

- EDET 790** **Technology and Society.** (3) Ethical, legal, and human issues relative to the evolution of technology and its probable future roles in society. Emphasis on instructional implications.

ELEMENTARY EDUCATION

- ELED 511** **Teaching Writing in Elementary and Middle School.** (3) Writing instruction in relation to the developmental characteristics of children through preadolescence.
- ELED 515** **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.
- ELED 540** **Teaching Problem Solving, Geometry, and Measurement in the Elementary School.** (3) Problem-solving, measurement, and geometry in the school mathematics curriculum; identification of concepts and skills to be taught, teaching methodology.
- ELED 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.
- ELED 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.
- ELED 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.
- ELED 710** **Social Studies in the Elementary School.** (3) Selection, classification, and organization of materials in the field of social studies in the elementary school.
- ELED 715** **The Elementary School Curriculum.** (3) Critical study of the modern elementary school curriculum.
- ELED 717** **Curriculum Problems in the Elementary School.** (3) (Prereq: Elementary Education 715) A course designed to examine the internal facets of the elementary school, including the library; health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting.
- ELED 740** **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.

ELED 758 **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.

ELED 780 **Seminar in Elementary Education.** (3) (Prereq: 24 semester hours of credit earned as specified on the master's degree program of study) Students will synthesize their graduate studies for a master's degree in elementary education.

ELED 870 **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.

ENGLISH (ENGL)

ENGL 690 **Special Topics in Composition.** (3) Course content varies.

ENGL 710 **The Renaissance.** (3) Study of representative poetic, dramatic, and prose works of 16th century England.

ENGL 711 **Shakespeare I: The Comedies and Histories.** (3) Survey of leading examples of the two genres in relation to the conditions of Shakespeare's time and modern critical views of the plays.

ENGL 712 **Shakespeare II: The Tragedies.** (3) Survey of the development of Shakespearean tragedy in relation to the drama of the time and modern criticism.

ENGL 723 **English Poetry of the Romantic Period.** (3) Poetry of Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Intensive study of several of these poets to illustrate the character of the period; attention is given to important statements of poetic theory.

ENGL 744 **American Romanticism.** (3) Survey of leading romantic and/or transcendental writers of the 19th century such as Emerson, Thoreau, Whitman, Hawthorne, and Melville.

ENGL 781 **History of the English Language.** (3) The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required.

HISTORY (HIST)

- HIST 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.
- HIST 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.
- HIST 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.
- HIST 770** **Latin American History.** (3) Readings in selected topics in Latin American history.

MARINE SCIENCE (MSCI)

- MSCI 611** **Marine Science for Elementary Teachers.** (3) An activity-based introduction to the general theories and principles of marine science, covering the biological, chemical, geological, and physical characteristics of the marine environment. In addition to lecture and discussion, the course will emphasize hands-on activities designed to illustrate the principles of marine science to elementary school students.
- MSCI 612** **The Sea: Marine Science for Secondary Teachers.** (3) A lecture-based introduction to oceanography for teachers, including the four basic disciplines of marine science: biological, chemical, geological, and physical oceanography.
- MSCI 612L** **The Sea: Marine Science for Secondary Teachers Lab.** (1) (Prereq or Coreq: Marine Science 612) Optional laboratory exercises to accompany study in Marine Science 612.
- MSCI 666** **Ecosystem Analysis and Lab.** (4) (Prereq: Consent of instructor) The formulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains and energy flow. Analog and digital simulation techniques investigating ecosystem stability, sensitivity, organization structure and diversity.
- MSCI 675** **Marine Ecology and Lab.** (4) Principles of organismic environmental interactions in various marine habitats. Emphasis on marshes, estuaries, and coastal waters.

