Dear Advisor,

The *Coastal Carolina University Advisor Handbook* has been developed to support you as an academic advisor. The handbook serves as a quick reference guide to assist you when advising our students for success.

I believe that advising students is an integral part of our responsibility as Coastal Carolina University faculty and staff. Advising is not a routine matter, but rather a collaborative process with students that explores university life and career goals and guides students to a successful completion of their college career.

I encourage you to use this handbook as a resource. I urge you to understand the importance of your role as an advisor in student success and retention. Using your handbook and other available resources, you make your advisees’ educational experiences at Coastal Carolina University more meaningful, significant, and successful.

Sincerely,

*Robert Sheehan*

Robert Sheehan, Ph.D.
Provost and Senior Vice President for Academic and Student Affairs
The Advisor’s Handbook has been created as a resource for academic advisors at Coastal Carolina University. It is designed to be a quick reference for useful and pertinent information. The handbook is selective rather than comprehensive and is intended to be used in conjunction with the Coastal Carolina University Catalog and the Coastal Carolina University Student Handbook.

Section One is an introduction to academic advising at Coastal Carolina University, including the philosophy of advising, roles and responsibilities of the advisor and advisee, the Academic Advising Center’s mission statement, tips for effective advising, and academic advising as a retention tool.

Section Two provides an overview of the legal issues in advising.

Section Three contains includes issues relating to university life that impact our students including warning signs for stress in students, and how to approach students when making key referrals to resources available at Coastal Carolina University.

Section Four includes the best practices in terms of Coastal Carolina University policies and procedures. Including but not limited to, course registration, drop/add period, withdrawing from a class, withdrawing from the university, progress toward the degree for financial aid, scholarships, and probation and suspension.

Section Five explains the current Core Curriculum and provides a breakdown of each core goal and the classes approved as part of each goal.

Section Six explains the first-year advising process.

Section Seven addressed Career Development.

Section Eight addresses special student populations at Coastal Carolina University.

Section Nine is a list of campus resources that every advisor needs to be aware of to refer student effectively.

Section Ten is an overview of advising from NACADA, the professional organization for academic advising.

Of course, no one source is definitive. Please use this handbook in conjunction with the Coastal Carolina University Catalog, which contains specific and detailed information about all of the programs of study and degree requirements. Representatives from the First-Year Advising Center, various majors, departments, and offices are always available to supplement printed information and to counsel students. Please encourage your advisees to make use of campus resources as you guide them toward achieving their educational goals and objectives.
Thank you for your service to Coastal Carolina University students through your efforts as an advisor.
Coastal Carolina University Philosophy of Academic Advising

At Coastal Carolina University, academic advising is viewed as a vital part of the educational process because advising helps students develop meaningful educational plans that are compatible with their personal and career goals. Faculty advisors and students become engaged in a continuing process of communication that can influence students’ growth and success; students learn to accept responsibility for their education through their advisor’s guidance in curricular and professional choices. When advising is done well, it facilitates student development. It is the philosophy of Coastal Carolina University that effective academic advising enhances students’ collegiate experiences and persistence at the University.

The Role of the Academic Advisor at Coastal Carolina University

Academic advising is a joint responsibility between the advisor and the student. Effective academic advisors create an atmosphere of openness, caring, and concern where meaningful communication and trust exist. They listen constructively, attempting to hear all aspects of the student’s concerns while assisting the student in clarifying values and goals.

Advisors provide proactive assistance to academically underprepared students, but assist all students in identifying career interests and setting career goals. They help students in academic difficulty recognize possible causes of their difficulties and suggest alternative courses of action. Academic advisors also encourage first-year students to become involved in campus organizations. They refer students to important campus resources and know university academic standards, policies, and procedures in sufficient detail to provide students with accurate information while maintaining the strict confidentiality of student records. Their primary responsibility is to make students aware of all educational opportunities available at Coastal Carolina University.

Responsibilities of Advisors to Students

- To help create an action plan for graduating within a major field of study in a timely fashion (target eight semesters, four years)
- To help connect students with individuals and groups who can assist in creating a positive college experience, including, but not limited to: The Writing Center, computer labs, reference librarians, the Math Learning Center, the Foreign Language Instructional Center (FLIC), the Counseling Center and the Career Services.
- To promote student involvement in the Coastal Carolina University community.
- To help students explore career options in their major and other majors they might be considering.
- To promote creative and critical thinking, problem-solving and decision-making as students make decisions about their career, their major and their classes.
- To provide support, advocacy and guidance for all advisees; as Home Depot states, “You can do it; we can help.”
The Role of the Student Advisee at Coastal Carolina University

Student advisees should realize that they are ultimately responsible for all aspects of their education, including choosing the classes in which they enroll and being aware of their current academic status. Student should feel that they can freely discuss personal interests, values, and goals with their advisor and should seek the advisor’s assistance in developing social, academic, and career goals while examining how these particular goals affect their lives. Students should ask their advisor how to use available campus resources to gather any relevant decision-making information. However, students must accept responsibility for all academic choices and decisions they make. They should be knowledgeable about academic standards, policies, and procedures, as well as be familiar with core curriculum, major/minor program, and graduation requirements. They should always consult with their advisor before making any important academic decisions, such as declaring a major, changing a major, dropping a class, taking a leave of absence, or withdrawing from the University.

Responsibility of the Advisee
- To double check all decisions made by the advisor in terms of courses and take responsibility for a successful college education.
- Be open and honest; if there is concern about any issue, bring it to the attention of the advisor so it can be resolved.
- Be prepared for appointments and show up. Classes fill quickly, so stay on top of deadlines and schedules.
- Be pro-active with your future. Take control, do some research on the major of your choice, and get to know your professors. Actively engage with the Coastal Carolina University community.
- Know and understand the tracking sheet for your major.
- Understand how policies effect you.

The Mission Statement of the Academic Advising Center

The Academic Advising Center at Coastal Carolina University is dedicated to student learning and individual development. The advising center will establish a link to each school and its faculty. We in the Advising center are concerned with student achievement, student retention, evaluation of core learning objectives, and ongoing feedback leading to long term growth of the university. Our university’s mission is to “develop students who are both knowledgeable in their chosen field and prepared to be productive, responsible, healthy citizens with a global perspective.” This philosophy will be reflected in the advising center where all advisors will:

- assist students with understanding and acceptance of themselves and others
- assist students in establishing their goals for college and life by understanding the relationship between their interests, skills, abilities, and values
- assist students in developing an educational plan consistent with their life goals and objectives
- increase the decision-making effectiveness of our students
Introduction

- provide accurate information on institutional policies, resources, procedures and additional programs in a timely manner

- identify the needs of our students early in the semester to refer students to institutional and community support services including, but not limited to, The Writing Center, Math Learning Center, Foreign Language Instructional Center, computer labs and other student services such as Counseling and Career Services

- teach students how to evaluate their progress toward goal fulfillment

- incorporate core technologies through My Coastal, Web Advisor and Blackboard

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. The Advising Center is cognizant of our mandate and will strive to continue the tradition of excellence in serving our students and the Coastal Carolina Community.

Getting to Know the Student: The Importance of the Advisor/Advisee Relationship

An important factor in advising is showing concern for your students as individuals. Students are more likely to value the information and follow the advice given to them when they recognize genuine interest and concern. Effective advising goes beyond routine course scheduling to helping students achieve their academic and career goals. The next few pages are intended to help you understand the importance of your interactions with advisees and to suggest ways to improve relationship building and communication with students.

Effective Advising Through Personalized Interest

One very important aspect of successful academic advising is providing the student with personalized attention. Some simple methods for accomplishing this are smiling, referring to the student by first name, and maintaining an attitude of acceptance and respect toward the student. Another method to communicate interest in the student is nonverbal communication. Face the student directly and maintain comfortable eye contact. When a student is in your office, they should command your complete attention. At the initial meeting, provide students with your contact information, including your card, phone number, and/or e-mail address, so that they can reach you when guidance or advice is needed.

Effective Advising Through Listening

The crucial element in effective advising is active listening. Advisors should use active listening to understand what a student is really saying. Pay careful attention to what the student is saying and their nonverbal communication (tone of voice, posture, expression, eye contact and affect). Always wait for the speaker to finish before responding and suspend judgment until you have heard the student. Keep your mind clear of distractions and focus on the student exclusively.

It is also a good technique while listening to clarify what you believe the student is saying. Note the content of the student’s messages and feelings and repeat back what you feel are key statements, making sure you have heard and understood them correctly. Communicate an
understanding of feelings, thoughts, and behaviors from the student’s frame of reference. It is also important to try to avoid shutting down the student by arguing, interpreting, judging, criticizing, diagnosing, ordering, moralizing or misinterpreting.

**Effective Advising Through Questioning**
The questions you ask a student can be those in which you seek information (closed questions) and those in which you try to build a relationship (open questions). It may be helpful to distinguish the types of questions and their purposes. Try to use open questions to encourage students to talk, rather than closed questions that can be answered in a few words. Closed questions can shut down communication. Some examples of open questions are:

**Open Questions**
“Could you tell me a little about your English class?”
“How do you feel about the test?”
“How are you balancing school with other aspects in your life?”
“What are your study habits?”
“How do you handle stress?”
“What are your plans for the future?”

**Effective Advising Through Relating to Students**
Some of the most useful advice the student can receive from the advising relationship is that which you relate to the student about yourself. Being able to speak from personal experience is a powerful way to enlighten students to the many possible paths their lives and careers can take. Whenever possible, you may want to relate, in a professional manner, personal experiences of making academic and career decisions. Such experiences can serve as examples to show students how choices made at the undergraduate level impact career development.

**Giving Effective Advice**
Academic advisors need to base their advice on their students’ career and life goals, interests, and ability to complete a proposed academic program. Academic advisors should gain an understanding of the student’s interests and goals while getting acquainted. It is also important to assess the student’s academic performance and tailor advice to that particular student. Some suggestions for assessing the student’s progress and helping individuals understand the options they have are to:

- Assess the core requirements, foundation courses, and electives to find out where the student stands.
- Create a four year plan with each student.
- Be aware of academic performance requirements for scholarships. Example: 30 credit hours from August 1st to August 1st with a 3.0 GPA to maintain the SC Life Scholarship.
- Be tactful in your comments to students. Students are sensitive to comments from advisors about their academic ability. Be supportive while stressing personal responsibility and ownership.
- Compare current course load to past performance.
- Encourage students to reach their potential and focus on long-term goals for college and beyond.
- Look at the student’s course schedule to determine if course load is balanced.
• Pay attention to courses which may be offered only in a particular semester or during alternate years. This is key in trying to increase four year graduation rates.
• Take into account the student’s life outside of school such as work commitments, family responsibilities, and the amount of travel to and from school.
• Update and change the plan as necessary at each meeting.
• Use degree reports/transcripts to assess how the student is progressing academically.
Tracking sheets for every major can be found online at http://www.coastal.edu/advising/tracking.html

**Process of Developmental Advising**

1. **Exploring Life Goals**
   a. Know student characteristics and development
   b. Understand decision making processes
   c. Know principles of psychology and sociology
   d. Possess skill in counseling techniques
   e. Appreciate individual differences
   f. Believe in worth and dignity of all people
   g. Believe that all people have potential

2. **Exploring Career Goals**
   a. Know vocational fields
   b. Possess skill in test interpretation
   c. Understand the changing nature of work in society
   d. Accept all fields of work as worthy and dignified

3. **Choosing Programs**
   a. Know programs available at the university
   b. Know the requirements of programs
   c. Know university requirements for transfer programs
   d. Know how others have performed in the programs
   e. Know the success of program graduates

4. **Selecting Courses**
   a. Know available courses
   b. Know special information about courses (prerequisites, grade requirements, etc.)
   c. Know rules and regulations of the university
   d. Know honors courses
   e. Know instructors and their teaching styles
   f. Know course content
   g. Know advisees’ demonstrated abilities

5. **Scheduling Classes**
   a. Know course schedules
   b. Know all registration procedures
6. **Key Policies**
   a. Know the withdrawal processes, including ramifications of falling below full-time student status
   b. Know the medical/psychological withdrawal process
   c. Know the grade forgiveness policy

   *Adapted from T. O’Banion’s Developmental Advising Model*

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**Tips for Effective Advising**

**Be available and accessible.**
Post and keep office hours and make certain that your advisees know them. If possible, encourage advisees to visit you periodically to let you know about their academic progress or concerns. You might also seek out advisees in a variety of informal campus settings.

**Be a good listener.**
The most immediate impulse of the conscientious, concerned advisor is to solve the student’s problems by making the decision and directing an outcome. In many cases, however, the student’s most pressing need is finding a good listener. Most of the time, solutions to problems become obvious as the advisee talks. An advisor who is an attentive listener often discovers that the advisee can solve the problem. Quality listening will allow the advisor to gain greater insights into the student’s problems.

**Develop personal relationships with your advisees.**
Demonstrate concern for each advisee. Become familiar with your students’ personal, educational, and career goals. The ideal relationship is both non-judgmental and non-threatening while capitalizing on the authority of the advisor. Although this balance is difficult to maintain, it can best be accomplished by demonstrating interest and helpful intent. Respect for students and concern for their welfare is paramount.

**Make referrals to others when appropriate.**
Good referral skills are essential in the advisor-advisee relationship. Advisors should:
1) be totally at ease with making a referral  
2) give the student an understanding of why the referral is being made  
3) be knowledgeable about services provided by the referral agent  
4) help the student make an appointment with the referral agent  
5) walk the student to the appropriate office whenever possible or called for

**Provide accurate information.**
Accurate information is the cornerstone of quality advising. Advisors must assist students in understanding programs, policies and procedures and should acquaint advisees with the catalog, advisement planning worksheets/tracking sheets, and any updates. Advisors also should be aware of important campus resources available to their advisees and make referrals when appropriate.
**Introduction**

**Take the initiative to make contact.**

Students, particularly those in their first year, are hesitant to make initial contact. The advisor who waits for the student to initiate contact will soon discover that contacts are few. Call the advisee, stop to chat on campus, or drop a note of invitation for students to visit your office. Use Web-Advisor and Blackboard to stay in touch with your advisees electronically.

**How Academic Advising Relates to Student Retention and Success**

The ability of a higher education institution to retain students is attributed to the quality of the institution and its concern with the satisfaction and success of its students. Recent reports from the Noel-Levitz Student Satisfaction Survey indicate that academic advising effectiveness is one of the most important concerns of students who attend Coastal Carolina University. Students who were surveyed report that they want academic advisors who are approachable and knowledgeable about major requirements and campus resources. They also desire advisors who express a genuine concern for their success as individuals and who assist students in making goals that allow the achievement of their educational objectives. Effective academic advisors realize that their advisory role is not just relevant to the quality of Coastal Carolina University as an institution of higher education, but more importantly, it is vital to ensuring that all students at the University are successful in achieving their academic and personal goals.

**First Year Advisors in the University Academic Center**

*Agatha O’Brien-Gayes, Director of Academic Advising:*
- Assorted majors
  
*Frances Richmond*
- All majors in the Wall College of Business
- Students with the last names M-Z

*Melissa Paschuck*
- Undeclared
- All majors in the Wall College of Business
- Students with the last names A-L

*Marcella Greene:*
- Undeclared

*Cara Lopresti:*
- Biology
- Psychology
- Sociology

**Contact Information:**

*Agatha O’Brien-Gayes*  
aobrieng@coastal.edu  
(843) 349-2720

*Frances Richmond*  
Richmond@coastal.edu  
(843) 349-6529

*Melissa Paschuck*  
mpaschuc@coastal.edu  
(843) 349-6528

*Marcella Greene:*  
Marcella@coastal.edu  
(843) 349-6534

*Cara Lopresti:*  
cloprest@coastal.edu  
(843) 349-6535
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Kelli Moses Dolfi:
- Marine Science
- Chemistry
- Physics
- Computer Science

Contact Information:
  kmoses@coastal.edu
  (843) 349-6541

Kerry Spitze
- Math
- All majors in the Spadoni College of Education

Contact Information:
  kspitze@coastal.edu
  (843) 349-6514

Heather Huffman:
- All majors in the College of Humanities and Fine Arts
- All honors students

Contact Information:
  hhuffman@coastal.edu
  (843) 349-2941
Legal Issues in Academic Advising

The Contractual Relationship
In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the University Catalog, recruiting brochures, various bulletins, and the Student Handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they may be penalized through such action as dismissal, suspension, or failure to graduate on schedule.

The Coastal Carolina University Catalog states that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally protects advisors if they commit an advising error. The advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions will help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

Advisor Responsibility to the Student’s Right to Privacy
Since academic advisors maintain educational records – records of advisee grades and other academic information – they must understand the provisions of the Family Educational Rights and Privacy Acts of 1974 (commonly referred to as The Buckley Amendment or FERPA). This act provides students with access to the information placed in their advising files while ensuring that only institutional officials with a legitimate educational interest may view these files. In general, written consent must be obtained before any other party, including parents, may have access to student files. Advisors, upon request, must allow student access to their advising files. However, this fact does exclude students’ right of access to personal notes that advisors may have made during advising sessions. Under FERPA, these notes constitute records made by educational personnel and may be kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see these notes, but if advisors are to be replaced permanently, they should remove any personal notes from the files before transferring them to the replacement.

FERPA affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.
   Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom that request was
Legal Issues

submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading.

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

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

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

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

a. To schools officials with legitimate educational interests;
   A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including campus law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. To officials of other institutions in which the student intends to enroll provided that the student has previously requested a release of his/her record to the requesting institution;

c. To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, the Attorney General of the United States, state/local educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

d. In connection with a student’s application for, and receipt of, financial aid;

e. To comply with a judicial order or lawfully issued subpoena;

f. To parents of dependent students as defined by the Internal Revenue Code of 1986, Section 152;

g. To appropriate parties in health or safety emergency; or

h. To the alleged victim of any crime of violence that results in disciplinary proceedings conducted by the University.
Coastal Carolina University has designated the following items as **Directory Information**: a student’s name, mailing addresses (local, permanent, electronic), telephone numbers, photograph, electronic image, semester/s of attendance, enrollment status (full- or part-time), date of admission, date of graduation, college, major and minor fields of study; whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), the most recent educational institution attended, weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. This request must be made at the time of registration but no later than 14 days after the beginning of the term. The University may publish a Student Directory annually. Students who do not wish to have information printed in the Student Directory should complete a Student Directory Privacy Request Form, available in the Office of the Registrar. Student Directory Privacy Request Forms must be completed no later than 14 days after the beginning of the term.

