Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: telephone number 404-679-4501) to award the baccalaureate degree and the master's degree.

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 Suitable substitutions will be allowed for required courses which have been withdrawn.

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

Degrees, Majors, Minors, Certificates ........................................................ 5
Academic Calendar ...................................................................................... 7
The University ........................................................................................... 21
Admission Information .............................................................................. 30
Academic Regulations .............................................................................. 38
Honors Program ......................................................................................... 60
Fees and Expenses .................................................................................... 66
Financial Aid ............................................................................................. 78
Scholarships .............................................................................................. 83
Student Life ............................................................................................... 91

Academic Colleges .................................................................................. 113
Core Curriculum ....................................................................................... 102
School of Continuing Studies ................................................................. 108
Interdisciplinary Studies ......................................................................... 108
Interdisciplinary Minors .......................................................................... 111
Classical Studies Minor ............................................................................. 111
Global Studies Minor ................................................................................. 111
Women’s Studies Minor ............................................................................. 112
E. Craig Wall, Sr. College of Business Administration ........................... 114
Accounting ............................................................................................... 116
Finance ...................................................................................................... 116
Management ............................................................................................. 116
Resort Tourism ........................................................................................ 117
Marketing .................................................................................................. 117
International Tourism ............................................................................. 116
Professional Golf Management Program ................................................. 117
International Business Studies Minor ...................................................... 118
College of Education ................................................................................ 119
Early Childhood and Elementary Education ............................................ 124
Middle Grades Education ....................................................................... 127
Special Education-Learning Disabilities ............................................... 128
Physical Education ................................................................................... 129
Recreation and Leisure Services Management ...................................... 132
Health Promotion ...................................................................................... 134
Sports Medicine ....................................................................................... 136
Thomas W. and Robin W. Edwards College of Humanities and Fine Arts .. 140
Art .............................................................................................................. 142
English and Journalism .......................................................................... 144
Foreign Languages ................................................................................... 147
History ...................................................................................................... 151
Performing Arts ....................................................................................... 153
Music ........................................................................................................ 153
Theater ..................................................................................................... 155
Musical Theater ....................................................................................... 157
Philosophy and Religion ....................................................................... 159
Politics and Geography .......................................................................... 161
College of Natural and Applied Sciences ................................................. 164
Biology ..................................................................................................... 166
Chemistry and Physics .......................................................................... 168
Computer Science ................................................................................... 171
Engineering Dual Degree Program ....................................................... 174
### TABLE OF CONTENTS, Continued

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal Geology Minor</td>
<td>174</td>
</tr>
<tr>
<td>Environmental Science Minor</td>
<td>175</td>
</tr>
<tr>
<td>Marine Science</td>
<td>176</td>
</tr>
<tr>
<td>Mathematics</td>
<td>181</td>
</tr>
<tr>
<td>Statistics Minor</td>
<td>182</td>
</tr>
<tr>
<td>Actuarial Science Minor</td>
<td>182</td>
</tr>
<tr>
<td>Psychology and Sociology</td>
<td>183</td>
</tr>
<tr>
<td>Gerontology Certificate Program</td>
<td>188</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>191</td>
</tr>
<tr>
<td>Academic Regulations</td>
<td>193</td>
</tr>
<tr>
<td>General Regulations</td>
<td>197</td>
</tr>
<tr>
<td>M.Ed. in Early Childhood, Elementary, and Secondary Education</td>
<td>200</td>
</tr>
<tr>
<td>M.Ed. in Educational Technology</td>
<td>209</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>210</td>
</tr>
<tr>
<td>Course Descriptions - Graduate</td>
<td>228</td>
</tr>
<tr>
<td>Course Descriptions - Undergraduate</td>
<td>242</td>
</tr>
<tr>
<td>University Administration</td>
<td>368</td>
</tr>
<tr>
<td>University Faculty</td>
<td>375</td>
</tr>
<tr>
<td>University Staff</td>
<td>389</td>
</tr>
<tr>
<td>Index</td>
<td>396</td>
</tr>
<tr>
<td>Campus Map</td>
<td>396</td>
</tr>
</tbody>
</table>

Interactive Campus Tour
Baccalaureate degrees are offered with majors in

Accounting
  CPA - Option
  CMA/CFM - Option
Art Studio
Biology
Chemistry
Computer Science
Dramatic Arts
Early Childhood Education (Pre-K-4)
Elementary Education (1-8)
English
  Literature - Option
  Technical and Professional Writing - Option
Finance
Health Promotion
  Sports Medicine - Option
History
Interdisciplinary Studies
Management
  Resort Tourism - Option
  International Tourism - Option
Marine Science
Marketing
  Professional Golf Management - Option
Mathematics, Applied
Middle Grades Education
Music
Musical Theater
Philosophy
Physical Education (K-12)
  Recreation and Leisure Services Management - Option
Political Science
Psychology
Sociology
Spanish
Special Education - Learning Disabilities
Minors are offered in

- Actuarial Science
- Art Studio
- Biology
- Business Administration
- Chemistry
- Classical Studies
- Coastal Geology
- Computer Science
- Dramatic Arts
- English
- Environmental Science
- French
- German
- Global Studies
- Health Promotion
- History
- International Business Studies
- Journalism
- Marine Science
- Mathematics, Applied
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Sports Medicine
- Statistics
- Women's Studies

Certificate is offered in

- Gerontology

Graduate Degrees

Master of Arts in Teaching degree with a major in Education
  - With a Concentration in Art
  - With a Concentration in English
  - With a Concentration in Foreign Language
  - With a Concentration in Mathematics
  - With a Concentration in Music
  - With a Concentration in Social Studies
  - With a Concentration in Science

Master of Education degrees with majors in

- Early Childhood Education
- Educational Technology
- Elementary Education
- Secondary Education
  - With a Concentration in English
  - With a Concentration in Natural Sciences
  - With a Concentration in Mathematics
  - With a Concentration in Social Studies
### Academic Calendar

**Fall 2002**

- **Monday, April 8, 2002 through Friday, April 12, 2002:**
  Advisement for Fall 2002

- **Monday, April 15 through Friday, April 19, 2002**
  Advance Registration for Fall 2002

- **Wednesday, July 10:** Bills mailed to permanent address

- **Friday, Aug. 9:**
  Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

- **Monday, Aug. 12 and Tuesday, Aug. 13:**
  Registration closed

- **Wednesday, Aug. 14 through Friday, Aug. 16:**
  Orientation/Registration for New Students
  Registration closed except for new students attending
  Orientation on August 14 or August 15 and 16
  Course schedules will be cancelled for nonpayment of fees on Friday, Aug. 16 at 6 p.m.

- **Saturday, Aug. 17:** Residence halls and dining halls open

- **Monday, Aug. 19 through Wednesday, Aug. 21:**
  Regular Registration, drop/add, and on-site fee payment for
  Regular Fall, Fall I, Fall II, and Georgetown classes
  Fee payment is due the day of registration
  Course schedules will be cancelled daily for nonpayment of fees
  (Fall I Registration continues through Friday, August 23)
  (Fall II Registration continues through Monday, October 14)

- **Thursday, Aug. 22:**
  Classes begin for Regular Fall

- **Thursday, Aug. 22 through Tuesday, Aug. 27:**
  Late Registration, drop/add, or drop with no academic record for
  Regular Fall*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for
  nonpayment of fees

- **Friday, Aug. 23:**
  Last day for Regular Registration for Fall I
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

- **Monday, Aug. 26:**
  Classes begin for Fall I

- **Monday, Aug. 26 through Thursday, Aug. 29:**
  Late Registration, drop/add, or drop with no academic record for
  Fall I*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

- **Wednesday, Aug. 28 through Tuesday, Oct. 29:**
  Grade of “W” will be assigned for drops or withdrawals for
  Regular Fall*
Coastal Carolina University Catalog 2002/2004

Academic Calendar
Fall 2002

- **Friday, Aug. 30 through Wednesday, Sept. 25:**
  Grade of “W” will be assigned for drops or withdrawals for Fall I*
- **Monday, Sept. 2:** Labor Day holiday
- **Friday, Sept. 13:** Last day to apply for December graduation
  Degree Applications should be submitted to the Office of the
  Dean of the major
- **Thursday, Sept. 26 through Wednesday, Oct. 9:**
  Grade of “WF” will be assigned for drops or withdrawals for Fall I
- **Wednesday, Oct. 9:** Last day of classes for Fall I
- **Thursday, Oct. 10:** Final examinations for Fall I-TTH classes
  Midpoint in regular semester
- **Monday, Oct. 14:** Final examinations for Fall I - MW/MTWTH classes
  Last day of Regular Registration for Fall II
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- **Tuesday, Oct. 15:** Classes begin for Fall II
- **Tuesday, Oct. 15 through Friday, Oct. 18:**
  Late Registration, drop/add, or drop with no academic record for
  Fall II*
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees
- **Monday, Oct. 21 through Thursday, Nov. 14:**
  Grade of “W” will be assigned for drops or withdrawals for Fall II*
- **Wednesday, Oct. 30 through Friday, Dec. 6:**
  Grade of “WF” will be assigned for drops or withdrawals for
  Regular Fall
- **Tuesday, Nov. 5:** Election Day Holiday
- **Friday, Nov. 15 through Thursday, Dec. 5:**
  Grade of “WF” will be assigned for drops or withdrawals for Fall II
- **Friday, Nov. 22:** Residence halls and dining halls close
- **Monday, Nov. 25 through Friday, Nov. 29:** Thanksgiving Break
- **Saturday, Nov. 30:** Residence halls and dining halls re-open
- **Thursday, Dec. 5:** Last day of classes for Fall II
- **Friday, Dec. 6:** Last day of classes for Regular Fall
- **Friday, Dec. 6:** Last day of classes for MW Regular Fall classes
- **Monday, Dec. 9:** Final examinations for Fall II - MW classes
- **Monday, Dec. 9 through Friday, Dec. 13:** Final examinations for
  Regular Fall
- **Tuesday, Dec. 10:** Final examinations for Fall II - TTH/MTWTH classes
- **Saturday, Dec. 14:** Residence halls and dining halls close
- **TBA:** Commencement

*Specific tuition refund dates may be found in the Master Schedule of
Classes and in the "Fees and Expenses" section of this catalog.

**Regular class day for MW Regular Fall classes.
• Monday, Nov. 4 through Friday, Nov. 8, 2002: 
  Advisement for Spring 2003

• Monday, Nov. 11 through Friday, Nov. 15, 2002 
  Advance Registration for Spring 2003

• Wednesday, Nov. 27, 2002: Bills mailed to permanent address

• Tuesday, Jan. 7, 2003: 
  Last day Bursar’s Office can accept mail-in fee payment 
  Course schedules will be cancelled at 5 p.m. for nonpayment 
  of fees

• Wednesday, Jan. 8 through Friday, Jan. 10: Registration closed

• Saturday, Jan. 11: Residence halls and dining halls open

• Monday, Jan. 13: Orientation/Registration for New Students

• Monday, Jan. 13 through Wednesday, Jan. 15: 
  Regular Registration, drop/add, and on-site fee payment for 
  Regular Spring, Spring I, Spring II and Georgetown classes 
  Fee payment is due the day of registration 
  Course schedules will be cancelled daily for nonpayment 
  of fees

(Spring I Registration continues through Friday, Jan. 17)
(Spring II Registration continues through Tuesday, March 11)

• Thursday, Jan. 16: Classes begin for Regular Spring

• Thursday/Friday, Jan. 16/17 and Tuesday/Wednesday, Jan. 21/22: 
  Late Registration, drop/add, or drop with no academic record 
  for Regular Spring*
  Fee payment is due the day of registration 
  Course schedules will be cancelled daily at 5 p.m. for 
  non payment of fees

• Friday, Jan. 17: Last day of Regular Registration for Spring I 
  Fee payment is due the day of registration 
  Course schedules will be cancelled at 5 p.m. for nonpayment 
  of fees

• Monday, Jan. 20: Martin Luther King, Jr. holiday

• Tuesday, Jan. 21: Classes begin for Spring I

• Tuesday, Jan. 21 through Friday, Jan. 24: 
  Late Registration, drop/add, or drop with no academic record 
  for Spring I* 
  Fee payment is due the day of registration 
  Course schedules will be cancelled daily at 5 p.m. for 
  nonpayment of fees

• Thursday, Jan. 23 through Tuesday, April 1: 
  Grade of “W” will be assigned for drops or withdrawals for 
  Regular Spring*

• Monday, Jan. 27 through Wednesday, Feb. 19: 
  Grade of “W” will be assigned for drops or withdrawals for 
  Spring I*
• Friday, Feb. 7: Last day to apply for May graduation
  Degree Applications should be submitted to the Office of the
  Dean of the major
• Thursday, Feb. 20 through Wednesday, March 5:
  Grade of “WF” will be assigned for drops or withdrawals for
  Spring I
• Wednesday, March 5: Last day of classes for Spring I
• Thursday, March 6: Final examinations for Spring I - TTH classes
  Midpoint in regular semester
• Monday, March 10: Final examinations for Spring I - MW/MTWTH
  classes
• Tuesday, March 11: Last day of Regular Registration for Spring II
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment
  of fees
• Wednesday, March 12: Classes begin for Spring II
• Wednesday, March 12 through Friday, March 14 and Monday,
  March 24: Late Registration, drop/add, or drop with no academic
  record for Spring II*
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment
  of fees
• Friday, March 14 through Friday, March 21: Spring Break
• Saturday, March 22: Residence halls and dining halls re-open
• Tuesday, March 25 through Thursday, April 17:
  Grade of “W” will be assigned for drops or withdrawals for
  Spring II*
• Wednesday, April 2 through Friday, May 2:
  Grade of “WF” will be assigned for drops or withdrawals for
  Regular Spring
• Friday, April 18 through Thursday, May 1:
  Grade of “WF” will be assigned for drops or withdrawals for Spring II
• Thursday, May 1: Last day of classes for Spring II
• Friday, May 2: Last day of classes for Regular Spring
• **Friday, May 2: Last day of classes for MW Regular Spring classes
• Monday, May 5: Final examinations for Spring II - MW classes
• Monday, May 5 through Friday, May 9:
  Final examinations for Regular Spring
• Tuesday, May 6: Final examinations for Spring II - TTH/MTWTH
  classes
• Saturday, May 10: Residence halls and dining halls close
• TBA: Commencement

*Specific tuition refund dates may be found in the Master Schedule of
Classes and in the “Fees and Expenses” section of this catalog.

**Regular class day for MW Regular Spring classes
MAY SEMESTER 2003
- Monday, April 7 through Friday, April 11, 2003: Advisement for May Semester 2003
- Monday, April 14 through Friday, April 18, 2003 Advance Registration for May Semester 2003
- Monday, April 21: Bills mailed to permanent address
- Wednesday, May 7: Last day Bursar’s Office can accept mail-in fee payment
  - Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Thursday, May 8 and Friday, May 9: Regular Registration Fee payment is due the day of registration
- Friday, May 9: Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Sunday, May 11: Residence halls open
- Monday, May 12: Classes begin for 3-Week May Semester session
  - Classes begin for 4-Week May Semester session
  - Last day to late register, change schedule or drop with no academic record (3-Week May Semester)*
  - Fee payment is due the day of registration
  - Tuesday, May 13: Last day to late register, change schedule or drop with no academic record (4-Week May Semester)*
  - Fee payment is due the day of registration
  - Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Tuesday, May 13 through Friday, May 23: Grade of “W” will be assigned for drops or withdrawals (3-Week May Semester)*
- Wednesday, May 14 through Wednesday, May 28: Grade of “W” will be assigned for drops or withdrawals (4-Week May Semester)*
- Monday, May 26 through Thursday, May 29: Grade of “WF” will be assigned for drops or withdrawals (3-Week May Semester)
- Thursday, May 29: Last day of classes (3-Week May Semester)
- Thursday, May 29 through Thursday, June 5: Grade of “WF” will be assigned for drops or withdrawals (4-Week May Semester)
- Friday, May 30: Final examinations (3-Week May Semester)
- Thursday, June 5: Last day of classes (4-Week May Semester)
- Friday, June 6: Final examinations (4-Week May Semester)
- Friday, June 13: Last day to apply for Summer graduation
  - Degree Applications should be submitted to the Office of the Dean of the major.

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the “Fees and Expenses” section of this catalog.
SUMMER I 2003
- Monday, April 7 through Friday, April 11, 2003:
  Advisement for Summer I 2003
- Monday, April 14 through Friday, April 18, 2003
  Advance Registration for Summer I, 2003
- Monday, May 12: Bills mailed to permanent address
- Tuesday, June 3: Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 4 and Thursday, June 5: Regular Registration
  Fee payment is due the day of registration
- Thursday, June 5:
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, June 9: Classes begin
- Tuesday, June 10: Last day to late register, change schedule or drop with no academic record*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 11 through Tuesday, July 1:
  Grade of “W” will be assigned for drops or withdrawals*
- Friday, June 13: Last day to apply for Summer graduation
  Degree Applications should be submitted to the Office of the Dean of the major
- Friday, June 27: Regular class day**
- Wednesday, July 2 through Thursday, July 10:
  Grade of “WF” will be assigned for drops or withdrawals
- Friday, July 4: Independence Day holiday
- Thursday, July 10: Last day of classes
- Friday, July 11: Final examinations

SUMMER EIGHT-WEEK 2003
- Monday, April 7 through Friday, April 11, 2003:
  Advisement for Summer Eight-Week 2003
- Monday, April 14 through Friday, April 18, 2003
  Advance Registration for Summer Eight-Week, 2003
- Monday, May 12: Bills mailed to permanent address
- Tuesday, June 3: Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 4 and Thursday, June 5: Regular Registration
  Fee payment is due the day of registration
- Thursday, June 5: Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, June 9: Classes begin
- Thursday, June 12: Last day to late register, change schedule or drop with no academic record*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the "Fees and Expenses" section of this catalog.

**Regular class day
Academic Calendar
Summer 2003

- Friday, June 13: Last day to apply for Summer graduation
  Degree Applications should be submitted to the Office of the
  Dean of the major
- Friday, June 13 through Thursday, July 9:
  Grade of “W” will be assigned for drops or withdrawals*
- Friday, July 4: Independence Day holiday
- Friday, July 10 through Wednesday, July 23:
  Grade of "WF" will be assigned for drops or withdrawals for
  MW classes
- Friday, July 10 through Thursday, July 24
  Grade of "WF" will be assigned for drops or withdrawals for
  TTH classes
- Wednesday, July 23: Last day of class for MW classes
- Thursday, July 24: Last day of class for TTH classes
- Monday, July 28: Final examinations for MW classes
- Tuesday, July 29: Final examinations for TTH classes

SUMMER II 2003
- Monday, April 7 through Friday, April 11, 2003:
  Advisement for Summer II 2003
- Monday, April 14 through Friday, April 18, 2003
  Advance Registration for Summer II 2003
- Monday, June 9: Bills mailed to permanent address
- Friday, July 4: Independence Day Holiday
- Tuesday, July 8: Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, July 9 and Thursday, July 10: Regular Registration
  Fee payment is due the day of registration
- Thursday, July 10:
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, July 14: Classes begin
- Tuesday, July 15:
  Last day to late register, change schedule or drop with no academic
  record*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, July 16 through Tuesday, Aug. 5:
  Grade of “W” will be assigned for drops or withdrawals*
- Wednesday, Aug. 6 through Thursday, Aug. 14:
  Grade of “WF” will be assigned for drops or withdrawals
- Thursday, Aug. 14: Last day of classes
- Friday, Aug. 15: Final examinations
  Residence and dining halls close

*Specific tuition refund dates may be found in the Master Schedule of
Classes and in the "Fees and Expenses" section of this catalog.
Academic Calendar
Fall 2003

- Monday, April 7 through Friday, April 11, 2003:
  Advisement for Fall 2003
- Monday, April 14 through Friday, April 18, 2003:
  Advance Registration for Fall 2003
- Wednesday, July 9:
  Bills mailed to permanent address
- Friday, Aug. 8:
  Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, Aug. 11 and Tuesday, Aug. 12:
  Registration closed
- Wednesday, Aug. 13 through Friday, Aug. 15:
  Orientation/Registration for New Students
  Registration closed except for new students attending
  Orientation on August 13 or August 14 and 15
  Course schedules will be cancelled for nonpayment of fees on Friday, Aug. 15 at 6 p.m.
- Saturday, Aug. 16:
  Residence halls and dining halls open
- Monday, Aug. 18 through Wednesday, Aug. 20:
  Regular Registration, drop/add, and on-site fee payment for
  Regular Fall, Fall I, Fall II, and Georgetown classes
  Fee payment is due the day of registration
  Course schedules will be cancelled daily for nonpayment of fees
  (Fall I Registration continues through Friday, August 22)
  (Fall II Registration continues through Tuesday, October 14)
- Thursday, Aug. 21:
  Classes begin for Regular Fall
- Thursday, Aug. 21 through Tuesday, Aug. 26:
  Late Registration, drop/add, or drop with no academic record for
  Regular Fall*
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees
- Friday, Aug. 22:
  Last day for Regular Registration for Fall I
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, Aug. 25:
  Classes begin for Fall I
- Monday, Aug. 25 through Thursday, Aug. 28
  Late Registration, drop/add, or drop with no academic record for
  Fall I*
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees
- Wednesday, Aug. 27 through Wednesday, Oct. 29:
  Grade of “W” will be assigned for drops or withdrawals for
  Regular Fall*
**Academic Calendar**

**Fall 2003**

- **Friday, Aug. 29 through Wednesday, Sept. 24:** Grade of "W" will be assigned for drops or withdrawals for Fall I*
- **Monday, Sept. 1:** Labor Day holiday
- **Friday, Sept. 12:** Last day to apply for December graduation
  
  Degree Applications should be submitted to the Office of the Dean of the major
- **Thursday, Sept. 25 through Wednesday, Oct. 8:** Grade of "WF" will be assigned for drops or withdrawals for Fall I
- **Wednesday, Oct. 8:** Last day of classes for Fall I
- **Thursday, Oct. 9:** Final examinations for Fall I-TTH classes
  
  Midpoint in regular semester
- **Monday, Oct. 13:** Final examinations for Fall I - MW/MTWTH classes
  
  Last day of Regular Registration for Fall II
  
  Fee payment is due the day of registration
  
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- **Wednesday, Oct. 15:** Classes begin for Fall II
- **Wednesday, Oct. 15 through Monday, Oct. 20:** Late Registration, drop/add, or drop with no academic record for Fall II*
  
  Fee payment is due the day of registration
  
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees
- **Tuesday, Oct. 21 through Thursday, Nov. 13:** Grade of "W" will be assigned for drops or withdrawals for Fall II*
- **Thursday, Oct. 30 through Friday, Dec. 5:** Grade of "WF" will be assigned for drops or withdrawals for Regular Fall
- **Friday, Nov. 14 through Thursday, Dec. 4:** Grade of "WF" will be assigned for drops or withdrawals for Fall II
- **Friday, Nov. 21:** Residence halls and dining halls close
- **Monday, Nov. 24 through Friday, Nov. 28:** Thanksgiving Break
- **Saturday, Nov. 29:** Residence halls and dining halls re-open
- **Thursday, Dec. 4:** Last day of classes for Fall II
- **Friday, Dec. 5:** Last day of classes for Regular Fall
- **Friday, Dec. 5:** Last day of classes for MW Regular Fall classes
- **Monday, Dec. 8:** Final examinations for Fall II - MW classes
- **Monday, Dec. 8 through Friday, Dec. 12:** Final examinations for Regular Fall
- **Tuesday, Dec. 9:** Final examinations for Fall II - TTH/MTWTH classes
- **Saturday, Dec. 13:** Residence halls and dining halls close
- **TBA:** Commencement

*Specific tuition refund dates may be found in the *Master Schedule of Classes* and in the "Fees and Expenses" section of this catalog.

**Regular class day for MW Regular Fall classes.
**Academic Calendar**
*Spring 2004*

**NOVEMBER**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

• **Monday, Nov. 10 through Friday, Nov. 14, 2003:**
  Advisement for Spring 2004

• **Monday, Nov. 17 through Friday Nov. 21, 2003**
  Advance Registration for Spring 2004

• **Wednesday, Nov. 26, 2003:** Bills mailed to permanent address

• **Tuesday, Jan. 6, 2004:**
  Last day Bursar's Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

• **Wednesday, Jan. 7 through Friday, Jan. 9:** Registration closed

• **Saturday, Jan. 10:** Residence halls and dining halls open

• **Monday, Jan. 12:** Orientation/Registration for New Students

• **Monday, Jan. 12 through Wednesday, Jan. 14:**
  Regular Registration, drop/add, and on-site fee payment for
  Regular Spring, Spring I, Spring II and Georgetown classes
  Fee payment is due the day of registration
  Course schedules will be cancelled daily for nonpayment of fees
  (Spring I Registration continues through Friday, Jan. 16)
  (Spring II Registration continues through Tuesday, March 9)

• **Thursday, Jan. 15:** Classes begin for Regular Spring

• **Thursday/Friday, Jan. 15/16 and Tuesday/Wednesday, Jan. 20/21:**
  Late Registration, drop/add, or drop with no academic record
  for Regular Spring
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees

• **Friday, Jan. 16:** Last day of Regular Registration for Spring I
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees

• **Monday, Jan. 19:** Martin Luther King, Jr. holiday

• **Tuesday, Jan. 20:** Classes begin for Spring I

• **Tuesday, Jan. 20 through Friday, Jan. 23:**
  Late Registration, drop/add, or drop with no academic record
  for Spring I
  Fee payment is due the day of registration
  Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees

• **Thursday, Jan. 22 through Tuesday, March 30:**
  Grade of “W” will be assigned for drops or withdrawals for
  Regular Spring

• **Monday, Jan. 26 through Wednesday, Feb. 18:**
  Grade of “W” will be assigned for drops or withdrawals for
  Spring I

**DECEMBER**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**JANUARY**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**FEBRUARY**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

16
Friday, Feb. 6: Last day to apply for May graduation
Degree Applications should be submitted to the Office of the Dean of the major

Thursday, Feb. 19 through Wednesday, March 3:
Grade of “WF” will be assigned for drops or withdrawals for Spring I

Wednesday, March 3: Last day of classes for Spring I

Thursday, March 4: Final examinations for Spring I - TTH classes
Midpoint in regular semester

Monday, March 8: Final examinations for Spring I - MW/MTWTH classes

Tuesday, March 9: Last day of Regular Registration for Spring II
Fee payment is due the day of registration
Course schedules will be cancelled at 5 p.m. for nonpayment of fees

Wednesday, March 10: Classes begin for Spring II

Wednesday, March 10 through Friday, March 12 and Monday, March 22: Late Registration, drop/add, or drop with no academic record for Spring II* Fee payment is due the day of registration
Course schedules will be cancelled daily at 5 p.m. for nonpayment of fees

Friday, March 12: Residence halls and dining halls close

Monday, March 15 through Friday, March 19: Spring Break

Saturday, March 20: Residence halls and dining halls re-open

Tuesday, March 23 through Thursday, April 15:
Grade of “W” will be assigned for drops or withdrawals for Spring II*

Wednesday, March 31 through Friday, April 30:
Grade of “WF” will be assigned for drops or withdrawals for Regular Spring

Friday, April 16 through Thursday, April 29:
Grade of "WF" will be assigned for drops or withdrawals for Spring II

Thursday, April 29: Last day of classes for Spring II

Friday, April 30: Last day of classes for Regular Spring

**Friday, April 30: Last day of classes for MW Regular Spring classes

Monday, May 3: Final examinations for Spring II - MW classes

Monday, May 3 through Friday, May 7:
Final examinations for Regular Spring

Tuesday, May 4: Final examinations for Spring II - TTH/MTWTH classes

Saturday, May 8: Residence halls and dining halls close

TBA: Commencement

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the “Fees and Expenses” section of this catalog.

**Regular class day for MW Regular Spring classes
MAY SEMESTER 2004

- Monday, April 5 through Friday, April 9, 2004:
  Advisement for May Semester 2004
- Monday, April 12 through Friday, April 16, 2004
  Advance Registration for May Semester 2004
- Monday, April 19:
  Bills mailed to permanent address
- Wednesday, May 5:
  Last day Bursar’s Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Thursday, May 6 and Friday, May 7:
  Regular Registration
  Fee payment is due the day of registration
- Friday, May 7:
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Sunday, May 9:
  Residence halls open
- Monday, May 10:
  Classes begin for 3-Week May Semester session
  Classes begin for 4-Week May Semester session
  Last day to late register, change schedule or drop with no academic record (3-Week May Semester)*
  Fee payment is due the day of registration
- Tuesday, May 11:
  Last day to late register, change schedule or drop with no academic record (4-Week May Semester)*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for non-payment of fees
- Tuesday, May 11 through Friday, May 21:
  Grade of “W” will be assigned for drops or withdrawals (3-Week May Semester)*
- Wednesday, May 12 through Wednesday, May 26:
  Grade of “W” will be assigned for drops or withdrawals (4-Week May Semester)*
- Monday, May 24 through Thursday, May 27:
  Grade of “WF” will be assigned for drops or withdrawals (3-Week May Semester)
- Thursday, May 27:
  Last day of classes (3-Week May Semester)
- Thursday, May 27 through Thursday, June 3:
  Grade of “WF” will be assigned for drops or withdrawals (4-Week May Semester)
- Friday, May 28:
  Final examinations (3-Week May Semester)
- Thursday, June 3:
  Last day of classes (4-Week May Semester)
- Friday, June 4:
  Final examinations (4-Week May Semester)
- Friday, June 11:
  Last day to apply for Summer graduation
  Degree Applications should be submitted to the Office of the Dean of the major.

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the ”Fees and Expenses” section of this catalog.
SUMMER I 2004

- Monday, April 5 through Friday, April 9, 2004:
  Advisement for Summer I 2004
- Monday, April 12 through Friday, April 16, 2004
  Advance Registration for Summer I 2004
- Monday, May 10: Bills mailed to permanent address
- Tuesday, June 1: Last day Bursar’s Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 2 and Thursday, June 3: Regular Registration
  Fee payment is due the day of registration
- Friday, June 4:
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, June 7: Classes begin
- Tuesday, June 8: Last day to late register, change schedule or drop with no academic record*
  Fee payment is due the day of registration
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 9 through Tuesday, June 29:
  Grade of “W” will be assigned for drops or withdrawals*
- Friday, June 11: Last day to apply for Summer graduation
  Degree Applications should be submitted to the Office of the Dean of the major
- Wednesday, June 30 through Thursday, July 8:
  Grade of “WF” will be assigned for drops or withdrawals
- Friday, July 2: Independence Day Holiday celebrated
- Sunday, July 4: Independence Day
- Thursday, July 8: Last day of classes
- Friday, July 9: Final examinations

SUMMER EIGHT-WEEK 2004

- Monday, April 5 through Friday, April 9, 2004:
  Advisement for Summer Eight-Week 2004
- Monday, April 12 through Friday, April 16, 2004
  Advance Registration for Summer Eight-Week 2004
- Monday, May 10: Bills mailed to permanent address
- Tuesday, June 1: Last day Bursar’s Office can accept mail-in fee payment
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Wednesday, June 2 and Thursday, June 3: Regular Registration
  Fee payment is due the day of registration
- Friday, June 4:
  Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- Monday, June 7: Classes begin
- Tuesday, June 8: Last day to late register, change schedule or drop with no academic record*
  Fee payment is due the day of registration
  Course Schedules will be cancelled at 5 p.m. for nonpayment of fees

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the “Fees and Expenses” section of this catalog.
Academic Calendar
Summer 2004

- **Friday, June 11:** Last day to apply for Summer graduation Degree Applications should be submitted to the Office of the Dean of the major
- **Friday, June 11 through Thursday, July 8:** Grade of “W” will be assigned for drops or withdrawals*
- **Friday, July 2:** Independence Day Holiday celebrated
- **Sunday, July 4:** Independence Day
- **Friday, July 9 through Wednesday, July 21:** Grade of “WF” will be assigned for drops or withdrawals for MW classes
- **Friday, July 9 through Thursday, July 22:** Grade of “WF” will be assigned for drops or withdrawals for TTH classes
- **Wednesday, July 21:** Last day of class for MW classes
- **Thursday, July 22:** Last day of class for TTH classes
- **Monday, July 26:** Final examinations for MW classes
- **Tuesday, July 27:** Final examinations for TTH classes

SUMMER II 2004
- **Monday, April 5 through Friday, April 9, 2004:** Advisement for Summer II 2004
- **Monday, April 12 through Friday, April 16, 2004** Advance Registration for Summer II 2004
- **Monday, June 7:** Bills mailed to permanent address
- **Friday, July 2:** Independence Day Holiday celebrated
- **Sunday, July 4:** Independence Day
- **Tuesday, July 6:** Last day Bursar’s Office can accept mail-in fee payment
  - Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- **Wednesday, July 7 and Thursday, July 8:** Regular Registration
  - Fee payment is due the day of registration
- **Thursday, July 8:**
  - Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- **Monday, July 12:** Classes begin
- **Tuesday, July 13:**
  - Last day to late register, change schedule or drop with no academic record*
  - Fee payment is due the day of registration
  - Course schedules will be cancelled at 5 p.m. for nonpayment of fees
- **Wednesday, July 14 through Tuesday, Aug. 3:**
  - Grade of “W” will be assigned for drops or withdrawals*
- **Wednesday, Aug. 4 through Thursday, Aug. 12:**
  - Grade of “WF” will be assigned for drops or withdrawals
- **Thursday, Aug. 12:** Last day of classes
- **Friday, Aug. 13:** Final examinations
  - Residence halls and dining halls close

*Specific tuition refund dates may be found in the Master Schedule of Classes and in the “Fees and Expenses” section of this catalog.
Coastal Carolina University is a public mid-sized (4,000-6,500 students), comprehensive liberal arts institution offering baccalaureate degrees in the traditional liberal arts and sciences, interdisciplinary studies, and professional schools, along with Master's degrees in several specialized areas. Located in one of the fastest-growing metropolitan areas in the nation, the campus primarily serves its immediate five-county area, while honoring its commitment to the citizens of Horry County who founded the University and continue to provide funding to it. Recognizing its responsibility to ensure a student population that is diverse both culturally and geographically, the institution also aggressively recruits statewide, out-of-state, and internationally.

Coastal Carolina is a community of students and teacher-scholars dedicated to the pursuit of wisdom and goodness in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity stimulated. The University seeks to provide a rational view of the world and human experience through student-centered participatory learning to help students make intelligent and informed decisions as free and active citizens in modern society. To this end, the institution affords opportunities for personal development and provides a common grounding in the Western intellectual tradition. Anticipated acquired skills and knowledge include the ability to express oneself effectively both orally and in writing, to locate and process information, to reason analytically and abstractly, to interpret and evaluate scientific evidence, to demonstrate competency in the use of modern technology, and to appreciate accomplishments in the arts. Attitudes ideally to be developed embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, and appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.

As a major intellectual and cultural center for the Waccamaw region, the University enriches the quality of the life through the performing and fine arts, community service, external programs, distance learning, continuing education programs, and the encouragement of faculty development and research, especially in problem areas that are indigenous. Recognizing regional needs, the campus provides Master's degrees in several areas for professional advancement. In its public service role, the institution is a major resource in the economic and intellectual development of the region, urging faculty participation on local boards and councils, and providing research and consulting services to local businesses, non-profit agencies, and governmental bodies. The University facilitates student participation in the community through internships, community service, and cooperative learning, as part of a comprehensive educational experience that renders students competitive for entry-level jobs or graduate and professional training leading to practical and productive careers in business, the public service, the professions, and education.

Toward this accomplishment of its mission, Coastal Carolina covenants its cooperation with its sister public institutions, with the public schools, with the business community, and with elected and appointed officials who are responsible to the voting public for the oversight and governance of post-secondary education. The University understands that such cooperation necessarily includes coordination of programs and activities, along with a duty to use public funding efficiently and effectively to make its offerings both affordable and accessible. The institution also recognizes the fact that any public funds appropriated to it must be considered as an investment in the betterment of society, with the anticipated returns being an enlightened populace and economic growth.
Coastal Carolina University: A History

On the evening of July 23, 1954, a group of citizens met in the Horry County Memorial Library to discuss a daring proposal - the creation of a local college. The group soon becomes a non-profit organization, the Coastal Educational Foundation, Inc. Coastal Carolina Junior College opens September 20, 1954, as a branch of the College of Charleston. Fifty-three students were enrolled, taught by a handful of part-time faculty, with classes meeting after hours in Conway High School.

1958
Coastal Carolina Junior College becomes independent when College of Charleston discontinues its extension program. Horry County voters approved a referendum that raises taxes by three mills to provide funding for the college.

1959
The South Carolina General Assembly created the Horry County Higher Education Commission, a government regulatory agency to oversee use of Coastal Carolina’s county tax money.

1960
The Horry County Higher Education Commission is responsible for a contract that establishes Coastal Carolina Regional Campus of the University of South Carolina, effective fall 1960.

1961
Members of the Horry County Higher Education Commission and Coastal Educational Foundation, Inc., agree it is time to move to a campus suitable for institutional growth. They select the present site of the University, most of which was donated by Burroughs Timber Company and International Paper Company. A major fund-raising drive raised $317,000 for construction.

1962
Ground is broken for the campus and less than a year later Coastal Carolina’s 110 students move into the first campus building, the Edward M. Singleton Building.

1966
With an idea and a gift from William A. Kimbel and L. Maud Kimbel, the Atheneum, the campus symbol, is completed.

1973
USC Coastal Carolina College added a junior year; in 1974, a fourth year is added.

1975
USC Coastal Carolina College awarded its first four-year degree.

1981
Wheelwright Auditorium, the first center for the performing arts in northeast South Carolina, is dedicated. The $3.1 million facility is funded almost entirely by private donations, including a $1.2 million gift from the Kimbel family. The facility is named for L. Maud Kimbel’s maternal grandfather, John Wheelwright, who was involved with the cotton trade in South Carolina in the early 1900s.
1987
The first on-campus residence halls opened.

1989
Enrollment reached more than 4,000 students. The number of full-time faculty increased to 175.

1990
The Campaign for Progress surpassed its goal of $5.5 million in fewer than five years, spurring growth in capital projects, the arts, and academic enrichment programs.

1991
On July 23, 1991, the Coastal Educational Foundation, Inc., and the Horry County Higher Education Commission vote to seek legislative approval to establish an independent Coastal Carolina University. USC System President John Palms recommended to the USC Board of Trustees that Coastal pursue independence from the University in name and administration. The trustees adopt President Palms’ recommendation in June 1992.

1993
The South Carolina Legislature passed legislation establishing Coastal Carolina University as an independent, public institution, effective July 1, 1993. Governor Carroll Campbell signed the bill during a ceremony at Coastal Carolina on May 14, 1993. The University’s first Board of Trustees met for the first time July 1, 1993. Ronald R. Ingle was named the University’s first president. Coastal Carolina University began offering its first graduate programs in education in the fall of 1993. The E. Craig Wall Sr. School of Business Administration Building was completed and dedicated in honor of Mr. Wall, who was one of the University’s original founders.

1994
The Eldred E. Prince Building, funded by the Horry County Higher Education Commission, was completed and dedicated. New projects included plans for a humanities building, residence hall/dining facility, athletic administration complex, printing services facility, and renovations to existing buildings. The University’s first formal Inauguration is held to install President Ingle. A new 400-bed residence hall and dining facility is completed for fall 1996 occupancy; the number of students who live in campus residence halls reached 1,000. President Ingle unveiled a $68 million campus master plan that will guide development of the University to the 50th anniversary of the institution, to be celebrated in the year 2004.

1997
The Board of Trustees adopted A Journey of Excellence, a plan to guide the University into the next century. The South Carolina General Assembly approved $11.7 million for the new Humanities and Fine Arts Building.

1998
The R. Cathcart Smith Science Center was dedicated and a $2 million campaign to upgrade the facility was announced. The E. Craig Wall Sr. School of Business Administration gained accreditation by the American Assembly of Collegiate Schools of Business.
1999
The South Carolina General Assembly approved the final funding for the new Humanities and Fine Arts Building. Nobel Laureate Archbishop Desmond Tutu visited the campus as part of the Kimbel Distinguished Lecturer Series. The School of Education gained accreditation by the National Council for Accreditation of Teacher Education. The Board of Trustees approved the sale of revenue bonds to begin construction of a 350-bed residence hall, expansion of the dining facility, and University Hall. Football will be added to the intercollegiate mix in 2003; with football, the University will offer 17 NCAA Division I intercollegiate programs.

2000
To reflect the growth of academic programs and the maturity of the institution, the four academic schools of the University are renamed colleges. The College of Humanities and Fine Arts is named for Thomas W. and Robin W. Edwards. A statewide awareness campaign bolstered the University’s visibility. The University endowment topped $12 million, reflecting a more than 300 percent increase since 1993; the total number of donors increases by 17 percent in the past year.

2001
The largest freshman class in the university’s history boosts enrollment to 4,965 students who represent 47 states and 50 countries. The average SAT for entering freshmen tops the national average. New degree programs in Middle Grades Education, Music, Philosophy, Spanish, and Special Education-Learning Disabilities are approved. A major construction boom which increased campus space by 30 percent is highlighted by the opening and formal dedication of the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts, the largest building on campus. A $1.8 million gift from the estate of Rebecca Randall Bryan marks the largest single cash gift in Coastal’s history. The University brought the Freedom Schooner Amistad to Georgetown for a two-week stay; more than 16,000 visitors, including more than 8,000 school children from Horry and Georgetown counties, tour the ship to learn the Amistad story.

University Traditions

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

The University Logo
The identifying symbol of Coastal Carolina University captures the dynamic and traditional commitment of the University to teaching and learning. The Atheneum, constructed on the campus in 1966, is a recognized architectural symbol of a meeting place for persons engaged in literary and scientific pursuits. In the logo, the Atheneum is set against an undulating background that captures the energy and unbounded promise of the institution.
The Presidential Medallion
As symbols of events and affiliations, medallions in academic regalia can be traced to religious orders during the Middle Ages. Since many orders, societies and universities used similar designs – a circle, cross or an oval – the detailed artwork in the center of the medallion was adopted to differentiate each affiliation. Colleges and universities traditionally use ceremonial and commemorative medallions for formal occasions such as commencements, convocations and inaugurations, when academic regalia is worn. As part of the first year of Coastal Carolina’s status as an independent University, the institution’s medallion was commissioned in 1994. The installation of President Ronald R. Ingle on October 22, 1994, was the first time the Coastal Carolina University Medallion was publicly displayed.

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

The Coastal Carolina University seal and logos are registered and are fully protected trademarks. These images may be used only for University-approved purposes and may not be modified in any manner. Unauthorized use of these images is prohibited by law. For information, call the Office of Marketing and Communications at 843-349-2017 or 843-349-2103.

THE CAMPUS
Coastal Carolina University is located in Conway, South Carolina, nine miles from the Atlantic Ocean resort of Myrtle Beach, South Carolina. The campus comprises 41 buildings on 260 acres including the Center for Marine and Wetland Studies in the Atlantic Center on Highway 501. The University also offers courses from the Coastal Carolina University Higher Education Center in Myrtle Beach and a campus in Georgetown, South Carolina. Waites Island, 1,062 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine and wetlands biology.

Admissions Building
The Admissions Building houses the Office of Admissions and Financial Aid, Scholarships and Veteran Affairs, and the Associate Vice President for Enrollment Services and enrollment services staff. A laundry facility is also housed in this building.

Athletics Administration Building
The Athletics Administration Building, completed in 1994, houses the Director of Athletics and the Department of Athletics.
University Hall
The University Hall, completed in 2001, houses the Welcome Center, the School of Continuing Studies and the Campus Bookstore.

Coastal Carolina University Higher Education Center
Established in 2001, the Center is located in Myrtle Square mall, nine miles east of the main campus. Selected undergraduate courses are offered.

E. Craig Wall, Sr. College of Business Administration Building
The E. Craig Wall, Sr. Building, completed in 1993, houses the E. Craig Wall, Sr. College of Business Administration, the Departments of Computer Science, Mathematics, Psychology and Sociology, Information Technology Services, the Center for Economic and Community Development, and The Clay Brittain, Jr. Center for Resort Tourism.

Edward M. Singleton Building
The Edward M. Singleton Building, built in 1963, houses the Offices of the President, Provost, Executive Vice President, Vice President for University Advancement, Registrar, Bursar, the Honors Program, the Office of Marketing Communications, and the Office of Grants and Sponsored Research.

Eldred E. Prince Building
The Eldred E. Prince Building, completed in 1994, houses the classrooms and offices of the Department of Foreign Languages of the Edwards College of Humanities and Fine Arts, the Waccamaw Center for Cultural and Historical Studies, the Office of Academic Advising, the Academic Center, the Office of International Programs, Career Services, Student Employment Services, Career Resource Lab, and the Office of the Vice President for Student Affairs.

Georgetown Education Center
The Georgetown Education Center, established in 1984, is located in Georgetown, South Carolina, 45 miles south of the main campus. Selected undergraduate, graduate, and community interest courses are offered.

Kearns Hall
Kearns Hall, completed in 1974, houses the classrooms and offices of the graduate and undergraduate College of Education and the Center for Education and Community.

Kimbel Library
The Kimbel Library, completed in 1977, houses a growing 250,000-volume book and media collection.

Public Safety Building
Renovated in 1989, this building houses the Chief of Public Safety and the Department of Public Safety.

R. Cathcart Smith Science Center
The Science Building, completed in 1982, houses the classrooms, offices, and laboratories of the College of Natural and Applied Sciences.

Residence Halls
The Residence Halls are three separate complexes consisting of six apartment-style buildings (The Woods), housing approximately 410 residents, two apartment-style buildings (The Gardens), housing approximately 90 residents, and another two-building complex (The Rivers) housing 750 residents. Each apartment in The Woods houses four residents. Each apartment in The Gardens houses two residents. The apartments in The Woods and The Gardens are for upperclassmen. The Rivers consists of two buildings,
Waccamaw Hall and Santee Hall. Suites in The Rivers are traditional style. Waccamaw Hall is open to all residents while Santee Hall is reserved for freshmen. The Office of Residence Life is located in Waccamaw Hall 129.

**Student Center**

The Student Center, completed in 1978, contains services of the Student Affairs Division, student activities; meeting rooms and lounges; a game room; some student organization offices; a snack bar and cafeteria, and a "Cybercorner".

**Student Recreation Center**

The Student Recreation Center, completed in 1972 houses a regulation basketball gymnasium and complete physical education facilities and the offices of the Recreational Services, Basketball and Volleyball offices, and the Department of Physical Education and Recreation. A later expansion offers a 25-meter swimming pool, two racquetball courts, an activities gym, dance studio, and a weight training room.

**Thomas W. and Robin W. Edwards College of Humanities and Fine Arts**

The Edwards College, completed in 2001, houses the administrative offices of Humanities and Fine Arts. It also houses six of the College’s seven departments: Arts, English and Journalism, History, Performing Arts, Philosophy and Religion, and Politics and Geography. The building features a recital hall, the Edwards Black Box Theater, and the Rebecca Bryan Art Gallery.

**United States Post Office**

The US Post Office Contract Station is located in Room 105 of the Campus Services Building on Founders Drive. It handles all student mail and mailboxes, intercampus mail, incoming and outgoing campus mail. It also offers some basic postal services to the community, such as sale of postage stamps, envelopes and the mailing of packages. It does not include general box rental or money orders.

**Wheelwright Auditorium**

The Wheelwright Auditorium, completed in 1981, offers an 800-seat performance facility for the dramatic and performing arts of the Waccamaw Region.

**ACCRREDITATION**

Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award the baccalaureate degree and the master's degree.

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

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

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

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

**ENGLISH LANGUAGE PROFICIENCY**

*SC Code of Laws 59-103-160*

All candidates interviewed for University positions will be evaluated on both their written and spoken English proficiency. Faculty employed will possess adequate written and spoken English skills so as to be able to deliver instruction in an understandable manner. Students with specific concerns should schedule a meeting with the immediate supervisor of the instructor involved.
The Office of Admissions is committed to marketing the University and attracting students who seek to attend a comprehensive liberal arts institution. As a team, we strive to enroll a talented student body from a variety of ethnic, economic, and geographic backgrounds.

CATEGORIES OF ADMISSION

DEGREE SEEKING CLASSIFICATIONS

Freshman Admission
A freshman applicant is a person who has not attended an institution of higher education beyond high school. Any applicant who has attended classes of a post-secondary institution while still in high school is still classified as a freshman and must submit transcripts of work whether credit is expected or not.

Admission as a freshman to Coastal Carolina University is based on high school courses, achievement in college preparatory core prerequisites, and the Scholastic Assessment Test (SAT) or the American College Testing (ACT) scores.

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

COLLEGE PREPARATORY CORE PREREQUISITE REQUIREMENTS

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

- **MATHEMATICS: 3 units**
  Algebra I, Algebra II and Geometry are required. A fourth higher-level mathematics course is strongly recommended. (Applied Mathematics I and II may count together as a substitute for Algebra I).

- **LABORATORY SCIENCE: 3 units**
  Two Units must be taken in different fields and selected from among biology, chemistry or physics. The third unit may be from the same field as one of the first two units or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory/general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.

- **FOREIGN LANGUAGE: 2 units**
  (both units must be in the same language)

- **SOCIAL STUDIES: 3 units**
  One unit of U.S. history is required; a half unit of economics and a half unit of government are strongly recommended.

- **ELECTIVE: 4 units**
  Four college preparatory units must be taken from at least three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for
which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is suggested that one unit be in Computer Science which includes programming (i.e., not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).

- **PHYSICAL EDUCATION OR ROTC: 1 unit**

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

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

In addition to completing the college preparatory course requirements, applicants will be evaluated on the basis of demonstrating an acceptable grade point average in the 20 academic college preparatory courses and obtaining a satisfactory score on the Scholastic Assessment Test (SAT I) or the American College Test (ACT).

Freshman applicants must possess either a high school diploma or its equivalent prior to enrollment at the University. Home study students must provide their recognized high school diploma or its equivalent along with transcripts.

**Home School Applicant Admission**

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

Home schooled high school graduates are required to:
- Submit an application for admission with a $35.00 applications fee.
- Submit all official transcripts from any high school or colleges attended.
- Present a copy of the Declaration of Intent to Home School as filed with the local board of education.
- Submit official SAT or ACT scores.
- Provide a home school high school transcript of all work completed with primary teacher certifying completion of high school and date of graduation.

**University Success Program (USP) Admissions**

Some applicants may gain acceptance through the University Success Program (USP). Applicants admitted under the University Success Program are required to participate in a freshmen academic success seminar (SSUS 195), a three-hour credit course which provides one-to-one student interaction with a faculty mentor. Students admitted into the USP may take a maximum of 16 credit hours during the first semester. Any credit overload must be approved by the Director of Academic Advising. These students may declare an academic major after successful completion of SSUS 195.

Preference for admission through the University Success Program is given to students from Coastal Carolina University’s five county service area and the State of South Carolina.

Freshman applicants for admission must submit an application form, the non-refundable application fee, official transcripts of educational records through the time of application with final grades and verification of graduation as soon as it is available, and either SAT I or ACT scores. Freshman applicants aged 22 or older are not required to submit SAT I or ACT scores.

Decisions for admission are made after all official credentials are received.
Enrollment Notification Deposit

Upon admission to Coastal Carolina University, all degree seeking freshmen and transfer students are required to return their Enrollment Notification Card and $100 deposit to the Office of Admissions, to secure their place in the class. The $100 deposit is due by:

- May 1 for Fall Semester and Summer Semester enrollment,
- December 15 for Spring Semester enrollment.

A refund of the $100 Enrollment Notification Deposit may be granted if the student submits a written request to the Office of Admissions by:

- May 1 for Fall Semester and Summer Semester,
- December 15 for Spring Semester.

No refunds will be made after these deadlines.

All freshmen are encouraged to attend orientation prior to registration. Information about orientation and registration is mailed to each accepted applicant. Academic advisers are assigned by the dean of the school in which the student plans to major. Students that have not designated a major will have an adviser assigned by the Office of Advisement.

Honors Program Admission: Admission to the Honors Program is by invitation of the director of the program in consultation with the Office of Admissions. Honors Program invitations are extended to entering first-year students whose aptitude test scores and work in high school predict outstanding college-level achievement. The minimum admission criteria for invitation into the Honors Program are: 1) SAT scores of 1200 or an ACT score of 27; 2) high school GPA of 3.0 or higher; 3) rank in the top 15 percent of high school class; and submission of an application to the Honors Program. For international students the minimum admission criteria for invitation into the Honors Program are: (1) TOEFL score of 575; (2) rank in the top 15 percent of high school class; and (3) submission of the Honors Program application. Continuing students or transfer students who are interested in joining the program should contact the Honors Program co-directors for information.

Transfer Admission

An applicant is considered a transfer student when he/she has attended another regionally accredited post-secondary institution in any capacity after completion of high school.

The regional accreditating associations are: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Transfer applicants for admission must submit an application form, the non-refundable application fee, and official transcripts of collegiate-level schooling through the time of application. Final transcripts reflective of all completed course work is required up to the time of enrollment in the University.

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

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

Credit for work completed at other institutions by Coastal students will not be accepted for transfer if the student has previously failed to earn the required grade in an equivalent course at Coastal.
Regardless of the point in the student’s academic career at which any student enters the University, the student must complete the last 30 credits (the senior year) before graduation enrolled in classes on campus. (See “in residence” under Graduation section in this catalog).

SECOND DEGREE SEEKING AND POST BACCALAUREATE CERTIFICATE SEEKING (TEACHER EDUCATION AND GERONTOLOGY)

Applicants seeking a second degree or a post-baccalaureate certificate must meet transfer admissions requirements to receive financial aid.

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

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

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

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

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

Transfer credit is evaluated and applied in one of three ways at Coastal Carolina:
   a) as parallel credit (the course must have involved at least the same amount of class time and have had the same content) or
   b) as a departmental elective (courses in the discipline must be offered at Coastal) or
   c) as a general elective.

Academic courses completed with a grade of C (meaning C-, C or C+) or above at regionally accredited institutions normally are transferable to Coastal Carolina. Courses that usually are not accepted for transfer are those which are:
   a) occupational or technical in nature;
   b) essentially remedial in nature; or
   c) from a two-year institution and are not recognized in that institution's catalog as a part of its college parallel (transfer) program.

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

Certain degree programs do not recognize transfer credit from a two-year institution for courses which are considered upper division or upper level courses at Coastal Carolina. In no Coastal degree program may such courses fulfill any upper level requirement within the major concentration, the minor, or the cognate. However, some degree programs will grant transfer credit for such courses in the lower level elective category or within the core curriculum requirements.

33
Grade point average (GPA) is calculated on the basis of all work in the student's career at Coastal Carolina. Credits earned at other institutions and transferred to Coastal, may be used to satisfy program requirements but will not be calculated as a part of the GPA. However, 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. The criteria for graduation with honors may be found in the Graduation with Honors section of this catalog.

International Student Admission

Applicants from countries other than the United States must meet regular admission requirements. International applicants will complete an application for International Admission, provide the necessary transcripts and/or learning certificates, take a standardized test and submit a financial verification form. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). The minimum score for admission is 500 on the paper-based test or 173 on the computer-based test. Applicants whose native language is English are required to submit SAT or ACT scores.

Credit from foreign colleges/universities is evaluated by the International Programs Office in coordination with the dean of the student's major and the dean of each course in review.

Upon admission and proper financial verification, applicants will be issued an Immigration Form I-20 for use in requesting an F-1 student visa. In order to register officially as a student at Coastal, entry into the U.S. must be in F-1 student visa status. Also, individuals already in the U.S.A. who are out of status with the Immigration and Naturalization Service will not be permitted official registration.

International students attending on student visas are required to purchase the University insurance plan or show proof of a comparable plan acceptable to University personnel responsible for issuing Immigration and Naturalization Service certifying forms.

Probationary Admission

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

Readmission

A student enrolled as a baccalaureate degree-seeking student who leaves the University in good standing and misses one or more major terms and does not attend another institution need only submit the application for readmission in order to return to the University. Summer terms do not count as a major term in this instance.

A student enrolled as a baccalaureate degree-seeking student who leaves the University in good standing, misses one or more major terms and attends another institution while away must submit the application for transfer admission along with complete official transcripts of all collegiate-level work attempted during the absence from the University. Such applicants must meet the requirements for transfer admission.

A student who leaves the University on first suspension need only apply for readmission upon completion of the stated period of suspension. A student on indefinite suspension must submit the required application for readmission after petitioning to the University's Petitions Committee for Suspensions.

A student who is suspended from Coastal Carolina University or any other institution for any reason, academic or non-academic, may not earn academic credit toward Coastal degree programs during the period of suspension, whether enrolled in another college or
by correspondence course of any origin.

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

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

NON-DEGREE CLASSIFICATION
Applicants not initially seeking to earn a bachelor's degree may be admitted to Coastal Carolina University in a Non-Degree classification. Credits earned as a Non-Degree student may be applied toward degree requirements at a later date.

The Non-Degree admissions classification allows certain students the opportunity to begin classes prior to providing the finalized credentials necessary to enroll as a Degree Seeking student. Traditional freshman applicants are not considered for Non-Degree admission.

It is important to note that students admitted in a Non-Degree classification cannot receive any student financial aid.

Non-Degree classifications include:

\textbf{Audit Student:} 
an applicant seeking to take degree courses and not intending to earn university credit for the courses. Approval is made for one semester and is made on a space available basis. 

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

\textbf{Transient (Visiting) Student:} 
an applicant seeking to take courses at Coastal Carolina University while regularly enrolled in another (home) institution. The applicant must secure approval from the Academic Dean or University Registrar at the home institution to ensure that the courses will transfer. Students seeking to continue in a visiting status for subsequent terms must have the approval from the Office of Admissions.

\textbf{Adult Learner:} 
an applicant 22 or older seeking to take courses for personal or professional enhancement (including degree seeking students who cannot provide finalized transcripts) can be admitted and enroll in a maximum of 18 semester hours of credit. At the completion of 18 credit hours, the student must meet regular degree seeking status to the University. Official transcripts from previously attended institutions are required at this time.
Senior Citizen: 
an applicant 60 years of age or older and a resident of South Carolina 
can enroll in classes free of charge providing there is available space 
in the class. A special senior citizen application can be completed in 
the Office of Admissions.

Concurrent High School Student: 
an applicant who is a high achieving high school student has 
opportunities to earn college credit. Classes are taught at the high 
schools. Admission is based on meeting regular standards, the 
approval of the high school, and the University Admissions 
Committee.

ORIENTATION OF NEW STUDENTS

Coastal Carolina's Orientation program is designed to assist new students in making a 
successful transition into University life. All new freshmen are required to attend 
Orientation, and Orientation is highly recommended for new transfer students. At each 
Orientation session, new students meet with an adviser, plan their academic program, and 
register for classes. Students also receive information on campus activities and services as 
they learn their way around campus and make connections with Coastal's faculty, staff, and 
students. Two-day Orientation sessions for freshmen and one-day sessions for transfers 
occur throughout the summer, and there is also a one-day session in January for students 
planning to begin their studies in the spring. Freshmen are required to take math and 
foreign language placement tests on the Internet prior to attending an Orientation session.

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

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

To gain admission as a regular Degree Seeking candidate, the Non-Degree classified 
student must submit a new application as a Degree Seeking candidate. All academic 
transcripts of previous work will be required. Admission into Degree Seeking status will 
be based on previous academic work and the grades attained as a Non-Degree student at 
Coastal Carolina University.
The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time, when in the judgement of the faculty, the President, or the Board of Trustees, such changes are for the best interest of the students and the University.

Registration at the University assumes the student's acceptance of all published academic regulations, including both those which appear in this catalog and all others found in any official announcement such as The Master Schedule of Classes and The Student Handbook. Official policies of the University listed below are published in The Student Handbook, which is available through the Student Affairs Office.

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

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

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

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

Unforeseen circumstances may interfere with the scheduling of a course or degree offering. Students must accept such developments even if doing so will mean a delay in some of their academic goals or a modification of those goals. The departments concerned will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.
Right of Petition. A student who wants relief from any academic regulation of the University may submit the case for consideration to the Committee on Petitions and Scholastic Standing in the college of the student's major or the appropriate University-wide committee.

GENERAL INFORMATION

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

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

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

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

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

Change of Name or Address

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

Indebtedness

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

REGISTRATION

Students are academically and financially responsible for their course registrations, to enroll in courses for which they seek to earn credit, and to terminate enrollment in courses which they do not intend to complete. Each student is responsible for having knowledge of and observing all regulations and schedules published in the University Catalog and the 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. Enrollment by proxy is not allowed unless permission has been obtained in advance from the Office of the Registrar. Students will be removed from any class for which prerequisites or other defined requirements have not been met.

Students are expected to complete registration (including the payment of all required fees) on the dates prescribed in the University Academic Calendar. Those failing to do so will have all course enrollments cancelled for non-payment.
Failure of a student to properly register and appear on class rolls and failure to pay tuition disqualifies the student from receiving credit for any course work, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

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

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

**Auditing**

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

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

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

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

**Course Load**

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

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

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

**Repetition of Course Work**

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

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

**Non-Traditional Course Work**

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

1) when students engage in an independent learning experience in an area not represented by established course work at the University, such as through courses numbered 399 (Independent Study), 499 (Directed Undergraduate Research), or special or selected topics,

2) study in established University courses on an independent, non-traditional basis, or

3) cooperative and internship study.

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

The student, in consultation with the supervising professor, must complete and file a contract for the course with the department chair in the discipline area and with the dean of the college in which the work is to be performed prior to registration for the course. The contract must be signed by the student, the student's adviser, the supervising professor, the course department chair, the chair of the student's major, and the dean or the dean's designee of the student's major. (Signature of the college dean or designee is not required for the College of Natural and Applied Sciences majors.) It must include the course objectives, course requirements, the number of credits to be earned, the date of completion, and the method(s) of student evaluation. The student should consult the adviser for any restrictions on the number of such credits acceptable to the major. These courses cannot be used to fulfill University core curriculum requirements.

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

**Summer Terms**

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

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

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

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

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

Students seeking admission to the University for the first time during a Summer term should refer to the Categories of Admission section of this catalog.
Senior Privilege (Undergraduate Enrollment in Graduate Courses)
Qualified undergraduate students (it is normally expected that the student have a minimum grade point average of 3.0 on a 4.0 scale) may enroll for graduate course credit in courses numbered 500 through 699. Graduate credit may be earned by an undergraduate student only if:

a) the student is classified as a senior and has earned a minimum of 90 credits;

b) prior to registration, the student has been accepted as a prospective graduate student and has completed the "Senior Privilege" form available from the Dean of the College of Education;

c) all required signatures on the Senior Privilege form have been secured; and

d) the student is adequately prepared for graduate work in the field concerned. In no case may a student's enrollment constitute more than a legal full-time academic load of 12 credits.

Work taken by undergraduate students at the graduate level may not be applied toward an undergraduate degree. Any course authorizations should be obtained from the respective department and College prior to registering for the course.

CHANGES OF REGISTRATION

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

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

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

Dropping a Course
Dropping courses during final exams is not permitted.

Courses dropped during the official late registration period of a term/session will not be recorded on a student’s permanent record. A grade of W will be recorded on the permanent record after the official late registration period and up to the last date to drop without a grade of WF and will not enter into the computation of credits attempted, grade point average, or any other total. The time allowed for dropping any course with a grade of W will be equal to two-thirds of the total number of class days from the beginning of the term/session. A grade of WF 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.

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

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

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

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

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

WITHDRAWAL
Withdrawal from the University or a course during final exams is not permitted.
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 from the Office of the Registrar. 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.

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

Absences will be excused for:
a) incapacitating illness,
b) official representation of the University (excuses for official representation
   of the University should be obtained from the official supervising the activity),
c) death of a close relative, and
d) religious holidays.

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

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

**FINAL EXAMINATIONS**

Final examinations for Spring and Fall are held over a five-day period at the close of each
semester; Summer term examinations are held at the close of each session. Examination
schedules are published as part of the Master Schedule of Classes. No final examination may
be held outside the stated time without special permission of the instructor's dean.

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

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

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

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

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

**Deferred Examinations**

A student who has received an Incomplete in a course as a result of being excused from
an examination may be eligible for a deferred or special final examination. For a deferred
or special final examination, the instructor and the student mutually agree on a date and time
for the exam. A deferred or special final examination may be taken during the next
regularly scheduled final examination period for that course. The examination must be
taken within one major term from the time that the Incomplete was assigned.
Graduating Seniors
No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are normally mailed within 30 days after final examinations and after a student’s dean has verified that all degree requirements have been met.

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

Students who are suspended from Coastal Carolina University for any reason, academic or non-academic, may not earn academic credit toward a Coastal Carolina degree during the period of suspension, whether by residence elsewhere or by correspondence courses of any origin. Students who have been suspended from the University are not eligible to enroll in any correspondence course(s) for academic credit until one calendar year from the date of return to the University.

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

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

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

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

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

A student planning to pursue credit by examination must obtain this credit before reaching senior classification (90 credit hours). 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 suspension from the University, cannot be used to earn credit for previously audited courses, cannot be awarded for courses that have been failed previously, nor be used to raise a grade earned previously in a college course.

Credit by examination may be earned by College-Level Examination Program (CLEP), Departmental Exam, Advanced Placement, and/or International Baccalaureate. Coastal Carolina University does not award credit for DANTES Standardized Tests (Subject nor General).

College-Level Examination Program (CLEP)
Credit by examination may be awarded after the student obtains the required score on the appropriate CLEP Subject Examination. Credit is not awarded for CLEP General Examinations. There is a fee for taking a CLEP Subject Examination; this fee is non-refundable. CLEP credit can only be posted after the Registrar’s Office has received the official score report from Educational Testing Service; credit cannot be transferred from another college/university transcript. Non-native English speaking students may not CLEP the Foreign Language test(s) of their native language. Information regarding specific CLEP Subject Examinations may be obtained by contacting the Office of Academic Advising at 843-349-2934. A student who does not achieve the required score on a CLEP Subject Examination may not attempt a corresponding Departmental Examination.
Departmental Examination

A Departmental Examination may be given for students:

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

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

Credit by Departmental Examination costs $30 per credit hour; this fee is non-refundable. Before the examination is administered, the department must determine student eligibility and require a 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/university transcript.

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 the following examinations, a minimum score of "3" must be earned on the exam.

- Art History
- Art Studio, Drawing
- Art Studio, General
- Biology
- Chemistry
- Computer Science A
- Computer Science AB
- Economics-Macro
- Economics-Micro
- English (see specific criteria below)
- Environmental Science
- French Language
- German Language
- Government and Politics, U.S.
- Government and Politics,
- Comparative
- History-American
- History-European
- Human Geography
- Latin - Catullus, Horace
- Latin - Virgil
- Math, Calculus AB
- Math, Calculus BC
- Music Listening
- Music Theory
- Physics B
- Physics C, Part I,
- Mechanics
- Physics C, Part II
- Electricity and
- Magnetism
- Psychology
- Spanish Language
- Spanish Literature
- Statistics
- World History

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

International Baccalaureate (IB)

Coastal Carolina University recognizes the IB as a rigorous and challenging program and will provide credit after the student is enrolled as a baccalaureate degree-seeking student. Credit awarded at Coastal Carolina University is dependent upon the scores received in the IB program. Only scores of 4, 5, 6 and 7 on Higher Level exams may earn credit. No credit will be awarded for Standard or Subsidiary Level examinations.
Students must have an official IB Transcript issued by the N.Y. Office of the International Baccalaureate forwarded to CCU Registrar's Office for assignment of credits. For additional information and a partial list of course credits awarded, contact the Registrar's Office.

Transfer Credit

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

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

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

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 combined sources of military credit and correspondence credit.

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 credit hours). 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. Former USC-Coastal Carolina College students should consult with their adviser and the Admissions Office regarding their former course work and their GPA calculation. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at other institutions and transferred to Coastal, may be used to satisfy program requirements but will not be calculated as part of the GPA. Graduation with honors, however, will be based on a collegiate GPA calculated on the basis of all work in the student's postsecondary career. The criteria for graduation with honors may be found in the Graduation With Honors section of this catalog.

College Parallel Course Credit - Regionally Accredited Institution

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

a) occupational or technical in nature;

b) essentially remedial in nature; or

c) from a two-year institution and are not recognized in that institution's
catalog as a part of its college parallel (transfer) program.

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

Certain degree programs do not recognize transfer credit from a two-year institution for courses which are considered upper division or upper level courses at Coastal Carolina. In no Coastal degree program may such courses fulfill any upper level requirement within the major concentration, the minor, or the cognate. However, some degree programs will grant transfer credit for such courses in the lower level elective category or within the core curriculum requirements.

Non-College Parallel Course Credit - Regionally Accredited Institution

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

Course Credit - Non Regionally Accredited Institution

The University does not accept transfer credit from institutions which are not accredited by the appropriate regional accrediting association. Students may validate credits earned at an institution which is not regionally accredited by obtaining the required score on the appropriate CLEP Subject Examination. Only if the appropriate CLEP Subject Examination does not exist may a Departmental Examination be administered. See Departmental Examination section of this catalog.

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

Transient Study

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

Foreign Institution Credit

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

Military Credit

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

Credits earned through educational experiences in the military do not meet "in residence" requirements. The last 30 credit hours (representing the senior year's work) must be earned "in residence" in regular Coastal Carolina University courses.

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

**GRADING SYSTEM**

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

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

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

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

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

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

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

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

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

Student petitions which involve changing a grade must be approved by the faculty member who assigned the grade. Students who wish to petition to the Committee on Petitions and Scholastic Standing for a grade change must do so within three years of the term in which the course ended (effective Summer I, 2001).

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

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

**Grade Point Average**

The grade point average is computed on the basis of all hours attempted for credit, except for credit hours carried under Pass-Fail or audit options. No course in which a grade of I, S, U, AUD, or W was earned is considered in computing the GPA.

The grade points earned in any course carried with a passing grade (A, B+, B, C+, C, D+, D) are computed by multiplying the number of credit hours assigned to the course by the number of grade points assigned to the grade.