MATHEMATICS (MATH)

- MATH 532 Modern Geometry.** (3) Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology.
- MATH 554 Introduction to Analysis.** (3) The real numbers and least upper bound axiom, sequences and limits of sequences, infinite series, continuity, differentiation, the Riemann integral.
- MATH 574 Discrete Mathematics I.** (3) Mathematical models, mathematical reasoning, enumeration, induction and recursion, tree structures, networks and graphs, analysis of algorithms.
- MATH 674 Discrete Mathematics II.** (3) A continuation of Mathematics 574. Inversion formulas, Poyla counting, combinatorial designs, minimax theorems, probabilistic methods, Ramsey theory, other topics.
- MATH 701 Foundations of Algebra I.** (3) An introduction to algebraic structures, group theory including subgroups, quotient groups, homomorphisms, isomorphisms, decomposition, introduction to rings and fields.
- MATH 752 Complex Variables.** (3) Properties of analytic functions, complex integration, calculus of residues, Taylor and Laurent series expansions, conformal mappings.

PHYSICS (PHYS)

- 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.
- PHYS 783 Modern Physics for Teachers.** (3) Basic concepts of modern physics. The experimental basis for quantum theory and the theory of relativity. Fundamental concepts of modern physics.
- PHYS 787 Design of Physics Laboratory and Demonstration Experiments for Teachers.** (4) Design and performance of qualitative and quantitative demonstrations and experiments to display physical phenomena.

POLITICS (POLI)

- POLI 501 Contemporary Issues in International Relations.** (3) Intensive study of selected global problems.
- POLI 503 American Political Thought.** (3) Advanced survey of the institutions and processes of the American political system.

PSYCHOLOGY (PSYC)

- PSYC 501** **Cognitive Processes.** (3) Experimental approaches to cognitive processes, attention, intelligence, cognitive growth, problem solving, and concept information.
- PSYC 582** **Advanced General Psychology.** (3) Contemporary trends in approaches and behavior theories.

SECONDARY EDUCATION (SCED)

- SCED 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.
- SCED 671** **Computers in Science Education.** (3) Use of computer technology in teaching and managing science classes and programs.
- SCED 679** **Multicultural Issues in Education.** (3) Effects of cultural diversity in instruction with emphasis on teaching strategies and programs for multicultural student populations.
- SCED 701** **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.
- SCED 711** **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.
- SCED 726** **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.
- SCED 728** **Advanced Study of the Teaching of English in Secondary Schools.** (3) A study of historical development and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
- SCED 729** **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.

- SCED 732** **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.
- SCED 733** **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.
- SCED 759** **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.
- SCED 764** **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.
- SCED 766** **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.
- SCED 770** **Computers in Mathematics Education.** (3) (Prereq: Education 531) Topics in the use of microcomputers in the teaching of mathematics at the middle and secondary school levels.
- SCED 773** **Advanced Study of the Teaching of Computer Studies.** (3) (Prereq: Education 531) Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes in Logo, BASIC and Pascal language will be given.
- SCED 780** **Seminar in Secondary Education.** (3) (Prereq: 24 semester hours of credit earned as specified in the master's degree program of study) Students will synthesize their graduate studies for a master's degree in secondary education.
- SCED 786** **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.
- SCED 787** **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.

EXTENDED GRADUATE CAMPUS - THE UNIVERSITY OF SOUTH CAROLINA

Through the Extended Graduate Campus Program, the University of South Carolina offers courses leading to the Master of Education Degree (M.Ed.) in Educational Administration on the Coastal Carolina University campus. Courses leading to certification renewal in a number of professional and subject areas are offered through video tape and/or closed circuit television including Public Health Administration, Librarianship, Social Work and Nursing.

Graduate Admission

To enroll in the University of South Carolina Graduate School, students must complete an application, provide an application fee of \$35, furnish proof of completion of a baccalaureate degree from an accredited college or university and furnish transcripts as required. To be considered for degree candidacy, students must meet all candidacy requirements of their respective college or departments at the University of South Carolina.

Program Administration

Questions regarding admission to graduate study may be addressed to the Dean of the College.