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

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

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

Questions concerning this law and the University’s procedures concerning release of student education records may be directed to the Office of the Registrar, Singleton Building 108, (843) 349-2019.

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

**Advisor Right to Privileged Communications**

Although the law recognized students’ right to privacy with regard to their educational records, it also recognizes advisors’ right to privileged communications. In an effort to assist students as they develop, advisors can discuss confidential information regarding students with other appropriate individuals. The courts generally respect the right to such communication and will not hold advisors liable for statements considered as privileged.
communications. However, this right is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, advisors should simply ask if such a discussion would serve the student’s best interests. At times, students will come to advisors with personal problems; normally these problems should remain confidential. However, in some instances, students may tell an advisor of certain intentions that would prove harmful to them or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although these statements are made in confidence, an obligation rests with advisors to disclose such information to an appropriate party, such as parents, intended victim, a staff member of Counseling Services, an Affirmative Action Officer, or campus police.
Warning Signs of Stress in Students

As an academic advisor, you should be aware of certain signals that may indicate the possibility of more serious problems. Recognizing these signals can greatly assist your ability to judge whether a student should be referred to Counseling Services or another appropriate resource. The list of the following behaviors may indicate that a student could benefit from a referral.

Academic Problems
- Dramatic drop in grades
- Repeated absences from class
- Poor study habits/past study habits no longer working
- Sudden changes in academic performance
- Test anxiety
- Changes in major
- Failure in a key course(s)
- Withdrawing from classes

Career Choice Problems
- Confusion with regard to interests, abilities, or values
- Chronic indecisiveness or choice conflict
- Uncertainty about career alternatives
- Unrealistic career aspirations
- Outside pressure to pursue a particular major

Drug and Alcohol Abuse
- Indications of excessive drinking, binge drinking, or drug use (ex. binges, neglects eating and/or physical appearance, impaired thinking)
- Severe drug reaction (ex. bizarre behaviors, unexplained “blackouts” of memory)
- Being a child of an alcoholic or drug dependent parent

Changes in Personal Relationships
- Death of a family member or close friend
- Difficulties in marriage or family relationships
- Divorce between parents
- Sexual abuse (ex. rape, incest, harassment, assault)
- Major personal injury or illness
- Terminal/chronic illness of a family member
- Dating and courtship difficulties
- Pregnancy
Issues of College Life

Unusual Behaviors

- Inability to sleep or excessive sleeping
- Irrational worrying or expressions of fear
- Lack of social skills or deteriorating personal hygiene
- Loss of appetite or excessive appetite (starving or binging behavior)
- Marked seclusion and unwillingness to communicate
- Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
- Repeated absences from class
- Unusual irritability
- Unexplained crying or outburst of anger
- Withdrawal from usual social interactions

Any of these signals taken alone may be insufficient to warrant intervention. However, duration of behavior, a combination of various signals, and the degree of intensity of indicators will determine the type of intervention necessary. Do not hesitate to take action if you suspect that the student is experiencing a serious problem that may inhibit academic performance or personal wellness. Contact the Office of Counseling Services, (843) 349-2305, if you have questions regarding any of these behaviors or wish to make a referral.

Knowing When and How to Make Referrals

To ensure success at Coastal Carolina University, students need to receive information regarding university policies, procedures, departmental requirements, and professional and student organizations. Students can make use of self-help materials and workshops, get work experience, become involved in student organizations, and gain other necessary marketable skills if they choose to take action. These types of experiences and knowledge will assist students in making informed and educated decisions about their academic goals and career paths.

Referring Students to Campus Resources

Whether students are having problems or just simply have questions, it is helpful to be aware of what resources are available on campus. By referring students to the appropriate resources, advisors can provide them with more effective assistance. Advisors should feel comfortable referring students whenever they feel that another campus resource could better address specific needs. Assisting students in making appointments is helpful and recommended.

While there are specific signs that do indicate potential problems for students, there also are other guidelines that may assist advisors in dealing with these problems. If you believe that a student might benefit from a referral to another campus resource, speak directly to the student while showing genuine concern. Make it clear that the recommendation represents your best judgment based on your observation of the student’s behavior.

Remember that it is not unusual for students to feel anxious about being referred, especially if it is for counseling. Except in life-threatening cases, the option must always be left open for the student to refuse the referral. Leave room for the student to consider alternatives by suggesting...
that perhaps you can talk about it later after the student has had some time to think. If a student emphatically says “No,” then respect that decision, but leave the situation open should the student reconsider. If the student agrees to the referral, offer to go with them, so that they feel more comfortable with the situation. You also should follow up with the student at a later date to show your continued interest, even if that student may have rejected your referral. **You should always refer the student to someone else:**

- **When the student asks for a referral.**
  You always need some information from the student to best know where to refer them. It may be a good idea to explore with the student the urgency of their need for referral. This is especially true if the student is very upset, because some exploration may help the individual feel more comfortable about being referred.

- **When the student presents a problem or requests information which is outside of your range of knowledge.**
  Never try to deal with a problem that you know you are not prepared to handle. Academic advisors may feel it is their job to handle every problem of the student, but realize that you are not a professional counselor, and know when you need to refer the student to someone who has professional training in a particular situation.

- **When the student is contemplating suicide.**
  Any time a student is contemplating suicide they must be referred to a professional. While it is important for you to discuss immediate feelings, realize that this sort of threat to self or others requires immediate intervention by counseling services. Remember that it is possible to save a life by taking immediate and effective action. Do not be afraid to ask a student if they are thinking about harming themselves.

- **When you feel you have not helped the student.**
  Realize that you cannot help everyone needing assistance. If you have the feeling that you have not been helpful, be honest with the student and suggest a specific person or office that would better meet the student’s needs.

- **When a lack of objectivity exists on your part.**
  It is possible that you may know a student from a prior experience, may know a particular person the student is discussing, or may identify too closely with the problem being discussed to effectively help the student. This may impair your ability to be nonjudgmental and helpful, and referring the student to someone else may ensure objectivity while effectively dealing with the problem.

- **If the student is reluctant to discuss a problem with you for some reason.**
  At times, you may sense that a student may not feel comfortable talking to you. In that case, you should always respect the student’s wish and refer the student to an appropriate individual that the student will be able to trust.
• **If the student has physical symptoms that may indicate a problem.**

Headaches, dizziness, stomach pains, and insomnia are just some examples of physical manifestations of psychological states. If the student complains about symptoms they suspect (or you suspect) may be connected to their problem, it would be in their best interest to refer them to a professional, possibly someone in Student Health Services (843-349-6543) or Counseling Services (843-349-2305).

**Referral Skills Summary: How to Refer Students**

**I. Referral decision – determine whether a referral needs to be made.**

A. Determine the problem(s).

B. Determine whether or not you can help and/or are qualified to offer the assistance needed.

C. Determine campus resources or persons to whom the student may be referred.

**II. Referral process – professionally refer students to the proper persons or resources for help.**

A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
   1. Take into account the student’s emotional and psychological reaction to the referral
   2. Get the student to discuss problems, consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or resource.

B. Explain fully the services that can be obtained from the person or resource you are recommending.

C. Reassure the student about capability and qualifications of the person or resource to help meet the particular need expressed.

D. Attempt to personalize the experience by giving the student the name of a contact person to request, or call and make an appointment for the student. Always give directions to the office where you are referring the student.

E. Walk the student to the appropriate resource; stay with them if necessary based on the circumstances.

**III. Follow up – evaluate the appropriateness and effectiveness of the referral**

A. Determine if the student kept the appointment.

B. Discuss with the student their evaluation of the help received by the referral.

C. Determine whether you selected the appropriate source of help for the student.
Course Registration and Scheduling

Because so much of academic advising revolves around assisting students in developing an academic plan of courses to take, advisors need to understand Coastal Carolina University’s registration and scheduling process and how advisors, departments, and the Office of Registrar work together to help students register for classes. Be sure to consult the University Catalog and the Master Schedule of Classes for specific information regarding course descriptions, registration dates and deadlines and the times and days when classes are offered.

Advisement Process
Once the course schedules have been distributed by the First-Year Advisors, students should schedule appointments to meet with their advisors. Academic advisors should emphasize that student advisees should come to their appointments prepared to discuss pertinent information. Student should be advised when to obtain “Special Permission to Enroll” forms necessary for an overload of credit hours, independent study, or courses requiring special permission of the instructor.

Registration Process
Students are required to meet with their academic advisors in order to register for classes. Students use WebAdvisor as a means of registering for their classes, and all students must see their advisor in order to have the advisement hold on their file removed in order to use the system. Students should be made aware of any special permission required to enroll in a class or holds against their registration as well as any billing information relevant to the registration period. Students are responsible for resolving any problems that may block or delay their registration.

Registration Blocks
In order for students to take advantage of registration opportunities, especially WebAdvisor, their records must be free from all registration blocks. Students may be blocked from registration for several reasons:

- Disciplinary reason related to academic infractions
- Disciplinary reasons related to non-academic infractions (residence life violations or outcome of student judicial proceedings)
- Failure to meet with academic advisor to discuss course schedules
- Incomplete registration or admission requirement
- Indebtedness to the University (overdue or unpaid parking violation citations, library fines, or late payments to the tuition payment plan)
- All first-year students
Students who wish to resolve or appeal block placements should go to the department or office that placed the block:

- Admissions Office – 349-2170
- Student Accounts – 349-2159
- Financial Aid – 349-2313
- Registrar’s Office – 349-2019
- University Academic Center – 349-2934

<table>
<thead>
<tr>
<th>Holds</th>
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<tbody>
<tr>
<td>Student Accounts</td>
<td>U3 – U6</td>
</tr>
<tr>
<td>Library</td>
<td>LB</td>
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<td>Orientation</td>
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<td>First Year</td>
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<td>Suspension</td>
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<tr>
<td>Probation</td>
<td>Shows the number of credit hours</td>
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</table>

**How to Register for Courses Using Web Advisor**

- Go to webadvisor.coastal.edu
- Click “log in” near the top right corner
- Login with your user ID and password and click “submit”
- Click “students” (the blue rectangle)
- First, check for holds or restrictions on your account by clicking the “personal restrictions” link under the “communications” heading in the bottom left corner
- Next, click “register for sections” under the “registration” heading
- Click the first link in blue that reads “search and register for sections”
- Put in the term you are registering for
- Go down to “subject” and scroll to find the subject you need
- The bottom of the page has options for classes to be narrowed down, such as: a certain professor, before a certain time, after a certain time, etc. (this is an option)
- Click submit to pull up the classes meeting your needs
- To save a class under preferred sections:
  - Click the square box on the left side for all the classes you want
  - Click “submit” and you will be brought to your preferred section page
  - Double check to make sure you marked off the correct courses
- To return to your “preferred section” page on your registration date, click the “register and drop sections” link under the “registration” heading, and you will be redirected to the preferred sections you chose
- Use either the drop down menu for ALL sections, or the individual drop down menus next to the course names to either register or remove sections
- Click “submit” at the bottom and you’re registered!
Policies Relating to Placement Examinations

Foreign Language Placement
In order to demonstrate proficiency in a foreign language, a student must successfully complete two sequential courses in a foreign language. Educated people should gain a basic knowledge of the world and the ability to learn from the practice of other languages. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and help promote global citizenship.

Students must complete three credit hours in a foreign language at the 130 level or higher, or six credit hours of a foreign language in sequence. Entry level for students continuing a language will be determined by placement. Students who score at the 210 level should consider taking the College-level Examination Program, or CLEP Test. (See CLEP Test). The placement test can be found at http://www.coastal.edu/acadsupport/ptest.html#foreign.

Mathematics Placement
All first-year students are required to take the Mathematics Placement test at http://www.coastal.edu/acadsupport/ptest.html#math two weeks prior to attending summer Orientation. The test consists of multiple-choice questions designed to measure student proficiency in areas from arithmetic and algebra through trigonometry and calculus. Some of the topics tested include fractions, decimals, signed numbers, equations, factoring, and graphing. Results of the test are used by advisors to determine the most appropriate mathematics course for students based upon level of proficiency and the requirements of their academic major. This is a one hour timed test. Calculators are encouraged and the math placement test may be taken up to three times.

Credit by Examination
An enrolled student may be awarded credit by examination (Advanced Placement, the College Level Examination Program (CLEP), or Departmental Exam, International Baccalaureate) for courses:

   a) in which there has been no class attendance or semester standing at a regionally accredited institution, or

   b) which were taken at an institution not accredited by the appropriate regional accrediting association

Credit by examination must be authorized by the department chair or the dean of the student’s major to ensure applicability toward degree requirements. Credit awarded by examination is recorded with credits earned only and does not affect GPA. A student planning to pursue credit by examination must obtain this credit before reaching senior classification (90 credit hours). The last 30 credit hours (representing the senior year’s work) must be earned “in residence” in regular Coastal Carolina University courses. Credit by examination cannot be earned while on academic suspension from the University, cannot be used to earn credit for previously audited courses, cannot be awarded for courses that have been failed previously, nor be used to raise a grade earned previously in a college course.
College-Level Examination Program (CLEP)
Coastal Carolina University degree-seeking students can earn college credit for knowledge gained outside of the classroom. The College-Level Examination Program is a system of credit by examination sponsored by the College Board. The examinations are developed by college faculty nationwide and reflect material usually covered during basic or introductory course work. The tests are fair but very demanding. Through this program degree candidates at Coastal Carolina University may attempt a CLEP test on subjects listed below. A satisfactory score will give the student credit equal to the comparable college courses. Some examinations may not be accepted for required or elective courses. Students should check with the advisor in their major. The following information is important for students to know prior to scheduling a CLEP examination:

♦ Students must be currently enrolled in classes at Coastal Carolina University.
♦ CLEP credit will not be allowed for courses in which the student is enrolled at other institutions or at Coastal Carolina University, even if the course did not transfer or even if the student did not complete the course and/or received a grade of W.
♦ CLEP credit may not be used to earn credit in previously enrolled, failed or audited courses.
♦ CLEP credit will not be awarded if the student is in the last 30 hours of his/her degree program.
♦ The student must obtain written consent from the dean of his/her major.
♦ CLEP scores are not calculated into the student’s GPA; students receive credit hours only.
♦ CLEP credit will not be awarded if students are on suspension (academic or non-academic) from the University.
♦ Students may not repeat CLEP examinations for Coastal Carolina University credit.
♦ Students may not take the CLEP test for a foreign language in their native language. (Students with TOEFL scores of at least 500 are exempt from the foreign language requirement.)
♦ CLEP scores do not transfer to other institutions unless students request an official transcript from ETS.

The following subject examinations listed below are administered at Coastal Carolina University. General CLEP exams are not offered and are not accepted for credit. Each examination is in the multiple-choice format and is 90 minutes in duration.

American Government
American Literature
Analyzing and Interpreting Literature
Calculus with Elementary Functions
College Algebra
College Level French Language
College Level German Language
College Level Spanish Language
English Literature
Freshman College Composition
General Biology
Best Practices

General Chemistry
History of the U.S. I – Early Colonization to 1877
History of the U.S. II – 1865 to the Present
Human Growth and Development
Introductory Business Law
Principles of Accounting
Principles of Macroeconomics
Principles of Management
Principles of Marketing
Principles of Microeconomics
Introductory Psychology
Introductory Sociology
Trigonometry
Western Civilization I – Ancient Near East to 1648
Western Civilization II – 1648 to the Present

Students interested in getting more information regarding the College Level Examination Program or scheduling a CLEP test should contact Kay Alford at the Computer Based Testing Center at kay@coastal.edu or (843) 349-4004.

Advanced Placement
The University will accept appropriate undergraduate credits earned through Advanced Placement Program Tests completed prior to high school graduation. Students must request that official Advanced Placement test results be sent directly to the Office of the Registrar for evaluation. Advanced Placement credit cannot be transferred from another college/university transcript. To earn Advanced Placement credit for examinations, a minimum score of 3 must be earned on the exam. For a complete listing of examinations for which Coastal Carolina University awards academic credit, refer to the University Catalog, or contact the Office of the Registrar at (843) 349-2019.

International Baccalaureate
Coastal Carolina University recognizes the International Baccalaureate (IB) as a rigorous and challenging program and will provide credit after the student is enrolled as a baccalaureate degree-seeking student. Credit awarded at Coastal is dependent upon the scores received in the IB program. Only scores of 4, 5, 6 and 7 on higher level exams may earn credit. No credit will be awarded for standard/subsidiary level examinations.

Students must have an official IB transcript issued by the New York Office of the International Baccalaureate forwarded to Coastal Carolina University’s Office of the Registrar for assignment of credits. Courses/scores for which credit may be awarded by Coastal Carolina University are as listed. Some credits may not apply to your individual program of study. See your academic adviser to determine program applicability.
Biology
A score of 5, 6 or 7 will earn 8 credits in BIOL 121/121L and BIOL 122/122L.

Chemistry
A score of 5, 6 or 7 will earn 8 credits in CHEM 111/111L and CHEM 112/112L.

Environmental Systems
A score of 4, 5, 6 or 7 will earn 4 credits in MSCI 102/102L.

History (American)
A score of 4 or 5 will earn 3 credits in HIST 201.
A score of 6 or 7 will earn 6 credits in HIST 201/202.

History (European)
A score of 4 or 5 will earn 3 credits in HIST 101.
A score of 6 or 7 will earn 6 credits in HIST 101/102.

Language A (A1/A2)
A score of 4 or 5 will earn 3 credits in ENGL 101.
A score of 6 or 7 will earn 6 credits in ENGL 101/102.

Language B
A score of 4 or 5 will earn 3 credits in SPAN, GERM or FREN 110.
A score of 6 or 7 will earn 6 credits in SPAN, GERM or FREN 110/120.