<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>
</tbody>
</table>

The grade point average is determined by dividing the total number of grade points earned by the total number of grade hours attempted. No grade points are assigned to the grades F, S, U, WF, W, I, or AUD.

**Grade Reports**

Following each major term of enrollment, grades are available via the Internet or a special toll free telephone number. No grades will be available, however, to students who have outstanding financial obligations to the University.

**ENROLLMENT CERTIFICATION**

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

**TRANSCRIPTS**

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

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

Transcripts will not be issued to a student who is indebted to Coastal Carolina University. Partial transcripts will not be issued.
Coastal Carolina University will issue up to twelve (12) 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.

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

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

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

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

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

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

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

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

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

   Coastal Carolina University will disclose information from a student’s education records only with the written consent of the student, except:
   
   a. To school officials with legitimate educational interests;
   
   A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including campus law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board
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 publishes a Student Directory. 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 academic information may be directed to the Office of the Registrar, Singleton Building, Room 108; 843-349-2019.

Appeals: An appropriate hearing board will provide each student with an opportunity to challenge the content of University 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 Registrar.
ACADEMIC STATUS

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

Good Academic Standing

Any student whose Coastal Carolina University cumulative GPA is 2.0 or above is considered to be in good academic standing.

Scholastic Deficiency

Any student whose Coastal Carolina University semester, yearly, or cumulative GPA is below 2.0 is considered to be scholastically deficient. A notice of this deficiency will appear on the student’s grade report at the end of each term.

The dean of each college or the dean’s departmental designee will review all deficiency situations short of suspension and determine the appropriate action to be taken. Scholastically deficient students who have failed to make satisfactory progress toward completion of their degree may be placed on scholastic probation according to the terms that the dean may designate or may be advised to withdraw from the major or from the University. Students who fail to meet the conditions of the probation may be required to leave that degree program.

Students are reminded that progression standards may vary from one major to another.

Academic Suspension

A student's eligibility for continued enrollment in Coastal Carolina is determined by the grade point deficit (GPD) and/or a record of previous suspensions. The GPD is the number of grade points a student is lacking in order to produce a 2.0 GPA. The GPD can be calculated by subtracting the number of grade points earned from twice the number of grade hours attempted.

\[
\text{GPA} = \frac{\text{grade points earned}}{\text{grade hours attempted}}
\]

\[
\text{GPD} = (2 \times \text{grade hours attempted}) - \text{grade points earned}
\]

A student's cumulative GPD will be based on course work taken at Coastal Carolina University from Fall of 1980 to the present. Students who were enrolled at Coastal Carolina prior to Summer II 1993 and who do not return to Coastal Carolina University until the Fall 1997 Semester or later will be considered transfer students and their USC System/Coastal Carolina course work taken prior to Summer II 1993 will not be included in the cumulative GPD.

A student who has less than a 2.0 GPA will have grade point deficits (GPDs) and will be considered scholastically deficient. Each scholastically deficient student's record will be reviewed at the end of the Fall, Spring, and each individual Summer term. Students who are scholastically deficient are subject to the following suspension policies:

First Suspension: A student will be suspended if the semester, yearly, or cumulative GPD is greater than 24 and the cumulative GPA is less than 2.0. The first suspension requires an absence from Coastal for one year. After the suspension is served, a student must be readmitted through the Admissions Office and eligibility to continue will be automatically reinstated. Suspensions, including those removed by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions.

Students serving a first suspension may attend any Coastal Summer term(s) to reduce the GPD under the following circumstances. If the GPD is reduced by any points, the student may continue to attend summer terms. However, if the GPD is increased after any summer term, the student will be suspended indefinitely according to the suspension regulations noted below. If the GPD remains the same, or is reduced but continues to be greater than 24, after all summer term attempts, the first suspension continues for the required one year. If, by the end of all summer term attempts, the semester, yearly, and cumulative GPD is reduced to less than 24.5, the student will be reinstated for the ensuing Fall term. Suspended students will be admitted to summer courses through the Registrar’s Office.
Indefinite Suspension: Students who have served a first suspension and who are reinstated to Coastal and students who are suspended and readmitted through the petitions process will be reviewed at the end of each ensuing term. Students who produce less than a 2.0 GPA in any semester or any individual summer term and have less than a cumulative 2.0 GPA will be placed on indefinite suspension. Students who are on indefinite suspension are suspended for an indefinite period of time. Students under indefinite suspension may be readmitted to Coastal only by action of Coastal Carolina’s Petitions Committee for Suspensions. A favorable decision for readmission while on indefinite suspension is unlikely within two years of the suspension. Students on indefinite suspension may not attend summer school except by action of Coastal Carolina’s Petitions Committee for Suspensions.

General Policies and Petition Procedures
With the exception that students suspended for the first time are allowed to attempt Coastal’s summer school, students on suspension may not be admitted to, or continue in, any program at Coastal 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, may not be applied toward a degree from Coastal or used for improving the grade point average.

Students are reminded that these rules are for suspension from Coastal Carolina. 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’s Petitions Committee for Suspensions at any time to waive the application of the suspension rule. Requests for petitions and information should be directed to the dean of the student's major.

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

A student must meet the following conditions to apply for academic forgiveness.
1. The student was separated from Coastal Carolina for at least 48 consecutive months and had less than a 2.0 cumulative grade point average on work completed at Coastal.
2. The student must be readmitted to Coastal Carolina University, must declare a major, and must complete at least 24 hours of graded course work prior to applying for academic forgiveness.
3. After readmission to Coastal Carolina, the student must earn a cumulative GPA of at least 2.0 and meet the progression requirements of their declared academic program.
4. The student must apply in writing for academic forgiveness prior to application for graduation.
5. The student has not previously been granted academic forgiveness.

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

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

ACADEMIC HONORS

Honor Lists
The names of students who achieve high 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.

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

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

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

GRADUATION
The last 30 credits must be Coastal Carolina courses completed “in residence” at Coastal Carolina, and at least 12 credits of the student's major courses and 6 credits of minor courses must be earned at Coastal. Some programs impose greater student residence and/or major and minor requirements.

Regardless of when students enter the University, they must complete the last 30 credit hours before graduation enrolled in classes approved by the appropriate chair of the department from which the degree will be granted. All degree applicants are urged to confer with the chairs of their respective departments about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

“In residence” means that the student was regularly enrolled in Coastal Carolina courses. “In residence” requirements may not be met by courses for which credit is earned by examination or exam, courses taken by correspondence, credits earned through military credentials, or courses for which transfer credit was awarded (except in the case of credits earned through sanctioned Coastal academic exchange programs). Courses taken under Pass-Fail option meet “in residence” requirements. If the student has not earned the last 30 credits in residence, the student is not eligible for graduation.

All candidates for degrees must file a formal application by the date specified in the University Academic Calendar which is during the first month of the term of graduation.
with the deans of their respective majors. The applications may be obtained from the Office of the Dean of the major or the Office of the Registrar. A graduation certification form signed by the appropriate dean and the fee receipt must accompany the graduation application when it is submitted by the appropriate dean to the Office of the Registrar. Applications for summer graduation are to be submitted by June 15. Commencement exercises at the University are held each year in May for those completing their program in the Spring Term or who have fifteen or fewer credits to complete for Summer graduation and in December for those completing their program in the Fall Term. Graduates who are members of nationally-recognized honor societies with chapters at Coastal, graduates with academic honors and Honors Program students may wear honor stoles during commencement exercises.

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

Diplomas will not be issued to students who are indebted to Coastal Carolina University. See Graduation with Honors section.

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 can 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, or credits earned through 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

DEGREES

Baccalaureate degrees may be earned at Coastal Carolina in the designated majors shown on page 6.
MINORS

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

SECOND BACCALAUREATE DEGREE

At times, the University confers a second baccalaureate degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 24\(^1\) credits beyond those required for the first degree and a minimum of 144 credits total. A student must complete core curriculum requirements for each degree. Courses accepted toward the first degree (cognates, minors, electives) may be applied toward the category of "MAJOR REQUIREMENTS" of the second degree, provided minimum credit limits of the second degree are observed. It should be noted that satisfying requirements for a second major will not by itself lead to the conferral of a second degree. Under this policy, a student may apply for two degrees at one time or separately. In either case, two diplomas would be awarded.

DOUBLE MAJOR

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

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

\(^1\) Some majors require more than this number.
The Academic Center provides all students with assistance in achieving learning objectives, improving and expanding academic skills as well as eliminating academic deficiencies. The Academic Center units are:

**The Computer Assisted Instruction Lab (CAI) • 349-2908**
The CAI Lab provides assistance to students who need help with computer projects. The CAI Lab contains 36 PCs and 5 Apple Macintoshes. All computers are networked and provide e-mail and Internet access. There are also a number of color scanners, printers and other multimedia hardware. The CAI Lab supports many types of storage media such as Jaz, Zip, DVD-ROM’s, CD-ROM’s and Superdisks. The lab has a diverse software library that ranges from word-processing and graphing to web authoring and programming applications. The CAI Lab’s special instruction room, equipped with 4 networked computers, a VCR and a Smart TV, has an extensive library of video tape tutorials on major software such as Word, Excel, Access, PowerPoint, PageMaker, Photoshop, C++, HTML and WordPerfect for self-paced learning. The new multimedia station, equipped with a fast CD burner, a VCR, and a fast graphic card, will allow students and faculty to digitize video clips and produce multimedia presentations and projects on CDs.

**The Foreign Language Instructional Center (FLIC) • 349-2468**
The FLIC supports and enhances courses offered by the Department of Foreign Languages. It provides tutoring in various languages, dictionaries and reference materials, television broadcasts in foreign languages, foreign language computer exercises, magazines and newspapers, and audio equipment. In addition, it has a computerized classroom, which consists of 13 multimedia computers, 3 web cameras, foreign language software, and a Smart TV as a projector. All computers have Internet access and are networked to a laser printer.

**The Mathematics Lab (ML) • 349-2884**
The ML offers tutorial as well as self-study resources. Faculty and student tutors are available to answer questions pertaining to courses such as college algebra, trigonometry, differential calculus and integral calculus. Computer software packages, reference books and handouts add to the available resources.

**The Writing Center (WC) • 349-2937**
The WC offers academic support services, from tutorial work to editorial advice for every level of student, plus workshops for students, faculty, and staff. The WC has three computers with Internet access and writing software. Trained undergraduate and faculty consultants are available for assistance.

The Academic Center also houses the **Athletes Study Center** and the **Biology Skills Laboratory**.
HONORS PROGRAM

The Honors Program at Coastal Carolina University aims to develop the reasoning and articulate student. This goal is advanced through a challenging and adventurous curriculum which joins intellectually-accomplished and motivated students and faculty. The Honors Program courses provide for enriched study of a carefully, often multidisciplinary, focused subject matter. To assure participation by students from all disciplines, the Honors Program is designed in accord with the academic requirements of the major areas of study at Coastal Carolina University.

Admission to the Honors Program is by invitation of the director of the program in consultation with the Office of Admissions. Honors Program invitations are extended to entering first-year students whose aptitude test scores and work in high school predict outstanding college-level achievement. The minimum admission criteria for invitation into the Honors Program are: 1) SAT scores of 1200 or an ACT score of 27; 2) high school GPA of 3.0 or higher; 3) rank in the top 15 percent of high school class; and submission of an application to the Honors Program that will include an essay, and a recommendation letter from a high school teacher or guidance counselor. For international students the minimum admission criteria for invitation into the Honors Program are: 1) TOEFL score of 575; 2) rank in the top 15 percent of high school class; and 3) submission of the Honors Program application. International students from English-speaking countries are required to submit SAT scores of 1200 or ACT scores of 27. Continuing students or transfer students who are interested in joining the program should see the Honors Program director for information.

Honors Program course work will be recognized on the student's Coastal Carolina University transcript. Honors Program students are expected to show regular progress toward successful completion of 28 credits of honors course work and to participate in co-curricular events. The 28 credits must include two courses in the student's major, Honors 498 (Honors Capstone Seminar), Honors 499 (Honors Senior Thesis/Project); and four community service courses of one-hour-credit each: Honors 100 (Freshman Year); Honors 200 (Sophomore Year); Honors 300 (Junior Year); Honors 400 (Senior Year).

Honors students are expected to maintain a 3.0 GPA and to enroll in honors courses each semester to maintain their eligibility to continue in the Honors Program.

GERONTOLOGY CERTIFICATE PROGRAM

The Gerontology Certificate program requires completion of 21 credits in addition to, or concurrently with, Major subject area requirements. The Major school will determine the status of gerontology program courses as electives, cognates, or major requirements. The Gerontology Certificate program is administered through The Department of Psychology and Sociology.

All candidates for the Gerontology Certificate must file formal Application for Gerontology Certificate and Gerontology Certificate certification forms during the first month of the term of graduation with the Director of Gerontology. The application forms may be obtained from the Director of Gerontology or the Office of the Registrar. Applications for summer certification are to be submitted by June 15.

Students interested in entering the Gerontology Certificate program should see the Department of Psychology and Sociology section of this catalog.
ACADEMIC ADVISING
Office of Academic Advising
Prince Building, Room 212

Academic advisers assist students in developing and accomplishing their educational goals. Students and their advisers engage in a continuing process of communication that can influence student growth and success. The faculty and administration at Coastal Carolina University view academic advising as a vital part of higher education.

When students are accepted into the University, they should contact the deans or department chairs of their majors who will assign academic advisers. Students are expected to arrange meetings with their advisers during each semester to plan their courses of study for the following semester and to discuss career goals. Students who enter the University as “Undeclared” and have not yet selected majors should contact the Office of Academic Advising at (843) 349-2934. Non-degree-seeking students should contact the Office of Admissions at (843) 349-2026 for assistance with class scheduling and registration.

Students should see their advisers to discuss any problems which affect academic performance, select courses for the upcoming semester, add or drop courses, discuss academic progress, and to discuss career considerations.

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

Records of academic progress will be kept by advisers and deans, but the official student records are maintained by the Office of the Registrar.

Study Abroad Advisement

The Office of International Programs (OIP) actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in: England, Australia, Austria, Germany, Spain, and Japan. These programs allow Coastal students to study abroad in a variety of disciplines while paying Coastal fees. Other agreements are in development, and questions about other exchange opportunities should be directed to the Office of International Programs. Volunteer, work-abroad, and travel possibilities are extensive and may also be explored by visiting the Office of International Programs located in the Prince Building, Room 105J. The OIP may be contacted by email (internationalprograms@coastal.edu).

Professional Program Advisement

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

Pre-Allied Health Adviser: Dr. Colleen A. Lohr, College of Natural and Applied Sciences

After completing three years, (90 hours) many students who participate in the program designed for biology majors transfer to a school of allied health science. In selecting electives within the biology degree, students should consult with their advisers and choose electives that best prepare them for the professional schools of their choice.
Coastal Carolina University offers pre-dental and pre-medical programs that prepare students for entrance into dental and medical schools. The co-advisers will advise students in developing a course of study, assist in placing students with dentists or physicians in mentoring/shadowing programs and providing information for the application to dental or medical school.

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

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

Pre-Nursing
Adviser: Dr. Richard Moore, College of Natural and Applied Sciences
Students who are interested in a B.S.N. degree can complete two years at Coastal before applying to a nursing school. The Medical University of S.C. annually reserves 5 seats in its program at Francis Marion University for qualified students completing the basic pre-nursing curriculum at Coastal.

Pre-Pharmacy
Adviser: Dr. Richard Koesterer, College of Natural and Applied Sciences
After completing two years, many students who participate in the program designed for biology majors transfer to a school of pharmacy.
In selecting electives within the biology degree, students should consult with their advisers and choose electives that best prepare them for the professional schools of their choice.
Pre-Theological
Adviser: Professor Preston L. McKeever-Floyd, Edwards College of Humanities and Fine Arts

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

Pre-Veterinary
Co-advisers: Drs. Richard Koesterer and Robert Young, College of Natural and Applied Sciences

Coastal Carolina University offers a pre-veterinary science program with a strong background in biology, chemistry, math, physics and statistics. It is strongly recommended that undergraduate students also work with a veterinarian as an intern or as a part-time employee.
Coastal Carolina University reserves the right to alter any of the following charges without notice when deemed necessary. All charges are due and payable on the date that they are incurred, or the due date indicated on the ticket, invoice, or statement. Checks for the exact amount of the total charges should be made payable to Coastal Carolina University.

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

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

RESIDENT STATUS FOR TUITION & FEES

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

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

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

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

ACADEMIC FEES

Application Fee

Every new applicant will be charged a non-refundable fee of $35; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee.

Enrollment Notification Deposit

Upon admission to Coastal Carolina University, all degree seeking freshmen and transfer students are required to return their Enrollment Notification Card and $100 deposit to the Office of Admissions, to secure their place in the class. The $100 deposit is due by:
May 1 for Fall Semester and Summer Semester enrollment,
December 15 for Spring Semester enrollment.
The deposit will be applied as a credit to the first semester’s fees.
A refund of the $100 Enrollment Notification Deposit may be granted if the applicant makes a request, in writing, by:
May 1 for Fall Semester and Summer Semester,
December 15 for Spring Semester.
No refunds will be made after these deadlines.

Examination Fees
Scholastic Aptitude Test. Institutional CEEB administered by the University.
May be taken once ................................................................. $15.00
Departmental examinations in non-CLEP areas to establish undergraduate college-credit or to validate credits from a non-regionally accredited institution. Per semester hour ........................................ 30.00
College Level Examination Program (CLEP)
contact the Testing Center ......................................................... (843) 349-2093

FALL AND SPRING SEMESTER ACADEMIC FEES (2001/02)

Full-Time Students (12 or more credits)*
Undergraduate
1. Academic fees, South Carolina resident; per semester ........ $1845.00
2. Academic fees, non-resident; per semester ...................... $5300.00

Part-Time Students (fewer than 12 credits)
Undergraduate
1. Course fees, South Carolina resident; per credit hour ........ $159.00
2. Course fees, non-resident; per credit hour ....................... $445.00
Graduate
1. Course fees, South Carolina resident; per credit hour ...... $180.00
2. Course fees, non-resident; per credit hour ....................... $465.00
*Students registered for more than 18 credit hours will be charged at the part-time hourly rate for each credit hour above 18.

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

SUMMER ACADEMIC FEES (2001/02)

Undergraduate
1. Course fees, South Carolina resident; per credit hour ........ $159.00
2. Course fees, non-resident; per credit hour ....................... $445.00
Graduate
1. Course fees, South Carolina resident; per credit hour ...... $180.00
2. Course fees, non-resident; per credit hour ....................... $465.00

Course Auditing
Auditors may take any course with departmental approval and pay full fees for such courses.

Failure of a student to properly register and appear on class rolls and failure to pay tuition disqualifies the student from receiving credit for any course work, even if the student attends class and takes exams and earns a grade with the permission of the instructor.
Fee Changes
Coastal Carolina University reserves the right to change fees when deemed necessary, based upon approval by the Coastal Carolina University Board of Trustees and approved State policies.

FEE POLICIES FOR MULTIPLE SESSIONS IN FALL AND SPRING TERMS
Students who enroll for short sessions within a Fall or Spring term will pay at the part-time rate per credit hour up to 12 credit hours for the entire Fall or Spring term.
Students registered for more than 18 credit hours will be charged at the part-time hourly rate for each credit hour above 18.

RESIDENCE HALL FEES (2001-2002)
Residence Hall fees per semester (includes meal plan and Health Service Referral Fee) ............................................................... $2,725.00

Summer Residence Hall Fees (2001-2002)
1. Residence Hall Housing Application fee (non-refundable) ...................... $30.00
2. Residence Hall fees for weeks not included in semester rentals ................................................................. $95.00
3. May Semester (3 week session) ................................................................. $285.00
4. May Semester (4 week session) ................................................................. $380.00
5. Summer I ................................................................. $475.00
6. Summer II ................................................................. $475.00
7. Summer 8-week ................................................................. $760.00

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

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

OTHER FEES
Applied Course Fees
Students taking certain music classes will pay an applied fee, per course .. $150.00

Diploma Application Fee ................................................................. $25.00

Duplicate Registration Certificate Fee
Replacement student identification card ................................................................. $5.00

Health Service Referral Fee (for non-residence hall students) ............... $65.00

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

Orientation Fee

Fall
Student ................................................................. $65.00
Student Housing ......................................................... 20.00
Parent ............................................................. 25.00
Transfer Student ......................................................... 25.00
Transfer Parent ......................................................... 15.00

Spring
Student ................................................................. 30.00
Parent ............................................................. 10.00
Transfer Student ......................................................... 30.00
Transfer Parent ......................................................... 10.00

Parking Fees
Vehicle per School Year (12 months) ................................. $12.00
Vehicle per Spring and Summer Semesters ......................... 6.00
Residence Hall Student per School Year ............................. 6.00
Second Vehicle per School Year .................................... 3.00
Replacement Decal ................................................... 5.00
Baseball Field Parking Lot Decal (Restrictions Apply) ........ Free

Technology Fee
Students enrolled for six or more credit hours will pay a technology fee for each semester ..................................................... $40.00

Transcript Fee
Up to twelve (12) official transcripts per student per calendar year at no charge. A non-refundable fee of $5 per copy must accompany subsequent requests for official transcripts made within the same calendar year.

FINES
Returned Check Fee .................................................. $25.00
Monthly Payment Plan late fee ..................................... 25.00

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

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

COLLECTION COSTS
Collection costs incurred on a delinquent account are the responsibility of the student.

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

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

Policy for Withdrawal Refunds

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

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

The University policy applies to all other students who withdraw from the institution. The refund schedules are published in the Master Schedule of Classes for each semester.

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

Right of Petition

A student who seeks relief from established refund policies because of unusual individual circumstances may submit a petition of appeal to the Office of the Registrar. The Appeals Committee will review the petition, make a determination, and notify the student in writing.

FALL 2002

University Refund Schedule Dates
For Complete Withdrawal and Course Drops

<table>
<thead>
<tr>
<th>Start of Advance Registration through</th>
<th>Tuesday, August 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>From August 28 through September 3</td>
<td>100%</td>
</tr>
<tr>
<td>After September 4 through October 11</td>
<td>NO REFUND</td>
</tr>
</tbody>
</table>

The following dates are for complete withdrawal only.

<table>
<thead>
<tr>
<th>Start of Advance Registration through</th>
<th>Tuesday, September 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>From September 4 through October 11</td>
<td>50%</td>
</tr>
<tr>
<td>After October 11</td>
<td>NO REFUND</td>
</tr>
</tbody>
</table>

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

Fall I 2002
University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Tuesday, August 27 100%
From Wednesday, August 28 through Friday, August 30 90%
After Friday, August 30 NO REFUND

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

Fall II 2002
University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Wednesday, October 16 100%
From Thursday, October 17 through Friday, October 18 90%
After Friday, October 18 NO REFUND

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

Spring 2003
University Refund Schedule Dates
For Complete Withdrawal and Course Drops

From Start of Advance Registration through Wednesday, January 22 100%
From Thursday, January 23 through Wednesday, January 29 90%
After Wednesday, January 29 NO REFUND

The following dates are for complete withdrawal only.
From Thursday, January 30 through Monday, February 10 50%
From Tuesday, February 11 through Friday, March 7 25%
After Friday, March 7 NO REFUND

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

Spring I 2003
University Refund Schedule Dates
For Complete Withdrawal and Course Drops

From Start of Advance Registration through Wednesday, January 22 100%
From Thursday, January 23 through Friday, January 24 90%
After Friday, January 24 NO REFUND

NOTE: To ensure accuracy of billing, full-time students who are dropping and adding classes should first add a class or classes and subsequently complete the drop procedure.
### Spring II 2003

**University Refund Schedule Dates**  
**For Complete Withdrawal or Course Drops**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Advance Registration</td>
<td>Thursday, March 13</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Friday, March 14</td>
<td>Tuesday, March 25</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>After Tuesday, March 25</td>
<td>NO REFUND</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### May Semester 2003

**University Refund Schedule Dates**  
**For Complete Withdrawal or Course Drops**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Advance Registration</td>
<td>Tuesday, May 13</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 14</td>
<td>Thursday, May 15</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>After Thursday, May 15</td>
<td>NO REFUND</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Summer I 2003

**University Refund Schedule Dates**  
**For Complete Withdrawal or Course Drops**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Advance Registration</td>
<td>Tuesday, June 10</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Wednesday, June 11</td>
<td>Thursday, June 12</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>After Thursday, June 12</td>
<td>NO REFUND</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Summer II 2003

**University Refund Schedule Dates**  
**For Complete Withdrawal or Course Drops**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Advance Registration</td>
<td>Tuesday, July 15</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Wednesday, July 16</td>
<td>Thursday, July 17</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>After Thursday, July 17</td>
<td>NO REFUND</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** To ensure accuracy of billing, full-time students who are dropping and adding classes should first add a class or classes and subsequently complete the drop procedure.
FALL 2003

University Refund Schedule Dates
For Complete Withdrawal and Course Drops

From Start of Advance Registration through Tuesday, August 26 100%
From Wednesday, August 27 through Tuesday, September 2 90%
After Tuesday, September 2 NO REFUND

The following dates are for complete withdrawal only.
From Wednesday, September 3 through Monday, September 15 50%
From Tuesday, September 16 through Friday, October 10 25%
After Friday, October 10 NO REFUND

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

Fall I 2003

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Tuesday, August 26 100%
From Wednesday, August 27 through Friday, August 29 90%
After Friday, August 29 NO REFUND

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

Fall II 2003

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Thursday, October 16 100%
From Friday, October 17 through Monday, October 20 90%
After Monday, October 20 NO REFUND

NOTE: To ensure accuracy of billing, full-time students who are dropping and
adding classes should first add a class or classes and subsequently complete
the drop procedure.
Spring 2004

University Refund Schedule Dates
For Complete Withdrawal and Course Drops

From Start of Advance Registration through Wednesday, January 21 100%
From Thursday, January 22 through Wednesday, January 28 90%
After Wednesday, January 28 NO REFUND

The following dates are for complete withdrawal only.
From Thursday, January 29 through Monday, February 9 50%
From Tuesday, February 10 through Friday, March 5 25%
After Friday, March 5 NO REFUND

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

Spring I 2004

University Refund Schedule Dates
For Complete Withdrawal and Course Drops

From Start of Advance Registration through Wednesday, January 21 100%
From Thursday, January 22 through Friday, January 23 90%
After Friday, January 23 NO REFUND

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

Spring II 2004

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Thursday, March 11 100%
From Friday, March 12 through Tuesday, March 23 90%
After Tuesday, March 23 NO REFUND

NOTE: To ensure accuracy of billing, full-time students who are dropping and adding classes should first add a class or classes and subsequently complete the drop procedure.
May Semester 2004

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Tuesday, May 11 100%
From Wednesday, May 12 through Thursday, May 13 90%
After Thursday, May 13 NO REFUND

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

Summer I 2004

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Tuesday, June 8 100%
From Wednesday, June 9 through Thursday, June 10 90%
After Thursday, June 10 NO REFUND

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

Summer II 2004

University Refund Schedule Dates
For Complete Withdrawal or Course Drops

From Start of Advance Registration through Tuesday, July 13 100%
From Wednesday, July 14 through Thursday, July 15 90%
After Thursday, July 15 NO REFUND

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

RESIDENCE LIFE FEES REFUND SCHEDULE

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

For information regarding housing refunds, one should refer to the specifics as outlined in the original housing contract.
The purpose of financial assistance programs is to assist undergraduate and graduate students who would be unable to attend college due to lack of money. In addition to grants and loans, our 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 Carolina University, along with other funds available through private and public sources. The Office of Financial Aid, Scholarships and Veteran Affairs is the source of information regarding these programs.

To determine whether or not a student is eligible for federal student financial aid programs, the student and his/her family must complete the Free Application for Federal Student Aid by April 1 each year for priority consideration. The University expects students and their families to share primary responsibility to meet the costs of college. Students under the age of twenty-four are considered to be dependent on their parents unless conclusive evidence of independence from parental support is received and approved by the Office of Financial Aid, Scholarships and Veteran Affairs.

In order to participate in federal student financial aid programs, Coastal Carolina University is required by federal regulation to maintain a financial aid office that coordinates the delivery of all funds from all sources to students. All students who receive aid in addition to federal student financial aid are required to report the amount and source to the Financial Aid Office by August 1 each year. Students must complete an application for financial aid every year.

**OPERATING PRINCIPLES**

Coastal supports the following principles:

a) The primary purpose of a financial aid program should be to help provide financial assistance to students who, without such aid, would be unable to attend college.

b) The family of a student is expected to make a maximum effort to assist the student with college expenses. Financial assistance from colleges and other sources should be viewed only as supplementary to the efforts of the family.

c) The student who receives federal financial assistance must maintain satisfactory academic progress in a program of study.

**SPECIFIC AUTHORIZATIONS**

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

**VETERAN EDUCATION BENEFITS**

Eligible veterans can receive assistance by applying for educational benefits through Coastal’s Veteran Affairs Office. The U.S. Department of Veteran Affairs is the only
agency that can determine eligibility for and award this benefit. You can determine if you are eligible by calling the VA Regional Office at 1-888-442-4551. You must then contact Coastal’s Veteran Affairs Office to obtain the appropriate forms for certification.

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

Once enrollment has been certified, the VA student is responsible for reporting any updates or changes to his/her enrollment status to the Office of Financial Aid, Scholarships and Veteran Affairs. This includes the dropping and/or adding of classes and complete withdrawal from the University. Failure to do so may result in the termination of benefits and possibly an overpayment situation.

The following is a synopsis of VA Program Chapters:

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

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

Chapter 32: Veterans Educational Assistance Program (VEAP). This is a voluntary contributory matching program for individuals entering service for the first time after December 31, 1976 and before July 1, 1985.

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

Chapter 106: Montgomery G.I. Bill - Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.

GRANTS

Federal Pell Grants
The Federal Pell Grant is a student aid program that provides grants for students attending college who have not previously received a baccalaureate degree. Eligibility is based on your resources and determined by a formula developed by the U.S. Department of Education. Pell Grant awards range from $400 to $4,000, based on 2002-2003 award year.

To determine if you are eligible you must complete:

* Free Application for Federal Student Aid (FAFSA)

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

To determine if you are eligible you must complete:

* Free Application for Federal Student Aid (FAFSA)

South Carolina Need-Based Grant

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

To determine if you are eligible you must complete:

* Free Application for Federal Student Aid (FAFSA)

LOANS

Federal Carl D. Perkins Loan

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

To determine if you are eligible you must complete:

* Free Application for Federal Student Aid (FAFSA)

Federal Stafford Loans (FFEL)

The Federal Stafford Loan is a low interest college loan made by a lender, credit union, or savings and loan association. These loans are insured by either the federal government or a state guarantee agency. The interest rate is variable with a 8.25% cap. For the 2001-2002 academic year, the rate was 5.39 percent. You may be eligible to borrow up to $2,625 as a freshman, up to $3,500 as a sophomore, and up to $5,500 as a junior or senior - or a total of $23,000. These loans have a six-month grace period before repayment begins. Applications are available in Coastal's Office of Financial Aid, Scholarships and Veteran Affairs.

To determine if you are eligible you must complete:

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

Additional Unsubsidized Federal Stafford Loan (UFSL)

Independent students may also be eligible to borrow up to $4,000 a year for freshman and sophomore years, and up to $5,000 a year for junior and senior years - or a total of $23,000. Dependent students, whose parents have been denied a parent loan, are also eligible for this program. For the 2001-2002 academic year, the interest rate was 5.39 percent. While most terms are similar to the Subsidized Stafford Loan, the interest rate is not subsidized. Although financial need is not a factor, the university must determine your eligibility for the Pell Grant and Stafford Loan before approving your application for a UFSL.

To determine if you are eligible you must complete:

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

South Carolina Teachers Loan

The South Carolina Teachers Loan Program was established by the State of South Carolina through the Education Improvement Act of 1984 to attract talented and qualified students to the teaching profession. This loan is cancelled by teaching in South Carolina
public schools in an area of critical need.
The loan is cancelled at the rate of 20 percent for each full year of teaching in a critical subject or a critical geographic area within South Carolina. If you teach in both a critical subject and geographic area, your loan will be cancelled at the rate of 33 1/3 percent for each year of full-time teaching. The subject areas deemed critical at the time you apply will be honored when you begin teaching; critical geographic areas must be deemed critical at the time of your employment. If you decide not to teach, the interest rate on the loan is a variable rate, not to exceed 10.25 percent.
Freshmen and sophomores may borrow up to $2,500 per year. Juniors, seniors and graduate students may borrow up to $5,000 per year. This loan has a June 1 deadline and the funds are limited.
To determine if you are eligible you must complete:
* South Carolina Teacher Loan Application

**Federal Parent Loans for Dependent Students (PLUS)**
The PLUS program was created to give parents an additional financial resource. The interest rate is variable, with a 9% cap. There is no interest rate subsidy, and need is not a factor. For the 2001-2002 academic year, the rate was 6.79 percent. The PLUS program is available for parents of dependent students only.
Repayment of the loan must begin within 60 days of the final disbursement. For this reason, a PLUS loan is used primarily to help with cash demands of large tuition bills. Loans may be made up to the total cost of your education per dependent, minus other estimated financial aid.
To determine if you are eligible you must complete:
* Parent Loan Application

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

**Federal Work Study Program (FWSP)**
The Federal Work Study program is a federal student aid program that provides part-time jobs on campus for eligible students. Students may work up to 20 hours a week when classes are in session and up to 37.5 hours with the Office of Financial Aid’s approval during times when classes are not in session up to an authorized amount of wages. Approximately 150 students are approved for work each semester. Students should seek placement in available jobs through the Career Services Office in the Prince Building.
To determine if you are eligible you must complete:
* Free Application for Federal Student Aid (FAFSA)

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

**Satisfactory Academic Progress**
Institutions participating in Title IV federal financial aid programs are required by the United States Department of Education to establish institutional policies which define satisfactory academic progress. All students who receive federal financial aid at Coastal Carolina University are required to maintain satisfactory progress toward completion of their programs of study.
A student is considered to be making satisfactory academic progress if the student satisfies all of the following:

1. is admitted and enrolled as a degree-seeking student;
2. meets the University standards for continued enrollment as specified in the Academic Standing section of the Catalog. A waiver granted by the Petitions Committee for Suspensions for continued enrollment does not constitute evidence of satisfactory progress for financial aid;
3. completes requirements for a degree within a reasonable length of time. The total number of hours attempted at any post secondary institution may not exceed the equivalent of 180 hours.
4. earns no fewer than 75% of credit hours attempted per academic year (includes Fall, Spring, and Summer terms) based on the enrollment status determined at the end of the 100 percent refund period each semester.
5. achieves a cumulative grade point average of 2.0. If the GPA drops below the required 2.0, the student's eligibility for continued payment of federal financial aid is subject to review.

Transfer students will be considered to be making satisfactory academic progress for financial aid at the time of enrollment unless the total number of hours attempted at all post-secondary institutions exceeds the equivalent of 180 hours.

A student is suspended from school if the semester, yearly, or cumulative Grade Point Deficit (GPD) is greater than 24 and the cumulative GPA is less than 2.0. A student who is suspended and later returns to Coastal must appeal to the Financial Aid Appeals Review Committee for reinstatement of financial aid eligibility. Permission to enroll at Coastal does not confer eligibility for financial aid.

Students seeking a second degree or teacher certification with an undergraduate degree are required to appeal. The student must explain why a second degree or career change is required, be accepted by the school to which the student is applying, and provide an anticipated graduation date which is determined by the faculty adviser. If the student's plan is deemed reasonable, an extension of eligibility may be granted.

If a student's ability to meet these standards is affected by extenuating circumstances, he/she may appeal this determination. Information concerning the appeals process is available in the Office of Financial Aid. Students not meeting these standards at the end of the Spring term are expected to make-up deficit hours or improve the cumulative grade point average.

REFUNDS/REPAYMENTS

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

Policy for Withdrawal Refunds

Students who withdraw from the institution will be given a refund on the basis of either

1) University refund calculation (students who do not receive Title IV Federal Financial
Aid), or 2) University refund calculation and Return of Title IV Funds Policy (students who receive Title IV Federal Financial Aid). Both refund calculations conform to federal regulations set forth by the Higher Education Act of 1965, as amended by the Higher Education Amendments of 1998 (Public Law 105-244 approved on November 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 other students who withdraw from the institution. The refund schedules are published in the Master Schedule of Classes for each semester.

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.

**Distribution of Refunds/Return of Funds**

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

1) Unsubsidized FFEL/Direct Stafford Loan
2) Subsidized FFEL/Direct Stafford Loan
3) Perkins Loan
4) FFEL/Direct PLUS
5) Pell Grant
6) FSEOG
7) Other Title IV programs

**Repayments for Withdrawals**

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

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

**SCHOLARSHIPS**

Coastal Carolina University offers a variety of scholarships which are awarded to eligible students who are accepted to the University and to continuing University students. Specific criteria for each award are listed in this catalog. Some of the scholarships are automatically awarded while others require the completion of the Application for Undergraduate Scholarships. Please read the requirements and deadlines for each of the scholarships carefully. The deadline to apply for all application-based scholarships is March 1 of each academic year. Criteria for scholarships, deadlines, etc. are subject to change without notification. For updated information on University Scholarships, consult www.coastal.edu/financial aid or contact the Office of Financial Aid.

To apply or be considered for scholarships as a new or continuing student you must be admitted to Coastal Carolina University and submit the completed Application for Undergraduate Scholarships, if required, by March 1.

As there are a limited number of awards available in each scholarship category, not all students who meet the minimum criteria will be awarded a scholarship.

Coastal scholarships are awarded for the academic year beginning with the fall semester. These scholarships are not awarded to students who begin their enrollment in the spring semester. All scholarships are applied to the student's account in equal amounts each semester. Scholarship recipients must maintain a full-time student status at Coastal Carolina University during the fall and spring semesters unless otherwise noted in a
Many Coastal scholarships are renewable for a maximum of eight semesters; the maximum length of the award is specified in your Scholarship Award Letter. The renewal criteria must be met each academic year. Most scholarships require the student to complete at least 30 credit hours per academic year (fall, spring and subsequent summer terms), and maintain a minimum 3.0 cumulative GPA, unless otherwise noted. Students who do not meet the required scholarship criteria for renewal have the opportunity to use the summer terms to attain the required GPA and earn the required credit hours at Coastal.

The total of all scholarships and financial aid awards cannot exceed the cost of attendance as determined by the Office of Financial Aid, Scholarships and Veteran Affairs. Scholarship award amounts may vary each year dependent on donor contribution.

The awarding of all scholarships is dependent upon available funding.

For more information, contact:
Scholarship Coordinator
Office of Financial Aid, Scholarships and Veteran Affairs
Coastal Carolina University
P. O. Box 261954 Conway, SC 29528-6054
Telephone: (843) 349-2308 1-800-277-7000, ext. 2308
E-mail: scholar@coastal.edu
www.coastal.edu

MERIT SCHOLARSHIPS FOR NEW STUDENTS
The following scholarships do not require the completion of a scholarship application.

Coastal Carolina University is committed to the highest standards of academic excellence and recognizes outstanding freshman and transfer students through its scholarship program. All full-time degree-seeking undergraduate students who apply for admission to the University are automatically considered for the following merit scholarships:

President's Scholarship, Provost's Scholarship, Honors Program Scholarship, and the Coastal Scholar Awards. Students who submit an application for admission by January 15 will receive priority consideration for the University's merit scholarships.

Students may only be awarded one of the following scholarships: President's, Provost's, Visual and Performing Arts, Phi Theta Kappa or Coastal Scholarship. As there are a limited number of awards in each category, not all students who meet the minimum criteria will be awarded a scholarship.

President's Scholarship
(South Carolina residents)
First-time freshmen who are South Carolina residents and who present SAT I scores of at least 1,200 or 27 on the ACT, have a minimum GPA of 3.75, and rank in the top five (5) percent of their high school class will be considered for this full tuition scholarship. Up to three (3) President's Scholarships will be awarded each year.
These students will be distinguished members of and active participants in the Honors Program. (These students are not eligible for an Honors Program Award.)
President's Scholarships are awarded for a maximum of eight semesters. Students are eligible for renewal of the President's Scholarship if they maintain a 3.25 cumulative GPA, earn 30 semester hours each academic year (including summer terms), and maintain satisfactory progress in the Honors Program as determined by the Honors Program Director.
Provost's Scholarship
First-time accepted freshmen who have achieved a minimum SAT I score of 1,200 or ACT score of 27, have a minimum high school GPA of 3.5, and rank in the top 15 percent of their graduating class will be considered for a half-tuition scholarship. The number of awards is dependent upon funding. These scholarships carry a tuition waiver for out-of-state fees; students will pay one-half of in-state tuition rates.

Provost's Scholarships are awarded for a maximum of eight semesters. Awards will be renewed annually if a student earns at least 30 credit hours and maintains a minimum 3.0 cumulative GPA with satisfactory degree progress.

Freshman Coastal Scholar Awards
First-time freshmen who are South Carolina residents and present an SAT I score of at least 1,100 or an ACT score of at least 24 and who rank in the top 20 percent of their high school class will be offered $1,000 per year academic scholarships provided funds are available.

Students who are not residents of South Carolina and present an SAT I score of at least 1,200 or an ACT score of at least 27 and who rank in the top 20 percent of their high school class will be offered $500 per year academic scholarships. These scholarships carry a tuition waiver for out-of-state fees (students pay in-state tuition rates).

Students who meet the standardized test requirement but are from high schools which do not calculate class rank will be individually evaluated for high school academic performance and may be offered a Coastal Scholar Award.

Freshmen Coastal Scholar Award recipients will be notified approximately two weeks after being accepted to Coastal Carolina University. Awards will be renewed annually if students complete at least 30 credit hours and maintain a minimum 3.0 cumulative GPA with satisfactory degree progress (full-time status). Freshman awards are made for a maximum of eight semesters.

For consideration of this scholarship, the deadline for receipt of the completed Application for Undergraduate Admission and all supporting documentation for new freshmen is April 1 (including transcripts and SAT I or ACT scores). Awards are based on available funding.

Transfer Coastal Scholar Awards
Transfer students who are South Carolina residents and who have completed 30 credit hours of college transfer course work with a 3.25 GPA will be offered $1,000 per year academic scholarships provided funds are available.

Transfer students who are not residents of South Carolina and who have completed 30 credit hours of college transfer course work with a 3.25 GPA will be offered $500 per year academic scholarships. These scholarships carry a tuition waiver for out-of-state fees; students will pay in-state tuition rates.

Transfer Coastal Scholar Award recipients will be notified approximately two weeks after being accepted to Coastal Carolina University. Awards will be renewed annually if students complete at least 30 credit hours and maintain a minimum 3.0 cumulative GPA with satisfactory degree progress (full-time status). Transfer awards are made for up to six semesters.

For consideration of this scholarship, the deadline for receipt of the completed Application for Undergraduate Admission and all supporting documentation (including all collegiate transcripts) for new transfer students is June 1. Awards are based on available funding.
Honors Program Awards

Admission into the Honors Program is by invitation. The director of the Honors Program evaluates the records of students applying for admission to the University. Minimum criteria for receiving an Honors Program Scholarship Award are:
1. SAT I score of 1,200 or ACT score of 27,
2. High school GPA of 3.0,
3. Rank in the top 15 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 (amount varies) in addition to the freshman or transfer Coastal Scholar Award. 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 GPA on at least 30 credit hours annually, and participation in an Honors course each semester. Scholarship funding is available for a maximum of eight semesters.

The LIFE Scholarship

The South Carolina Commission on Higher Education annually establishes the regulations for the Legislative Incentives for Future Excellence (LIFE) Scholarship Program. This scholarship is funded for qualified South Carolina residents. Award amounts will equal the cost of tuition for thirty credit hours plus a $300 book allowance per academic year. Half shall be disbursed during the fall term and half during the spring term, assuming continued eligibility. 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, Scholarships and Veteran Affairs notifies admitted students who meet the eligibility criteria of the award approximately two weeks after a student receives an acceptance to the University.

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 alcohol-drug related convictions under the laws of this or any other state or under the laws of the United States by submitting a signed affidavit each academic year to the institution testifying to the fact. The student must not be in default or owe a refund on any Federal or State financial aid.

To receive this award, first-time freshman students must meet two of the following three criteria: 1) 3.0 cumulative grade point average (GPA) on a 4.0 scale; 2) a score of 1100 on the Scholastic Assessment Test (SAT) or an equivalent ACT score of 24; and/or 3) rank in the top thirty (30) percent of the graduating class.

Students currently enrolled, or who wish to renew their eligibility for the LIFE Scholarship Program must earn and maintain at least a cumulative 3.0 grade point average on a 4.0 scale by the end of the academic year, and complete 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.

Students may receive a LIFE Scholarship for a maximum of eight semesters for the first baccalaureate or first professional degree.

Disclaimer: The information provided above may change without notification.

For the most current information on the LIFE Scholarship, visit www.che400.state.sc.us
UNIVERSITY SCHOLARSHIPS FOR NEW AND CONTINUING STUDENTS

The following donors or groups established scholarships which may require students to complete an application prior to consideration for an award. For a complete list of scholarship criteria and to request an application, please call (843) 349-2308, visit our Web-site at www.coastal.edu/financialaid, or write the Scholarship Office at Coastal Carolina University, P.O. Box 261954, Conway, SC 29528-6054

Alpha Sigma Lambda Incentive Scholarship
Chad Beaty Memorial Scholarship
Coastal Business Scholars
Coastal Carolina Alumni Board Will Garland Scholarship
Coastal Carolina Alumni Endowed Scholarship
Conway Hospital Foundation Scholarship
Dean's Excellence Scholarship
Charles and Joanne Dickinson Fellowship
Robert W. Dorman Memorial Scholarship
J.K. and Leona S. East Scholarship
The Grand Strand Chapter of the South Carolina Association of Certified Public Accountants Scholarship
Fred W. Hicks, III Scholarship in Finance
Keith Inman Scholarship
Institute of Management Accountants Scholarship
Interdisciplinary Studies Scholarship
Henry Jones Scholarship
Rebecca Thomas Jones Memorial Scholarship
Myrtle Beach Garden Club Scholarship
National Bank of South Carolina Scholarship
Hal Norton Endowed Scholarship
PGA Minority Scholarship
Phi Theta Kappa Scholarship
Resort Tourism Management Scholarship
Martha Baker Thomas Endowed Scholarship
Tom Trout Scholarship
Visual and Performing Arts Awards
Judy Vogt Admission Tour Guide Scholarship
E.C. Wall Endowed Scholarship
Mildred Thompson Watson Scholarship
WBTW-TV Scholarship
WPDE-TV News Channel 15 Scholarship

The following endowed and annual scholarships support the Coastal Scholar Awards program. Each student who receives a Coastal Scholar Award and meets the criteria specified by the donor will receive the award in the name of the donor who made funding of that scholarship possible.

George B. Adams Scholarship
Mr. and Mrs. J.O. Baldwin Sr. Scholarship
Lloyd B. Bell Memorial Scholarship
Edward Bennett Bullock Golf Scholarship
Cecil H. Black Memorial Scholarship
T. Alec Black Scholarship
Rochus Bierens and Florence Bierens-Bouvy Trust
Harry and Ruby Bryant Scholarship
Burroughs Foundation Scholarship
Chicora Rotary Scholarship
Frederick Cole Scholarship
Glenn J. Colvard Scholarship
Devers-Nichols Memorial Scholarship
Edgar Dyer Pre-law Scholarship
Edward E. Euchler Academic/Athletic Memorial Scholarship
Ruby M. Forsythe Memorial Scholarship
Georgetown County Advisory Committee
Neil Graham Memorial Scholarship
Hackler Endowed Golf Scholarship
Joseph W. Holliday Scholarship
Jacie Hyatt Scholarship
Abraham F. Isaac Memorial Scholarship
William A. and L. Maud Kimbel Scholarship
Kleber Scholarship
Kleber Springs Bachelor of Arts Scholarship
Kleber Springs Bachelor of Science Scholarship
Russell L. Moore Scholarship
James W. Moser Scholarship
Myrtle Beach Rotary Club Scholarship
Nelson Scholarship Fund
Carl E. and Phillip E. Perry Scholarship
Coley B. Prather Scholarship
D.L. Scurry Scholarship
Edward M. Singleton Academic Athlete Award
Mitch and Laura Skipper Memorial Scholarship
Franklin & Virginia Spivey Ornithology Scholarship
The Richard A. and Karen W. Spivey Scholarship Fund
Betty M. Springs Memorial Scholarship
John Thompson Scholarship
Kenny Tomko Scholarship

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

Ansel Institute of Technology Scholarship
Catalan Golf Federation Scholarship
Horry County Higher Education Commission Mathematics Scholarship
Horry County Higher Education Commission Scholarships
Grand Strand Water and Sewer Authority Scholarship Trust
Ocean View Memorial Foundation Academic Scholarship
Bill Smith Mathematics Award
Verizon Mathematics Scholarship
Whale Alumni (Iceland) Scholarship
GRADUATE SCHOLARSHIPS
The Chicora Rotary Graduate Scholarship (award based on funding)
R. Grant and Elizabeth Singleton Graduate Scholarship (award based on funding)
The Eric Schuck-Kolloen Fund for Advanced Studies (award based on funding)
STUDENT LIFE
STUDENT LIFE

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

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

Coastal Productions Board
Coastal Productions Board is the campus organization which sponsors campus-wide activities such as dances, comedians, movie nights, and concerts. The Coastal Productions Board is composed of students who volunteer their time to produce programs for their fellow students. Students interested in participating are asked to contact the Office of Student Activities located in Suite 106 of the Student Center.

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

Student Directory
The University publishes an electronic Student Directory (accessible through http://my.coastal.edu) each fall and spring semester. This information can be corrected or updated by visiting the Office of the Registrar, Singleton Building 108. Students who do not wish to have information available in the Student Directory must complete a Student Directory Privacy Request Form, available in the Office of the Registrar, and must complete the form no later than 14 days after the beginning of the respective fall or spring semester.

The Student Recreation Center and Outdoor Facilities
The Student Recreation Center (SRC) is the center of all campus recreational activity. A swimming pool with adjacent outdoor patio, auxiliary gym, racquetball courts, dance studio for aerobics, locker rooms, a weight room with the latest fitness and cardio equipment, and the Campus Recreation offices are housed here. The Joseph Holliday Tennis Courts, directly behind the SRC, features six composition courts, two of which are lighted. Intramural activities are played on the Spur fields, a large outdoor field complex
which is also available to the students for pick up games. A state-of-the-art track is available for the jogging population. A ten element challenge course has been constructed to offer students, faculty, staff and the community opportunities for team building and leadership activities. The campus community is encouraged to participate in any of these activities with a valid Coastal Carolina University I.D. Equipment is available for check out at the Campus Recreation offices.

**Intramurals**

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

**Mission Statement for Intercollegiate Athletics**

The Intercollegiate Athletics Program at Coastal Carolina University is an integral part of the total educational program. Its objectives are consistent with the purposes of the institution and aim to create an environment which enables students to reach their full potential.

Coastal Carolina University resolves to:

1. Maintain intercollegiate athletics as an integral part of CCU's educational program with a clear relationship to its mission and goals.
2. Employ coaches and administrative staff capable of performing professionally in an educational community where high standards of integrity, ethical behavior, and good sportsmanship are required.
3. Recruit student-athletes capable of academic success at the university level, and operate its athletics program in a manner which does not detract from student-athletes' educational opportunities.
4. Provide financial aid to student-athletes who are willing to commit to compliance with team rules, good sportsmanship, and satisfactory academic progress toward their college degrees.
5. Provide equal opportunities and access for all students by developing and maintaining programs which meet the athletics and academic needs of the University community.
6. Develop in student-athletes the qualities of self-discipline, teamwork and loyalty, and establish an environment of competitiveness, good sportsmanship, and fair play.
7. Maintain the facilities and personnel to enhance the athletics skills of the student-athletes, to promote the recovery of those who are ill or injured, and to provide educational programs and counseling with regard to drug and alcohol abuse.
8. Operate a broadly based athletics program which is competitive within the conference in all sports, and competitive on a national basis to the extent possible utilizing the resources available.
9. Establish a tradition of athletics excellence which will increase the pride, loyalty, and enthusiasm of the students, faculty, staff, alumni, and the local community.

**Intercollegiate Athletics**

Intercollegiate athletic programs are recognized as valuable assets in enhancing campus spirit and fostering excellence of character, responsibility, sportsmanship, self-esteem, and physical development among its participants.
Coastal Carolina University fields 15 intercollegiate teams. The women's program includes cross country, tennis, basketball, volleyball, golf, softball, indoor track and field, and outdoor track and field. Men compete in cross country, tennis, basketball, soccer, baseball, golf, and outdoor track and field. The teams are named after the Coastal Carolina University mascot, the Chanticleer, and wear the official school colors of Coastal green and bronze.

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

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

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

STUDENT SERVICES

Mission Statement for Student Services

University student services are designed to support the academic mission of the University by fostering the development of the whole student. The Student Affairs Division promotes an environment in which the intellectual, spiritual, emotional, social, recreational, and physical development of the student can thrive. The University provides a range of student services designed to facilitate fuller participation in the life of the campus, to promote a sense of civic responsibility, and to provide skills addressing the challenges of academic life and the life-long process of self-development. Through its curricular and co-curricular offerings, the University provides opportunities for learning life skills such as: career exploration, interpersonal communication and self-awareness, leadership, intellectual discovery, cultural appreciation, personal and ethical values clarification, social and interpersonal effectiveness, physical development, spiritual growth opportunities, and community responsibility, citizenship, and respect for individual differences.

Student Center
100 Spadoni Park Circle

The Student Center provides a variety of facilities for use by all members of the University community. The Center contains meeting and conference rooms, a television lounge, game room, and dining facilities. The Student Center also houses the Office of Student Activities, the I.D. office, Student Government Association, Coastal Productions Board, STAR, Greek life and student publications.

Cino Grille - University Food Service

Student Center, first floor

Breakfast is served from 7 a.m. until 10:30 a.m. Monday - Friday. A hot lunch is served from 10:30 a.m. until 2 p.m. Pizza Hut, Grille Deli Corner, Freshens, Easy Goes, & Java Estate coffee are all offered until 10 p.m. Monday - Thursday and until 7 p.m. on Friday. Cino Grille is open from 3 p.m. until 8 p.m. on Saturdays and Sundays.

The Commons is the residential dining facility and offers an all-you-care-to-eat service. It is located beside the Waccamaw Residence Hall. Catering facilities are available for both on and off campus events.
Office of Student Activities

Student Center, Suite 106.

The Office of Student Activities provides advisement to a large number of academic, professional, Greek fraternity and sorority, special interest and religious student organizations and is open 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. Opportunities to participate in community volunteer programs and leadership development workshops are available to all students. This office coordinates Student Media, Student Government, Greek Life, Coastal Productions Board and the University's community service and volunteer programs.

Multicultural Student Services

Prince Building, Room 215

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

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

Career Services

Prince Building, Rooms 117 and 119

Career Exploration Services and Student Employment Services are supported by the technology systems housed in the Career Resource Lab and the Career Services web site, www.coastal.edu/careers. Counselors are available to work with students by individual appointment, through structured workshops, classroom presentations or on a walk-in basis in the Lab. Office hours are from 8:30 am to 5:00 pm, Monday through Friday.

Career Exploration Services

Prince Building, Rooms 117 and 119

The 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 Myers Briggs Type Indicator and the Strong Interest Inventory, individual counseling and other career research. Career counselors assist students with review of opportunities and alternatives as early and systematically in their academic programs as possible. Career library materials, Internet resources, job shadowing with Alumni Career Network members and University 150, a Career Exploration Course are used to facilitate career decision-making.

Student Employment Services

Prince Building, Rooms 117 and 119

The Student Employment Services assist students with locating part-time, internship, and full-time employment opportunities. Opportunities for on-campus employment are posted through this service to the Career Services web site. Part-time, seasonal and ongoing opportunities are posted directly to the web site by participating employers.
credit Internships, available through government agencies, not-for-profit and large national employers, are advertised through the Student Employment Service. Internships for academic credit are facilitated by designated faculty in each department. A list of faculty internship coordinators are listed on the Career Services web site.

Job search preparation is provided to graduating seniors through workshops and individual appointment. Planning of search strategies, creation and production of resumes and cover letters, development of interviewing skills are addressed to enable students to present themselves effectively as candidates for full-time employment.

Students are connected with employers through job fairs, on-campus interviews, direct resume referrals, networking, recruitment publications and Internet technology. Students must register with Career Services to participate in recruitment events.

**Career Resource Lab**
Prince Building, Room 117
This computerized resource lab is used to teach students how to access Internet employment sites, research job title, company and graduate school information, utilize the Career Services web site for participation with Career Services programs, and produce resumes and cover letters. The Career Services web site at [www.coastal.edu/careers](http://www.coastal.edu/careers), maintained by a Computer Science Student Intern and the Coordinator of Student Employment Services, is updated daily with information about workshops, recruiting events and job listings. It is designed to support all functions of the Career Services Office.

**Counseling Services**
204 University Boulevard
The Office of Counseling Services of Coastal Carolina University offers a variety of services for students, including personal counseling, crisis intervention, personal growth and enrichment, drug and alcohol 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 part of any other Coastal Carolina University 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. Students may schedule appointments by visiting or calling Counseling Services at (843) 349-2305.

**Services for Students with Disabilities**
204 University Boulevard
Coastal Carolina University 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 Services for Students with Disabilities Office with documentation of their disabilities. The student and counselor will develop an educational accommodation plan that may include the following: academic labs, tutorial referral, study skills, counseling, auxiliary aids, and coordination with other agencies and classroom accommodations.

Coastal Carolina University 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. The office is located in Counseling Services. For more information, call (843) 349-2307.

**Alcohol and Drug Services Program**
204 University Boulevard
The Office of Alcohol and Drug Services is an integral part of the counseling services
Support Services for Women

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. Women's issues groups meet 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 services, advocacy and referral to off-campus agencies when appropriate. Leadership training, peer-mentoring opportunities and cooperative programs with other campus departments and student organizations are only some of the goals of the Women's Advocacy Center Board of Advisers, which meets four times a year. A conference about women is held once a year and is free to all students, faculty and staff of the University. For more information call 843-349-2305, or visit our web site at www.coastal.edu/womensadvocacy.

Student Health Services

204 University Boulevard

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 8:30 am to 5 pm, Monday through Friday. Conway Hospital, located less than two (2) 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. For more information, call (843) 347-7466.

Student Health Insurance

204 University Blvd

Coastal Carolina University participates in a voluntary student health insurance program. All full-time and part-time students of Coastal Carolina are eligible to enroll in this program at any time on a prorated basis. Additional information on coverage, benefits, and cost is contained in brochures available through the Office of Student Health Services or the Office of Counseling Services at 204 University Blvd. Students may also contact Pearce & Pearce Insurance directly at 1-888-622-6001 or by visiting their website at www.studentinsurance.com.

International students attending on student visas are required to purchase the University insurance or show proof of a comparable plan acceptable to University personnel responsible for issuing Immigration Office certifying forms.
International Student Advisement/Counseling
Prince Building, Room 105J

The Office of International Programs (OIP) is the issuing office for I-20s and IAP-66s, the documents which support international students' and scholars' request for visas to study, teach or do research in the United States. In addition the OIP helps international students with other visa related issues such as practical training.

The services offered by the Office of International Programs includes welcoming new international students, providing orientation, facilitating the registration process, and serving as 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, drivers' licenses, health and automobile insurance; explains employment options; and serves as an on-going general information resource. Coastal has an active international club and encourages new international students, as well as Americans, to take part. Club trips and a variety of activities are organized each semester. Students may visit at their convenience in the Eldred E. Prince Building room 105J or phone extension 2054.

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

Office of Residence Life
Waccamaw Hall, Room 129

The Residence Life Program serves 1250 undergraduate students in a six-building complex (The Woods), a two-building complex (The Gardens), and another two-building complex (The Rivers).

In The Woods, each three-story building contains six furnished four-person apartments per floor with four single bedrooms, living area, and bathroom facilities. The Gardens house approximately 90 upperclassmen in two-person apartments. Two students share an apartment with one large bedroom, a living room, kitchen, and bathroom. The Rivers consists mainly of four-person, two-bedroom suites sharing one bathroom. A limited number of four-bedroom suites are also available in these buildings. All residence hall units are air conditioned with local phone service and cable T.V. hookup. Computer hook-up is also available in The Woods and The Rivers Complexes. Housing is available on a first come, first served basis. The University has well trained staff to assist students in adjusting to their new environment. Various educational and recreational activities are planned throughout the year for residents.

A wide variety of off-campus housing is also available to students at various locations in Myrtle Beach and Conway. The Office of Residence Life provides limited information on housing off campus.

Additional information about on-campus and off-campus housing is available at the Office of Residence Life located on the first floor of Waccamaw Hall in The Rivers Complex.

Residence Hall Application: Any student interested in living in the residence halls must first be admitted to the University. Upon admission to the University, a student may request a Residence Life Application/Contract from the Office of Admissions. The student must then submit the application/contract with a $130.00 deposit to the Office of Residence Life. Residence hall space will be assigned based on the date the application/contract and deposit is received. Once all spaces have been filled, the remaining applicants will be placed on a waiting list. The University cannot guarantee residence hall space to all who apply.
Summer Residence: Some space will be provided in the residence halls for those students wishing to take courses during the summer.

Withdrawal From The Residence Halls: A student desiring to be released from the Residence Life Contract MUST fill out a Request for Release from Residence Life Contract form, which is available at the Office of Residence Life. Generally, a release from the Residence Life Contract will only be considered for those residents who graduate from the University, withdraw from the University, or get married. Other requests will be reviewed on an individual basis.

University Bookstore
University Hall, first floor
The student book and supply store, carries classroom textbooks and student supplies. Also, the University Bookstore stocks numerous items featuring the University's name and seal and a selection of personal items.

GENERAL INFORMATION

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

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

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

Infractions of personal conduct are dealt with in accordance with the Code of Student Conduct. Conduct standards and sanctions are contained in The Student Handbook and Residence Life Living Guide.

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

Registration at the University assumes the student’s acceptance of not only all regulations published in the catalog, but also any rules found in any official publication.
Academic Discipline
Student violations of academic discipline are dealt with in accordance with the Code of Student Academic Responsibility. Further information is contained in the current edition of The Student Handbook.

Vehicle Registration
As a primarily non-residential or commuter campus, the University recognizes the importance of providing adequate parking for all members of the community. Regulations regarding automobile registration and parking are distributed by the Department of Public Safety. Copies are available in the Student Center. Students, faculty, and staff are required to register their vehicles each school year.

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

If cards are misplaced or destroyed, AraMark will make replacement ID cards at a cost of ten dollars. For information regarding ID cards, contact the Identification Card Office, 349-2255, located in the Student Center, first floor.

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

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

Student Records
Recognition by the University of every person's general right to privacy forms the basis of the policy for the release of information from student records. The policy ensures that only proper purposes are served by the release of information and that students are not inconvenienced or disadvantaged by an overprotective release policy. It is the policy to refuse release of non-public information from student records without the written consent of the student except as outlined in the Family Education Rights and Privacy Act of 1974. The Student handbook and the Residence Life living Guide may be found on the University web site.
UNIVERSITY POLICY FOR STUDENT COMPLAINTS

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

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

*Complaints about any form of perceived discrimination, including, but not necessarily limited to racial discrimination, sex discrimination, discrimination because of a disability, or sexual harassment and complaints about improper treatment by any university employee* - should be reported to the Associate Vice President for Human Resources and Equal Opportunity.

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

*Complaints about billings or accounts receivable* - should be reported to the Office of the Bursar.

*All other complaints on non-academic matters, including complaints about treatment by other students* - should be reported to the office of the Vice President for Student Affairs.

If any student with a complaint does not receive satisfaction from any of the above-listed offices, the student should bring his or her complaint directly to the office of the President of the University.
INTRODUCTION
Coastal Carolina University's core curriculum is based on three principles:

* that there are common areas of knowledge which all persons should possess;
* that the courses comprising the curriculum are the best means for obtaining the skills of critical thinking, research, writing, listening, and speaking; and
* that the knowledge and skills are applicable across disciplines.

As the framework for undergraduate education, the core curriculum introduces the student to the disciplines, which provide a background in the liberal arts and sciences. These courses are assigned 1) to provide a basic level of experience that broadens awareness and increases understanding and 2) to include independent and cooperative learning opportunities through the appropriate use of technology.

GOALS
Upon completion of the core curriculum, students should possess the following:

* An Ability to Communicate Effectively
  Rationale: Communicating thought is the most commonly used ability. The ability to comprehend and analyze oral and written language and to express oneself clearly and effectively are fundamental skills. Undergraduate students should achieve a level of proficiency in reading, writing, listening and speaking which sets them part from less educated persons. Writing, speaking, reading and active listening provide a means of unrestricted exchange of ideas which is fundamental to other types of development.

* An Ability to Locate and Process Information
  Rationale: As our society experiences profound changes brought on by the growth of information and reliance on technology, the importance of self-initiated learning becomes increasingly apparent. Students should be able to independently use and analyze a variety of information-gathering techniques and effectively acquire new understandings from their experiences.

* An Ability to Reason Analytically and Abstractly
  Rationale: Logical thinking and problem solving abilities are inherent skills of an educated person. The acquisition of mathematical skills, the application of quantitative relationships, the interpretation of statistical concepts/data, and an understanding of the development of mathematics and logic including math-based word problems, are essential in developing reasoning abilities.

* Knowledge of Mathematical Concepts
  Rationale: The ability to perform comparative reasoning, to translate between quantitative and qualitative representations of a problem, and to perform the mathematical analysis necessary to solve a problem are essential attributes of a university education, even for nonscientists. An understanding of the power and the limits of
mathematical and statistical reasoning enables one to better understand the issues involved in the complex scientific and technical matters that face our society and to function actively as a democratic participant in solving those problems.

* Knowledge of Scientific Concepts  
   *Rationale:* The student's ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science leads to an understanding of scientific concepts, the scientific method, and the dynamic processes which shape and maintain the universe and its life.

* Knowledge of the Foundations of Thought and Human Expression  
   *Rationale:* Exploring the thoughts and ideas, and creative expressions of others should be central to the undergraduate experience. Education should provide opportunities to experience and appreciate accomplishments in the arts and to develop a sense of ethics and responsibility.

* Knowledge of the Structure and Development of the United States  
   *Rationale:* Students should become knowledgeable of the cultural heritage of the U.S. and its importance in contemporary events. An understanding of the basic frame works of our society is crucial to effective performance within American culture and the responsibility/role of each individual within society.

* Knowledge of the Structure and Development of Other Countries of the World  
   *Rationale:* A basic knowledge of the world and the ability to learn from other cultures—a global view—leads to an awareness, respect, tolerance, and understanding of cultures and languages which differ from our own. Education should provide an awareness of the world and of the achievements of civilization by examining the problems, issues and choices that confront citizens of the world.

* Knowledge and Skills of Sound Health Practices  
   *Rationale:* A liberally educated individual in the traditional sense develops as a whole person, integrating body, mind, and spirit. A knowledge of and the ability to apply sound health practices, principles of wellness and healthy attitudes and habits enables one to lead a long, productive, quality life.

**PROFICIENCY REQUIREMENTS**

1. **Writing:** Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. *Therefore,* every student must successfully complete English 101 and 102 as well as one course that is designated as Writing Intensive in each of the sophomore, junior, and senior years. Writing Intensive courses provide instruction in writing appropriate to the course and require clear prose in such forms as short essays, laboratory reports, and research papers. These courses are designated Writing Intensive in the Catalog.

2. **Foreign Language:** In order to demonstrate proficiency in a foreign language, every student must successfully complete the 130 course in French, German, Japanese, Latin, or Spanish. Students whose native language is one other than English and who have earned at least a score of 500 on the TOEFL examination,
with the concurrence of the Dean of their school and the Chair of the Department of Foreign Languages, are exempt, without credit, from this requirement. Students with acquired proficiency or transferable credits in a foreign language not offered at Coastal Carolina University should consult with the Chair of the Department of Foreign Languages. It is expected that the foreign language requirement will be satisfied no later than the end of the sophomore year.

3. **Library Research**: Developing a student's ability to conduct effective library research is essential to the aims of a liberal education. Students will receive basic instruction in library research methods and resources in several of the core courses. Where appropriate, independent library investigation will be an integral part of course work. Courses in each major will introduce students to library methods and resources relevant to that discipline.

4. **Computer Usage**: As technology advances in modern society, the ability to use a computer becomes a necessity. Every student must successfully complete at least one course that has been designated Computer Usage. Computer Usage courses provide instruction in computer terminology and use of computer equipment appropriate to the course. Such courses are designated Computer Usage in the Catalog.

**Courses (Total Credits = 44-52)**

Students are required to complete all of the following general education requirements unless substituted or exempted through petition to the Core Curriculum Committee. Courses in the program may be distributed throughout the 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 requirements section of the Catalog.

1. **Required of all Students (12-18 credits)**
   a) English 101 Composition
   b) English 102 Composition and Literature
      A grade of C or above is required in English 101 and 102. A grade of C in English 101 is a prerequisite for English 102.
   c) Politics 201 American National Government
   d) Foreign Language
      Successful completion of the 130 level in a foreign language.