Mathematics
A score of 5, 6 or 7 will earn 7 credits in MATH 130/160.

Physics
A score of 5, 6 or 7 will earn 8 credits in PHYS 201/201L and PHYS 202/202L.

Psychology
A score of 5, 6 or 7 will earn 3 credits in PSYC 101.

Visual Arts
A score of 4 will earn 3 credits in ARTS 103 or ARTS 104
(The specific course will be determined after consultation with the Department Chair.) For a score of 5 or more, the total credit hours and specific courses will be determined after consultation with the Department Chair.

Credit for other exams will be determined by the appropriate academic department at Coastal Carolina University through identification of specific equivalent or parallel courses where appropriate.

Departmental Examination
A Departmental Examination may be given for students:
   a) seeking credit for course work from an institution not regionally accredited, or
   b) seeking specific course credit for knowledge gained through life experience.
These Departmental Examinations, however, are only administered if a CLEP Subject Examination does not exist. A grade of B or above on the Departmental Examination is required to receive credit for the course. Credit by Departmental Examination costs $30 per credit hour; this fee is non-refundable. Before the examination is administered, the department must determine student eligibility and require a Bursar’s Office receipt specifying payment of fees and the course to be examined. Examination results and proof of payment must be forwarded by the Department to the Office of the Registrar in order for credit to be posted to the academic record.
Departmental Examination credit cannot be transferred from another college or university transcript.

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

Students cannot receive degree credit for a course taken at Coastal Carolina University if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal Carolina University equivalent, regardless of the grade earned, appears on the Coastal Carolina University academic record. A student can never be awarded more transfer credit for a course from the original institution than Coastal Carolina University awards for the equivalent course. In these situations, Coastal Carolina University’s lower level of credit shall be used to meet appropriate requirements such as core curriculum and major/minor/cognate credits. Excess credits will not be forfeited, but rather applied to the elective category.

Credits earned at another institution while a student is on suspension, academic or non-academic, from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average. A maximum of 30 credit hours may be applied toward a Bachelor’s degree from the sources of military credit.

A student planning on pursuing work at other institutions must complete this work before attaining senior classification (90 credit hours). The last 30 credits (representing the senior year’s work) must be earned “in residence” at the University and at least 12 credit hours of the student’s major courses and 6 credit hours of minor courses must be earned at the University. Some programs impose higher student residence and/or major requirements. Grade point average (GPA) is calculated on the basis of all work in the student’s career at Coastal Carolina University. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at other institutions and transferred to Coastal Carolina University, may be used to satisfy program requirements but will not be calculated as part of the GPA. Graduation with honors, however, will be based on a collegiate GPA calculated on the basis of all work in the student’s postsecondary career.

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

**Orientation Policy and Procedure**

Prior to attending Coastal Carolina University, students must attend a Summer Orientation session. There are many sessions spread out throughout the summer.

All first year students will have their first schedule built in the First-Year Academic Advising Office prior to attending orientation. Fall semester schedules will be built based on placement test scores, major and department recommendation, tracking sheets and student information forms.

At orientation all first-year students will receive a folder containing their fall schedule, a welcome letter from their First-Year Advisor, a copy of the tracking sheet for their major, the First-Year Experience brochure, information on the Big Read Essay Contest, a schedule information/change form, the UAC Newsletter, and additional information as deemed necessary.

All First-Year advisors will hold group sessions with all of their advisees during summer orientation.

The first advising session for the fall will be held during Welcome Week.

**Additional Summer Communications**

- The Director of the UAC sends out a letter of welcome in March and April as students are accepted into Coastal Carolina University.
- A post card reminding students to take their placement tests is sent out prior to orientation. Reminder e-mails are also regularly sent.
- A post card explaining their Welcome Week advising session will be sent out in August.
- A letter welcoming students to Coastal is sent out from their Peer Leader based on the student’s 110 section.
- Additional communications as the advisor deems necessary.

**Policies Relating to Registration and Enrollment**

**Registration and Enrollment**

Students are academically and financially responsible for their course registrations, to enroll in courses for which they seek to earn credit, and to terminate enrollment in courses which they do not intend to complete. Each student is responsible for having knowledge of and observing all regulations and schedules published in the *University Catalog* and the *Master Schedule of Classes*. To be officially enrolled in the University, a student must be academically eligible,
complete the registration process, and possess a receipt issued by the Bursar for payment of current academic fees. **Students will be removed from any class for which prerequisites or other requirements have not been met.** Students are expected to complete registration (including payment of all required fees) on the dates prescribed in the *University Academic Calendar* (http://www.coastal.edu/registrar/acadcalendar.html). Those failing to do so will have all course enrollments cancelled for non-payment. Failure of a student to properly register and appear on class roles and failure to pay tuition disqualifies the student from receiving credit for any course work, even if the student attends classes and takes exams and earns a grade with the permission of the instructor. Registration in any course may be closed when the maximum enrollment has been reached. **Students are responsible for their own registration and its accuracy.**

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

Classifications are as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours Earned</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
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<tr>
<td>Sophomore</td>
<td>30-59</td>
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<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above</td>
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</tbody>
</table>

**Course Load**
A full-time academic course load is 12-18 credit hours a semester. All international students on F-1 student visas must maintain a full-time academic course load (12 credits) each fall and spring term. No student may take over 19 credits without the permission of the department chair, assistant/associate dean or dean of the major college. During a regular Summer term, six credits is considered full-time for academic purposes. No more than seven credits may be taken in a given summer term. One course is the normal academic course load for Maymester.

**Dropping a Course**
Courses dropped during the official late registration and Add/Drop period of a term/session will not be recorded on the student’s permanent record. A grade of **W** will be recorded on the permanent record after the official late registration period and up to the last date to drop with a grade of **WF**. A grade of **WF** will be recorded for any course dropped after the close of the prescribed “drop with **W**” period and through the last day of class. A **WF** is treated as an **F** in computing the student’s grade point average. A student who stops attending classes without officially dropping will have the grade of **F** recorded for each course. This grade is included in all calculations and totals. The *University Academic Calendar* lists the prescribed deadline dates in each term/session. Dropping courses during final exams is not permitted. Students must consult with their advisors concerning any change in enrollment.

**Dropping courses during final exams is not permitted**
The Withdrawal Process
1. The *University Semester Withdrawal* form must be obtained from the University Academic Center, located in the Prince Building, Room 213F. The top portion of the form, including student signature and date, must be completed in the University Academic Center when the form is obtained. A counseling session with a retention counselor will take place explaining the ramifications of withdrawing. At that time, the retention counselor will date stamp the form, which will begin the seven day validity period for the form.

2. The student will make appointments with, and obtain signatures from, each of the following offices: Bursar’s Office, Office of Financial Aid, Office of Residence Life (if applicable), and the SEVIS Official (International Students).

3. Within the 7 day period, the completed form must be submitted for processing to the Office of the Registrar, located in the Singleton Building, Room 108. Failure to complete the process within the 7 day period will nullify the *University Semester Withdrawal* Form. The student will relinquish his/her Student Identification Card to the Office of the Registrar at the time the completed form is submitted.

4. Once processed, a copy of the submitted *University Semester Withdrawal* request form will be provided to the student.

Withdrawal from the University May Be More Important Than You Think
Students who withdrawal from the institution will be given a refund on the basis of either

1. University refund calculation (students who do not receive Title IV Federal Financial Aid), or

2. University refund calculation and Return of Title IV Funds Policy (students who receive Title IV Federal Financial Aid).

Both refund calculations conform to federal regulations set forth by the Higher Education Act of 1965, as amended by the Higher Education Amendments of 1998 (Public Law 105-244 approved on Nov. 1, 1999).

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

The University policy applies to all students who withdraw from the institution.

The refund schedules are published online in the General Registration Information document each semester (go to http://www.coastal.edu/registrar, then select General Registration Information By Term).

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

For specific refund dates, go to www.coastal.edu/registrar, choose the current University Catalog, select Fees & Expenses, scroll down to *Policy for Withdrawal Refunds*, and select the current term.
All students, both full-time and part-time, desiring to withdraw from the University or to discontinue enrollment in **all** courses should obtain a University Semester Withdrawal form (see withdrawal process for details). An exit interview will be conducted to assist the student in completing the withdrawal form and to resolve any outstanding obligations. A student who leaves the University without following this procedure may prejudice any further attempt to re-enter the University and will receive a grade of **F** in all courses.

The date of withdrawal from the University will be posted on student transcripts. Courses from which the student withdraws during the late registration period will not be recorded on a student’s permanent record. Thereafter, through two-thirds of the total number of class days from the beginning of the term/session, the grade of **W** will be recorded on a student’s transcript but will not be used in computing the grade point average.

Specific dates are listed in the *University Academic Calendar*. Students withdrawing after the close of the prescribed “withdraw with **W**” period and prior to the last day of class will receive a grade of **WF** for each course in which they are enrolled. A **WF** is treated as an **F** in computing the student’s grade point average. Students who stop attending classes without officially withdrawing will have the grade of **F** recorded for each course. This grade is included in all calculations and totals.

Exceptions to the assignment of a grade of **WF** are possible only for verifiable, documented reasons. If a student must withdraw from the University for medical reasons or for another acceptable major cause after the last day to receive a **W**, the grade of **W** still may be assigned. A *Request for Total Withdrawal From Courses Due To Extenuating Circumstances* form, available from the Office of the Dean of the student’s major, must be approved by the course instructor(s) and the student’s academic dean and returned to the Office of the Registrar by the dean.

For specific academic withdrawal dates for the current term, go online to www.coastal.edu/registrar, select Academic Calendar and then choose the current term.

**Student Instructions for Withdrawing from College**

**WARNING:** *Withdrawing from the University could be more costly than you realize.*

If you are receiving federal funds (Pell Grant, SEOG, Perkins, Stafford, or Plus Loans) and you withdraw from the university after the **100% refund date**, you are responsible for reimbursing Coastal Carolina University for the federal funds that the university must repay on your behalf.

Eligibility for any refund of tuition/fees/charges is based on the validation date stamped on the completed withdrawal form (if submitted within seven days) and the published refund schedule.

If you are eligible for any refund, it will be reduced by any debt you currently owe the University and/or by any financial aid received from the University.

Refund checks will be mailed to your permanent address on record with the Office of the Registrar.
Withdrawal from the University after the last day to drop with no academic record will result in assignment of grades of W or WF in all courses. If extenuating circumstances exist, consult your academic dean.

Any financial obligations you may incur to the University must be paid in full before you may register again.

1. The “University Semester Withdrawal” form must be obtained from the University Academic Center, located in the Prince Building, Room 213F. Forms cannot be e-mailed or faxed to students and/or parents.

   The top portion of the form, including student signature and date, must be completed in the University Academic Center when the form is obtained.

   A counseling session with a retention counselor will take place explaining the ramifications of withdrawing. At that time the retention counselor will date stamp the form, which will begin the seven day validity period for the form.

2. The student will then make appointments with the Office of Financial Aid located in Kingston Hall, Room 134; (843) 349-2313 and the Bursar’s Office located in Evergreen Hall; (843) 349-2159 to discuss the financial ramifications of withdrawing from the university. After each counseling session, the department representative will affix his/her signature to the form.

3. If living in student housing, the student will make an appointment to meet with a Residence Life representative located in Waccamaw Hall, room 129; (843) 349-6400. Appropriate procedures will be followed (as determined by the Residence Life representative.) At the conclusion of the meeting, the Residence Life representative will affix his/her signature to the form.

4. International students must meet with the university’s SEVIS Officer in the International Programs Office located in Laurel Hall; (843) 349-2054. At the conclusion of the meeting, the SEVIS Officer will affix his/her signature to the form.

5. The completed form must then be submitted to the Office of the Registrar located in Singleton Building, Room 108; (843) 349-2019. The student will relinquish his/her Student Identification Card to the Office of the Registrar at the time the completed form is submitted. A copy of the submitted University Semester Withdrawal request form will be provided to the student.

Note: Steps 1-5 must be completed within seven calendar days. Failure to complete this process will nullify the University Semester Withdrawal form. However, financial aid will be prorated from the original date.

Medical/Psychological Withdrawal

Psychological Withdrawal Criteria
Best Practices

♦ Is there a recent history of a mental health problem which has affected the student’s ability to perform during this semester?
  o Evidence: History of counseling in Counseling Services
  o Evidence: History of counseling/hospitalization elsewhere demonstrated with documentation
  o Evidence: Description or demonstration of symptoms which are not likely to have been repeated from an abnormal psychology textbook (i.e. can give detail as to how symptoms have impacted their own life)
  o Evidence: Symptoms did not selectively impact school performance only
♦ Is the student willing to stay out of school at least three months to address the issue?
♦ Is the student prepared to get mental health care to address the problem?
♦ Is the student doing poorly in school due to lack of effort and wanting the psychological withdrawal to “bail out” of bad grades?
♦ Will the granting of a psychological withdrawal serve to further enable the student to continue destructive behavior?
♦ Will the leverage of required therapy to return to school potentially get this student into treatment when they otherwise might continue to avoid it?

Other Issues Considered
♦ Have they discussed it with their parents?
♦ Will they continue to have health insurance when not enrolled?
♦ Will this result in the loss of future financial aid or the requirement to immediately repay financial aid?
♦ Will they have a reasonable place to live and means to pay for the necessities of life?
♦ Will they be able to get out of a lease or continue rent payments?
♦ Will they have adequate structure in life after withdrawing to prevent deepening of the problem?

University Withdrawal for Extenuating Circumstances
a. Students who withdraw for psychological or medical distress between the first and last day of classes. Students will initiate this process by meeting with an advisor in the University Academic Center.
b. Students who withdraw as a result of other traumatic events during the WF period. Students will initiate this process by meeting with an advisor in the University Academic Center.

Medical or Psychological Withdrawal
Students who withdraw from the University because of a psychological or medical crisis and are not able to complete the regular withdrawal process. University staff or family members will initiate this process.

Students wishing to initiate a Medical or Psychological Withdrawal are required to see an advisor in the University Academic Center as a first step process of withdrawing. When the reason for requesting the withdrawal is psychological or medical, regardless of whether the request is made before or after the close of the “assignment with a W for drops or withdrawals”
period, the advisor in the University Academic Center refers these students to Counseling Services and Student Health Services. To be considered for a Medical/Psychological Withdrawal, a student and his/her condition must be evaluated by Student Health Services or Counseling Services. Recommendations for Medical/Psychological Withdrawal will only be made for debilitating physical or mental illnesses. A Medical/Psychological Withdrawal allows a student to receive a \textit{W} for all semester grades regardless of whether the withdrawal occurred before or after the beginning of the “assignment of a \textit{WF} for drops or withdrawals” period. The withdrawal generally includes all registered classes for the student. If a Medical/Psychological Withdrawal is granted, a withdrawal will be specified on the student’s transcript without the words “Medical/Psychological.” Typical conditions may be considered for a Medical/Psychological Withdrawal are major surgery or prolonged hospitalizations, major depressive disorders, bipolar disorders, psychotic disorders, anorexia nervosa, and alcohol or drug dependence (conditions similar for which one would be disabled to work).

If not being seen or treated by Student Health Services or Counseling Services, the student may be asked to present detailed supporting medical, psychiatric, or psychological records or documents to the Health Services Director for medical conditions or the Counseling Services Director for psychiatric or psychological conditions. The Director will use this information as part of his/her evaluation. Because evaluating the student in person and/or reviewing the relevant documents, as well as speaking with professionals involved in the student’s care is a time consuming process, two weeks are needed to determine the appropriateness of recommending a Medical/Psychological Withdrawal. The same or more time is needed before a decision can be made about removing the Medical/Psychological Withdrawal “hold” once this is requested by the student.

If a Medical/Psychological Withdrawal is granted then a “hold” is put on the student’s account and he/she cannot register until the director who recommended the withdrawal agrees to recommend removal of the “hold.” If the Medical/Psychological Withdrawal is approved, the student’s pre-registration for the following semester will also be cancelled.

Students needing Medical/Psychological Withdrawal are generally unable to work with an advisor in the University Academic Center due to hospitalization or other circumstances that prevent them from being present on campus. Counseling Service personnel or Student Health Service personnel serve as the advisor to facilitate the withdrawal.

**Medical/Psychological Withdrawal Procedures**

For students to initiate a Withdrawal for Extenuating Circumstances due to medical or psychological concerns, they must complete a \textit{Medical/Psychological Withdrawal Request} form, obtained from the advisor in the University Academic Center. This form should be submitted to the Director of Student Health Services for medical conditions or the Director of Counseling Services for psychiatric or psychological conditions. The director will conduct medical or psychological evaluations of the student and review supporting medical or psychological records. The student would be required to sign a release of information allowing the director to communicate with the advisor in the University Academic Center. The director will complete his/her portion of the \textit{Medical/Psychological Withdrawal Request} form and send the form to the
advisor in the University Academic Center. If a recommendation is made for the Medical/Psychological Withdrawal, the advisor in the University Academic Center may be the process of completing the University Semester Withdrawal form. Ultimately, the decision regarding the granting of the withdrawal lies with the Provost’s Office. If the Provost’s Office finds it necessary, the student will need to sign a release of information form to allow the Counseling Services or Student Health Services staff to speak with the representative from the Provost’s Office. The Provost may choose to meet with the student and/or consult the instructors of the courses in which the student is enrolled prior to making the decision. If a Medical/Psychological Withdrawal is granted, a “hold” is placed on the student’s record to prevent him/her from registering for future classes until requirements have been met.

When the director evaluates the student, the following will occur:

- A medical or psychological evaluation will be completed.
- Treatment recommendations will be made.
- Requirements for return from the withdrawal will be discussed.

Medical/Psychological students may be incapacitated or involuntary hospitalized and may be unable to meet with the director. In such cases, the student’s designated next of kin may request the withdrawal on the student’s behalf by submitting the Medical/Psychological Withdrawal Request form. The director will communicate withdrawal implications and return requirements to the next of kin. The director will then submit the Medical/Psychological Withdrawal Request form to the Provost’s “Office for approval.

If a student (or next of kin) requests a Medical/Psychological Withdrawal, he/she agrees that the student will:

- Pursue on-going treatment with a medical professional for medical conditions or licensed mental health professional for psychological/psychiatric conditions to address the issues which led to the withdrawal;
- Have a substantial period of time of medical or psychological stability which is documented by their treating clinicians and agreed upon by the appropriate director. This normally requires staying out of the university for at least 3-6 months; and
- Meet the requirements for return from Medical/Psychological Withdrawal.

Partial Medical/Psychological Withdrawal
A student has the ability to drop some (but not all) of their courses at any point in the regular semester up to and including the last day that a class meets. Student may not drop courses during examination week. A student wishing to drop all courses (i.e. total withdrawal) must utilize the in-person total withdrawal process.

During the first few days of each semester, a “drop with no academic record” period exists (as defined in each semester’s Academic Calendar) where a student may drop individual courses via the web without the courses becoming part of the student’s transcript record.

When the “drop with no academic record” period ends, courses may no longer be dropped via the web and students must use the in-person withdrawal process. A student must meet with his/her advisor to discuss the academic implications of dropping and obtain an advisor’s
Best Practices

signature on a registration form that indicates all of the classes the student has will be dropped. The student must submit the completed form to the Registrar’s Office for processing.

After the WF period begins, a student who requests withdrawal from some, but not all, courses for medical/psychological reasons must use the Medical/Psychological Withdrawal process to request a Partial Medical/Psychological Withdrawal. Partial Medical/Psychological Withdrawal will only be considered with documentation from a treating professional which specifies:

1. that the student is able to maintain sufficient functioning to successfully participate in the remaining course(s) while pursuing the necessary treatment; and
2. it is in the best interest of the student to remain partially enrolled in the university.

After all supporting documentation has been received, the Director of Student Health Services or the Director of Counseling Services will review the materials and make a recommendation to the Provost (or the Provost’s designee). The Provost will make a final determination, considering the needs of the student and the needs of the university, and notify the student of the decision.

When a Partial Medical/Psychological Withdrawal is granted, a hold will be placed on the student’s record to prevent the student from any additional registration activity until the Return from Partial Medical/Psychological Withdrawal requirements have been met.

Psychological Leave Procedures

If a student requires time away from the university due to psychological reasons but wishes to remain enrolled and complete the semester, it is recommended that he/she meet with a counselor from Counseling Services prior to leave if he/she is able. The counselor will conduct a psychological evaluation, make treatment recommendations, and, if requested, have the Dean of Students inform relevant university personnel of the student’s absence. If the student is not able to meet with a counselor prior to leave, he/she or his/her next of kin may contact a counselor by phone. The student or student’s next of kin should maintain periodic contact with the counselor so that arrangements can be made for return and/or recommendations can be made regarding pursuit of a psychological withdrawal.

Return from Medical/Psychological Withdrawal

When a student wishes to return after a Medical/Psychological Withdrawal, he/she is required to do the following:

- Complete a Request for Re-Enrollment Following Medical/Psychological Withdrawal form and submit it to the Director of Student Health Services for medical conditions and the Director of Counseling Services for psychological/psychiatric conditions;
- Request that all professionals treating him/her for medical/psychological conditions during his/her absence from the University complete a Community Provider Report Form;
- Meet with the appropriate director who will evaluate the Community Provider Reports, conduct a medical or psychological evaluation, and make continued treatment recommendations.

The director will make a recommendation to the Provost (or Provost’s designee) regarding the student’s suitability to return to the university. The Provost will make a decision regarding re-enrollment and lift the “hold” on the student’s record if the student is granted re-enrollment. The
student who is readmitted must adhere to the agreed upon follow-up treatment plan established
by Student Health Services or Counseling Services and must agree to notification of the Vice-
President of Student Affairs (or his/her designee) if he/she fails to comply with those
recommendations. Failure to comply with recommendations may result in the student being
involuntary withdrawn for medical/psychological reasons.

Return from Partial Medical/Psychological Withdrawal
When a student accepting a partial medical/psychological withdrawal wishes to return to full-
time student status, he/she must follow the same procedures as return from a
Medical/Psychological Withdrawal to establish readiness to return to full student status.

Return from Psychological Leave
If a student wishes to return to the university after having left the university for psychological
reasons during the same semester and wishes to have his/her absences excused, he/she should see
a counselor in Counseling Services. The counselor will conduct a psychological evaluation,
make treatment recommendations, and if appropriate, provide the student with documentation
which may be delivered to the current instructors verifying the psychological condition and dates
of absence.

If a student wishes to return to the university after having committed a self-inflicted life-
threatening act, he/she must first meet with the Director of Counseling Services before returning
to classes or a residence hall. A life-threatening act includes, but is not limited to, a suicide
attempt, significant self-harm behavior, self-starvation resulting in a recommendation for
hospitalization, and alcohol/drug over-dose requiring medical treatment. A failure to meet this
requirement will result in the student being referred by any university personnel to the Dean of
Students for disciplinary action. When the student meets with the Director of Counseling
Services, the director will conduct a psychological evaluation, make treatment recommendations,
and if appropriate, provide the student with documentation which may be delivered to the current
instructors verifying the psychological condition. The director will make a recommendation to
the Dean of Students regarding requirements for continued enrollment. The Dean of Students
will monitor continued compliance with those recommendations.

Advising Students Planning on Withdrawing From a Class

Once the drop/add period is completed, all students must be advised of the following items when
withdrawing from a class:

• Any student dropping below twelve credit hours will lose their full-time status
• Students who are part-time may lose their insurance coverage
• Any student receiving financial aid must complete seventy-five percent of the credit
  hours they attempt or they are in danger of losing their financial aid
• Any class assigned a “W” or a “F” counts as an attempted (not completed) course and
  will be calculated in the twenty-five percent
• While a “W” does not impact the students GPA, multiple withdrawals do not look good
  on the student’s transcript
• Courses transferred into Coastal Carolina University do not apply to the cumulative GPA earned at Coastal. However, they may be calculated in the LIFE and HOPE GPA
• Certain scholarships, such as LIFE and HOPE, might require a certain yearly GPA and completion of 30 credit hours from August 1st to August 1st.

All advisors must review all these points with any student requesting to withdraw from a course.

Wherever possible, have Student Workers or Student Advisors walk the student to the Registrar’s office; if one is not available, whenever possible, walk the student to the Registrar’s Office yourself. The student has not formally withdrawn until the Registrar’s Office processes the withdrawal form.

It is recommended that all advisors give students a handout listing these points.

**How Academic Progress Relates to Financial Aid Eligibility**

As an academic advisor, you should be aware of the current financial aid status of your advisees and any stipulations placed upon the students’ aid regarding academic standing. Many students are not aware of how financial aid eligibility is dependent on satisfactory academic progress at the University. Some types of financial aid may require the completion of a certain amount of credit hours each semester or year, a minimum GPA, or satisfactory progress toward completion of a degree program within a certain time frame. Students must also realize that dropping classes may affect the date they must repay certain types of financial aid to the University. They should always be advised to consult with the Office of Financial Aid and Scholarships if they are not sure how their class schedule or amount of course hours will effect their financial eligibility. Below is some information on the academic requirements for certain forms of financial aid. This is not a comprehensive list, and all questions regarding financial aid, student eligibility, and the requirements for specific financial aid awards should be directed to the Office of Financial Aid and Scholarships at 349-2313.

**South Carolina Need Based Grant**
Students awarded the South Carolina Need Based Grant must be enrolled at least half time (six or more credit hours) in a degree-granting program and maintain a 2.0 cumulative GPA.

**South Carolina State Tax Credit**
South Carolina residents are eligible for a tax credit beginning in the 1997 tax year for students who complete 30 credits a year. The tuition cannot have been paid from grants or scholarships.
Student Loans

The maximum amount of Federal Stafford Loan money (depending on financial aid eligibility as determined by Office of Financial Aid and Scholarships) a student is allowed to borrow is as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit Hours</th>
<th>Maximum Amount of $ Student Allowed to Borrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29 hours</td>
<td>$3500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59 hours</td>
<td>$4500</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89 hours</td>
<td>$5500</td>
</tr>
<tr>
<td>Senior</td>
<td>90+ hours</td>
<td>$5500</td>
</tr>
</tbody>
</table>

Student Scholarships

Students must complete 30+ credit hours and also maintain a minimum of a 3.0 cumulative GPA with satisfactory degree progress each academic year to receive the following scholarships for the next year:

**Presidential Merit Scholarship**

First-time freshmen who are South Carolina residents who present SAT scores of at least 1,250 or 27 on the ACT, and have a minimum high school GPA of 3.50 or rank in the top twenty (20) percent of their high school class will be considered for an annual $4,000 academic scholarship and will also receive an invitation to participate in the Honors Program.

Non-resident students who present SAT scores of at least 1,300 or 29 on the ACT, and have a minimum high school GPA of 3.50 or rank in the top twenty (20) percent of their high school class will be considered for an annual $7,500 academic scholarship. This scholarship will be applied to the student’s account at the University in equal payments each semester and will pay for direct University billed expenses, including tuition and fees, textbooks, and room and board. Presidential Merit Scholarships are awarded for a maximum of eight semesters. Students are eligible for renewal of the Presidential Merit Scholarship if they maintain a minimum 3.25 cumulative CCU GPA and earn 30 semester hours each academic year.

**Provost Merit Scholarship**

First-time freshmen who present an SAT score of at least 1,200 or ACT score of 26, have a minimum cumulative high school GPA of 3.5, or rank in the top twenty (20) percent of their graduating class will be considered for a Provost Merit Scholarship. South Carolina residents will receive an annual $2,000 scholarship, and non-residents will receive an annual $6,500 scholarship. Provost Merit Scholarships are awarded for a maximum of eight semesters.

Students are eligible for renewal of this Scholarship if they maintain a minimum 3.0 cumulative CCU GPA and earn 30 credit hours each academic year. (Provost Scholars are distinguished members of the entering freshman class and may be invited to participate in the Honors Program.)

**Coastal Merit Scholarship**

First-time freshmen who are South Carolina residents who present an SAT score of at least 1,100 or an ACT score of at least 24 and a high school GPA of 3.5 or rank in the top 20
percent of their class will be considered for an annual $1,000 academic scholarship, provided funds are available.

Students who are non-residents of South Carolina who present an SAT score of at least 1,150 or an ACT score of at least 25 and a high school GPA of 3.5 or rank in the top 20 percent of their class will be considered for an annual $4,000 academic scholarship.

Awards will be renewed annually if students earn 30 credit hours each academic year and maintain a minimum 3.0 cumulative CCU GPA with satisfactory degree progress (full-time status). Freshman awards are made for a maximum of eight semesters.

See Financial Aid and Scholarships website for application deadlines at www.coastal.edu/financialaid.

Coastal Merit Transfer Scholarship
Transfer students who are South Carolina residents who have completed 30 credit hours of college transfer course work with a 3.25-3.49 cumulative GPA will be considered for an annual $1,000 academic scholarship provided funds are available. Students who have completed 30 credit hours of college transfer course work with a 3.50-4.0 cumulative GPA will be considered for an annual $1,500 academic scholarship provided funds are available.

Transfer students who are not residents of South Carolina who have completed 30 credit hours of college transfer course work with a 3.25-3.49 cumulative GPA will be considered for an annual $4,000 academic scholarship provided funds are available. Students who have completed 30 credit hours of college transfer course work with a 3.50-4.0 cumulative GPA will be considered for an annual $6,500 academic scholarship provided funds are available.

Coastal Transfer Merit scholars will be notified approximately two weeks after being accepted to Coastal Carolina University. Awards will be renewed annually if students earn 30 credit hours each academic year and maintain a minimum 3.0 cumulative CCU GPA with satisfactory degree progress (full-time status). Transfer awards are made for up to six semesters depending on the number of credit hours transferred into Coastal Carolina University.

Honors Program Awards
Admission into the Honors Program is by invitation. The director of the Honors Program will evaluate the records of students applying for admission to the University. Minimum criteria for receiving an Honors Program Scholarship Award are:

1. SAT score of 1,200 (critical reading and math) or ACT score of 26;
2. High school GPA of 3.5 or higher;
3. Rank in the top twenty (20) percent of high school class; and
4. Submission of a resume to the Honors Program Director is required for students who are invited to participate.

Students who are invited into the Honors Program may receive an Honors Program award, which is an assigned state-of-the-art personal notebook computer to use while attending CCU.
and being an active member of the Honors Program. Because enrollment in the Honors Scholarship Program is limited, early application for admission to the University is encouraged. Honors Program scholarships are renewable following a satisfactory annual review of degree progress, a 3.0 cumulative CCU GPA and 30 credit hours completed each academic year, and participation in an Honors course each semester. Honors Program scholarships are awarded for a maximum of eight semesters.

LIFE Scholarship

The South Carolina General Assembly funds the Legislative Incentives for Future Excellence (LIFE) Scholarships to qualified South Carolina residents. The LIFE Scholarship does not require a scholarship application. Students are evaluated for the LIFE Scholarship at the time of application for admission to the University. The Office of Financial Aid notifies admitted students who meet the eligibility criteria of the award. Notification is made after a student receives an acceptance to the University. The LIFE Scholarship award is valued at $5,000 annually and is renewable for up to a total of eight semesters for a four-year degree program. In addition, students majoring in mathematics, science, health promotion and middle grades education with an emphasis in math or science may be eligible for the LIFE Scholarship Enhancement valued at $2,500 annually beginning their second year of college for a total value of $7,500 annually. To be eligible for the LIFE Scholarship Enhancement the student must complete at least 14 credit hours of math and science with a lab (6 to 7 credits in math and 6 to 8 credits in science) during their first year of college. Students must be eligible for the LIFE Scholarship to receive the LIFE Scholarship Enhancement.

An eligible student will have graduated from a South Carolina high school and be a full-time, undergraduate, degree-seeking student. The student must be a South Carolina resident for in-state tuition purposes and have no felony or no more than two (2) alcohol-drug related convictions within 12 months from the date of the start of school for the current academic year.

Freshmen entering in fall 2008 will be eligible if they meet at least two of the three following criteria: graduate from high school with at least a 3.0 cumulative grade point average (GPA) based on the South Carolina uniform grading scale (SC UGS); score at least 1,100 on the SAT (critical reading and math) – or an ACT score of 24; or rank in the top 30 percent of the graduating class.

Students currently enrolled in an eligible college or university must earn a 3.0 cumulative LIFE GPA or higher based on the SC UGS by the end of the academic year to be eligible for a LIFE Scholarship renewal. In addition, students entering the second year of college must have earned at least 30 credit hours during the previous academic year. Students entering the third year of college must have earned a total of at least 60 credit hours; and students entering the fourth year of college must have earned a total of at least 90 credit hours.

The LIFE Scholarship is renewable, up to the allowable number of semesters (maximum of eight for first-time entering freshmen), as long as the student maintains at least a 3.0 cumulative LIFE GPA and earns an average of 30 or more credit hours each academic year.
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The GPA and/or credit hour requirement for renewal may be met by enrolling in the summer term(s) that immediately follows an academic year when the student had a LIFE Scholarship.

Students graduating from out-of-state high schools must be South Carolina residents prior to graduating and have their GPA converted to the SC UGS.

HOPE Scholarship
The South Carolina General Assembly funds the HOPE Scholarship to qualified South Carolina residents. The HOPE Scholarship does not require a scholarship application. Students are evaluated for the HOPE Scholarship at the time of application for admission to the University. The Office of Financial Aid notifies admitted students who meet the eligibility criteria of the award. Notification is made after a student receives an acceptance to the University. The HOPE Scholarship award is $2,800 during the freshman year. Qualifications for funding for the LIFE and the HOPE Scholars may change per South Carolina Commission on Higher Education guidelines.

Students are eligible to receive the HOPE Scholarship for no more than two semesters (or its equivalent) during the freshman year of attendance only. An eligible student will have graduated from a South Carolina high school and be a full-time, undergraduate, degree-seeking student, be a South Carolina resident for in-state tuition purposes, and have no felony or no more than two (2) alcohol-drug related convictions within 12 months from the date of the start of the school for the current academic year.

Freshmen entering in fall 2008 must graduate from a South Carolina high school with at least a 3.0 cumulative grade point average (GPA) based on the SC UGS. At the end of the first year of college, if the student has a cumulative LIFE GPA of 3.0 and has completed 30 credit hours, the student will be eligible for the LIFE Scholarship the following academic year.

Students graduating from out-of-state high schools must be South Carolina residents prior to graduating and have their GPA converted to the SC UGS.

Dean’s Excellence Scholarship
The Dean of each academic college will review applications for Excellence Awards from continuing students in each respective college. The Dean may select up to seven applicants per year and will recommend applicants to the University Scholarship Committee. The Dean of the Edwards College of Humanities and Fine Arts will review applications of Interdisciplinary Studies majors and will recommend one applicant to the University Scholarship Committee. Successful applicants will receive a $1,000 per year academic scholarship. Students who are currently receiving the Presidential Merit, Provost Merit, Coastal Merit Scholarship or Visual and Performing Arts Award are not eligible for the Dean’s Excellence Scholarship.
Minimum criteria for the Dean’s Excellence Award include:

1. An applicant must have completed at least 15 credit hours with a minimum 3.25 cumulative GPA from Coastal Carolina University to be eligible to apply;
2. The recipient must have completed at least 30 credit hours with a minimum 3.25 cumulative GPA from Coastal Carolina University at the time the scholarship is awarded; and
3. The recipient must have demonstrated active involvement in the degree program.

The maximum term of scholarship funding will be determined at the time of the award. Continuation of the scholarship is contingent upon the candidate earning at least 30 credit hours annually at Coastal Carolina University with a minimum 3.25 cumulative GPA and the availability of continued funding.