2. **Mathematics/Statistics (6-8 credits)**

Choose one of the following options:

**OPTION I**

Choose a set of the following:

<table>
<thead>
<tr>
<th>Mathematics 101 - 102</th>
<th>Basic Concepts of Contemporary Mathematics I-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 130 - 131</td>
<td>College Algebra; Trigonometry and Analytic Geometry</td>
</tr>
<tr>
<td>or Mathematics 130I - 131</td>
<td>Intensive Study of College Algebra; Trigonometry and Analytic Geometry</td>
</tr>
<tr>
<td>Mathematics 130 - 132</td>
<td>College Algebra; Calculus for Business and Social Science</td>
</tr>
<tr>
<td>or Mathematics 130I - 132</td>
<td>Intensive Study of College Algebra; Calculus for Business and Social Science</td>
</tr>
<tr>
<td>*Mathematics 130 - 160</td>
<td>College Algebra; Calculus I</td>
</tr>
</tbody>
</table>
or

*Mathematics 130I - 160 Intensive Study of College Algebra; Calculus I

*Mathematics 131 - 160 Trigonometry and Analytic Geometry; Calculus I

*Mathematics 160 - 161 Calculus I-II

*Mathematics 201 - 202 Mathematics for Early Childhood and Elementary Education Majors I-II

*Elementary and Early Childhood Education majors only

**OPTION II**

Choose one:

Mathematics 130 College Algebra
Mathematics 130I Intensive Study of College Algebra
Mathematics 131 Trigonometry and Analytic Geometry
Mathematics 132 Calculus for Business and Social Science
Mathematics 160 Calculus I
Mathematics 161 Calculus II

AND

Choose one:

Statistics 201/201L Elementary Statistics
Psychology 225 Psychological Statistics
Business Administration 291 Business Statistics

3. **Science (8 credits)**

Choose any two courses (including laboratories); most science majors require a sequence of courses. Non-science majors are encouraged to enroll in a Science 101 for their first science course. These include:

Biology 101 + Lab
Marine Science 101 + Lab
Chemistry 101 + Lab
Astronomy 111 + Lab (Fall only)

The second required course can be any introductory level course from the following:

Astronomy 112 Descriptive Astronomy II
Biology 101 The Science of Life
Biology 121-122 Biological Science I-II
Biology 232-242 Human Anatomy and Physiology I-II
Chemistry 101-102 Introductory Chemistry; Introduction to Organic and Biochemistry
Chemistry 111-112 General Chemistry
Geology 111-112 Physical Geology; The Origin and Evolution of the Marine Environment
Marine Science 101-102 The Sea; Environmental Geology
Marine Science 111-112 Introduction to Marine Science; The Origin and Evolution of the Marine Environment
Physics 101-102 Introduction to Physical Science I-II
Physics 201-202 General Physics I-II
Physics 211-212 Essentials of Physics I-II
Science 101 Introduction to Science
### 4. Humanities/Fine Arts (3 credits)
Choose one of the following:
- Art History 105 or 106
- Music 110
- Philosophy 101
- Philosophy 318
- Religion 103
- Theater 101
- History of Western Art I or II
- Introduction to Music
- Introduction to Philosophy
- Business Ethics
- World Religions
- Introduction to Theater Art

### 5. Literature (3 credits)
Choose one of the following:
- English 275
- English 276
- English 287
- English 288
- Masterpieces of World Literature I
- Masterpieces of World Literature II
- Major Writers of American Literature
- Major Writers of British Literature

### 6. Social Science (3 credits)
Choose one of the following:
- Economics 101
- Economics 201
- Economics 202
- Geography 121
- Politics 101
- Politics 102
- Survey of Economics
- Macroeconomics
- Microeconomics
- World Regional Geography
- Introduction to World Politics
- Introduction to World Politics: Regional Perspectives

### 7. History (6 credits)
Choose two of the following:
- History 101
- History 102
- History 201
- History 202
- The Foundations of European Civilization to 1648
- Introduction to European Civilization From 1648 to the Present
- History of the U.S.: Discovery through Reconstruction
- History of the U.S.: Reconstruction to the Present

### 8. Behavioral Science (3 credits)
Choose one of the following:
- Health Education 221
- Psychology 101
- Sociology 101
- Sociology 102
- Personal and Community Health
- General Psychology
- Introductory Sociology
- Social Problems

**TOTAL CORE CREDITS REQUIRED** 44-52
INTERDISCIPLINARY MAJORS AND MINORS
SCHOOL OF CONTINUING STUDIES
Peter P. Balsamo, Dean
Richard N. Weldon, Assistant Dean

INTERDISCIPLINARY STUDIES
Edgar L. Dyer, Director
Linda J. Ford, Assistant Director

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

The Interdisciplinary Studies degree program provides curricular alternatives to the traditional degree programs offered at Coastal Carolina University by allowing students to design programs of study which reflect individual needs and previous educational experience. The program serves the student who has specific and clearly defined academic and career goals.

The Interdisciplinary Studies program serves four distinctive student populations:
1. regular students with educational objectives not met by a single degree program;
2. returning students having educational objectives determined by ongoing or intended employment opportunities;
3. returning or transfer students with previously earned college credits; and
4. individuals seeking a broad liberal arts degree.

Application procedures and guidelines for the Interdisciplinary Studies degree program may be obtained from the Director or Assistant Director of Interdisciplinary Studies. The completion of 30 semester credits is recommended before filing an application to the program. All applications for admission will be reviewed by the University Interdisciplinary Studies Committee. Consideration is given to previous course work and suitability of the proposed curriculum to the student’s career and educational goals. The student must demonstrate that an individualized course of study will be an educationally sound alternative to traditional degree programs currently being offered at Coastal Carolina University.

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

The Interdisciplinary Studies program may accept up to 60 semester hours from technical colleges and up to 30 semester hours of nontraditional credit, provided that transcripts for such nontraditional activities are submitted. Transfer credit granted for technical and nontraditional studies apply as elective credit only. A maximum of 76 credits may be transferred for degree credits from any regionally accredited two-year college transfer program. A maximum of 90 credits may be transferred for degree credits from any regionally accredited four-year college or university. A maximum of nine (9) credits for Independent Study and/or Internship may be used to fulfill the degree requirements. The Interdisciplinary Studies Program requires its graduates to earn 122 semester credits with a minimum 2.00 GPA. The last 30 credits before graduation must be completed after acceptance into the program.
The guidelines printed here apply to Bachelor of Arts degree programs. Bachelor of Science degree programs require a mathematics sequence which includes MATH 160 and a minimum of twelve (12) hours of upper division (300-level or higher) credits in mathematics or the sciences.

Courses in MAJOR REQUIREMENTS require a grade of C or above.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. **CORE CURRICULUM (44-52 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options*</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>OPTION I</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102, 130 or 130I-131, 130 or 130I-132, 131-160, 160-161</td>
<td></td>
</tr>
<tr>
<td><strong>OPTION II</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Choose one: Statistics 201/201L, Psychology 225 and 225L, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Science - Choose one sequence of courses, including corresponding labs</td>
<td>8</td>
</tr>
<tr>
<td>Astronomy 111 and 112; Biology 121, 122, 232 and 242; Chemistry 101 and 102, 111 and 112; Geology 111 and 112; Marine Science 101 and 102, 111 and 112; Physics 101 and 102, 201 and 202, 211 and 212; Science 101.</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Philosophy 318,</td>
<td></td>
</tr>
<tr>
<td>Religion 103, Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201, 202; Geography 121; Politics 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221, Psychology 101, Sociology 101, Sociology 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>*The mathematics courses selected should be complementary to</td>
<td></td>
</tr>
<tr>
<td>those courses included in the student's program of study.</td>
<td></td>
</tr>
</tbody>
</table>

II. **FOUNDATION COURSE (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater 140</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 105 or appropriate Computer Usage Course</td>
<td>3</td>
</tr>
</tbody>
</table>

III. **MAJOR REQUIREMENTS (30 Credits)**

Thirty credits of 300-level or higher course work, including the Senior Seminar (UNIV 498), with no more than 15 credits from any discipline. No more than 24 credits from a single discipline may be combined in the advanced study (major) category and the related electives category. Fifteen (15) credits in the major category must be taken in residence at Coastal.
No more than six (6) credits for courses numbered 399 may be used to fulfill the major requirements.

**IV. COGNATE OR MINOR REQUIREMENTS** .................................................. 0

**V. ELECTIVES (34-42 Credits)**

A. Related Electives ...................................................................................... 21
   (Courses specifically related to major requirements as prerequisites or relevant to the overall program of study.) Six hours of upper level must be included.

B. Electives ............................................................................................. 13-21
   (Courses not specifically related to major requirement courses.)

**TOTAL CREDITS REQUIRED** ..................................................................... 122

**DISTANCE LEARNING**

Jennifer Shinaberger, Coordinator

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

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

CLASSICAL STUDIES MINOR

Deny Bowman, Coordinator

As an interdisciplinary minor, Classical Studies offers a unique concentration of related coursework in numerous departments and focuses upon the history, art, languages, and culture of Classical Antiquity.

The Classical Studies Minor course sequence should be determined in consultation with the student's major adviser and with an adviser chosen from those faculty who teach in the minor.

The student must earn a grade of C or above in all courses to be applied to the minor. Eighteen (18) hours of course work (selected from the list below) are required for completion of the Classical Studies Minor. At least six ours of minor courses must be taken at Coastal Carolina University.

All courses in the Classical Studies Minor are cross-listed with corresponding courses in the departments of History, Philosophy, Politics, and Theater.

Course List:

<table>
<thead>
<tr>
<th>Course List</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Studies 300 (=Philosophy 300)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 302 (=Politics 302)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 315 (=History 315)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 316 (=History 316)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 318 (=History 318)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 361 (=Theater 361)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 401 (=Politics 401)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 405 (=Philosophy 405)</td>
<td>3</td>
</tr>
<tr>
<td>Classical Studies 406 (=Philosophy 406)</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Languages or Electives:

*Latin 110, 120, 130 ....................................................................................... 3-9
Greek 101 and 102 .......................................................................................... 3-6

*Completion of the Latin sequence fulfills the Core Curriculum foreign language requirement. The Greek sequence does not.

TOTAL CREDITS REQUIRED: 18

GLOBAL STUDIES MINOR

Contact Geoff Parsons, Director of International Programs, for more information

Students must select a total of 8 courses for the minor. A foreign language competency is required at the 311 level. If the student has studied another modern language at a comparable level, a substitution may be considered. If English is the student’s second language, he/she may be exempt from the foreign language requirement (see sections on Exemptions for Non-Native English speakers and Credit by Examination in the Catalog). Foreign language 350 (study abroad) can be used instead of 311 to satisfy the language requirement. Students intending to obtain the minor in Global Studies might need to
take lower levels of the foreign language (e.g. 201, 202), and they should plan to do that ahead of time. A maximum of two courses from one field of study can be used towards the electives for this minor.

Many of the courses listed below are only offered on a limited basis, so when choosing, it is important to verify that the selections will be taught during the desired period of undergraduate study. The student must earn a grade of C (or a passing certificate for Foreign Language 350 (study abroad)) for each course applied to the minor.

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 121</td>
<td>3</td>
</tr>
<tr>
<td>Politics 101</td>
<td>3</td>
</tr>
<tr>
<td>Religion 103</td>
<td>3</td>
</tr>
<tr>
<td>French 311, 350, German 311, 350, Spanish 311, 350 (choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>

\*see sections on Exemptions for Non-Native English speakers and Credit by Examination in the Catalog.

Student must choose 4 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 102</td>
<td></td>
</tr>
<tr>
<td>Art History 207</td>
<td></td>
</tr>
<tr>
<td>Biology 270</td>
<td></td>
</tr>
<tr>
<td>477, 390, 391, 392</td>
<td></td>
</tr>
<tr>
<td>Business Administration 401, 454, 463</td>
<td></td>
</tr>
<tr>
<td>English 329, 382, 425, 443, 488</td>
<td></td>
</tr>
<tr>
<td>French 311, 350, 400, 400, 401</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED:** 20-26

**WOMEN’S STUDIES MINOR**

Preston Mckeever-Floyd, Co-Adviser
Nelljean Rice, Co-Adviser

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Studies 103</td>
<td>3</td>
</tr>
<tr>
<td>Women’s Studies 498</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

Choose five courses from no fewer than 3 disciplines:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Studio 360</td>
<td>3</td>
</tr>
<tr>
<td>English 443</td>
<td>3</td>
</tr>
<tr>
<td>English 444</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 480</td>
<td>3</td>
</tr>
<tr>
<td>History 386</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 310</td>
<td>3</td>
</tr>
<tr>
<td>Religion 360</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 301</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED:** 21
Coastal Carolina University Catalog 2002/2004

THE E. CRAIG WALL, SR. COLLEGE OF BUSINESS ADMINISTRATION
David A. DeCenzo, Dean
James F. Eason, Associate Dean
Thomas W. Secrest, Director of the Coastal Center for Economic and Community Development

WALL COLLEGE OF BUSINESS ADMINISTRATION
Aaron Ard, Assistant Professor--Management
Gerald V. Boyles, Professor--Finance
Robert B. Burney, Associate Professor--Finance
Darcy R. Carr, Professor--Economics
Jerome Christie, Assistant Professor--Marketing
L. Taylor Damonte, Associate Professor--Management and Director of Resort Tourism and International Tourism Management Programs
Darla J. Domke-Damonte, Assistant Professor--Management
Carl E. Dresden, Assistant Professor--Marketing
James F. Eason, Associate Professor--Management/Accounting
Dennis S. Edwards, Assistant Professor--Economics
Linda R. Henderson, Associate Professor--Accounting and Department Chair for Accounting, Finance, Economics
Andy E. Hendrick, Associate Professor--Law
Gregory L. Krippel, Associate Professor--Accounting
Virginia B. Levesen, Associate Professor--Management
John G. Marcis, Assistant Professor--Economics
John Mortimer, Assistant Professor--Accounting
Robert D. Nale, Professor--Management and Department Chair for Management, Marketing, Law
Dennis A. Rauch, Professor--Marketing
Thomas W. Secrest, Associate Professor--Economics/Finance
Charles M. Thrash, Director of the Professional Golf Management Program
Samuel A. Wathen, Professor--Management
William V. Woodson III, Management and Director of the Wall Fellows Program

DEGREE
Bachelor of Science in Business Administration

WALL COLLEGE OF BUSINESS ADMINISTRATION

COLLEGE MISSION
The primary mission of the Wall College of Business Administration is to offer high quality programs that meet the business education needs of our students and the community. The College of Business is dedicated to providing students with the knowledge, skills, abilities, ethics and values which are necessary for success in government, profit and nonprofit business careers. We strive to enable students to significantly contribute to the well-being and standard of living of the community. In addition, recognizing its social and economic responsibilities, the College seeks to assume a position of leadership by continually expanding its intellectual capital and providing academic resources and expertise to the community.
EDUCATIONAL OBJECTIVES

The Wall College of Business Administration recognizes the importance of providing a high quality education for its majors. Further, we recognize that a part of our responsibility is to determine how successfully we have accomplished this. For our business majors, we have identified three major content areas which we will address in terms of our curriculum and several specific objectives within that framework.

I. Perspectives
   A. To provide an understanding of the political, economic, social, legal regulatory, environmental, and technological forces which influence business activities, as well as a sensitivity to ethical considerations in making one's decisions.
   B. To promote an awareness of the international and culturally diverse nature of business.

II. Business Core Curriculum
   A. To provide an understanding of accounting, finance, production, and marketing practices and principles.
   B. To provide an understanding of general management principles and administrative skills.
   C. To develop analytical and quantitative skills.
   D. To develop oral and written communication proficiency.

III. Major Curriculum
   To provide an emphasis in one chosen major field of study.

BUSINESS ADMINISTRATION

A maximum of 86 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Business Administration.

Students must earn a grade of C or above in each course (Except English 390) used to satisfy Foundation Requirements. In addition, no more than 50 percent of the business courses used to satisfy the foundation and major requirements may be transferred from another institution.

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

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

Admission to Degree Candidacy

Prior to being admitted, a student must:
1. See an adviser in the Wall College of Business for guidance.
2. Have obtained an overall grade point average of 2.25 and completed a minimum of 54 semester hours including the following:
   A. Mathematics 130 or 130I, and 132 with a C average or above
   B. English 101 and 102 with a grade of C or above in each course
   C. Computer Science 105 with a grade of C or above
   D. Success Seminar for Business Majors 195 with a grade of C or above
   E. Economics 201 and 202 with a grade of C or above in each course
   F. Business Administration 201, 202, 291, and 292 with a grade of C or above in each course.
3. Complete the application for admission and receive notice of acceptance into the Business Administration Program from the Dean of the Wall College of Business
I. CORE CURRICULUM (44 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language at the 130 level</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 130 or 130I, 132</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy 318</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101, Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 201 or 202</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science - two courses including labs</td>
<td>8</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (43-45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar for Business Majors 195</td>
<td>1-3</td>
</tr>
<tr>
<td>Computer Science 105</td>
<td>3</td>
</tr>
<tr>
<td>English 390</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration 201, 202</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration 291, 292</td>
<td>6</td>
</tr>
<tr>
<td>Economics 201 or 202</td>
<td>3</td>
</tr>
<tr>
<td>Choose the course not taken to fulfill Core Curriculum requirements.</td>
<td></td>
</tr>
<tr>
<td>Business Administration 344, 350, 363, 371</td>
<td>12</td>
</tr>
<tr>
<td>Business Administration 393</td>
<td>3</td>
</tr>
<tr>
<td>Accounting majors substitute Business Administration 336.</td>
<td></td>
</tr>
<tr>
<td>Business Administration 475, 478</td>
<td>6</td>
</tr>
</tbody>
</table>

III. MAJOR REQUIREMENTS (15 - 43 Credits)

Students are required to complete the requirements shown below for their selected major.

A. Accounting ...................................................................................................... 27

Required of all Accounting Majors:
- Business Administration 330, 331, 333, 345, 439 ........................ 15
- Accounting Majors must select one of the two tracks shown below and complete the requirements for the track selected.
  A.1. CPA Track: (choose four of the following)
    - Business Administration 332, 440, 533, 535, 537 .................. 12
  A.2. CMA/CFM Track: (choose four of the following)
    - Business Administration 434, 460, 461, 468, Economics 335 .... 12

B. Finance ........................................................................................................... 18

- Business Administration 460, 461, 462, 468, 469 ........................ 15
- Business Administration 463, 464 (Choose one) ............................. 3

C. Management .................................................................................................. 15

- Business Administration 374, 376, 477 .............................................. 9
- Business Administration 401, 426, 473, 490 (Choose two) ........... 6

D. Management Major/International Tourism Option: Track One ........... 33

Track one allows CCU students to complete their first two years at CCU and study abroad during their junior year and return to complete their senior year at CCU. Students interested in this track should request a program of study from the Program Director.
E. Management Major/International Tourism Option: Track Two

Track two is designed for foreign students who have completed the first three years in an equivalent articulation program between CCU and a foreign institution to transfer to CCU during the summer after their junior year and complete their senior year at CCU. Students interested in this track should request a Program of Study from the Program Director.

F. Management Major/Resort Tourism Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 357, 374, 376, 467, 477</td>
<td>15</td>
</tr>
<tr>
<td>Business Administration 401, 426, 473 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Resort Tourism Management 171</td>
<td>3¹</td>
</tr>
<tr>
<td>Resort Tourism Management 180, 280, 380, 480</td>
<td>4</td>
</tr>
<tr>
<td>Resort Tourism Management 385</td>
<td>2</td>
</tr>
<tr>
<td>Resort Tourism Management 490</td>
<td>3</td>
</tr>
</tbody>
</table>

G. Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 351, 357, 458</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration 401, 451, 453, 454 (Choose two)</td>
<td>6</td>
</tr>
</tbody>
</table>

H. Marketing/Professional Golf Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 351, 357, 458</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration 401, 451, 453, 454 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Professional Golf Management Program 180, 280, 380, 480</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration 376</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 235</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 401</td>
<td>4</td>
</tr>
<tr>
<td>Professional Golf Management 114, 114L, 169, 171</td>
<td>9¹</td>
</tr>
</tbody>
</table>

¹Courses to be taken through Horry-Georgetown Technical College

IV. COGNATE OR MINOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL CREDITS REQUIRED</td>
<td>120-130</td>
</tr>
</tbody>
</table>

V. ELECTIVES (0-16 Credits, at least 3 non-business) 0-16

TOTAL CREDITS REQUIRED

DOUBLE MAJOR REQUIREMENT:

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

BUSINESS ADMINISTRATION MINOR

<table>
<thead>
<tr>
<th>Courses Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 201, 202, 344, 350, 371</td>
<td>15</td>
</tr>
<tr>
<td>Business Administration Elective</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201 or 202</td>
<td>3-6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED

21-24

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

Courses Required                                Credits
Business Administration 401, 454, 463                     9
Geography 121                                              3
Political Science 101 or 102                           3
Political Science 315 or 318                            3

TOTAL CREDITS REQUIRED 18

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

Additional Admission/Graduation Requirements

Students pursuing a business degree are considered as pre-business students during the freshman-sophomore years. To be fully admitted into the Wall College of Business Administration, a student must have an overall grade point average of 2.25 and must have completed 54 credits including the following courses: Success Seminar for Business Majors 195 with a grade of C or above, Mathematics 130 or 130I, 132 (with a C average), English 101, 102, Business Administration 201, 202, 291, 292, Computer Science 105, Economics 201, 202 (with a minimum of a C in each course). Students should apply for admission during the semester in which the above requirements are being completed. Acceptance into the Professional Golf Management Program carries the additional requirements that the student must have passed the Playing Ability Test administered by the Professional Golfers Association and have at least a 2.5 grade point average.

The Wall Fellows Program is a three-semester program consisting of course work and individual study and preparation. Acceptance into the program is based on a competitive application and interview process.

In addition to specific prerequisite courses listed, registration for junior-senior level courses are restricted to students who have earned the appropriate number of hours as specified in the Course Listing section; i.e., 54 or more hours for 300 level classes and 84 or more for 400 level classes.

A grade of at least a C must be earned in each of the following courses: Business Administration 201, 202, 291, 292, 344, 350, 363, 371, 393, (or 436), 475, 478, Economics 201, 202, and Computer Science 105.

An exit examination will be administered as a part of the Business Administration 478 capstone course. The examination will be composed of a series of questions designed to measure the student's retention of key concepts drawn from the Wall College of Business Administration's curriculum.
COLLEGE OF EDUCATION
Gilbert H. Hunt, Dean
Arlene A. Adams, Assistant to the Dean for Accreditation and Evaluation
June Brown, Assistant to the Dean for Administration
Timothy J. Touzel, Chair, Professional Program in Teacher Education
Sandra C. Lee, Director of Clinical Placements
Rebecca Snyder, Assistant to the Dean for Funded Research

PROFESSIONAL PROGRAM IN TEACHER EDUCATION

EARLY CHILDHOOD AND ELEMENTARY EDUCATION
Arlene A. Adams, Associate Professor
Jessie C. Brown, Professor
Patricia Hardee, Instructor
Sally Z. Hare, R. Grant and Elizabeth G. Singleton Professor of Teacher Education
Gilbert H. Hunt, Professor
Sandra C. Lee, Instructor
Douglas W. Smith, Assistant Professor
Debbie H. Stanley, Instructor
Timothy J. Touzel, Professor, Program Coordinator for Elementary Education

SECONDARY EDUCATION AND K-12 EDUCATION
Lance E. Bedwell, Professor, Science
Emory C. Helms, Associate Professor, Social Studies
*José Sanjinés, Associate Professor, Foreign Languages
*Susan Slavik, Assistant Professor, Art
Rebecca Snyder, Associate Professor, Mathematics
Robert W. Squatriglia, Associate Professor
*James Tully, Assistant Professor, Music
Joseph Winslow, Assistant Professor, Educational Technology
Dennis G. Wiseman, Professor
*Associate faculty

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Alan J. Case, Associate Professor, Recreation
Jody H. Davis, Instructor, Physical Education
John F. Farrelly, Professor, Physical Education
Elissa M. Howard, Assistant Professor of Health
Sandra Nelson, Assistant Professor, Physical Education
Julia Orri, Assistant Professor, Physical Education
Charles Snyder, Instructor, Health Promotion
Sharon H. Thompson, Associate Professor, Health Promotion

CENTER DIRECTORS
Lance Bedwell: Center for the Study of Standards-Based Educational Reform
Janet Files: Director, Coastal Area Writing Project
Sally Z. Hare: Director, Center for Education and Community

SPECIAL PROGRAMS - COLLEGE PARTNERS
Jennifer Dusenbury: Teacher Cadet Program Coordinator
Mildred Gunter: Teacher Cadet Program
Jenny Johnson: Teacher Cadet Program
DEGREES
Bachelor of Arts in Education  Bachelor of Science
Bachelor of Science in Education  Master of Education
Bachelor of Science in Physical Education  Master of Arts in Teaching

PROFESSIONAL PROGRAM IN TEACHER EDUCATION
The chief responsibility of the Professional Program in Teacher Education in the College of Education is to prepare teachers for early childhood, elementary, and middle school instruction. Students wishing to major in Secondary Education are encouraged to contact the Department Chair in the Professional Program in Teacher Education for information leading to certification through The Master of Arts in Teaching degree. It is expected that, upon graduation, majors in the various certification areas offered by the College will possess the necessary knowledge, performance behaviors, and attitudes required to facilitate learning in school-age youth. In preparation for teaching, education students must be aware that society has charged the education profession with an enormous responsibility—the care of its future through the development of its youth. Society will never allow this responsibility to be taken lightly.

THE TEACHER AS REFLECTIVE PRACTITIONER
The Teacher as Reflective Practitioner model serves to define the Professional Program in Teacher Education. In this model, five qualities of the reflective practitioner are addressed: 1) Knowledge of Learners and Learning, 2) Skills in Research and Scholarship, 3) Ability to Apply Technology, 4) High Ethical Standards, and 5) Ability to Work With Diverse Populations. In addressing this model, program objectives are directed toward the development of these qualities in participating students to ensure that they are highly qualified reflective individuals at the completion of their respective programs of study. Students are encouraged to not only develop these qualities, but also to embrace the philosophy of the model so as to allow it to define their own professionalism at program completion.

OBJECTIVES OF THE PROFESSIONAL PROGRAM IN TEACHER EDUCATION USING THE TEACHER AS REFLECTIVE PRACTITIONER CONCEPTUAL MODEL

KNOWLEDGE OF LEARNERS AND LEARNING
- demonstrates an understanding of the nature of social, cultural, emotional, intellectual and physical needs of students
- attends to the differences and special needs of students
- interacts effectively with students, parents and other professionals
- demonstrates an understanding of social, historical, and philosophical foundations of education as this relates to planning and implementing developmentally appropriate instruction
- is able to plan, implement, and evaluate instructional programs
- incorporates theories of learning, motivation, and assessment in teaching
- demonstrates knowledge of classroom and behavior management
- exhibits the self-confidence needed to experiment with new ideas and materials

SKILLS IN RESEARCH AND SCHOLARSHIP
- exhibits understanding of key concepts of the academic discipline(s)
- utilizes methods of evaluation, inquiry, and research appropriate to the aca-
demic discipline(s)
• demonstrates appreciation of the value of continuous pursuit of knowledge within and beyond the classroom
• applies the principles of problem solving and critical thinking to instructional decision making
• reflects critically on teacher and learner performances in improving instruction
• seeks current information to update content when developing and implementing instructional plans

ABILITY TO APPLY TECHNOLOGY
• utilizes technology to facilitate instructional improvement
• proactively pursues relevant knowledge in anticipation of the advancing informational needs of our technological society
• continually develops strategies to integrate technology in instruction
• continually improves skills in technology

HIGH ETHICAL STANDARDS
• exhibits the attitudes and values expected of students
• engages in ethical and professional relationships in all interactions
• reflects an attitude of respect for principles of fairness and justice
• displays an understanding and respect for the values common to the culture of the students

WORKING WITH DIVERSE POPULATIONS
• prepares children for a diverse world in ways that are content and age-appropriate
• reflects an attitude of respect for individual differences
• works cooperatively and collaboratively with fellow teachers, parents, and others respecting the worth and dignity of all
• demonstrates an understanding of how to teach children in a multicultural setting
• plans and implements curriculum consistent with the needs of the school and community

GENERAL DESCRIPTION
The College of Education strives for the highest quality possible in the preparation of individuals for the profession of teaching. The College’s programs are approved by the South Carolina State Board of Education and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

Field-based experiences and instruction, both sequential and incremental, are important components of each of the programs available. A number of elementary and secondary schools work closely with the College to help provide relevant and productive sites for field placements of education majors. These schools, known as teaching centers, collaborate with the College to provide the personnel, curriculum, and environments necessary to provide effective instruction for prospective teachers.

In addition to field-based experiences, the faculty in the teacher education programs utilize an objective-based design for course preparation and presentation. Emphasis is placed on objectives in an attempt to more clearly delineate the skills, understandings, and attitudes necessary to become a successful teacher.

When the academic program is successfully completed, students will have addressed a major requirement toward receiving a South Carolina teaching certificate. Additionally, however, before a student may be recommended for a teaching certificate, verification must be made by the Dean of the College that the student has achieved the minimum passing score on the appropriate content area Praxis II examination. During the first three years of teaching while holding the Initial Certificate, the student will be expected to take and pass the appropriate Praxis II Principles of Learning and Teaching examination. The South Carolina State Board of Education also requires certification candidates to undergo a fingerprint review as a part of the
ADVICEMENT

Any student who wishes to pursue a degree offered by the College should first contact the Dean of the College. Students will be assigned an adviser on the basis of their desired major and area of emphasis.

GRADE STANDARDS

All programs in teacher education, health and recreation follow the prescribed grading system established by Coastal Carolina University in terms of letter grades reported. In particular, however, specific standards have been identified. These standards are as follows:

1. All students must receive the grade of C or above in English 101 and English 102.
2. All students must receive, in their respective programs of study, the grade of C or above in each course listed under the heading Major Requirements and in identified courses under the heading Foundation Courses.
3. All teacher education students must have completed at least 60 hours of course work with a grade point average of at least 2.5 to be admitted to the Professional Program.

PROGRAM PROGRESSION IN TEACHER EDUCATION

All programs in teacher education follow a specifically designed sequence of courses. Arranged to offer identified sequential and incremental educational experiences, courses should be taken in sequence as stated. Education majors, working with their advisers, should check their particular programs identified in the Coastal Carolina University Catalog and advisement worksheets for specific course and program requirements. The following program progression sequence has been established.

PRE-PROFESSIONAL PROGRAM LEVEL

1. During the first or second year of study, students should complete the prescribed introductory course in their education programs. Students should consult their specific programs and their advisers in order to enroll in the appropriate course at this level.
2. During the sophomore year, students should register for Education 204-Computer Technology and Instructional Media and Education 275-Dynamics and Diversity in American Public Education. Education 280-Introduction to Special Education is required for all Early Childhood and Elementary Education majors and should be taken during this year.

PROFESSIONAL PROGRAM LEVEL

1. After receiving Admission to the Professional Program (See standards for Admission to the Professional Program in Teacher Education in this catalog), education students may enroll in professional education course work at the junior/300 level. The junior level of course work emphasizes study in growth and development of the learner, learning theory, principles of management, instruction and assessment, learning in the least restrictive environment, and a clinical field experience. Students should consult their advisers in order to enroll in the appropriate courses at this level.
2. After attaining Admission to the Professional Program and successful completion of course work at the 300 level, students may enroll in the first semester of the senior professional year of study. Study at this level investigates the areas of general instructional methodology, curriculum, reading methods, and specialized...
teaching methods. This series of course work also includes a specialized clinical field experience. Students will be placed in a field site with specific instructional assignments pertinent to either their grade level emphasis or subject matter specialty. Students, with the help of their advisers, should consult their specific program in order to enroll in the appropriate courses at this level.

3. The culminating experience in the student's teacher education program is the sixty-day Internship or student teaching experience. Students should check with their advisers and read the section ADMISSION TO INTERNSHIP in this catalog for specific prerequisite requirements which must be addressed prior to enrolling for study at this level.

As designed, study in the Professional Education component of the student's teacher education program is represented by a sequentially ordered series of instructional experiences. Courses should be taken in sequence, following prerequisite requirements established as the sequence develops. Students are advised that a grade of C or above must be received in each specific course in the sequence before study may be continued in each progressing level of courses. Courses in which the student receives a grade below C must be repeated prior to the student's advancing further in the Professional Program.

BACKGROUND CHECKS

All candidates for South Carolina teaching credentials must participate in a FBI fingerprint check with the results of the check being considered as a part of the application process for State teaching certification. Additionally, all students in the Professional Program in Teacher Education are required to complete a variety of off-campus clinical experiences. Clinical placements are made at the discretion of area school districts and districts reserve the right to disapprove requests for placements for just cause as determined by the district. Background declarations are asked of all students as a part of the admission process into the Professional Program in Teacher Education. Having been convicted of a crime or pleading no contest to or forfeiting bond for a crime may result in the disapproval of a clinical placement. Questions concerning background checks, should be directed to the Dean, College of Education.

ADMISSION TO THE PROFESSIONAL PROGRAM IN TEACHER EDUCATION

During the semester or summer session in which 60 semester hours of study are completed, students should apply to the College for Admission to the Professional Program. The following criteria are used in the application process.

1. Completion of an application for Admission to the Professional Program with adviser's signature.
2. Completion of English 101 and 102 with a minimum grade of C in each course.
3. Completion of Education 110, Education 115 (for Early Childhood majors), Physical Education 132 (for Physical Education majors only), or Education 116 (for Special Education majors), with a minimum grade of C.
4. Completion of at least 60 semester hours of study with a Grade Point Average (GPA) of at least 2.5, to be maintained for admission to the Internship.
5. Receipt of passing scores on ALL portions of the Pre-Professional Skills Test (PPST).
6. Submission of two letters of recommendation from university professors outside the Professional Program in Teacher Education.

Students may and are encouraged to take the PPST during the first or second year of study. Information concerning registration for the PPST may be obtained in the office of the student's major department in the College of Education. Education majors must have received Admission to the Professional Program before they may register for professional
education courses offered through the College of Education numbered at the 300 level or above.

Admission to the Professional Program is based on a consideration of each student’s academic achievement, professional traits, and personal characteristics. Students after the passage of 60 hours should make application to the Professional Program, submitting this to the Chair of the Professional Program in Teacher Education. Applicants and their advisers are notified in writing of the action of the application process. If denied acceptance, applicants may petition the Professional Review Committee. Students may wish to consult the College of Education Teacher Education Handbook for a detailed description of the required criteria and procedures.

ADMISSION TO INTERNSHIP (STUDENT TEACHING)

Any student who plans to enroll in the sixty-day teaching internship must apply for an internship placement with the Director of Clinical Placements. During this sixty-day teaching field experience, interns observe the academic calendar of the teaching center to which they are assigned. For further information concerning this program component consult the Internship Handbook in the main office of the College.

The internship experience is open to any student who:

1. Has formally applied for an internship placement by the stipulated deadline;
2. Has completed a minimum of 90 credits in the program of study and has received admission to the Professional Program;
3. Has successfully completed the pertinent Major Requirements and identified Foundation Courses which precede the internship, with a minimum grade of C in each course in the sequence;
4. Has earned a grade point average of no less than 2.5 in all course work taken prior to the internship semester;
5. Has successfully completed at least 75% of all course work in the Major Requirements area with a minimum grade of C in each course;
6. Has received a positive recommendation from the adviser regarding the readiness for entering the internship.
7. Has successfully passed the content or subject area examination of the Praxis II.

While enrolled in the internship semester, students will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teaching center. Students are prohibited from enrolling in any additional course work during this semester without the consent of the Dean of the College.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

EARLY CHILDHOOD EDUCATION (Pre K-4) MAJOR

This major satisfies the educational requirements for South Carolina certification in Early Childhood Education in grades Pre K-4.

A maximum of 72 credits may be applied toward satisfying Foundation Course and Major Requirements.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, all education courses in the Foundation Courses section, as well as English 101 and 102 and Mathematics 201 and 202.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

Suggested semester sequences of courses are available.
## EARLY CHILDHOOD EDUCATION (Pre K-4) MAJOR

### I. CORE CURRICULUM (44-50 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>Geography 121</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>History 201, 202 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, or Music 110</td>
<td>3</td>
</tr>
<tr>
<td>Science 101, 101L</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 201, 202</td>
<td>6</td>
</tr>
</tbody>
</table>

### II. FOUNDATION COURSES (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Theater 140E</td>
<td>3</td>
</tr>
<tr>
<td>* Education 115</td>
<td>3</td>
</tr>
<tr>
<td>* Education 204</td>
<td>3</td>
</tr>
<tr>
<td>* Education 275</td>
<td>3</td>
</tr>
<tr>
<td>* Education 280</td>
<td>3</td>
</tr>
</tbody>
</table>

* A grade of C or above is required.

### III. MAJOR REQUIREMENTS (54 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education 329</td>
<td>3</td>
</tr>
<tr>
<td>English 484</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 331</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 203</td>
<td>3</td>
</tr>
<tr>
<td>Music Education 454</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 226</td>
<td>3</td>
</tr>
</tbody>
</table>

The following 6 credits are to be taken in the same semester:

| Education 332                              | 3       |
| Education 335                              | 3       |
| Education 441                              | 3       |

The following 15 credits normally are taken in the same semester:

| Education 442, 486A, 488A                   | 9       |
| Education 480A, 514                         | 6       |
| Education 480A, and 514 may be taken in the semester or summer session immediately prior to or after this semester if Admission to the Professional Program has been obtained. |

| Education 466                              | 12      |

Internship: Eligibility based on completion of prerequisite courses in the sequence, and a passing score on the content/subject area examination of Praxis II.

### IV. COGNATE OR MINOR REQUIREMENTS

| Credits | 0 |

### V. ELECTIVES (12 Credits)

| Twelve credits of approved electives        | 12      |

TOTAL CREDITS REQUIRED: 128-134
Coastal Carolina University Catalog 2002/2004

ELEMENTARY EDUCATION (1-8) MAJOR

This major satisfies the educational requirements for South Carolina certification in Elementary Education in grades 1-8.

A maximum of 72 credits may be applied toward satisfying Foundation Courses and Major Requirements.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, all education courses in the Foundation Courses section, as well as English 101 and 102 and Mathematics 201 and 202.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

Suggested semester sequences of courses are available.

I. CORE CURRICULUM (44-50 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>Geography 121</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102</td>
<td>3</td>
</tr>
<tr>
<td>History 201, 202</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106 or Music 110</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221</td>
<td>3</td>
</tr>
<tr>
<td>Science 101, 101L</td>
<td>4</td>
</tr>
<tr>
<td>Science Core</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 201, 202</td>
<td>6</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Theater 140E</td>
<td>3</td>
</tr>
<tr>
<td>* Education 110</td>
<td>3</td>
</tr>
<tr>
<td>* Education 204</td>
<td>3</td>
</tr>
<tr>
<td>* Education 275</td>
<td>3</td>
</tr>
<tr>
<td>* Education 280</td>
<td>3</td>
</tr>
</tbody>
</table>

* A grade of C or above is required.

III. MAJOR REQUIREMENTS (54 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education 329</td>
<td>3</td>
</tr>
<tr>
<td>English 484</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 331</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 203</td>
<td>3</td>
</tr>
<tr>
<td>Music Education 454</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 226</td>
<td>3</td>
</tr>
</tbody>
</table>

The following 6 credits are to be taken in the same semester:

- Education 335
- Education 336
- Education 441

The following 15 credits normally are taken in the same semester:

- Education 443, 486B, 488B
- Education 480B, 514

Education 480B and 514 may be taken in the semester or summer session immediately prior to or after this semester if Admission to the Professional Program has been obtained.

Education 467

Internship: Eligibility based on completion of prerequisite courses in the sequence, and a passing score on the content/subject area examination of the Praxis II.
IV. COGNATE

All cognate courses must be approved by the student’s adviser. Courses may be chosen from health; humanities (art/graphics, history, music); languages (English, French, German, Spanish); mathematics and/or computer science; science (biology, marine science, physics, chemistry, geology); social studies (geography, political science, anthropology, sociology, economics, psychology). No courses satisfying the core education or teaching specialization requirement may be applied toward the cognate.

TOTAL CREDITS REQUIRED 128-134

MIDDLE GRADES EDUCATION

EDUCATIONAL OBJECTIVE

Middle Grades Education is a course of study intended to meet South Carolina standards for Certification at this level. Coastal Carolina’s program has been approved by the State Board of Education.

I. CORE CURRICULUM (47-53 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (demonstrated competency at 130 level)</td>
<td>3-9</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>History 201 or 202</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, or Music 110</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Two science/lab selections</td>
<td>8</td>
</tr>
<tr>
<td>Geography 121</td>
<td>3</td>
</tr>
<tr>
<td>Math 101 and 102, or Math 130 and 131</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: Biology 121 and 122 sequence required in science sequence

II. EDUCATION SEQUENCE (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 110</td>
<td>3</td>
</tr>
<tr>
<td>Education 204</td>
<td>3</td>
</tr>
<tr>
<td>Education 350 required for mathematics certification</td>
<td>3</td>
</tr>
<tr>
<td>Education 275</td>
<td>3</td>
</tr>
<tr>
<td>Education 280</td>
<td>3</td>
</tr>
<tr>
<td>Education 334</td>
<td>3</td>
</tr>
<tr>
<td>Education 335</td>
<td>3</td>
</tr>
<tr>
<td>Education 441b</td>
<td>3</td>
</tr>
<tr>
<td>Education 445</td>
<td>3</td>
</tr>
<tr>
<td>Education 468</td>
<td>12</td>
</tr>
<tr>
<td>Education 489, 490, 491, 492 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Education 517</td>
<td>3</td>
</tr>
</tbody>
</table>
III. Teaching Specialization Options (37-40 Credits Total)

Choose two categories

A. English/Language Arts (18 Credits)

English 275, 276, 287, 288 (Choose the three not used to satisfy Core Curriculum Requirement) .............................................................. 9
English 341 ................................................................................................ 3
English 459 ................................................................................................ 3
English 485 ................................................................................................ 3

B. Social Studies (19 Credits)

Geography 201 ........................................................................................... 4
Politics 101, 102, or 3 credit hours of regional geography ..................... 3
History 101, 102, 201, or 202 (Choose the two not used to satisfy Core Curriculum Requirement) ............................................................ 6
History 383 ................................................................................................ 3
World or European History at the 300-level (non-western hemisphere) .... 3

C. Mathematics/Computer Science/Statistics (20 Credits)

Mathematics 160 ........................................................................................ 4
Mathematics 174 ........................................................................................ 3
Mathematics 330 ........................................................................................ 3
Statistics 201 .............................................................................................. 4
Computer Science 105 ................................................................................ 3
Choose three credit hours of mathematics beyond the introductory level ... 3

D. Science (20 Credits)

Environmental Science 201 ........................................................................ 4
Chemistry 101/101L or 111/111L ........................................................... 4
Geology 102/102L .................................................................................... 4
Physics 102/102L ...................................................................................... 4
Astronomy 111/111L ................................................................................ 4

IV. COGNATE OR MINOR REQUIREMENTS .............................................. 0

V. ELECTIVES ............................................................................................ 0

TOTAL CREDITS REQUIRED 139-145

SPECIAL EDUCATION-LEARNING DISABILITIES

I. CORE CURRICULUM (47-53 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (demonstrated competency at 130 level)</td>
<td>3-9</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>History 201 or 202</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Education 221 ................................................................. 3
Art History 105 or 106 or Music 110 ........................................... 3
Geography 121 .................................................................................. 3
Biology 121/121L .................................................................................. 4
Physics 102/102L .................................................................................. 4
Mathematics 130, 201 and 202 .......................................................... 9

II. FOUNDATION COURSES (15 Credits)
Education 116 .......................................................................................... 3
Education 204 .......................................................................................... 3
Education 275 .......................................................................................... 3
Education 290 .......................................................................................... 3
Philosophy 101 ......................................................................................... 3

III. PROFESSIONAL EDUCATION (48 Credits)
The following 2 courses are to be taken in the same semester:
Education 335 .......................................................................................... 3
Education 336 .......................................................................................... 3
Special Education-Learning Disabilities 300 ....................................... 3
Special Education-Learning Disabilities 380 ....................................... 3
Special Education-Learning Disabilities 388 ....................................... 3
Special Education-Learning Disabilities 417 ....................................... 3
Special Education-Learning Disabilities 422 ....................................... 3

The following 4 courses are to be taken in the same semester:
Special Education-Learning Disabilities 419 ....................................... 3
Special Education-Learning Disabilities 423 ....................................... 3
Special Education-Learning Disabilities 440 ....................................... 3
Special Education-Learning Disabilities 444 ....................................... 3

The following 2 courses are to be taken in the same semester:
Special Education-Learning Disabilities 477 ....................................... 3
Special Education-Learning Disabilities 478 ....................................... 12

IV. ELECTIVES (12 Credits) ................................................................. 12

TOTAL CREDITS REQUIRED ................................................................. 122-128

PHYSICAL EDUCATION
Students pursuing the major in Physical Education may elect to enter the Physical Education program leading to teacher certification in Physical Education or the Physical Education program emphasizing the field of Recreation and Leisure Services Management without teacher certification. The faculty in physical education are dedicated to the professional preparation of students as they pursue careers in teaching Physical Education K-12, in coaching, in recreation and leisure services management, and as they work toward certification in athletic training. For information regarding teacher certification in physical education contact the Chair of the Professional Program in Teacher Education.

PHYSICAL EDUCATION EMPHASIS WITH TEACHER CERTIFICATION (K-12)
Students interested in becoming teachers of Physical Education should begin by contacting the Chair of the Department of Health, Physical Education, and Recreation, and planning their programs as early as possible. An adviser will be assigned from the
faculty in Physical Education. Admission to the Professional Program in teacher education is not an automatic process. Formal application must be made for admission. Students should refer to the section ADMISSION TO THE PROFESSIONAL PROGRAM described earlier in this catalog. Admission to the Internship, the culminating directed teaching experience in the student’s program, must also be applied for formally. Students should refer to the section ADMISSION TO INTERNSHIP described earlier in this catalog for regulations regarding this program component.

Objectives of the Physical Education Program are as follows:
1. Demonstrate an understanding of the intellectual, social, emotional, and physical characteristics of kindergarten through twelfth grade level students.
2. Demonstrate the ability to plan and implement a physical education curriculum consistent with the needs of the school and community.
3. Demonstrate the skills and knowledge needed to teach physical education, including but not limited to, knowing the basic anatomical structure of the body and its related concepts, administering physical fitness tests and computing the resultant data, adjusting instruction to various handicapping conditions, and planning exercise programs based upon sound physiological theory.
4. Demonstrate effective instructional skills in the areas of health and physical education, using a wide variety of teaching strategies, through peer teaching and practicum situations.
5. Demonstrate an ability to group and instruct students with varying rates, abilities, and styles of learning and appropriate evaluative techniques for kindergarten through twelfth grade levels.
6. Demonstrate the ability to adapt instruction to various reading levels in the classroom and to assist the learner with deficient reading skills.
7. Demonstrate a variety of motor skills to enhance proficiency in personal performance and subsequent curriculum development.
8. Demonstrate managerial leadership in the organization and administration of the school health, physical education, intramural, extramural, and athletic programs.
9. Demonstrate a knowledge of the history of kindergarten through twelfth grade education in the United States, as this relates to physical education.
10. Demonstrate the ability to function successfully in a public school setting in the physical education Internship experience.

PHYSICAL EDUCATION MAJOR
This major satisfies the educational requirements for South Carolina certification in Physical Education in grades K-12.
A maximum of 88 credits may be applied toward satisfying Foundation Courses and Major Requirements.
Students must earn a grade of C or above in each course used to satisfy Major Requirements and English 101 and 102.
One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. CORE CURRICULUM (44-52 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 232</td>
<td>4</td>
</tr>
<tr>
<td>Biology 242</td>
<td>4</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
</tbody>
</table>
History 101, 102, 201, 202 (Choose two) ....................................................... 6
Geography 121 .................................................................................................. 3
Art History 105 or 106 or Music 110 ............................................................... 3
Health Education 221 ...................................................................................... 3
Foreign Language (through 130) .................................................................... 3-9
Mathematics - Choose one of the following options ................................. 6-8

OPTION I
Choose a set of the following:
Mathematics 101-102, 130 or 130I-131, 130 or 130I-132, 130 or 160-161

OPTION II
Choose one:
Mathematics 130, 130I, 131, 132, 160, 161

AND
Choose one:
Statistics 201/201L, Psychology 225, Business Administration 291

II. FOUNDATION COURSES (9 Credits)
Philosophy 101 ................................................................................................... 3
* Education 204 ............................................................................................... 3
* Education 275 ............................................................................................... 3
* A grade of C or above is required.

III. MAJOR REQUIREMENTS (79 Credits)
The following 6 credits are to be taken in the same semester:
Education 335 ..................................................................................................... 3
Education 336 ..................................................................................................... 3

The following 12 credits are to be taken in the same semester:
Education 444, 440, 451, 518 ....................................................................... 12
Education 479 ................................................................................................... 12

Internship: Eligibility based on completion of prerequisite courses in the sequence and a passing score on the content/subject examination of the Praxis II.

Skills Development and Teaching Methods ....................................................... 16
Physical Education 210 .................................................................................... 2
Physical Education 211 .................................................................................... 2
Physical Education 212 .................................................................................... 2
Physical Education 213 .................................................................................... 2
Physical Education 214 .................................................................................... 2
Physical Education 215 .................................................................................... 2
Physical Education 216 .................................................................................... 2
Physical Education 217 .................................................................................... 2

Professional Physical Education Courses ....................................................... 31
Physical Education 132 .................................................................................... 3
Physical Education 200 .................................................................................... 3
Physical Education 300 .................................................................................... 3
Physical Education 315 .................................................................................... 3
Physical Education 453 .................................................................................... 3
Physical Education 400 .................................................................................... 3
Physical Education 401 .................................................................................... 4
Physical Education 402 .................................................................................... 3
Physical Education 403 .................................................................................... 3
Physical Education 404 .................................................................................... 3
IV. COGNATE OR MINOR REQUIREMENTS .................................. 0

V. ELECTIVES .................................................................................. 0

TOTAL CREDITS REQUIRED .................................................................................................................. 132-139

RECREATION AND LEISURE SERVICES MANAGEMENT

Students interested in emphasizing the area of recreation and leisure services management should begin by contacting the Chair of the Department of Health, Physical Education, and Recreation in the College of Education and planning their program of study as early as possible. A grade of C or above is required in all Major Requirements.

Students in this program focus on recreation as a specialized professional field of study. This emphasis provides the basis for supervisory and administrative positions with federal, state, and local leisure service agencies, as well as commercial recreation and tourism agencies, university student unions and/or intramural programs, nursing homes, churches, private voluntary agencies, armed services, and any other delivery system providing recreation services. Admission to the Professional Program in Recreation and Leisure Services Management is not an automatic process; formal application must be made for admission. For information regarding admissions procedures, students should consult the Coordinator. Admission to the Internship, the culminating recreation experience in the student's program, must also be applied for formally.

The objectives of the Recreation and Leisure Services Management emphasis develop the following competencies in the student:

1. Knowledge and understanding of the principles and philosophy underlying the field of recreation and leisure services management.
2. Managerial skills in the areas of personnel, budgeting, scheduling, legal aspects, promotion, program evaluation, decision making, and problem solving.
3. Knowledge of facilities planning, risk management, equipment purchasing, repair, and maintenance.
4. Skills in needs assessment, marketing, and public relations necessary to promote and program recreational activities.
5. Skills in leadership and leisure counseling, crisis confrontation, and resolution of problems concerning participants, parents, club members, personnel, etc.
6. Working with special populations, such as the aged, the physically and/or mentally challenged, and the disadvantaged.
7. Knowledge of the purpose, basic procedures, and the interpretation and application of research related to recreation and leisure services.

A maximum of 65 credits may be applied toward satisfying Foundation Courses and Major Requirements.

Students must earn a grade of C or above in each course used to satisfy Major Requirements and English 101 and 102.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.
## I. CORE CURRICULUM (44-52 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 201, 202</td>
<td>6</td>
</tr>
</tbody>
</table>

Mathematics (Choose one of the following options) ........................................ 6-8

**OPTION I**

Choose a set of the following:
- Mathematics 101-102, 130 or 130I-131, 130 or 130I-132, 130 or 130I-160, 131-160, 160-161

**OPTION II**

Choose one:
- Mathematics 130, 130I, 131, 132, 160, 161

AND

Choose one:
- Statistics 201/201L, Psychology 225, Business Administration 291
- Art History 105 or 106; Music 110; Philosophy 101; Philosophy 318;
- Religion 103; Theater 101

Science (Choose a Science sequence with corresponding labs) ...................... 8

- Astronomy 111-112; Biology 121,122; Biology 232-242; Chemistry 101-102; Chemistry 111-112; Geology 111-112; Marine Science 101-102; Marine Science 111-112; Physics 101-102; Physics 201-202; Physics 211-212

**II. FOUNDATION COURSES (18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 344</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 105</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 235</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (Choose from emphasis list)</td>
<td>6</td>
</tr>
<tr>
<td>Theater 140</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. MAJOR REQUIREMENTS (47 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation elective (Choose from emphasis)</td>
<td>6</td>
</tr>
<tr>
<td>Recreation 300</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 210</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 242</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 389</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 390</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 392</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 396</td>
<td>1</td>
</tr>
<tr>
<td>Recreation 482</td>
<td>2</td>
</tr>
<tr>
<td>Recreation 483</td>
<td>2</td>
</tr>
<tr>
<td>Recreation 494</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 403</td>
<td>3</td>
</tr>
<tr>
<td>Recreation 496*</td>
<td>12</td>
</tr>
</tbody>
</table>

*(Internship: Eligibility based on completion of prerequisite courses in the sequence.)*
HEALTH PROMOTION

EDUCATIONAL OBJECTIVES: HEALTH PROMOTION

The objectives of the Health Promotion major include, but are not limited to, the following:

1. to assess individual and community needs for health education and promotion.
2. to plan for effective health education and promotion programs through demonstration of effective communication, selection of appropriate scope and sequence, and formulation of measurable program objectives.
3. to exhibit competence in implementing health education programs through proper planning, application of suitable methods and media, and adjustment of objectives and activities as necessary.
4. to effectively evaluate health education and promotion programs.
5. to demonstrate competence in conducting research in the health field.
6. to act as a resource person in health education and promotion.
7. to effectively communicate health education and promotion needs, concerns, and resources.

HEALTH PROMOTION MAJOR

A major in health promotion offers students the opportunity to explore the art and science of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes may be facilitated by enhancing awareness, changing behavior, or creating environments that support better health practices. Students will be prepared for advanced degree study in health science or for employment in a variety of health service-related settings such as local, state international, and voluntary health agencies, in wellness programs within business and industry, in medical facilities, or in private consultation. Completion of the program also qualifies students to apply for accreditation through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Comprehensive Health Education Specialist (CHES).

A maximum of 52 credits may be applied toward satisfying Foundation Courses and Major Requirements.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, Cognate Requirements, and Minor Requirements. A grade of C or above is required in English 101 and 102.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

Students who intend to earn a degree in Health Promotion must be accepted as degree candidates pursuing a major course of study in Health Promotion.

Admission to Degree Candidacy

Students interested in the program should declare their interest in the Health Promotion major at the time of admission to the University. Prior to full admittance to the program, a student must:
• Meet regularly with an adviser in the Health Promotion program for guidance
• Possess a GPA of 2.0 or better on 45 completed semester hours.
• Complete HLED 125 and 221 with a grade of C or above in each course.
• After completion of 45 credits, apply for full admission into the Health Promotion program and receive a letter of acceptance.

I. CORE CURRICULUM (51-60 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following:</td>
<td>9-12</td>
</tr>
<tr>
<td>Mathematics 130-131, 130-132, 131-160, 160-161 AND</td>
<td></td>
</tr>
<tr>
<td>Computer Science 105</td>
<td>3</td>
</tr>
<tr>
<td>Theater 140</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 125</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221</td>
<td>3</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 235</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 333</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 350</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 382</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 404</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 410</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 481</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 485</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 491</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 495</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three courses from the following:                                  | 9       |
| Biology 345                                                            | 3       |
| Health Education 331                                                   | 3       |
| Health Education 340                                                   | 3       |
| Health Education 347                                                   | 3       |
| Health Education 480                                                   | 3       |
IV. COGNATE OR MINOR REQUIREMENTS

Health Promotion majors will select a minor or interdisciplinary cognate of upper level courses (300-400 level) or basic science credits in biology, chemistry or physics, drawn from outside their major with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the degree.

V. ELECTIVES (5 CREDITS)

Five credits of approved electives

TOTAL CREDITS REQUIRED: 123-130

HEALTH PROMOTION MAJOR WITH SPORTS MEDICINE EMPHASIS

Students selecting the Health Promotion Degree with a Sports Medicine Emphasis have the opportunity to explore health promotion and also the growing field of sports medicine/athletic training. Students concentrating in this program develop the skills necessary to conduct programs dealing with prevention, evaluation, care, and rehabilitation of athletic injuries.

Completion of the program also qualifies students to apply for accreditation through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Comprehensive Health Education Specialist (CHES).

A maximum of 52 credits may be applied toward satisfying Major and Foundation course requirements.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, Cognate Requirements, and Minor Requirements. A grade of C or above is required in English 101 and 102. A grade of C or above in English 101 is a prerequisite for English 102.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

Students who intend to earn a degree in Health Promotion with a Sports Medicine Emphasis must be accepted as degree candidates pursuing a major course of study in Health Promotion.

Admission to Degree Candidacy

Students interested in the program should declare their interest in the Health Promotion major with a Sports Medicine Emphasis at the time of admission to the University. Prior to full admittance to the program, a student must complete the following:

- Meet regularly with an adviser in the Health Promotion program for guidance.
- Possess a GPA of 2.0 or better on 45 completed semester hours.
• Complete HLED 221 and 225 with a grade of C or above in each course.
• After completion of 45 credits, apply for full admission into the Health Promotion Program and receive a letter of acceptance.

I. CORE CURRICULUM (51-60 Credits) Credits

English 101, 102 ................................................................. 6
English 275, 276, 287, 288 (Choose one) .......................... 3
Foreign Language (through 130) ........................................ 3-9
Politics 201 ........................................................................ 3
History 101, 102, 201, 202 (Choose two) .......................... 6
Mathematics - Select one sequence .................................. 9-12
Mathematics 130-131, 130-132, 131-160, 160-161
AND
Statistics 201/201L, Psychology 225, OR Business Administration 291
Science .................................................................................. 12
Biology 232 and 242, Chemistry 101 OR 111
Humanities and Fine Arts (choose one) ............................... 3
Art History 105 or 106, Music 110, Philosophy 101 OR 318,
Religion 103, OR Theater 101
Social Sciences (choose one) .................................................. 3
Economics 101, 201, 202, Geography 121, OR Politics 101, 102
Behavioral Sciences (choose one) ....................................... 3
Psychology 101, Sociology 101, OR Sociology 102

II. FOUNDATION COURSES (12 Credits)

Computer Science 105 ..................................................... 3
Theater 140 .......................................................................... 3
Health Education 125 ......................................................... 3
Health Education 221 ......................................................... 3

III. MAJOR REQUIREMENTS (40 Credits)

Health Education 235 ......................................................... 3
Health Education 310 ......................................................... 3
Health Education 333 ......................................................... 3
Health Education 350 ......................................................... 3
Health Education 382 ......................................................... 3
Health Education 404 ........................................................ 3
Health Education 410 ........................................................ 3
Health Education 481 ......................................................... 3
Health Education 485 ........................................................ 3
Health Education 490 ........................................................ 3
Health Education 495 ......................................................... 1
Physical Education 402 ...................................................... 3

Health Promotion Electives (6 Credits)
Select two courses from the following:

Biology 345 ................................................................. 3
Health Education 331 ....................................................... 3
Health Education 340 ....................................................... 3
Health Education 347 ....................................................... 3
Health Education 480 ....................................................... 3
Philosophy 311 ................................................................. 3
Philosophy 317 ................................................................. 3
Psychology 333 ................................................................. 3
Psychology 340 ................................................................. 3
Religion 361 ......................................................................... 3
Sociology 308 ......................................................................... 3
Sociology 311 ......................................................................... 3
Sociology 355 ......................................................................... 3
Sociology 360 ......................................................................... 3

IV. COGNATE /SPORTS MEDICINE (16 Credits)

Physical Education 401 .......................................................... 4
Physical Education 404 .......................................................... 3
Physical Education 440 .......................................................... 3
Cognate Classes ...................................................................... 6

Health Promotion Majors will select a cognate of upper level courses (300 - 400 level) or basic science credits in biology, chemistry, or physics, drawn from outside their major with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the degree.

V. ELECTIVES ....................................................................... 4

TOTAL CREDITS REQUIRED: .............................................. 123-130

HEALTH PROMOTION MINOR

Students interested in pursuing the Health Promotion minor should begin by contacting the Coordinator of the minor in the College of Education and planning their program of study as early as possible. The minor should be determined in consultation with the Coordinator and the student's major adviser. A student must earn a C or above in all courses to be applied toward the minor in Health Promotion. Students interested in pursuing teacher certification in Health also should contact the program Coordinator for information regarding course requirements for health certification in South Carolina.

Courses Required (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 221</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 382</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 404</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 481</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (9-10 Credits)

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 232 or Biology 242</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 235</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 310</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 331</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 333</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 340</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 347</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 480</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 485</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 360, 455 or 460</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED .............................................. 21-22
**SPORTS MEDICINE MINOR**

This minor is designed as preparation for students seeking careers in the young and growing field of sports medicine/athletic training. Courses within this minor will assist students in developing the skills essential to conduct programs dealing with prevention, evaluation, care and rehabilitation of athletic injuries. Completion of the program qualifies students to apply for accreditation through the National Commission for Health Education Credentials, Inc. (NCHE) as a Comprehensive Health Education Specialist (CHES).

Students minoring in Sports Medicine must earn a C or above in each course to be applied toward the minor.

**Courses Required** (30 Credits) | **Credits**
--- | ---
Biology 232/232L, 242/242L | 8
Health Education 235 | 3
Health Education 221 | 3
Health Education 404 | 3
Physical Education 401 | 4
Physical Education 402 | 3
Physical Education 404 | 3
Physical Education 440 | 3

---

TOTAL CREDITS REQUIRED | 30
THE THOMAS W. AND ROBIN W. EDWARDS
COLLEGE OF HUMANITIES AND FINE ARTS

Lynn Franken, Dean
Denvy A. Bowman, Associate Dean
John J. Navin, Special Projects Director
Charles W. Joyner, Director of the Waccamaw Center for Cultural and Historical Studies

DEPARTMENT OF ART
Elizabeth F. Keller, Associate Professor
Maura Kenny, Associate Professor
Bobbie H. Lawson, Senior Instructor
Treelee MacAnn, Professor
Jo-Ann Morgan, Assistant Professor
Paul A. Olsen, Professor
Susan J. Slavik, Assistant Professor
Charles Wright, Associate Professor and Chair
Andrew Wilson, Interim Director of the Rebecca Bryan Art Gallery

DEPARTMENT OF ENGLISH AND JOURNALISM
Maria K. Bachman, Assistant Professor
John P. Beard, Professor
Lee Bollinger, Assistant Professor
Daniel J. Ennis, Assistant Professor
Lynn Franken, Professor
Veronica D. Gerald, Assistant Professor
Steven L. Hamelman, Professor
Linda P. Hollandsworth, Professor
Peter C. Lecouras, Associate Professor
Donald Millus, Professor
Ray R. Moye, Associate Professor
Stephen Nagle, Professor
Sally J. Purcell, Instructor
John Ramey, Assistant Professor
Pramesh Ratnaker*
Nelljean M. Rice, Assistant Professor
S. Paul Rice, Professor
Julia A. Ross, Instructor
Sara L. Sanders, Professor
Clifford Saunders, Instructor
Linda Schwartz, Associate Professor
Jill Sessoms, Professor and Chair
Glenda Sweet, Associate Professor
Randall Wells, Professor
*adjunct faculty of Ansal Institute of Technology (India)

DEPARTMENT OF FOREIGN LANGUAGES
Lisa A. Barboun, Assistant Professor
James E. Blackburn, Associate Professor
Gregory K. Cole, Assistant Professor
Dale A. Collins, Assistant Professor
Elsa Crites, Assistant Professor
JoAnne Flanders, Senior Instructor
Charles Gidney, Associate Professor
Michael John T. Gilbert, Associate Professor
José L. Mireles, Instructor
Mario Morales, Instructor
Alberto Pérez, Assistant Professor
José H. Sanjinés, Associate Professor and Chair
Rebecca Williams, Instructor

DEPARTMENT OF HISTORY
Denvy A. Bowman, Associate Professor
James J. Farsolas, Professor
Charles W. Joyner, Burroughs Distinguished Professor of Southern History and Culture
Lawrence J. Kent, Instructor
Brian K. Nance, Professor
John J. Navin, Assistant Professor
Robert T. Oliver, Instructor
Eldred Prince, Jr., Associate Professor
Roy Talbert, Jr., Professor
Kenneth W. Townsend, Professor
Philip Whalen, Assistant Professor

DEPARTMENT OF PERFORMING ARTS
MUSIC
David A. Bankston, Associate Professor
Charles Jones Evans, Artist in Residence
Anne Denbow-Gilbert, Instructor
William Hamilton, Associate Professor
Philip Powell, Associate Professor and Chair
Gary Stegall, Assistant Professor
James Tully, Assistant Professor

THEATER
Thomas E. Jones, Assistant Professor
Linda P. Kuykendall, Senior Instructor
Robin Edwards Russell, Assistant Professor
Melanie Schuessler, Assistant Professor
Sandra L. Shackelford, Professor
Charles Whetzel, Associate Professor
Tymberley Wittrig, Assistant Professor

DEPARTMENT OF PHILOSOPHY AND RELIGION
Claudia J. McCollough, Assistant Professor and Chair
Preston L. McKeever-Floyd, Senior Instructor
Nils Rauhut, Assistant Professor
Michael S. Ruse, Assistant Professor
Philip A. D. Schneider, Associate Professor

DEPARTMENT OF POLITICS AND GEOGRAPHY
Richard O. Collin, Professor and Endowed Palmetto Professor of Politics
Edgar L. Dyer, Professor
James D. Henderson, Professor
DEGREES

BACHELOR OF ARTS

Art Studio
Dramatic Arts
English
History
Music
Musical Theater
Philosophy
Political Science
Spanish

Students majoring in certain disciplines within the Edwards College of Humanities and Fine Arts (Art Studio, English, History, Music, Political Science, Spanish) may desire to earn teacher certification through a cooperative program with the College of Education. Interested students should contact their advisers for detailed information.

ADVISERS

Art—Charles Wright
Art Education—Susan Slavik
English—Jill Sessoms
Foreign Languages—José Sanjínés
History—Denvy Bowman
Music—Philip Powell
Music Education—Philip Powell
Musical Theater—Philip Powell
Philosophy and Religion—Claudia McCollough
Politics and Geography—Daniel Selwa
Theater—Philip Powell

DEPARTMENT OF ART

EDUCATIONAL OBJECTIVES

1. Art studio majors will develop competency and technical proficiency in one or more of the following areas: ceramics, drawing, graphic design, painting, print making, and sculpture.

2. Art studio majors will develop an understanding of the theoretical basis of art and an awareness of the standards which determine excellence in evaluating the visual arts.

3. Art studio majors will develop an understanding of the continuity of art history and art philosophy and become familiar with a broad spectrum of examples of contributions to the world of art from diverse cultures.

4. Art studio majors will develop their artistic ability and personal style in the visual arts.

ART STUDIO MAJOR

A maximum of 50 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Art Studio. Students must earn a grade of C or above in each course used to satisfy Major Requirements. Students must submit portfolios for faculty review at the end of their sophomore year. One course labeled Writing Intensive (WI) must be taken by every student during each
of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. CORE CURRICULUM (44-52 Credits) Credits

English 101, 102 ................................................................. 6
Foreign Language (through 130) ........................................... 3-9
History 101, 102 .................................................................. 6
Mathematics - Choose one of the following options .............. 6-8

OPTION I
Choose a set of the following:
Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161

OPTION II
Choose one:
Mathematics 130, 130I, 131, 132, 160, 161
AND
Choose one:
Statistics 201/201L, Psychology 225, Business Administration 291
Music 110, Philosophy 101, Religion 103, Theater 101 (Choose one) .... 3
English 275, 276, 287, 288 (Choose one) ........................................... 3
Politics 201 .................................................................................. 3
Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one) .... 3
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one) .... 3

Science - Choose any two courses, including corresponding labs .......... 8
Astronomy 111, 112; Biology 121, 122, 232 or 242; Chemistry 101, 102, 111, 112; Geology 101, 102;
Marine Science 101, 102, 111, 112; Physics 101, 102, 201, 202, 211, 212; Science 101

II. FOUNDATION COURSES (18 Credits)

Art Studio 103, 104 ................................................................. 6
Art Studio 111, 112 ................................................................. 6
Art History 105, 106 ................................................................. 6

III. MAJOR REQUIREMENTS (32 Credits)

Art Studio 231, 232 ................................................................. 6
Art Studio 200 level or above ....................................................... 18
Art Studio 297 ........................................................................... 1
Art Studio 497 ........................................................................... 1
Art History 200 level or above ..................................................... 6

Art Studio majors must present a juried exhibition of their work at Coastal prior to graduation.

IV. COGNATE OR MINOR REQUIREMENTS .............. 12-24

Cognate course are courses drawn from outside the major but intended to support the major. Cognate courses must be upper level (junior-senior) courses, must be related to the student’s major, and must be approved by the student’s adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate or minor courses.

V. ELECTIVES (11-16 Credits) .......................... 11-16

TOTAL CREDITS REQUIRED ........................................ 123
For information regarding studies in Art Studio-Education, refer to the Graduate Programs section of this catalog for the Master of Arts in Teaching degree.

**ART STUDIO MINOR**

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History 105*, 106*, 207, 355 or 360</td>
<td>3</td>
</tr>
<tr>
<td>Art Studio 103, 104</td>
<td>6</td>
</tr>
<tr>
<td>Art Studio 111</td>
<td>3</td>
</tr>
<tr>
<td>Three Art Studio classes at 200 level or above</td>
<td>9</td>
</tr>
</tbody>
</table>

*This course cannot be the same one used to satisfy the Core Curriculum requirement.

TOTAL CREDITS REQUIRED: 21

A grade of C or above is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the Art minor.