**Policies Relating to Academic Transcripts**

A transcript of the student’s record carries the following information: a detailed statement of the Coastal Carolina University scholastic record showing courses pursued with credits carried, credits earned, grades, grade points, grade point average, grade point deficits, academic status as appropriate, and an explanation of the grading system. All failures, incomplete grades, and penalties such as suspension are also indicated. All requests for transcripts must be in written form. Any student who needs a transcript or a certified copy of the end-of-semester grade report must complete a Transcript Request Form at the Office of the Registrar, or send a signed and dated letter containing all pertinent identifying information to the Office of the Registrar. In addition to the written consent, each transcript request should include full name or names used, student number, dates of attendance, location of attendance, and date of birth to ensure proper identification of the record requested. Transcripts will not be issued to a student who is indebted to the University. Partial transcripts will not be issued. Coastal Carolina University will issue up to twelve official transcripts per person per calendar year at no charge. A non-refundable fee of $5.00 per copy must accompany subsequent requests that are made within the same year. Coastal Carolina reserves the right to alter this charge at any time.

**Code of Conduct and Academic Responsibility**

**Introduction**

This chapter extends and applies the general principles of the Statement of Student rights and Freedoms to specific actions and responsibilities of students at Coastal Carolina University. It accepts the proposition that “academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society,” and that “free inquiry and free expression are indispensable to the attainment of these goals.” This chapter establishes rules, regulations, policies, and the disciplinary guidelines under the duty and corollary powers inherent in educational institutions to protect their educational purposes through the setting of standards of student conduct and scholarship and through the regulation of the use of college facilities. Students have the right to expect expeditious enforcement of the code of student conduct and academic responsibility. It is the responsibility of each student as a member of the University community to abide by the code. Knowledge of this code can prove
most beneficial to students in utilizing and protecting their guarded rights. Unfamiliarity with institutional regulations does not excuse infractions.

**Academic Responsibility**
Academic Infractions – Infractions of academic discipline include, but are not limited to, the following:

1. **Cheating.** This refers to conduct during quizzes and examinations which shall include utilizing written or recorded information, or information obtained by any other means of communication, not specifically permitted by the instructor, and giving written or oral information, or information conveyed by any other means of communication, to another student. Means of such cheating can include picture phones, text messaging, iPODs, any other device that can store information, etc. It also includes stealing, buying, selling, or unauthorized collaboration on any test, homework, assignment, or project. A student who knowingly participates in another’s cheating also commits cheating.

2. **Plagiarism.** This refers to submitting, as a student’s own work, material obtained from another source without indicating the source from which it was obtained. It includes letting another person compose or rewrite a student’s written assignment. Plagiarism includes submission of old laboratory reports, previously submitted term papers, computer programs not authored by the student, or material copied without attribution of published sources. It also includes a student’s allowing another person to take all or part of a course or examination in his or her place. A student who knowingly participates in another’s plagiarism also commits plagiarism.

3. **Disruption of Normal Instruction Activity.** No one may interfere with or disrupt the normal instructional activity and operations of students, faculty of staff of this institution. Examples of disruptive behavior can include, but are not limited to, arriving late to class or leaving class early, eating, arguing, complaining, asking off-track questions, texting, sleeping, or talking to others when the instructor is talking.

4. **Misuse of University Document.** Forgery, alteration or misuse of any University document or record is prohibited.

5. **Fraud or Lying.** Lying or fraudulent misrepresentation in, or with regard to, any transaction with the University, whether oral or written, is prohibited.

6. **University Policies and Procedures.** A student who assists in any infraction mentioned previously shall be considered equally as guilty as the student who commits the infraction.

**Probation and Suspension Policy**

*Effective Fall 2008*

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

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

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

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

When a student’s academic level of achievement falls below a 2.0 cumulative grade point average, but within the range indicated in the following table, the student is placed on probation. Probation appears on a student’s academic record at the end of the Regular semesters (fall and spring). A student is removed from the probationary status at the end of the fall or spring term in which the cumulative grade point average is at least a 2.0.

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

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

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

Suspension: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:
1. the student’s cumulative grade point average falls below the suspension level as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any term.

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

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

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

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

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

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

**General Policies and Petition Procedures**

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

Policies Related to Class Attendance and Grading

Students are obligated to attend class regularly. Absences, excused or not, do not absolve students from the responsibility of completing all assigned work promptly. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence. An instructor is permitted to impose a penalty, including assigning a grade of F, for excused or unexcused absences in excess of 25% of the regularly scheduled class meetings. All instructors are required to state their class attendance and grading policy in the course syllabus. Specific guidelines involving class attendance and grading are outlined in detail in the University Catalog.

Grade Point Average

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

\[ \text{GPA} = \frac{\text{Grade points}}{\text{Grade Hours}} \]

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

Grade Hours are calculated by adding the credit hours of all courses with an earned grade and value from the table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Only grades of A, B+, B, C+, C, D+, D, F, and WF are used in calculation of Grade Hours, Grade Points, and the Grade Point Average. Grades of I, S, U, W, and AUD do not affect Grade Point Average.
Pass-Fail Grading
The Pass-Fail option is designed to encourage students to investigate fields outside of their major curricula in which they have a specific personal interest without affecting their grade point averages. The only grades assigned on courses taken on the Pass-Fail option are S and U; a grade of S indicates a satisfactory performance and a grade of U indicates an unsatisfactory performance. A student will be given credit for courses in which the grade of S is earned, but these courses will not affect the computation of the GPA. Specific provisions of the Pass-Fail option are as follows:

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

Forgiveness Policy
As of May 2008, Coastal Carolina University has a new “repeat forgiveness” option:

- Students may elect to exercise a course “repeat forgiveness” option for up to 13 undergraduate credits during their enrollment at Coastal Carolina University for courses taken at Coastal Carolina University.
- Only courses with grades of C, D+, D, F, and WF are eligible for “repeat forgiveness.”
- A student may not exercise the course “repeat forgiveness” option for courses in which the student was assigned a grade as a result of academic misconduct.
- A course that has been repeated will count only once towards meeting graduation with honors.
- For the course specified as being repeated, CCU will exclude the grade and credit hours earned when calculating the student’s cumulative GPA and earned credit hours.
- Both grades will remain on the transcript.
- All grades (original and repeat) will be used in the calculation of graduation with honors.
- LIFE and HOPE will not honor forgiveness. They will average the two grades.

When considering whether to exercise the course “repeat forgiveness” option, please be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize a “repeat forgiveness” option in evaluating credentials for prospective students and employees. For financial aid and scholarship purposes, duplicate credits do not count as credits completed for satisfactory academic progress except in certain cases. Check with The Office of Financial Aid for details.
To repeat a course using the “repeat forgiveness” option, undergraduates must, after reenrolling in a course, submit a completed Course Repeat Request Form for approval to the Registrar’s office by the end of the drop/add or drop with no academic record period for the semester in which the course is being repeated. Course Repeat Request Forms are available for download from the Office of the Registrar’s web site (http://www.coastal.edu/registrar/forms.html).

Courses that were previously repeated during the timeframe of Summer II 1993 to Spring 2008 may also be considered under the “repeat forgiveness” option. All the highlights listed above will apply. A separate Course Repeat Request Form must be submitted to the Office of the Registrar for each original course requested for “repeat forgiveness.”

Past multiple repetitions of a course may also be considered for “repeat forgiveness.” In those instances, each sequential repetition considered for forgiveness will subtract from the 13 total undergraduate credits.

**Academic Honors and Honor Lists**
The names of students who achieve high GPA’s are entered on the Honor Lists each Fall and Spring semester. Students who have earned, during the Fall or Spring semester, a GPA of 4.0 on a minimum of 12 grade hours at the time of official grade production are listed on the *President’s Honor List*. Student who have achieved, during the Fall or Spring semester, a GPA of 3.5 or higher (3.25 for freshmen) on a minimum of 12 grade hours at the time of official grade production are listed on the *Dean’s Honor List*. No course carried on a Pass-Fail or audit basis, taken through correspondence, or passed by examination or exemption will be counted toward the 12 hours required for either the President’s or Dean’s Honor List. Grades of Incomplete changed to letter grades beyond the semester’s official grade production date will not qualify a student for honors.

**Graduation with Honors**
Graduation with honors will be based on a GPA calculated on the basis of all work in the student’s postsecondary career, i.e. collegiate GPA, including any attempted at other institutions, provided that the GPA achieved at Coastal meets the level specified for the honors sought. This calculation will include all courses attempted, not just those submitted in fulfillment of graduation requirements. The following designations indicate a consistently high level of academic achievement throughout the student’s entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours (which include credits earned through sanctioned Coastal academic exchange programs) applicable toward the degree in residence at Coastal. Courses taken as a transient student at other institutions, by correspondence, by examination, by exemption, credits earned though military credentials are not considered “in residence.”

*Summa cum Laude*: a collegiate GPA of 4.0  
*Magna cum Laude*: a collegiate GPA of 3.75-3.99  
*Cum Laude*: a collegiate GPA of 3.5-3.74
# CCU Core Curriculum Effective Fall 2009

<table>
<thead>
<tr>
<th>Communication</th>
<th>Mathematical Concept</th>
<th>Scientific Concepts</th>
<th>Humanistic Concepts</th>
<th>Cultures, Languages, Social Structures</th>
<th>Structure and Development of United States</th>
<th>Human Health and Behavior</th>
<th>Creative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hours</td>
<td>3-4 hours</td>
<td>4 hours</td>
<td>6 hours</td>
<td>6-9 hours</td>
<td>3 hours</td>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

- English 101*  
  - English 102 or 211

*Students may exempt (without credit) ENGL 101 under the following conditions:
  1. Score of 600 or higher on SAT Writing Test
  2. Score of 24 or higher on ACT Writing Test

- All must be passed with a C to progress to next level

Choose One:
- Math 132  
- Math 139  
- Math 160  
- Math 201  
- CBAD 291  
- PSYC 225/L  
- STAT 201/L

Choose One:
- ASTR 101/L  
- ASTR 111/L  
- BIOL 101/L  
- BIOL 121/L  
- BIOL 232/L  
- CHEM 101/L  
- CHEM 111/L  
- GEOL 102/L  
- GEOL 111/L  
- MSCI 101/L  
- MSCI 102/L  
- MSCI 111/L  
- PHYS 103/L  
- PHYS 201/L  
- PHYS 211/L

Choose 1 Course from 2 of 3 fields included:
- ENGL 205  
- ENGL 287  
- ENGL 288  
- HIST 101  
- HIST 102  
- HIST 202  
- PHIL 101  
- PHIL 102

Must include Both Part A and Part B

Part A – ***Foreign Language
- 3-6 hours in foreign language based on placement test

Part B – Global Studies Awareness (select one of two options):
- Approved Study Abroad course

Or, Choose One:
- HIST 201  
- POLI 201

Choose One:
- ECON 110  
- HPRO 121  
- EXSS 122  
- RSM 120  
- PSYC 101  
- SOC 101

Choose One:
- ARTH 105  
- ARTH 106  
- ARTS 103  
- ARTS 104  
- ENGL 201  
- MUS 110  
- THEA 101  
- THEA 201

***Languages: Spanish, German, French, Japanese, Italian, Chinese, Latin
Core Curriculum Requirements

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

Students are required to complete the Core Curriculum as established by Coastal Carolina University. Courses in the program may be distributed throughout the student's four years of college study, but it is recommended that skills or introductory courses be taken during the first two years. Where a choice is indicated, departments may require a specific core course for their majors, so students must also refer to the major department section of the University Catalog.

Goals and student outcomes for the Coastal Carolina University core curriculum are as follows:

1) Knowledge of Effective Communication. Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively.
2) Knowledge of Mathematical Concepts. Educated persons should have the ability to solve numerical problems, understand and apply mathematical concepts, and develop quantitative skills.
3) Knowledge of Scientific Concepts. Educated persons should have the ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science to the natural world.
4) Knowledge of Humanistic Concepts. Educated persons should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which human beings interpret and judge themselves and their world.
5) Knowledge of Culture, Languages and Social Structures of Other Countries of the World. Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures.
6) Knowledge of the Structure and Development of the United States. Educated persons should become knowledgeable of the cultural and political heritage of the United States and its importance in contemporary events.
7) Knowledge of Human Health and Behavior. Educated persons should gain a basic knowledge and understanding of health and human behavior on the individual and societal levels to facilitate quality of life an improve community and societal environments.
8) Knowledge of Creative Expression. Educated persons should have the opportunities to experience and understand accomplishments in the arts.
Core Curriculum

Foreign Language Substitution
The following is a list of foreign language substitution courses. These courses are to be used by students with a documented learning disability and registered with the Office of Disability Services; they also have to have been granted a foreign language substitution as an accommodation. They will need to take two courses from the list to fulfill the foreign language requirement. If you have any questions, please contact the Office of Disability Services at 843-349-6561 or see the website at www.coastal.edu/disabilityservices.

Anthropology 102 -Understanding Other Cultures. (3)
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods and data of sociocultural anthropology and anthropological linguistics. May be taken with, or independently of, Anthropology 101. (Not open to anyone who has taken Anthropology 101 before 1976.)

Anthropology 355 -Minority Group Relations. (3) (= SOC 355) (Prereq: SOC 101)
Theories, methods, and substantive issues in the study of majority-minority group relations with an emphasis upon racial and ethnic differentiation.

Art History 105 -History of Western Art I. (3)
A survey of the visual arts and their relevance to their times from the Paleolithic period through the Gothic period.

Art History 106 -History of Western Art II. (3)
A survey of the visual arts and their relevance to their times from the Renaissance to the present. S.

Art History 322 -Medieval Art & Architecture. (3) (= HIST 322)
A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture in wood, stone, bronze, and gold will also be central to the course content.

English 205 -Literature and Culture. (3) (Prereq: C in ENGL 101).
This course is designed to provoke and cultivate students’ imaginative and critical understanding of literature in various cultural contexts. Text (in poetry, drama, fiction, and/or creative nonfiction) will vary by section. Each section will examine compelling themes, styles, and cultural arguments within their literary, historical, and philosophical contexts.

English 275 -Masterpieces of World Literature I. (3) (Prereq: Satisfactory completion of ENGL 101 and 102).
Selected readings of Western and non-Western literature from antiquity to the Renaissance. Students write primarily analytical essays. Some research is required. All readings are in English. F, S, Su.

English 276 -Masterpieces of World Literature II. (3) (Prereq: Satisfactory completion of ENGL 101 and 102).
Selected readings of Western and non-Western literature from the Renaissance to modern times. Students write primarily analytical essays. Some research is required. All readings are in English. F, S, Su.

English 277 -Literature in Translation. (3) (Prereq: C in ENGL 101)
This course is designed to introduce students to works of literature in translation from the Eastern and/or Western literary and intellectual traditions. Drawing from a variety of texts, genres, and formats, each section will examine issues of cultural interaction and translation, emphasizing the significance of cross-cultural dialogue and transfer of ideas between world cultures, historical periods, and/or literary movements.

English 322 -Latin American Literature in Translation. (3) (= SPAN 322)
Selected readings of Latin American Literature in translation. Students write primary critical essays. All readings are in English. Even years.

English 343 -European Drama. (3)
Core Curriculum

A critical and historical study of European dramatic literature. The course begins with an examination of selected plays, from Sophocles to Beckett, which produce several significant literary and dramatic issues. Subsequently, such issues are used to study nineteenth and twentieth century European plays from Buchner to Handke.

French 250 -French Literature in Translation. (3) (Prereq: C in ENGL 101).
Selected readings of French literature from the Middle Ages to the Modern Era in Translation. Discussion and analysis of a variety of texts, including prose, drama, and poetry, and consideration of their cultural and historical backgrounds. Work for the class includes reading assignments, short critical essays, and comparative studies of the works read.

Geography 121 -World Regional Geography. (3)
An introduction to basic geographical concepts used by geographers in examining the fundamental contrasts between various countries of the world. Analysis of regions of the world, western and non-western, with respect to physical, cultural (both majority and minority), political and economic orientation.

History 101 -The Foundations of European Civilization to 1648. (3)
An introduction to the foundations of European Civilization, beginning with the early civilizations of Egypt and Mesopotamia, followed by a survey of the history of ancient Greece and Rome, the rise of Christianity, the transmission of this heritage to Europe, the Middle Ages, the Renaissance, and the Reformation.

History 102 -Introduction to European Civilization from 1648 to the Present. (3)
A survey of the rise of European civilization from the end of the Thirty Years' War to the present.

History 111 -World History to 1500. (3)
World History to 1500 examining the emergence of key civilization in India, China, Africa and Europe.

History 112 -World History Since 1500. (3)
World History since 1500 examines the nature and interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from the "voyages of oceanic discovery" through the ages of democratic and industrial revolutions and into the era of contemporary global developments.

History 302 -The Middle Ages (500-1250). (3)
A study of the causes and course of the split of the Roman world into Western European, Eastern Orthodox and Islamic culture, followed by a discussion of the civilization of the High Middle Ages and the problems of cultural change in the late medieval period.

History 303 -Renaissance and Reformation (1250-1648). (3)
A consideration of the decline of the medieval world and the dawn of modern civilization as exemplified by the emergence of the modern state, the Renaissance, the Reformation, the New Science, the Age of Exploration and the secularization of society.

History 304 -The Enlightenment: Europe (1648-1789). (3)
A survey of the main currents of European thought, cultural development, and politics between the Thirty Years’ War and the French Revolution.

History 307 -European History (1848-1914). (3)
A study of the main currents of European thought, from the Revolutions of 1848 to the rise of industrial power, imperialism, diplomatic realignment, nationalism, and the road to World War I.

History 308 -World War I and the Twenty Years’ Truce. (3)
An inquiry into the causes and conduct of the First World War; the peace settlement of 1919-1923; the rise of totalitarianism and the struggle of the European democracies; the road to the Second World War.

History 313 -The History of Russia to 1855. (3)
An introduction to the civilization of the Russian and Slavic peoples. The historical traditions and culture of the people who occupied the Russian plains from the eighth century A.D. to the mid 19th century.
History 314 - The History of Modern Russia and the Soviet Union Since 1855. (3)
The decline of Imperial Russia, the Revolution of 1917, and the development of the Soviet Union.

History 316 - Roman Republic and Empire. (3)
An examination of the political history of the Roman state, from its foundation by the legendary Romulus to its destruction by barbarian invaders. Special emphasis upon the failure of Republican government and the disappearance of personal freedom as one family of unparalleled ability and wealth fights for victory in a bloody civil war. Imperialism, militarism, bureaucratization and the advent of Christianity highlighted. Colorful personalities, such as those of Marc Antony and Cleopatra, examined in some detail.

History 317 - Comparative Revolutions. (3) (Writing Intensive) (= POLI 317)
Case studies of the classic revolutions (English, American, French, and Russian) and analyses of these and other revolutions as political phenomena. Attention will be given to the political philosophy of revolution.

History 322 - Medieval Art & Architecture. (3) (= ARTH 322)
A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture

History 323 -Italian Renaissance Art & Architecture. (3) (= ARTH 323)
This course surveys the painting, sculpture, and architecture of the Italian peninsula c. 1300-1550 and the revival of classical ideals and philosophies of visual representation focusing primarily on Florence, Venice, and Rome. The course examines the art and ideas of inspired, creative minds such as Giotto, Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian, Palladio, and many more.

History 326 - History of Germany Since 1870. (3)
A critical study of the creation of the German Empire, Bismarck, Wilhelminian Germany, the First World War, the Weimar Republic, the Third Reich, the Second World War, and the fate of German speaking peoples since then.

History 327 - Eastern Europe and the Soviet Union: 1918 to the Present. (3)
History of the new East European states and the Soviet Union from the end of World War I to the present. Emphasis on their domestic and foreign problems during the interwar period, the Russian expansion and domination of Eastern Europe since 1945, the establishment of the “People's Democratic Republics” in Poland, East Germany, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, and Albania, and the revolutionary upheavals in the 1980's leading to the fall and collapse of the Communist system and ideology in Eastern Europe and the Soviet Union.

History 328 - Renaissance Europe, 1250-1517. (3)
A survey of renaissance culture as it emerged in the northern Italian city-states. Topics include republican and despotic governments, war and diplomacy, humanism, art, individualism, religion, the growth of secularism, gender, the family, and the Northern Renaissance.

History 329 - Reformation Europe, 1517-1648. (3)
An examination of the Protestant Reformation and its European context. Topics include the renaissance background, Luther’s break with Rome, the major reformed traditions, the Catholic response, the nation-state, warfare and diplomacy, colonialism, the new science, and the rise of toleration and individualism.

History 333 - Modern France: 1715 to the Present. (3)
A political and social history of the French nation from the end of Louis XIV's reign, and the Revolutions of 1789 and 1792, to modern-day France.

History 340 - History of East Asia. (3)
A survey of East Asian history from prehistory to the recent past. Topics include the early Chinese imperium; the emergence of Confucianism and arrival of Buddhism, the regional diasporas of resultant cultural forms to Korea, Japan, Vietnam, Thailand, and Cambodia; feudal rule; commercial and social conditions; arrival of Western Imperialists; and the rise of anti-imperialist, nationalist, and de-colonization movements.

History 345 - Intellectual History of Early Modern Europe. (3)
"Great books" from the High Middle Ages to the Romantic era, set within the broader social, economic, and political context. Topics include scholasticism, humanism, Renaissance Platonism, Reformation and Counter-Reformation theology, skepticism, the new science, British empiricism, the Enlightenment, and the Romantic reaction.

History 346 -Modern European Intellectual History. (3)
Overview of Western intellectual history from the French Revolution through the late twentieth century. Includes an examination of political, cultural, literary, imaginative, popular, and intellectual traditions that informed various European traditions.

History 347 -Pre-modern Japan: The Rise and Fall of the Samurai. (3)
An introductory survey of the society and culture of pre-modern Japan, this course examines the formation of the early Japanese imperial state, the disposition of Japan’s feudal rule by military elite, and the commercial and social conditions that characterized the early modern era in Japan. Particular attention is directed to the transformation of the samurai from proud and able warriors into what was by the nineteenth century in all practice little more than a class of inflexible bureaucrats and raucous brigands.

History 348 -Modern Japan: From the Last Samurai to the Pacific War. (3)
Together students and instructor consider the ideas, principles, and values that underpinned Japan’s traditional culture and society even as Japan’s selective absorption of Western paradigms and cultural forms is studied. Students learn to build for themselves a better understanding of the role values-traditional and modern, Japanese and non-Japanese-played in the historical process of national integration and rapid industrialization that marked Japan’s emergence as a twentieth century power.

History 349 -Modern China: Reform and Revolution in the Modern Age. (3)
A survey of Modern China from the rise of the Qing Dynasty in 1644 to the economic boom of the post-Deng 1990’s. Students examine China’s experience of Western incursions since the 1830’s, through the course gives primacy to the impact of domestic-born institutional and cultural innovations that presaged the arrival of the Western Powers. An investigation of China’s inner-history of reform and revolution enables students to appreciate the way in which Modern China was as much the product of domestic processes as it was the result of changes wrought by the West.

History 355 -Introduction to Latin America Civilization. (3) (= POLI 320)
A broadly based study of life in Central and South America that will include a preliminary study of the historical and geographical dimensions of the area, lifestyles and folkways, politics and political movements, and economic conditions.

History 356 -State and Society in Modern Latin America. (3) (= POLI 321)
A survey of the social, economic, cultural, and political development of Latin American states from the achievement of independence (the early national period) to the present time, employing case studies to illustrate the connection between the Latin American experience and that of the world of developing nations at large.

Latin American Studies 326 -Cuban Literature in Translation. (= SPAN 326) (1-3) (Prereq: Permission of Instructor) (Coreq: Travel study in Cuba)
Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration.

Mathematics 130 -College Algebra. (3) (Prereq: Placement test)
Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.

Mathematics 131 -Trigonometry. (3) (Prereq: MATH 130 or 130I or placement test)
Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S, Su.

Mathematics 132 -Calculus for Business and Social Science. (3) (Prereq: A grade of C or better in MATH 130 or 130I or placement test)
Limits, derivatives of algebraic, exponential, and logarithmic functions, curve sketching, applications to optimizing, and antidifferentiation. F, S, Su.

Mathematics 139 -Basic Concepts of Contemporary Mathematics. (4)
This course is designed for students not intending to take an advanced course in mathematics. Selected topics include set theory, logic, statistics, probability, and consumer mathematics, with emphasis on critical thinking and problem solving. F, S, Su.
Mathematics 160 - Calculus I. (4) (Prereq: MATH 130 or MATH 130I and a C or better in MATH 131, or a C or better in MATH 135, or placement test.)
Limits, continuity, differentiation and integration of algebraic and transcendental functions, applications of the derivative to curve sketching, optimization and related rates. F, S, Su.

Mathematics 161 - Calculus II. (4) (Prereq: Grade of C or above in MATH 160).
Applications of integration, techniques of integration, parametric equations, the polar coordinate system, conic sections sequences and series F, S, Su.

Mathematics 190 - Freshman Seminar in Mathematics. (1).
Problems from various areas of mathematics will be discussed with emphasis placed on introducing students to mathematical ideas beyond computation. Writing in mathematics will also be covered.

Mathematics 220 - Mathematical Proofs and Problem Solving. (3) (Writing Intensive) (Prereq: MATH 161 with a grade of C or better)
Detailed investigation of the methods of mathematical proof: direct, indirect, induction, contradiction, case analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and problem solving. F, S

Mathematics 260 - Calculus III. (4) (Prereq: MATH 161 with a grade of C)
Lines, planes and surfaces in space; spherical and cylindrical coordinate systems; vector valued functions; differentiation of functions of several variables; multiple integration and applications; topics in vector analysis. F, S.

Philosophy 110 - Introduction to Logic and Critical Thinking. (3)
This course provides an introduction to the essential elements in critical thinking, including the role of arguments and definitions, recognition of linguistic fallacies, and syllogistic and propositional techniques of deductive inferences. Extensive practical application will be examined, including specific examples for professional and graduate school admissions tests.

Politics 304 - Latin America Through Film. (3) (Prereq: POLI 101 or permission of instructor.)
An examination of major topics in Latin American civilization through lecture, reading and writing, and the viewing and critical analysis of feature-length film.

Politics 320 - Introduction to Latin American Civilization. (3) (= HIST 355) (Prereq: POLI 101 or permission of instructor.)
A survey of Latin American civilization from earliest times through the wars for independence.

Politics 321 - State and Society in Modern Latin America. (3) (= HIST 356) (Prereq: POLI 101 or permission of instructor.)
A survey of social, economic, political, and cultural development in Latin America during the nineteenth and twentieth centuries.

Politics 333 - Islam and World Politics. (3) (Prereq: POLI 101 or permission of instructor.)
An examination of the Islamic religion as it relates to Middle Eastern and world politics. Topics include the Sunni-Shi’ite divide, traditionalist or fundamentalist variants of Islam, political movements challenging regional governments, and violent groups like al-Qaeda, Iraqi insurgent groups, and the Taliban.

Politics 338 - Introduction to Political Linguistics. (3) (Prereq: POLI 101 or permission of instructor) An introductory survey of the role played in contemporary world politics by the multi-lingual character of individual countries and the global community, with special focus on the connection between languages and conflict.

Religion 103 - World Religions. (3)
The religious experience of varied persons and groups, East and West, in traditional and contemporary settings.

Religion 104 - Introduction to Asian Religions. (3)
This course provides an introduction to the most prevalent and enduring ideas, images, and personalities of Asian religious traditions including Daoism, Confucianism, East Asian Shamanism, Shinto and Buddhism. The regions of focus include India, Tibet, China, Korea and Japan, with some reference to other areas of Asia.
Core Curriculum

Theatre 201 - World Performance Traditions. (3)
This course will document and trace the phenomenon of performances as a part of human culture. Observing the earliest roots of performance in ancient societies, the course will follow the evolution of performance as realized through storytelling, theatre, dance, musical performance and other representational modes.

Associate Provost
Office of Disabilities
March 31, 2010
Required Advising Session Information

Session one:
Information Form completion (see form appendix) and general welcoming discussion, including motivation for the first year at Coastal Carolina University. It is important to begin on a very positive note. Expectancy theory is an excellent motivational theory to work into these first developmental advising sessions.

The Information Form indicates all the mandatory information each advisor must include on his/her version of the form. Items not indicated as mandatory may be changed by individual advisors as long as all advisors address developmental advising issues. It is also recommended that students be given a four year plan to complete. (In majors where the four year plan has been crafted for all students, that plan should be dispersed and reviewed.)

Session Two:
Spring Registration is the primary reason for the second advising session. The Registration Form (see form appendix) is completed and signed by both the advisor and the student. A copy is given to the student and one is placed in the student’s advising folder. Students are also instructed on how to register for classes in WebAdvisor. The four year plan should be discussed; forward progress for degree completion should also be addressed. In addition, if this meeting occurs after Mid-Term Grades have been received, those grades should be discussed with the students. Recommendations for any learning assistance needed should be offered to the students and documented either on the mid-term grade report sheet or on the communication log.

Session Three:
To be determined by the advisor and the advisee as needed.

Mandatory E-mails for Fall Semester:

- “Welcome to Coastal Carolina University” e-mail immediately prior to Welcome Week sent in Blackboard and WebAdvisor.
- Notification of the last day to drop or add a class and an explanation of what that means. Remember these students are new to these processes.
- Invitation to the first advising session sent in Blackboard and Web-advisor.
- One month into the semester, congratulations on completing your first month at college, reminder to come in for advising appointment, friendly update on upcoming events. (Remember pop-ups in Blackboard are effective.)
- Six weeks prior to Spring Registration, reminder to come in for appointments to select and register for spring classes.
- Reminder of the last date to withdraw from classes; include key information to consider when making these decisions.
• Mid-Term Grade reports, congratulations or concerns, and information on available resources to assist students in a better outcome.
• Additional reminders about registration and withdrawal dates.

Personal Checklist for Advising as a Retention Tool

Availability:
♦ Keep regular office hours for student meetings
♦ When leaving the office for teaching or meetings, leave a note on the door stating a return time
♦ Make sure the University Academic Center’s office hours are well publicized
♦ Whenever possible, allow for as much time as the advisee needs

Information:
♦ Know about the majors in the discipline of choice, as well as other majors at Coastal Carolina University
♦ Know about campus resources and events
♦ Know advisees by face and/or first name
♦ Keep an Excel sheet of meetings with advisees, as well as their contact information including person/phone/email and parent contact
♦ Remember Blackboard and Webmail are useful tools for passing on helpful information
♦ Remember student files should be kept in a professional fashion

Student Advocate:
♦ If an advisee is unsure or introverted and they need to contact another campus resource, call, email, or walk the student to those resources and assist them as their advocate where appropriate
♦ If a student needs to take paperwork to the Registrar’s Office, Student Accounts, or Financial Aid Office, have a student worker or advisor walk with them whenever possible.
♦ When an advisee has unrealistic expectations, diplomatically explore reality with them. Example: students who want to go to medical school with a GPA of 2.2. Gently explain that medical school requires a much higher GPA.
♦ If the student has a valid point regarding a policy or procedure, assist them in making their point in a respectful, effective way with the appropriate office or person
♦ By being an advocate, advisors help students find their voice and the power of their voice

Developmental Aspects:
♦ Students know their advisors care about them and that they are not just an ID number
First-Year Advising

♦ Advisors do not make decisions for students, but rather give them the tools to improve their own decision-making skills
♦ Take the time to help students with problems related to study skills and low academic performance without diminishing the student
♦ One negative statement to a human being requires five positive statements to that same individual to counter balance the negative effects
♦ Negative statements are responded to much more strongly than positive ones in terms of emotion
♦ Be interested in the personal and educational goals of advisees
♦ Attempt to establish a warm working relationship with all Coastal Carolina University students
♦ Always be honest with advisees even when the truth is difficult
♦ Do not become defensive when a student is disgruntled and do not take negative statements personally
♦ Understand that students are people too and respect their emotions and the challenges of maturing and coping effectively
♦ Assist students in focusing on their strengths and playing to those strengths
♦ Assist students as much as possible, even if they want to transfer
♦ Follow up and expect students to follow up as well
♦ Try to make the advising process enjoyable and the advising center a place people enjoy being
♦ Have some fun with it!

Policy for Pre-Registration Advising

Prior to registering for classes, students must meet with their advisors. This meeting is used to update current tracking sheets, and discuss courses to be taken in the upcoming semester. The following is a list of things that should be done during a Pre-Registration meeting:

• All advisors will use the formal Registration Form as approved through the Registrar’s Office
• The year, term, name (first and last), the student ID number, major and advisor must all be filled out completely
• All recommended courses must be completed with the action, department, and course number
• All advisors should provide a minimum of two approved alternative courses whenever possible
• The advisor must sign the bottom of the form
• The student must sign the bottom of the form
• During advising for the Fall Semester, any courses being recommended for Maymester, Summer I & Summer II must be designated under the day and time column
• Make a copy of the form once it has been signed by the student and place the copy in the student’s file
• Once the student has been advised by their First-Year Advisor, the Advisor will walk the advisee to a student worker or Peer Leader for training on Web-advisor (this is especially critical during the Fall semester)
• Prior to the start of the semester, schedules will be printed and checked for course requirements and pre-requisites by the advisor

**Policy and Procedure for End-Dating Advisees in Datatel**

The advisors in the Academic Advising Center will place an end date on a student’s file in Datatel only in the following circumstances:

- The student has withdrawn formally from the university
- The student failed to attend the university after building a schedule; the advisor will not enter an end date until one month after the start of classes in the semester, thereby allowing schedules to be rebuilt due to non-payment or other extenuating circumstances
- These are the only times an advisor should end date the student (in effect leaving the student without an advisor in the system).

**Transfer Student Policy on Academic Advising**

Many students transfer to Coastal Carolina University from other colleges and universities. These students attend special transfer orientations before the beginning of their first semester. Any student transferring in with three to twenty-four credit hours will be advised in the University Academic Center during transfer orientation.

Once the transfer student has completed thirty plus credit hours they will be transferred to the appropriate academic department. This transfer may occur mid academic year. All undeclared students will be advised in the First-Year Advising Center regardless of credit hours.

All advisors will assist in the advising of undeclared transfer students as need demands, in order to advise said students in a timely fashion. The Administrative Assistant will schedule and assign the undeclared transfer students to the advisors.

**Advising Year at a Glance: First-Year Advising Center**

**June:**

- Schedule building begins for all incoming first-year students.
- Summer Orientation as scheduled.
- Transfer orientation as scheduled.
- Attend FYE Faculty Workshop.
First-Year Advising

July:
- Schedule building for all incoming first-year students
- Summer Orientation as scheduled.
- Transfer Orientation as scheduled.
- Planning for University 110 class.

August:
- Advisors attend appropriate Welcome Week activities.
- University 110 begins as part of Welcome Week.
- Begin first “Getting to Know You” advising session. (See advising Information Sheets)
- Complete set up of Blackboard sites for University 110 class and all advisees.

September:
- Finish “Getting to Know You” advising sessions.
- Begin pre-registration advising.
- Begin work on individualized four year plans.
- Monitor students/advisees who have received Early Alert notifications.

October:
- Pre-registration throughout the month in earnest.
- Continue individualized four year plan.
- Mid-term grade review and discussion.
- UNIV 105 begins if warranted as Fall II class for students with a mid term GPA of 1.0 or lower. (Voluntary)
- E-mail sent early in the month explaining procedure for withdrawing from a class and the possible ramifications.

November:
- Finish registration advising.
- Assist students with special permission and/or building of spring schedule if necessary.
- Begin discussion of final exams and end of the semester information.
- University 110 holds final class after Thanksgiving break.
- Testing tips and positive coping skills for final exams.

December:
- Print and post final grades for all advisees.
- Send appropriate e-mails to all advisees regarding their final grades.
- Print and check all spring schedules for advisees and send individualized e-mails.
January:
- Recommend University 105 for students who need to improve their academic standing at Coastal Carolina University.
- Completion of Student Success Contract with students struggling academically.
- Review spring schedules based on fall grades.
- Communicate with all advisees through e-mail reviewing grades and completion of course requirements.
- Welcome students back to classes.
- Spring FYE classes begin for students receiving lower than a “C” in the fall.

February:
- Meet with advisees for developmental advising.
- Review four year plan for successful degree completion.
- Work with students who want to change major/minor.