**DEPARTMENT OF ENGLISH AND JOURNALISM**

**EDUCATIONAL OBJECTIVES**

Students who complete the requirements for a degree in English will be able to:

1. Demonstrate a familiarity with a canon of texts and a lexicon of literary terms, each list provided by English Department consensus.
2. Demonstrate an ability to write essays, both formal and informal, that reflect a proficient use of academic research skills and rhetorical conventions.
3. Demonstrate an ability to read and analyze, both orally and in writing, texts from the four major literary genres - fiction, poetry, drama, and creative non-fiction.
4. Demonstrate knowledge of the cultural or historical context of major literary texts.
5. Demonstrate an understanding of the characteristics of the linguistic system and the historic development of language.

**ENGLISH MAJOR**

Students majoring in English may select from one of two tracks: the literature track or the technical and professional writing track. Students opting for the literature track, in addition to meeting course requirements, must score a passing grade on the English Assessment Examination.

A maximum of 43 credits may be applied toward satisfying the Foundation Courses and Major Requirements in English.

Students majoring in English must earn a grade of C or above in all English courses.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

**CORE CURRICULUM (44-52 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
</tbody>
</table>

**OPTION I**

Choose a set of the following:

Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or
II. FOUNDATION COURSES (13 Credits)

English 110 ........................................................................................................ 1
English 275, 276, 287, 288 .............................................................................. 9

All four courses must be taken; one course will fulfill Core Curriculum requirements.

Theater 140 ........................................................................................................ 3

III. MAJOR REQUIREMENTS - LITERATURE TRACK (30 Credits)

English 483 ........................................................................................................ 3
English 459 ........................................................................................................ 3
English 451, 453 (Choose one) ........................................................................ 3
English 405, 406 (Choose one) ........................................................................ 3

Six upper-division courses from 6 of the following periods/impulses, at least one of which must be an American literature course. English 399 may not be used to satisfy this requirement ...................................................................... 18

A. Medieval
B. Renaissance/Seventeenth Century (other than Shakespeare)
C. Eighteenth Century
D. Romantic/Victorian
E. Modern/Contemporary
F. Minority/Women’s/Multicultural Studies
G. American Literature
H. World Literature

MAJOR REQUIREMENTS - TECHNICAL AND PROFESSIONAL WRITING TRACK (30 Credits)

English 210 ........................................................................................................ 3
English 211 ........................................................................................................ 3
English 212 ........................................................................................................ 3
English 480 ........................................................................................................ 6

Art Studio 201 .................................................................................................... 3
English 483 ........................................................................................................ 3
English 459 ........................................................................................................ 3  
English 451, 453 (Choose one) ........................................................................ 3  
English 405, 406 (Choose one) ........................................................................ 3  

IV. COGNATE OR MINOR REQUIREMENTS .......................... 12-24  
Cognate courses are courses drawn from outside the major, but intended to 
support the major. Cognate courses must be upper level (junior-senior) courses, 
must be related to the student’s major, and must be approved by the student’s 
adviser. Courses for cognate credit may be drawn from one or more depart-
ments. A minimum grade of C or above is required in all cognate or minor 
courses. Students may substitute an approved minor course of study for the 
cognate requirement.

V. ELECTIVES ........................................................................................... 2-21  
*Students in the Technical and Professional Writing Track are strongly urged 
to take additional courses in graphic design and computer science and the 
internship in technical and professional writing (English 490) as electives.

TOTAL CREDITS REQUIRED 120  

ENGLISH MINOR Credits  
One 300-400 level course in pre-1660 British literature ................................................. 3  
One 300-400 level course in post-1660 British literature ................................................. 3  
One 300-400 level course in American literature ......................................................... 3  
One course from English 451, 453, 459, 483 ................................................................. 3  
Two English electives (above English 220) ................................................................. 6  
(English 399 may not be used to satisfy the English Minor.)

TOTAL CREDITS REQUIRED 18  

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

JOURNALISM MINOR Credits  
English 110 Success Seminar for English Majors and Journalism Minors .................... 1  
Journalism 201 Foundations of Journalism & Mass Communications ...................... 3  
Journalism 304 Journalism Writing and Reporting Skills I ....................................... 3  
Journalism 305 Journalism Writing and Reporting Skills II .................................... 3  
Journalism 489 Journalism Special Topics Seminar .................................................. 3  
Two journalism electives .................................................................................................. 6  
(Journalism 495: Internship may count as one elective)  
One elective in related field .............................................................................................. 3  

TOTAL CREDITS REQUIRED 22  

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

JUNIOR YEAR ABROAD PROGRAM  
English majors may elect to spend one semester abroad for credit. Students will earn 
up to 15 hours of credit for one semester at University College Northampton, England. 
Credits thus earned may be used as cognates and/or electives.  
Students enrolled in this program will pay Coastal Carolina University tuition and 
room and board. Students are responsible for the costs of their own travel. Financial aid 
is available.
Participation in the exchange is competitive. Students who are interested should contact the Chair of the Department of English early in their program of study.

EXEMPTION FROM THE ENGLISH REQUIREMENTS
A student who scores 620 or higher on the verbal section of the CEEB Scholastic Aptitude Test is exempt from English 101 and may enroll in English 102. Upon successful completion of 102, the student will receive credit, without a grade, for English 101.

DEPARTMENT OF FOREIGN LANGUAGES

EDUCATIONAL OBJECTIVES

1. To enable all University students to fulfill the Foreign Language core curriculum requirement by successfully completing the 130 course in French, German, Japanese, Spanish, or Latin.
2. To develop an appreciation and knowledge of the various aspects of the cultural traditions associated with French, German, Japanese, Spanish, or Latin and to provide a basis for cultural comparison.
3. To give students the opportunity to further develop skills in speaking, writing, reading, and comprehension in French, German, Japanese, Spanish, or Latin.
4. To give students the opportunity to further develop an appreciation and knowledge of the literary and cultural traditions associated with French, German, Japanese, Spanish, or Latin.
5. To promote student participation in study abroad programs as well as in non-English speaking communities in the United States, and
6. To promote close contact with other disciplines and to collaborate with other existing and developing University programs to prepare students to successfully compete for employment in the global economy.

GENERAL INFORMATION
The foreign language requirement in all programs at Coastal Carolina University can be satisfied by successful completion of French 130, or German 130, or Japanese 130, or Spanish 130, or Latin 130. Foreign language courses numbered 110 and 120 or 111 or the equivalent is prerequisite for enrollment in 130.

PLACEMENT
In order to demonstrate proficiency in a foreign language, a student must successfully complete the 130 or a higher level course in French, German, Spanish, or Latin. The student also has the option to take Japanese 110 at Coastal and successfully complete the 130 equivalent by participating in Coastal's exchange program with Tokyo Denki University.

Starting a New Language
Students who wish to start a new language should register for a 110 course.

Placement in French, German, or Spanish (for continuing students):
All first-time students who wish to continue with French, German, or Spanish must take the Placement Test that is administered on the World Wide Web. All students continuing in one of these languages are expected to take the exam before coming to Coastal. (It takes between 10 and 30 minutes to complete.) Students can take the test by going to the web site www.coastal.edu/services/acen and following the links to the particular test. The student's username is coastal and the password is test. All first-time students must clarify their language placement status during Orientation or their initial
Students who place above the 130-level on the Spanish Placement Exam:
- and wish to enroll in a Spanish course numbered higher than 130 must re-take
  the Placement Exam by appointment at the Foreign Language Instructional
  Center (349-2478). A departmental commendation concerning placement will
  then be made based on these scores.
- and wish to receive credit for 130 or above must take the College Level
  Examination Program (CLEP) that is administered at Coastal’s Academic
  Center (349-2934).

Placement in Latin or Japanese (for continuing students)
Students who wish to continue with either Latin or Japanese and have had two years
of that language in high school with an average grade of “B” or better should register for
120. Entering students with three years of high school preparation with a “B” or better
average may go directly into 130. Students who wish to continue with Japanese are
encouraged to participate in Coastal’s exchange program with Tokyo Denki University
in Japan.

Special Cases: Exemption for Non-Native English Speakers
Students whose native language is other than English and who have scored either 500
on the paper-based or 173 on the computer-based Test of English as a Foreign Language
(TOEFL), are exempt, without credit, from Coastal’s language requirement.
English speaking students with transferable credits in a foreign language or who can
demonstrate native or near-native proficiency in a language other than English are also
exempt, without credit, from this requirement.
All exemptions must be approved by the student’s college Dean and by the Chair of
the Department of Foreign Languages.

Important: All students (except transfers) are expected to complete the 130 require-
ment by the end of their sophomore year.

SPANISH MAJOR

I.  CORE CURRICULUM (44-52 Credits)    Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101,102, 201, 202 (choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
</tbody>
</table>

  OPTION I
  Choose a set of the following:
  Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161

  OPTION II
  Choose one:
  Mathematics 130, 130I, 131, 132, 160, 161
  AND
  Choose one:
  Statistics 201/201L, Psychology 225, Business Administration 291
Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Theater 101  
(Choose one) ................................................................................................. 3
English 275, 276, 287, 288 (Choose one) ....................................................... 3
(English 287 is recommended for students majoring in United States history; English 275, 276, or 288 is recommended for students majoring in European history.)
Politics 201 ..................................................................................................... 3
Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one)...... 3
Politics 101, 102 (Choose one) ....................................................................... 3
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)..... 3
Science - choose any two courses, including corresponding labs ................. 8
                        Astronomy 111, 112, Biology 121, 122, 232 or 242; Chemistry 101, 102, 111 or 112; Geology 111, 112; Marine Science 101, 102, 111 or 112; Physics 102, 201, 202, 211 or 212; Science 101.

II. FOUNDATION COURSES (12 Credits)
Spanish 210 (Prerequisite for 300 level courses unless placement above is approved) 3
Spanish 211 (Recommended before higher level courses) 3
World and Latin American Literature in Translation (Choose one)  
                                English 275 or 276 (whichever is not taken as a core requirement), or English/Spanish 322 3
Latin American history and civilization (Choose one)
                                Politics 304, History/Politics 320, 321 ......................................................... 3

III. MAJOR REQUIREMENTS (27 Credits)
A grade of "C" or above is required in all Spanish courses.
Spanish 320, 321, 323 (Choose one) ............................................................... 3
Spanish 330, 333 (Choose one) ................................................................. 3
Spanish 340 ................................................................................................. 3
Spanish 350, 351 (Choose one) ................................................................. 3
Spanish 360, 380 (Choose one) ................................................................. 3
Spanish 410 ................................................................................................. 3
Spanish 411 ................................................................................................. 3
Spanish 430, 431 (Choose one) ................................................................. 3
Spanish 480 ................................................................................................. 3

IV. COGNATE OR MINOR REQUIREMENTS (12-14 Credits)

V. ELECTIVES (16-28 Credits)
English 451 is recommended and should be taken one semester before Spanish 410

TOTAL CREDITS REQUIRED 120

FOREIGN LANGUAGE MINORS
The minor is intended for non-native speakers of the language in question. At least 6 credit hours of the minor courses must be taken at Coastal; some of the requirements for the minor may be met through study abroad. Students minoring in a foreign language must earn a C or above in each course to be applied toward the minor.
SPANISH MINOR
The Spanish Minor at Coastal Carolina University requires a total of 12-15 hours above the 210 level. The following courses are required.

Prerequisites:
Spanish 110 and 120, or 111, or the equivalent ................................................. 0-6
Spanish 130 and 210, or the equivalent ............................................................. 3-6

Spanish Minor Core
Twelve to fifteen (12-15) credits of advanced Spanish above 210 to include:

a. Spanish 211 ................................................................................................. 3
b. Spanish 321, 323, 330, or 333 (Choose one) ........................................... 3
c. Spanish 340 ................................................................................................ 3
d. One to two Spanish electives above Spanish 329 ................................. 3-6

NOTE: Spanish 350 or Spanish Language Study Abroad may be applied to the minor for 3-6 credit hours.

TOTAL CREDITS REQUIRED 18-24*
*Depending on entry-level placement

Spanish 399 may not be used to satisfy the Minor Core

FRENCH MINOR Credits

Prerequisites:
French 110, 120, or 111, or the equivalent .................................................. 6
French 130 and 210, or the equivalent ....................................................... 6

French Minor Core
Twelve credits of advanced French above 299 to include:

a. French 310 .................................................................................................. 3
b. French 311 .................................................................................................. 3
c. French 400 or 401 .................................................................................... 3
d. One French elective above French 299 ............................................... 3

TOTAL CREDITS REQUIRED 24

French 399 may not be used to satisfy the French minor Core.

GERMAN MINOR Credits

Prerequisites:
German 110, 111, or 120, or the equivalent ............................................... 6
German 130 and 210, or the equivalent ....................................................... 6

German Minor Core
Twelve credits of advanced German above 299 to include:

a. German 310 ................................................................................................ 3
b. German 311 ................................................................................................ 3
c. German 400 or 401 ................................................................................. 3
d. One German elective above German 299 ........................................... 3

TOTAL CREDITS REQUIRED 24

German 399 may not be used to satisfy the German Minor Core.
DEPARTMENT OF HISTORY

EDUCATIONAL OBJECTIVES
1. History majors will complete successfully the Core Curriculum as prescribed in the University Catalog for the appropriate year.
2. Each history major will be generally aware of global historical developments.
3. History majors will establish a concentration in either European or United States history, or a combination of the two.
4. History majors will undertake some upper level course work in a non-Western area.
5. History majors will demonstrate a substantially greater knowledge of history than can a similar group of non-history majors.
6. History majors will exhibit a general awareness of the major philosophical and methodological problems facing the historical investigator.
7. History majors will be able to conduct standard historical investigations, including the identification and research of primary sources.
8. History majors will be able to present the results of standard historical investigations in acceptably written, formal papers.

HISTORY MAJOR
A maximum of 33 credits may be applied toward satisfying the Foundation Courses and Major Requirements.

Students majoring in history must earn a grade of C or above in all history courses.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. CORE CURRICULUM (44-52 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102 (Should be completed during the freshman year)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
<tr>
<td>OPTION I</td>
<td></td>
</tr>
<tr>
<td>Choose a set of the following:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160;</td>
<td></td>
</tr>
<tr>
<td>131-160; 160-161</td>
<td></td>
</tr>
<tr>
<td>OPTION II</td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Statistics 201/201L, Psychology 225, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Theater 101</td>
<td></td>
</tr>
<tr>
<td>(Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>(English 287 is recommended for students majoring in United States history; English 275, 276, or 288 is recommended for students majoring in European history.)</td>
<td></td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121, Economics 101, 201, 202, Politics 101,102 (Choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>

151
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one) ..... 3
Science - choose any two courses, including corresponding labs ............... 8
  Astronomy 111, 112, Biology 121, 122, 232 or 242;
  Chemistry 101, 102, 111 or 112; Geology 111, 112;
  Marine Science 101, 102, 111 or 112; Physics 102, 201,
  202, 211 or 212; Science 101.

II. FOUNDATION COURSES (9 Credits)
Theater 140 ........................................................................................................ 3
History 201, 202 ................................................................................................ 6
(Should be completed during the sophomore year)

III. MAJOR REQUIREMENTS (24 Credits)
History 300 ........................................................................................................ 3
History 300 level or above .............................................................................. 21
  Students may concentrate in either European or United States history
  but must complete 6 credits of history at the 300 level or above outside
  their field. Students concentrating in European history must earn at least
  three credits in United States history at the 300 level or above.
  Students concentrating in United States history must earn at least three
  credits in European history at the 300 level or above. The remaining
  credits outside a student’s field may be earned in Asian or Middle
  Eastern history (300 level or above).

IV. COGNATE OR MINOR REQUIREMENTS ......................... 12-24
  Cognate courses are courses drawn from outside the major but intended
  to support the major. Cognate courses must be upper level (junior-senior)
  courses, must be related to the student’s major, and must be approved
  by the student’s adviser. Courses for cognate credit may be drawn from
  one or more departments. A grade of C or above is required in all
  cognate or minor courses.

V. ELECTIVES (12-30 Credits) .................................................. 12-30
  History 499 (Senior Thesis) is optional. History majors should apply
  through the Chair of the Department. Only selected seniors will be
  admitted. Primary criteria are an outstanding academic record, the
  ability to write clearly, and a genuine desire to attend graduate school.

TOTAL CREDITS REQUIRED 120

HISTORY MINOR

Credits

Prerequisites: Two courses selected from History 101, 102, 125, 126 ................... 6
At least one course from American History ....................................................... 3
At least one course from European or non-Western history ......................... 3
Four history courses at the 200-level or above .............................................. 12
(History 399 may not be used to satisfy the history minor.)

TOTAL CREDITS REQUIRED 24
The history minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of History. A student must earn a grade of C or above in all courses to be applied to the minor in history.

DEPARTMENT OF PERFORMING ARTS

MUSIC

EDUCATIONAL OBJECTIVES FOR MUSIC MAJORS

The Department of Music is dedicated to developing graduates who are well versed as musicians, teachers, performers, composers, and scholars. Mastery of these media allow graduates to contribute to their craft through performances, works, and ideas of integrity. Through programs and associated activities, graduates of the Department of Music will:

1. develop the musical understandings, performance abilities, and creative and critical skills of all music students.
2. develop their own knowledge, understanding, and ability in all aspects of music at the undergraduate level.
3. develop performance skill and teacher training through distinguished instruction and outstanding performance opportunities.
4. develop the pedagogical insights and communicative skills of prospective teachers, and
5. develop a high degree of professionalism in scholarship and in performance.

I. CORE CURRICULUM (44-51 Credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102 (Should be completed during the freshman year)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
<tr>
<td>OPTION I</td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161</td>
<td></td>
</tr>
<tr>
<td>OPTION II</td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Statistics 201/201L, Psychology 225, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Philosophy 101, Religion 103, Theater 101</td>
<td></td>
</tr>
<tr>
<td>(Choose one)</td>
<td></td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121, Economics 101, 201, 202, Politics 101,102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Science - choose any two courses, including corresponding labs</td>
<td>8</td>
</tr>
<tr>
<td>Astronomy 111, 112, Biology 121, 122, 232 or 242; Chemistry 101, 102, 111 or 112; Geology 111, 112</td>
<td></td>
</tr>
<tr>
<td>Marine Science 101, 102, 111 or 112; Physics 102, 201, 202, 211 or 212; Science 101</td>
<td></td>
</tr>
</tbody>
</table>

153
II. FOUNDATION COURSES (16 Credits)
Music 115, 116 - Introduction to Music Theory I .......................................... 6
Music 117, 118 - Ear Training and Sight Singing I ........................................ 2
Music Education 165/166 - Class Voice I, II (2 credits each) or
    Music 175/176 - Class Piano I, II (2 credits each) .................................... 4
Applied Lessons (2 credits each semester) ................................................ 4

III. MAJOR REQUIREMENTS (35 Credits)
Music 215, 216 - Theory and Literature I, II* ............................................. 6
Music 217, 218 - Ear Training and Sight Singing III ..................................... 2
Music 353, 354 - History of Western Music I, II (3 credits) ........................... 6
Applied Lessons (2 credits each semester) ................................................. 8
Ensemble - Music 124, 125, 130C or 126 ................................................. 4
Music Electives - choose from the following ............................................ 9
    Music 333, 334, 357, 414, 434;
    Music Education 163, 164, 315, 316, 335, 336;
    Upper Level Applied Lessons (2 credits each semester)

*Computer Usage - These classes will use music specific programs such as Finale, Band-in-a-Box, Practica Musica, Inner Hearing, Harmonic Hearing, as well as Word Perfect

A diagnostic and advisory review of the student's work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student's eligibility for upper level (junior-senior) courses. A grade of C or above is required in all major courses.

IV. COGNATE OR MINOR REQUIREMENTS .......................... 12-24
Cognate courses are courses drawn from outside the major but intended to support the major. Cognate courses must be upper level (junior-senior) courses, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate or minor courses.

V. ELECTIVES (7-14 Credits) ................................................. 7-14
TOTAL CREDITS REQUIRED ................................................. 120-128

MUSIC MINOR Credits
Music 115, 116, 117, 118 ................................................................. 8
Ensemble Performance ................................................................. 4
Applied Music ................................................................. 8
Music 110, 357 ................................................................. 6
TOTAL CREDITS REQUIRED ................................................. 26

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

DRAMATIC ARTS MAJOR

EDUCATIONAL OBJECTIVES

Dramatic Arts students are expected to:

1. acquire and demonstrate an understanding of the historical and cultural dimensions of theater, including a familiarity with influential playwrights, actors, directors, and designers,
2. demonstrate a competence in a number of theater techniques,
3. acquire and demonstrate an understanding of basic production processes such as acting; directing; stage, costume, and lighting design; and basic technical operations,
4. show a commitment to public performance in the theater,
5. demonstrate an understanding of critical methods for evaluating contemporary thinking about theater and related arts,
6. make informed assessments about quality in public performance, and
7. manifest creative talents in the theater arts.

A maximum of 55 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Dramatic Arts. A grade of C or better must be earned in each of these courses.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. CORE CURRICULUM (44-52 Credits) Credits

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
<tr>
<td>OPTION I</td>
<td></td>
</tr>
<tr>
<td>Choose a set of the following:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161</td>
<td></td>
</tr>
<tr>
<td>OPTION II</td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Statistics 201/201L, Psychology 225, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103</td>
<td></td>
</tr>
<tr>
<td>(Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td></td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Science - Choose two courses, including corresponding labs</td>
<td>8</td>
</tr>
<tr>
<td>Astronomy 111, 112; Biology 121, 122, 232 or 242; Chemistry 101, 102</td>
<td></td>
</tr>
<tr>
<td>(Choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>
II. FOUNDATION COURSES (12 Credits)

Theater 101 ........................................................................................................ 3
Theater 155 ........................................................................................................ 3
Theater 140 ........................................................................................................ 3
Theater 170 ........................................................................................................ 3

III. MAJOR REQUIREMENTS (43 Credits)

Theater 240 ........................................................................................................ 3
Theater 330. ....................................................................................................... 3
Theater 353 ........................................................................................................ 3
Theater 361, 362 ................................................................................................ 6
Theater 370 ........................................................................................................ 3
Theater 425 .......................................................................................................  3
Theater 478 ........................................................................................................ 3
Theater 499 ........................................................................................................ 3
English 405, 406 (Choose one) ........................................................................ 3
Theater 322, 340, 372, 440, 458, 470, 479 (Choose three) ........................... 9
Theater 220 (Four practicums required) .......................................................... 4

IV. COGNATE OR MINOR REQUIREMENTS ................................................. 12

Cognate courses are courses drawn from outside the major, but intended to support the major. Cognate courses must be upper level (junior-senior) courses, must be related to the student’s major, and must be approved by the student’s adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate or minor courses.

V. ELECTIVES (2-8 Credits) ............................................................................ 2-8

TOTAL CREDITS REQUIRED ................................................................. 120

DRAMATIC ARTS MINOR ........................................................................... Credits

Theater 101, Introduction to Theater Art ............................................................. 3
Theater 140, Oral Communication .................................................................... 3
Theater 155, Stagecraft ..................................................................................... 3
Theater 330, Play Production ........................................................................... 3
One course in dramatic literature chosen from the following: ....................... 3
  English 405, Shakespeare’s Tragedies
  English 406, Shakespeare’s Comedies
  English 425, World Dramatic Literature
One course in dramatic production chosen from the following: .................... 3
  Theater 353, Theater Design I
  Theater 370, Intermediate Acting
  Theater 478, Play Direction I

TOTAL CREDITS REQUIRED ....................................................................... 21

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

MUSICAL THEATER MAJOR

EDUCATIONAL OBJECTIVES
Musical Theater students are expected to:
1. acquire and demonstrate an understanding of the historical and cultural dimensions of musical theatre, including a familiarity with influential works and actors, dancers, directors, designers, and singers;
2. acquire and demonstrate sound technique in vocal production, acting and dance in a variety of styles and formats;
3. acquire and demonstrate a basic understanding of production processes including those in technical theatre and production;
4. demonstrate an understanding of methods for evaluating the elements of musical theatre; and
5. develop the ability to analyze and critique performances both orally and in writing.

To achieve these educational objectives, the musical theater program offers a focused undergraduate theater curriculum in theater, music, and dance. While some courses within the program allow extended and specialized study for majors, the chief goal of the program is to foster a broad understanding and appreciation of the theatrical enterprise.

A maximum of 64 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Dramatic Arts. Students must earn a grade of C or above in each course used to satisfy the Musical Theater major and pass a keyboard proficiency exam as outlined in the Music Handbook.

One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

I. CORE CURRICULUM (44-51 Credits)  Credits

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>OPTION I</strong></td>
<td></td>
</tr>
<tr>
<td>Choose a set of the following:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161</td>
<td></td>
</tr>
<tr>
<td><strong>OPTION II</strong></td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td>Statistics 201/201L, Psychology 225, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Philosophy 101, Religion 103, Theater 101</td>
<td></td>
</tr>
<tr>
<td>(Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121, Economics 101, 201, 202, Politics 101,102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 101, 102 (Choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one) ........ 3
Science - choose any two courses, including corresponding labs .............. 8
  Astronomy 111, 112, Biology 121, 122, 232 or
  242; Chemistry 101, 102, 111 or 112; Geology 111, 112;
  Marine Science 101, 102, 111 or 112; Physics 102,
  201, 202, 211 or 212; Science 101.

II. FOUNDATION COURSES (23 Credits)
Music 115, Introduction to Music Theory I ................................................. 3
Music 117, Ear Training and Sight Singing I .............................................. 1
Music Education 165, Class Voice I or,
  Music 131, Applied Lessons: Voice .......................................................... 2
Music 125, Concert Choir; Music 124C - Pop 101 (Choose one) .............. 1
Music 175, Class Piano I ............................................................................ 2
Theater 101, Introduction to Theater ........................................................... 3
Theater 140, Oral Communication .............................................................. 3
Theater 155, Stagecraft .......................................................... 3
Theater 170, Acting I ................................................................................... 3
Theater 174, Dance for Musical Theater I (Ballet Emphasis) .................... 2

III. MAJOR REQUIREMENTS (40 Credits)
Music 116, Introduction to Music Theory II .............................................. 3
Music 118, Ear Training and Sight Singing II ............................................ 1
Music 132, Applied Music, voice ............................................................... 2
Music 176, Class Piano II ........................................................................... 2
  A successful piano proficiency exam may allow students to waive this course.
Music 231, Applied Music, voice ............................................................... 2
Music 232, Applied Music, voice ............................................................... 2
Theater 220, Theater Laboratory ............................................................... 1
  One practicum required for backstage crew of a play or musical
Theater 221, Musical Theater Laboratory ................................................ 2
  Two practicums required for actual performance in a musical
One additional practicum of either Theater 220 OR Theater 221 (for actual
performance) is required ........................................................................... 1
Theater 240, Voice and Diction ................................................................. 3
Theater 276, Musical Theater Dance I ......................................................... 2
Theater 278, Dance for Musical Theater III ................................................ 2
Theater 330, Play Production ..................................................................... 3
Theater 363, Musical Theater History ....................................................... 3
Theater 370, Acting II ................................................................................. 3
Theater 376, Musical Theater Dance III ..................................................... 2
  This course may be repeated for credits as an elective or emphasis
Theater 425, World Dramatic Literature ................................................... 3
Theater 498, Musical Theater Capstone ................................................... 3

IV. EMPHASIS (6 credits) ........................................................................... 6
Upper-level dance, music or theater courses selected in consultation with
academic adviser for advanced study and/or to obtain basic piano
proficiency.

TOTAL CREDITS REQUIRED 128
DEPARTMENT OF PHILOSOPHY AND RELIGION

EDUCATIONAL OBJECTIVES

As a community of scholars, teachers and learners, the Department of Philosophy and Religion seeks:

1. to provide an environment that will encourage students to create and attain vital learning experiences.
2. to instill in students an understanding of the basic questions of Philosophy and Religion.
3. to acquaint students with the thoughts and theories of the major philosophers.
4. to equip students to think, live, recognize value and contribute within the ever-changing world culture.
5. to offer courses that are compatible with and contribute to the aims of other departments.

EDUCATIONAL OBJECTIVES FOR PHILOSOPHY MAJORS

Students who complete the requirements for a degree in Philosophy will exhibit the following competencies:

1. Acquaintance with the major philosophers and their ideas, including ancient philosophers, medieval thinkers, modern (18th and 19th century) philosophers, and the main philosophical developments of the 20th century.
2. Ability to engage the philosophical problems of knowledge, mind and reality, language, religion, and science; including the ability to apply analytic methods to these problems.
3. A sound grounding in the discipline of logic, including linguistic analysis, formal reasoning and inferential systems such as the syllogism and symbolic logic, and artificial languages.
4. Experience in applying philosophic analysis in solving concrete problems of human experience in areas including business, the environment and medicine, through the understanding of a wide array of ethical theories.

PHILOSOPHY MAJOR

I. CORE CURRICULUM (44-52 Credits) Credits

English 101, 102 ................................................................. 6
Foreign Language (through 130) ........................................ 3-9
History 101, 102, 201, 202 (Choose two) .......................... 6
Mathematics - Choose one of the following options ............ 6-8

OPTION I

Choose a set of the following:
Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161

OPTION II

Choose one:
Mathematics 130, 130I, 131, 132, 160, 161
AND
Choose one:
Statistics 201/201L, Psychology 225, Business Administration 291
Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Theater 101 (Choose one) ................................................................. 3
English 275, 276, 287, 288 (Choose one) ........................................ 3
Politics 201 ......................................................................................... 3
Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one) ....... 3
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one) ....... 3
Science - choose any two courses, including corresponding labs ................. 8
Astronomy 111, 112, Biology 121, 122, 232 or 242; Chemistry 101, 102, 111 or 112; Geology 111, 112;
Marine Science 101, 102, 111 or 112; Physics 102, 201, 202, 211 or 212; Science 101.

II. FOUNDATION COURSES (9 Credits)
Philosophy 101 ......................................................................................... 3
History 302, 307, 315, 318, 345 (Choose one) ........................................ 3
Religion 101, 102, 103, 301, 302, 312, 321, 341, 351, 361 (Choose one) ..... 3

III. MAJOR REQUIREMENTS (30 Credits)
Logic Requirement:
Philosophy 110 or 111 ............................................................................. 3

History Requirement:
Philosophy 300, 301, and 302 .................................................................. 9

Area Requirement:
Philosophy 419 or 420 ............................................................................ 3

Ethics Requirement:
Philosophy 311 and (Choose one) 305, 317, 318 or 319 ......................... 6
Philosophy 490 ......................................................................................... 3

Electives:
Two Philosophy courses numbered 300 or above ................................. 6

IV. COGNATE OR MINOR REQUIREMENTS (12-24 Credits)
Cognate courses are courses drawn from outside the major but intended to support the major. Cognate courses must be upper-level (junior-senior) courses, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or above is required in all cognate or minor courses.

V. ELECTIVES (12-30 Credits)

TOTAL CREDITS REQUIRED  .......................................................... 120

PHILOSOPHY MINOR Credits
Philosophy 110, Introduction to Logic I  OR
Philosophy 111, Introduction to Logic II ..................................................... 3
Philosophy 300, History of Ancient Philosophy ........................................... 3
Philosophy 301, History of Modern Philosophy .......................................... 3
Philosophy 305, Contemporary Moral Issues
or 311, Ethics
or 317, Bio-Medical Ethics
or 318, Business Ethics
or 319, Environmental Ethics ............................................................................ 3
Two Philosophy electives ................................................................................................. 6

TOTAL CREDITS REQUIRED 18

A grade of C or above is required in each course to be applied toward the minor.
For information regarding interdisciplinary philosophy and religion studies at Coastal, refer to the Interdisciplinary Studies section of this catalog.

DEPARTMENT OF POLITICS AND GEOGRAPHY

EDUCATIONAL OBJECTIVES

1. The student will gain knowledge of the major methodological controversies in
   the discipline.
2. The student will gain knowledge of the most significant schools of thought with
   regard to defining the scope of the discipline.
3. The student will gain knowledge of the constitutional foundation and institu-
   tional structure of American government.
4. The student will gain knowledge of the philosophic tradition of political science
   and the great thinkers.
5. The student will gain knowledge of organizational and managerial principles in
   the public sector.
6. The student will gain knowledge of how the American political system
   compares with selected other systems.
7. The student will gain knowledge of the ways in which nations of the world
   interact politically, diplomatically, economically, and militarily.

POLITICAL SCIENCE MAJOR

Political Science is a liberal arts major designed to introduce students to the enduring
questions of politics and the institutions and political life of America and other regions and
countries of the world. Students successfully completing the undergraduate program in
Political Science will be competitive for positions in the private and public sectors for
which a general undergraduate baccalaureate degree is considered an entry level
requirement. Students who complete the undergraduate program with a high degree of
success will be prepared for graduate work in Political Science or law school.

A maximum of 30 credits may be applied toward satisfying Foundations
Courses and Major Requirements.

Students majoring in Political Science must earn a C or above in each course used to
satisfy Major Requirements.

One course labeled Writing Intensive (WI) must be taken by every student during each
of the sophomore, junior and senior years. English 101 and 102 are designated as writing
intensive courses in the freshman year. In addition, one course labeled Computer Usage
(CU) must be successfully completed by every student before graduation.

Students who wish to pursue a degree in Political Science must conform to the
following departmental regulations:

1. Students must register with the Department by consulting the departmental
   secretary and/or the Chair of the Department to be counseled and to be assigned
Coastal Carolina University Catalog 2002/2004

an adviser.

2. Students with prior college work will not be accepted into the Department unless, in the view of the Chair, their previous work suggests the ability to perform at the standard demanded by the Department. In general, this will mean at least a C average in previous work.

3. To remain a member of the Department, a student must maintain a C average both in overall academic work and in all courses taken within the Department itself. Students who fail to maintain this academic standard may be dropped from the Department by the Chair upon unanimous recommendation of the departmental faculty.

I. CORE CURRICULUM (44-51 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics - Choose one of the following options</td>
<td>6-8</td>
</tr>
<tr>
<td>OPTION I</td>
<td></td>
</tr>
<tr>
<td>Mathematics 101-102; 130 or 130I-131; 130 or 130I-132; 130 or 130I-160; 131-160; 160-161</td>
<td></td>
</tr>
<tr>
<td>OPTION II</td>
<td></td>
</tr>
<tr>
<td>Mathematics 130, 130I, 131, 132, 160, 161</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Choose one: Statistics 201/201L, Psychology 225, Business Administration 291</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Philosophy 318</td>
<td></td>
</tr>
<tr>
<td>Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>A grade of C or above is required as a prerequisite for upper level politics courses.</td>
<td></td>
</tr>
<tr>
<td>Politics 101 or 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Science - Choose two courses, including corresponding labs</td>
<td>8</td>
</tr>
<tr>
<td>Astronomy 111, 112; Biology 121, 122, 232 or 242; Chemistry 101, 102, 111 or 112; Geology 111, 112; Marine Science 101, 102, 111 or 112; Physics 102, 201, 202, 211 or 212; Science 101</td>
<td></td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater 140</td>
<td>3</td>
</tr>
</tbody>
</table>

III. MAJOR REQUIREMENTS (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics 497</td>
<td>3</td>
</tr>
<tr>
<td>Politics 370, 373, 453, 473 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 315 (Prereq: POLI 101 or 102)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 316 (Prereq: POLI 101 or 102)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 300, 302, 401, 402, 403, 404, 491, 503 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 360, 361, 363, 365, 452, 462, 463, 450, 455, 467, 473 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 300 level or above</td>
<td>9</td>
</tr>
</tbody>
</table>

IV. COGNATE OR MINOR REQUIREMENTS (12-18 Credits)

The cognate requirement is designed to encourage the student to enroll in advanced courses outside the major field which will complement and
enrich the student’s understanding of his or her major. Courses taken for cognate credit must be approved in advance by a student’s faculty adviser. A minimum of 12 credits is required. These credits may be distributed over more than one subject area. Only courses numbered 300 or above are acceptable for cognate credit with the exception of Economics 221 and 222. A grade of C or above must be earned in all cognate or minor courses. In place of the cognate requirement, students may elect to minor in another department. All minors must be selected with the guidance and approval of a faculty adviser in the student’s major field of study.

V. ELECTIVES (27-34 Credits)

TOTAL CREDITS REQUIRED 120

For information regarding studies in Political Science - Secondary Education refer to the Graduate Programs section of this catalog.

POLITICAL SCIENCE MINOR Credits
Politics 201 ................................................................. 3
Four Politics courses at the 300-level or above ................................. 12
Politics elective ................................................................. 3
(Politics 399 may not be used to satisfy the minor requirement.)

TOTAL CREDITS REQUIRED 18

The minor sequence should be determined in consultation with the student’s major adviser and an adviser in the Department of Politics and Geography. A student must earn a C or above in all courses to be applied toward the minor in political science.
COLLEGE OF NATURAL AND APPLIED SCIENCES
Vacant, Dean
Douglas D. Nelson, Associate Dean
John P. Steen Jr., Assistant to the Dean
Paul T. Gayes, Director of the Center for Marine and Wetlands Studies

DEPARTMENT OF BIOLOGY
Stephen P. Bush, Associate Professor
Geoffrey J. Cockrell, Instructor
Mary L. Crowe, Associate Professor
Valgene L. Dunham, Professor
Michael Ferguson, Professor
Peter E. Hart, Assistant Professor
Christopher E. Hill, Assistant Professor
Richard Koesterer, Associate Professor
Colleen Lohr, Associate Professor
James O. Luken, Professor and Chair
Richard Moore, Professor
Julia Wilcox, Senior Instructor

DEPARTMENT OF CHEMISTRY AND PHYSICS

CHEMISTRY
Joseph T. Bennett, Instructor
David W. Evans, Associate Professor and Chair
John A. Goodwin, Associate Professor
Sally M. Horner, Professor
Susan Libes, Professor
John E. Reddic, Assistant Professor
Lois J. Ross, Instructor

PHYSICS
Teresa E. Burns, Assistant Professor
Louis E. Keiner, Assistant Professor
Varavut Limpasuvan, Assistant Professor

DEPARTMENT OF COMPUTER SCIENCE
Jonathan P. Bernick, Assistant Professor
E. Eugene Collins, Associate Professor
Terrence P. Fries, Assistant Professor
Nancy S. Goettel, Assistant Professor
John R. Graham, Assistant Professor
Jean-Louis Lassez, Professor
Jeffrey P. Linder, Assistant Professor
Stephen J. Sheel, Professor and Chair
Jonathan Stamey, Instructor

ENVIRONMENTAL SCIENCE MINOR
Valgene L. Dunham, Director
GERONTOLOGY CERTIFICATE PROGRAM
William E. Hills, Director

DEPARTMENT OF MARINE SCIENCE
Daniel C. Abel, Senior Instructor
Dennis Allen, Visiting Research Associate Professor
Joseph Bennett, Instructor
Stephen P. Berkowitz, Senior Instructor
David Bushek, Visiting Research Assistant Professor
Evan Chipaurus, Visiting Research Assistant Professor
Richard Dame, Professor and Palmetto Professor of Marine Science
Don Edwards, Visiting Research Assistant Professor
Paul T. Gayes, Professor and Palmetto Professor of Marine Science
Craig S. Gilman, Associate Professor
Jane L. Guentzel, Assistant Professor
Michelle L. Hardee, Instructor
M. Scott Harris, Assistant Professor
Eric Koepfler, Associate Professor
Allan Lewitus, Visiting Research Assistant Professor
Susan Libes, Professor
Douglas Nelson, Professor
Keith R. Walters, Associate Professor and Chair
Eric E. Wright, Associate Professor
Robert F. Young, Associate Professor

DEPARTMENT OF MATHEMATICS AND STATISTICS
Fusun Akman, Assistant Professor
Olcay Akman, Associate Professor
Constance C. Edwards, Professor
Jeffrey J. Feuer, Assistant Professor
Ioana C. Mihaila, Associate Professor
Joseph S. Parker, Instructor
Prashant S. Sansgiry, Professor
Hirdeshwar Saran Saxena*
Stephen E. Shauger, Assistant Professor
Donnita C. Thrash, Instructor
Linda C. Vereen, Senior Instructor
Deborah A. Vrooman, Associate Professor and Chair
Stephen H. West, Assistant Professor
Jenny Wickum, Instructor
*adjunct faculty of Ansal Institute of Technology (India)

DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY

PSYCHOLOGY
Bernard A. Albinia, Associate Professor
Wade A. Baird, Professor
William Hills, Associate Professor
Ronald R. Ingle, Professor
William B. King, Associate Professor
Linda J. Palm, Professor
SOCIOMETRY
Sara R. Brallier, Assistant Professor
Sylvia Kenig Snyder, Associate Professor
Christopher W. Podeschi, Assistant Professor
Susan E. Webb, Associate Professor

DEGREES

BACHELOR OF ARTS
Psychology
Sociology

BACHELOR OF SCIENCE
Applied Mathematics
Environmental Science
Biology
Marine Science
Chemistry
Physics
Computer Science
Psychology
Marine Science
Sociology
Psychology

MINORS
Actuarial Science
Biology
Chemistry
Coastal Geology
Computer Science

CERTIFICATE
Gerontology

DEPARTMENT OF BIOLOGY

EDUCATIONAL OBJECTIVES
Students who graduate with a B.S. in Biology are expected to have:
1. An understanding of biology as a process and a body of knowledge.
2. An appreciation of the historical development of biological concepts and the relationships among these concepts.
3. The ability to integrate biology with other disciplines.
4. Experience with inquiry, observation, data collection, analysis and problem solving.
5. Experience using general as well as sophisticated laboratory equipment, developing discipline-specific field notebooks and journals, and preparing biological reference specimens.
6. Specific knowledge regarding the diversity of life on earth.
7. Written and oral communication skills focused on appropriate dissemination of biological information.
8. Self-discipline, persistence and a willingness to perform beyond the minimum requirements of a task.

BIOLOGY MAJOR
A maximum of 55-56 credits may be applied toward satisfying the Foundation Courses and Major Requirements. Students must earn a grade of C or above in all Major Requirements.
Every student during each of the sophomore, junior and senior years must take one course labeled Writing Intensive (WI). English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, every student before graduation must successfully complete one course labeled Computer Usage (CU).
A major in biology prepares students for entrance into graduate school, medical school, dental school, veterinary school and many other health-oriented professions. In addition,
Coastal Carolina University Catalog 2002/2004

completion of the first two years in a program designed for biology majors prepares students for transfer to a school of pharmacy or to a school of allied health sciences. Those students interested in teaching high school biology can complete a degree in biology and then pursue the M.A.T. (Master of Arts in Teaching) offered by the College of Education. Other career opportunities for Coastal graduates with a biology degree include jobs with government agencies, private industries, and public health services.

I. CORE CURRICULUM (49 Credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 160</td>
<td>4</td>
</tr>
<tr>
<td>Statistics 201/201L or Psychology 225/225L (Choose one)</td>
<td>4</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Philosophy 318, Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 275, 276, 287, or 288 (Choose one) (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201, 202; Geography 121; Politics 101, 102; (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 121/121L</td>
<td>4</td>
</tr>
<tr>
<td>Biology 122/122L</td>
<td>4</td>
</tr>
<tr>
<td>Computer Usage Course (Choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (24 Credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 111/111L, 112/112L</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry 331/331L, 332/332L</td>
<td>8</td>
</tr>
<tr>
<td>Physics 201/201L-202/202L or 211/211L-212/212L</td>
<td>8</td>
</tr>
</tbody>
</table>

III. MAJOR REQUIREMENTS (31-32 Credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 121/121L; 122/122L (also included in Core Curriculum above)</td>
<td>4</td>
</tr>
<tr>
<td>Biology 340/340L (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Biology 350/350L</td>
<td>4</td>
</tr>
<tr>
<td>Biology 370/370L (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Biology 310, 315, 343, 380, 423, 425, 431, 434, 460, 530, (Choose one with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Biology 325, 349, 424, 427, 455, 478, 472 (Choose one with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Major Elective A. Choose any two biology courses 300 level or above with labs</td>
<td>8</td>
</tr>
<tr>
<td>Major Elective B. Choose any one biology course 300 level or above. Other acceptable courses include Chemistry 450/450L, Marine Science 331/331L, Philosophy 317 or 412</td>
<td>3-4</td>
</tr>
</tbody>
</table>

IV. ELECTIVES (15-16 Credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>

TOTAL CREDITS REQUIRED  

120
V. MINOR OPTION

Students majoring in Biology may choose to minor in any one field. The College of Natural and Applied Sciences encourages students to minor in one of the following fields: Business Administration, Chemistry, Marine Science, Computer Science, Math or Physics. A grade of C or above must be earned in each minor course.

For information regarding studies in Biology-Secondary Education refer to the Master of Arts in Teaching (M.A.T.) in this catalog.

DOUBLE MAJORS

A student may complete a double major by satisfying major requirements in each of two programs. The two programs should both offer the B.S. degree. For example, students completing a double major in Marine Science and Biology must complete 24 credits in Marine Science, 31-32 credits comprising Major Requirements in Biology, and must fulfill all other requirements in both majors.

BIOLOGY MINOR

The department offers a minor in Biology. Students interested in minoring in biology should contact the Department Secretary. A grade of C or above is required in each course to be applied toward the minor.

Credits

Prerequisites: Biology 121/121L: 122/122L ................................................................. 8
Biology 340/340L, 350/350L, 370/370L (Choose two) ................................................. 8
Biology courses numbered 300 and above (except Biology 470) ......................... 8
(No more than 4 hours of independent study (Biology 399 or Biology 499) may be applied toward the minor.)

TOTAL CREDITS REQUIRED 24

The biology minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Biology.

DEPARTMENT OF CHEMISTRY AND PHYSICS

EDUCATIONAL OBJECTIVES

Students who graduate with a B.S. in chemistry are expected to have:
1. A mastery of the fundamental principles underlying all chemical processes.
2. An appreciation of the broad and rapidly expanding body of chemical knowledge.
3. The ability to find specific information in the chemical literature.
4. The ability to interpret information obtained in experiments in terms of current chemical theory and concepts.
5. The ability to design experiments to obtain information related to chemical phenomena.
6. The ability to communicate orally and in writing specific information obtained in experiments and the interpretation of experimental results.

CHEMISTRY MAJOR

A maximum of 57 credits may be applied toward satisfying the Foundation Courses and Major Requirements.

The curriculum of the Bachelor of Science degree in Chemistry includes three areas of study: traditional (classical), environmental and biochemistry. Students will choose one based on their interests and career goals.
Area of Study | Courses Emphasized | Career Opportunities
--- | --- | ---
Traditional Chemistry Core | Two advanced courses in inorganic, analytical or physical chemistry | Private Industry and public service
Traditional (classical) | | Preparation for graduate or professional school
Teacher certification
Environmental Chemistry Core | Two advanced Environmental chemistry courses | Governmental research laboratories
Environmental education
Private Industry
Biochemistry | Chemistry core | Biotechnology research
Biochemistry | Two advanced biochemistry courses | Molecular and genetic engineering

I. CORE CURRICULUM (46-52 Credits) Credits
English 101, 102 ................................................................. 6
Foreign Language (through 130) ................................................ 3-9
Chemistry 111/111L and 112/112L ............................................ 8
Politics 201 .................................................................................. 3
Art History 105 or 106; Philosophy 101, 318; Music 110; Religion 103;
Theater 101 (Choose one) ............................................................. 3
Economics 101, 201, 202; Geography 121; Politics 101, 102; (Choose one) ..... 3
English 275, 276, 287, 288 (Choose one) ................................. 3
Health Education 221; Psychology 101; Sociology 101, 102 (Choose one) ..... 3
History 101, 102, 201, 202 (Choose two) ...................................... 6
Mathematics 160-161 .................................................................... 8

II. FOUNDATION COURSES (15-16 Credits)
Mathematics 260 ........................................................................ 4
Physics 211/211L; 212/212L .......................................................... 8
Computer Science 140 or 310 ...................................................... 3-4

III. MAJOR REQUIREMENTS (37-40 Credits)
*Chemistry 299 ............................................................................ 1
*Chemistry 331/331L, 332/332L ...................................................... 8
*Chemistry 321/321L ..................................................................... 4
*Chemistry 399 ............................................................................. 1
*Chemistry 422 ............................................................................. 4
*Chemistry 441/441L, 442/442L ...................................................... 8
*Chemistry 499 - undergraduate research .................................. 3-6
*A grade of C or above is required.
Each student must choose one of the following sets of courses: (a grade of C or above is required) ...................................................... 8

**Professional Specialization**
Chemistry 411/411L ................................................................. 4
and
Chemistry 433/433L ................................................................. 4

**Biochemistry Specialization**
Chemistry 351/351L ................................................................. 4
and
Chemistry 352/352L ................................................................. 4

**Environmental Specialization** (Choose two)
Marine Science 401/401L ............................................................... 4
or
Marine Science 402/402L ............................................................... 4
or
Marine Science 355/355L ............................................................... 4

**IV. ELECTIVES (15-22 Credits)**

TOTAL CREDITS REQUIRED 120

**CHEMISTRY MINOR**
A minor in chemistry is available. Students interested in minoring in chemistry should contact the Department Chair of Chemistry and Physics. A grade of C or above is required in each course to be applied toward the minor.

**Prerequisites:**
Chemistry 111/111L, 112/112L ................................................ 8
Chemistry 331/331L, 332/332L ................................................ 8
Choose seven or more credits above Chemistry 332, subject to Departmental approval .......................................................... 7

TOTAL CREDITS REQUIRED 24

**PHYSICS MINOR**
A minor in physics is available. Students interested in minoring in physics should contact the Department Chair of Chemistry and Physics. A grade of C or above is required in each course to be applied toward the minor.

**Prerequisites:**
Physics 211/211L, 212/212L, and 213/213L ........................................ 12

**Upper Level:**
Choose three: Physics 301, 302, 303, 304 ............................................ 9
Choose one: Any 300 or higher physics course, Chemistry 441 or Marine Science 301/301L ................................. 3-4

TOTAL CREDITS REQUIRED 24-25
DEPARTMENT OF COMPUTER SCIENCE

EDUCATIONAL OBJECTIVES:
The Department of Computer Science recognizes the importance of providing a high quality education for its majors. Further, it recognizes that a part of its responsibility is to determine how successfully this has been accomplished. As a result, the department has identified three major content areas which it will address in terms of curriculum and several specific objectives within that framework.

NOTEBOOK COMPUTER REQUIREMENT
As an integral part of the University's drive to utilize and integrate technology into the teaching and learning experience, the Department of Computer Science requires all students enrolled in Computer Science 140 or 150 to have their own personal notebook computers.

I. Perspectives:
   A. To develop an awareness of technological advances occurring in the field of computer science.
   B. To develop an understanding and an appreciation for ethical behavior as it relates to information processing.

II. Computer Science Core Curriculum:
   A. To provide an understanding of the theoretical foundations of computer science and the principles of algorithm design and analysis.
   B. To provide an understanding of the principles of implementation and documentation of algorithms in a modern high-level structured programming language.
   C. To provide an understanding of the principles, organization, and design of file processing and database management systems.
   D. To provide an understanding of computer organization, computer architecture, operating systems, information structures, and the design and organization of programming languages.
   E. To develop oral and written communication proficiency.
   F. To develop the ability to work cooperatively as members of a team in a software development project.

III. Major Emphasis:
    To provide additional knowledge in one area of emphasis involving technical/scientific or commercial applications.
COOPERATIVE EDUCATION

Cooperative Education is a mutually beneficial partnership between students, employers and the Computer Science Department at Coastal Carolina University. Through cooperative education, computer science students can participate in full time professional work experience related to their major while earning academic credit. Thus, Cooperative Education provides an excellent way to apply skills and information learned in the classroom to a real world setting, while gaining invaluable experience.

Computer science students who have completed their first year may apply to participate in Cooperative Education by submitting a resume to the Chair of the Department of Computer Science. As in the marketplace, Cooperative Education positions are competitive. If the student's background matches the employer's needs, then the student is sent out on a job interview with the prospective employer. When a student is selected, he or she registers for Computer Science 498. The cooperative experience may be repeated two times for a total of six hours of credit.

COMPUTER SCIENCE MAJOR

A maximum of 65 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Computer Science.

Students must earn a grade of C or better in each course taken in the Department of Computer Science that is applied toward the Foundation and Major Requirements.

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

I. CORE CURRICULUM (46-52 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 160</td>
<td>4</td>
</tr>
<tr>
<td>Statistics 201/201L</td>
<td>4</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101, Health Education 221, Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201, 202; Politics 101, 102; Geography 121 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, 111, 318; Religion 103, Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Science--Choose a sequence of courses (including labs)</td>
<td>8</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (35 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 174</td>
<td>3</td>
</tr>
<tr>
<td>Theater 140 or English 390 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>English 390 required for Information Systems Option.</td>
<td></td>
</tr>
<tr>
<td>Computer Science 140/140L; 150/50L</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science 210, 220</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science 310, 330 (Writing Intensive)</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science 410, 425, 490</td>
<td>9</td>
</tr>
</tbody>
</table>
III. MAJOR REQUIREMENTS (30 Credits)
Students must select one of the options shown below and complete the requirements for the option selected.

A. Theoretical Option:
- Computer Science 206, 208, 209 (choose one) ......................................... 3
- Computer Science 305, 430, 450 ............................................................... 7
- Computer Science at 300 level or above ................................................. 9
- Mathematics 161, 260, 344, 474 ............................................................. 14
- Natural Science course including lab ..................................................... 4
  Courses must be for science/engineering majors

B. Information Systems Option:
- Computer Science 205, 208, 209 (choose one) ......................................... 3
- Computer Science 370, 420 ..................................................................... 6
- Statistics 315, 316 or 317 ....................................................................... 3
- Mathematics 210 .................................................................................... 3
- Business Administration 201, 202 ......................................................... 6
- Business Administration 350, 371, 393 .................................................. 9

IV. COGNATE OR MINOR REQUIREMENT .................................................. 0
Students majoring in Computer Science are not required to complete a minor or cognate.

V. ELECTIVES (3-9 Credits)

TOTAL CREDITS REQUIRED 120

COMPUTER SCIENCE MINOR Credits

Mathematics 174 ............................................................................................ 3
Computer Science 140/140L, 150/150L, 210, 220, 310 .................................... 17
Choose one course from Computer Science 205, 206, 208, 209 ...................... 3
Choose one course from Computer Science 330 and above ............................ 3

TOTAL CREDITS REQUIRED 26

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

Additional Graduation Requirements
Students majoring in computer science must earn a grade of C or above for each course taken in the Department of Computer Science that is to be counted toward the major.
Engineering Dual Degree Program with Clemson University

The Engineering Dual Degree program offers students the opportunity to begin their academic career by pursuing a Bachelors degree at Coastal Carolina University while preparing for an Engineering degree from Clemson University. The student will spend three years at Coastal Carolina University majoring in one of the four degrees listed below. The student will then spend two years and one summer at Clemson University majoring in one of eight engineering degrees listed below that is compatible with their major at Coastal Carolina University. While at Clemson University, the student will complete the remaining courses needed for their Coastal Carolina University degree.

Students interested in participating in this program should consult with the program director in the Dean's office of the College of Natural and Applied Sciences to plan their academic program. Course selection and course sequencing is critical for timely completion. A second adviser will be assigned from the major that is chosen at Coastal Carolina University. All students in this program should enroll for Engineering 101 as soon as possible. This engineering career exploration course introduces the diversity of engineering disciplines, gives students opportunities to design and test projects, and assesses the student's aptitude for engineering.

The following degrees are available within the Engineering Dual Degree Program:

<table>
<thead>
<tr>
<th>Coastal Carolina University Major</th>
<th>Clemson University Engineering Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Biosystems Engineering,</td>
</tr>
<tr>
<td></td>
<td>Biotechnology Emphasis Area</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Ceramic and Materials Engineering</td>
</tr>
<tr>
<td>or</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Mathematics / Statistics</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td>Industrial Engineering</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
</tr>
</tbody>
</table>

COASTAL GEOLOGY MINOR

The curriculum in the coastal geology minor is designed to provide the student with a thorough education in geologic processes and features typical of coastal areas. The program provides rigorous education and practical field experience for students preparing for a career or graduate education in coastal geological studies.

Students interested in pursuing the Coastal Geology minor should consult with their major adviser and the coordinator of the geology minor to plan their program of study as early as possible. No more than four credits of Geology 399 may be applied toward the minor. A student must earn a grade of C or above in all courses to be applied toward the minor in Coastal Geology.
**Coastal Geology Minor**

Geology 102, 111 or 112 ................................................................. 4  
Geology 304 and 316 ...................................................................... 8  
Choose two courses from:  
Marine Science 445 or  
Geology 318 or above .................................................................. 8  

TOTAL CREDIT HOURS 20

**ENVIRONMENTAL SCIENCE MINOR**

The curriculum in the environmental science minor is designed to provide students with rigorous interdisciplinary education in environmental science so they will possess the skills and knowledge needed to find effective, informed and ethical solutions to problems that involve interactions between physical, chemical, biological, economic and social factors. The program is designed as preparation for students seeking environmental careers, including enrollment in graduate programs, in areas including environmental policy and management, environmental education, and environmental monitoring and assessment.

Students pursuing the environmental science minor must consult with their major adviser and the Office of the Dean of the College of Natural and Applied Sciences which administers the minor. Students should enroll in Introduction to Environmental Science (Environmental Science 201) during their sophomore or junior year and then enroll in Advanced Environmental Science (Environmental Science 420) the following year. A grade of \( C \) or better is required in all upper level courses and in Environmental Science 201 and 420.

**Minor Requirements**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 121, and Biology 122</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 111, 112</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics 160</td>
<td>4</td>
</tr>
<tr>
<td>Physics 201, 202 or Physics 211, 212</td>
<td>8</td>
</tr>
<tr>
<td>Statistics 201/201L</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science 201, 420</td>
<td>8</td>
</tr>
</tbody>
</table>

Students must choose from the following courses and corresponding laboratories: 11-12

- BIOL 370 Principles of Ecology
- BIOL 474 Conservation Ecology
- BIOL 475 = MSCI 475 Marine Ecology
- BIOL 478 Wetland Plant Ecology
- BIOL 478 Wetland Plant Ecology
- ENVI 399* Independent Study
- ENVI 487* Selected Topics in Env. Sci.
- ENVI 499* Dir. Undergraduate Res.
- MATH 242 Modeling for Scientists
- MSCI 321 Atmospheric Science
- MSCI 331 Intro to GIS/Remote Sensing
- MSCI 355 Intro to Environmental Ecotoxicology
- MSCI 401 Env. Chemistry
- MSCI 402 Analytical & Field
- MSCI 474 Ecosystem Analysis
- MSCI 495 Ecosystem Analysis
- PHIL 319 Environmental Ethics

TOTAL CREDITS REQUIRED 49-50

*a maximum of 6 credits from Marine Science 403, Environmental Science 399, 487 and 499 may be applied towards the minor
DEPARTMENT OF MARINE SCIENCE

EDUCATIONAL OBJECTIVES
Students who graduate with a B. S. in Marine Science are expected to:
1. Use the scientific method to describe, analyze, and solve scientific problems involving marine science and related fields.
2. Be prepared to obtain entry-level jobs or to enter graduate programs in various scientific fields.
3. To have a broad understanding of the fields of biological, geological, chemical, and physical oceanography.
4. To understand the relationships between concepts, the development of scientific trends, and the integration of all the sciences.

MARINE SCIENCE MAJOR
A maximum of 65 credits may be applied toward satisfying the Foundation Courses and Major Requirements.
Students must earn a grade of C or above in all major and upper-level science courses.
One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.
The major in Marine Science integrates the study of Biology, Chemistry, Geology, Physics and Mathematics and applies these to the marine environment. Major courses are selected from Marine Science, Biology, Chemistry, Computer Science, Geography, Geology, Mathematics, Statistics, or Physics. Students are encouraged to select an area of emphasis in either aquaculture, marine biology, coastal processes, marine analytical technology, atmosphere/ocean dynamics, or general marine science. Lecture, laboratory, and field experiences are integrated to provide a well-rounded scientific program. The facilities available for Marine Science majors include a lecture and laboratory complex, a computer research lab, ocean-going and estuarine research vessels, and a full complement of oceanographic sampling equipment. Laboratories and research projects are conducted on Waites Island, a barrier island, marsh and upland complex owned by the University. In addition, a close relationship is maintained with the University of South Carolina's Belle W. Baruch Marine Field Laboratory located near Georgetown. Students completing the program are employed as marine technicians, public health and environmental science officers, science teachers, fisheries technicians, etc. Outstanding students are encouraged to pursue graduate study.

Admission to Degree Candidacy
Prior to being admitted to a Department as a degree candidate a student must have one of the following:
1. A score of 465 (recentered) or above on the quantitative portion of the SAT exam or a score of 20 on the ACT exam, and placement into Mathematics 131 or higher. Students will be placed into mathematics courses based on results from an exam taken during the orientation period.

OR

2. Completion of:
   a. Mathematics 130 or 130I or higher with at least a C.
   b. Biology 121/121L or Chemistry 111/111L with at least a C.
   c. Cumulative GPA of 2.00 or higher based upon at least 15 hours of earned course credit.

Students who have not completed these requirements within one year of enrollment at Coastal Carolina University are discouraged from applying for degree candidacy in the Marine Science program.
### I. CORE CURRICULUM (46-52 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td></td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>English 275, 276, 287, or 288 (Choose one) (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201, 202; Politics 101, 102; Geography 121 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Marine Science 111/111L, 112/112L (Students must earn a grade of &quot;C&quot; or better in these courses)</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics 160, 161</td>
<td>8</td>
</tr>
<tr>
<td>Students planning to attend graduate school are strongly encouraged to take Mathematics 260 and 320.</td>
<td></td>
</tr>
</tbody>
</table>

### II. FOUNDATION COURSES (29 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics 201/201L</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science (Computer Usage) 105, 130, or 206</td>
<td>3</td>
</tr>
<tr>
<td>Biology 121, 122</td>
<td>6</td>
</tr>
<tr>
<td>(Students planning to take advanced biology courses are advised to take Biology 121L, as it is a prerequisite for upper-level courses.)</td>
<td></td>
</tr>
<tr>
<td>Chemistry 111/111L, 112/112L</td>
<td>8</td>
</tr>
<tr>
<td>Physics 211/211L, 212/212L</td>
<td>8</td>
</tr>
<tr>
<td>A &quot;C&quot; or better is required in all foundation courses except Biology 121 and Chemistry 111/111L.</td>
<td></td>
</tr>
</tbody>
</table>

### III. MAJOR REQUIREMENTS (36 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Science 301</td>
<td>4</td>
</tr>
<tr>
<td>Marine Science 302 (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Marine Science 304</td>
<td>4</td>
</tr>
<tr>
<td>Marine Science 305 (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Science courses 300 level or above, including at least 8 credits designated as Marine Science with 4 of those credits selected from one of the following: Marine Science 303/303L, 311/311L, 316/316L, 318/318L, 321/321L, 375/375L, 402/402L, 445/445L, 459/459L, 475/475L, 476/476L, 495/495L, 497(3 credits accepted for 497 only) (to meet SACS oral requirement)</td>
<td>20</td>
</tr>
<tr>
<td>A &quot;C&quot; or better is required in all upper-level courses taken for major credit. Courses available to Marine Science majors for upper-level science credit:</td>
<td></td>
</tr>
<tr>
<td>Chemistry Courses numbered 300 and above</td>
<td></td>
</tr>
<tr>
<td>Computer Science All courses except 105, 130, and 206</td>
<td></td>
</tr>
<tr>
<td>Geography 201, 205</td>
<td></td>
</tr>
<tr>
<td>Geology Courses numbered 300 and above</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDED AREAS OF STUDY IN MARINE SCIENCE

The following areas of study are for advisement purposes only and do not represent a degree program.

MARINE BIOLOGY (for students interested in the biology of the marine environment. Four general areas of study are available.)

A. General Marine Biology is designed for students who do not intend to pursue graduate studies and provides a broad background in marine biological topics.

   Required Courses:
   Plankton - Marine Science 476/476L, 455/455L ............................... 4
   Benthos - Marine Science 479/479L, Biology 310/310L ..................... 4
   Nekton - Marine Science 375/375L, 459/459L, 473, Biology 625/625L ... 4

B. Graduate School bound students should take as many of the recommended courses as possible and either minor or double major in Biology.

   Required courses:
   Marine Biology Core ........................................................................ 16

   Recommended courses:
   Chemistry 331/331L, 332/332L, 450/450L, Biology 340/340L,
   350/350L, 543/543L, 497, 499 ........................................ 3/4

C. Aquarium Sciences and Aquaculture provides training for students interested in the care and maintenance of living organisms as aquarium or food species.

   Required Courses:
   Marine Biology Core ........................................................................ 16

   Recommended Courses:
   Marine Science 303, 399 (Aquarium Internship), 402/402L,
   Economics 222, or Business 371 (if you intend to own
   your own business) ........................................................................ 3/4

D. Marine Education provides training for students interested in teaching at various levels.
Required Courses:
Marine Biology Core ................................................................................. 16

Recommended Course:
Marine Science 399 (Marine education internship) ................................. 4

MARINE ANALYTICAL TECHNOLOGY (for students interested in pursuing careers as field or lab technicians in the marine sciences)

Required Courses:
Marine Science 103, 311/311L, 318/318L, 331/331L ................................. 15

Recommended Courses:
Marine Science 399, Biology 330/330L, 370/370L, 574/574L, 578/578L, (choose two) ........................................................................ 8

MARINE CHEMISTRY (for students interested in pursuing careers in marine chemistry)

Required Courses:
Chemistry 331/331L, 332/332L, 450/450L ................................................. 12*
Marine Science 401/401L and 402/402L .................................................... 8

Recommended Courses:
Marine Science 331/331L, 476/476L, 497 or 499 (choose one) ............... 4

*Satisfies the requirements for a chemistry minor.

ATMOSPHERE / OCEAN DYNAMICS (for students interested in pursuing graduate studies in physical oceanography, atmospheric science or other physical sciences)

Required Courses:
Mathematics 260 and 320, and 344 or 446 or 474 .................................. 9*
Computer Science 206 or 207 or 208 or 209 ......................................... 3
Marine Science 321/321L ......................................................................... 4

Other Related Advanced Courses (At least 4 credits with Marine Science prefix)
Mathematics 242, 449, 452, 460, 465 and Marine Science 311/311L, ... 399, 445/445L, 495/495L, 497, 499 ....................................................... 7/8

*Satisfies the requirements for a mathematics minor.

COASTAL GEOLOGY (for students interested in geologic processes that shape and change the coastal zone and the evolution of the coastline's unique environments)

Required Courses:
Marine Science 316/316L, 445/445L ............................................................ 8

Other Related Courses:
Marine Science 318/318L, 331/331L, 401/401L or 402/402L, 499 .......... 8
IV. COGNATE OR MINOR REQUIREMENTS (0 Credits)

Students majoring in Marine Science are not required to complete a minor or cognate. However, they may elect to minor in any field in which Coastal Carolina offers a minor. If the minor includes courses which can be used for Marine Science major credit, then up to 12 hours of those courses may also be applied toward the upper level science requirement of 36 hours. All 24 credits in Marine Science must be from courses which have a MSCI designation. Otherwise, students must complete their minor in addition to the 36-credit major requirement. In all cases, students seeking minors must have an adviser selected from the department offering the minor in addition to their Marine Science adviser. Students may also elect to study intensively an area of interest in Marine Science by selecting an area of emphasis (see pages 166 - 167). Each student will plan their intensive study in consultation with their Marine Science adviser.

V. ELECTIVES (3-9 Credits)

TOTAL CREDITS REQUIRED 120

DOUBLE MAJORS

Students may double major in any program which offers a B.S. degree. To complete a double major, students must satisfy the major requirements in both programs. In addition, students must complete a minimum of 24 hours in upper-level courses from the second major for a minimum total of 48 upper-level credits in the two majors. Completion of the cognate or minor requirements of the second major is not required. Students must earn a grade of C or better in all upper-level courses applied to the double major.

MARINE SCIENCE MINOR

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Marine Science 111/111L, 112/112L ..................................................... 8</td>
</tr>
<tr>
<td>Marine Science course at the 300-level or above ............................................................... 4</td>
</tr>
<tr>
<td>Marine Science 301, 302, 304, or 305 .............................................................................. 8</td>
</tr>
<tr>
<td>(No more than 3 hours of Marine Science 399, 497, and/or 499 may be included in the minor.)</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED 20

A grade of C or above is required in each course to be applied toward the minor.
DEPARTMENT OF MATHEMATICS AND STATISTICS

EDUCATIONAL OBJECTIVES
1. To develop an understanding that an individual must continually pursue relevant knowledge and new insights to be able to cope with the ever advancing informational needs of a technological society.
2. To develop analytical and quantitative skills.
3. To develop an understanding of the theoretical foundations of mathematics.
4. To develop problem solving models.
5. To develop oral and written communication proficiency.
6. To develop the individual's capability to become an independent learner.

APPLIED MATHEMATICS MAJOR
A maximum of 48 credits may be applied towards satisfying the Foundation Courses and Major Requirements.
Students must earn a grade of C or above in all Major and Cognate courses, including Math 160, 161, and 174.
One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior, and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.
The major in applied mathematics develops a high degree of mathematical proficiency and is designed to apply mathematical knowledge to the solution of real world problems. The Department of Mathematics and Statistics offers two options leading to a B.S. degree in Applied Mathematics.
The major prepares students for a broad range of graduate programs. Students who successfully complete the applied mathematics degree will be competitive for careers in actuarial sciences, business, cryptology, government, industry, manufacturing and design, mathematical modeling, management, medicine, statistics, teaching, and space technology.
Three minors are offered -- Applied Mathematics, Statistics, and Actuarial Science. A minor in mathematics or statistics blended with another major strengthens employment opportunities as well as candidacy for graduate school.