March:
- Begin pre-registration advising for fall semester.
- Withdrawal from a course continues in earnest.
- Mid-term grade review with all first year students via e-mail and in person wherever possible.

April:
- Begin transition to departmental advisors.
- Completion of registration.
- Summer orientation planning.
- Testing tips review and support for final exams.

May:
- Review final grades and send e-mails to students explaining necessary action.
- Audit all student files and prepare files for June first transfer to departments.
- Last week in May all first-year students being transitioned to departments will have their first-year advisor end-dated in Datatel.
- Annual report due for all Academic Advisors by third week in May.
Helping Students with Career Development

For students at Coastal Carolina University, career development involves more than just the completion of specified degree requirements that lead to a particular academic degree. Most students are concerned with their lives after graduation from the University. In some cases, academic advisors serve as the primary career planning resource and, in other cases, their role is to identify student needs and make necessary referrals to appropriate resources. Many advisors feel uncomfortable talking about careers because they are not career counselors. However, there is a certain level of expertise that every academic advisor needs to have in the area of careers, simply because that is an important area of student concern. Educational, career, and life planning is the fundamental purpose of academic advising. However, comprehensive career development services are available at the University through the Office of Career Services (843-349-2341) to assist advisors in preparing the student for the work environment.

It is wise to recommend that all students visit the career services web-site at www.coastal.edu/career and become familiar with the site. This web page contains the Discover Online Career Assessment, internship opportunities, on-campus and off-campus job postings, the CareerQuest plan and many helpful links (such as “What can I do with this major” and others) to assist students in determining career goals and college majors. This is a full service site that students can use throughout their college careers. As advisors, we should encourage them to do so.

Students can also create a resume with Optimal Resume, available on the Coastal Carolina University Career Services website. Once the resume is completed, it can be uploaded into the Chants JobLink for future reference, expansion and use. It is recommended that every Coastal Carolina University student have a current resume at all times. Students should log onto the Chants JobLink system by going to the Career Services website at www.coastal.edu/career and clicking on the Chants JobLink icon or by following the directions to Chants JobLink from the Optimal Resume main page.
**Advising Special Populations of Students**

**International Students**

The diversity of Coastal Carolina University’s student population encourages multiple advising strategies. All new students can experience feelings of loneliness and homesickness during the first days at college. However, for international students the emotional discomfort that comes as a result of separation can be exacerbated by the cultural adjustment. Language, food, social behavior, nonverbal communication, and academic adjustment to the University and to the United States can be difficult. The challenge in advising international students is to understand that they have common concerns both socially and academically, but at the same time, they have specific questions and concerns. Coastal Carolina University’s International Student Program advises international students on a wide range of topics, including immigration matters, social and cultural differences, financial matters, and personal concerns. However, it does not replace academic advising for these students. Please contact Geoff Parsons in the Office of International Programs at 349-2054 or parsons@coastal.edu to assist you with any questions pertaining to international advisees.

**Non-Degree Seeking Students**

Non-degree seeking student should contact the Office of Admissions at 349-2170 for assistance with class scheduling and registration.

**Non-Traditional Students**

Each year, Coastal Carolina University enrolls undergraduate students who are over the age of 25. These students often have special requirements, concerns, and constraints on their time that separate them from traditional students. The goal of the academic advisor in this instance should be not only to provide academic information, but to provide a sense of community as well as provide information about specific concerns such as housing, career planning, and social networking. Because these students are older and may be transfer students, they often bring a higher level of maturity and depth of exposure to their education than does the more traditional student. However, advisors should be aware that these students may often lack confidence in their ability as students and may need much encouragement. At the other extreme are some non-traditional students who have an unrealistic view of the challenges of college life and are overconfident regarding their abilities to handle both the rigors of Coastal Carolina University and full-time employment or full-time childcare. These students need advisors who can help them develop a realistic program of study that best meets their needs.

**Student Athletes**

Be aware of any student athletes that you may be advising. They not only have Coastal Carolina University’s academic policies and regulations to follow, but also the strict academic regulations set forth by the National Collegiate Athletic Association (NCAA) in order to retain their playing eligibility. It you are unsure about the student’s course load, current degree progress, or if you have any other concerns, please contact Joe Mazurkiewicz in the Department of Athletics at 349-2315 or mazurk@coastal.edu.
Special Populations of Students

Student with Disabilities
Coastal Carolina University provides a program of assistance to students with disabilities. The University is committed to helping to make the entire university experience accessible to all qualified students. Because of this commitment, the University does not offer a separate program for student with disabilities. Instead, students with disabilities are mainstreamed into existing support services on campus. At Coastal Carolina University, students with disabilities may be referred to the Office of Services for Students with Disabilities by the local school district office, a high school counselor, the Office of Admissions, the Office of Residence Life, or by individual faculty or staff members. They may also be self-referred. Official documentation of a disability is required to determine what kind of special aids or adaptations and accommodations may be helpful on campus. The Office of Services for Students with Disabilities provides invaluable advisory and support services to students with disabilities and the faculty who teach them. For more information on confidentiality requirements, Coastal Carolina University’s service delivery model, and specific policies regarding academic accommodations, please refer to the Coastal Carolina University Disabilities Handbook, compiled by the Office of Services for Students with Disabilities, or contact Wendy Woodsby in the Office of Services for Students with Disabilities at 349-6561 or wwoodsby@coastal.edu.

Transfer Students
Advising transfer students can present many challenges. These students may either be ahead or behind in course sequences compared to other students in their degree program. Transfer students may not be familiar with the different types of semester schedules that the University has to offer, and they may require advisement on how to schedule their work and course requirements. Initially, the evaluation of transfer credits is done by the Office of Admissions. If students and their advisors find errors, they must fill out a Transfer Credit Adjustment Form, have this form signed by the chair of the department of the course in question, and submit the form to the Office of Admissions. For more information regarding transfer students or transfer credit, please contact the Office of Admissions at 349-2026.

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

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<thead>
<tr>
<th>Coastal Carolina University Major</th>
<th>Clemson University Engineering Major</th>
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<tr>
<td>Biology</td>
<td>Biosystems Engineering,</td>
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<td>(Biotechnology Emphasis Area)</td>
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<td>Chemistry</td>
<td>Chemical Engineering</td>
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<td>Computer Science</td>
<td>Ceramic and Material Engineering</td>
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<td>or</td>
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<td>Mathematics/Statistics</td>
<td>Civil Engineering</td>
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<td>Industrial Engineering</td>
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<td>Mechanical Engineering</td>
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Students who are interested in the Engineering Dual Degree Program should contact Dr. Varavut Limpasuvan in the Department of Chemistry and Physics at 349-2826 or var@coastal.edu.

**Pre-Law Academic Advisor**
Coastal Carolina University provides comprehensive pre-law advisement and information concerning law schools to any student interested in pursuing a graduate education in law. Although there is no prescribed pre-law degree at Coastal Carolina, many students are preparing to meet the entrance requirements to law school through other majors. (*The Pre-Law Handbook*, published by the Association of American Law Schools and the Law School Admission Council, states that there is no recommended major.) Students may choose majors from the humanities, social sciences, mathematics or natural sciences, business administration, or any other field which might satisfy a particular career or personal goal in case they are not accepted to law school. In choosing a major, students should consider that law schools admit new students mainly by combining the undergraduate grade point average and the Law School Admissions Test (LSAT) score. Students who are interested in entering law school upon graduation from Coastal Carolina University should contact Jack Riley in the Department of Politics and Geography at 349-2625 or riley@coastal.edu.

**Pre-Veterinary Program Academic Advisor**
Coastal Carolina University offers a Pre-Veterinary Science Program with a strong background in biology, chemistry, math, physics, and statistics. It is strongly recommended that undergraduate students also work with a veterinarian as an intern or as a part-time employee. Students who are interested in the Pre-Veterinary Program should contact Robert Young in the Department of Marine Science at 349-2277 or ryoung@coastal.edu.

**Helping the Undecided Student Decide**
There are many factors that might influence students when it comes to choosing a major. At times, students choose majors based upon what they have heard is practical or what their parents have told them to do. Unfortunately, this may not take into account their own personal interests, goals or values. Academic advisors serve as guides for students as they begin to develop a life
purpose. Developing a life purpose requires that students clarify what is really important to them in their personal lives and how their personal lives relate to their vocational decisions. Part of advising involves assisting students to build skills they can use in one or more careers. Successful advisors point students in directions that will help them succeed and develop the ability to make informed decisions. Students who are still undecided as to an academic major should make an appointment with the Office of Career Services. Career counselors are available to meet with students to discuss their interests and potential careers. A variety of different personality and interest inventories are available to students to assist students to help them with career guidance. Academic advisors for undeclared students should also encourage their students to explore their career interests through careful class selection and co-curricular involvement.
Academic Testing Center 349-4011
Foundation Building

Coastal Carolina University’s Academic Testing Center is located at the Foundation Building on Hwy 501, next to Fowler Motors. The center offers a variety of tests, including computer-based testing. The following is a list of exams administered by the Academic Testing Center:
- College Level Exam Program (CLEP)
- Graduate Management Admission Test (GMAT)
- Professional Assessments for Beginning Teachers (PRAXIS)
- Graduate Record Exam (GRE)
- Millers Analogy Test (MAT)
- Test of English as a Foreign Language (TOEFL)

Please contact the following individuals for information on the post graduate examinations listed below:
- Law School Admission Test (LSAT)  Jack Riley  349-2625
- Medical College Admissions Test (MCAT)  Kim Poston  349-2197

Athletic Programs 349-2820
Arcadia Hall

Coastal offers a wide-range of opportunities in athletics participation during the academic year. The University is an intercollegiate competitor in seventeen varsity sports in NCAA Division I. There are eight sports for men: basketball, baseball, cross country, football, golf, tennis, track and field, and soccer; and eight sports for women: basketball, cross country, golf, track and field, soccer, softball, tennis, and volleyball. Coastal is a member of the Big South Conference. The cheerleading squad supports the University’s athletics program and has received high honors in national competition.

Student Accounts 349-2159
Evergreen Hall

The Bursar’s Office (treasury of the university) is a student and faculty/staff service department responsible for the accountability and collection of tuition and fees, student and sponsor billing, collection of campus-wide department deposits, and coordination of our Monthly Payment Program and the Perkins Loan Program. They are also responsible for disbursement of financial aid settlement checks, tuition, housing and miscellaneous refunds, as well as collection of bad debt and returned checks.
Campus Recreation 349-2802
Williams-Brice Building

Campus Recreation at Coastal is an integral dimension of the total educational experience. The mission of Campus Recreation is to provide high quality, structured and informal physical exercise opportunities to our students but also to faculty and staff. The focus of the office is to encourage participation in a wide variety of recreational, fitness, and intramural sport activities. Involvement in these activities creates excitement, enjoyment, socialization, and promotes an active, healthy, holistic lifestyle. Programs are administered and facilities managed by a dedicated professional and student staff working as a team committed to the values of empowerment, customer service, and the challenge of meeting the changing needs of the university community. Anyone with a valid Coastal Carolina University I.D. may participate, and equipment is available for check-out at the Office of Campus Recreation.

Career Services 349-2341
Indigo House

Career Services include Career Exploration Services and Student Employment Services which are supported by the technology systems housed in the Career Resource Lab and on the CCU Career Services web site. Counselors are available to work with students by individual appointment, through structured workshops, classroom presentations, or on a walk-in basis in the lab. Career Exploration Services assists students and alumni in the selection and achievement of career goals. Students explore their work values, interests, and abilities through assessment tools such as the Meyers-Briggs Type Indicator, the Strong Interest Inventory, computerized exploration systems, individual counseling, and other career research. Counselors assist students with review of opportunities and alternatives as early and systematically in their academic programs as possible. Career library materials, Internet resources, and job shadowing and information interviews with members of the Alumni Career Network, and University 150, a Career Exploration course, are used to facilitate career decision-making. Student Employment Services assist students with locating part-time, internship and full-time employment opportunities. On-campus employment opportunities, including those requiring Federal Work-Study awards, are posted through this service to the Career Services web site. Part-time, seasonal or year-round opportunities are posted directly to the web site by participating employers. Non-credit internships, available through government agencies, not-for-profit organizations and large national or multinational employers are advertised through CCU Career Services web site via internet links to those organizations. Internships for academic credit are facilitated by designated faculty in each department. A list of faculty internship coordinators is provided on the Career Services web site. Students are connected with employers through career fairs, on-campus interviewing days, employer information sessions and direct resume referrals.
**Campus Resources**

**Counseling Services**
349-2305
204 University Boulevard

The Office of Counseling Services offers a variety of services for students, including personal counseling, crisis intervention, personal growth and enrichment, alcohol and drug education, stress and test anxiety management, and study skills. The services are offered through individual, group, and classroom presentations. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and is not a part of any other Coastal records. Counseling Services offers a wide variety of information concerning mental health and developmental issues experienced by university students. A network of community resources and referral agencies has been established to ensure that all mental health needs of students are met.

**Alcohol and Drug Services**
349-2340
Counseling Services, 204 University Boulevard

The Office of Alcohol and Drug Services is an integral part of the counseling service offered to students. This program is designed to offer education, prevention, and intervention services in support of academic achievement. Personal assessments, classroom presentations, innovative and interactive computerized programs, and information materials are available as requested. Referrals to community agencies are facilitated when appropriate. Confidentiality is maintained according to professional standards.

**Services for Students with Disabilities**
349-6561
Indigo House Room 113

Coastal provides a program of assistance to students with disabilities. Upon acceptance to the University, students with disabilities become eligible for support services by providing the Office of Service for Students with Disabilities with documentation of their disabilities. The student and the counselor will develop an educational accommodation plan that may include the following: academic coaching, academic labs tutorial referral, study skills, counseling, auxiliary aids, coordination with other agencies and classroom accommodations. Coastal is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical or learning disabilities are encouraged to contact a counselor to discuss their needs.
Support Services for Women 349-2305
Counseling Services, 204 University Boulevard

Support Services for Women are provided through the Office of Counseling Services and the Women’s Advocacy Center. Confidential support groups, long and short-term therapy groups, educational and prevention-oriented programs are offered to students throughout the academic year. The Women’s Advocacy Center provides a lending library, as well as audio and videotaped programs which students may listen to, or view, in the privacy of the center. A Women’s Issues Group meets during the fall and spring semesters of the academic year to address issues of concern to women students, faculty, and staff. In addition, the Women’s Advocacy Center provides intervention training, peer-mentoring opportunities and cooperative programs with other campus departments. A conference about women is held once a year and is free and open to all students, faculty, and staff of the University.

Cultural Programs 349-2502
Wheelwright Auditorium Box Office

The University offers musical, dance, theatrical, and lecture programs at no cost to students. The University Cultural Arts Committee composed of faculty, staff, students, and community members selects performing artists. Coastal Carolina University Theater offers outstanding drama with the cast and crew selected from University students by audition. The Kimbel Distinguished Lecturer Series features well-known figures from politics, the media, and the arts, who lecture at no cost to the students.

Financial Aid, Scholarships, and Veteran Affairs 349-2313
Kingston Hall

The purpose of the Office of Financial Aid is to assist undergraduate and graduate students in paying their college tuition. In addition to grants and loans, other programs reward undergraduate students for academic or athletic skills and provide wages for undergraduate students performing essential college services. Financial aid available for Coastal students is derived from federal and state government sources such as grants, work-study, loans, scholarships and Veterans Administration Benefits. Additional scholarships are provided by Coastal, along with other funds available through private and public sources. The Office of Financial Aid also assists veterans and dependents of veterans who are eligible to receive educational benefits from the Veterans Administration.
Information Technology Services (ITS)  349-2084
Wall Building Room 105

Information Technology Services (ITS) is committed to providing leading edge technology and related services for faculty, staff, and students at Coastal. Computer accounts for network access, printing, E-mail, Internet usage, and Web page development are issued through ITS. ITS also is responsible for network access from residence hall rooms and connections from the computer labs on campus.

International Programs  349-2053
Singleton Building Room 113
   Geoff Parsons, Director  349-2054

The Office of International Programs provides two specific student services: International Student Advisement/counseling services include welcoming new international students, providing orientation, facilitating the registration process, and serving as a primary contact for these students throughout their stay at Coastal. The office provides information on cultural issues; maintains applications and literature on how to obtain social security cards, driver’s licenses, health and automobile insurance; explains employment options; and serves as an on-going general information resource for all Immigration and Naturalization (INS) and Department of State issues relating to student visas and the Exchange Visitor Program. This includes but is not limited to issuance of I-20s and IAP-66s, health insurance requirements, changes of status, program extensions, academic training, practical training, off-campus employment, internships and general work authorization. The Office of International Programs actively promotes the University’s study, work, and travel programs to Coastal students wishing to visit other countries and has a variety of opportunities in which students may participate.

Multicultural Student Services  349-2863
Prince Building Room 215

Multicultural Student Services supports and promotes the development of student success and satisfaction. The office provides a variety of programs and services related to the concerns, challenges, and needs of minority students and their adjustment to University life. These programs and services are designed to be the catalysts for student success. The overall goal of the office is to support the academic, social, and cultural development of minority students through counseling and programming. Consultation is also provided to faculty and professional staff regarding minority issues and the South Carolina Commission on Higher Education’s Access and Equity Program.
Kimbel Library

- Circulation Desk 349-2400
- Media Collection 349-2409
- Interlibrary Loan 349-2413
- Reference 349-2414

Coastal’s Kimbel Library is committed to providing information services and resources that support the research and education of Coastal students. An essential part of the campus community, Kimbel Library provides access to a broad spectrum of formats, such as print, non-print, full-text databases, and web-based resources. Additional resources may be located and obtained through interlibrary loan and document delivery. In support of the University’s core goals, library faculty instructs and assists students’ academic success. Kimbel librarians help students navigate the increasingly complex and often overwhelming numbers of information sources to provide assistance with assignments and research projects. Librarians collaborate with Coastal faculty to provide over 200 Library Instruction sessions annually for specific courses. The library offers quiet study areas, group study rooms to reserve for collaborative learning, and a computer laboratory staffed by trained personnel. The library building is open seven days a week year-round (with the exception of a few recognized holidays), while the library Web site is always available, providing remote access to online resources and the library catalog. All students are encouraged to use the library and obtain library handouts at the information desk. Remote access is also available to library resources via the Internet at www.coastal.edu/library. In addition to books and journals, audiovisual materials (including videotapes, CDs, and DVDs) are located in the Media Collection on the second floor. A reference librarian should be consulted for help in using the library and finding information. In order to check out materials a student must present a current bar-coded Coastal identification card. Fines are assessed on overdue materials.