I. CORE CURRICULUM (46-52 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>Mathematics 160-161</td>
<td>8</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Philosophy 318, Theater 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 201, 202; Geography 121; Politics 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101; Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Physics 211/211L, 212/212L</td>
<td>8</td>
</tr>
</tbody>
</table>

II. FOUNDATION COURSES (12-13 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science (One course must be a programming language)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 174</td>
<td>3</td>
</tr>
<tr>
<td>One additional science course</td>
<td>3-4</td>
</tr>
</tbody>
</table>
III. MAJOR REQUIREMENTS (35 Credits)
Mathematics 220 ................................................................................................ 2
Mathematics 260, 320, 344, 450 ........................................................................... 13
Mathematics 490 (Seminar) .................................................................................. 1
Statistics 201/201L and either 315, 316, 317 or 412 ........................................... 7
Select one of the following options: ................................................................. 12
  OPTION 1. Mathematics 452, 460 or 465, 474, and one course
eumbered 300 or above
  OPTION 2. Mathematics 446, 452, 454 or 474, and one course
eumbered 300 or above

IV. COGNATE OR MINOR REQUIREMENTS (9 Credits) ........................................... 9
Mathematics majors will select an interdisciplinary cognate of upper level
courses with the approval of their faculty adviser. A grade of C or above
is required in each course to be applied toward the cognate.

V. ELECTIVES (11-18 Credits) .............................................................................. 11-18
TOTAL CREDITS REQUIRED .............................................................................. 120

For information regarding studies in Mathematics-Secondary Education refer to the
Graduate section of this catalog for information on the M.A.T. degree.

ACTUARIAL SCIENCE MINOR Credits
Prerequisites: Statistics 201/201L, Mathematics 160,161 12
Mathematics 260 .................................................................................................... 4
Mathematics 320 ..................................................................................................... 3
Statistics 412, 413, 419, 420 ................................................................................ 12
TOTAL CREDITS REQUIRED .............................................................................. 31
A grade of C or better is required in each course to be applied toward the minor.

MATHEMATICS MINOR Credits
Prerequisites: Mathematics 160, 161 ................................................................. 8
Mathematics 260 .................................................................................................... 4
Mathematics 320 ..................................................................................................... 3
Choose one: Mathematics 331, 332, 344, 349, 446, 465, 474 .............................. 3
Statistics 201/201L ................................................................................................ 4
Computer Science (Must be a programming language) ........................................ 3
(Computer Science Majors must take Computer Science 360.)
TOTAL CREDITS REQUIRED .............................................................................. 25
A grade of C or above is required in each course to be applied toward the minor.

STATISTICS MINOR Credits
Prerequisites: Statistics 201/201L ................................................................. 4
Mathematics 260 .................................................................................................... 4
Choose two: Statistics 315, 316, 317 ................................................................. 6
Statistics 412 ......................................................................................................... 3
Choose two: Statistics 399, 413, 418, 420 ........................................................ 6
TOTAL CREDITS REQUIRED .............................................................................. 23
A grade of C or above is required in each course to be applied toward the minor.

**GENERAL MATHEMATICS COURSES**

Mathematics 101, 102 comprise a one-year sequence in mathematics for students in the humanities. These courses are designed to introduce the student to general mathematical thinking and problem solving. They can be used for credit only toward a B.A. degree in certain areas.

Mathematics 130 or 130I, 132 comprise a one-year sequence for students in Business and the Social Sciences or other programs which do not require a knowledge of trigonometry. Mathematics 130 or 130I and 131 are the basic pre-calculus courses for students who plan to take Mathematics 160 and need a more thorough development in algebra and trigonometry before entering Mathematics 160.

Mathematics 160, 161, 260 constitute the normal calculus sequence for students majoring in engineering, mathematics, physics, or any science requiring the use of trigonometry.

Mathematics 201, 202, 203, constitute the normal sequence for students majoring in Early Childhood and Elementary Education.

**FRESHMAN PLACEMENT IN MATHEMATICS**

Placement in mathematics may require students to take the mathematics placement test.

**DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY**

**EDUCATIONAL OBJECTIVES: Psychology**

The Psychology faculty are committed to providing a quality undergraduate education for all psychology majors. As such, the educational goals and objectives of the Psychology program are as follows:

1. To offer students the opportunity to obtain knowledge and develop competence in the diverse major content areas of psychology.
2. To offer students the opportunity to obtain knowledge regarding the historical, cultural, and social perspectives of psychology as an academic discipline.
3. To offer students the opportunity to develop research design, methodological, assessment, and statistical skills.
4. To offer students the opportunity to participate in undergraduate research.
5. To assist students in improving oral and written communication skills.

**PSYCHOLOGY MAJOR**

A major in Psychology offers students a thorough foundation in research design/ methodology and statistics. In addition, Psychology majors will be exposed to the major content areas in psychology, specifically basic principles of learning and experimental psychology, developmental and social psychology, and areas in clinical assessment. Psychology majors often seek employment with mental health and social service agencies. In addition, many Psychology majors pursue graduate degrees to prepare for careers in teaching, research, counseling, and consulting. The Psychology Department offers both B.A. and B.S. degrees.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, Cognate Requirements, and minor fields.

One course labeled Writing Intensive (WI) must be successfully completed by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

First semester seniors are strongly encouraged to meet with their adviser for a pre-graduation check.
A. BACHELOR OF ARTS IN PSYCHOLOGY

I. CORE CURRICULUM (45-55 Credits)  
English 101, 102 ................................................................. 6  
Computer Science (Computer Usage) ........................................... 3  
Foreign Language (through 130) ..................................................... 3-9  
History 101, 102 or 201, 202 ...................................................... 6  
Mathematics: Any course except Mathematics 101, 102, 201, 202, 203 ...... 3-4  
Psychology 225 ............................................................................. 4  
(A grade of C or above is required)  
Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Philosophy 318, Theater 101 (Philosophy 101 recommended) (Choose one) .......... 3  
English 275, 276, 287, 288 (Choose one) (Writing Intensive) ............... 3  
Politics 201 ..................................................................................... 3  
Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one) ... 3  
Health Education 221, Sociology 101, 102 (Choose one) ......................... 3  
Science - Choose two core curriculum courses, including corresponding labs .... 8  
Astronomy 111, 112; Biology 121, 122, 232, 242;  
Chemistry 101, 102, 111, 112; Geology 101, 102;  
Marine Science 101, 102, 111, 112;  
Physics 101, 102, 201, 202, 211, 212

II. FOUNDATION COURSES (6 Credits)  
English, Music 110, Art History 105 or 106 (if not taken to satisfy core requirement) Theater 140, Foreign Language, History, Philosophy, Religion, Anthropology (Choose two) .................................................. 6

III. MAJOR REQUIREMENTS (37 credits)  
Psychology 101 ............................................................................. 3  
Psychology 226 ............................................................................. 4  
Psychology 299 ............................................................................. 1  
Psychology 484 ............................................................................. 3  
Psychology 497 ............................................................................. 4  
Choose one of the following courses: (3 credits) ............................... 3  
Psychology 302  
Psychology 420  
Psychology 421  
Psychology 423  
Psychology 425  
Choose one of the following courses: (3 credits) ............................... 3  
Psychology 400  
Psychology 401  
Psychology 407  
Choose one of the following courses: (3 credits) ............................... 3  
Psychology 410  
Psychology 440  
Choose one of the following courses: (3 credits) ............................... 3  
Psychology 415  
Psychology 450  
Psychology 460
Choose one of the following courses: (4 credits) ........................................... 4
   Psychology 480
   Psychology 483
Students will select two additional psychology courses (6 credits) .............. 6

IV. COGNATE OR MINOR REQUIREMENTS .......................... 12-24
All cognates must be approved by the student’s adviser. A structured minor field of study, approved by the student’s adviser, may be substituted for the cognate requirement. A grade of C or above is required in each course to be applied toward the cognate or minor. English 457 (Form and Style in Writing) and English 459 (Advanced Composition and Rhetoric) are highly recommended as cognates.

V. ELECTIVES (16-21 Credits) ......................................................... 16-21
Theater 140 is recommended.

TOTAL CREDITS REQUIRED     120

B. BACHELOR OF SCIENCE IN PSYCHOLOGY

I. CORE CURRICULUM (45-55 Credits) Credits
   English 101, 102 ................................................................................................ 6
   Computer Science (Computer Usage) ............................................................. 3
   (Computer Science 105 is not recommended for B.S. students.)
   Foreign Language (through 130) ................................................................. 3-9
   History 101, 102 or 201, 202 ....................................................................... 6
   Mathematics (Any course except Math 101, 102, 201, 202, 203).............. 3-4
   Psychology 225  (A grade of C or above is required) ................................. 4
   Art History 105 or 106, Music 110, Philosophy 101, Religion 103, Philosophy 318, Theater 101(Philosophy 101 recommended) (Choose one) .......... 3
   English 275, 276, 287, 288 (Choose one) (Writing Intensive) .................... 3
   Politics 201 ..................................................................................................... 3
   Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one) ... 3
   Health Education 221, Sociology 101, 102 (Choose one) ............................ 3
   Science - Choose two core curriculum courses, including corresponding labs .... 8
   Astronomy 111, 112; Biology 121, 122, 232, 242;
   Chemistry 101, 102, 111, 112; Geology 111, 112;
   Marine Science 101, 102, 111, 112;
   Physics 101, 102, 201, 202, 211, 212

II. FOUNDATION COURSES (12-13 credits)
Mathematics .................................................................................................... 8-9
   A total of 12 credits in Mathematics, including the 3-4 credits required for Core Curriculum, are required. (May not include Mathematics, 101, 102,201, 202, 203).
Science (science course and corresponding lab, excluding Science 101, Biology 101) ................................................................. 4

III. MAJOR REQUIREMENTS (37 Credits)
Psychology 101 ............................................................................................... 3
Psychology 226 ............................................................................................... 4
Psychology 299 ................................................................. 3
Psychology 484 ................................................................. 3
Psychology 497 ................................................................. 3
Choose one of the following courses: (3 credits) ....................... 3
  Psychology 302
  Psychology 420
  Psychology 421
  Psychology 423
  Psychology 425
Choose one of the following courses: (3 credits) ......................... 3
  Psychology 400
  Psychology 401
  Psychology 407
Choose one of the following courses: (3 credits) ......................... 3
  Psychology 410
  Psychology 440
Choose one of the following courses: (3 credits) ......................... 3
  Psychology 415
  Psychology 450
  Psychology 460
Choose one of the following courses: (4 credits) ......................... 4
  Psychology 480
  Psychology 483

Students will select two additional psychology courses (6 credits) .......... 6

IV. COGNATE OR MINOR ................................................................. 12-24
All cognates must be approved by the student’s adviser. A structured
minor field of study, approved by the student’s adviser, may be
substituted for the cognate requirement. Students are advised to earn
basic science credits in biology and chemistry or physics. A grade
of C or above is required in each course to be applied toward the
cognate or minor. English 457 (Form and Style in Writing) and
English 459 (Advanced Composition and Rhetoric) are highly recom-
mended as cognates.

V. ELECTIVES (10-16 Credits) ......................................................... 10-16
Theater 140 is recommended.

TOTAL CREDITS REQUIRED 120

COGNATES
The cognate requirement is designed to encourage the student to enroll in advanced
courses outside the major field which will complement and enrich the student's understand-
ing of his or her major.
Courses taken for cognate credit must be approved in advance by a student's faculty
adviser. Students majoring in disciplines within the College of Natural and Applied
Sciences must earn 12 semester hours of cognate credit. These courses may be distributed
over more than one subject area. Usually, only courses numbered 300 or above are acceptable
for cognate credit. Please consult your adviser for a current list of courses approved for
cognate credit in your degree program.
MINOR PROGRAM

Students may substitute an approved minor course for the cognate requirement. The minor must include at least 12 hours of upper-division courses in a single discipline, and must be selected with the guidance and approval of a faculty adviser in the student’s major field of study. A grade of C or above is required in each course to be applied toward the minor.

PSYCHOLOGY MINOR

<table>
<thead>
<tr>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Psychology 101</td>
</tr>
<tr>
<td></td>
<td>Psychology 225 (or acceptable substitute)</td>
</tr>
<tr>
<td></td>
<td>One course from learning/experimental:</td>
</tr>
<tr>
<td></td>
<td>Psychology 400, 401, 402, 407, 450, 460, 462, 480, 484, 485</td>
</tr>
<tr>
<td></td>
<td>One course from developmental/social:</td>
</tr>
<tr>
<td></td>
<td>Psychology 302, 420, 421, 423, 425, 430, 486</td>
</tr>
<tr>
<td></td>
<td>One course from clinical/assessment:</td>
</tr>
<tr>
<td></td>
<td>Psychology 410, 411, 415, 424, 428, 440, 483</td>
</tr>
<tr>
<td></td>
<td>Two additional psychology courses (to be selected by the student and minor adviser)</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED 22
The Gerontology Certificate program, administered through the Department of Psychology and Sociology, is designed to provide students with a foundation of knowledge and skills in the study of aging. The 21 credit hour (7 course) undergraduate certificate program is open to any degree-seeking student currently enrolled in a degree-program at the University and individuals holding a Baccalaureate degree who desire specialized studies. The multidisciplinary nature of the program allows individuals of different interests and backgrounds to develop specializations in line with their unique needs and applicable in a rapidly growing market segment.

All candidates for Gerontology Certificate must file a formal Application for Gerontology Certificate form during the first month of the term of graduation with the Director of Gerontology. The application forms may be obtained from the Director of Gerontology or the Office of the Registrar. Applications for summer certification are to be submitted by June 15.

Admission: Students become eligible for admission to the gerontology program upon submitting an application to the Director of the program after demonstrating satisfactory completion of 30 or more credits of college-level studies including Psychology 201 or Sociology 101. Admission to the gerontology program must take place not later than one full Fall or Spring semester before an internship placement. An internship placement will occur only after admission to the program and satisfactory completion of at least four courses in the gerontology curriculum.

Program Requirements: The program requirements are supplemental to a student's major field of study and may be taken along with the traditional degree requirements or after the degree is completed by individuals meeting the University's entrance requirements. Students pursuing a gerontology certificate while completing major field of study requirements should consult with an academic adviser in the major field of study to determine the status of gerontology program courses as electives, cognates, or major requirements. The certificate of program completion will be issued only concurrently with, or after, the accomplishment of a Baccalaureate degree.

Curriculum: The gerontology program consists of six 3-credit hour classroom experiences and one 3-credit hour supervised internship in a setting approved and arranged by the program Director.

COURSES (21 Credits) Credits
Psychology 423, Psychology of Aging .......................................................... 3
Psychology 425, Gerontology ................................................................. 3
Sociology 455, Sociology of Aging .......................................................... 3
Sociology 457, Aging and Social Policy .................................................. 3
Biology 470, Biology of Aging ............................................................... 3
Economics 472, Economics of Aging ..................................................... 3
Psychology 495, Gerontology Internship ............................................... 3

TOTAL CREDITS REQUIRED 21
SOCIOLOGY MAJOR

Educational Objectives: Sociology
The Sociology faculty are committed to providing a quality education that offers students the opportunity to:
1. Acquire knowledge concerning sociological perspectives and contributions of major sociological theorists.
2. Locate and use sociological and demographic research.
3. Acquire knowledge concerning sociological research methods including basic demographic, quantitative, and qualitative research skills.
4. Define and explain core sociological concepts and apply them to social problems and topical areas.
5. Acquire information concerning occupational opportunities for those with sociological skills.

A major in Sociology offers students a thorough foundation in sociological theory and research methods in the social sciences. In addition, students can select from a variety of courses including sociology of religion, the family, poverty, crime, and other topical areas of interest. Sociology majors often seek employment with social service agencies, government programs, and in areas relating to criminal justice and social work.

Students must earn a grade of C or above in each course used to satisfy Major Requirements, Cognate Requirements, and Minor Requirements.

One course labeled Writing Intensive (WI) must be successfully completed by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. In addition, one course labeled Computer Usage (CU) must be successfully completed by every student before graduation.

First semester seniors are strongly encouraged to meet with their adviser for a pre-graduation check.

I. CORE CURRICULUM (44-52 Credits) Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics: any course except Mathematics 101, 102, 201, 202 or 203</td>
<td>3-4</td>
</tr>
<tr>
<td>Psychology 225, Statistics 201/201L, Business Administration 291</td>
<td>3-4</td>
</tr>
<tr>
<td>(A grade of C or above is required) (Choose one)</td>
<td></td>
</tr>
<tr>
<td>Art History 105 or 106, Music 110, Philosophy 101, 318, Religion 103, Theater 101 (Choose one)</td>
<td>3-4</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121, Economics 101, 201, 202, Politics 101, 102 (Choose one)</td>
<td>3-3</td>
</tr>
<tr>
<td>Health Education 221; Psychology 101 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Science - Choose two core curriculum courses, including corresponding labs</td>
<td>8</td>
</tr>
<tr>
<td>Astronomy 111, 112; Biology 121, 122, 232, 242; Chemistry 101, 102, 111, 112; Geology 101, 102; Marine Science 101, 102, 111, 112; Physics 101, 102, 201, 202, 211, 212</td>
<td></td>
</tr>
</tbody>
</table>
III. MAJOR REQUIREMENTS (31 Credits)
Sociology 101, 102 ................................................................. 6
Sociology 300, 310, 320 (Choose two) ........................................... 6
Sociology 330, 331/331L ............................................................. 7
Sociology 300-level and above .................................................... 12
All 300 and above sociology courses must be approved by the student’s adviser. Programs of study will be structured to fit the student’s goals and occupational plans. Sociology 499 is recommended. Transfer students with Associate Degrees in Criminal Justice may be permitted to use selected criminal justice courses to fulfill degree requirements.

IV. COGNATE OR MINOR REQUIREMENTS .................................. 12-24
All cognates must be approved by the student’s adviser. A structured minor field of study, approved by the student’s adviser, may be substituted for the cognate requirement. A grade of C or above is required in each course to be applied toward the cognate or minor.

V. ELECTIVES ............................................................................. 18-25

TOTAL CREDITS REQUIRED 120

COGNATES
The cognate requirement is designed to encourage the student to enroll in advanced courses outside the major field which will complement and enrich the student’s understanding of his or her major.

Courses taken for cognate credit must be approved in advance by a student’s faculty adviser. Students majoring in disciplines within the College of Natural and Applied Sciences must earn 12 semester hours of cognate credit. These courses may be distributed over more than one subject area. Usually, only courses numbered 300 or above are acceptable for cognate credit. Transfer students with Associate degrees in Criminal Justice may be permitted to use selected criminal justice courses to fulfill degree requirements. A grade of C or above is required in each course to be applied toward the cognate.

MINOR PROGRAM
Students may substitute an approved minor course of study for the cognate requirement. The minor must include at least 12 hours of upper-division courses in a single discipline and must be selected with the guidance and approval of a faculty adviser in the student’s major field of study.

SOCIOMETRY MINOR Credit
Prerequisite: Sociology 101 .......................................................... 3
Choose one: Sociology 300, 310, 330 ........................................... 3
Sociology 320, 331, 331L ............................................................. 7
Choose three courses at the 300-level or above ............................. 9

TOTAL CREDITS REQUIRED 22

The minor sociology sequence should be determined in consultation with the student’s major adviser and an adviser in the Department of Psychology and Sociology. A student must earn a C or above in all courses to be applied toward the minor in Sociology.
Coastal Carolina University is a primarily undergraduate, comprehensive liberal arts institution committed to excellence in teaching, research, and public service. Graduate programs of study leading to the Master of Education are offered through the College of Education in the areas of early childhood education, elementary education, secondary education (with specializations in English, mathematics, natural sciences, and social studies), and educational technology. The Master of Education degree is not intended for students seeking initial teacher certification; teacher certification is required for admission. The Master of Arts in Teaching degree is also offered through the College of Education with specializations in art, English, foreign languages, mathematics, music, science and social studies. The Master of Arts in Teaching is considered as a teacher preparation degree at the graduate level. Successful degree completers will be eligible for a South Carolina teaching certificate.

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

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

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

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

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

Academic Standards
Graduate courses will earn degree credit completed at a grade level of C or better, but the student’s average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a B (3.0 on a 4-point system). A grade of C- is not considered to be at the C level. Additionally, the student’s grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average. Grades earned below the grade of C do not transfer to Coastal Carolina University.

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

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

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

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

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

Appeals and Petitions

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

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

Appeals for Reinstatement

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

Applications for Degrees

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

Attendance

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

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

Correspondence Courses

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

Course Loads

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

Course Loads for Graduate Assistants

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

Courses Outside Major Program Area

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

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

Credit by Examination

No graduate credit is offered by examination only.

Time Period - Maximum/Minimum Period Allowed

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

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

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

**Pass-Fail Option**

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

**Prerequisites**

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

**Revalidation**

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

**Senior Privilege**

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

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

In no case may a student’s enrollment constitute more than a legal full-time academic load.
of 12 credits. Work taken by undergraduate students at the graduate level may not be applied toward an undergraduate degree. Any course authorization should be obtained from the department and the College where the course is housed prior to registering for the course.

**Transfer Credit**

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

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

**Valid Period of Admission**

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

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

**GENERAL REGULATIONS**

**Health Requirements**

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

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

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

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

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

Residence

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

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

Vehicle Registration

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

GRADUATE PROGRAMS: COLLEGE OF EDUCATION

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

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

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

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

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

Though an adviser may be appointed, the appointment of an adviser is not intended
as an assurance to the student that he or she has been officially admitted to any particular program of study. The request for admission to a specific program is made formally at a later date.

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

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

Professional Development Courses

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

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

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

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

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

Admission Requirements

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

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation.
3. A) report of scores on the Graduate Record Examination (GRE), or B) report of score on the Miller Analogies Test (MAT). Applicants are expected to have, minimally, a score of 800 on the GRE (no less than a score of 400 in both the verbal and quantitative or analytical portions; candidates for secondary Math and Science must have a minimum score of 400 on the quantitative portion), or a minimum score of 35 on the MAT. Scores must be no more than 5 years old.

4. Submission of a written analysis of program purpose and personal goals using The Teacher As Reflective Practitioner conceptual model as the guide for the analysis.

5. Evidence of teacher certification
MASTER OF EDUCATION

EARLY CHILDHOOD EDUCATION
(36 CREDIT HOURS)

BASIC STUDIES (21 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 700</td>
<td>Introduction to Research in Education (3)</td>
</tr>
<tr>
<td>EDUC 706</td>
<td>Human Development and Learning Situations (3)</td>
</tr>
<tr>
<td>ECED 740</td>
<td>The Young Child: Applying Theory and Research (3)</td>
</tr>
<tr>
<td>ECED 742</td>
<td>Advanced Study of Early Childhood Curricula &amp; Program Models (3)</td>
</tr>
<tr>
<td>EDUC 749</td>
<td>The School and Modern Society (3)</td>
</tr>
<tr>
<td>EDUC 531</td>
<td>Microcomputers and Instruction (3)</td>
</tr>
<tr>
<td>ECED 797</td>
<td>Seminar in Early Childhood Education (3)</td>
</tr>
</tbody>
</table>

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

SPECIALIZED STUDIES (9 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 744</td>
<td>Advanced Study of Language Development and Communication Skills (3)</td>
</tr>
</tbody>
</table>

Select two (2) courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 608</td>
<td>Parent Involvement in Early Childhood Education (3)</td>
</tr>
<tr>
<td>EDUC 610</td>
<td>Integrated Reading and Writing Instruction (3)</td>
</tr>
<tr>
<td>ECED 750</td>
<td>Play Theory and Early Learning (3)</td>
</tr>
<tr>
<td>ECED 794</td>
<td>Types of Early Childhood Centers (3)</td>
</tr>
<tr>
<td>ECED 631</td>
<td>Special Topics in Early Childhood Education (3)</td>
</tr>
</tbody>
</table>

RELATED STUDIES (6 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 540</td>
<td>The Young Child: Behavior and Development in Early Childhood Education (3)</td>
</tr>
<tr>
<td>ECED 541</td>
<td>Integrated Early Childhood Curriculum I (3)</td>
</tr>
<tr>
<td>ECED 542</td>
<td>Integrated Early Childhood Curriculum II (3)</td>
</tr>
<tr>
<td>ECED 544</td>
<td>Language Development and Communication Skills (3)</td>
</tr>
<tr>
<td>ECED 546</td>
<td>Education of Young Children: Ecological Approach (3)</td>
</tr>
<tr>
<td>EDUC 600</td>
<td>Foundations of Reading Instruction (3)</td>
</tr>
</tbody>
</table>

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

ELEMENTARY EDUCATION

(36 CREDIT HOURS)

BASIC STUDIES (21 Credit Hours)

EDUC 700      Introduction to Research in Education (3)
EDUC 706      Human Development and Learning Situations (3)
ELED 715      The Elementary School Curriculum (3)
ELED 717      Curriculum Problems in the Elementary School (3)
EDUC 531      Microcomputers and Instruction (3)
EDUC 749      The School and Modern Society (3)
ELED 780      Seminar in Elementary Education (3)

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

SPECIALIZED STUDIES (9 Credit Hours)

(One Advanced Study course is required.)

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

RELATED STUDIES (6 Credit Hours)

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

Related Studies are courses outside the required program that address the student’s objectives. The student may select from the courses listed above or from courses listed in other graduate education programs at the institution. Courses must be approved in advance by the student’s adviser.
MASTER OF EDUCATION
SECONDARY EDUCATION ENGLISH
(36 CREDIT HOURS)

BASIC STUDIES (18 Credit Hours)

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

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

SPECIALIZED STUDIES (9 Credit Hours)

SCED 728  Advanced Study of the Teaching of English in Secondary
          Schools (3)

Select two (2) courses from the following:

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

CONTENT STUDIES (9 credit Hours)

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

## SECONDARY EDUCATION MATHEMATICS

(36 CREDIT HOURS)

### BASIC STUDIES (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 700</td>
<td>Introduction to Research in Education (3)</td>
</tr>
<tr>
<td>EDUC 706</td>
<td>Human Development and Learning Situations (3)</td>
</tr>
<tr>
<td>EDUC 725</td>
<td>Principles of Curriculum Construction (3)</td>
</tr>
<tr>
<td>EDUC 749</td>
<td>The School and Modern Society (3)</td>
</tr>
<tr>
<td>EDUC 531</td>
<td>Microcomputers and Instruction (3)</td>
</tr>
<tr>
<td>SCED 780</td>
<td>Seminar in Secondary Education (3)</td>
</tr>
</tbody>
</table>

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

### SPECIALIZED STUDIES (9 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 764</td>
<td>Advanced Study of the Teaching of Mathematics in Secondary Schools (3)</td>
</tr>
</tbody>
</table>

Select two (2) courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 610</td>
<td>Integrated Reading and Writing Instruction (3)</td>
</tr>
<tr>
<td>SCED 773</td>
<td>Advanced Study of the Teaching of Computer Studies (3)</td>
</tr>
<tr>
<td>SCED 770</td>
<td>Computers in Mathematical Education (3)</td>
</tr>
<tr>
<td>SCED 766</td>
<td>Special Topics in Mathematics Education (3)</td>
</tr>
</tbody>
</table>

### CONTENT STUDIES (9 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 532</td>
<td>Modern Geometry (3)</td>
</tr>
<tr>
<td>MATH 554</td>
<td>Introduction to Analysis (3)</td>
</tr>
<tr>
<td>MATH 574</td>
<td>Discrete Mathematics I (3)</td>
</tr>
<tr>
<td>MATH 674</td>
<td>Discrete Mathematics II (3)</td>
</tr>
<tr>
<td>MATH 701</td>
<td>Foundations of Algebra I (3)</td>
</tr>
<tr>
<td>MATH 752</td>
<td>Complex Variables (3)</td>
</tr>
</tbody>
</table>
MASTER OF EDUCATION

SECONDARY EDUCATION NATURAL SCIENCES
(36-39 CREDIT HOURS)

BASIC STUDIES (18 Credit hours)

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

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

SPECIALIZED STUDIES (9 Credit Hours)

SCED 732  Advanced Study of the Teaching of Science in Secondary Schools (3)

Select two (2) courses from the following:

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

CONTENT STUDIES (9-12 Credit Hours)

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

BASIC STUDIES (18 Credit Hours)

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

SPECIALIZED STUDIES (9 Credit Hours)

SCED 729 Advanced Study of Teaching History and Social Studies in Secondary Schools (3)

Select two (2) courses from the following:

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

CONTENT STUDIES (9 Credit Hours)

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

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

Admission Requirements

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

EDUCATIONAL TECHNOLOGY
(36 CREDIT HOURS)

BASIC STUDIES (15 Credit Hours)

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

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

SPECIALIZED STUDIES (12 Credit Hours)

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

ELECTIVES (9 Credit Hours)

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

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

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

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

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

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

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

6. Acceptance by the College of Education on the basis of an evaluation of the candidate’s total academic profile.
MASTER OF ARTS IN TEACHING (M.A.T.) IN ART
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10 Credit Hours)

EDUC 225 Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375 Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415 Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN ART
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES  (34 Credit Hours)

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

*denotes courses with an accompanying clinical experience.

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN ENGLISH
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10 Credit Hours)

EDUC 225 Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375 Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415 Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN ENGLISH
(46 CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

*denotes courses with an accompanying clinical experience.

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN
FOREIGN LANGUAGES - FRENCH
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)

EDUC 225 Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375 Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415 Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN FOREIGN LANGUAGES - FRENCH
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 504</td>
<td>Technology and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 615*</td>
<td>Teaching in Diverse Classroom Settings</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 618</td>
<td>Teaching of Reading in the Content Area</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 625*</td>
<td>Managing the Classroom</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 646</td>
<td>Basic Principles of Curriculum Development</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 702*</td>
<td>Human Development and Learning Processes</td>
<td>(4)</td>
</tr>
<tr>
<td>EDUC 548</td>
<td>Principles and Methods of Teaching in the Content Area/ Internship I</td>
<td>(3) (Coreq: EDUC 615, EDUC 625 and EDUC 702)</td>
</tr>
<tr>
<td>EDUC 562</td>
<td>Internship II</td>
<td>(9)</td>
</tr>
<tr>
<td>EDUC 580</td>
<td>Internship Seminar</td>
<td>(3)</td>
</tr>
</tbody>
</table>

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN FOREIGN LANGUAGES - SPANISH
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL
(10 Credit Hours)

EDUC 225  Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375  Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415  Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN FOREIGN LANGUAGES - SPANISH (46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN MATHEMATICS
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10 Credit Hours)

EDUC 225 Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375 Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415 Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experience in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN
MATHEMATICS
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

*denotes courses with an accompanying clinical experience.

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN MUSIC
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 504</td>
<td>Technology and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 618</td>
<td>Teaching of Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 646</td>
<td>Basic Principles of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>MUED 544</td>
<td>Principles and Methods of Teaching in the Content Area/Internship I</td>
<td>3</td>
</tr>
<tr>
<td>MUED 558</td>
<td>Internship II (9) (Successful completion of PRAXIS II required.)</td>
<td>9</td>
</tr>
<tr>
<td>EDUC 580</td>
<td>Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 225</td>
<td>Managing the Classroom (Coreq: 225C)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 225C</td>
<td>Clinical Experience in Managing the Classroom (Coreq: 225)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Learners and the Learning Process (Coreq: 375C)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 375C</td>
<td>Clinical Experience in Learners and the Learning Process (Coreq: 375)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 415</td>
<td>Teaching in Diverse Classroom Settings (Coreq: EDUC 415C)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 415C</td>
<td>Clinical Experience in Teaching in Diverse Classroom Settings (Coreq: EDUC 415)</td>
<td>1</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN TEACHING (M.A.T.) IN MUSIC  
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

*denotes courses with an accompanying clinical experience.

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN SCIENCE
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

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

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL (10 Credit Hours)

EDUC 225 Managing the Classroom (2) (Coreq: 225C)
EDUC 225C Clinical Experience in Managing the Classroom (1) (Coreq: 225)
EDUC 375 Learners and the Learning Process (3) (Coreq: 375C)
EDUC 375C Clinical Experience in Learners and the Learning Process (1) (Coreq: 375)
EDUC 415 Teaching in Diverse Classroom Settings (2) (Coreq: EDUC 415C)
EDUC 415C Clinical Experiences in Teaching in Diverse Classroom Settings (1) (Coreq: EDUC 415)
MASTER OF ARTS IN TEACHING (M.A.T.) IN SCIENCE
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

*denotes courses with an accompanying clinical experience.

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

A minimum of 12 credit hours at the graduate level in the specialized content area is expected. Students should consult with their academic advisers regarding specific course requirements.
MASTER OF ARTS IN TEACHING (M.A.T.) IN SOCIAL STUDIES  
(36 GRADUATE CREDIT HOURS)

Track A

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

BASIC STUDIES (24 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 504</td>
<td>Technology and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 618</td>
<td>Teaching of Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 646</td>
<td>Basic Principles of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 549</td>
<td>Principles and Methods of Teaching in the Content Area/Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>Internship II (9) (Successful completion of PRAXIS II required.)</td>
<td>9</td>
</tr>
<tr>
<td>EDUC 580</td>
<td>Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

SPECIALIZED STUDY AT THE UNDERGRADUATE LEVEL  
(10 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 225</td>
<td>Managing the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 225C</td>
<td>Clinical Experience in Managing the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Learners and the Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 375C</td>
<td>Clinical Experience in Learners and the Learning Process</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 415</td>
<td>Teaching in Diverse Classroom Settings</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 415C</td>
<td>Clinical Experience in Teaching in Diverse Classroom Settings</td>
<td>1</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN TEACHING (M.A.T.) IN SOCIAL STUDIES
(46 GRADUATE CREDIT HOURS)

Track B

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

BASIC STUDIES (34 Credit Hours)

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

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

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

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

ANTH 541, 542  Field Problems in Archaeology. [541, (3); 542, (6)] (Prereq: Anthropology 101, 320 or permission of instructor) Courses must be taken in sequence. A spring-summer sequence consisting of class work followed by a field session. Research design, field methods, interpretation of data and the development of theory from these data. Methods of relating a specific problem in a given area to more general considerations.

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

BIOLOGY (BIOL)

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

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

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

BIOL 778  Wetland Ecology for Teachers. (3) A course designed to increase general knowledge of wetland habitats, introduce the possibilities of exploring wetlands in teaching, critique and adapt available laboratory and field activities, and develop original classroom teaching modules.
BUSINESS ADMINISTRATION (CBAD)

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

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

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

CHEMISTRY (CHEM)

CHEM 570  Environmental Chemistry.  (4) A survey of the chemistry of the atmosphere, soil and water with an emphasis on the effects of pollution. In lab, students will learn the standard methods used to measure pollutants and contaminants in water, soils and tissues.

CHEM 705  Modern Instrumental Methods in Chemistry.  (4) A survey of the applications of modern instrumental techniques to the solution of chemical problems, with emphasis on development of basic understanding of the experiment and on interpretation of data.

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

CRIMINAL JUSTICE (CRMJ)

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

ECED 540  The Young Child (Behavior and Development in Early Childhood).  (3) Intellectual, physical, social, and emotional development, prenatal through grade four, within an ecological context. Critical thinking, creative expression, and diagnosis/assessment are emphasized.

ECED 541  Integrated Early Childhood Curriculum I.  (3) Integration of content areas within the curriculum emphasizing mathematics and the sciences. Learning activities, materials, equipment, multicultural influences, and needs of exceptional children are addressed.

ECED 542  Integrated Early Childhood Curriculum II.  (3) Integration of content areas within the curriculum emphasizing language arts, reading, and fine arts. Learning activities, materials, equipment, multicultural influences, and needs of exceptional children are addressed.

ECED 544  Language Development and Communication Skills.  (3) The course deals with the relationship of language development and thinking to teaching the communicative skills of young children. Specific areas covered are activities designed to develop oral language facility, writing (handwriting, spelling, functional and creative writing) and listening. Specific techniques dealing with diagnosis of language development will be addressed.

ECED 546  Education of Young Children: An Ecological Approach.  (3) An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children are addressed.

ECED 608  Parent Involvement in Early Childhood Education.  (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings are reviewed.

ECED 631  Special Topics in Early Childhood Education.  (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern.

ECED 740  The Young Child: Applying Theory and Research.  (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional, and physical development of infants, toddlers, and young children will be examined. Special emphasis on implications for developing early childhood educational programs.
ECED 742  Advanced Study of Early Childhood Curricula and Program Models.  (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.

ECED 744  Advanced Study of Language Development and Communication Skills in Early Childhood Education.  (3) Provides an overview of the development of language and communication skills in children, birth through eight.

ECED 750  Play Theory and Early Learning.  (3) Theory, research, and practice related to the play of young children in various settings.

ECED 794  Types of Early Childhood Centers.  (3) An overview of the function, funding, management, and organization of the many varied programs for young children including research centers, private and agency controlled schools.

ECED 797  Seminar in Early Childhood Education.  (3) (Prereq: 24 semester hours of credit earned as specified on the master's degree program of study) Students will synthesize their graduate studies for a master's degree in early childhood education.

ECONOMICS (ECON)

ECON 524  Essentials of Economics.  (3) A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.

EDUCATION (GENERAL) (EDUC)

EDUC 504  Technology and Instruction.  (3) (Computer Usage) A hands-on laboratory approach to the study of the applications of technology in the classroom. Special focus is given to the integration of technology into the teaching process as well as the use of technology to enhance classroom management.

EDUC 517  Reading in the Middle School.  (3) Study of skills necessary for successful reading at the middle level and appropriate teaching methods for the acquisition of these skills. Included are comprehension, fluency, word attack, higher level thinking skills, content area reading skills, and study skills. Constructivist teaching methods are emphasized in conjunction with concerns for developmental and motivational issues of middle level students. A clinical field experience accompanies this course.

EDUC 547  Principles and Methods of Teaching in English.  (3) F *

EDUC 548  Principles and Methods of Teaching in Foreign Language.  (3) F *
EDUC 549  Principles and Methods of Teaching in Social Studies. (3) F *
EDUC 550  Principles and Methods of Teaching in Mathematics. (3) F *
EDUC 553  Principles and Methods of Teaching in Science. (3) F *
EDUC 554  Principles and Methods of Teaching in Music. (3) F *

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

EDUC 558  Internship II (Music). (9) F, S. **
EDUC 560  Internship II (Art). (9) F, S. **
EDUC 561  Internship II (English). (9) F, S. **
EDUC 562  Internship II (Foreign Language). (9) F, S. **
EDUC 563  Internship II (Social Studies). (9) F, S. **

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


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

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

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

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

EDUC 631 **Special Topics.** (3-6) Topics selected allow for specialized study of timely topics related to the field of education.

EDUC 646 **Basic Principles of Curriculum Development.** (3) Study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher's role in understanding curriculum, theory behind curriculum development, and implementing standard-based curriculum, instruction and assessment.

EDUC 700 **Introduction to Research in Education.** (3) Emphasis on the major methods and techniques of research employed by students of education. Off-campus clinical experiences are included in this course.

EDUC 704 **Technology in Curricula.** (3) Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula.

EDUC 706 **Human Development and Learning Situations.** (3) Presentation of theories and principles of human development that are particularly relevant to teaching. Application of such theories and principles to learning situations suitable to various age and grade levels. Off-campus clinical experiences are included in this course.

EDUC 720 **The Middle School Curriculum.** (3) A course intended to increase the student's knowledge and awareness of current trends and practices in middle school curriculum with an emphasis placed on the future direction of middle school education to prepare teachers for the demands of an increasingly advanced technological, multicultural society.

EDUC 725 **Principles of Curriculum Construction.** (3) Presentation of methods and procedures to design, develop, implement, and evaluate curricula. Off-campus clinical experiences are included in this course.

EDUC 749 **The School and Modern Society.** (3) Basic Concepts of the relation of the school to the social order; an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in the American and world society. Off-campus clinical experiences are included in this course.

EDUC 755 **Teaching Environmental Education.** (3 or 6) Rationale and strategies for teaching environmental education.
EDUCATIONAL TECHNOLOGY (EDET)

EDET 531  Technology and Education.  (3) Development of basic technology skills for educational settings. Applications of word processing, spreadsheet, database, multimedia and Internet technologies.

EDET 704  Technology in Curricula.  (3) Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula.

EDET 700  Principles of Instructional Design.  (3) Systematic design of products for education and training. Emphasis on instructional goals, teaching methodologies, and evaluation techniques.

EDET 710  Educational Technology Tools.  (3) Essential technology installation, productivity, and maintenance skills.

EDET 720  Psychology of Educational Technology.  (3) Application of major theories and principles of human learning and development to the design of educational technology products and systems.

EDET 730  Educational Videography.  (3) (Prereq: EDET 710) Planning, producing and managing videographic content for educational settings.

EDET 740  Product Design and Development I.  (3) (Prereq: EDET 710) Application of essential technology tools to instructional product development.

EDET 742  Distance Education.  (3) Application of instructional design, learning theory, pedagogy, and technology to models of distance education.

EDET 744  Graphic Design for Instruction.  (3) (Prereq: EDET 700, 710) Theory and application of graphic design for print and non-print instructional products.

EDET 750  Product Design and Development II.  (3) (Prereq: EDET 740) Application of advanced technology tools to instructional product development.

EDET 760  Educational Technology Leadership.  (3) Research, theory and models of managing technology resources--facilities, personnel, financing, acquisition, development, policy and training.

EDET 770  Field Experiences in Educational Technology.  Field-based observation, planning, implementation, management and assessment of educational technology products and systems.

EDET 780  Seminar in Educational Technology.  (3) Capstone experiences in design, delivery and evaluation of educational technology products and systems. Portfolio development.
EDET 790  **Technology and Society.** (3) Ethical, legal, and human issues relative to the evolution of technology and its probable future roles in society. Emphasis on instructional implications.

**ELEMENTARY EDUCATION**

ELED 511  **Teaching Writing in Elementary and Middle School.** (3) Writing instruction in relation to the developmental characteristics of children through preadolescence.

ELED 515  **Science in the Elementary School.** (3) Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.

ELED 540  **Teaching Problem Solving, Geometry, and Measurement in the Elementary School.** (3) Problem-solving, measurement, and geometry in the school mathematics curriculum; identification of concepts and skills to be taught, teaching methodology.

ELED 608  **Parent Involvement in Elementary Education.** (3) Analysis of programs and practices for involving parents in elementary educational settings. Emphasis on objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.

ELED 631  **Special Topics in Elementary Education.** (3) Specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of specific areas of concern.

ELED 645  **Diagnostic Teaching of Arithmetic.** (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum, exploration of diagnostic-prescriptive teaching methods.

ELED 710  **Social Studies in the Elementary School.** (3) Selection, classification, and organization of materials in the field of social studies in the elementary school.

ELED 715  **The Elementary School Curriculum.** (3) Critical study of the modern elementary school curriculum.

ELED 717  **Curriculum Problems in the Elementary School.** (3) (Prereq: Elementary Education 715) A course designed to examine the internal facets of the elementary school, including the library; health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting.

ELED 740  **Advanced Study of Teaching Mathematics in the Elementary School.** (3) The selection of teaching procedures and instructional materials which facilitate pupil discovery and learning.
Research findings relative to current trends, diagnostic teaching, and mathematics as a contemporary necessity will be examined.

**ELED 758**  
**Advanced Study of Teaching Science in the Elementary School/Middle School.** (3) Study of curriculum models and instructional theory underlying elementary and/or middle school science programs.

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

**ELED 870**  
**Advanced Study of Language Arts in the Elementary School.** (3) The relationship between language learning and the genesis and development of personality with implications that would follow for the elementary school language arts curriculum.

**ENGLISH (ENGL)**

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

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

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

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

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

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

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

HIST 631 Issues in Southern History. (3) A survey of the basic historical literature, issues, and the interpretation of the development of Southern society as a distinctive section of the United States.

HIST 642 Issues in Modern Russian History. (3) A survey of the basic historical literature, issues, and the interpretations of late Imperial Russia and Soviet studies.

HIST 755 Issues in Twentieth-Century United States History. (3) A survey of the basic historical literature, issues, and the interpretations of the American experience from the Age of Progressivism to present day.

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

MARINE SCIENCE (MSCI)

MSCI 611 Marine Science for Elementary Teachers. (3) An activity-based introduction to the general theories and principles of marine science, covering the biological, chemical, geological, and physical characteristics of the marine environment. In addition to lecture and discussion, the course will emphasize hands-on activities designed to illustrate the principles of marine science to elementary school students.

MSCI 612 The Sea: Marine Science for Secondary Teachers. (3) A lecture-based introduction to oceanography for teachers, including the four basic disciplines of marine science: biological, chemical, geological, and physical oceanography.

MSCI 612L The Sea: Marine Science for Secondary Teachers Lab. (1) (Prereq or Coreq: Marine Science 612) Optional laboratory exercises to accompany study in Marine Science 612.

MSCI 666 Ecosystem Analysis and Lab. (4) (Prereq: Consent of instructor) The formulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains and energy flow. Analog and digital simulation techniques investigating ecosystem stability, sensitivity, organization structure and diversity.

MATHEMATICS (MATH)

MATH 532  Modern Geometry.  (3) Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology.

MATH 554  Introduction to Analysis.  (3) The real numbers and least upper bound axiom, sequences and limits of sequences, infinite series, continuity, differentiation, the Riemann integral.


MATH 674  Discrete Mathematics II.  (3) A continuation of Mathematics 574. Inversion formulas, Pólya counting, combinatorial designs, minimax theorems, probabilistic methods, Ramsey theory, other topics.

MATH 701  Foundations of Algebra I.  (3) An introduction to algebraic structures, group theory including subgroups, quotient groups, homomorphisms, isomorphisms, decomposition, introduction to rings and fields.

MATH 752  Complex Variables.  (3) Properties of analytic functions, complex integration, calculus of residues, Taylor and Laurent series expansions, conformal mappings.

PHYSICS (PHYS)

PHYS 782  Topics in Contemporary Physical Science for Teachers.  (4) Discussions of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, IV games, and other topics of current interest to teachers.


PHYS 787  Design of Physics Laboratory and Demonstration Experiments for Teachers.  (4) Design and performance of qualitative and quantitative demonstrations and experiments to display physical phenomena.

POLITICS (POLI)

POLI 501  Contemporary Issues in International Relations.  (3) Intensive study of selected global problems.

POLI 503  American Political Thought.  (3) Advanced survey of the institutions and processes of the American political system.
PSYCHOLOGY (PSYC)

PSYC 501  Cognitive Processes. (3) Experimental approaches to cognitive processes, attention, intelligence, cognitive growth, problem solving, and concept information.

PSYC 582  Advanced General Psychology. (3) Contemporary trends in approaches and behavior theories.

SECONDARY EDUCATION (SCED)

SCED 631  Special Topics in Secondary Education. (3) Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern.

SCED 671  Computers in Science Education. (3) Use of computer technology in teaching and managing science classes and programs.

SCED 679  Multicultural Issues in Education. (3) Effects of cultural diversity in instruction with emphasis on teaching strategies and programs for multicultural student populations.

SCED 701  Special Topics in Science Education. (3) Topics will be selected from various science education fields, including trends, methods, and materials of science education. May be repeated; credit up to six hours may be applied toward a degree.

SCED 711  Special Topics in English Education. (3) Topics will be selected from various English education fields, including trends, methods, and materials of English education. May be repeated; up to six credit hours may be applied toward a degree.

SCED 726  Advanced Principles and Practices of Teaching in High School. (3) A study of historical developments and recent innovations in curricula, resources, and techniques in secondary schools. Students will be expected to investigate and apply research as it relates to the improvement of instruction.

SCED 728  Advanced Study of the Teaching of English in Secondary Schools. (3) A study of historical development and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

SCED 729  Advanced Study of the Teaching of History and Social Studies in Secondary Schools. (3) A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.
SCED 732  Advanced Study of the Teaching of Science in Secondary Schools. (3) A study of historic developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

SCED 733  Special Topics in Social Studies Education. (3) Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; up to six credit hours may be applied toward a degree.

SCED 759  Teaching Reasoning and Inquiry Skills. (3) Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs.

SCED 764  Advanced Study in Teaching Mathematics in Secondary Schools. (3) A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

SCED 766  Special Topics in Mathematics Education. (3) Topics will be selected from various mathematics education fields, including trends, methods and materials of mathematics education. May be repeated; up to six credit hours may be applied toward a degree.

SCED 770  Computers in Mathematics Education. (3) (Prereq: Education 531) Topics in the use of microcomputers in the teaching of mathematics at the middle and secondary school levels.

SCED 773  Advanced Study of the Teaching of Computer Studies. (3) (Prereq: Education 531) Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes in Logo, BASIC and Pascal language will be given.

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

SCED 786  The Teaching of Literature in the Secondary School. (3) Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials.

SCED 787  The Teaching of Composition in the Secondary School. (3) New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and handwritten composition.
EXTENDED GRADUATE CAMPUS - 
THE UNIVERSITY OF SOUTH CAROLINA

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

Graduate Admission

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

Program Administration

Questions regarding admission to graduate study may be addressed to the Dean of the College.
Courses are listed by department, in alphabetical order.  
300 and 400 level courses are designed for students of upper-division standing (junior or senior standing).  

In the course description, the digit in parenthesis indicates the semester hours of credit for the course.  

In planning schedules, students should be reminded that not all courses are offered each semester. In order that students may better plan their program of study, the semesters in which courses will be offered may be listed at the end of the course description. F denotes the course will be offered in the Fall term; S, the Spring term; Su, the Summer term. Contact the department chair for information regarding the offering of a course without semester designation.  

**ANTHROPOLOGY (ANTH)**  

**101 Primates, People and Prehistory.** (3) An exploration of human origins, human evolution, human prehistory and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods and data of physical, biological and archaeological anthropology. May be taken with, or independently of, Anthropology 102.  

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

**110 Introduction to Folklore and Folklife.** (3) An exploration of the major forms of folklore and of the principal concepts and methods of folklife studies. Special attention will be given to folklore and folklife in South Carolina and in the Waccamaw Region.  

**320 Archaeology and Man’s Past.** (3) (Prereq: Anthropology 101) An introduction to archaeological research. Archaeological theory and methods in the context of prehistoric data drawn from various world areas. Topics include the role of man as hunter, the development of food production, changing social and trade networks, and prehistoric urbanism in the rise of states and civilization.  

**333 Prehistory of North America.** (3) (Prereq: Anthropology 101) Prehistoric anthropology in North America from the first arrival of man through the beginning of European acculturation.
(Anthropology, Art Education, Art History)

345 Archaeology of Plantations. (3) An archaeological analysis of antebellum plantations with an emphasis given to the significance of settlement patterns, spatial organization, architecture, lifeways, crop production, cemeteries, social and economic conditions, and how groups of artifacts speak to these varied topics and the complex relationships that existed between planters, overseers, and slaves.

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

360 Historical Folklife. (3) (=History 360) Approaches to the study of the history of the folk and the application of such approaches to topics relating to South Carolina and the Waccamaw Region.

398 Archaeological Field Research. (3) (Prereq: Permission of the instructor) Students actively participate in prospecting, locating, excavating and evaluating a regional archaeological site. Students may register two times for this course, and are limited to a maximum of six hours credit.

399 Independent Study. (1-6) (Prereq: Written contract between student and instructor, approved by the Dean, College of Natural and Applied Sciences.)

ART EDUCATION (ARTE)

329 Art for Elementary Schools. (3) Methods of teaching art to elementary school children. Major emphasis will be given to relevant studio experiences. F, S.

340 The School Art Program. (3) (Prereq: Art Education 329 or permission of instructor) An introduction to art education as a profession. Students will examine the historical development of art in education, current issues and trends in art education, and prominent rationales for art in the schools. Methods for evaluation of art programs and student art products will be explored. S.

349 Methods and Materials for Teaching Art. (3) (Prereq: Art Education 329 or permission of instructor) Students will develop art learning units with relevant teaching support materials organized around specific art concepts and art materials. Methods for evaluation of art programs and student art products will be explored. Emphasis is placed on secondary schools. F.

ART HISTORY (ARTH)

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

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

207  **History of Twentieth-Century Art.** (3) (Writing Intensive) A survey of architecture, painting, and sculpture in the Twentieth Century as related to social, scientific, and philosophical changes. F.

350  **Art and Ideas.** (3) (Prereq: Art History 101 or 105 or 106, or permission of instructor) An introduction to aesthetics, art theory, and art criticism. Students will read and discuss a variety of philosophical and critical writings that relate to the visual arts.

355  **American Film.** (3) (Prereq: completion of an ARTH 100-level course with a grade of C or better or consent of instructor) This course is an introduction to a preeminent visual art form of the 20th century - the motion picture. This course will give students a criteria for interpreting film within an historical context while introducing major genres, significant directors and influential screen actors from the formative years of this art.

360  **Gender and Ethnicity in Art.** (3) (Prereq: completion of an ARTH 100-level course with a grade of C or better or consent of instructor) (Writing Intensive) A critical examination of how gender and ethnicity have been represented in visual culture within the Western tradition.

499  **Special Topics in Visual Culture.** (3) (Prereq: Art History 105, 106, or permission of instructor) Topics in visual culture of special interests but which are too specific to be served by an established course. Topics may include but are not limited to more diverse imagery than traditionally offered in an art history survey course. May be taken more than once as the topic changes. Course fulfills upper level course requirement for Art Studio majors.

ART STUDIO (ARTS)

103  **Fundamentals of Art I.** (3) An introduction to the basic principles of two-dimensional design and color. F.

104  **Fundamentals of Art II.** (3) An introduction to the basic principles of three-dimensional design and form. S.

111  **Drawing I.** (3) Basic course in the materials and techniques of drawing.

112  **Drawing II.** (3) (Prereq: Art Studio 111) Basic course in the materials and techniques of drawing.

201  **Introduction to Graphic Design.** (3) A course addressing the role of the professional designer in visual communications. Strategies, techniques, and tools used in the design process. Topics covered are layout, design, typography, illustration, and desktop publishing. F.

202  **Graphic Design Techniques.** (3) (Computer Usage) (Prereq: Art Studio 103 and 201) A course exploring printing and reproduction methods. Projects focus on printing processes and the production of camera ready art. Extensive use of the computer as a graphic design tool. S.
204 **Ceramics (Pottery).** (3) (Prereq: Art Studio 104 or permission of instructor) An introductory course in pottery; experiences in processes of forming, decorating, glazing, and firing.

206 **Relief Printmaking.** (3) (Prereq: Art Studio 103 and Art Studio 111, 112, or consent of instructor) Introduction to the relief printmaking processes, including woodcut and linocut, in black and white and color.

207 **Silkscreen Printmaking.** (3) (Prereq: Art Studio 103 and Art Studio 111, 112, or permission of instructor) Introduction to the silkscreen printmaking processes.

208 **Sculpture.** (3) (Prereq: Art Studio 104 or permission of instructor) Introduction to the materials and techniques of sculpture, including modeling, casting, carving, and assembling.

211 **Painting with Water Media.** (3) (Prereq: Art Studio 103 and Art Studio 111, 112, or permission of instructor) Introduction to the concepts and materials of water-based painting. Included will be dry and wet paper techniques, resists, various supports and grounds; traditional and contemporary usages.

212 **Painting with Opaque Media.** (3) (Prereq: Art Studio 103 and Art Studio 111, 112 or permission of instructor) Introduction to the concepts and materials of painting with an opaque medium (oil or acrylic at instructor’s discretion). Included will be alla prima, wet on wet, underpainting, glazing, palette knife techniques, various supports and grounds; traditional and contemporary usages.

231, 232 **Life Drawing I, II.** (3 each) (Prereq for 231: Art Studio 111, 112; for 232: Art Studio 231 or permission of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.

261 **Introduction to Black and White Photography.** (3) An introduction to the use of the camera, light as a creative tool, darkroom practices, film developing, and printing. Emphasis on photography as a creative medium for personal expression.

297 **Sophomore Review.** (1) (Prereq: sophomore standing - 59 or 60 credits) A diagnostic and advisory review of the student’s work at the end of the sophomore year, conducted in conference with an art faculty committee, with the student’s adviser serving as chair.

301 **Intermediate Graphic Design I.** (3) (Prereq: Art Studio 202) A course that explores further printing and reproduction methods and the use of typesetting and photocopying equipment. Projects will include trademarks, logos, and corporate programs. Extensive use of desktop publishing.
Coastal Carolina University Catalog 2002/2004

(Art Studio)

302 Intermediate Graphic Design II. (3) (Prereq: Art Studio 301) Further study in graphic design processes, information formats and systems. Projects include catalogues, reports, magazines, signage, and corporate information systems. Extensive use of desktop publishing.

303 Illustration. (3) (Prereq: Art Studio 103 and Art Studio 111, 112) Introduction to the ideas and techniques of illustration as used in commercial art.

311, 312 Intermediate Painting I, II. (3 each) (Prereq: Art Studio 211 or Art Studio 212) Further explorations of materials and techniques of painting with emphasis on individual creative expression.

321, 322 Intermediate Ceramics (Pottery) I, II. (3 each) (Prereq: Art Studio 202) Further explorations in ceramic processes and techniques, with emphasis on individual creative expression and craftsmanship.

331, 332 Advanced Drawing I, II. (3 each) (Prereq: Art Studio 231 and 232) Advanced methods of graphic representation and expression. Emphasis is on traditional and non-traditional methods and developing individual creative expression.

361 Intermediate Black and White Photography. (3) (Prereq: Art Studio 261) An intermediate course continuing the investigation into photographic techniques. Panning, zooming, multiple exposure, and the creative use of different developers, films, and papers will be stressed as well as darkroom manipulation of the image.

371 Introduction to Etching. (3) (Prereq: Art Studio 103 and Art Studio 111, 112 or permission of instructor) An introduction to the etching/intaglio printmaking processes.

372 Introduction to Fine Art Lithography. (3) (Prereq: Art Studio 103, 111, 112, or permission of instructor) Introduction to stone and plate lithography printmaking processes.

381, 382 Intermediate Sculpture I, II. (3) (Prereq: Art Studio 208) Further exploration of the materials and techniques of sculpture, with emphasis placed on craftsmanship and creative expression.

399 Independent Study. (3) See guidelines under Academic Regulations in this Catalog; may be repeated for credit with different topics.

401 Advanced Graphic Design I. (3) (Prereq: Art Studio 302) Advanced problems in advertising, promotion, packaging, and poster design. Projects include development of presentation techniques. Extensive use of desktop publishing and photography.

402 Advanced Graphic Design II. (3) (Prereq: Art Studio 401) Advanced problems in exhibition and environmental graphics, group solutions, client presentations and portfolio presentation. Extensive use of desktop publishing and photography.
(Art Studio, Astronomy)

411, 412 Advanced Painting I, Advanced Painting II. (3 each) (Prereq: Art Studio 312) Upper level courses for students with substantial backgrounds in painting. The choice of medium will be left to the student. Emphasis is on design, developing personal expression and style.

421, 422 Advanced Ceramics I, Advanced Ceramics II. (3 each) (Prereq: Art Studio 322) Advanced work on an individual basis with emphasis on craftsmanship and developing personal expression.

471, 472 Advanced Printmaking I and II. (3 each) (Prereq: Art Studio 206 or 207 or 371 or 372) Advanced work on an individual basis in one or more printmaking media. Emphasis placed on experimentation and development of personal imagery and direction.

481, 482 Advanced Sculpture I, II. (3 each) (Prereq: Art Studio 382) Advanced work on an individual basis in one or more sculpture media. Students are encouraged to experiment with non-traditional media and to develop well-crafted personal statements.

495, 496 Art Studio Internship I, II. (1-3 each) (Prereq: For Art Studio 495: Art Studio 103, 104, 111, 112, Art History 105, 106, plus junior standing, and 2.75 or better GPA; for Art Studio 496: Art Studio 495. Both courses must have permission of the instructor.) Students will be professionally supervised and receive practical experience while working 60-180 hours per semester in the studios, plants, and/or offices of area art-related businesses. Weekly consultations with the instructor, an evaluation by the participating professional, and a journal, portfolio, log, and/or other evidence of work experiences will be required. A contract stating course objectives, course requirements, and grading procedures will be drawn up and approved by the supervising professional, the instructor in charge, the student intern, and the Associate Dean of the Edwards College of Humanities and Fine Arts.

497 The Artist as a Professional. (1) (Prereq: Second semester junior or permission of adviser) Seminar devoted to the development of professional practices in preparation for entry into the contemporary art world. S.

499 Special Topics in Art. (3) (Prereq: Permission of instructor) In-depth investigation of specific topics and media not generally available in the curriculum. May be repeated for credit under different topics.

ASTRONOMY (ASTR)

111 Descriptive Astronomy I. (3) An introduction to basic astronomical principles and their historical development, with emphasis on some of the major objects in the solar system. A description of physical processes, and the methods used by astronomers, will be presented. A combination of three hours lecture and demonstration designed primarily, but not exclusively, for non-science majors. F.
111L Descriptive Astronomy I Laboratory. (1) (Coreq: Astronomy 111 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany Astronomy 111. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Phases of the Moon, the sky in Autumn, comparative planetology, rotation of the rings of Saturn, etc. No college mathematics prerequisite, but competency in high school algebra and geometry is expected. F.

112 Descriptive Astronomy II. (3) (Prereq: Astronomy 111) An introduction to basic astronomical principles and their development, with emphasis on stars and stellar systems; stellar evolution; interstellar matter, dust, and nebulae; galaxies; cosmology and cosmogony; and life in the universe. A combination of three hours lecture and demonstration designed primarily, but not exclusively, for non-science majors. S, alternate Su’s.

112L Descriptive Astronomy II Laboratory. (1) (Coreq: Astronomy 112 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany Astronomy 112. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Spectral classification, the Spring sky, distance to stars, the Andromeda galaxy, the rate of expansion of our Universe, etc. No college mathematics prerequisite, but competency in high school algebra and geometry is expected. S.

BIOLOGY (BIOL)

101 The Science of Life - Biology for Non-Science Majors. (3) (Prereq: Science 101, 101L) (Coreq: Biology 101L) A non-technical introduction to Biology for non-science majors. This course will introduce students to basic biological processes and relate them to everyday life.

101L The Science of Life Laboratory for Non-Science Majors. (1) (Prereq: Science 101, 101L) (Coreq: Biology 101) A non-technical introduction to Biology for non-science majors. This course will introduce students to basic biological processes using a series of hands-on laboratory exercises.

103 Laboratory Techniques. (3) (Prereq: An introductory laboratory course or permission of instructor) A laboratory course designed to introduce students to the theory and use of general laboratory procedures and equipment. Three lecture/laboratory hours per week. Offered on demand.

121 Biological Science I. (3) (Coreq: Biology 121L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include scientific method, chemistry of life, macromolecules, cell structure and function, mendelian and molecular genetics. F, S, S1.

121L Biological Science I Laboratory. (1) (Coreq: Biology 121) Experiments related to topics in Biology 121. Exercise topics include evolution, experimental design, data analysis, photosynthesis, cellular respiration and macromolecules. F, S, S1.
122 Biological Science II. (3) (Prereq: Biology 121, 121L) (Coreq: Biology 122L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include evolution, origin of life, plant and animal development, ecology. F, S.

122L Biological Science II Laboratory. (1) (Prereq: Biology 121, 121L) Experiments, exercises and demonstrations emphasizing topics cover in Biology 122 with oral communications component. F, S.

206 Genetics and Society. (3) Genetic principles emphasizing human heredity and recent advances in genetics. Three lecture hours per week. Not available for major credit. Offered on demand.

208 Basic Bacteriology. (3) An introduction to the interrelations between microorganisms and humans. Three lecture hours per week. Not available for major credit. Offered on demand.

210 Natural History of Plants and Animals. (4) (An introductory biology course is recommended as prerequisite) An introduction to the biology of aquatic and terrestrial plants and animals of South Carolina. Topics will include aspects of the distribution, identification, morphology, and ecology of common plants and animals. Three lecture and three laboratory hours per week. Not available for major credit. Offered on demand.

220 Plants and Civilization. (3) Topics included are: the relationship of plants to human history and contemporary needs; botanic and economic uses of plants as sources of foods, rugs, woods, oils, and other products important in western life. Origin of cultivated plants will also be discussed. Not available for major credit. A student may not receive credit for both Biology 220 and Biology 420. Three lecture hours per week. Offered on demand.

232 Human Anatomy and Physiology I. (3) (Coreq: Biology 232L) An introduction to the structure and function of cells, tissues, organs, and the muscular-skeletal systems of the body. Required of students in nursing, pre-pharmacy, and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F.

232L Human Anatomy and Physiology I Laboratory (1) (Coreq: Biology 232) A practical approach to the study of the structure and function of cells, tissues and organs. The systems which are covered in Biology 232 are emphasized in this Lab. Three laboratory hours per week. F.

242 Human Anatomy and Physiology II (3) (Prereq: Biology 121 or 232) (Coreq: Biology 242L) A continuation of Biology 232 covering the nervous, endocrine, circulatory, respiratory, digestive, excretory and reproductive systems. Required of students in nursing, pre-pharmacy and most health-related programs. Not available for major or minor credit. Three lecture hours per week. S.
(Biology)

242L Human Anatomy and Physiology II Laboratory (1)(Coreq: Biology 242) A practical approach to the study of the structure and function of the systems covered in Biology 242. Three laboratory hours per week. S.

300 Biology Seminar. (1) Opportunity for students to study, discuss and present papers on topics of historic and/or contemporary biologic importance. F, S.

302 Marine Biology. (3) (Writing Intensive) (= Marine Science 302) (Prereq: Marine Science 112 and Biology 122)(Coreq: Biology 302L) Study of the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats. The evolutionary development of the diversity of marine organisms. Three lecture hours per week. F, S.

302L Marine Biology Laboratory. (1)(Writing Intensive)(=Marine Science 302L)(Coreq: Biology 302) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F, S.

310 Invertebrate Zoology. (3) (Prereq: Biology 122 or Marine Science 302) (Coreq: Biology 310L) Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture hours per week. Offered on demand.

310L Invertebrate Zoology Laboratory (1)(Coreq: Biology 310) Laboratory exercises to accompany Biology 310. Three laboratory hours per week. Offered on demand.

315 Comparative Vertebrate Anatomy. (3) (Prereq: Biology 121 or Marine Science 302)(Coreq: Biology 315L) A comparative and embryological approach to the structure of vertebrate systems. Three lecture hours per week. F.

315L Comparative Vertebrate Anatomy Laboratory (1)(Coreq: Biology 315) A practical, comparative approach to the study of the structure of vertebrates. The dogfish shark and domestic cat are the emphasized laboratory specimens. Three laboratory hours per week. F.

325 Systematic Botany. (3) (Prereq: Biology 121, 122)(Coreq: Biology 325L) Identification, classification, nomenclature, distribution and systematic relationship of vascular plants with emphasis on local flora. Three lecture hours per week. S.

325L Systematic Botany Laboratory. (1)(Coreq: Biology 325) Field experience including trips to maritime, riverine and upland habitats. Three laboratory hours per week. S.

328 Plant Pathology. (3) (Prereq: Biology 121, 122, and 330 recommended)(Coreq: Biology 328L) A study of plant diseases. Topics include parasitism and disease development, interaction of pathogens and host plants, genetics of plant disease, epidemiology, control of diseases and a survey of specific plant diseases. F, even years.
328L  **Plant Pathology Laboratory.** (1) (Coreq: Biology 328) Laboratory exercises to accompany lecture. Three laboratory hours per week. Offered on demand.

330  **Microbiology.** (3)(Prereq: Biology 121and 122)(Coreq: Biology 330L) An introduction to bacteria and viruses, emphasizing morphology, ultrastructure, metabolism, and growth. Discussion of pathogenic microbes, antigen-antibody relationships and antimicrobial agents in chemotherapy. Three lecture hours per week. S.

330L  **Microbiology Laboratory.** (1) (Prereq or Coreq: Biology 330) Laboratory exercises to accompany Biology 330. Three hours per week. S.

340  **Cell Biology.** (3) (Prereq: Biology 121, 122 and Chemistry 112; Coreq: Biology 340L; Chemistry 331 is recommended) An integrated approach to the structure and function of cells. Cytology and fine structure of cell organelles, membranes, and extracellular structures will be discussed, as well as the techniques available to cell biologists. Three lecture hours per week. F, S.

340L  **Cell Biology Laboratory.** (1) (Writing Intensive) (Prereq or Coreq: Biology 340) Laboratory exercises to accompany Biology 340. Three laboratory hours per week. F, S.

343  **Comparative Physiology.** (3) (Prereq: Biology 122 or Marine Science 302 and Chemistry 331 or permission of instructor)(Coreq: Biology 343L) The comparative study of the origins, relationships, and functions of physiological mechanisms in vertebrate animals. Three lecture hours per week. S.

343L  **Comparative Physiology Laboratory.** (1)(Coreq: Biology 343) Laboratory exercises to accompany Biology 343. Three laboratory hours per week. S.

345  **Biology of Human Cancer.** (3) (Prereq: Biology 121) Topics covered in this course will include, the nature and cause of cancer, cancer at the cellular and molecular levels, cancer prevention and treatment, and overview of major types of cancer, and prospects for the future. Three hours of lecture per week. May.

349  **Plant Physiology.** (3) (Prereq: Biology 121,122 and Chemistry 112; Chemistry 331 is recommended)(Coreq: Biology 349L) A study of plant function. Topics include water relations, mineral nutrition, photosynthesis, plant metabolism, plant growth and development, and environmental physiology. Laboratory exercises will demonstrate principles in lecture topics. Three lecture hours per week. Offered on demand.

349L  **Plant Physiology Laboratory.** (1)(Coreq: Biology 349) Laboratory exercises to accompany Biology 349. Three laboratory hours per week. Offered on demand.

350  **Fundamentals of Genetics.** (3) (Prereq: Biology 121, 122 or Marine Science 302) (Coreq: Biology 350L) Basic principles of transmission and molecular genetics; quantitative inheritance, recombination; biochemical
aspects of gene function and regulations; developmental genetics and population genetics. Three lecture hours per week. F, S.

350L  **Fundamentals of Genetics Laboratory.**  (1)(Coreq: Biology 350) Laboratory exercises to accompany Biology 350. Three laboratory hours per week. F, S.

360  **General Physiology.**  (4) (Prereq: Biology 121 or Marine Science 302 and Chemistry 112; Chemistry 331 is recommended) An introduction to the functional processes of cellular, invertebrate, and vertebrate physiological systems, with special emphasis on human physiology for students in pre-medical, pre-dental and biology programs. Three lecture and three laboratory hours per week. Offered on demand.

365  **Evolution.**  (3) (Prereq: Biology 121 and 122, or consent of instructor)(Coreq: Biology 365L) This course will provide students with a comprehensive framework of evolutionary theory. Topics include population genetics, speciation, systematics, and macroevolution. Three lecture hours per week. Offered on demand.

365L  **Evolution Laboratory.**  (1)(Coreq: Biology 365) This laboratory gives students the opportunity to further their knowledge of evolution through hands-on, field and laboratory-based exercises. Three laboratory hours per week. Offered on demand.

370  **Principles of Ecology.**  (3) (Writing Intensive) (Prereq: Biology 122 or Marine Science 302) (Coreq: Biology 370L) Interactions of organisms and their environments. Ecosystem structure and function. Three lecture hours per week. F,S.

370L  **Principles of Ecology Laboratory.**  (1)(Prereq: Biology 122L or Marine Science 302L)(Coreq: Biology 370) Applications of principles and techniques used in the study of ecology, both in the lab and in the field. Three laboratory hours per week. F,S.

375  **Biology of Marine Mammals.**  (3) (= Marine Science 375) (Prereq: Marine Science 302 or Biology 370)(Coreq: Biology 375L) A comprehensive survey of the biology and ecology of marine mammals, emphasizing the cetaceans, pinnipeds, sirenians, and sea otters. Major topics will include evolution and classification, anatomy and physiology, feeding and trophics interactions, life history, social organization and behavior, communication, cognition, and interactions with humans. Three lecture hours per week. F.

375L  **Marine Mammals Laboratory.**  (1)(=Marine Science 375L)(Coreq: Biology 375) The laboratory will demonstrate the topics and principles presented in the lecture. Three laboratory hours per week. F.

380  **Vertebrate Zoology.**  (3) (Prereq: Biology 122 or permission of instructor)(Coreq: Biology 380L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals. Three lecture hours per week. SU II, odd years.
Vertebrate Zoology Laboratory. (1) [Coreq: Biology 380 or permission of instructor] Laboratory and field experiences emphasizing the topics covered in Biology 380. Laboratories will be centered around field observations of local vertebrates and may include field trips at "unusual" times - nights, early mornings and weekends. Four laboratory hours per week. SU II, odd years.

Natural History of East Africa. (4) [Prereq: Biology 121, 122, permission of instructor] A survey of the flora and fauna of the major biomes of East Africa, including the coral reef. Students will study the interrelation of the organisms with their environment and the stresses caused by population, climate, tourism, and habitat destruction. Three weeks field experience in East Africa will be supplemented with lectures at various stages of the trip. Students will be required to maintain journal entries of identified plant and animal species. May, odd years.

Natural History of the Rain forest and Galapagos Islands. (4) [Prereq: Biology 121 or 122] A survey of the flora and fauna of the Rain forest in the Amazon Basin and the Galapagos Islands. A two-week field experience will be supplemented with lectures at various stages of the trip. May, even years.

Natural History of the Eastern Caribbean. (4) [Prereq: Biology 121, 122, permission of instructor] A field survey of the natural history of the Eastern Caribbean including both major terrestrial and aquatic biomes. Topics will include geological history, ecology and evolution of plant and animal communities, the identification of dominant components of the flora and fauna and the impact of human activities including agriculture and tourism on island ecosystems. A two to three week field experience in the Eastern Caribbean will be supplemented by lectures and reading assignments before, during and after the field experience. Students will be required to maintain a field notebook as well as conduct an investigative research project while in the field. Offered on demand.

Selected Topics. (1-4) [Prereq: Permission of the instructor] These topics are designed to allow the development of seminars and courses in special areas of biology. F, S.

Independent Study. (1-6) [Prereq: Permission of instructor and approved contract] Directed study on specific topics. F, S.

Developmental Biology. (3) [Prereq: Biology 340 or 350 or permission of instructor] [Coreq: Biology 410 L] The course provides an understanding of modern developmental biology and considers classical embryology as well as the molecular basis of development. Topics include gametogenesis and fertilization, embryogenesis, cell differentiation, pattern formation and organogenesis, and cell cycle regulation. Discussion of emerging areas of developmental biology such as cloning, stem cell research, cancer genetics and genomics.

Developmental Biology Laboratory. (1) [Prereq: Biology 340 or 350 or permission of instructor] [Coreq: Biology 410] A laboratory course to comple-
ment Biology 410 that will introduce students to some of the basic experimental questions and techniques of developmental biology.

418 Biostatistics. (4) (=Statistics 410) (Prereq: Statistics 201/201L) Mathematically sophisticated presentation of principles and methods of data description; graphics, point and interval estimation, statistical testing, relative risk, odds, ratio, goodness of fits, ANOVA, design of experiments. Three lecture and three laboratory hours per week. F.

423 General Entomology. (3) (Prereq: Biology 122) (Coreq: Biology 423L) A general study of insects, closely related arthropods and insects of medical importance; morphology, physiology, ecology, taxonomy and life cycles. Three lecture hours per week. F, even years.

423L General Entomology Laboratory. (1) (Coreq: Biology 423) Includes field experience and an insect collection. Three laboratory hours per week. F, even years.

424 Mycology. (3) (Prereq: Biology 122) (Coreq: Biology 424L) An introduction to the understanding of the taxonomic relationships of the various fungal groups, as well as an introduction to the understanding of fungal growth, reproduction, metabolism, ecological relationships, and the utilization by and effects on human beings. Three lecture hours per week. Offered on demand.

424L Mycology Laboratory. (1) (Coreq: Biology 424) An applied approach to the study of fungi, focusing on isolation and identification. Three laboratory hours per week. Offered on demand.

425 Ichthyology: Fish Biology. (3) (Prereq: Biology 122 or Marine Science 302 and/or permission of instructor) (Prereq or Coreq: Biology 425L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species. Three lecture and per week. F, odd years.

425L Ichthyology Laboratory. (1) (Prereq or Coreq: Biology 425) Laboratory and field exercises emphasizing the topics covered in Biology 425. Students will be required to make and turn in a collection of preserved fish specimens. Three laboratory hours per week. F, odd years.

427 Phycology: Algal Biology. (3) (Prereq: Biology 121, 122, or permission of instructor) (Coreq: Biology 427L) A detailed survey of the algae emphasizing morphology, taxonomy and physiology of both freshwater and marine forms. Field and laboratory investigations will include individual projects. Lecture will review classic as well as recent phycological literature. Three lecture hours per week. Offered on demand.

427L Phycology Laboratory. (1) (Coreq: Biology 427) Field experience and individual projects to accompany Biology 427. Three laboratory hours per week. Offered on demand.
431 Parasitology. (3) (Prereq: Biology 122) (Coreq: Biology 431L) A detailed study of the parasites of medical importance to humans with emphasis on the morphology, life cycles and the effects of these parasites on the human body. Three lecture hours per week. S.

431L Parasitology Laboratory. (1)(Coreq: Biology 431) A practical approach to the study of parasites of medical importance to humans. The recognition of selected species of parasitic protozoa and helminths and their structural detail is emphasized. Three laboratory hours per week. S.

434 Animal Behavior. (3) (Prereq: Biology 370)(Coreq: Biology 434L) This course traces historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior. Three lecture hours per week. Offered on demand.

434L Animal Behavior Laboratory. (1)(Coreq: Biology 434) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises. Three laboratory hours per week. Offered on demand.

440 Advanced Genetics. (3) (Prereq: Biology 350 or permission of instructor) (Coreq: Biology 440L) This course will cover the molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Furthermore, students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms. Three lecture hours per week. Offered on demand.

440L Advanced Genetics Laboratory. (1)(Coreq: Biology 440) Laboratory exercises to accompany Biology 440. Three laboratory hours per week. Offered on demand.

450 Molecular Biology and Evolution. (3) (Coreq: Biology 450L) Techniques of molecular analysis with emphasis on DNA methods, including cloning, PCR, DNA sequencing, RFLP, RAPD and VNTR analysis. Applications of these techniques to problems in ecology, evolution, population studies, animal behavior and other areas of science.

450L Molecular Biology and Evolution Laboratory. (1)(Coreq: Biology 450) Exercises and guided reading to accompany Biology 450.

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

455 Marine Botany. (3) (= Marine Science 455) (Prereq: Biology 112, 113 or Marine Science 302 or permission of instructor)(Coreq: Biology 455L) A field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and
angiosperms in coastal marine communities. Three lecture hours per week. F, even years.

455L Marine Botany Laboratory. (1)(=Marine Science 455L)(Coreq: Marine Science 455) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F, even years.

460 Ornithology. (3) (Prereq: Biology 370 or permission of instructor)(Coreq: Biology 460L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities. Three lecture hours per week. F, even years.

460L Ornithology Laboratory. (1)(Coreq: Biology 460) Field experience and exercises to accompany Biology 460. Three laboratory hours per week. F, even years.

470 Biology of Aging. (3) (Prereq: Biology 121 or Psychology 423 or Sociology 455) A study of aging in cells, organ systems and organisms with emphasis on the human aging process. Topics include biological changes associated with aging and factors that affect the rate of aging. Three lecture hours per week. NOT AVAILABLE FOR BIOLOGY MAJOR OR MINOR CREDIT IN BIOLOGY. Offered on demand.

472 Plant Ecology. (3) (Prereq: Biology 121, 122)(Coreq: Biology 472L) A survey of natural plant communities and theories of plant ecology including the interrelationships between plants and their environment. Three lecture hours per week. F, even years.

472L Plant Ecology Laboratory. (1)(Prereq: Biology 121L/122L)(Coreq: Biology 472) Applications of principles and techniques used in the study of plants and their ecology, both in the lab and in the field. Three laboratory hours per week. F, even years.

473 Field Studies in Shark Biology. (2) (=Marine Science 473) (Prereq: Biology 113) An introduction to the biology of sharks. Lecture component held on campus will cover evolution, anatomy, behavior, natural history, physiology, conservation and ecology. The one-week laboratory will be held at the Bimini Biological Field Station and will include capture and telemetry tracing of sharks and observation of sharks in both their natural habitat and captivity. F.

474 Conservation Ecology. (3)(Prereq: Biology 370)(Coreq: Biology 474L) This course will provide students with a comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the
framework used to address problems in conservation biology. Three lecture hours per week. Offered on demand.

474L Conservation Ecology Laboratory. (1) (Coreq: Biology 474) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises. Three laboratory hours per week. Offered on demand.

475 Marine Ecology. (3) (=Marine Science 475) (Prereq: Permission of instructor) (Coreq: Biology 475L) Principles of organismic environmental interactions in various marine habitats. Emphasis on marshes, estuaries and coastal waters. Each student will be required to give an oral presentation. Three lecture hours per week. F.

475L Marine Ecology Laboratory. (1) (=Marine Science 475L) (Coreq: Biology 475) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F.

476 Marine Plankton. (3) (=Marine Science 476) (Prereq: Biology 302) (Coreq: Biology 476L) This course explores the structure and function of planktonic communities. The role of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as: mineral cycling, energy flow, predator/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. Three lecture hours per week. S.

476L Marine Plankton Laboratory. (1) (=Marine Science 476L) (Coreq: Biology 476) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of field studies conducted in estuarine and marine environments and may require weekend commitments. Three laboratory hours per week. S.

477 Ecology of Coral Reefs. (3) (= Marine Science 477) (Prereq: Permission of instructor) Principles of organization, structure, productivity and biological diversity of coral reef ecosystems, with emphasis on their sensitivity and stability. Three lecture hours per week plus a two-week field experience on a tropical coral reef. Su.

478 Wetland Plant Ecology. (3) (=Marine Science 478) (Prereq: Biology 121, 122 or Marine Science 302) (Coreq: Biology 478L) (Biology 370 is recommended) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered will include hydrology, biogeochemistry, and biological adaptation. Wetland management topics will include wetland definitions, classification, evaluation, manipulation, creation, and protection. Three lecture hours per week. F, odd years.

478L Wetland Plant Ecology Laboratory. (1) (=Marine Science 478L) (Prereq: Biology 113L or Marine Science 302L) (Coreq: Biology 478) (Biology 370L is recommended) Applications of principles and techniques used
in the study of wetland plants and their ecology, both in the lab and in the field. Three laboratory hours per week. F, odd years.

499 Directed Undergraduate Research. (1-6) (Prereq: Permission of instructor and approved contract) Selected and structured undergraduate research projects conducted with faculty direction and participation. Projects will involve the exploration of biological problems with the scientific method. One conference and at least 5 laboratory or field research hours per week. F, S.

BUSINESS ADMINISTRATION (CBAD)

110 Personal Finance. (3) (Not open to students who have received credit for Economics 110.) Designed to acquaint the student with money management concepts necessary to exercise intelligent control over income and expenditures, topics considered include budgeting, consumer protection, taxes, credit sources, types of insurance, real estate, stocks, bonds, estate planning and other uses of funds.

119 Introduction to Business. (3) Open to all students interested in a survey of the variety of activities that occur in a business organization, designed to acquaint the student with various types and forms of business organizations, operations of our economic system, and social and economic institutions which relate directly to business. Careers in business are also surveyed. Open only to freshmen or by permission of the Dean.

In addition to satisfying specific prerequisites listed for each course, registration for 200-level courses in the Wall College of Business is restricted to students who have earned 24 or more credit hours.

201 Financial/Managerial Accounting I. (3) (Prereq: Success Seminar for Business Majors and completion of 24 semester hours) The financial accounting cycle with emphasis on using financial statements and budgets to initiate and assess business operations...preparation of financial statements, budgets, and business plan for a service and manufacturing company. F, S.

202 Financial/Managerial Accounting II. (3) (Prereq: Grade of C or above in Business Administration 201) Continuation of Business Administration 201...accounting for and reporting revenue and expense cycles...accounting for operations in a corporate environment, including job-order and standard costing of inventories...accounting for noncurrent assets, capital expenditure decisions, long-term debt, and capital stock. F, S.

291 Business Statistics. (3) (Prereq: Success Seminar 101 for business majors or equivalent for all majors, a grade of C or above in Computer Science 105 or equivalent, and Mathematics 130) Basic methods of descriptive statistics and statistical inference...probability, hypothesis testing, and linear regression with an emphasis on decision making in business. Business administration majors must take Business Administration 292 in the semester following successful completion, and may not receive credit for Psychology 225 or Statistics 201. F, S.
292 **Decision Analysis.** (3) (Prereq: Grade of C or above in Business Administration 291) Emphasis on logical/rational decision making and exposure to conceptual and quantitative techniques and computer applications that aid decision makers in solving real-world problems. Business Administration majors must take this course in the semester following successful completion of Business Administration 291. F, S.

In addition to satisfying specific prerequisites listed for each course, registration for 300-level courses in the Wall College of Business is restricted to students who have earned 54 or more semester hours.

330 **Intermediate Accounting I.** (3) (Prereq: Grade of C or above in Business Administration 202) Theoretical foundation of generally accepted accounting principles, review of the accounting cycle leading to preparation of financial statements, accounting recognition of assets with special emphasis on cash, receivables, inventories, property, plant and equipment, and the time value of money. F

331 **Intermediate Accounting II.** (3) (Prereq: Grade of C or above in Business Administration 330) Accounting recognition of depreciable assets, intangible assets, investments, current liabilities, long-term liabilities. Stockholders equity topics and accounting theory underlying revenue recognition. S.

332 **Intermediate Accounting III.** (3) (Prereq: Grade of C or above in Business Administration 331) Advanced financial accounting topics including earnings per share, leases, pensions, accounting for income taxes, preparation of cash flow statements, and financial statement analysis. Partnership accounting topics include formation, operation, and liquidation. F.

333 **Cost Accounting.** (3) (Prereq: Grade of C or above in Business Administration 202) Cost accounting for manufacturing operations...topics include cost-volume profit analysis; job-order, process, and standard costing; budgeting; and decision making under uncertainty. F.

336 **Accounting Systems and Data Processing.** (3) (Prereq: Grade of C or above in Computer Science 105 or equivalent and concurrent enrollment in Business Administration 330). Accounting systems as collector and processor of data necessary for effective control of a business organization. Emphasis on electronic data processing and data base management. F.

344 **Legal Environment of Business.** (3) The legal and judicial system, the law and business (tort, contracts, agency, business organizations), government and regulations, and government protection. F, S.

345 **Commercial Law.** (3) The law of contracts and the Uniform Commercial Code, including the sale of goods, commercial paper, bank deposits and collections, secured transactions, debtor and creditor rights, bailments and bankruptcy. F, S.
(Business Administration)

350 Marketing. (3) (Prereq: Grade of C or above in Economics 101 or 202) A study of the marketing of goods and services, including legal, social, economic, and technological considerations; consumer behavior and target markets; product; pricing; promotion; channels of distribution, and development of marketing strategy. F, S.

351 Consumer Market Analysis. (3) (Prereq: Grade of C or above in Business Administration 350) A study of buying behavior, both consumer and industrial, and the marketing research process... includes psychological, social and economic influences on buying behavior, along with basic market research methods for analyzing those influences. F, S.

357 Marketing Research. (3) (Prereq: Grade of C or above in Business Administration 291 and 350) Case problems and field projects in the application of marketing research methodology, topics include problem diagnosis, research design, questionnaire preparation, sampling plans, and the collection, analysis, and interpretation of data. F, S.

360 Stock Market Challenge. (1) Offers participation in a realistic stock market simulation. Students compete in managing a portfolio of stocks. Open to all students in the university. Grading is on a pass/fail basis only. may be repeated for credit.

363 Business Finance. (3) (Prereq: Grade of C or above in Business Administration 202, 291 or Statistics 201, Economics 101 or 202, and successful completion of Mathematics 132 or 150) Theoretical foundation of optimal financial policy...emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S.

366 Introduction to Real Estate. (3) An overview of legal, governmental, and market forces which combine with land and materials to form the unique commodity called real estate. Introduces career opportunities, decision methodologies, and market dynamics in the areas of finance, appraisal, market analyses, brokerage, and property management.

371 Management and Organizations. (3) (Writing Intensive) Survey of the basic principles of management with emphasis on social and behavioral issues, provides the basis for thinking about complex business situations in the framework of the management process. F, S.

374 Human Resource Management. (3) (Prereq: Grade of C or above in Business Administration 371) Develops an understanding of personnel administration as a staff function through a study of modern-day concepts and practices such as research and standards, employment, training and education, safety and health, employee services and industrial relations. F, S.

375 Principles of Business Conduct. (3) Provides real world experiences that intellectually, socially and professionally groom students for various careers in business. Topics include leadership skills, personal ethics, verbal and written communication skills, business and social etiquette, personal appearance and development, and cultural enrichment. F.S.
(Business Administration)

376 Organizational Behavior. (3) (Prereq: Grade of C or above in Business Administration 371) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively and with economic, social, and psychological satisfaction. Examines a variety of organizational problems related to the proper use of human resources in business. F, S.

381 Wall Fellows I. (3) (Prereq: Second semester Junior) The courses comprising the Wall Fellows program are designed to equip students with tools, both academic and social, which will make them top candidates for major U.S. corporations. Participants will be selected during the Fall semester of their junior year via a competitive application and interview process. S.

393 Management Information Systems. (3) (Prereq: Grade of C or above in Computer Science 105 or equivalent and Business Administration 371) A study of the use of information systems in business, emphasis is on the identification of practical, managerial, and ethical dilemmas related to the development, implementation, and use of information systems. F, S.

399 Independent Study. Written contract between student and instructor, and approved by the Dean. A maximum of 15 credit hours of Business Administration 399 and 499 combined may be taken.

In addition to satisfying specific prerequisites listed for each course, registration for 400-level courses in the Wall College of Business is restricted to students who have earned 84 or more credit hours.

401 International Business. (3) Prereq: Grade of C or above in Business Administration 350, 363, 371) A study of the significant aspects of international business operations, including historical development of foreign trade policy and operative problems of international business operations, principle areas of study are: international business and the nation-state, assessing and forecasting the international business environment, and managing the multinational enterprise. F.

426 Managerial Economics. (3) (Prereq: Admission to the Wall College of Business and a Grade of C or above in Business Administration 371) Study of the application of the economic theory of profits, competition, demand, and costs

434 Controllership. (3) (Prereq: Business Administration 331, 333, 363) A capstone course designed primarily for accounting and finance majors who are interested in pursuing a career in industry. CMA/CFA examination topics include controller responsibilities, advanced cost techniques, strategic planning and budgeting, and tax issues other than income tax.

439 Income Taxation for Business Entities. (3) (Prereq: Completion of 54 semester hours) Introduction to the income taxation of business entities, including sole proprietorships, partnerships, and corporations. Basic concepts of the federal income tax system...gross income, business deductions, property transactions, comparison of business entities...on-line tax research and tax return preparation. F.
(Business Administration)

440 Individual Income Taxation. (3) (Prereq: Completion of 54 semester hours) Introduction to sources of income tax law, basic concepts, property transactions, and research with consideration of filing status, exemptions, gross income, deductions, and computations leading to preparation of individual tax returns. S.

451 Retailing Management. (3) (Prereq: Admission to the Wall College of Business and a Grade of C or above in Business Administration 350) Emphasizes the specific activities required of managing a retail outlet such as research, store location, organization, merchandise planning and management, promotion and advertising, pricing policies, and creating, integrating and controlling the retail strategy. S.

453 Integrated Marketing Communications. (3) (Prereq: Grade of C or better in Business Administration 350) The study of advertising and promotion from an integrated marketing communications perspective. Emphasis is given to advertising, sales promotion, direct marketing, personal selling, and public relations/publicity. F.

454 International Marketing. (3) (Prereq: Grade of C or better in Business Administration 350) The study of planning and conducting transactions across national borders for the purpose of satisfying a target market, including environmental factors such as law, politics, society, economy, and technology, as well as the development of international marketing strategy. S.

458 Marketing Strategy. (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 351 and 357.) Analysis of case problems dealing with the development of strategies and plans for marketing consumer and industrial products. Topics include marketing organization, product, price, promotion, distribution, industry and sales forecasting and analysis of marketing costs. F, S.

460 Capital Budgeting. (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 363) Financial theory and techniques for the analysis and solution of financial problems dealing with asset management. Major emphasis is on the management of long-term assets; however, working capital management will also be covered. F.

461 Financial Decision Making. (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 363) Financial theory and techniques for the analysis and solution of financial problems dealing with acquisition of funds, topics include capital structure, cost of capital, dividend policy, and valuation. The case method and computer simulation is utilized. F.

462 Financial Institutions and Markets. (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 363) Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation; interrelationships between domestic
and international financial markets; government policy objectives and regulations as influences on the financial system.  S.

463 Multinational Business Finance.  (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 363) Analysis of institutions and practices unique to the financial management of multinational business enterprises. All aspects of international financial management are covered with a concentration on the corporate form and the increasing importance of global integration of money and capital markets.  F.

464 Individual Financial Planning.  (3) (Prereq: Grade of C or above in Business Administration 363) In-depth coverage of money management concepts and practices necessary for intelligent control over personal income and expenditures, topics include introduction to financial planning, risk management, investment management, tax planning and management, retirement planning and employee benefits, and estate planning. Utilizes case analyses.  F.

467 Real Estate Finance and Investment.  (3) (Prereq: Grade C or above in Business Administration 363) Principles and practices in real estate finance focusing on institutions, instruments, and determinants of terms and availability of credit, topics include interest and yield mechanics, cash flow analysis, risk analysis, and various loan strategies or packages.

468 Advanced Corporate Finance.  (3) (Prereq: Business Administration 460 and 461) In-depth coverage of advanced topics in corporate financial management using computer simulations and dynamic multi period case studies. Long-and short-term corporate financial policy formation is examined against the backdrop of firm value maximization and the market for corporate control. Special consideration is given to mergers, acquisitions, and corporate restructing. SEC reporting requirements and formats are integrated throughout.  S.

469 Investment Analysis and Portfolio Management.  (3) (Prereq: Grade of C or above in Business Administration 363) Conceptual and analytical framework for formulating investment policies, analyzing securities and constructing portfolios.  S.

473 Initiation and Management of New Business Enterprise.  (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 371) Analysis of proposed business opportunities, planning and establishing a business organization to exploit an opportunity, and management of small business.  F.

475 Production/Operations Management.  (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 350, 363, and 371) A study of the interactions among organizational resources used in some combination to provide the enterprise’s product or service. Special attention is given to decision making using conventional and quantitative tools and techniques with emphasis on the production function.  F, S.
(Business Administration)

477 Organization Theory. (3) (Prereq: Admission to the Wall College of Business and a grade of C or above in Business Administration 371) Conceptual framework for the orderly analysis of management functions through studies in planning organizing, directing and control theories, the organization is taken as the unit of analysis. F.

478 Strategic Management. (3) (Writing Intensive) (Prereq: Admission to the Wall College of Business and a Grade of C or above in Business Administration 350, 363, and 371 and senior standing) Analysis of case problems dealing with the formulation and implementation of organizational strategy and policy, including appraisal of the external environment, top management, marketing, finance, operations, human resources, and the organizational structure. F, S.

481 Wall Fellows II. (3) (Prereq: Business Administration 381) The courses comprising the Wall Fellows Program are designed to equip students with tools, both academic and social, which will make them top candidates for major U.S. corporations. Participants will be selected during the fall semester of their junior year via a competitive application and interview process. F.

482 Wall Fellows III. (3) (Prereq: Business Administration 481) The courses comprising the Wall Fellows Program are designed to equip students with tools, both academic and social, which will make them top candidates for major U.S. corporations. Participants will be selected during the fall semester of their junior year via a competitive application and interview process. S.

490 Seminar in Resort Tourism Planning. (3) (Prereq: Completion of 84 semester hours.) This course examines public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism information systems, tourism goods and services and tourism host communities. Students develop plans for a proposed tourism site.

497 Business Internship. (3-6) (Prereq: Junior standing, minimum GPA of 2.5, and approval of the Associate Dean) Supervised work experience of at least 15 hours per week for 12-14 weeks...internship format must be approved by internship director...a journal detailing work activities will be required.

498 Industry Field Study. (3) (Prereq: Admission to the Wall College of Business and permission of the Dean) Structured around visits to selected corporations and organizations where management officials will discuss matters confronting today's businessmen, this course is designed to bridge the gap between the classroom and the real world of business. An honors course consisting of students selected by the Wall College of Business Administration on the basis of academic achievement.

499 Selected Topics in Business. (3) Provides Business Administration majors an opportunity to study in small groups, selected topics in business/economics under the guidance of a faculty member. A maximum of 15 credit hours of Business Administration 399 and 499 combined may be taken.
CHEMISTRY (CHEM)

101 Introductory Chemistry. (3) First portion of a two-semester terminal course (Chemistry 101-Chemistry 102) designed primarily for nursing students and those seeking a one-year science elective. Engineers, science majors, pre-meds, etc., requiring more than two semesters of chemistry should not enroll in this course. Three lecture hours per week. F.

101L Introductory Chemistry Laboratory. (1) (Coreq: Chemistry 101) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. S.

102 Introduction to Organic and Biochemistry. (3) (Prereq: Chemistry 101 or 111) Second portion of a two-semester terminal course (Chemistry 101-Chemistry 102) Engineers, science majors, pre-meds, etc., should not enroll in this course. Three lecture hours per week. S.

102L Introduction to Organic and Biochemistry Laboratory. (1) (Prereq: Chemistry 101 and 101L; Coreq: Chemistry 102) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. F.

111 General Chemistry I. (3) (Prereq: A grade of C or better in Math 130 or equivalent) A survey of chemical structure, reactivity and physical properties. Three lectures, and one two-hour workshop per week. F, S, Su.

111L General Chemistry Laboratory I. (1) (Coreq or Prereq: Chemistry 111) This course is an introduction to qualitative inorganic reaction chemistry and quantitative methods of chemical analysis, three hours per week. F, S, Su.

112 General Chemistry II. (3) (Prereq: Chemistry 111) A continuation of Chemistry 111 to include quantitative treatment of chemical kinetics, aqueous solution equilibria, thermodynamics and electrochemistry. Three lectures with two hours of optional workshop per week. F, S, Su.

112L General Chemistry Laboratory II. (1) (Coreq or pre-req: Chemistry 112) This course consists of laboratory methods of quantitative study of chemical kinetics, equilibria, thermodynamics and electrochemistry. F, S, Su.

299 Introduction to Research. (1) (Prereq: Chemistry 112) This course is a basic introduction to the utilization of library resources, electronic resources and journals in research. Search techniques as well as critical evaluation of the material obtained are discussed as it relates to developing a new project, or reviewing the current status of research in a given topic. Exposure to ongoing research projects within the department is integral to this course. F.

301 Workshop Leader Training. (1) (Permission of Instructor and acceptance into the department of chemistry workshop leader program) This course focuses on the preparation of leaders for workshops in chemistry. Learning theory, group dynamics, pedagogy, and student development as they apply to chemistry workshops are covered. The course is also used to review workshop
and related course materials. Enrollment in this course at least once is a requirement for all chemistry workshop leaders. F.

321 **Quantitative Analysis.** (3) (Prereq: Chemistry 112; Coreq: Chemistry 321L) Theory and practice of “wet” analytical methods including statistics, volumetric analysis, simple and coupled aqueous equilibria, including spreadsheet analysis and simulation methods. Fundamentals of spectrophotometry and potentiometry. F

321L **Quantitative Analysis Laboratory.** (1) (Coreq: Chemistry 321) The practice and application of “wet” analytical methods including solution preparation, volumetric, spectrophotometric and potentiometric methods. F.

331 **General Organic Chemistry I.** (3) (Prereq: Chemistry 112) Nomenclature, synthesis, and reactions of carbon compounds. Three lecture hours per week. F, Su.

331L **General Organic Chemistry Laboratory I.** (1) (Prereq or Coreq: Chemistry 331) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. F.

332 **General Organic Chemistry II.** (3) (Prereq: Chemistry 331) A continuation of Chemistry 331. Three lecture hours per week. S, Su.

332L **General Organic Chemistry Laboratory II.** (1) (Prereq: Chemistry 331L; Coreq: Chemistry 332) Laboratory exercises to accompany Chemistry 332. Three laboratory hours per week. S, Su.


351L **Biochemistry Laboratory I.** (1) (Coreq: Chemistry 351) This course covers experiments designed to reinforce those topics covered in the lecture. Protein analysis and purification, enzyme activity determination, lipid extraction and analysis, and electrophoretic analyses. F, even years.

352 **Biochemistry II.** (3) (Prereq: Chemistry 351) Three 1-hour lecture, one 3-hour laboratory. Structure and function of mononucleotides, amino acid and nucleotide metabolism. Lipid and amino acid synthesis. Organization, replication, repair and expression of DNA. Viruses, Receptors and information transfer. Biotechnology methods and applications of DNA restriction, sequencing, cloning and probing. Offered on demand.

352L **Biochemistry Laboratory I.** (1)(Coreq: Chemistry 352 and Prereq: Chemistry 351 and 351L) This course covers experiments designed to reinforce those topics covered in the lecture: protein synthesis, nucleic acid extractions, and electrophoretic analyses. S, odd years.
398 **Junior Chemistry Seminar.** (1) (Prereq: Chemistry 299) This course covers oral and written presentations of literature research papers. Review of library and on-line searching in bibliography development. Critical review of peer manuscripts and presentations. Career planning and management. F

399 **Independent Study.** (1-6) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topics. F, S.

405 **Principles of Physical Chemistry.** (3) (Prereq: Chemistry 112, Physics 202 or 212, Math 160) This course covers the fundamental principles of chemical and physical changes as related to bulk properties and molecular structure, especially as they are related to biochemical processes. Topics are: gas properties, kinetics, thermodynamics, equilibrium quantum chemistry, spectroscopy and statistical thermodynamics. F, odd years.

411 **Inorganic Chemistry.** (3) (Prereq: Chemistry 441) Concepts and models in inorganic chemistry. This course includes as its core atomic structure and the periodic table, localized bonding, hydrogen bonding, and weak interactions. Specific topics as chemistry of coordination compounds, organometallic chemistry and bioinorganic chemistry are also included to fit the particular needs of the students taking this course. Su, even years.

411L **Inorganic Laboratory.** (1) (Coreq: Chemistry 411) Synthesis and characterization of selected inorganic compounds. This experimental work supplements the theoretical material presented in Chemistry 411. Su, even years.

422 **Instrumental Analysis.** (2) (Prereq: Chemistry 321) Two one-hour lecture, two three-hour laboratory. Theory and applications of instrumental methods of analysis. Electrochemical methods, spectroscopy, chromatographic methods, resonance methods and mass spectroscopy are studied. The experiments to be performed are tailored to fulfill the needs of the different areas of emphasis with in the chemistry program. S.

422L **Instrumental Analysis Laboratory.** (2) (Prereq: Chemistry 321 and 321L) Coreq: Chemistry 422) Experiments are performed that are project-based. Successful completion of these projects generally involves the use and mastery of several instruments discussed in lecture. Two hours laboratory per week. S.

433 **Advanced Organic Chemistry.** (2) (Prereq: Chemistry 331-332, 331L-332L) The course supplements and extends the knowledge base of Organic Chemistry 331-332. The subject matter includes a look at some general methods used to study mechanistic pathways and how the data obtained can be interpreted to deduce the accepted mechanisms for selected types of reactions. Also included is a study of synthetic organic reactions and their applications as well as a look at methods for determining the structures of unknown organic compounds. F, odd years.

433L **Advanced Organic Chemistry Laboratory.** (2) (Prereq or Coreq: Chemistry 433) The experiments and assignments supplement the materials
presented in Chemistry 433 and include the study of mechanisms, syntheses, and identification of unknown compounds and mixtures. F, odd years.

441 Physical Chemistry. (3) (Prereq: Mathematics 161 or 260, Chemistry 112, Physics 202 or 212; Coreq: Mathematics 260, Chemistry 441L) Theories and laws relating to chemical and physical changes including gas properties, thermodynamics, kinetic theory of gases and kinetics of chemical reactions F.

441L Physical Chemistry Laboratory. (1) (Prereq: Chemistry 321; Coreq: Chemistry 441) Applications of physical chemistry techniques. F.

442 Physical Chemistry. (3) (Prereq: Chemistry 441; Coreq: 442L) Theories and laws relating to molecular structure including quantum chemistry, statistical thermodynamics, determination of molecular structure and electric and magnetic properties of molecules. S.

442L Physical Chemistry Laboratory. (1) (Prereq: Chemistry 441L; Coreq: Chemistry 442) Application of physical chemistry techniques for the determination of molecular structure. S.

450 Principles of Biochemistry. (3) (Prereq: Chemistry 331 and permission of instructor) A survey of the fundamental principles of biochemistry. Three hours of lecture per week. S.

450L Principles of Biochemistry Laboratory. (1) (Prereq: Chemistry 331/331L and permission of instructor) (Coreq: Chemistry 450) The laboratory demonstrates the topics and principles presented in the lecture. Three hours laboratory per week.

499 Directed Undergraduate Research. (1-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation. Projects explore chemical or related problems using the scientific method. One conference and no less than 5 lab research hours per week. F, S, Su.

CLASSICAL STUDIES (CLAS)

300 History of Ancient Philosophy. (3) (= Philosophy 300) An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers.

302 Political Thought of Thucydides. (3) (Writing Intensive) (Prereq: Politics 300, 301, or instructor's consent) (= Politics 302) A study of the political thought of Thucydides through an intensive reading of the War of the Peloponnesians and the Athenians.

315 Ancient Greece. (3) (Prereq: Sophomore standing or above, or permission of instructor) (= History 315) An exploration of the Greek genius of the fifth and fourth centuries, B.C., and especially the works of Herodotus, Thucydides, Aeschylus, Plato, and Aristotle. Time will also be devoted to Greece's decline and the
simultaneous rise of its Macedonian conquerors, Philip II and Alexander III the Great.

316 **Roman Republic and Empire.** (3) (Prereq: Sophomore standing or above, or permission of instructor) (= History 316) 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 are highlighted. Colorful personalities, such as those of Marc Antony and Cleopatra, examined in some detail.

318 **Classical Mythology.** (3) (Writing Intensive) (Prereq: Sophomore standing or above, or permission of instructor) (= History 318) This course investigates the world's creation, the Greek and Roman divinities that once governed human experience, and the activities of such heroes as Perseus and Theseus. The course is designed to provide an intellectual history of Greco-Roman civilization and to enhance the appreciation of the literature and art influenced by this ancient culture.

361 **History of Theater.** (3) (= Theater 361) A survey of plays, playwrights, actors, production, and the physical development of theaters. Reading of representative plays, primarily from antiquity, is required.

401 **History of Political Thought I.** (3) (Writing Intensive) (Prereq: Politics 300, 301, or instructor's consent) (= Politics 401) A study of the history of political thought from Socrates through Aristotle.

405 **Plato.** (3) (Prereq: Philosophy 101 or instructor's consent) (= Philosophy 405) An intensive study of selected dialogues.

406 **Aristotle.** (3) (Prereq: Philosophy 101 or instructor's consent) (= Philosophy 406) An intensive study of some of the more important of Aristotle's works.
COMPUTER SCIENCE (CSCI)

105 Introduction to Computer Applications. (3) (Computer Usage) A survey course designed for students majoring in areas other than Computer Science or those with no computer experience; course includes an overview of computer hardware with an emphasis on Windows, word processing, spreadsheets, database applications and the Internet. F, S, Su.

106 Advanced Computer Applications. (3) (Computer Usage) (Prereq: Computer Science 105 or permission of instructor) Advanced computer applications with emphasis on integrating and linking user software applications. This course also includes online collaboration skills, advanced e-mail concepts and Internet. F.S.


130 Introduction to Computer Science. (3) (Computer Usage) (Prereq: Mathematics 130 or higher, or currently enrolled in Mathematics 130 or higher) Designed as an introduction to Computer Science for non-majors; provides a comprehensive overview of the field of Computer Science in areas such as machine architecture, data storage, data manipulation, operating systems, algorithms, programming languages, data structures, database structures, computational complexity, and artificial intelligence; includes a brief introduction to programming. S.

140 Introduction to Algorithmic Design I. (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: Mathematics 130 or higher, or currently enrolled in Mathematics 130 or higher) (Coreq: Computer Science 140L) An introduction to problem solving and algorithmic design methodology using the C++ programming language, topics include: problem solving techniques, high-level structures, subprograms and modularity, simple, aggregate and user-defined data types, and fundamental algorithms. Program clarity, good coding style and effective documentation are stressed. Three lecture hours per week. F, S, Su.

140L Introduction to Algorithmic Design I Laboratory. (1) (Coreq: Computer Science 140) Laboratory demonstrates the topics and principles presented in the lecture.

150 Introduction to Algorithmic Design II. (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: Grade of C or above in Computer Science 140) (Coreq: Computer Science 150L) A continuation of Computer Science 140, topics include algorithmic design; complexity analysis; abstract data types and encapsulation; basic data structures and their applications, including stack, queues, linked lists, binary trees, and hash tables; sorting and searching; C++ topics include dynamic memory allocation, recursion, classes, templates, inheritance, and operator overloading. Three lecture hours per week. F, S.
150L  **Introduction to Algorithmic Design II Laboratory.**  (1) (Coreq: Computer Science 150) Laboratory demonstrates the topics and principles presented in the lecture.

205  **Programming in COBOL.**  (3) (Prereq: Knowledge of a programming language or permission of the instructor) Computer programming in the COBOL language.  S, even years.

206  **Programming in FORTRAN.**  (3) (Prereq: Knowledge of a programming language or permission of the instructor) Computer programming in the FORTRAN language.  F, odd years.

207  **Programming in C++.**  (3) (Prereq: Knowledge of a programming language or permission of instructor) Computer programming in the C++ language.  Offered on demand.

208  **Programming in Visual Basic.**  (3) (Prereq: CSCI 150) An introduction to programming with Visual Basic including Windows interface controls, Active X controls, and database access using Active X objects.  S, odd years.

209  **Programming in Java.**  (3) (Prereq: Computer Science 140 and 150) Students will learn to program in the Java programming language. Topics include inheritance, threads, graphics, network programming, and Web-programming.  F, odd years.

210  **Computer Organization and Programming.**  (3) (Prereq: Grade of C or above in Computer Science 140 and Mathematics 174) Logical basis of computer structure, machine representation of information, flow of control, instruction codes, arithmetic and logical operations, indexing, indirect addressing, input-output, sub-routines, linkages, macros. Interpretive and assembly systems, and pushdown stacks.  F, S.

220  **Data Structures.**  (3) (Prereq: Grade of C or better in Computer Science 150 and 150L and Mathematics 174) A continuation of Computer Science 150 and 150L, topics include analysis of algorithms, with emphasis on computational complexity and advanced algorithms including self adjusting trees, hashing, graphs, sorting, searching, hashing methods, and greedy algorithms.  F, S.

305  **Ethics in Computer Science.**  (3) (Prereq: Academic standing above Freshman) Provides real-world experiences that stimulate discussion of ethical issues in the technical work place. Topics include: ACM Code of Ethics, general moral responsibilities, privacy security, copyright and ownership agreements, computer crimes, and personal ethics. Class format presents case studies of current news events regarding computer ethics.  F, S.

310  **Introduction to Computer Architecture.**  (3) (Prereq: Grade of C or above in Computer Science 150, 210 and Mathematics 174) An introduction to the fundamental aspects of a computer system's structure and behavior: binary arithmetic, combinational logic, circuit design, instruction sets, register operations and flip-flops, control system functions, memories, interrupt structures, processors, and performance measures will be covered.  F.
Software Engineering I. (3) (Prereq: Grade of C or better in Computer Science 220) Introduction to the software engineering design process with emphasis on the technical knowledge and skills that a software engineer must possess to design quality software. Topics include concepts of software development, requirements and specification, design and coding, and testing. System analysis and design methodologies are used in team projects. F.

Numerical Calculus. (3) (=Mathematics 460) (Prereq or Coreq: Mathematics 260 and a working knowledge of programming language) Introduction to numerical methods, interpolation, quadrature, solution of linear and nonlinear systems of equations, error analysis. Two lectures and two laboratories per week. S.

Data Communication Systems and Networks. (3) (Prereq: Grade of C or above in Computer Science 310) Communications environment, communications system components, networks, network management and distributed environment, local networks. S.

Introduction to the Analysis of Algorithms. (3) (Writing Intensive) (Prereq: Grade of C or above in Computer Science 220) An introductory course in the analysis of algorithms, with emphasis on computational complexity including practical applications and the analysis of specific problems and algorithms, course investigates most commonly used algorithm design techniques and also introduces the notion of "hard" problems and approximate solutions. S, even years.

Introduction to Information Systems Security. (3) (Prereq: Junior level status or permission of instructor) Comprehensive survey of security policies, models and mechanisms for confidentiality, integrity, and availability. Topics include computer communications, operations, personnel, privacy issues, management and legal and ethical issues. F, odd years.

Theory of Computational. (3) (Prereq: Grade of C or better in Computer Science 220 and 310) General models of computation, formal languages and automata theory and algorithmic unsolvability. F, odd years.

Independent Study. (1-3) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.

Operating Systems. (3) (Prereq: Grade of C or above in Computer Science 320) Basic concepts and terminology of operating systems, I/O and interrupt structures, system structures, processor scheduling, processes and process synchronization, deadlocks, memory management, and other concepts. F.

Systems Programming. (3) (Prereq: Grade of C or better in Computer Science 220) The course covers introduction to the ANSI C, POSIX, and SVR4 standards included in UNIX and common UNIX derivatives. Examples of such calls include the standard I/O library and the low-level calls to use files and directories, the calls to create a new process and run a new program, signals, and interprocess communication facilities. There is a particular
emphasis on network programming and threads programming. Basic concepts of Operating System design are covered, but a solid background in software engineering principles and OS design are expected. S, even years.

420 File Processing. (3) (Prereq: Grade of C or above in Computer Science 320) Physical characteristics of I/O devices, physical representation of data structures on storage devices, file organization, sort/merge algorithms, file structures in database systems, and time and storage space considerations. S.

425 Database Systems Design. (3) (Prereq: Grade of C or above in Computer Science 220) An introduction to the theory and methodology for database design and implementation, the relational model, relational algebra, relational calculus, and E/R modeling are introduced, as well as concepts of normalization, data independence, and database languages. Design encompasses issues from the conceptual model to the physical model. F.

430 Organization of Programming Languages. (3) (Prereq: Grade of C or above in Computer Science 220) Formal language concepts, statement types, control structures, compilation vs. interpretation, list processing and string manipulation languages. S.

440 Introduction to Computer Graphics. (3) (Prereq: Computer Science 220 and Mathematics 344 or permission of instructor) An overview of the elements of 2D and 3D graphics, includes topics on raster graphics, geometrical transformations, parallel and perspective projections for 3D viewing, interaction techniques, representation of curves and surfaces, solid modeling and topics on visual realism. S, odd years.

450 Principles of Compiler Design. (3) (Prereq: Grade of C or above in Computer Science 220 and Computer Science 310) Introduction to programming language structure, lexical analysis, syntax analysis, code generations, error repair, and optimization. F.

460 Algorithms in Bioinformatics. (3) (Prereq: Senior level status or permission of instructor) (Coreq: basic knowledge of Linear Algebra in Calculus. Solid background in Programming, Data Structures, and design of Algorithms.) Introduction to the main algorithms used in Data Mining of Genomic sequences and evaluation of gene expression data from Micro Arrays. Topics include Dynamic programming, Hidden Markov Models, Support Vector Machines, Clustering algorithms, and Singular Valve Decomposition. S.

480 Introduction to Artificial Intelligence. (3) (Prereq: Computer Science 220 and Mathematics 174) Covers the fundamentals of Artificial Intelligence (AI); topics and techniques for analyzing and developing intelligent systems; programming in an AI language. Coverage may include applications in areas such as expert systems, neural networks, fuzzy logic, robotics, etc. F, even years.

485 Introduction to Robotics. (3) (Prereq: Computer Science 220) An introduction to the fundamentals of mobile robotics including robot hardware, sensors, obstacle avoidance, navigation, mapping, path planning and robot architectures. F, odd years.
Software Engineering II. (3) (Prereq: Grade of C or better in Computer Science 330 and 425) This course is a continuation of the software engineering design principles introduced in Computer Science 330. Topics include project requirements, design specifications, testing, project management and group dynamics. Student will design, code, test and implement an information system as part of a team project. S.

Computer Science Internship. (3-6) (Prereq: GPA of 3.0 and knowledge of two programming languages) Supervised work experience of at least 15 hours per week for 12 weeks. Program format is approved by the area director. A written final paper is required. F, S, Su.

Cooperative Education. (1-3) (Prereq: Computer Science major with at least sophomore level status) Cooperative full-time work study arrangement among the University, the business or industry and the student. Arrangements are made in consultation with the department chair. The course may be repeated for a total of 6 hours of credit. F, S, Su.

Topics in Computer Science. (1-3) (Prereq: Permission of instructor) Special projects and recent developments in Computer Science selected to meet current faculty and student interest. Offered on Demand.

CRIMINAL JUSTICE (CRMJ)

Sociology of Crime. (3) (= Sociology 353) Social factors in the development, identification and treatment of criminals.

Sociology of Juvenile Delinquency. (3) (= Sociology 350) Social factors in the development, identification and treatment of delinquents.

The Judicial Process. (3) A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

ECONOMICS (ECON)

Survey of Economics. (3) Designed to familiarize non-business majors with basic macro- and microeconomics models and selected economic problems. Not open to majors in Business Administration and Economics.

Consumer Economics. (3) Designed to acquaint the student with the money management concepts necessary to exercise intelligent control over income and expenditures, topics considered include: budgeting, consumer protection, taxes, credit sources, types of insurance, real estate, stocks, bonds, estate planning and other uses of funds. Not open to students who have received credit for Business Administration 110.

Macroeconomics. (3) (Prereq: Freshman Success Seminar 101 for business majors or equivalent for all majors, Mathematics 130, and completion
Macroeconomic analysis, basic definitions and concepts, mechanics of pricing fundamentals of American capitalism, national income economics, income and employment theory, and monetary and fiscal policy. F, S.

202 Microeconomics. (3) (Prereq: Freshman Success Seminar 101 for business majors or equivalent for all majors, Mathematics 130, Economics 201, and completion of 24 semester hours) Microeconomic analysis, theory of the firm, cost and output determination, marketing pricing, income distribution, and international economics. F, S.

335 Intermediate Economics. (3) (Prereq: Economics 202) A combination of major topics from both macroeconomics and microeconomics; topics include supply and demand, market equilibrium and pricing, elasticity, market structure, unemployment, inflation, and the Federal Reserve System.

399 Independent Study. (Up to 15 credits) Written contract between student and instructor, approved by the Dean.

EDUCATION (EDUC)

110 Careers in Education. (3) This course is designed to acquaint students with the role of the teacher and the nature of the teaching profession and to assist students in their personal and professional development. Topics addressed include an overview of the teaching profession: curriculum, instruction, environment, students, resources, and trends and pressures facing educators today. Included are observations and activities within schools at varied grade-level specialization.

115 Introduction to Early Childhood Education. (3) An introduction to teaching young children in early childhood centers (pre-kindergarten through grade four). Observation and activities within cooperating schools (teaching centers) are included. The course is a prerequisite for admission to the professional program in education for all early childhood majors and should be taken, if possible, during the freshman year.

204 Computer Technology and Instructional Media. (3) (Computer Usage) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction.

225 Managing the Classroom. (2) (Prereq: sophomore standing; Coreq: Education 225C) Study of principles and techniques of management in classrooms today to include management of students and classroom organization. Special attention is given to theories of management of students and classrooms as well as the relationship between motivation and management.

225C Clinical Experience in Managing the Classroom. (1) (Coreq: EDUC 225) Field study focusing on principles and techniques of management in the classroom setting.
(Education)

275  **Dynamics and Diversity in American Public Education.** (3) This course considers the foundation aspects of American education: the school’s role in society; the historical heritage of schools; the European legal/political/religious impact on American curriculum; the laws controlling state school systems; the legal impact of Supreme Court decisions on educators and students; and an introduction to community, family, and school interactions.

280  **Introduction to Special Education.** (3) A survey course with an overview of the field of special education and an investigation of current trends, emphasis is placed on the different areas of exceptionality and relevant programs of instruction. Basic course for those beginning study in the field of special education. A clinical field experience is included.

332  **The Young Child: Behavior and Development in Early Childhood.** (3) (Writing Intensive) (Prereq: junior level; Coreq: Education 335) The study of intellectual, physical, social and emotional development for the total human life span with a special emphasis on prenatal through grade four, within an ecological context. Critical thinking, creative expression and diagnosis/assessment are emphasized. A clinical field experience is included.

335  **Introduction to Educational Psychology.** (3) Psychology of learning, learning theories, stages of development as applied to the learner in the classroom, with attention given to research into learning problems, management, as well as measurement of learning and least restrictive environments for learning.

336  **Introduction to Human Growth and Development.** (3) (Writing Intensive) (Prereq: junior level; Coreq: Education 335) An investigation of various patterns of intellectual, social, emotional and physical growth of learners from prenatal through adult periods with a focus on developmental applications in educational settings. A clinical field experience is included.

350  **Selected Topics from Middle and Secondary School Mathematics.** (3) A study of selected topics in mathematics from the middle and secondary school curriculum taught from an advanced standpoint that reflects the concepts as they relate to the school curriculum. Extensive use of graphing calculators and computer software are included.

375  **Learners and the Learning Process.** (3) (Prereq: junior standing, EDUC 225 and 225C; Coreq: EDUC 375C) An investigation of human growth and development (intellectual, social, emotional and physical) and principles of learning as related to classroom environments. Learning theories and various learner needs are explored as they relate to effective classroom instruction.

375C  **Clinical Experience in Learners and Learning.** (1) (Coreq: EDUC 375) Field study focusing on learners and learning in the classroom setting.

399  **Independent Study.** (1-3)

402  **Special Topics.** (1-3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Co-requisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>415</td>
<td>Teaching in Diverse Classroom Settings.</td>
<td>2</td>
<td>(Prereq: senior standing, Education 375 and 375C; Coreq: Education 415C)</td>
<td>Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture.</td>
</tr>
<tr>
<td>415C</td>
<td>Clinical Experience in Teaching in Diverse Classroom Settings.</td>
<td>1</td>
<td>(Coreq: Education 415)</td>
<td>Field study focusing on the teacher's role in addressing the needs of students in diverse classrooms.</td>
</tr>
<tr>
<td>440</td>
<td>Managing the Curriculum and Learner.</td>
<td>3</td>
<td></td>
<td>Study of the K-12 physical education school program which includes curriculum planning, implementation and evaluation with an emphasis on the management of the learner and techniques and philosophies of management. Clinical experiences in the public schools are included.</td>
</tr>
<tr>
<td>441</td>
<td>Elementary School Curriculum and Organization.</td>
<td>3</td>
<td></td>
<td>Study of the entire school (K-8) program, including grouping, grading, placement, organization of learners and the school for teaching techniques are included.</td>
</tr>
<tr>
<td>441b</td>
<td>Middle School Curriculum and Organization.</td>
<td>3</td>
<td></td>
<td>Study of the middle level program including the grouping, scheduling, grading, and placement of students; school organization, curriculum and teaching techniques are included.</td>
</tr>
<tr>
<td>442</td>
<td>Instructional Theory and Practice-Early Childhood Education.</td>
<td>3</td>
<td>(Writing Intensive)</td>
<td>Application of general teaching models as they apply to subject matter in early childhood settings. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Clinical experiences in public schools are included.</td>
</tr>
<tr>
<td>443</td>
<td>Instructional Theory and Practice-Elementary Education.</td>
<td>3</td>
<td>(Writing Intensive)</td>
<td>Application of general teaching models as they apply to subject matter in the elementary school. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Clinical experiences in public schools are included.</td>
</tr>
<tr>
<td>444</td>
<td>Instructional Theory and Practice-Middle and Secondary School.</td>
<td>3</td>
<td>(Writing Intensive)</td>
<td>Applications of teaching and management models related to the student's field of specialization, along with the demonstration of skills of instruction and management during supervised teaching experiences in simulated settings and in school classrooms. Extensive clinical experiences in the public schools are included.</td>
</tr>
<tr>
<td>445</td>
<td>Instructional Theory and Practice-Middle School.</td>
<td>3</td>
<td></td>
<td>Application of general teaching models as they apply to subject matter in the middle school. The student will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in stimulated situations as</td>
</tr>
</tbody>
</table>
well as in school classrooms. A significant portion of the course will address proactive and reactive classroom management strategies. Clinical experiences in public schools are included.

446 Managing the Curriculum and Learners in Middle and Secondary Schools. (3) Study of secondary school programs to include curriculum planning, implementation and evaluation with an emphasis on the management of the learner and techniques and philosophies of management. Clinical experiences in the public schools are included. F.

466 Internship in Elementary School (Early Childhood). (12) F, S.**

467 Internship in Elementary School (Elementary). (12) F, S.**

468 Internship in Middle Level Teaching. (12) Supervised teaching experience in the middle grades classroom. Interns will be assigned to field placements for a period of no fewer than 60 instructional days.

479 Internship (Physical Education). (12) F, S.**

**All Internship experiences are comprised of supervised teaching experiences in either the appropriate grade level or subject-matter area related to the student’s area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Pass/Fail credit.

480A Teaching of Mathematics in the Primary School. (3) A study of methods, techniques, and materials as they relate to instruction in the field of mathematics in the primary grades.

480B Teaching of Mathematics in the Elementary School. (3) A study of methods, techniques, and materials as they relate to instruction in the field of mathematics in the elementary grades.

486A Teaching of Language Arts and Social Studies Methods Utilizing Multicultural Contexts: Early Childhood. (3) An interdisciplinary approach to the study of language arts and social studies methods and materials in the preschool and primary years utilizing multicultural contexts.

486B Teaching of Language Arts and Social Studies Methods Utilizing Multicultural Contexts: Elementary. (3) An interdisciplinary approach to the study of language arts and social studies methods and materials in the elementary grades utilizing multicultural contexts.

488A Teaching of Science-Early Childhood. (3) A study of methods, techniques and materials as they relate to instruction in the field of science in the preschool and primary grades. This course gives a comprehensive overview of the philosophy, objectives, materials, methods, evaluation alternatives, current research, curriculum trends, and problems in the area of science.
488B Teaching of Science-Elementary. (3) A study of methods, techniques, and materials as they relate to instruction in the field of science in the elementary grades.

489 Materials and Methods of Teaching English/Language Arts in the Middle School. (3) (Coreq: EDUC 445) The development of knowledge, skills, and attitudes necessary for instruction in English/Language Arts in the middle grades and for the integration of the areas of the curricular concentration. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.

490 Materials and Methods of Teaching Social Studies in the Middle School. (3) (Coreq: EDUC 445) Study of methods, techniques, and materials appropriate to the teaching of social studies at the middle school level. Standards-based instructional planning and strategies for effective teaching in the social studies will be analyzed and evaluated using current research. Emphasis will be placed on but not limited to such topics as the cultural approach to the study of history, reciprocal reinforcement among the disciplines, values classification, controversial issues, citizenship education, and the roles of the social studies as a mirror of society or as a change agent for society.

491 Materials and Methods of Teaching Science in the Middle School. (3) (Coreq: EDUC 445) Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle level. Students will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.

492 Materials and Methods of Teaching Mathematics in the Middle School. (3) (Coreq: EDUC 445) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle school level. The student will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed.

514 Teaching of Reading in the Elementary School. (3) A study of the various phases of reading and their relationship to modern elementary school curriculum. Emphasis is on the modern practices of teaching reading as they relate to individual learners, readiness activities, decoding skills, vocabulary development, and comprehension. A clinical field experience accompanies study in this course.
(Education, Engineering, English)

515  **Diagnostic Remedial Reading.** (3) An examination of the causes of reading difficulties, diagnostic methods for isolating the etiology of such difficulties, and the necessary prescriptive techniques and materials to correct such difficulties. Practical field experiences are provided.

516  **Literacy Methodologies.** (3) Study for non-education majors and non-educators in the community as well as for education majors to train individuals as literacy tutors for adults who cannot read or who read poorly and beginning readers in the early school grades. Both on-campus as well as off-campus experiences are required.

517  **Reading in the Middle School.** (3) A study of the reading process and readiness to read as related to the teaching of academic areas found in public schools. Alternate methods of instruction and evaluation of concepts and skill development are presented. A clinical field experience accompanies study in this course.

**ENGINEERING (ENGR)**

101  **Introduction to Engineering.** (1) Students are introduced to the engineering profession and engineering disciplines for the purpose of assisting students in their selection of an engineering major. Professional ethics, technical communication, word processing and electronic communication are taught.

**ENGLISH (ENGL)**

All students must earn a C or above in English 101 and English 102.

**PREREQUISITES:**
1. A C in English 101 is a prerequisite for English 102.
2. A C in English 102 is a prerequisite for all 200 and higher level English courses.
3. One sophomore survey course (English 275, 276, 287, or 288) is a prerequisite for all upper-level literature classes.

101  **Composition.** (3) Students gain experience in various types of writing. A research paper is required. Revising and editing skills are taught. F, S, Su.

101B  **Composition. (English as a Second Language).** (3) A variation of English 101 for students who speak English as a second language. F.

102  **Composition and Literature.** (3) (Prereq: Completion of English 101 or 101B with a C or above). Students read and analyze short stories, poems, and plays. Writing assignments include literary analyses and one research paper. Revising and editing skills are taught. F, S, Su.
102B Composition and Literature. (English as a Second Language).  
(3) (Prereq: Completion of an English 101 course with a grade of C or above).  
A variation of English 102 for students who speak English as a second language.  S.

110 Success Seminar for English Majors and Journalism Minors.  
(1) (Prereq: A grade of C or above in English 101 or its equivalent)  
(=Success Seminar for English Majors 195)  
A seminar on strategies for academic success and career exploration.  
Required of all English majors/Journalism minors the first spring semester the major or minor is declared or the student transfers from another institution.  S.

200 Seminar in Writing Consultation.  (1)  
(Prereq: English 101/102)  
The practicum introduces students to the philosophies, concepts, and practices that inform writing consultation.  Students read articles by scholars in the fields of Writing Center theory and composition/rhetoric and analyze those readings in the context of the Coastal Carolina University community.  The course is highly participatory and involves frequent class discussions, workshops, writing exercises, and role-playing of writing consultations.  Students have the option of working in the Writing Center for a minimum of four hours a week beginning the fifth week of class.  Emphasis is placed on making connections between theory and practice in Writing Center activities and tailoring consultations to students’ individual needs.  Students develop their own consulting strategies and gain an understanding of the nature and purpose of writing consultation.

210 Technical Editing.  (3)  
(Prereq: Grade of C or above in English 101 and 102)  
A rigorous workshop emphasizing essential methods and techniques for editing technical papers, including stylistic editing, substantive editing, and production editing.  Students will also edit documents for clarity, conciseness and style appropriate to a particular audience, and acknowledge primary and secondary sources of information using in-text citation.  F.

211 Introduction to Technical and Professional Writing.  (3)  
(Prereq: Grade of C or above in English 101 and English 102; Grade of B or above in English 210)  
A practical introduction to principal types and forms of technical writing, including description of a mechanism, process, analysis, definition, and the proposal.  S.

212 Theories of Visual Rhetoric.  (3)  
(Prereq: Grade of C or above in English 101 and English 102; Grade of B or above in English 210 and English 211)  
An introduction to the history, principles, theories, and techniques of designing usable documents with an emphasis on rhetorical analysis and the integration of verbal and visual language.  Students will study the rhetorical qualities of fonts and typefaces, and the theories and principles that have guided the complex interactions of words and images from antiquity to electronic writing spaces.  F.

275 Masterpieces of World Literature I.  (3) (Writing Intensive)  
(Prereq: Satisfactory completion of English 101 and 102)  
Selected readings of Western and non-Western literature from antiquity to the Renaissance.  Stu-
(English)

dents write primarily analytical essays. Some research is required. All readings are in English. F, S, Su.

276 **Masterpieces of World Literature II.** (3) (Writing Intensive) (Prereq: Satisfactory completion of English 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.

287 **Major Writers of American Literature.** (3) (Writing Intensive) (Prereq: Satisfactory completion of English 101 and 102). Extensive reading in the works of the major writers of American literature. Writers are studied with reference to background, school, technique, and philosophy. Some research is required. F, S, Su.

288 **Major Writers of British Literature.** (3) (Writing Intensive) (Prereq: Satisfactory completion of English 101 and 102). Selected readings in the works of major authors of Great Britain and Ireland. The works represent a variety of eras. Students write primarily analytical essays. Some research is required. F, S, Su.

302 **The Renaissance.** (3) A survey of English literature of the Sixteenth Century from Thomas More’s *Utopia* to William Shakespeare’s comedies and histories.

307 **The Age of Chaucer.** (3) Masterpieces of fourteenth-century poetry and drama, including Pearl, Sir Gawain and the Green Knight, and works of the Wakefield Master. About one-third of the course is devoted to works of Chaucer not read in English 401.

308 **Seventeenth-Century British Literature.** (3) A study of the major English poets, dramatists, and prose writers of the Seventeenth Century.

314 **Eighteenth-Century British Literature.** (3) A historical and critical study of the prose and poetry of the principal Eighteenth-Century writers. Emphasis on the works of Dryden, Defoe, Pope, Swift, and others.

315 **The British Novel I.** (3) A survey of the British novel from the beginning through the early Victorian era.

316 **The British Novel II.** (3) A survey of the British novel from the mid-Victorian era to the present.

317 **The Romantic Age.** (3) A study of the Eighteenth-Century transition from Classicism to Romanticism and of major Romantic writers.

318 **The Victorian Age.** (3) (Writing Intensive) A study of major mid- and late-Nineteenth-Century British writers, including Hardy, George Eliot, Dickens, Tennyson, the Brownings, and others.
322 Latin American Literature in Translation. (3) (= Spanish 322) (Writing Intensive) Selected readings of Latin American Literature in translation. Students write primary critical essays. All readings are in English. Even Years.

323 Modern British and Irish Literature. (3) A study of the works of British and Irish writers from the turn of the Twentieth Century to 1945.

325 Colonial and Revolutionary American Literature. (3) A study of early American literature with emphasis on the religious, philosophical, social, and political aspects.

326 American Literature 1800-1865. (3) A reading of representative works of Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and other writers of the period.

327 American Literature 1860-1910. (3) A study of American literature from the Civil War to the early Twentieth Century. Emphasis on the changing attitudes reflected in the works of writers of this period.

328 Modern American Writers. (3) (Writing Intensive) A study of the works of American writers in the first half of the Twentieth Century.

329 Autobiographies, Journals, and Memoirs. (3) (Prereq: one sophomore -level literature course) (Writing Intensive) A study of selected Eighteenth-, Nineteenth-, and Twentieth-Century autobiographical writing in English. Students read selected Eighteenth- and Nineteenth-Century autobiographies, journals, and memoirs and explore the ways in which recent writers (in particular women and minorities) have challenged and revised the conventions of this genre. Students are required to produce some autobiographical writing.

333 The American Novel. (3) A study of selected American novels.

336 Contemporary American Literature. (3) (Writing Intensive) A study of the literary trends in America from 1945 to the present.

341 African-American Literature, 1750-present. (3) A survey of Nineteenth and Twentieth-Century literature. Emphasis on the classic works of Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Toni Morrison, and Ralph Ellison.

380 Studies in World Film. (3) (= Honors 380, Spanish 380, Theater 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.

381 Modern British and American Drama. (3) (=Theater 381) A critical and historical survey of the development of British and American drama from the eighteenth century to the present. Possible authors include Sheridan, Wilde, Shaw, Pinter, Miller, Williams, Hansberry, and Mamet.
Contemporary Fiction. (3) A study of new fiction in English and other languages (in translation).

Contemporary Poetry. (3) A study of the poetry of a variety of contemporary American and British poets.

Business and Professional Communication. (3) (Writing Intensive) (Prereq: junior or senior standing) Designed to improve practical communication, both written and oral. Students learn business style and formats (the letter, memo, resume, and report), as well as strategies for presenting neutral, negative, and persuasive messages. Students will speak on business or professional topics.

Independent Study. (3) (Prereq: written contract between student and instructor, approved by adviser, Chair of the English Department, and Associate Dean of Humanities and Fine Arts. Approval must be gained by the end of the semester that precedes the semester in which the independent study is undertaken.) A maximum of 12 credit hours of 399 may be applied to a B.A. degree. Courses numbered 399 may not be used to fulfill requirements for core curriculum or English core (Major). May be repeated for credit under different topics.

Chaucer. (3) A study of Chaucer's *Canterbury Tales*, with some attention to his other major works.


Studies in Shakespeare's Comedies and Histories. (3) (Writing Intensive) A study of Shakespeare's comedies and histories.

Studies in British Literature. (3) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair. May be repeated for credit under different topics.

World Dramatic Literature. (3) (=Theater 425) A critical and historical survey of the cardinal works of dramatic literature across the epochs of theatrical performance. The course accents analysis and interpretation.

Major American Poets. (3) (Writing Intensive) A study of the poetry of a variety of transitional and modern American poets, such as Walt Whitman, Emily Dickinson, Robert Frost, and T.S. Eliot.


Studies in Women Writers. (3) A study of selected works of Western and non-Western women writers.
444  **Women Writers of the South.** (3) A study of literature by Southern women writers from the pre-Civil war era through the present. Includes an examination of the historical and cultural conditions which affect the work of women writers.

451  **Introduction to the Study of Language and Modern Grammar.** (3) An introduction to the general principles concerning the design and function of human language, and an overview of the history of grammar with emphasis upon modern grammatical theory. Illustrative material is drawn from the English language, modern European languages, and others. F.

453  **Development of the English Language.** (3) A study of the origins and development of languages in general, and of English and related languages in particular. No previous knowledge of Old and Middle English necessary. S.

454  **Psycholinguistics.** (3) (= Psychology 402) (Prereq: junior or senior status) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction.

455  **Teaching English as a Second or Foreign Language.** (3) (=Psychology 402) (Prereq: junior or senior status; Coreq: previous or concurrent registration in English 451, 453, or 454) A study of methods and techniques for teaching and testing English as a second/foreign language, and language acquisition theory as it relates to the language classroom.

457  **Form and Style in Writing.** (3) (Writing Intensive) A writing intensive course that focuses on the essential processes of research and writing. The course covers the details of format and matters of style for MLA, APA, and Chicago. Students receive help with every step of the process in completing their writing projects.

459  **Advanced Composition and Rhetoric.** (3) (Writing Intensive) Writing that involves different aims, types, and audiences. Students learn theory about composition, rhetoric, and reading. Students also read examples, do library research, and review grammar, punctuation, and editing.

462  **Writing Workshop-Fiction.** (3) (Prereq: Permission of the instructor) A workshop course in the writing of prose fiction. Students have the opportunity to have their works read and criticized by a group of fellow writers.

468  **Writing Workshop-Poetry.** (3) A workshop course in the writing of poetry. Students learn the craft of poetry, have their poems discussed in a workshop setting, and are guided in the preparation and submission of manuscripts for publication.

470  **Early British Drama.** (3) A study of the development of the religious drama in Western Europe and in medieval England, and of the British drama of the Sixteenth Century.
Coastal Carolina University Catalog 2002/2004

(English, Environmental Science)

480 Special Topics in Technical Communications. (3) (Prereq: Completion of English 210 and English 211, with a B or above and English 212 and Arts 201; Junior standing) An intensive workshop focusing on a specific topic in technical communication. Topics will vary and may include Computer Documentation (hardware and software, including user guides, reference manuals, quick reference guides, tutorials, and online documentation); Grant/Proposal Writing; Scientific/Medical Writing; Hypermedia authoring. May be repeated for academic credit. F.

483 Theory of Literary Criticism. (3) A study of various theories of literary criticism as applied to the major genres (fiction, poetry, and drama) with the aim of establishing standards of judgment.

484 Children’s Literature. (3) An extensive study of works appropriate for the elementary and middle school child. Required of all students specializing in Early Childhood and Elementary Education.

485 Adolescent Literature. (3) An extensive study of works appropriate for the adolescent. Required of all Secondary English Education students.

488 Studies in World Literature. (3) Intensive study of topics selected by the professor teaching this course. May be repeated and used for English credit with approval of the department chair.

490 Internship in Technical and Professional Writing. (3) (Prereq: Completion of English 210 and English 211 with a B or above and Arts 201 and English 212; Junior standing) Supervised technical communication work in industry, science, government, or business. Enrollment requires a proposal and approval of English Department faculty. Portfolio and report required. F.