Registrar’s Office 349-2019
Singleton Building Room 108

The Office of the Registrar is a student and faculty service office responsible for the management of academic records and the coordination and facilitation of course registration. The office is made up of three major departments: Permanent Records, Grading/Transcripting, and Registration/Curriculum Management. The primary functions of the Department of Permanent Records include maintaining the official academic records, managing Degree Audit, processing degree applications, providing/verifying degree status to requestors, and certifying athletic eligibility. The primary functions of the Grading/Transcripting Department include managing web-grading processes and making grades available to students, managing grade changes and University Withdrawals, producing and distributing transcripts, and verifying student enrollment status to lenders. The primary functions of the Registration/Curriculum Management Department include managing the course information data file, producing the Master Schedule of Classes, coordinating/facilitating the University’s campus-wide registration system, and managing Datatel’s Colleague Requisite Check processor. Additionally, the Office of the Registrar produces the Coastal Carolina University Catalog.
Residence Life  
Waccamaw Hall Room 129

The Office of Residence Life maintains ten residence halls on main campus with more than 1300 beds and also offers some space at the nearby University Place for its freshmen students. Residence Life assigns roommates, coordinates off-campus housing information, develops programming for students living in residence halls, and administers all policies and procedures related to residence life.

Student Affairs  
Singleton Building Room 104

The Office of the Vice President for Student Affairs coordinates educational, social and recreational programs administered through the following offices: Campus Recreation, Career Services, Counseling Services, Multicultural Student Services, Student Health Services, Student Activities, and the Office of Residence Life.

Student Activities  
Student Center Room 106

The Office of Student Activities supports programs that encourage a sense of community and the concept of total student development. It is committed to providing an environment conducive to personal, cultural, social, ethical, emotional, recreational, spiritual, and organizational development through co-curricular involvement. The office provides advisement to a large number of academic, professional, Greek fraternity and sorority, special interest, and religious student organizations. The office is available to individual students who desire information about activities which might meet their interests. Any student interested in establishing a new club or organization may obtain information from the Office of Student Activities. In addition, the office provides leadership development and community volunteer programs so students who choose to become involved in the co-curricular program can transfer the learned skills to their professional and community involvement after graduation. A listing of available student organizations may be found in the Coastal Carolina University Student Handbook. The office coordinates the Student Center, Coastal Productions Board, Greek Life, Student Government, Student Media, and the University’s leadership development, community service and volunteer programs.

Coastal Productions Board  
Student Center Room 206

Coastal Productions Board provides entertainment for the University community. This organization sponsors concerts, movie nights, dances and special programs such as comedians and hypnotists. Students interested in participating are asked to contact the Coastal Productions Board or visit their website.
Greek Life
Student Center Room 106
349-2311

Coastal has sixteen fraternities and sororities: five social fraternities, four social sororities, four historically African-American fraternities, and three African-American sororities. The Office of Student Activities provides resources and support in the areas of leadership training and development, risk management, social programming, and community service for all fraternities and sororities.

Leadership Programs
Student Center Room 106
349-2301

The Office of Student Activities provides many educational resources and programs for the entire student population. A leadership conference is held each fall and is open to all students. Other services include educational resources and materials, publicity supplies, and campus-wide programs on issues such as alcohol abuse, service learning, diversity, and officer training and transition.

Student Government Association
Student Center Room 203
349-2320

The Student Government Association (SGA) conveys student opinion to the University administration, serves as a liaison between the administration and the students, and shares with the faculty and administration the governance of the University. SGA is composed of the executive officers (president, vice president, secretary, and treasurer) and senators representing student organizations and classes. Elections for the executive board are held each spring semester. Elections for class presidents and class senators are held at the beginning of the fall semester. The SGA president, with approval of the Student Government Association, appoints students who serve on student/faculty committees. A description of the duties of these committees is available in the Office of Student Activities. Students interested in serving on one of these committees should contact the SGA president.

Student Media
Student Center Room 206
349-2328

Three regular student managed publications are offered at Coastal during the academic year. *Archarios* is the literary and art magazine published annually which consists of poetry, prose, artwork and photography submitted by Coastal students, faculty, staff, and alumni. *The Chanticleer* is the campus newspaper printed bi-monthly and reporting events of interest on and off campus while keeping the Coastal community informed of upcoming events. *Tempo* is the campus feature magazine published each semester which...
chronicles major events and stories affecting the Coastal community. The Student Media Committee assists student publications at Coastal in meeting the goals of serving the student community’s needs and providing maximum opportunity for educational journalistic experiences in fulfillment of the educational mission of the institution and in the full spirit of the First Amendment of the United States Constitution. The committee also serves in an advisory capacity to the Vice President of Student Affairs with regards to all matters pertaining to student publications.

Students Taking Active Responsibility (S.T.A.R.) 349-2337
Student Center Room 206

S.T.A.R. is the community service organization of Coastal Carolina University. It provides opportunities through the year for students, faculty, and staff to make an impact on the community. The organization is involved in many volunteer programs on campus and in the local community and raises money and donates endless hours to support many philanthropic causes. S.T.A.R. is operated primarily by two student coordinators and is advised by the Office of Student Activities.

Student Computing Services 349-2938
Prince Building Room 204

Student Computing Services (SCS) is a division of Information Technology Services. The mission of Student Computing Services is to ensure effective use of student’s technological resources throughout campus while providing efficient services and technical assistance to all Coastal Carolina University students. SCS is dedicated to helping students acquire the necessary computer skills and knowledge for academic and professional success. The friendly and knowledgeable staff of SCS maintains the general access labs, assists with computer accounts, supports residence hall computer operations, assists with academic computer projects, and advises with disk and file access problems. SCS staff also assists with the laptop initiative, advising students with their purchases. Computers throughout CCU student facilities are connected through a state-of-the-art campus network, which utilizes high speed wired and wireless Ethernet technology. The following are some of the resources and services available to CCU students through the Office of Student Computing Services:

**General Access Labs** – General access labs are open to all CCU students for specific and general academic usage. Hours may vary across labs based on needs.
- Computer Assisted Instruction Lab – Prince 204 – 349-2908
- Kimbel Library Computer Lab – Kimbel Library – 349-3924
- Wall Computer Lab – Wall 108 – 349-2696

**Microcomputer Labs** – The microcomputer labs add more convenience and accessibility to computer technology for CCU students: Student Center Lab, Cyper Corner (in CINO Grille), Santee Hall Lab, Waccamaw Hall Lab

**Wireless Internet Access Areas** – Gardens Residence Halls, Kimbel Library, Prince Building, Science Building, Wall Building (1st floor hallway and 2nd floor)
Campus Resources

Student Health Services
204 University Boulevard
347-7466

Student Health Services provides outpatient primary health care, wellness education, and specialist referral. The professional staff includes the University physician and a registered nurse. Outpatient clinic hours are 8:30am to 12:30pm and 1:30pm to 5:00pm, Monday through Friday. Conway Hospital, located less than two miles from campus, provides emergency care. Student Health Services are provided for all students residing in University residence halls. All other students currently enrolled are eligible for services by paying a health services fee. The Student Health Services fee covers most of the cost for services at the Health Center; however, additional fees are charged for X-ray, laboratory, and pharmacy.

The University Academic Center
Prince Building
349-2934

The University Academic Center assists students who have concerns and questions about their academic pursuits while attending Coastal Carolina University. The office provides academic support to students who wish to excel at the University. These services include Academic Advising, First-Year Programs, the Foreign Language Instructional Center (FLIC), the Mathematics Learning Assistance Center, and the Writing Center.

Academic Advising and First-Year Programs
Prince Building Room 213
349-2934

The University Academic Center assists students with developing and accomplishing their educational goals. All students are encouraged to meet regularly with their advisors to plan a course of study. When students are accepted into the University, they are assigned an academic advisor within the University Academic Center. Students are urged to view the advising relationship as an integral part of campus life and to take advantage of the guidance and support offered by their academic advisor. As part of an institutional imperative to improve student satisfaction and success, the office coordinates a First-Year Experience Program that involves faculty from various departments across campus as well as the assistance of upperclassmen who have been trained to help in student success.

Mathematics Learning Assistance Center
Prince Building Room 208
349-2884

The Mathematics Learning Assistance Center provides support for a wide range of courses including, but not limited to, college algebra, trigonometry, differential calculus, and integral calculus. Faculty and student tutors assist in answering questions in these areas. Appointments are not necessary. The center is also used for individual studying. Computer software packages, reference books, and handouts dealing with mathematical topics add to the available resources.
The Foreign Language Instructional Center provides resources that support and enhance class instruction provided by the Department of Foreign Languages at Coastal. Available resources include the following:

- **Audio Lab** – audio resources for students enrolled in foreign language courses at the University, including cassette tapes which may be played in the lab and Internet access to foreign language audio sites
- **Cassette Duplicating** – cassette duplicating services for students enrolled in foreign language courses at the University
- **Computer Lab** – multimedia computers, each with Internet access and a wide variety of software available for students to enhance their foreign language learning experience
- **International Media Resources** – a variety of multimedia resources, such as foreign language newspapers and magazines, satellite viewing of international television programs, and a wide collection of international music, designed to help students learn more about other cultures
- **Tutoring Services** – free tutoring in French, German, Italian, Japanese, Latin, and Spanish

The Writing Center provides one-on-one writing consultations to all students regardless of major or level of writing proficiency. From early brainstorming to the final stages of proofreading, our faculty and undergraduate consultants are available to offer assistance to writers of any discipline at any stage of the composition process. Services are not limited to English papers; Writing Center consultants are from a wide range of academic majors and are prepared to assist with any writing assignment. The Writing Center also offers various workshops throughout the academic year that cover many different writing issues. Various handouts on composition and grammar are available as well. Appointments are not necessary but are highly encouraged, especially later in the semester.

The Peer Leader Program recruits and trains outstanding Coastal Carolina University students to serve as mentors to first-year students in University 110, the First-Year Experience course. The program pairs a peer leader with a faculty member teaching the course. Each team works together to build the syllabus prior to class and to deliver the material throughout the fall semester.
NACADA Statement of Core Values of Academic Advising

The National Academic Advising Association (NACADA) is an organization of professional advisors, faculty, administrators, students and others from a variety of settings who do academic advising or otherwise work to promote quality academic advising on college and university campuses. As members of this organization or of the profession of academic advising, or as others who advise or provide related programs and services to students, we must recognize our responsibility not only to students and the institutions in which our advising is done, but to society, to colleagues, and to ourselves.

While not all those who do academic advising are professional advisors, anyone carrying out advising functions should be expected to perform in a professional manner. The Core Values identified and discussed here provide a framework against which those who advise can measure their own performance.

In no way does this Core Values statement try to dictate that all academic advising needs to be done in precisely the same way by everyone, or that there is one particular advising philosophy or model. Instead, these are reference points for professionals to use. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more important than others, depending on their own philosophies and those of their colleagues or universities.

The Power of Academic Advising
Few experiences in students’ postsecondary careers have as much potential for influencing their development as does academic advising. Through regular contact with students – whether face-to-face, through the mail, on the telephone, or through computer mediated systems – advisors gain meaningful insights into students’ academic, social, and personal experiences and needs. Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand students’ academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic support staff, may achieve their goals to succeed academically and personally. Students place a great deal of trust in their advisors. That trust warrants quality programs and services. It is through our Core Values that students’ expectations of academic advising are honored.

Beliefs About Students
Like other educators, academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. Our work as advisors is guided by our beliefs that:
- students can be responsible for their own behavior;
- students can be successful as a result of their individual goals and efforts;
- students have a desire to learn;
Why Our Core Values are Important
Out of these beliefs grow our Core Values. Regardless of our professional preparation and experience, each of us in the field of academic advising is ultimately guided in our work by what we perceive as important, what we value, and what we believe about those we serve – primarily students, but also others in the institutions within which we work, and even the institutions themselves.

We recognize the complex nature of academic advising, the wide variety of settings and tasks for which academic advisors are responsible, and the diverse backgrounds and experiences of academic advisors. Yet, while values and beliefs are by their very nature individual, there are many that are subscribed to by those who advise students. Through this statement of Core Values we communicate to others what they can expect from us. These Core Values may be used to validate our conduct in our diverse roles and our relationships within the academic community.

The Core Values

Students deserve dependable, accurate, respectful, honest, friendly, and professional service. In order to serve students well, academic advisors understand that they are responsible to many constituents who comprise our academic communities. This is the foundation on which the following Core Values rest.

Advisors are responsible to the students and individuals they serve. The cooperative efforts of all who advise help to deliver quality programs and services to students. These include, but are not limited to, giving accurate and timely information, maintaining regular office hours, and keeping appointments.

Advisors help students develop a perception of themselves and their relationship to the future. Advisors introduce students in a nurturing way to the world they are entering – teaching them to value the learning process, put the college experience into perspective, become more responsible, set priorities and evaluate sequence of events, and be honest with themselves.

Advisors encourage self-reliance by helping students make informed and responsible decisions, set realistic goals, and develop thinking, learning, and life management skills to meet present and future needs. Advisors work with students to help them accomplish the goals and objectives they have established for themselves. Advisors encourage students to be responsible for their own success and progress. They respect students’ rights to their individual beliefs and opinions but are not dictated to by them.

Advisors work to modify barriers to student progress; identify burdensome, ineffective, and inefficient policies and procedures; and work to effect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties.
Advisors inform students about appropriate grievance procedures in cases where students find the resolution unsatisfactory.

Advisors recognize the changing nature of the college and university environment and student body. They support students in appropriate ways (e.g. advocate at the administrative level for recognition of these changes; offer varied office hours; and acknowledge the special needs of all students and the pressures on them to juggle study with work, family, and other interpersonal demands).

Advisors are knowledgeable about and sensitive to federal, state, and their own institution’s policies and procedures, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.

Advisors respect the rights of students to have information about themselves kept confidential. Advisors share information with others about students and their programs only when both advisor and student believe that information is relevant and will result in increased information or assistance, assessment, and provision of appropriate services to the student.

Advisors gain access to and use computerized information about students only when that information is relevant to the advising they are doing with that particular student. Advisors enter or change information on students’ records only when legitimately authorized to do so.

Advisors need to document advising contacts adequately to aid subsequent advising interactions.

**Advisors are responsible for involving others, when appropriate, in the advising process.** Effective advising requires a broad-based, or holistic, approach to working with students. Academic advisors develop crucial ties with others who assist students in diverse areas, such as admissions, orientation, financial aid, housing, health services, athletics, course selection and satisfaction of academic requirements, special physical and educational needs (e.g. disabilities, study skills, psychological counseling), foreign study, career development, co-curricular programs, and graduation clearance.

Advisors are facilitators and mediators. Responsible academic advisors recognize their limitations and use their specialized knowledge effectively.

To make connections between academic advising and other aspects of students’ lives, advisors seek out resources provided by others. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.

If peer advisors are used, the supervising advisor will closely monitor the peer advisor regarding adherence to appropriate policies and practices.
Advisors are responsible to the college or university in which they work. Advisors respect the opinions of their colleagues; remain neutral when students present them with comments, questions, or opinions about other faculty or staff; and are non-judgmental about academic programs.

Advisors increase their collective professional strength by sharing their philosophies and techniques with colleagues.

Advisors keep administrators who are not involved directly in the advising process informed and aware of the importance of academic advising in students’ lives, and of the need for administrative support of advising and related activities.

Advisors abide by the specific policies, procedures and values of the department and institution for which they work. Where injustices occur and might interfere with students’ learning, advisors advocate for change on behalf of students with the institution’s administration, faculty, and staff.

Advisors are responsible to higher education generally. Academic advisors honor (and are protected by) the concept of academic freedom as practiced on our campuses. In this spirit, advisors hold a variety of points of view. Academic advisors are free to base their work with students on the most appropriate and optimum theories of college student development and models of delivery for academic advising programs and services.

Advisors accept that one of the goals of education is to introduce students to the world of ideas. One goal of academic advising is to establish a partnership between student and advisor to guide students through their academic programs so they may attain the knowledge gained and offered by faculty.

Academic advisors believe that it is ultimately the responsibility of students to apply what they learn to everyday situations. Advisors help students in understanding this process.

Advisors advocate for students’ educational achievement at the highest attainable standard and support student goals, as well as the educational mission of the institution.

Advisors advocate the creation or strengthening of programs and services that are compatible with students’ academic needs.

Advisors are responsible to the community (including the local community, state, and region in which the institution is located). Academic advisors interpret the institution’s mission, standards, goals, and values to its community, including public and private schools from which the college or university draws its student body. Likewise, advisors understand their student body and regularly inform the schools from which their students come about appropriate preparation so that students may perform successfully in higher education.
NACADA Core Values

Advisors are sensitive to the values and morals of the surrounding community, sharing these with and interpreting them to students. Advisors are aware of community programs and services and may become models for students by participating in community activities themselves.

Advisors are responsible to their professional role as advisors and to themselves personally. To keep advising skills honed and interest high, advisors are encouraged to seek opportunities for professional development through classes, workshops, conferences, reading, consultation with others, and interaction in formal groups with other advisors (e.g. professional organizations like NACADA).

Advisors understand the demands on themselves that emerge from the service nature of the work they do. Advisors develop skills for taking care of themselves physically, emotionally, and spiritually. They learn how to detach themselves from students’ problems while maintaining a keen listening ear and providing sensitive responses. They establish and maintain appropriate boundaries. They need to be nurtured by others within the profession and they need to nurture their colleagues. They seek support for themselves within and outside the institution.

Academic advising lends itself well to research. Advisors may engage in research related to advising, and are encouraged to engage in research related to their own particular training and disciplinary backgrounds. Each research agenda must honor the institution’s safeguards for privacy and humane treatment of subjects.