499 Studies in American Literature. (3) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair.

ENVIRONMENTAL SCIENCE (ENVI)

201 Introduction to Environmental Science. (3) (=Marine Science 201) (Prereq: Biology 112 or 113 or Chemistry 112 or Marine Science 112) The course brings together fundamental scientific disciplines (biology, chemistry, physics, geology and oceanography) in a cogent, multidisciplinary approach to investigate the interaction of human activity and the environment. The lab consists of two 7-week modules that focus on the environment of a specific geographic region. Each week a different component of that system is examined. Three lecture hours per week. S.

201L Introduction to Environmental Science Laboratory. (1) (=Marine Science 201L) (Coreq: Environmental Science 201) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
331  **Introduction to Geographic Information Systems (GIS) and Remote Sensing.**  (3) (=Marine Science 331)  (Prereq: One Computer course and one Statistics course and Mathematics 160)  (Coreq: Environmental Science 331L)  An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This course discusses input methods, data storage, data accuracy, data models, types of query and analysis, and map output. Each student designs, conducts and presents a term research project.  Three lecture hours per week.  F, S.

331L  **Introduction to Geographic Information Systems Laboratory.**  (1) (=Marine Science 331L)  (Coreq: Environmental Science 331) This laboratory demonstrates the techniques and principles presented in Environmental Science 331. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data.  Three laboratory hours per week.  F, S.

399  **Independent Study/Internship.**  (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration). Directed study of specific topics or supervised work as part of an approved off-campus internship.  F, S, Su.

420  **Advanced Environmental Science.**  (3) (=Marine Science 420)  (Prereq: Biology 112 or 113, Mathematics 160, Chemistry 112 and Physics 201 or 211)  (Coreq: Environmental Science 420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study.  Three lecture hours per week.  S.

420L  **Advanced Environmental Science Laboratory.**  (1) (=Marine Science 420L)  (Coreq: Environmental Science 420) The laboratory demonstrates the topics and principles presented in the lecture.  Three laboratory hours per week.  S.

487  **Selected Topics in Environmental Science.**  (1-6) (Prereq: Environmental Science 201 and permission of instructor) These topics are designed to allow the development of seminars and courses in special areas of environmental science.  Offered on demand.

499  **Directed Undergraduate Research.**  (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore environmental problems using the scientific method.  One conference and no less than five laboratory or field research hours per week.  F, S, Su.
FRENCH (FREN)

110 Introductory French I. (3) Fundamentals of the language through aural comprehension, speaking, reading and writing. F, S.

111 Introductory French I -II (Intensive). (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing, Equivalent to French 101-102. Intended for students with two years of high school French with an average grade of B or better.

120 Introductory French II. (3) (Prereq: French 110 or by placement) A continuation of French 101. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.

130 Introductory French III. (3) (Prereq: French 120, 111 or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S.

210 Intermediate French I. (3) (Prereq: French 130 or by placement) Intensive review of fundamental language skills in preparation for advanced-level course work, with particular emphasis on reading. S.

310 French Grammar and Composition. (3) (Writing Intensive) (Prereq: French 210 or equivalent) Intensive practice in French grammar and composition.

311 French Conversation. (3) (Prereq: French 210 or equivalent) Intensive practice in spoken French.

316 French Phonetics. (3) (Prereq: French 210 or equivalent) A course in pronunciation of French with attention to correction of difficulties encountered by English speakers. Students will make regular use of the language laboratory.

350 French Language Study Abroad. (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of Foreign Languages is mandatory before enrollment.

390 Introduction to French Literature I. (3) (Prereq: French 210 or equivalent) A survey of French literature from the Middle Ages through the 18th century.

391 Introduction to French Literature II. (3) (Prereq: French 210 or equivalent) A survey of French literature of the 19th century and 20th century.

399 Independent Study. (3) (Prereq: A written contract between the student and instructor for a special topic dealing with French language or culture, and approved by the Dean of the Edwards College of Humanities and Fine Arts)
May not be used to satisfy the French Minor Core. May be repeated for credits under different topics.

400 French Civilization. (3) (Prereq: French 210 or equivalent) Practice in oral and written French through a study of the culture, history and development of France from its beginnings to the present day.

401 La France Contemporaine. (3) (Prereq: French 210 or equivalent) Reading and discussions on the culture of contemporary France.

415 French Linguistics. (3) (Prereq: French 210 or equivalent) Presentation and evaluation of various linguistic models and their application to the teaching of French.

448 Teaching of French. (3) (Prereq: Permission of the Department) Study of the latest methodologies, theories, and materials for teaching modern languages.

GEOGRAPHY (GEOG)

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

121A Tools of Geographic Instruction. (1) (Prereq or Coreq: Geography 121) Basic tools of geography such as globe characteristics, map essentials, atlas fundamentals and compass use. One two-hour laboratory meeting per week.

201 Introduction to Physical Geography. (4) The spatial significance of land forms, water bodies and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three lectures and one two-hour laboratory per week. F.

202 Introduction to Weather and Climate. (4) The interrelationship of weather elements and controls and the spatial distributions of climate and vegetation. Three lectures and one two-hour laboratory a week. S.

205 The World of Maps and Mapping. (3) Understanding and appreciation of maps for the amateur as user, maker, or collector. Two lectures and one two-hour laboratory per week.

399 Independent Study. (1-6) (Prereq: Written contract between student and instructor) May be repeated for credit under different topics.

424 Geography of North America. (3) Physical and cultural geography of North America with emphasis on the United States.

425 Geography of Europe. (3) Physical and cultural geography of Europe.
(Geology)

GEOLOGY (GEOL)

102 Environmental Geology. (3) (= Marine Science 102) (Coreq: Geology 102L) The geologic processes and features that affect human usage and development of Earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground waters, soils, and the coastal zone as well as contamination control. Three lecture hours per week. F, Su.

102L Environmental Geology Laboratory. (1) (= Marine Science 102L) (Coreq: Geology 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of Earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Three laboratory hours per week. F, Su.

111 Physical Geology. (3) (Coreq: Geology 111L) This course illustrates the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter is concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course emphasizes the interplay between hypothesis, experiment, and observable fact that characterizes productive physical science. Three lecture hours per week. Offered on demand.

111L Physical Geology Laboratory. (1) (Coreq: Geology 111) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered on demand.

112 The Origin and Evolution of the Marine Environment. (3) (= Marine Science 112) (Prereq: Geology 111, Marine Science 111 and 111L) (Coreq: Geology 112L) Concepts concerning the origin and evolution of the earth and seas, with ecological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.

112L Marine Environment Laboratory. (1) (= Marine Science 112L) (Coreq: Geology 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.

304 Marine Geology. (3) (= Marine Science 304) (Prereq: Geology 112 and 112L) (Coreq: Geology 304L) A comprehensive study of the origin and development of the major structural features of the ocean basin and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, volcanism and the stratigraphy of the ocean basins. Three lecture hours per week. F, S.
Coastal Carolina University Catalog 2002/2004

(geology)

304L Marine Geology Laboratory. (1) (=Marine Science 304L) (Coreq: Marine Geology 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.

316 Sedimentary Geology. (3) (=Marine Science 316) (Prereq: Permission of instructor) (Coreq: Geology 316L) Introduction to concepts and practices in the field of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student is required to give an oral presentation. Three lecture hours per week. S.

316L Sedimentary Geology Laboratory. (1) (=Marine Science 316L) (Coreq: Marine Geology 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

318 Physical Analysis of Sediments. (3) (=Marine Science 318) (Prereq: Permission of instructor) (Coreq: Geology 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. F.

318L Physical Analysis of Sediments Laboratory. (1) (=Marine Science 318L) (Coreq: Marine Geology 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

399 Independent Study. (1-6) (Prereq: Permission of instructor and approved contract.) Directed study and/or research on specific topics. F,S, Su.
Coastal Carolina University Catalog 2002/2004

(German)

GERMAN (GERM)

110 Introductory German I. (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.

111 Introductory German I -II(Intensive). (3)Fundamentals of the language through aural comprehension, speaking, reading, and writing. Equivalent to German 101-102. Intended for students with two years of high school German with an average of B or better, or by placement.

120 Introductory German II. (3) (Prereq: German 110 or by placement) A continuation of German 101. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.

130 Introductory German III. (3) (Prereq: German 120, 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F.

210 Intermediate German I. (3) (Prereq: German 130 or by placement) Intensive review of fundamental language skills in preparation for advanced-level course work, with particular emphasis on reading. S.

310 German Grammar and Composition. (3) (Writing Intensive) (Prereq: German 210 or equivalent; permission of the Department) Intensive practice in German grammar and composition.

311 German Conversation. (3) (Prereq: German 210 and permission of the Department) Intensive practice in spoken German.

350 German Language Study Abroad. (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of Foreign Languages is mandatory before enrollment.

390 Introduction to German Literature I. (3) (Prereq: German 210 or equivalent; permission of the Department) Reading and discussion of representative works of German prose, drama, and lyric poetry from Germanic times through the late eighteenth century.

391 Introduction to German Literature II. (3) (Prereq: German 210 or equivalent; permission of the Department) Reading and discussion of representative works of German prose, drama, and lyric poetry from the nineteenth and twentieth centuries.

398 Selected Topics in Translation. (3) (Prereq: Permission of the Department) Selected topics in German literature and culture. Readings in English; topics announced in advance. May be repeated for credit under different topics.
399 Independent Study. (3) (Prereq: A written contract between the student and the instructor for a special topic dealing with German language or culture, and approved by the Dean of the Edwards College of Humanities and Fine Arts.) May not be used to satisfy the German Minor Core. May be repeated for credit under different topics.

400 German Civilization. (3) (Prereq: German 210 or equivalent; permission of the Department) A broad survey of German civilization and cultural history from the Germanic origins through the Third Reich/World War II.

401 Contemporary Germany. (3) (Prereq: German 210 or equivalent; permission of the Department) An in-depth examination of the civilization and cultural life of post-war Germany with additional consideration of Austria and Switzerland.

405 Topics in German. (3) (Prereq: German 210 or equivalent; permission of the Department) Reading and discussion on selected topics in German language, literature, and culture. May be repeated for credit under different topics.

415 German Linguistics and Phonology. (3) (Prereq: German 210 or equivalent; permission of the Department) An overview of the history of the German language and introduction to German phonology, with an emphasis on teaching applications.

448 Teaching of German. (3) (Prereq: Permission of the Department) Study of the latest methodologies, theories, and materials for teaching modern languages.

GREEK (GREK)


HEALTH EDUCATION (HLED)

125 Introduction to Health Education and Promotion. (3) An exploration of underlying philosophies of health education and promotion. An overview of social, cultural, and physical environmental factors which influence perceptions and valuation of health, and condition responses to health-related knowledge.

221 Personal and Community Health. (3) An investigation of issues related to improving personal health and community health. Emphasis will be on physical fitness, mental health, nutrition, stress management, sexuality, relationships, diseases, and complementary medicine for self-care.
(Health Education)

235 First Aid and Basic Life Support. (3) A course to prepare individuals to cope responsibly in emergencies. Includes American National Red Cross Standard First Aid and Basic Life Support (CPR) instruction and certification.

310 Issues in Family Life and Sexuality. (3) An overview of problems and questions relative to family life and sex education. Topics include: communication, relationships, intimacy, marriage, parenting, male/female sexual anatomy, sexually transmitted diseases, contraceptives and childbirth.

331 Health Education for the Primary and Elementary School. (3) (Prereq: Health Education 221) An exploration of the major health problems that affect school age children and have implications for learning. Special emphasis will be placed upon how the teacher may influence the health knowledge, attitudes and beliefs of children in preschool through grade eight.

333 Environmental Health. (3) (Prereq: Health Education 221) Study to provide students with an understanding and appreciation of the complex interaction of humans and the environment, the multi-disciplinary areas of the environmental health sciences and the impact degradation of the environment may have on the health of living organisms. Environmental pollution, its sources, modes of transport and transformation, and methods of prevention are addressed.

340 Drug Education. (3) The nature of drug actions, motivational factors that influence the use of drugs, and evaluation of procedures to provide effective drug education.

347 Consumer Health Education. (3) Responsibility of individuals and families for the proper evaluation of health and medical information as it relates to the adequate and proper utilization of health practices and services.

349 Peer Educator Training. (3) A course designed to educate students to be peer educators so they may educate others about sexual assault, date rape, intimate partner violent sexual harassment and to emphasize prevention and risk reduction.

350 Professional and Program Development in Health Promotion and Education. (3) (Prereq: Health Education 125 and 221) (Writing Intensive) Overview of the skills necessary for excellence and quality in the implementation of health promotion programs. Topics include coalition building, presentation skills, program planning, health communication, legislative involvement, and promoting multicultural diversity.

382 Diseases and Disorders. (3) (Prereq: Health Education 221) The epidemiology of chronic and communicable diseases to include a study of their causes and progressions, departures from normal body functioning, relationships of disease to functional ability, and preventative and curative aspects.

399 Independent Study. (1-3)
(Health Education)

404 Nutrition. (3) A study of the metabolic mechanisms and requirements of food groups and nutrients as related to health, various age groups, and physical activity. Special attention is given to risk reduction of chronic disease through proper nutritional health and individual eating practices along with the evaluation of these habits against the guidelines that support good health.

410 Epidemiology and Quantitative Research Methods. (3) (Prereq: Health Education 350, 382; Statistics 201 or the equivalent) An overview of epidemiological models and quantitative research methods used by public health agencies and health care providers to analyze patterns of acute and chronic diseases.

434 Health Problems in the School. (3) Methods and materials for teaching health K-12 with special emphasis on current problem areas. Integration and correlation of material developed on the primary, intermediate and secondary levels.

480 Women's Health Issues. (3) An overview of current health concerns related to women throughout their life-span. Current diagnostic, technological and other medical/scientific advances will be discussed. Open to men and women.

481 Behavioral Foundations and Decision Making in Health Education. (3) (Writing Intensive) (Prereq: Health Education 221 and senior standing) A study of the interaction between health education and the applied behavioral sciences to effect positive health behavior change in persons, institutions, and communities. Included is the study and identification of theoretical foundations to plan effective promotion and health education programs.

485 Field Study in Health Careers. (3) (Prereq: Health Education 350 and senior standing) Supervised work experience through health-related agencies. One-to-two class meetings held per month, along with individual appointments with instructor. A journal and research paper are also required.

491 Needs Assessment and Evaluation of Health Programs. (3) (Prereq: Health Education 350; Statistics 201 or the equivalent; senior standing) Needs assessment and evaluation models will be reviewed with practical applications in the classroom, laboratory, and field settings. Major emphasis on qualitative design and analysis, but an application of quantitative design and instruments will be provided.

495 Senior Seminar - CHES Review. (1) (Prereq: Senior Standing and Health Education 350. Coreq: Health Education 485). A review of the skills and processes of health education which will assist in the preparation to certify as a Certified Health Education Specialist (CHES). (Pass/Fail only).

499 Directed Undergraduate Research. (1-6) (Prereq: Permission of instructor and approved contract) Directed undergraduate research on a topic to be developed by the student and instructor.
HISTORY (HIST)

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

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

125  Introduction to the Civilization of the Islamic Middle East.  (3) An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.

126  Introduction to East Asian Civilization.  (3) An exposition which deals with the historical foundations of the social, political, and cultural evolution of China and Japan but focuses upon the 19th and early 20th century experience.

201, 202 History of the United States from Discovery to the Present.  (3 each) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments.  201:  Discovery through Reconstruction.  202:  Reconstruction to the present.

The Following Courses Require Sophomore Standing or Above or Permission of the Instructor.

300  The Philosophy and Methodology of History.  (3) (Writing Intensive) A seminar which examines, with the help of examples from historical writers of all ages, the value underlying historical study and the methods used by historians.  F.

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

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

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)

305  **The Age of Revolutions (1789-1848).** (3) A study of the political and social changes effected in Europe during the French Revolution, the Napoleonic period, the Revolution of 1830, and the Revolutions of 1848.

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

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

309  **World War II and the Cold War.** (3) An inquiry into the conduct of the Second World War and the problems of planning and implementing the peace; origins and development of the Cold War; the demise of colonialism and the integration of Europe; the rise of the superpowers.

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 peoples who occupied the Russian plains from the eighth century A.D. to the mid 19th century.

314  **The History of Modern Russia and the Soviet Union Since 1855.** (3) The decline of Imperial Russia, the Revolution of 1917, and the development of the Soviet Union.

315  **Ancient Greece.** (3) (= CLAS 315) An exploration of the Greek genius of the fifth and fourth centuries, B.C., with special attention given to those achievements most relevant to our own times. Includes a survey of Mycenaean times and its great leaders, mythical or otherwise; also the Dark Ages and its blind poet, Homer; with concentration on those centuries when Herodotos, Thucydides, Aeschylus, Plato and Aristotle produced their unrivaled works; also time is devoted to Greece’s decline and the simultaneous rise of its benign conquerors, Philip II of Macedon and his son Alexander the Great.

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

317  **Comparative Revolutions.** (3) (Writing Intensive) (= Politics 317) (Prereq: sophomore standing) 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.
Classical Mythology.  (3) (Writing Intensive) (= CLAS 318) Classical Mythology investigates the world's creation, the Greek and Roman deities that once governed human experience, and the activities of such heroes as Perseus and Theseus. The course is designed to provide an intellectual history of Greco-Roman civilization and to enhance the appreciation of literature and arts influenced by this ancient culture.

Introduction to Latin America Civilization.  (3) (= Politics 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.

State and Society in Modern Latin America.  (3) (= Politics 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.

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

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.

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.

The History of England: 1485-1714.  (3) The development of modern England from the beginning of the Tudor dynasty, through the Elizabethan period, the Civil War, Cromwell, to the end of the Stuart line.

The History of Britain: 1714 to the Present.  (3) The social, intellectual, economic, and political history of the British Isles from the beginning of the Hanoverian dynasty, through the Age of Victoria, the decline of the Empire, the catastrophe of two world wars, to the present time.

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.

348 History of Japan. (3) A survey of the origins and the Tokugawa period followed by a more thorough treatment of Japan’s rise to world power, World War II, and socioeconomic and political developments since then.

349 History of China. (3) The historical foundations of the social, political and cultural evolution of China followed by a more detailed treatment of the 19th and 20th centuries.

350 Vietnam: The American Experience, 1941-1982. (3) The French colonial experience in Vietnam, the development of Vietnamese nationalism, the rise to power of Ho Chi Minh; the deepening American commitment, the anguish of the American experience, the collapse of a peace that never was, the end of the American backed regime of Nguyen Van Thieu in 1975, and the aftermath of the War in the United States.

352 The Middle East in Modern Times. (3) The impact of modern civilization upon the Middle East, including the history of the Arab, Turkish, Iranian and Israeli segments of the Middle East during the 19th and 20th centuries.

353 The History of India. (3) An examination of the historical development of India from the time of the Mughal Empire, including the period of British dominion culminating with independence in 1947, and democratic India under the Nehru dynasty from independence to the present.

365 History of Canada. (3) An examination of the development of the Canadian state and society, from the earliest days of European contact to the modern search for a national identity.

366 Comparative New World Empires. (3) A topical study of the colonial empires of the Spanish, Portuguese, French, Dutch, and English in the New World from 1492 to the mid-1700’s. Emphasis is placed on the cultural interactions between Europeans and natives, the growth of creole societies, and the development of political and economic institutions, including slavery.

367 Colonial America. (3) An examination of the history of the American colonies from their beginnings through their evolution into mature provincial societies. Emphasis is placed on the interactions among colonists, native Americans, and African slaves, as well as the development of distinctive regions.

368 The Frontier in U.S. History. (3) A thorough examination of America’s westward expansion and the impact of a frontier on the social, political, and economic development of the United States. Included will be a study of frontier life, myths, and legends.
(History)

369  **Native American History.** (3) A detailed examination of North American Indian cultures and history from early colonization to the present including Indian wars, federal Indian policy, and the contemporary ethnocentric movement.

370  **Revolutionary America.** (3) Study of the American Revolution era: the social and political causes of the rebellion, the war, the turbulent decade of the 1780's and the ratification of the Constitution. Emphasis is placed on the political debates of the period and the lives of ordinary Americans during these times.

371  **Civil War and Reconstruction.** (3) Analysis of major problems of American history from the sectional conflict over slavery and secession through the war years and the reconstruction of the nation.

372  **U.S. History 1876-1917.** (3) From the end of the Reconstruction to the First World War; Industrialization, Imperialism, and Reform.

373  **U.S. History 1917-1945.** (3) Political, economic, social and cultural development during World War I, the “Roaring Twenties,” the Depression, and the Second World War. F.

374  **U.S. History 1945 to the Present.** (3) A study of the political, economic, social, and cultural development of the United States since the end of World War II, the “Cold War,” and the global confrontation between the United States and the communist world.

376, 377  **The Foreign Policy of the United States.** (3 each semester) (377=Politics 341) First semester: From the establishment of the foundations in the Colonial Period and Revolution to the background of World War I. Second semester: From World War I to the present.

383  **History of the Colony and State of South Carolina.** (3) A study of South Carolina’s origins and development and a survey of recent South Carolina history with emphasis on social and institutional development.

384  **History of Horry and Georgetown Counties.** (3) Insights into regional and local developments since the settlement of this area.

386  **History of American Women.** (3) The social, political and economic roles and changing status of women in America.

387  **Black Americans.** (3) A survey of the historical development of black people in the Western Hemisphere.

388  **Hollywood’s America** (3) An examination of selected topics in American political, social and cultural history through the medium of Hollywood-produced films. Topics may include the filmed presentation of World War II, gender and race issues, Cold War American culture, and “American Memory” through film.
The New South. (3)(Writing Intensive) (Prereq: sophomore standing) The Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of the Depression, New Deal, and two world wars.

Independent Study. (1-6) (Prereq: Written contract between student and instructor, approved by the Associate Dean, College of Humanities and Fine Arts). May be repeated for credit under different topics.

Topics in History. (3 each semester) Reading and research on selected historical subjects. May be repeated for credit under different topics.

Senior Thesis. (3) A course designed to introduce the student to the principles of historical research and writing. History majors may apply during their junior year through the department chair. Only selected seniors will be admitted. Primary criteria are an outstanding academic record and a genuine interest in graduate school.

HONORS (HONR)

HONORS COURSES ARE RESTRICTED TO STUDENTS IN GOOD STANDING IN THE HONORS PROGRAM. REGISTRATION REQUIRES THE PERMISSION OF THE DIRECTOR OF THE HONORS PROGRAM. SEE THE DIRECTOR FOR ADDITIONAL COURSE OFFERINGS EACH SEMESTER.

Service Learning. (1) (No prerequisite) Students will choose an organization in the community, identify existing problems within the organization, and recommend solutions.

Freshman Honors Seminar. I. (3) (This course substitutes for English 101 in the core curriculum; honors students who are exempt from English 101 take this course for elective credit.) Students gain experience in various types of writing, as well as revising and editing. The course includes a writing retreat and a service-learning project.

Freshman Honors Seminar. II. (3) (This course substitutes for English 102 in the core curriculum; honors students who are exempt from English 102 take this course for elective credit.) Students read, analyze and write about literary works. The course includes a service-learning project.

Service Learning. (1) (Prereq: Honors 100) Students choose an organization in the community, identify existing problems within the organization, and recommend solutions.

American Studies Seminar. I. (3) (This course substitutes for English 287 in the core curriculum.) Extensive reading in the works of the major writers of American Literature (with reference to background, school, techniques and philosophy) combined with a study of American music.
Coastal Carolina University Catalog 2002/2004

(Honors, Japanese)

251 American Studies Seminar. II. (3) (This course substitutes for History 202 in the core curriculum.) A general survey of U.S. History (emphasizing major political, economic, social and intellectual developments from reconstruction to the present) combined with a study of American art.

IN THEIR THIRD YEAR, HONORS PROGRAM STUDENTS TAKE COURSES IN THEIR MAJOR ARRANGED WITH THE INSTRUCTOR AND HONORS PROGRAM DIRECTOR FOR HONORS CREDIT.

300 Service Learning. (1) (Prereq: Honors 200) Students will choose an organization in the community, identify existing problems within the organization, and recommend solutions.

351 International Issues. (3) (This course is also open to students who are not enrolled in the Honors Program.) A team-taught interdisciplinary course drawing on faculty from across the university, this course examines global issues having relevance to all students, regardless of major. This course will be offered as an elective to satisfy a Junior Level Honors Program requirement.

380 Studies in World Film. (3) (= English 380, Spanish 380, Theater 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.

399 Independent Study. (1-6) This course will be offered as an elective to satisfy a Junior Level Honors Program requirement.

400 Service Learning. (1) (Prereq: Honors 300) Students will choose an organization in the community, identify existing problems within the organization, and recommend solutions.

498 Honors Capstone Seminar. (3) Reading and writing on a selected theme. Class presentations will be provided by faculty from a variety of disciplines.

499 Honors Senior Thesis/Project. (3) Each student will plan, execute, and write about an original research project under the supervision of a faculty member in the student's major area of study.

JAPANESE

110 Introductory Japanese I. (3) For students with no or very limited background in Japanese. Emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice development of reading and writing skills. Introduction to Japanese culture. S.

120 Introductory Japanese II. (3) (Prereq: Japanese 110 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture. F.
130 Introductory Japanese III. (3) (Prereq: Japanese 120 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture. S.

JOURNALISM

201 Foundations of Journalism and Mass Communication. (3) (Prereq: English 101,102) Survey of the history and principles of print journalism and the broadcast communications industry, concentrating on their development, philosophical foundations, processes, economics, influences on society, and directions for the future.

304 Journalism Writing and Reporting Skills I. (3) (Writing Intensive) (Prereq: English 101, 102; Journalism 201) Workshop on the basics of preparing and producing news stories for a variety of media. Emphasis is on news judgment, writing copy, story development, reporting, interviewing, copy editing, and career options in the industry.

305 Journalism Writing and Reporting Skills II. (3) (Writing Intensive) (Prereq: English 101, 102; Journalism 201, 304) Workshop on copy editing, investigative news reporting, feature writing, editorial writing, sports writing, and free-lance for magazines.

306 Journalism Law and Ethics. (3) (Prereq: Journalism 201) The legal history and philosophy of the media in light of the First Amendment, including discussion of libel and slander laws, shield laws, the Freedom of Information Act, privacy laws, and other issues affecting the rights and responsibilities of the media.

307 Copy Editing. (3) (Prereq: Journalism 201, 304) A rigorous workshop designed to develop editing skills. Students learn to catch fact, style, and grammar errors in copy; tighten and rewrite stories, create headlines, and manage deadlines.

308 Public Opinion and Propaganda. (3) (Prereq: Journalism 201) This course offers historical analyses of propaganda as persuasive communication and explores how public opinion and propaganda impact each other and society. S, odd years.

309 Introduction to Public Relations. (3) (Prereq: Journalism 201) A survey course in the concepts, strategies, and tactics of public relations as a career field and as it relates to journalism, advertising, and marketing. S, odd years.

380 Studies in World Film. (3) (=English 380, Honors 380, Theater 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.
(Journalism, Latin, Marine Science)

310 Writing for Broadcast. (3) (Prereq: ENGL 101, 102; Journalism 201) This course offers students an introduction to broadcast media as well as reporting. Students learn components of script writing, videotape editing and the impact of broadcast. S.

489 Journalism Special Topics Seminar. (3) (Prereq: English 101, 102; Journalism 201 or permission of instructor) Exact topics will vary, but each will be an interdisciplinary seminar emphasizing the relationships between journalism, mass media, and various aspects of society. The course may be repeated for Journalism elective credit.

495 Journalism Internship. (3) (Prereq: Journalism 201, 304, and 305) Students will receive professional experience and instruction in a substantial internship while working 6 to 10 hours per week with a local media organization. Contracts outlining content, supervision and grading criteria must be approved in advance by the Dean of the Edwards College of Humanities and Fine Arts.

LATIN (LATN)


120 Introductory Latin II. (3) (Prereq: Latin 110 or by placement) A continuation of Latin 101 with the introduction of additional vocabulary and grammatical constructions.

130 Introductory Latin III. (3) (Prereq: Latin 120 or by placement) Mastery of complex constructions and English translation. Emphasis on composition and oral/silent reading skills.

MARINE SCIENCE (MSCI)


102 Environmental Geology. (3)(= Geology 102) (Coreq: Marine Science 102L) The geologic processes and features that affect human usage and development of the earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground water, soils and the coastal zone and contamination control. Three lecture hours and three laboratory hours per week. F, Su.
102L Environmental Geology Laboratory. (1) (=Geology 102L) (Coreq: Marine Science 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of Earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. F, Su

103 Navigation and Seamanship. (3) An introduction to the theory of electronic, celestial and dead reckoning navigation with each applied to practical problems in the laboratory and at sea. Boat safety, boat handling at sea and in harbor, rules of the road, minor repairs, first aid and use of a boat as a marine sampling platform are presented and applied. One lecture and three laboratory hours per week. F, S.

111 Introduction to Marine Science. (3) (Prereq or Coreq: Completion of, or concurrent enrollment in, Mathematics 131 or higher; Coreq: Marine Science 111L) An introduction to the general theory and principles of marine science covering the physical, biological, geological, and chemical characteristics of seawater and sediments. Three lecture hours per week. F, S.

111L The Present-Day Marine Environment Laboratory. (1) (Coreq: Marine Science 111) Laboratory and field experiences to demonstrate the functioning of the marine environment. Three laboratory hours per week. F, S.

112 The Origin and Evolution of the Marine Environment. (3) (=Geology 112) (Prereq: Geology 111 and 111L or Marine Science 111 and 111L) (Coreq: Marine Science 112L) Concepts concerning the origin and evolution of the earth and seas, with geological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.

112L Marine Environment Laboratory. (1) (=Geology 112L) (Coreq: Marine Science 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.

201 Introduction to Environmental Science. (3) (=Environmental Science 201) (Prereq: Biology 112 or 113 or Chemistry 112 or Marine Science 112) (Coreq: Marine Science 201L) The course brings together fundamental scientific disciplines (biology, chemistry, physics, geology and oceanography) in a cogent, multidisciplinary approach to investigate the interaction of human activity and the environment. The lab consists of two 7-week modules that focus on the environment of a specific geographic region. Each week a different component of that system is examined. Three lecture hours per week. S.

201L Introduction to Environmental Science Laboratory. (1) (=Environmental Science 201L) (Coreq: Marine Science 201) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.
Coastal Carolina University Catalog 2002/2004

(Marine Science)

301 Physical Oceanography. (3) (Prereq: Students must earn a grade of C or better in Marine Science 112, Mathematics 161 and Physics 212) (Coreq: Marine Science 301L) A comprehensive study of the field of physical oceanography. Topics include physical properties of the ocean, ocean dynamics, air-sea interactions, waves, tides, and the ocean's role in climate. In the lab, students analyze real-time global ocean data, and quantitative analysis skills are developed. Three lecture hours per week. F, S.

301L Physical Oceanography Laboratory. (1) (Coreq: Marine Science 301) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F, S.

302 Marine Biology. (3) (Writing Intensive) (=Biology 302) (Prereq: Marine Science 112 and Biology 122) (Coreq: Marine Science 302L) Study of the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats. The evolutionary development of the diversity of marine organisms. Three lecture per week. F, S.

302L Marine Biology Laboratory. (1) (Writing Intensive) (=Biology 302L) (Coreq: Marine Science 302) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.

303 Aquaculture. (3) (Prereq: Marine Science 112, Biology 122) A general introduction to the principles of culturing organisms, including types of culture, water quality, feeding, breeding, and diseases of common species. Three lecture hours per week. Each student will be required to give an oral presentation. F.

304 Marine Geology. (3) (= Geology 304) (Prereq: Marine Science 112) (Coreq: Marine Science 304L) A comprehensive study of the origin and development of the major structural features of ocean basins and the continental margins. Discussion of the techniques used in obtaining geological data and the interpretation of processes, vulcanism and the stratigraphy of ocean basins. Three lecture hours per week. F, S.

304L Marine Geology Laboratory. (1) (=Geology 304L) (Coreq: Marine Science 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.

305 Marine Chemistry. (3) (Writing Intensive) (Prereq: A grade of C or better in Marine Science 111, 112, Mathematics 161 and Chemistry 112/112L) (Coreq: Marine Science 305L) An introduction to the chemistry of seawater, marine organisms and sediments. The impact of humans on the biogeochemistry of the ocean is emphasized. Laboratories involve the collection and chemical analysis of seawater. Techniques for solving word problems are developed during recitation. Three lecture hours per week. F, S.

305L Marine Chemistry Laboratory. (1) (Writing Intensive) (Coreq: Marine Science 305) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
311 Hydrographic Techniques. (3) (Prereq: Marine Science 111)(Coreq: Marine Science 311L) Basic electrical and mechanical skills needed to operate standard shipboard oceanographic equipment. Maintenance and trouble-shooting techniques will also be covered. Each student will be required to give an oral presentation. Two lecture hours per week. F.

311L Hydrographic Techniques Laboratory. (1) (Coreq: Marine Science 311) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

316 Sedimentary Geology. (3) (=Geology 316) (Prereq: Permission of instructor) (Coreq: Marine Science 316L) Introduction to concepts and practices in the field of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student will be required to give an oral presentation. Three lecture hours per week. S.

316L Sedimentary Geology Laboratory. (1) (=Geology 316L) (Coreq: Marine Science 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

318 Physical Analysis of Sediments. (3) (=Geology 318) (Prereq: Permission of instructor) (Coreq: Marine Science 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. F.

318L Physical Analysis of Sediments Laboratory. (1) (=Geology 318L) (Coreq: Marine Science 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

321 Atmospheric Science. (3) (Prereq: A grade of C or better in Physics 211) (Coreq: Marine Science 321L) An introduction to the fundamentals of atmospheric physics, meteorology, and climatology. All scales of atmospheric phenomena are examined from the global circulation to hurricanes. Emphasis is placed on current concerns such as ozone depletion, acid rain, and global warming. Three lecture hours per week. S.

321L Atmospheric Science Laboratory. (1) (Coreq: Marine Science 321) The laboratory demonstrates the topics and principles presented in lecture, and students analyze real-time global data available on the Internet. Three laboratory hours per week. S.

331 Introduction to Geographic Information Systems (GIS) and Remote Sensing. (3) (=Environmental Science 331) (Prereq: one Computer Science course and one Statistics course and Mathematics 160) (Coreq: Marine Science 331L) An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This
(Marine Science)

course discusses input methods, data storage, data accuracy, data models, types of query and analysis, and map output. Each student designs, conducts and presents a term research project. Three lecture hours per week. F, S.

331L Introduction to Geographic Information Systems Laboratory. (1) (=Environmental Science 331L) (Coreq: Marine Science 331) The laboratory demonstrates the topics and principles presented in lecture. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data. Three laboratory hours per week. F, S.

355 Introduction to Environmental Ecotoxicology. (3) (Coreq: Marine Science 355L) Introduction to the impacts of pollutants upon ecological systems from a molecular to global perspective, the fate and transformation of chemical contaminants in the biosphere. Emphasis is placed on the integration and assimilation of chemical, biological and mathematical principles as they relate to the field of ecotoxicology.

355L Introduction to Environmental Ecotoxicology. (1) (Coreq: Marine Science 355) The lab focuses on quantitative inquiry-based exercises as well as an introduction to the techniques and analytical instrumentation used to detect and quantify contaminants in the environmental matrices.

375 Biology of Marine Mammals. (3) (=Biology 375) (Prereq: Marine Science 302 or Biology 370) (Coreq: Marine Science 375L) A comprehensive survey of the biology and ecology of marine mammals, emphasizing the cetaceans, pinnipeds, sirenians, and sea otters. Major topics include evolution and classification, anatomy and physiology, feeding and trophic interactions, life history, social organization and behavior, communication and cognition, and interactions with humans. Each student will be required to give an oral presentation. Three lecture hours per week. F.

375L Biology of Marine Mammals Laboratory. (1) (=Marine Biology 375L) (Coreq: Marine Science 375) The laboratory demonstrates the topics and principles presented in lecture. Each student will be required to give an oral presentation. Three laboratory hours per week. F.

399 Independent Study/Internship. (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration). Directed study of specific topics or supervised work as part of an approved off-campus internship. F, S, Su.

401 Environmental Chemistry. (3) (Prereq: Biology 121 and Chemistry 112 and 112L) (Coreq: Marine Science 401L) An introduction to the chemistry of natural and industrial processes. Current governmental approaches to regulation, treatment and storage of human wastes are also covered. Each student is required to give an oral presentation. Three lecture hours per week. F.

401L Environmental Chemistry Laboratory. (1) (Coreq: Marine Science 401) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
402 **Analytical and Field Methods in Environmental Chemistry.** (3)  
(Prereq: Marine Science 305 or Chemistry 321 or by permission of instructor)  
(Coreq: Marine Science 402L) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library researching. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week. F.

402L **Analytical and Field Methods in Environmental Chemistry Laboratory.** (1) (Coreq: Marine Science 402) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

403 **Environmental Internships.** (3) (Prereq or Coreq: Marine Science 305 or Marine Science 401) Supervised work with a governmental agency, environmental organization, or commercial enterprise related to environmental concerns. Typical internships include experiences in environmental quality laboratories, landfill design and management, development and implementation of hazardous waste audits and recycling programs, as well as environmental education programs in composting and home hazardous waste disposal. Students must present their work as a written report and as an oral presentation in the College of Natural and Applied Sciences' Annual Student Research Symposium. Students are responsible for transportation to the work site. Six to nine hours on site per week. Course may be taken a maximum of two times. F, S, Su.

420 **Advanced Environmental Science.** (3) (=Environmental Science 420)  
(Prereq: Biology 122, Mathematics 160, Chemistry 112 and Physics 201 or 211) (Coreq: Marine Science 420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study. Three lecture hours per week. S.

420L **Advanced Environmental Science Laboratory.** (1) (=Environmental Science 420L) (Coreq: Marine Science 420) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

445 **Coastal Processes.** (3) (Prereq: MSCI 304, and Mathematics 161 or permission of instructor) (Coreq: Marine Science 445L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within the coastal ocean. Beach, estuarine and shelf processes and environments are examined in detail. The importance of these processes to coastal management and protection is addressed. The course includes a laboratory where students will undertake a field study examining coastal
processes and respond to, as well as discuss, relevant papers from the
literature. Three lecture per week. S.

445L Coastal Processes Laboratory. (1) (Coreq: Marine Science 445) The
laboratory demonstrates the topics and principles presented in lecture. Three
laboratory hours per week. F.

455 Marine Botany. (3) (=Biology 455) (Prereq: Biology 122, or Marine
Science 302, or consent of instructor) (Coreq: Marine Science 455L) A field
course in marine flora with emphasis on ecology and functional morphology.
Work will stress the roles of marine bacteria, fungi, algae and angiosperms in
coastal marine communities. Three lecture per week. F.

455L Marine Botany Laboratory. (1) (=Biology 555L) (Coreq: Marine
Science 455) The laboratory demonstrates the topics and principles presented
in lecture. Three laboratory hours per week. S.

457 Marine Zooplankton. (3) (Prereq: Marine Science 302 or Biology 310)
(Coreq: Marine Science 457L) An introduction to the zooplankton popula-
tions found in coastal and oceanic waters. History of the field, sampling,
ecological relationships, feeding, reproduction, and predator-prey interac-
tions. Laboratory deals with the morphology and taxonomy of the major
groups. Three lecture hours per week. S.

457L Marine Zooplankton Laboratory. (1) (Coreq: Marine Science 457)
The laboratory demonstrates the topics and principles presented in lecture.
Three laboratory hours per week. S.

473 Field Studies in Shark Biology. (2) (=Biology 473) (Prereq: Biology
122) An introduction to the biology of sharks. Lecture component held on
campus covers evolution, anatomy, behavior, natural history, physiology,
conservation and ecology. The one-week laboratory will be held at the Bimini
Biological Field Station and will include capture and telemetry tracing of
sharks and observation of sharks in both their natural habitat and captivity. F.

474 Ecosystems Analysis. (3) (Prereq: Permission of instructor) (Coreq:
Marine Science 474L) The formulation of compartment models of marine and
terrestrial ecosystems with complex nutrient cycling, food chains and energy
flow. Analog and digital simulation techniques investigating ecosystem
stability, sensitivity, organization structure and diversity. Three lecture hours
per week. S.

474L Ecosystems Analysis Laboratory. (1) (Coreq: Marine Science 474) The
laboratory demonstrates the topics and principles presented in lecture. Three
laboratory hours per week. S.

475 Marine Ecology. (3) (=Biology 475) (Prereq: Permission of instructor)
Principles of organismic environmental interactions in various marine habi-
tats. Emphasis on marshes, estuaries, and coastal waters. Each student is
required to give an oral presentation. Three lecture hours per week. F.
475L  **Marine Ecology Laboratory.** (1) (Coreq: Biology 475) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

476  **Marine Plankton.**  (3)(=Biology 476) (Prereq: Marine Science 302) (Coreq: Marine Science 476L) This course explores the structure and function of planktonic communities. The role of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as: mineral cycling, energy flow, predator/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. Three lecture hours per week. S.

476L  **Marine Plankton Laboratory.** (1) (=Biology 476L) (Coreq: Marine Science 476) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of field studies conducted in estuarine and marine environments and may require weekend commitments. Three laboratory hours per week. S.

477  **Ecology of Coral Reefs.**  (3) (=Biology 477) (Prereq: Permission of instructor) Principles of organization, structure, productivity and biological diversity of coral reef ecosystem, with emphasis on their sensitivity and stability. Three lecture hours per week plus a two-week field experience on a tropical coral reef. Su.

478  **Wetland Plant Ecology.**  (3)(=Biology 478) (Prereq: Biology 122 or Marine Science 302; Biology 370 is recommended) (Coreq: Marine Science 478L) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered include hydrology, biogeochemistry, and biological adaptation. Wetland management topics include wetland definitions, classification, evaluation, manipulation, creation, and protection. Three lecture hours per week. F.

478L  **Wetland Plant Ecology Laboratory.**  (1) (=Biology 478L)(Coreq: Marine Science 478) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.

479  **Marine Benthic Ecology.**  (3) (Prereq: Marine Science 302) (Coreq: Marine Science 479L) This course presents a comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Ecological predation, cryptic coloration, diversity, benthic pelagic coupling and more. Three lecture hours per week. S.

479L  **Marine Benthic Ecology Laboratory.**  (1) (Coreq: Marine Science 479) The laboratory demonstrates the topics and principles presented in lecture. The lab involves group work in the field and laboratory culminating with oral presentations at the end of the course. Three laboratory hours per week. S.
(Marine Science, Mathematics)

487, 488, 489 Selected Topics in Marine Science. (1-4) (Prereq: Permission of instructor) These topics are designed to allow the development of seminars and courses in special areas of marine science. Offered on demand.

495 Marine Environmental Issues. (3) (Prereq: Marine Science 301 or 302 or 304, or 305 or by permission of instructor) (Coreq: Marine Science 495L) Theoretical and applied approaches to present day environmental problems are presented and critically discussed. Emphasis is placed on the solutions and future impacts. Students are presented overviews of several environmental issues and will generate a comprehensive analysis of the associated technical, economic, social and political issues and proposed solutions. The class meets with several state and federal agencies involved in present day environmental issues providing students with exposure to “real world” applications. Each student will be required to give an oral presentation. Three lecture hours hours per week. S.

495L Marine Environmental Issues Laboratory. (1) (Coreq: Marine Science 495) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

497 Marine Science Senior Thesis. (3) (Prereq: Completion of the Marine Science Core or Permission of Chair. A contract must be approved by the instructor and the department chair by the time of registration.) Each student plans and executes an original research project with guidance and supervision of a Marine Science faculty member. Results are presented in written and oral form. Senior thesis is strongly suggested for students intending to pursue graduate studies. F, S, Su.

499 Directed Undergraduate Research. (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore marine or related problems using the scientific method. One conference and no less than five laboratory or field research hours per week. F, S, SU.

MATHEMATICS (MATH)

101, 102 Basic Concepts of Contemporary Mathematics I, II. (3, 3) (Prereq: Placement test) Courses designed for liberal arts students not intending to take an advanced course in mathematics. Selected topics include number theory, set theory, logic, statistics, probability, consumer mathematics, the metric system, algebra, and geometry, with emphasis on critical thinking, problem solving, and applications to the liberal arts. F, S, Su.

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>130I</td>
<td>Intensive Study</td>
<td>(3)</td>
<td>Placement test</td>
<td>Review of Intermediate Algebra, properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.</td>
</tr>
<tr>
<td>131</td>
<td>Trigonometry and Analytic Geometry</td>
<td>(3)</td>
<td>Mathematics 130 or 130I or placement test</td>
<td>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.</td>
</tr>
<tr>
<td>132</td>
<td>Calculus for Business and Social Science</td>
<td>(3)</td>
<td>Mathematics 130 or 130I or placement test</td>
<td>Limits, derivatives of algebraic, exponential, and logarithmic functions, curve sketching, applications to optimizing, and antidifferentiation. F, S, Su.</td>
</tr>
<tr>
<td>150</td>
<td>Applied Calculus I</td>
<td>(3)</td>
<td>Mathematics 130 or 130I and 131 or placement test</td>
<td>Limits, continuity, differentiation of algebraic and trigonometric functions, curve sketching, applications to optimizing, related rates and antidifferentiation. Offered on demand.</td>
</tr>
<tr>
<td>160</td>
<td>Calculus I</td>
<td>(4)</td>
<td>Mathematics 130 or 130I and Mathematics 131 or placement test</td>
<td>Limits, continuity, differentiation and integration of algebraic and transcendental functions, applications of the derivative to curve sketching, optimization and related rates. F, S, Su.</td>
</tr>
<tr>
<td>161</td>
<td>Calculus II</td>
<td>(4)</td>
<td>Mathematics 160</td>
<td>Applications of rational, techniques of integration, conic sections, parametric equations, the polar coordinate system, vectors, sequences and series. F, S, Su.</td>
</tr>
<tr>
<td>174</td>
<td>Introduction to Discrete Mathematics</td>
<td>(3)</td>
<td>Mathematics 130 or 130I</td>
<td>Set theory, logic, divisibility, matrix algebra, combinatorics, relations, functions, digraphs, and Boolean algebra. F, S.</td>
</tr>
<tr>
<td>201</td>
<td>Mathematics for Early Childhood and Elementary Education Majors I</td>
<td>(3)</td>
<td>Mathematics Placement Test results into Mathematics 130 or 130I</td>
<td>The meaning of number and the structure of the real number system, algorithms, elementary number theory, and problem solving. Open only to students in early childhood and elementary education. F, S, Su.</td>
</tr>
<tr>
<td>202</td>
<td>Mathematics for Early Childhood and Elementary Education Majors II</td>
<td>(3)</td>
<td>Mathematics 201</td>
<td>Informal geometry and basic concepts of algebra. Open only to students in early childhood and elementary education. F, S, Su.</td>
</tr>
<tr>
<td>203</td>
<td>Mathematics for Early Childhood and Elementary Education Majors III</td>
<td>(3)</td>
<td>Mathematics 201 and 202</td>
<td>Coordinate geometry, algebra, probability and statistics, computer applications, and calculators. Open only to students in early childhood and elementary education. F, S, Su.</td>
</tr>
</tbody>
</table>
Coastal Carolina University Catalog 2002/2004

(Mathematics)

210 Introduction to Operations Research. (3) (Prereq: Mathematics 130 or 130I) Elementary matrix theory, systems of linear equations, linear programming, combinatorics, probability theory, and the theory of games. S.


242 Modeling for Scientists. (3) (Writing Intensive) (Computer Usage) (Prereq: Mathematics 161) (Coreq: Mathematics 242L) An introductory course in the fundamentals of mathematical modeling for science and mathematics students. The class is designed to introduce students to concepts in mathematical modeling with differential equations. Models of population dynamics, growth and decay, rate balance and others will be discussed. An introduction of partial differential equations and diffusion modeling are discussed. Emphasis is on formulation and interpretation of the models. Computers are used to solve the models numerically. S, even years.

242L Modeling for Scientists Lab. (1) (Prereq: Mathematics 161) (Coreq: Mathematics 242) Students are introduced to a computer software package aiding in the solution of models developed in class. Lab assignments help students understand concepts of mathematical modeling. Three (3) laboratory hours per week. S, even years.

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

320 Elementary Differential Equations. (3) (Prereq: Mathematics 161) Ordinary differential equations of the first order, higher order linear differential equations, methods of Laplace transforms and series, and numerical solutions to differential equations. Applications to the physical sciences and engineering. S.

331 Foundation of Geometry. (3) (Writing Intensive) (Prereq: Mathematics 220) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry and topology. F, odd years.

332 Modern Geometry. (3) (Writing Intensive) (Prereq: Mathematics 220) Projective geometry, theorem of Desargues and Pappus, transformations, convexity, and topology. F, even years.

344 Linear Algebra. (3) (Prereq: Mathematics 161) Vector spaces, linear transformations, matrices, systems of equations, determinants, eigenvectors and eigenvalues. F.

370 Elementary Number Theory. (3) (Prereq: Mathematics 161 or permission of instructor) Divisibility theory, Diophantine equations, primes, congruences, Fermat's theorem, number theoretic functions, Euler's theorem, Pythagorean triples. Offered on demand.

397 Mathematics Practicum. (1) (Prereq: Mathematics 260, GPA in mathematics courses greater than or equal to 3.0 and permission of the instructor) By working with faculty teaching introductory level college mathematics courses, students have the opportunity to enhance and/or increase their understanding of those concepts of mathematics that are the foundation of these courses. A student may not enroll in this course more than 3 times nor will the course satisfy any requirement for the major or minor in mathematics or any core requirement. Course will be graded pass/fail. F, S.

399 Independent Study/Internship. (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration.) Directed study of specific topics or supervised work as part of an approved internship. F, S, Su.

434 Elements of General Topology. (3) (Prereq: Mathematics 260) Elementary properties of sets, functions, spaces, maps, separation axioms, compactness, completeness, convergence, connectedness, embedding and extension theorems, metric spaces, and compactification. Offered on demand.

446 Abstract Algebra. (3) (Prereq: Mathematics 220 and Mathematics 344) Fundamental properties of groups, rings, and fields. S.

450 Advanced Calculus I. (3) (Prereq: Mathematics 220 and 260) Sequences, series, continuity, differentiation and integration, and sequences and series of functions. S.

452 Complex Variables. (3) (Prereq: Mathematics 260) Complex numbers and functions (trigonometric, exponential, logarithmic, hyperbolic, inverse, analytic, and harmonic), and complex limits, continuity, differentiation, integration, sequences and series. F.

454 Analysis. (3) (Prereq: Mathematics 450 or permission of the instructor) Least upper bound axiom, metric spaces, continuous functions on metric spaces, completeness, compactness, existence of the Riemann integral, and the fundamental theorem of calculus. Offered on demand.

460 Numerical Calculus. (3) (=Computer Science 360) (Prereq or Coreq: Mathematics 260 and a working knowledge of a programming language)
(Mathematics, Music)

Introduction to numerical methods, interpolation, quadrature, solution of linear and nonlinear systems of equations, and error analysis. Two lectures and two laboratories per week. S.

465 Applied Mathematics I. (3) (Prereq: Mathematics 320) Orthogonal sets of functions and the Sturm-Liouville eigenvalue problem; Fourier series and integrals, and solution of partial differential equations by separation of variables; boundary value problems in polar, cylindrical, and spherical coordinate systems, Bessel functions. F, odd years.

466 Applied Mathematics II. (3) (Prereq: Mathematics 465) Mechanics of rigid bodies and particle systems in two and three dimensions, Lagrange's equations, and generalized coordinates. Offered on demand.

474 Discrete Mathematics I. (3) (Prereq: Mathematics 160 and 174) Mathematical models, mathematical reasoning, enumeration, induction and recursion, tree structures, networks and graphs, and analysis of algorithms. Applications to computer science are discussed. S.

490 Seminar in Mathematics. (1) (Writing Intensive) (Prereq: Completion of 21 hours in mathematics in courses numbered 150 or higher) Problems from various areas of mathematics will be discussed with emphasis placed on developing the students capability to do research of an expository nature and to present their results in both written and oral form. F.

499 Directed Undergraduate Research. (1-3) Topics in pure and applied mathematics and/or selected to meet current faculty and student interest. F, S, Su.

MUSIC (MUS)

THEORY AND COMPOSITION, HISTORY AND LITERATURE, CONDUCTING, AND MUSICAL ORGANIZATIONS

(A description of Applied Music courses follows the course descriptions of all other music courses.) All music courses require a grade of "C" or better to advance to the next level and to be counted toward a major in Music/Music Education.

100 Recital Class. (0) Required attendance for all students enrolled in applied lessons. Attendance and participation in student performances, recitals, and seminars. Graded S or U.

110 Introduction to Music. (3) A course open to all students who are interested in gaining a comprehensive appreciation of music through intelligent listening. Representative masterpieces of the various periods of musical composition are studied. Emphasis on correlation of music to other arts. No previous study of music is required. F, S.

115, 116 Introduction to Music Theory I, II. (3 each) (Prereq: for 115, passing score on placement test and permission of instructor; 115 is prerequisite to 116.) Study of basic elements of music with emphasis on recognition by sight
and sound. Various styles and genres of music are studied. Three class meetings per week.

117, 118 **Ear Training and Sight Singing I, II.** (1 each) (Prereq: for 117, placement test and permission of instructor; 117 is prerequisite to 118.) The study of basic musicianship skills emphasizing, visual, aural, and kinesthetic recognition and reproduction of melodic intervals, chords, chordal progressions, and rhythmic patterns. Two class meetings per week.

124 **University Band.** (1) (Prereq: Permission of the Instructor) Rehearsal and performance of band music which may include the styles of symphonic, jazz, popular, and classical. Participation is required at both on and off-campus performance events. May be repeated; open to all qualified CCU students.

124A **Symphonic Band.** (1) Study, rehearsal and performance of wind band music written for large instrumental ensembles. Includes several performances and concerts. Emphasis on attaining high musical standards.

124C **Band/Combo.** (1) (Prereq: The equivalent of three years of high school ensemble playing plus audition and/or permission of instructor) Rehearsal and performance of band or combo music, with required participation in off-campus and on-campus events. Open to all qualified students at Coastal Carolina and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable degree credit.

124P **Band/Pep.** (1) (Prereq: The equivalent of three years of high school ensemble playing plus audition and/or permission of instructor) Rehearsal and performance of typical pep band music, with required participation in off-campus and on-campus events including athletics and public relations events. Open to all qualified students at Coastal Carolina and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable degree credit.

124S **Steel Drum Ensemble.** (1) Study, rehearsal and performance of steel drum music indigenous to Trinidad and Tobago. Includes several performances and concerts. Emphasis on attaining high musical standards and proficiency.

125 **Coastal Carolina Concert Choir.** (1) Members are chosen by individual auditions. The course is devoted to the study of the best works of choral literature. Public concerts. F, S. May be repeated; students should check with their major department regarding applicable degree credit.

126 **University Orchestra.** (1) (Prereq: permission of instructor) A course consisting of rehearsals and performances with the Long Bay Symphonic Society, playing standard orchestral literature with a renowned conductor. May be repeated; students should check with their major department regarding applicable degree credit.
University Gospel Choir. (1) A course offering students an opportunity to learn gospel music and to sing at gospel gatherings across the state. May be repeated; students should check with their major department regarding applicable degree credit.

Ensemble. (1) (Prereq: Performing ability in the applied music area concerned) The study and performance of literature, and/or ensemble works for piano, organ, voice, strings, woodwinds, and brasses. Two class meetings per week. F, S. May be repeated; students should check with their major department regarding applicable degree credit.

Pop 101. (1) (Prereq: individual audition) A vocal jazz ensemble dedicated to the best in authentic jazz and pop music. May be repeated for credit; students should check with their major departments regarding applicable degree credit.

Ensemble-Piano Accompaniment. (1) (Prereq: Piano performance ability and permission of instructor) The study and performance of solo and ensemble works with piano accompaniments, including works for voice, strings, woodwinds, brasses, etc. Two meetings per week. Times to be arranged. May be repeated; students should check with their major department regarding applicable degree credit.

Stage Jazz Band. (1) (Prereq: Audition and/or permission of instructor) Rehearsal and performance of jazz and dance band music, with possible participation in off-campus and on-campus events. Open to all qualified students at Coastal Carolina University and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable degree credit.

Class Guitar I. (2) This class is designed for non-major beginning guitar students who are interested in incorporating active musical participation into their daily life experience. Students will develop competency in functional acoustic guitar techniques, basic music theory fundamentals, and the use of the guitar as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. F.

Class Guitar II. (2) (Prereq: Music 167 or permission of instructor) This course is a continuation of Music 167, and it is designed to help students develop increased competency in acoustical guitar techniques. Students will develop musicianship through the use of the guitar as a solo instrument and as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. S.

Class Piano. (2) (Prereq: Permission of instructor) An introduction to comprehensive musicianship through functional keyboard skill. Emphasis on learning to recognize musical patterns for analysis, reading, and transposition. Music 175 will focus on music within major five finger patterns and primary diatonic harmonies. F.
176 **Class Piano II.** (2) (Prereq: Permission of instructor) A continuation of Music 175. Music 176 will incorporate music within minor five finger patterns, primary diatonic harmonies, and extended melodic ranges. S.

215, 216 **Theory and Literature I, II.** (3 each) (Prereq: 116 is prerequisite to 215; 215 is prerequisite to 216) A chronological study, theoretical and historical, of music in the Western tradition through the end of the nineteenth century. Special attention to visual and aural skills. Three class meetings per week. F, S.

217, 218 **Ear Training and Sight Singing III, IV.** (1 each) (118 is prerequisite to 217; 217 is prerequisite to 218) The continued study of basic musicianship skills emphasizing visual, aural, and kinesthetic recognition and reproduction of melodic intervals in both tonal and atonal contexts, and more complex chords, chordal progressions, and rhythmic patterns. Two class meetings per week.

300 **Junior Recital.** (0) Minimum 30-minute solo recital. Repertoire to be selected in consultation with applied teacher.

316 **Elementary Piano Pedagogy.** (3) (Prereq: Permission of instructor) Introduction to basic concepts, techniques, and materials for teaching elementary piano and intermediate piano. S.

333 **Basic Choral and Instrumental Conducting.** (2) (Prereq: Two semesters of college level music theory) A course in organizing, conducting and maintaining choral and instrumental organizations. Elementary conducting technique. F.

334 **Choral Conducting.** (2) (Prereq: Music 333) A study of the problems and techniques of choral conducting, principles of group tone production, and interpretive factors involved. Practical experience with college music organizations.

353, 354 **History of Western Music I, II.** (3 each) (Prereq: for Music 353, at least two semesters of college-level music theory. Music 353 is prerequisite to Music 354.) A study of music and its place in Western civilization from the Middle Ages to the Baroque (first semester) and from the Eighteenth Century to the Twentieth Century (second semester). 353F, 354 S.

357 **American Popular Music.** (3) (Prereq: Music 110 or its equivalent) A survey of American popular music from the 19th Century to the present. This music is explored regarding its musical characteristics, its relationship to the European classical tradition, and, where appropriate, its role as social commentary.

399 **Independent Study.** (3) For more information, see Academic Regulations. May be repeated for credits under different topics.

400 **Senior Recital.** (0) Minimum 45-minute solo recital. Repertoire to be selected in consultation with applied teacher.
414  **Piano Literature.** (3) (Prereq: Permission of instructor) Study of evolution and development of the instrument and its effects upon the repertoire illustrated by the major works of the various periods of piano composition. F.

434  **Vocal Literature.** (3) (Prereq: Junior Level and permission of the instructor) A survey of solo literature for voice from the seventeenth century to the present.
APPLIED MUSIC (2 Credit Hours each)

Piano .......................................................... 101, 111, 112, 211, 212, 311, 312, 411, 412
Organ ......................................................... 102, 121, 122, 221, 222, 321, 322, 421, 422
Voice ......................................................... 103, 131, 132, 231, 232, 331, 332, 431, 432
String Instruments ..................................... 104, 141, 142, 241, 242, 341, 342, 441, 442
Woodwind Instruments ............................ 105, 151, 152, 251, 252, 351, 352, 451, 452
   (Flute, Clarinet)
Brass Instruments ..................................... 106, 161, 162, 261, 262, 361, 362, 461, 462
   (Trumpet, Trombone, French Horn)

MUSIC EDUCATION (MUED)

163  Diction I. (2) Introduction to International Phonetic Alphabet and to the
     basic fundamentals of enunciation and articulation in singing English, Latin,
     Italian, German, and French.

164  Diction II  (2) (Prereq: Music Education 163) Continuation of Music Education
     163.

165, 166 Class Voice I, II. (2 each) (Prereq: for Music 165, permission of instructor.
     Music 165 or permission of instructor is prerequisite to Music 166) Elementary
     course in singing in which both group and individual techniques are employed.
     Emphasis on the study of voice production and principles of singing. Two
     class meetings per week.  165 F, 166 S.

243  Fundamentals of Wind Instruments. (2) (Prereq: Permission of
     instructor) The fundamentals of playing and teaching wind instruments. Special
     study of the problems unique to each instrument, including the use of
     teaching materials.

244A Fundamentals of String Instruments. (1) (Prereq: Permission of
     instructor) An 8-week course teaching basic skills in playing stringed instru-
     ments and the methodology of teaching strings.

244B Fundamentals of Percussion Instruments. (1) (Prereq: Permission of
     instructor) An 8-week course teaching basic skills in playing percussion
     instruments and the methodology of teaching percussion.

315  Piano Pedagogy Internship. (1) (Prereq: Junior Level and permission of
     the Instructor) (Coreq: Music 316) Piano Pedagogy and its application to the
     beginning piano student. Directed teaching of individual and group lessons.

335  Vocal Pedagogy Internship. (1) (Prereq: Junior Level and permission of
     the instructor) (Coreq: Music Education 336) Study of the voice production,
     quality, classification, registration, range, anatomy and physiology. Directed
     teaching of individual lessons and ensemble rehearsals.
(Music Education, Natural Science, Philosophy)

336  **Elementary Voice Pedagogy.** (3) (Prereq: Junior level and permission of the instructor) (Coreq: Music Education 335) Introduction to basic concepts, techniques, and materials for teaching elementary and intermediate voice.

454  **Music for Young Children.** (3) Emphasis on such topics as the place of music in the education of young children, free and dramatic interpretation of music, listening and rhythmic activity, and rhythm instruments. Designed for students in early childhood and elementary education. Three meetings and one laboratory period each week. F, S.

455  **Music in the Elementary Grades K-8.** (3) Methods, techniques, and materials of instruction for teaching music in the elementary school (grades K-8). Emphasis on creativity through playing instruments, singing, bodily expressions, care of the child’s voice, and the place of music in the total school program. Designed for music education majors.

**NATURAL SCIENCE (NSCI)**

210  **Principles and Processes of Science.** (4) (Prereq and Coreq: Must be under contract with Horry County schools and hold a current South Carolina teaching certificate.) A lecture/laboratory course that allows elementary teachers to gain a greater understanding of the procedures of science, while developing a diverse background in the concepts unifying the physical and biotic world. Students are able to apply the methods, techniques, and materials in this course to create a similar environment of scientific thinking in their own classrooms. Available for teacher recertification credit only.

**PHILOSOPHY (PHIL)**

101  **Introduction to Philosophy.** (3) An introduction to the major questions of philosophy and to philosophic methods of inquiry, analysis, and criticism. Works of noted philosophers are read.

110  **Introduction to Logic I.** (3) The nature of arguments; linguistic fallacies; syllogistic and propositional techniques of deductive inference; extensive practical applications, including specific examples for professional and graduate school admissions tests.

111  **Introduction to Logic II.** (3) An introduction to modern symbolic logic. The course explains the development, application, and theoretical properties of an artificial symbolic language designed to provide a clear representation of the logical structure of deductive arguments. The course might also explore first order predicate calculus with identity and function symbols and some meta-theorems about consistency, soundness, completeness and compactness.
The Following Courses Require Sophomore Standing or Above, or Permission of the Instructor.

300 **History of Ancient Philosophy.** (3) (= Classical Studies 300) An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers. Philosophy 301 may be taken prior to this course.

301 **History of Modern Philosophy.** (3) An introduction to the development of philosophic thought since the Renaissance through the study of the works of important philosophers. The chief emphasis is on the 17th and 18th centuries. This course may be taken prior to Philosophy 300.

302 **18th and 19th Century Philosophy.** (3) (Prereq: Philosophy 101 and one philosophy course on the 300 level or permission of the instructor) This course centers upon philosophical developments after the Enlightenment period. The critical philosophy of Immanuel Kant (especially his *The Critique of Pure Reason*), the dialectical thought of G.W.F. Hegel and his anti-systemic critics are the focus of the course.

303 **American Philosophy.** (3) The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 18th and 20th centuries.

305 **Contemporary Moral Issues.** (3) Moral issues confronting men and women in contemporary society. Topics vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

309 **Philosophy of Mind.** (3) The concept of mind, selected theories of the mind-body relation, and the uniqueness of human beings.

310 **Philosophical Themes in Literature.** (3) Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them are read and discussed.

311 **Ethical Theory.** (3) A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

312 **Conflicting Images of Human Nature.** (3) Conflicting images of human nature in contemporary philosophy, literature, psychology, and religion and an evaluation of these images as norms for human conduct and social policy. Particular attention will be given to existentialist, Marxist, behaviorist, and mystical images of human nature.

313 **Philosophy of Art.** (3) Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.
(Philosophy)

314 Social and Political Philosophy. (3) An examination of modern political philosophers, their responses to political, social, economic and legal concepts and issues concerning liberties and rights in the authority-individual relationship.

315 Technology and Human Values. (3) (Prereq: PHIL 101, permission of instructor) Technology has come to play an increasingly dominant role in human life. This course analyzes modern technology from several perspectives including: the ethical implications of employing information systems, the neutrality of non-neutrality of technology, the individual, social, and cultural impact of technology transfer, and the impact of technology upon the environment. The works of both critics and proponents of technology are explored.

316 Crime and Justice. (3) The fundamental concepts of a criminal justice system, and their philosophical bases. Rights, privacy, responsibility, and the problem of justification of state control of private behavior through punishment and theory.

317 Bio-Medical Ethics. (3) Ethical problems in medicine and biological research and the application of ethical principles to real-life situations involving patient autonomy, health care professionals, the beginning of life, the end of life, and human genetic experimentation.

318 Business Ethics. (3) Ethical theory is presented and applied to business cases involving individual, corporate, and governmental rights and responsibilities.

319 Environmental Ethics. (3) Ethical problems concerning the environment and the application of ethical principles to real-life situations involving development vs. preservation, human and nature, animals, bio-diversity, bio- and eco-centrism, deep ecology, and social and public policy.

320 Existentialism. (3) An introduction to existentialism themes in contemporary philosophy, literature, psychology and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May and Binswanger will be read and discussed.

325 Philosophy of Education. (3) A critical examination of the theories of education of such philosophers as Plato, Rousseau, Dewey, Newman, and Whitehead. Emphasis is on the development of a philosophy of higher education.

340 Philosophy of Science. (3) (Prereq: Philosophy 101 or permission of instructor) A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.

398 Special Topics. (3) A. Attitude Awareness. B. Philosophy of Mysticism. C. Morality of Ethical Leadership.

399 Independent Study. (3) For more information, see Academic Regulations section. May be repeated for credit under different topics.
399H **Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments. For more information, see Academic Regulations section in this Catalog. May be repeated for credit under different topics.

405 **Plato.** (3) (= Classical Studies 405) (Prereq: Philosophy 101 or permission of instructor) An intensive study of selected dialogues.

406 **Aristotle.** (3) (=Classical Studies 406) (Prereq: Philosophy 101 or permission of instructor) An intensive study of some of the more important of Aristotle’s works.

407 **Medieval Philosophy.** (3) (Prereq: Philosophy 101 or permission of instructor) An historical and critical study of the works of the leading medieval philosophers.

413 **Philosophy of History.** (3) (Prereq: Philosophy 101 or permission of instructor) (Writing Intensive) A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.

415 **Philosophy of Religion.** (3) (Prereq: Philosophy 101 or permission of instructor) A critical study of selected problems in the philosophy of religion. Emphasis is placed on problems relating to the existence of God, religious knowledge, and the language of religion.

419 **Epistemology.** (3) (Prereq: Philosophy 101 and one philosophy course on the 300 level or permission of the instructor) This course is an introduction to the problems and methods of modern epistemology. It explores central questions such as “What is it to know something?” and “What is it about some beliefs that make them more highly justified than others?” The central focus of the course is the study of the relationship between justification and knowledge. It pays careful attention to the skeptics who claim curiously that no one ever knows anything and that no one is ever justified in believing anything.

420 **Metaphysics.** (3) (Prereq: Philosophy 101 and one philosophy course on the 300 level or permission of the instructor) This course focuses on issues that center around such notions as substance, causality, essential properties, individualization, time, possible but nonactual states of affairs, and identity. Among the questions considered are: “Do any of the things there are endure through time?” “How should we understand possible but nonactual states of affairs?” “Are subjects of consciousness just complexes of subatomic particles?” “Are material objects like tables and chairs ultimately made up of things that have no parts?”

440 **Renaissance Philosophy.** (3) (Prereq: Philosophy 101 or permission of instructor.) Humanism (Petrarch), Platonism (Pico and Ficino), Aristotelianism (Pomponazzi), philosophies of nature (Telesio, Campanella, and Bruno), and Nicholas of Cusa, Erasmus, Montaigne and Suarez.
Coastal Carolina University Catalog 2002/2004

(Philosophy, Physical Education)

490 Capstone Seminar. (3) (Prereq: Senior standing as a philosophy major or permission of instructor.) This semester is meant to engage philosophy majors in advanced research and discussion of philosophy and topics of great ethical concern. The research results in a presentation quality paper. The specific content of the course varies.

498 Readings in Philosophy. (3) (Prereq: 6 hours in philosophy beyond the 100 level). May be repeated for credit under different topics.

PHYSICAL EDUCATION (PHED)

102 Basketball. (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations. May be taken up to three times for credit.

103 Volleyball. (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations.

104 Adult Fitness. (1) Measurement of cardiovascular fitness and implementation of a personalized exercise program for improving the heart and circulatory system, muscular system, respiratory system, and weight control.

106 Aerobic Dance. (1) Instruction and participation in low-impact to high-impact aerobic dance activities performed to music, using a variety of locomotor movements, with particular attention muscle toning and cardiovascular development.

107 Golf. (1) Emphasis on the mastery of individual skills, history, rules, etiquette and tournament play.


109 Bowling. (1) Instruction in bowling to include, grip, approaches, releases, spot bowling techniques, knowledge of rules, equipment, and safety procedures.

110 Karate. (1) Designed to teach the fundamentals of karate.

112 Soccer and Field Hockey. (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.

113 Softball. (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.

114 Swimming. (1) Designed to develop the basic strokes and skills necessary for safety and recreation in the water.

116 Tennis. (1) Emphasis on the mastery of individual skills, rules, scoring, etiquette and tournament play for the beginner in tennis.
(Physical Education)

118 **Weight Training and Body Dynamics.** (1) Designed to teach the fundamentals of weight training and body building. May be taken up to three times for credit.

119 **Wrestling.** (1) Development of skills necessary to participate in wrestling. May be taken up to three times for credit.

120 **Beginning Racquetball.** (1) Study to provide information, through on-court experiences, in scoring, rules, etiquette, and strategy of the game. Students also develop skills in proper grips and strokes of racquetball, as well as experience practice in match play. May be taken up to three times for credit.

126 **Fundamentals of Movement and Body Conditioning.** (1) Designed to develop basic axial and locomotor movements as they pertain to physical education activities. Emphasis on improvement of agility, flexibility, strength and endurance through body conditioning as necessary in skill performance. May be taken up to three times for credit.

132 **Foundations of Physical Education.** (3) To introduce the beginning student of physical education to the principles and philosophy of the profession; to develop sound concepts in the major academic areas that comprise the profession; and to develop an awareness of the need to implement this knowledge into a well-rounded physical education program in the schools and recreation departments. The course is taught through lecture, group activities, and the use of different formats.

143 **Football.** (1) Designed to teach the basic fundamental skills at various positions of football. May be taken up to three times for credit.

148 **Rollerblading.** (1) Instruction includes safe techniques of rollerblading in addition to care of skates, in-line skating and physical conditioning. (Students are encouraged to provide their own skates if available.) May be taken up to three times for credit.

149 **Backpacking.** (1) Instruction in the fundamentals of backpacking for those students who have had previous camping experience and are interested in learning basic wilderness and survival skills, to include basic first aid, low impact camping methods, physical conditioning and environmental living skills. (Students are responsible for costs associated with the trip.) May be taken up to three times for credit.

150 **Ropes Course.** (1) An introduction to the use and benefits of a ropes course using the Challenge Course at Coastal Carolina as a laboratory. Participation focuses on accepted terminology, concept development, and skill acquisition. May be taken up to three times for credit.

151 **Sailboarding.** (1) Instruction in the art and skill of sailboarding. The student develops the necessary basic techniques to perform the activity. (Fee required) May be taken up to three times for credit.
Coastal Carolina University Catalog 2002/2004

(Physical Education)

152 **Angling.** (1) Instruction in the proper techniques of bait casting, fly casting, and spin casting. Opportunities are provided for practicing each technique. (Fee required) May be taken up to three times for credit.

153 **Canoeing.** (1) Instruction includes the development of safety techniques and paddling skills in canoeing. Students learn to handle a canoe in a variety of water classifications. (Fee required) May be taken up to three times for credit.

154 **Horseback Riding.** (1) An introduction to the various aspects of horseback riding. The student develops the physical skills and the knowledge of safe practices and proper use of equipment. (Fee required) May be taken up to three times for credit.

155 **Orienteering.** (1) Instruction in the use and knowledge of the compass and topographic maps. Students learn how to navigate a simple orienteering course. (Fee required) May be taken up to three times for credit.

156 **Rock Climbing.** (1) The development of basic rock climbing skills. Students are required to develop a reasonable degree of strength and fitness and safety procedures prior to completing a variety of basic climbs. (Fee required) May be taken up to three times for credit.

157 **Cycling.** (1) Students develop a knowledge of the types and uses of different bicycles. Safety equipment and safe riding techniques are stressed along with the different levels of intensity of training and use of cycles. (Students are responsible for furnishing their own bicycle.) May be taken up to three times for credit.

158 **Snow Skiing.** (1) An introduction to the various aspects of snow skiing. Focus of the course is on skill and safety, correct attire and equipment, and skiing techniques prior to completing a ski trip. (Students are responsible for costs associated with the ski trip.) May be taken up to three times for credit.

160 **Wilderness Camping.** (1) Exposure to and study of the wilderness environment. Emphasis is on conservation of the natural environment and camping without a trace. Students develop skills in various aspects of campcraft. (Students are responsible for costs associated with the trip.) May be taken up to three times for credit.

161 **Water Skiing.** (1) The development of the basic skills and safety procedures of water skiing. Students practice basic drownproofing skills in the pool prior to completing the water skiing phase of the course. (Fee required) May be taken up to three times for credit.

162 **Beginning Modern Dance.** (1) Study designed to introduce fundamental skills and terminology as they apply to contemporary dance. May be taken up to three times for credit.

163 **Advanced Modern Dance.** (1) Advanced movement skills, techniques and organization for teaching skills. May be taken up to three times for credit.
(Physical Education)

165 **Ballet.** (1) Study designed to introduce fundamental skills and terminology as they apply to ballet. May be taken up to three times for credit.

166 **Jazz.** (1) Study designed to introduce fundamental skills and terminology as they apply to jazz dance. May be taken up to three times for credit.

167 **Social Dancing.** (1) Study designed to introduce fundamental skills and terminology in ballroom dancing. May be taken up to three times for credit.

173 **Folk, Square and Social Dance.** (1) Basic dance steps; sequence of movements and an overview of dances of various countries as they relate to their customs. May be taken up to three times for credit.

180 **Advanced Swimming.** (1) Study and practice of competitive swimming strokes for advanced swimmers. May be taken up to three times for credit.

181 **Lifeguard Training.** (3) (Prereq: Permission of instructor based on a preliminary swimming assessment during initial class meeting) Study designed to enable students to become certified through the American Red Cross in Lifeguard Training, Adult CPR, and Standard First Aid.

182 **Water Safety Instructor Training.** (3) (Prereq: Permission of instructor based on a preliminary swimming assessment during initial class meeting) Study designed to certify the student as an American Red Cross Water Safety Instructor. Teaching methodology and strategies are developed to enhance instructional abilities.

183 **Skin and Scuba Diving.** (1) (Prereq: Ability to swim well) Designed to enable students to use equipment safely and effectively and to understand the principles and physical laws upon which this sport is based. (Additional fees for supplies and equipment are required) May be taken up to three times for credit.

186 **Advanced Rock Climbing.** (1) Instruction in advanced rock climbing to include self-rescue techniques, repelling methods, selection of safe climbing sites, and conditioning skills. (Students are responsible for costs associated with the trip.) May be taken up to three times for credit.

193 **Advanced Gymnastics.** (1) Advanced movement and skill techniques necessary for competition and coaching. May be taken up to three times for credit.

200 **Locomotor and Movement Skills and Patterns** (3) Provides students with the research and applied practice of motor development from infancy through older adulthood.

210 **Health Related Fitness/Swimming.** (2) Provides students with the skill and knowledge of fitness and swimming at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

211 **Skill Development and Teaching Methods: Gymnastics/Dance.** (2) Provides students with the skill and knowledge of gymnastics and dance at
(Physical Education)

the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

212 **Skill Development and Teaching Methods: Racquetball/Badminton.** (2) Provides students with the skill and knowledge of racquetball/badminton at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

213 **Skill Development and Teaching Methods: Tennis/Golf.** (2) Provides students with the skill and knowledge of tennis/golf at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

214 **Skill Development and Teaching Methods: Soccer/Football.** (2) Provides students with the skill and knowledge of soccer and football at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

215 **Skill Development and Teaching Methods: Basketball/Volleyball.** (2) Provides students with the skill and knowledge of basketball and volleyball at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

216 **Skill Development and Teaching Methods: Track and Field/Cross Country.** (2) Provides students with the skill and knowledge of track and field and cross country at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

217 **Skill Development and Teaching Methods: Softball/Baseball.** (2) Provides students with the skill and knowledge of softball and baseball at the elementary, middle and secondary levels so that they can plan, implement and evaluate physical education instruction.

226 **Developing Motor Behavior in Children (Pre-School Through Elementary Levels).** (3) Foundations and practices in perceptual motor learning; behavioral factors in efficient motor performance, and the effects of growth and development are studied in depth. Materials and methods in the selection and teaching of appropriate activities designed for the primary and elementary level child. Opportunities provided for teaching experiences.

243 **Individual and Dual Sports.** (3) The mastery of basic skills, materials and methods in the teaching of sports of carry-over value, adaptable to the school or recreational setting. Includes such sports as archery, badminton, bowling and tennis.

300 **Outdoor Experiential Education.** (3) (Crosslisted with REC 300) Lecture and field experiences in organization, administration, and participation in outdoor educational recreational activities. Emphasizes materials and methods on topics such as nature studies (animal life, plant life, ponds, streams), science, arts, crafts and camping. The purpose of this course is the extension of planned learning experiences from the classroom to the outdoor setting.
301 **Principles of Coaching.** (3) A study of coaching individual, dual and team sports. Includes generic principles of coaching as well as specialization in selected areas. Topics in ethical and legal issues, public relations, recruiting, scheduling, practice, and the psychological aspects of coaching are investigated.

315 **Interpretation and Implementation of the Elementary School Physical Education Program.** (3) An extensive study of the philosophic and scientific basis of elementary school physical education. Materials and methods focus on topics such as human growth and development, the theory of play, motor learning, fitness programs, lesson planning, use of facilities, and teaching techniques. Application of these skills to be incorporated through peer teaching and a field Practicum.

397 **Practicum in Coaching.** (3) A student may, with the permission of the coordinator of the program, elect to serve as an assistant coach in a sport at a junior or senior high school.

399 **Independent Study.** (1-3)

400 **Measurement & Evaluation in Physical Education.** (3) Provides the skills and knowledge for students of physical education to use and interpret a variety of tests used in the field: to develop concepts of construction of new tests, to utilize standardized tests, to develop a working knowledge of statistical techniques used in scoring and interpretation of the tests.

401 **Kinesiology.** (4) Analyzes human movement based on a knowledge of anatomy as applied to the function of the muscular skeletal complex.

402 **Exercise Physiology.** (3) Study of the physiological changes which occur in the body during muscular activity. Current research in fitness and test measurements now available in the field.

403 **Adaptive Physical Education and Recreation.** (3) Methods of working with students with special needs within regular physical education classes. Planning, organizing, and implementing adapted physical education learning experiences to meet the needs of special populations. The course has a clinical experience.

404 **Prevention and Care of Athletic Injuries.** (3) Modern principles and practices in health-related fitness, conditioning and care of injuries. Procedures for care of related injuries. Emergency First Aid and Adult CPR. (Training room observations along with actual game experience). This course includes a fitness assessment for physical education majors.

437 **Advanced Theory and Teaching of Coaching Football.** (3)

438 **Advanced Theory and Teaching of Coaching Basketball.** (3)

439 **Advanced Theory and Teaching of Coaching Track and Field Events.** (3)
Advanced Athletic Training. (3) Course designed to study modern practices in athletic training and care of injuries. Special emphasis on rehabilitation on the injured athlete.

Organization and Administration of Physical Education Recreation, and Athletics. (3) Course designed to introduce the undergraduate student to administrative duties of the physical education teacher, coach, recreation director, and athletic director. Topics of emphasis include organization structures, personnel management, budget planning, risk management, legal considerations, and evaluation for program accountability.

**PHYSICS (PHYS)**

101 **Introduction to Physical Science I.** (3) (Prereq: C or above in six credit hours in mathematics or statistics or permission of the instructor) (Coreq: Physics 101L) The course teaches physical principles as they relate to the societal use of energy. The following energy technologies with their associated pollution problems are examined: fossil fuels, heat engines, hydroelectric power, nuclear power, solar power, energy conservation, and small scale energy systems. Three hours lecture per week. F, Su.

101L **Introduction to Physical Science I Laboratory.** (1) (Coreq: Physics 101) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week. F, Su.

102 **Introduction to Physical Science II.** (3) (Prereq: C or above in six credit hours in math or statistics or permission of the instructor.) (Coreq: Physics 102L) An introduction to physical science including physics, chemistry, geology, and astronomy. Three hours lecture per week. S, Su.

102L **Introduction to Physical Science II Laboratory.** (1) (Coreq: Physics 102) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week. S, Su.

110 **Energy and Society.** (3) Energy needs and problems in modern society; alternative energy sources, environmental concerns, the role of conservation. Three lecture hours per week. Not available for science major credit. Offered on demand.

201 **General Physics I.** (3) (Prereq: Mathematics 131 with a C or above) (Coreq: Physics 201L) An introductory course for students not preparing for graduate work in physics. Includes a study of mechanics, thermodynamics and acoustics. Three hours lecture per week. F.

201L **General Physics I Laboratory.** (1) (Coreq: Physics 201) The laboratory demonstrates the topics and principles presented in the lecture. F.

202 **General Physics II.** (3) (Prereq: Mathematics 131 with a C or above; Physics 201L) A continuation of Physics 201 which includes acoustics, wave motion, electromagnetic theory, optics, relativity, atomic and nuclear physics. Three hours lecture per week. S.
202L General Physics II Laboratory. (1) (Coreq: Physics 202) The laboratory demonstrates the topics and principles presented in the lecture. S.

203 General Physics III. (4) (Prereq: Physics 202) A continuation of Physics 202 which includes optics, relativity, quantum mechanics, atomic physics and nuclear physics. Six hours lecture, problem sessions and laboratory per week. Offered on demand.

210 Physics for High School Teachers. (4) (Prereq or Coreq: One year college physics; be under contract to teach in Horry, Georgetown, or Williamsburg County; and hold a valid South Carolina teaching certificate.) The course centers on mechanics, thermodynamics, wave motion, sound, light, electricity, magnetism, and nuclear physics. Applications emphasize problem-solving techniques. Mathematical concepts are taught on an algebra and simple trigonometry level. Appropriate computer programs are reviewed. Available for teacher recertification credit only. Offered on demand.

211 Essentials of Physics I. (3) (Prereq: Math 160 with grade of C or better) (Coreq: Physics 211L) An introductory course for scientists and engineers. This calculus-level course covers classical mechanics and thermodynamics. Three hours lecture per week. F.

211L Essentials of Physics I Laboratory. (1) (Coreq: Physics 211) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F.

212 Essentials of Physics II. (3) (Prereq: Physics 211 and Math 161 with a grade of C or better) (Coreq: Physics 212L) A continuation of Physics 211. This calculus-level course covers wave behavior, electricity and magnetism. Three hours lecture per week. S.

212L Essentials of Physics II Laboratory. (1) (Coreq: Physics 212) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. S.

213 Intermediate Modern Physics. (3) (Prereq: Physics 212 with a C or above) (Coreq: Physics 213L). Atomic View of matter, electricity and radiation, atomic models, relativity, x-rays, waves and particles, wave mechanics and radioactivity and nuclear processes. Three hours per week.

213L Intermediate Modern Physics Laboratory. (1) (Coreq: Physics 213) The laboratory will demonstrate the topics and principles presented in the lecture. Three hours per week.

301 Analytical Mechanics (formerly titled Intermediate Classical Physics I). (3) (Prereq: Physics 202 or 212 and Mathematics 161) A rigorous treatment of classical mechanics, including conservation of energy and momentum, rotating reference frames, physics of continuous media and wave motion. Three hours lecture per week.
(Physics)


310 Mathematic Methods in Physics. (3) (Prereq: Physics 212 and Mathematics 162) Physics applications of vector calculus, infinite series, complex analysis, differential equations, orthogonal functions, integral equations, linear algebra, and calculus of variations. Three hours lecture per week.

321 Electronics. (3) (Prereq: Physics 212 or Physics 202 with permission of instructor) A lab based class for the study of both analog and digital circuit elements, solid state devices, integrated circuits, and basic circuit design. One three hour class per week.

330 Computer Interfacing and Instrumentation. (3) (Prereq: Physics 212 and Math 162) Applications of computers as integrated to scientific instruments, with emphasis on hardware and instrumentation, on-line data acquisition, and computer control of experiments. Students learn and use Labview to interface equipment and control experiments. One three hour class per week.

341 Thermodynamics and Statistical Mechanics. (3) (Prereq: Physics 212 and Math 162) An introduction to thermal physics and statistical mechanics, covering entropy, heat, temperature, the Carnot Cycle, free energy, thermodynamic potential, phase equilibria, and the laws of thermodynamics. The connection between the interactions of single particles and the bulk properties of matter will be developed. Three hours lecture per week.

399 Independent Study. (1-6) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topic. F, S.

399H Interdisciplinary Independent Study. (3-9) (Prereq: Permission of instructor and approved contract) Directed study and/or research on specific topic of an interdisciplinary nature. F, S.

411 Contemporary Physics. (3) (Prereq: Physics 212 or 202 with permission of instructor) A presentation of recent developments in pure applied physics (with emphasis on descriptive rather than mathematical treatment). Three hours lecture per week. Offered on demand.

498 Senior Thesis. (3) An individual investigation in the library, laboratory, or both under the supervision of interdepartmental adviser. The preparation of a scientific report is an integral part of the work. Offered on demand.

501 Atomic Physics. (4) (Prereq: Physics 212 or 202 with permission of instructor) A general survey of experiments and principles underlying the atomic theory, relativity and quantum theory. Three hours lecture per week. Offered on demand.
509 **Electronics.** (3) (Prereq: Physics 212 or 202 and permission of instructor) A study of impedance, admittance, resonance, circuit elements, solid state devices, integrated circuits, circuit analysis, network theorems, and mathematical models. Three hours lecture per week. Offered on demand.

**POLITICS (POLI)**

101 **Introduction to World Politics.** (3) Principal forces and factors influencing world affairs, with emphasis on the role of the United States in issues relating to resources, food, arms control, human rights, the environment, rich and poor countries, the development gap and detente.

102 **Introduction to World Politics: Regional Perspectives.** (3) Principal forces and factors influencing world affairs, with emphasis on the problems and policy perspective of foreign countries and regions.

104 **Regional Perspectives: The Middle East.** (3) A general introductory study of the Middle East, which considers the geographical implications of the Middle East, the role played by the Islamic religion on political and cultural life, and a brief consideration of the political problems that have troubled this area.

110 **The American Criminal Justice System.** (3) An introduction to the structure of the law enforcement systems in the United States, from the local and state levels to the federal level. A consideration of the principal issues in law enforcement: arms control, internal security, organized crime and other problems of criminality.

201 **American National Government.** (3) The formation and development of the national government, its organizations and powers.

300 **Introduction to Political Theory.** (3) (Writing Intensive) Major themes in political theory, and one basic theme, as treated by three or four of the classical writers. Such matters as political obligation, order and freedom, the state, and justice are assessed to illustrate the enterprise of political theory.

302 **Political Thought of Thucydides.** (3) (Writing Intensive) (= CLAS 302) (Prereq: Politics 300, 301, or permission of instructor). A study of the political thought of Thucydides through an intensive reading of The War of the Peloponnesians and the Athenians.

303 **American Government Through Literature and Film.** (3) A survey of the various actors, institutions, and processes in the American political system by the use of fiction (motion pictures, novels, and plays). The roles of legislators, the judiciary, chief executives, and the press at the national, state, and local levels of government are included.

304 **Latin America Through Film.** (3) (Prereq: sophomore standing 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)

305  **Introduction to Empirical Political Inquiry.** (3) (Prereq: Statistics 201, or Psychology 225, or Business 291 or permission of instructor.) An introduction to modern empirical methodology in political inquiry. A survey of the theoretical foundations of the modern quantitative approach to political inquiry; an introduction to theory building, data gathering, data analysis, data evaluation, and to the writing of a written report.

309  **African-American Political Thought.** (3)(Prereq: Politics 201 and sophomore standing.) A survey of the issues and major figures in the African-American political tradition. Primary writings of selected thinkers, statesmen, or activists such as Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X will be the major focus of the course.

315  **International Relations.** (3) International political behavior and institutions.

316  **Comparative Politics.** (3) Comparative approaches to political systems, behavior and institutions.

317  **Comparative Revolutions.** (3)(Writing Intensive) (=History 317) (Prereq: sophomore standing) Case studies of the classic revolutions (American, French, Russian, and Mexican) and analyses of these and other revolutions as political phenomena. Attention will be given to the political philosophy of revolution.

318  **International Political Economy.** (3) (Prereq: sophomore standing or permission of instructor) Examines the interaction between international politics and international economics.

319  **European Fascism.** (3) (=History 319) A study of the philosophical and historical origins of the European Fascist movements that achieved significance in the twentieth century, followed by a survey of the actual process through which Mussolini’s Fascist Party and Hitler’s Nazi Movement won political power in the respective countries.

320  **Introduction to Latin American Civilization.** (3) (=History 320) (Prereq: sophomore standing or permission of instructor) A survey of Latin American civilization from earliest times through the wars for independence.

321  **State and Society in Modern Latin America.** (3) (=History 321) (Prereq: sophomore standing or permission of instructor) A survey of social, economic, political, and cultural development in Latin America during the nineteenth and twentieth centuries.

341  **Contemporary American Foreign Policy.** (3) (=History 377) A historical and political analysis of twentieth century American foreign policy.

342  **Politics and Governments of Europe.** (3) A comparative study of the individual governments of European societies, their interaction within international organizations like the European Community, and their political development since the end of the Cold War.
343 **Terrorism and Political Violence.** (3) A survey of the historical and ideological origins of selected revolutionary and/or terrorist movements with a consideration of the role played by political violence in modern society.

344 **Politics and Society in the United Kingdom.** (3) A consideration of political and social structures in England, Scotland, Wales, and Northern Ireland (Ulster).

345 **Politics and Governments of the Middle East.** (3) Politics, religion, and conflict in the contemporary Middle East, with emphasis upon the Israeli-Palestinian conflict and the Persian Gulf situation.

346 **The Politics of Central and Eastern Europe.** (3) (=History 327) Political life within and among those states that were once part of the former Soviet Union, as well as the previously Marxist countries of Central Europe.

360 **American Political Parties.** (3) (Prereq: Politics 201 or permission of instructor) A survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the parties as an organization, the party as an electorate, and the party as a governing elite.

361 **American Politics: Interest Groups.** (3) An examination of the role of interest groups in the operation of the American political system, with a particular emphasis on pluralist and elitist theories of democracy.

362 **Mass Media and American Politics.** (3) (Prereq: Politics 201) The development and nature of the mass media; the influence of the media on American culture, politics, and government.

363 **Southern Politics.** (3) Selected political patterns and trends in the eleven states of the American South, focusing on the post-1950 period.

365 **State Government.** (3) A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.

370 **Introduction to Public Administration.** (3) A study of the basic principles and theory of administrative structure, responsibility, and control in relation to governmental management.

373 **Public Private Partnerships.** (3) (Prereq: Politics 201) A survey of the various combinations of business and government joint ventures designed to address infrastructure needs and promote economic development. The focus is upon local governmental enterprises, but some attention is given to state and initiatives along with a comparative analysis of other nations’ experiences.

375 **Government and the Economy.** (3) (Prereq: Politics 201) A study of the historical and theoretical relationship between questions of economic policy and the character of the American political order.
(Politics)

399  Independent Study.  (1-6) (Prereq: Written contract between student and instructor, approved by the Associate Dean, Edwards College of Humanities and Fine Arts. May be repeated for credit under different topics.

401  History of Political Thought I.  (3) (Writing Intensive) (= CLAS 401) (Prereq: Politics 300, 301, or permission of instructor) A study of the history of political thought from Socrates through Aristotle.

402  History of Political Thought II.  (3) (Writing Intensive) (Prereq: Politics 300, 301, or permission of instructor) A study of the history of political thought from St. Augustine through Hooker.

403  History of Political Thought III.  (3) (Writing Intensive) (Prereq: Politics 300, 301, or permission of instructor). A study of the history of political thought from Hobbes through Rousseau.

404  History of Political Thought IV.  (3) (Writing Intensive) (Prereq: Politics 300, 301, or permission of instructor). A study of the history of political thought from Hegel through Nietzsche.

NOTE: Any course in the HISTORY OF POLITICAL THOUGHT SEQUENCE (Politics 401-404) may be taken independently of the others.

430  Ideology and World Politics.  (3) An introduction to the ideological context of world affairs, with attention to traditional democratic, totalitarian and “Third World” development ideologies.

440  South Carolina State Legislative Process.  (1) (Prereq: Politics 201 or permission of instructor) An introduction to the practice of state legislative procedures. Students are required to participate in the South Carolina Student Legislature activity. Students may take the course up to three times for elective credit only. (Pass/Fail grading only)

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

452  The Judicial Process.  (3) A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

453  Regulatory Policies.  (3) An examination, primarily by the case method, of the law of public offices, the types of powers exercised by administrative authorities, the scope and limits of such powers, including relevant aspects of procedural process of law, and remedies against administrative action.

455  American Jurisprudence.  (3) (Prereq: sophomore standing or permission of instructor) An examination of the approaches and controversies concerning legal interpretation and legal reasoning in the American political order. A major focus of the course is constitutional interpretation. Readings will
be drawn principally from the writings of major figures in American jurisprudence.

462 The Legislative Process. (3) (Prereq: Politics 201 or the permission of instructor) A study of the structure, organization, powers, functions and problems of legislative bodies.

463 The American Chief Executive. (3) (Prereq: Politics 201 or permission of instructor) The constitutional powers and political roles of the American President with lesser emphasis upon state governors. An analysis of the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.

467 American Local Government. (3) A study of the powers, organizations, processes, and programs of municipal government, with special emphasis upon government in metropolitan areas.


488 Politics and Governments of Contemporary Latin America. (3) The development, principles, political thought, and politics of the several Latin American states.

491 Topics in Government and International Studies. (3) Reading and research on selected subjects in Politics. Open to juniors and seniors with the permission of the instructor. May be repeated for credit under different topics.

497 The Discipline of Political Science. (3) (Writing Intensive) (Prereq: completion of 75 credits or permission of instructor) Designed to be the capstone course for students majoring in political science, this course focuses on the nature and development of the discipline of political science. Particular attention is given to controversies concerning the scope and methods of conducting research in political science. Political Science majors should take this course no earlier than the last semester of their junior year. Since the concerns of this course are common to all of the social sciences, the course is open to and recommended for non-majors.

499 Senior Thesis. (3) A course designed both to assess and improve research skills, writing ability, and general mastery of the field of politics. Under the close supervision of a member of the department, students will review primary and secondary source materials and write one 25-page thesis of graduate school quality.

501 Contemporary Issues in International Relations. (3) Intensive study of selected current global problems.

503 American Political Thought. (3) (Writing Intensive) (Prereq: Politics 201 or permission of instructor) An analysis of the chief American political theories from the Colonial period to the end of the 19th century.
Coastal Carolina University Catalog 2002/2004

(Politics, Professional Golf Management Program)

532 International Relations of the Middle East. (3) An examination of the relations among the Middle Eastern states and great power impact on them. Special attention is given to national politics of oil, and pan-Arabism.

539 International Law. (3) The origin, development and principles of the international law of peace and the enforcement of these principles. The law of war and pacific settlement disputes.

PROFESSIONAL GOLF MANAGEMENT PROGRAM (PGMP)

114 Introduction to Landscape Design. (3) (Prereq: Enrollment in Professional Golf Management Program) Designed to provide knowledge in the areas of identification, nomenclature, characteristics, cultural requirements, and uses of a number of plants...students will learn to identify plants by leaf growth, know major uses, and be familiar with topographic range, as well as principles of design and the application of those principles by developing landscape designs. (Course to be taken through Horry-Georgetown Technical College)

114L Introduction to Landscape Design Laboratory. (0) (Coreq: Enrollment in Professional Golf Management Program 114) Hands-on laboratory experience to complement material being learned in Professional Golf Management Program 114. (Course to be taken through Horry-Georgetown Technical College)

169 Club Management. (3) (Prereq: Enrollment in Professional Golf Management Program) A study of management principles and techniques relevant to country clubs and other government, fraternal, health, recreational, and special interest organizations. (Course to be taken through Horry-Georgetown Technical College)

171 Introduction to Turf Management. (3) (Prereq: Enrollment in Professional Golf Management Program) Designed to introduce principles of turfgrass management to the student interested in pursuing a career as a general manager or golf professional at a golf course...topics include turfgrass selection, mowing, fertilization, irrigation, supplementary cultural practices, and management of turfgrass pests. (Course to be taken through Horry-Georgetown Technical College)

180 Internship in Golf Management I. (1) (Prereq: Acceptance into the Professional Golf Management Program and a GPA of 2.5 or higher) Full-time supervised work experience at an approved golf course complex working for a Class A Professional Golf Association member...pass/fail grading only.

180I International Golf Internship I. (6) Designed for students from a foreign country enrolled in the Professional Golf Management Program. Full time supervised work experience at an approved golf course complex working for a Class A Professional Golf Association member. Pass/Fail grading only.
Internship in Golf Management II. (1) (Prereq: Professional Golf Management 180 and a GPA of 2.5 or higher) Continuation of PGMP 180...pass/fail grading only.

International Golf Internship II. (6) Designed for students from a foreign country enrolled in the PGM Program. Full-time supervised work experience at an approved golf course complex working for a Class A Professional Golf Association member. Pass/fail grading only.

Internship in Golf Management III. (1) (Prereq: Professional Golf Management 280, and a GPA of 2.5 or higher) Continuation of PGMP 280...pass/fail grading only.

International Golf Internship III. (6) Designed for students from a foreign country enrolled in the PGM Program. Full-time supervised work experience at an approved golf course complex working for a Class A Professional Golf Association member. Pass/fail grading only.

Internship in Golf Management IV. (6) (Prereq: Admission to the Wall College of Business, Professional Golf Management 380, and a GPA of 2.5 or higher) This internship will extend over two semesters during the student's senior year, and will include weekly classroom instruction in various aspects of golf management. Pass/fail grading only.

PSYCHOLOGY (PSYC)
In order to enroll in any 400 level course students must be admitted to candidacy or obtain permission from the Department Chair.

General Psychology. (3) A general introduction to the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, developmental, social, abnormal, and the biological bases of behavior, in addition to some other selected topics. F.S.

Psychological Statistics. (3) (Prereq: Mathematics 130 or equivalent) An introduction to basic descriptive and inferential statistical procedures and concepts. Topics include measures of central tendency, variation, probability, hypothesis testing, correlation, regression, and chi square. Students may not receive credit for this course if credit has been received from CBAD 291 or STAT 201. F, S.

Psychological Statistics Laboratory. (1) Exercises and assignments to supplement the material presented in Psychology 225. F, S.

Research Methods in Psychology. (3) (Writing Intensive) (Prereq Psychology 101 and 225) An examination of the wide variety of procedures available to the behavioral scientist for collecting and analyzing behavioral data. Although experimental methods are to be emphasized, other methods such as surveys and questionnaires, interviews, naturalistic observation and case studies are covered. F, S.

Research Methods in Psychology Laboratory. (1) Experiments; exercises, and assignments to supplement the material presented in Psychology 226. F, S.
(Psychology)

299  Career and Professional Development in Psychology. (1) (Prereq: Psychology 101, 225, and/or 226) This course introduces psychology majors to areas of specialization in psychology and career opportunities within the discipline and related disciplines. The course explores the variety of resources available on the Internet and in the University Career Resources Services office that assists students to find a job, enter graduate school, or pursue licensure/certifications, etc., after graduation. Pass/Fail grading only F, S.

300  Human Sexual Behavior. (3) (Prereq: Psychology 101 or permission of instructor) An examination of the psychological, social, behavioral, and cognitive aspects of human sexuality. Selected topics to be covered are sexual anatomy and physiology, contraception, sexually transmitted disease, sexual variations, commercial sexuality, and sexual violence. Offered on demand.

301  Psychology of Marriage. (3) (Prereq: Psychology 101 or permission of instructor) A survey of the psychological issues related to marriage. Topics include spouse selection, sexuality, child bearing, parenting, divorce, remarriage, and aging. Offered on demand.

302  Developmental Psychology. (3) (Prereq: Psychology 101) A survey of human development from conception through senescence, with attention to the physical, psychological, cognitive, and social characteristics of each state. Students are introduced to research methods used by developmental psychologists and the impact of their findings to everyday life. Offered on demand.

303  Interpersonal Communication Skills. (3) (Prereq: Psychology 101) An in-depth examination of communication processes with a practical emphasis on developing effective listening and speaking skills appropriate to an interpersonal context. Offered on demand.

310  Psychology of Women. (3) (Prereq: Psychology 101) The social, psychological and biological aspects of women’s development are addressed and explored. The changing roles of women, and the impact of these changes upon present day lifestyles are also discussed. Offered on demand.

333  Health Psychology. (3) (Prereq: Psychology 101) A survey course exploring the relationships between behaviors and disease. The influence of psychological factors and precipitating, treating, and preventing disease is examined with the goal of increasing each person’s awareness of individual responsibility in sickness and health. Offered on demand.

340  Sports Psychology. (3) (Prereq: Psychology 101 or permission of instructor) The application of behavioral principles to enhance athletic performance and to promote human enrichment through sport-related activities. Topics studied include personality, attentional mechanisms, anxiety and arousal adjustment, cognitive-behavioral interventions, and motivation. Offered on demand.

399  Independent Study. (1-6) (Prereq: Written contract between student and instructor, approved by the Chair of the Psychology and Sociology Department.) F, S.

400  Human Learning. (3) (Prereq: Psychology 101) In-depth examination of various kinds of human learning, from simple to complex behaviors. Topics
include motor learning, verbal learning, attention, memory systems and models, forgetting, problem solving, and learning strategies and sets. Offered on demand.

401 Cognitive Processes. (3) (Prereq: Psychology 101) Experimental approaches to cognitive processes. Data and theory with respect to attention, information processing and storage, imagery, language, problem solving, creativity, decision making, cognitive development and growth, and concept formation. Offered on demand.

402 Psycholinguistics. (3) (=English 454) (Prereq: 6 hours of Psychology) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction. Offered on demand.

407 Principles of Learning. (3) (Prereq: Psychology 101) A survey course covering the basic principles of human and animal learning. Topics include habituation and sensitization, classical and instrumental conditioning, principles of reinforcement, generalization and discrimination, punishment, escape and avoidance learning, basic principles of memory, and behavior modification techniques. Offered on demand.

410 Abnormal Psychology. (3) (Prereq: Psychology 101) A survey of the historical, social, and cultural implications of abnormal behavior. Topics include the nomenclature used to classify abnormal behavior, etiological factors and treatment procedures. F, S.

411 Abnormal Behavior in Children. (3) (Prereq: Psychology 101 and junior standing or permission of the instructor) This course examines theories of childhood psychopathology and the classification of childhood disorders. Methods of assessment and treatment for specific childhood disorders are considered. Offered on demand.

415 Human Neuropsychology. (3) (Prereq: Psychology 101 and junior standing) An in-depth examination of the role of the brain and nervous system in human behavior and psychological disorders. Consideration of the consequences of brain damage and disease in human patients are the focus of the course, but conditions such as depression and anxiety in which there is no obvious brain pathology are also discussed. Offered on demand.

420 Child Psychology. (3) (Prereq: Psychology 101 and junior standing or permission of the instructor) This course examines principles, theories, and research methods used in the study of child development. Students are introduced to important physical, cognitive, social and personality changes which occur in each of the major stages from conception through the onset of puberty. Hereditary and environmental influences are explored in relationship to current research findings. Offered on demand.

421 Psychology of Adolescence. (3) (Prereq: Psychology 101) A detailed analysis of the developmental period from puberty to young adulthood, including physical, cognitive, psychological and social factors that influence human growth. Problems and issues unique to adolescents are researched and discussed. Offered on demand.
(Psychology)

423  Psychology of Aging.  (3) (Prereq: Psychology 101 or permission of instructor) An overview of the aging process in the adult. The physical, intellectual, social aspects of development will be traced through the major phases of young, middle- and late-adulthood. Offered on demand.

424  Psychology of the Mentally Retarded.  (3) (Prereq: A course in the area of child psychology or human development) The nature and varied etiology of mental retardation with attention to assessment, remediation, characteristics, and prognosis. Offered on demand.

425  Gerontology.  (3) (Prereq: Psychology 423 or permission of instructor) An in-depth analysis of the aging process in late adulthood through death and dying. Psychosocial influences on normal and diseased aging processes will be examined. An emphasis on procedures and strategies for effectively intervening with both well and frail elderly will enable the student to integrate knowledge of gerontology into a disciplinary context. Offered on demand.

428  Psychology of the Exceptional Child.  (3) (Prereq: A course in the area of child psychology or human development) A survey of gifted, learning disabled, mentally deficient, and sensory or motor handicapped children, including characteristics, etiology, needs, treatment, and guidance. Offered on demand.

430  Social Psychology.  (3) (=Sociology 320) (Prereq: Psychology 101) An examination of human behavior in social situations. Topics include attitudes and attitude change, affiliation and interpersonal attraction, prejudice, stereotypes, social order, conformity, altruism, territoriality, aggression, competition, cooperation, socialization, and communication. Offered on demand.

440  Theories of Personality.  (3) (Prereq: 9 credits in psychology or permission of the instructor) A survey of the major personality theories of the “normal” individual as explanations of behavior and human differences. Topics include trait factor theories, psychodynamic theories, social/behavioral theories and humanistic theories. F, S.

450  Sensation and Perception.  (3) (Prereq: Psychology 101 or permission of the instructor) An in-depth study of each sensory system (orienting, cutaneous and kinesthetic sensitivity, olfaction, gustation, audition, vision). Topics include structures and functions within each system, development of systems, psychological perceptions and sensations, illusions, and interactions between systems. Offered on demand.

460  Physiological Psychology.  (3) (Prereq: Psychology 101, or Biology 111 or Biology 232, Mathematics 130 and basic high school chemistry are recommended) A survey of the relationships between the nervous system and behavior. Topics include basic neuroanatomy and neurophysiology, signaling and information processing in the nervous system, psychopharmacology, and selected behavioral topics such as biological rhythms, hunger, thirst, learning and memory. Offered on demand.
462 Animal Behavior. (3) (Prereq: Psychology 101 or Biology 111) The identification and classification of behavior patterns exhibited by various species of animals and the determination of relationships among behaviors of such species together with their origins and development. Offered on demand.

480 Intermediate Statistics. (3) (Prereq: Psychology 225 and Mathematics 130) An examination of additional topics in applied behavioral statistics. Topics include linear correlation and regression, hypothesis testing, analysis of variance, and multivariate statistics. F, S.

480L Intermediate Statistics Laboratory. (1) Exercises and assignments to supplement the material presented in Psychology 480. F, S.

483 Principles of Psychological Testing. (3) (Prereq: Psychology 225 or permission of the instructor) A survey of the psychometric process. Topics include the principles of measurement and test score interpretation, discussion of the variety of group and individual tests available for psychologists and the criteria for selecting and evaluating tests. Three lecture hours per week. F, S.

483L Principles of Psychological Testing Laboratory. (1) Exercises and assignments to supplement the material presented in Psychology 483. F, S.

484 History and Systems of Psychology. (3) (Prereq: at least 9 credit hours in psychology are recommended; Philosophy 101 is also recommended) This course is a comprehensive, in-depth study of approaches and recognized contributors to the scientific study of human behavior. Students are introduced to how and why psychology emerged, and the impact that past contributions have made to present-day status. Offered on demand.

485 Advanced General Psychology. (3) (Prereq: Psychology 101, and 15 additional credits in psychology) A survey of the most outstanding and significant facts and principles from various fields in psychology. Topics include psychology as a science, brain and behavior, learning, memory, perception, individual differences, development, personality, psychological and behavioral disorders, therapy, and social psychology. Offered on demand.

486 Substance Abuse. (3) (Prereq: Psychology 101 or permission of the instructor) An introduction to research findings and theoretical considerations in the use and abuse of pharmacological agents such as alcohol, barbiturates, narcotics, tranquilizers, and stimulants. Emphasis will be placed upon concepts of diagnosis, treatment, and prevention. Offered on demand.

489 Special Topics in Psychology. (3) (Prereq: Permission of the instructor) A topical or research interest not offered in an existing course. Offered on demand.

490 Internship. (3) Prereq: Permission of the instructor) Interns work a minimum of 100 hours in an agency, organization, or business that is of interest to the student and/or where students wish to gain practical experience. Students are supervised by a department faculty member and will abide by the procedures outlined in an Internship Agreement. Offered on demand.
495 **Gerontology Internship.** (3) (Prereq: Psychology 423, Sociology 455, and two additional gerontology program courses) The internship, contractually arranged, provides experience working with both well and frail older persons and requires a minimum of 104 hours of active work in an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the dean of the College of Natural and Applied Sciences. F, S.

497 **Applied Research in Psychology.** (3) (Writing Intensive) (Prereq: Psychology 101, 225, 226) A research experience in which students are required to develop a research project, conduct a literature review, gather and analyze data, prepare a research paper in accord with the standards of the American Psychological Association (APA) and present their research. Motivated students are encouraged to complete this course in their junior year and continue research pursuits during their senior year. F, S.

497L **Applied Research in Psychology Laboratory.** (1) Exercises and assignments to supplement the material presented in Psychology 497. F, S.

498, 499 **Individual Research.** (1-3) (Prereq: 15 credits including Psychology 225 and 226) Each student plans and executes one or more original research projects under the instructor’s supervision. Psychology 498 is not prerequisite to 499. F, S.

**RECREATION (REC)**

209 **Officiating Techniques.** (3) An introductory course designed to train students in the psychology of officiating, the mechanics, and court positioning necessary in officiating intramural-recreational sports. (basketball, soccer, flag football, volleyball, softball)

210 **Recreational Activities.** (3) An exploration of a variety of activities appropriate for use in any recreational setting. Areas of concentration will include music, crafts, nature, special events, fitness, leisure counseling, and socialization. Emphasis is placed on the acquisition of activity skills.

242 **Principles and Philosophy of Recreation.** (3) The significance and meaning of leisure in modern society, theories of play, the recreational movement in the United States, and programs of recreation in the school, community, and industrial and commercial settings.

300 **Outdoor Experiential Education.** (3) (Crosslisted with Physical Education 300) Lecture and field experiences in organization, administration, and participation in outdoor educational and recreational activities. Emphasizes materials and methods on topics such as nature studies (animal life, plant life, ponds, streams), science, arts, crafts, camping. The purpose of this course is the extension of planned learning experiences from the classroom to the outdoor setting.
Techniques and Methods of Recreational Leadership. (3) A study of effective leadership methods and techniques which are used to motivate the participant.

Program Planning and Promotion for Recreation and Leisure. (3) Planning recreation and leisure programs of activities with emphasis on scheduling, budgeting, risk management, promotion, evaluation and problem solving.

Field Experiences in Recreation. (3) (Prereq: Recreation 242, 390) A supervised practicum in a professional setting; on-site observation in a public, private or commercial setting with experience in all working areas and activities pertinent to that agency.

Orientation to Internship. (1) Plan and prepare for internship in recreation and leisure services management. Analyze career placement opportunities, the internship process, and associate requirements. For recreation and leisure services management students only or permission of the instructor.

Independent Study. (1-3)

Principles and Practices in Therapeutic Recreation. (3) An introduction to the realm of leisure-related services offered to those individuals who have special impairments. Students will consider special needs, various settings, and special program designs which contribute to the recovery and rehabilitation of those with handicapping conditions. The role of recreation in patient treatment and support of physical medicine and rehabilitation services is explored.

Special Topics In Recreation. (2) A practicum dealing with Special Olympics athletes leading to coaching certification in a particular special olympic sport.

Special Populations. (2) A practicum dealing with the aged in which the student works at two senior citizen agencies, planning and conducting recreation activities leading up to participation in the Senior Olympic Games.

Camp Administration. (3) Basic concepts of campsite development, administration and organizational structure, business management, insurance for special groups or special camps, day camping, residence camping, and camp appraisals.

Recreation Areas and Facilities. (3) (Writing Intensive) Basic consideration in planning, construction, design and maintenance of recreation areas, facilities and buildings.

Supervised Professional Student Experience. (12) (Writing Intensive) Twelve week full-time supervised experience in recreation at a cooperative leisure service agency.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Biblical History and Literature.</td>
<td>A brief introduction to contemporary study of the Bible, its historical background, writing and transmission, its principal persons, events and ideas, and their significance for the present time. F, S.</td>
</tr>
<tr>
<td>102</td>
<td>Dialogue of Reason and Faith.</td>
<td>Historical and systematic introduction to theology; the search for balance between belief and reason; contemporary developments.</td>
</tr>
<tr>
<td>103</td>
<td>World Religions.</td>
<td>The religious experience of varied persons and groups, East and West, in traditional and contemporary settings.</td>
</tr>
<tr>
<td>302</td>
<td>New Testament.</td>
<td>An historical and critical study of the origin, structure and transmission of the New Testament writings and their meaning in life and thought of the early Church; emphasis is placed on the life, teachings, and significance of Jesus and Paul—both for their day and for ours.</td>
</tr>
<tr>
<td>311</td>
<td>The Mission and Message of Jesus.</td>
<td>An analysis of the historical and social setting of the Gospel designed to afford the student a fuller understanding of Jesus and his mission.</td>
</tr>
<tr>
<td>312</td>
<td>The Life and Letters of Paul.</td>
<td>A critical study in the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.</td>
</tr>
<tr>
<td>321</td>
<td>Old Testament Prophets.</td>
<td>Old Testament prophets, the nature of their prophetic experience, their place in the life of Ancient Israel, their message and their continuing theological significance.</td>
</tr>
<tr>
<td>341</td>
<td>Israel's Wisdom Literature.</td>
<td>A critical study of Job, Ecclesiastes, Proverbs, Ecclesiasticus and the Wisdom of Solomon; particular attention will be given to the place of wisdom in Israelite and Jewish life and culture, the literary forms of wisdom, the theological presuppositions of the various wisdom traditions, and the impact of Israel’s wisdom on contemporary life.</td>
</tr>
<tr>
<td>351</td>
<td>Religion of India.</td>
<td>The personal religious goals and characteristic social patterns which have developed in India from pre-Vedic times to the modern period. Particular attention will be given to the interaction of Hinduism, Buddhism, and transcultural influences.</td>
</tr>
<tr>
<td>360</td>
<td>Women and World Religions.</td>
<td>(Prereq: Religion 103 or permission of instructor) An examination of the historical and social context of issues in religion or sanctioned by religion that are uniquely related to women.</td>
</tr>
</tbody>
</table>
361 **Psychology of Religion.** (3) The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.

399 **Independent Study.** (3) For more information, see Academic Regulations section in this Catalog. May be repeated for credit under different topics.

399H **Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments.

411 **Christian Theology.** (3) A study of Biblical and contemporary insights into the problems of religious life and thought, including ideas of God, man, sin, suffering, prayer, eternal life, and revelation.

412 **Christian Ethics.** (3) An examination of the Bible, the Christian tradition, and contemporary statements for insight into the problems of ethics, including personal attitudes, and political, social, economic, and international relationships.

451 **New Religious Options in America.** (3) Survey of movements, sects and cults which have appeared as alternatives to established Western religion, including metaphysical movements, sects and cults from the Orient, and counter cultural thrusts.

471 **Spiritual Autobiography.** (3) The self-conception of the individual as it shapes and is shaped by the individual’s “religious” experience. Autobiographical works such as those of Franklin, Joyce, Lewis, Jung, Sexton, Weil, and Berryman. Individual student projects.

472 **Religious Classics.** (3) Discussion of major works marking the development of the Western religious traditions, including the Bible, literary, artistic, musical, and philosophical expressions, and a work of modern theology. Emphasis on the interconnection of theological, aesthetic, and historical issues.

491 **Selected Topics in Religious Studies.** (3) Course content varies and will be announced in the schedule of courses by suffix and title. May be repeated for credit under different topics.

498 **Advanced Project.** (3) A supervised research project or other creative work, normally taken in the senior year.

501 **Religious Philosophies of the West I.** (3) An historical study of religious roots of Western culture with particular attention to Greek, Hebrew, and early Christian developments.

521 **Readings in Religion.** (3) A program of reading and consultation will be arranged to provide for independent research and concentrated study in an area of particular interest to the student. May be repeated for credit under different topics.
RESORT TOURISM MANAGEMENT (RTMA)

180  Guest Services I.  (1) A six month internship experience in the production of core resort destination services, i.e. food, lodging, entertainment/recreation, transportation. This course includes biweekly instruction from faculty and management on topics related to service quality and production.

280  Guest Services II.  (1) A six month internship experience in high customer-contact positions in a resort destination area, i.e. front desk, dining/banquet room, ticketing, recreation area. This course includes biweekly instruction from faculty and management on techniques for successful service delivery and guest problem solving.

380  Tourism Sales.  (1) (Prereq: Resort Tourism Management 180 and 280) A six month internship experience in resort tourism sales, i.e. conference and meeting sales, room sales, banquet sales, tour/travel sales. This course includes biweekly instruction from faculty and management on sales techniques.

381  International Internship.  (3) (Prereq: completion of 54 semester hours) Internship experience in a tourism-related field conducted in a country other than that in which the majority of the student's academic coursework is completed.

385  Current Issues in Resort Tourism.  (2) This course provides future tourism industry leaders with an in-depth understanding of the critical issues currently affecting the tourism businesses operation in resort destinations. Students become familiar with trade literature in the tourism industry.

386  Applied Tourism Research.  (3) (Prereq: completion of 54 semester hours) Cases and projects in tourism management, marketing, and tourism destination planning. This course will include both classroom instruction and field research.

480  Resort Management Training.  (1) (Prereq: Resort Tourism Management 180, 280, and 380) A six month internship experience in which the student will participate in compiling and analyzing management reports for a tourism service business. The course includes biweekly instruction from faculty and management in the areas of back-office accounting and supervision in a resort tourism service business.

490  Seminar in Resort Tourism Planning.  (3) (Business Administration 490) (Prereq: Completion of 84 semester hours) This course examines public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism information systems, tourism goods and services, and tourism host communities. Students develop plans for a proposed tourism site.
SCIENCE (SCIE)

101 Introduction to Science. (3) (coreq: Science 101L) An introduction to the processes of science for non-science majors using the environment as a basic theme. The course, specifically designed to be the first university-level science course, draws on illustrations from all of the sciences on how to understand science and its integration into students’ lives and careers. Three lecture hours per week. F, S.

101L Introduction to Science Laboratory. (1) (Coreq: SCIE 101) Experiments, exercises, demonstrations and field experiences emphasizing the topics presented in SCIE 101. Three laboratory hours per week. F, S.

SOCIOLOGY (SOC)

NOTE: SOCIOLOGY 101 OR 102 IS PREREQUISITE TO ALL OTHER SOCIOLOGY COURSES.

101 Introductory Sociology. (3) An introduction to sociological facts and analysis of group-making processes and products. F, S.

102 Social Problems. (3) Analysis of social structures and processes relating to public issues in contemporary society. F, S.

300 Social Structures. (3) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to social structures. Offered on demand.

301 Sociology of Sex Roles. (3) Theories, methods, and substantive issues in a sociological approach to sex roles. Topics usually include sex role expectations and socialization in contemporary societies, subcultural and social class variations and structural and institutional factors. Offered on demand.

305 Sociology of the Family. (3) Sociological perspectives related to various aspects of family behaviors, roles and values. Offered on demand.

307 Sociology of Religion. (3) Sociological perspectives related to various aspects of religious behavior. Includes references to non-Western religions. Offered on demand.

308 Community Organization. (3) An analysis of formal and informal organizations, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated and maintained. Offered on demand.

309 Social Inequality. (3) A sociological analysis of the distribution of wealth and income, social stratification, and characteristics of poverty. Offered on demand.
(Sociology)

310 **Social Demography.** (3) (Prereq: Sociology 101, Mathematics 130 or equivalent or permission of instructor) Analysis of the theories, methods, issues and data related to the characteristics and dynamics of population. Offered on demand.

311 **Sociology of Poverty.** (3) A sociological analysis of who the poor are with a specific emphasis on rural America. Offered on demand.

313 **Social Welfare and Social Work.** (3) (Prereq: Sociology 101) Analysis of the theory and process of social services. Emphasis is placed on understanding major social service programs in the United States, their histories, trends, and public policy related to them. Students study specific social welfare programs such as income maintenance programs, social security, nutrition programs and others. The occupation of social work is addressed along with major debates regarding providers and consumers of services. Offered on demand.

320 **Individual and Society.** (3) (=Psychology 430) (Prereq: Psychology 101) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society. Offered on demand.

330 **Sociological Theory.** (3) Theoretical perspectives on society and social behavior. Offered on demand.

331 **Methods in the Social Sciences.** (3) (Writing Intensive) Coreq: Sociology 331L) (Prereq: Sociology 101 or 102; Psychology 225 or its equivalent) Introduction to the methods and problems involved in designing and conducting research in sociology and related fields. S.

331L **Methods in the Social Sciences Laboratory.** (1) (Coreq:Sociology 331) Exercises and assignments to supplement the material presented in Sociology 331.

350 **Juvenile Delinquency.** (3) The causes and consequences of juvenile delinquency and the study of the juvenile justice system. Offered on demand.

353 **Sociology of Crime.** (3) Social factors in the development, identification, and treatment of criminals. Offered on demand.

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

360 **Sociology of Medicine and Health.** (3) (Prereq: Sociology 101 or permission of instructor) The course acquaints students with a sociological analysis of health, illness, and the care system. Examples of topics covered include sociological variables in relationship to patterns of illness, models of illness behavior, analysis of the contemporary care system including reim-
bursements, patterns, and socio-economic and political critiques of contemporary issues in medicine and health. Offered on demand.

399 Independent Study. (1-6) (Prereq: Written contract between student and instructor, approved by the Chair of the Psychology and Sociology Department) Offered on demand.

400 Sociology of Small Groups. (3) (Prereq: Nine hours of Sociology or permission of instructor) Conceptual, analytical, empirical and substantive issues in the sociological study of small groups. Topics include: theoretical models of small group structures, functions, and processes; methods of small group research; power, leadership, conflict, conformity and decision-making in small groups. Offered on demand.

450 Victimology. (3) (Prereq: Sociology 101 or consent of the instructor) Examination of sociological theories, research, and methodologies in the study of victims and analysis of the growth and institutionalization of victim advocacy. Offered on demand.

455 Sociology of Aging. (3) Analysis of aging as a problem of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions. Offered on demand.

457 Aging and Social Policy. (3) (Prereq: Sociology 101, Psychology 101, or permission of instructor) The development of public policy related to aging. Basic policy concepts, models, and methodology along with specific issues of the elderly. Offered on demand.

460 Sociology of Mental Health. (3) Social factors in the development, identification and treatment of mental illness. Offered on demand.

495 Sociology of AIDS. (3) (Prereq: Sociology 101 or 102, courses in statistics, research methods, computer usage--these courses may be waived by the instructor) A seminar for advanced undergraduates, this course involves student research on HIV/AIDS transmission, incidence, prevalence, and prevention worldwide and analyzes HIV/AIDS within the framework of social stratification, social movements, social deviance, social control, and international development. Offered on demand.

497 Senior Thesis. (3) (Prereq: senior standing, Sociology 330 and Sociology 331) Each student plans and executes an original research project under a sociologist’s supervision. Offered on demand.

498 Topics in Sociology. (3) Reading and research on selected subjects in sociology. Open only to juniors and seniors with the permission of the instructor. Offered on demand.

499 Internship. (1-6) (Writing Intensive) (Prereq: The internship requires 90 or more hours of collegiate credit with a GPA of 2.5 or better; formal application with a resume, and a contract among the Internship agency, the student, and the
department. The application process must be completed by the last day of classes of the semester prior to the internship. Interns work a minimum of 100 hours in a human services, governmental, research, or criminal justice agency and write a paper analyzing their work experiences. Offered on demand.

SPANISH (SPAN)

110 Introductory Spanish I. (3) Fundamentals of the language through aural comprehension, speaking, reading and writing. F, S.

111 Introductory Spanish I-II(Intensive). (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing, equivalent to Spanish 101-102. Intended for students with two years of high school Spanish with an average of B or better, or by placement.

120 Introductory Spanish II. (3) (Prereq: Spanish 110 or by placement) A continuation of Spanish 101. Fundamentals of the language through aural comprehension, speaking, reading and writing. F, S.

130 Introductory Spanish III. (3) (Prereq: Spanish 120, 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S.

210 Conversation/Composition I. (3) (Prereq: Spanish 130 or by placement) Develops an intermediate proficiency in Spanish and an appreciation of Hispanic cultures through practice in the use of the basic language skills: speaking, reading, writing, and listening comprehension. Emphasis on the expansion and refinement of oral and written skills. Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Grammar review. Required for work in upper level language, literature, and culture courses.

211 Conversation/Composition II. (3) (Prereq: Spanish 130 or placement) This course continues and complements the first semester intermediate level Spanish (Spanish 210; Conversation/Composition I). Further expansion of language skills and appreciation of Hispanic cultures. Additional emphasis on grammar review in preparation for work in upper-level courses. F, S.

310 Spanish Grammar and Composition. (3) (Writing Intensive) (Prereq: Spanish 202 or equivalent) Intensive practice in Spanish grammar and composition.

311 Spanish Conversation. (3) (Prereq: Spanish 202 or equivalent) Intensive practice in spoken Spanish.

320 Spanish for the Professions. (3) (Prereq: Spanish 210) Study of the applied nature of the language focusing on the cultural aspects and specialized vocabulary of a given professional field. Emphasis on developing skills to ask and answer questions relating to a particular professional field, drafting relevant documents, and describing events that may arise in the practice of the profes-
sion. The following are among the possible professional fields on which the course will focus: a) Spanish for Business; b) Spanish for Health Professions; c) Spanish for Public Safety; d) Spanish for the Travel and Tourism Industry. Even Years.

321 **Conversations on Hispanic Current Events.** (3) (Prereq: Spanish 210) This course is designed to promote an active command of the language and an appreciation of the cultural diversity of the Spanish-speaking world. Topics that emerge from the media serve as a basis for conversations, class presentations, and essays. Even years.

322 **Latin American Literature in Translation.** (3) (= English 322) (Prereq: For Spanish credit: Spanish 210) (Writing Intensive) Selected readings of Latin American Literature in translation. Students write primarily critical essays. All readings are in English. Even Years.

323 **Spanish for Business and Tourism.** (3) (Prereq: Spanish 210) This course provides students with linguistic skills necessary to discuss business concepts and the tourism industry in Spanish. Emphasis is placed on developing the four basic language skills (listening, speaking, reading, and writing) in the context of business situations. Special consideration is devoted to acquiring an appreciation and understanding of Hispanic culture in the business world. Even years.

330 **Approaches to Literature and Culture.** (3) (Prereq: Spanish 210) Introductory studies in the literature and cultural manifestations of the Hispanic world. Authors, genres, or cultural expressions may vary. Emphasis on the continued development of oral, reading, and writing skills. Even years.

333 **Topics in Language, Literature, and Culture.** (3) (Prereq: Spanish 210) Selective study of topics in the language, literature, and culture of Latin America and Spain. Class format includes reading assignments, lectures, discussion, oral and written reports. Topics vary. Even years.

340 **Hispanic Culture and Civilization.** (3) (Prereq: Spanish 210) A study of the historical development and various cultural manifestations of the Spanish, Latin American, and contemporary Hispanic civilization. S.

350 **Spanish Language Study Abroad.** (3-6) (Prereq: Approval of Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Department of Foreign Languages is mandatory before enrollment.

351 **Spanish Internship Program.** (3) (Prereq: Spanish 210) This internship course of study is intended to put the student in direct contact with the spoken language and provide practical experience of its various applications. Students may select from one of three options: a) an internship with a local business or public agency that works with Spanish-speaking clients; b) a work teaching practicum with selected high-school or university faculty; c) an internship in
(Spanish)

Spanish-speaking countries in industry, schools, or public institutions. The course of study of all options will be supervised by designated faculty. S.

360 Studies in Hispanic Poetry. (3) (Prereq: Spanish 210) (Writing Intensive) Selected topics in Hispanic poetry. This course is designed to develop students’ appreciation of poetry and to develop critical approaches to poetic texts. Periods covered may include the following: Renaissance and Baroque Poetry of Spain, Modern Spanish Poetry, and Poetry of Latin America from Modernism to the present. Even Years.

380 Studies in World Film. (3) (=English 380, Honors 380, Theater 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.

399 Independent Study. (3) (Prereq: A written contract between students and instructor for a special topic dealing with Spanish language or culture, and approved by the Dean of the College of Humanities and Fine Arts) May not be used to satisfy the Spanish Minor Core.

400 Spanish Civilization. (3) (Prereq: Spanish 210 or equivalent) Lectures, readings and visuals on selected topics of Spanish civilization and its cultural heritage.

401 The Contemporary Hispanic World. (3) (Prereq: Spanish 210 or equivalent) A study of the social institutions, customs, cultural values, and current issues of the Spanish-speaking world.

402 Spanish American Civilization. (3) (Prereq: Spanish 210 or equivalent) Lectures, readings, and visuals on selected topics of Spanish American civilization and its cultural heritage.

410 Spanish Peninsular Literature. (3) (Prereq: Spanish 210 or equivalent) A survey of the major literary works of Spain from the Middle Ages through the twentieth century.

411 Spanish American Literature. (3) (Prereq: Spanish 210 or equivalent) A survey of the major literary works of Spanish American from pre-Columbian times through the twentieth century.

430 Spanish Linguistics. (3) (Prereq: Spanish 210 or equivalent) Study of modern Spanish with attention to the application of linguistic theory to the effective teaching of Spanish.

(Spanish, Special Education-Learning Disabilities)

448 **Teaching of Spanish.** (3) (Prereq: Permission of the Department) Study of the latest methodologies, theories, and materials for teaching modern languages.

480 **Capstone: Advanced Topics in Literature and Culture.** (3) (Prereq: Spanish 210 or equivalent; Junior standing or above) (Writing Intensive) Intensive study and analysis of a notable author or authors, literary trends or selected cultural topics. Emphasis may be placed on one or more of the various forms of artistic, cultural or linguistic expressions. Consolidate and further the skills developed in the Spanish major. Even years.

**SPECIAL EDUCATION - LEARNING DISABILITIES (EDLD)**

116 **Introduction to Special Education.** (3) A survey course with an overview of the field of special education and different areas of exceptionalities with an emphasis on learning disabilities and current trends. Basic course for those beginning study in the field of special education. Clinical experiences in schools are included.

300 **Education and Family Social Dynamics.** (3) An investigation of the learning disabled individual and the family setting with special attention given to the impact that learning disabilities may have on family structure and behavior.

380 **Models of Planning and Management for Collaborative Practice, K-12.** (3) Study of the design and implementation of curriculum programs for individuals with learning disabilities with emphasis on managing and enhancing the instructional environment in both resource and classroom settings; special attention given to working collaboratively with other professionals and parents; the development and use of IEPs, accountability procedures, and documentation requirements are addressed. Clinical experiences in schools are included.

388 **Methods for Students with Language and Social Learning Disabilities, K-12.** (3) An investigation of various elements in the language and social development of individuals with learning disabilities; special focus given to the implementation of effective strategies to address language and social learning disabilities. Clinical experiences in schools are included.

417 **Materials and Methods for Teaching Reading, K-12.** (3) Study of reading development and effective instructional methodologies used in reading instruction specific to students with learning disabilities; emphasis given to reading practices as they relate to individual learners, readiness activities, decoding skills, vocabulary development and comprehension. Clinical experiences in schools are included.
Advanced Methods and Assessments for Students with Reading and Language Arts Disabilities, K-12. (3) (Prereq: Special Education-Learning Disabilities 417) In-depth analysis of concepts and skills of the school reading and language arts curriculum. Specific methods designed to facilitate the development of reading and language arts skills for students with learning disabilities are emphasized.

Materials and Methods of Teaching Mathematics, K-12. (3) Basic study of methods and materials for the teaching of mathematics to students with learning disabilities through the K-12 grade span.

Advanced Methods and Assessments for Students with Mathematics and Problem Solving Disabilities, K-12. (3) (Prereq: Special Education-Learning Disabilities 422) In-depth analysis of concepts and skills of the school mathematics curriculum. Specific methods designed to facilitate the development of mathematical concepts and skills for students with learning disabilities are emphasized.

Managing the Curriculum and Learning, K-12 Learning Disabilities. (3) Study of curriculum and management practices through the K-12 grade span specific to working with students with learning disabilities; special attention given to issues of classroom management strategies. Clinical experiences in schools are included.

Instructional Theory and Practice - Learning Disabilities. (3) Application of teaching models as they apply to working with students with learning disabilities. Students will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Clinical experiences in schools are included.

Research, Trends and Issues in Learning Disabilities. (3) (Coreq: Special Education-Learning Disabilities 478) Investigation of current research, trends and issues that impact the planning and performance of programs and instruction for individuals with learning disabilities.

Internship in Learning Disabilities. (12) Supervised teaching experience with learning disabilities students. Interns will be assigned to clinical placements for a period of no fewer than 60 instructional days.

STATISTICS (STAT)

Elementary Statistics. (3) (Prereq: Mathematics 130 or 130I; Coreq: Statistics 201L) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, introduction to probability, random variables and sampling distribution, linear regression and correlation, testing of hypothesis concerning one and two population samples, confidence interval estimation of parameters and introduction to one way ANOVA (analysis of variance). Primarily for students in the field of science who need basic knowledge of statistics. Students may not receive credit for this course if credit has been received from any of the following courses: Business Administration 291, or Psychology 225. Three lecture hours per week. F, S, Su.
201L Elementary Statistics Computer Laboratory. (1) (Coreq: Statistics 201) The computer laboratory involves exercises and/or lectures accompanying Statistics 201. Students will use various statistical software. Laboratory exercises are designed to analyze data using appropriate tests/methods introduced in Statistics 201. F, S, Su.

315 Statistical Methods I. (3) (Prereq: Statistics 201) Sampling methods in statistics. Study of correlation, linear, multiple and nonlinear regression techniques. Analysis of data and computer applications. S.

316 Statistical Methods II. (3) (Prereq: Statistics 201) Analysis of variance methods and design techniques and analysis of covariance. F'99.


399 Independent Study/Internship in Statistics. (3) (Prereq: Statistics 412) Directed study of specific topics or supervised work as part of an approved internship. F.

412 Statistical Inference I. (3) (Prereq: Mathematics 260) Sample spaces, probability, random variables, distributions. S.

413 Statistical Inference II. (3) (Prereq: Statistics 412) Point and interval estimation, tests of hypothesis, limiting distribution, order statistics. F.

418 Biostatistics. (4) (=Biology 418) (Prereq: Statistics 201/201L) Mathematically sophisticated presentation of principles and methods of data description; graphics, point and interval estimation, statistical testing, relative risk, odds, ratio, goodness of fits, ANOVA, design of experiments. Three lecture and three laboratory hours per week. F.


SUCCESS SEMINAR FOR BUSINESS MAJORS (SSBN)

195 Success Seminar for Business Majors. (3) (= Freshman Success Seminar 101) (Prereq: first or second semester freshman) An orientation course for first-year students interested in business. Emphasis is given to academic performance issues, an integrated view of key business functions, and individual financial planning topics, F.S.
(Success Seminars)

SUCCESS SEMINAR FOR ENGLISH MAJORS (SSEN)

195 Success Seminar for English Majors and Journalism Minors. (1)
(= English 110) (Prereq: A grade of C or above in English 101 or its equivalent)
A seminar on strategies for academic success and career exploration. Required
of all English Majors/Journalism minors the first spring semester the major/
minor is declared or the student transfers from another institution. S.

SUCCESS SEMINAR FOR GOLF MANAGEMENT MAJORS (SSPG)

195 Success Seminar for Golf Management Majors. (1) (=Professional
Golf Management 101) (Prereq: Acceptance into the Professional Golf Manage-
ment Program and open to freshmen only) Designed to introduce students to
various topics in golf, including career opportunities in the industry. Study
skills, time management, and academic issues are discussed. Pass/fail grading
only. F, S.

SUCCESS SEMINAR FOR SCIENCE MAJORS (SSSC)

195 Success Seminar for Science Majors. (1) Designed to enhance the first-year
experience of students interested in science. Focuses on developing critical
thinking skills, improving written and oral communication skills, setting
personal and academic goals, developing structured and consistent study
habits, practicing effective time management, introducing campus resources,
exploring applications of the scientific method. F, S.

SUCCESS SEMINAR FOR UNDECLARED MAJORS (SSUN)

195 Success Seminar for Undeclared Majors I. (1) Designed to enhance
the first-year experience of students who have not declared a major. Focuses on
developing critical thinking skills, improving written and oral communication
skills, setting personal and academic goals, developing structured and consist-
ent study habits, practicing effective time management, and introducing
 campus resources. F.

196 Success Seminar for Undeclared Majors II. (1) Designed to further
enhance the first-year experience of students who have not declared a major by
providing heavy emphasis on major and career exploration. S.

SUCCESS SEMINAR FOR UNIVERSITY SUCCESS PROGRAM (SSUS)

195 Success Seminar for University Success Program. (3) Designed to
assist students admitted through the University Success Program in achieving
academic success during the first year of college. Focuses on developing
critical thinking skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and introducing campus resources. F, S.

THEATER (THEA)

101  **Introduction to Theater Art.** (3) Understanding and criticism of dramatic literature, history, and production.

140  **Oral Communication.** (3) The theory and practice of interpersonal, small group, and public oral communication, to include performance by students. F, S, Su.

140E **Oral Communication for Education Majors.** (3) Theory and practice in developing communication competencies in an academic setting. Preparation and presentation of various instructional strategies for diverse audiences.

155  **Stagecraft.** (3) A beginning course in the principles and practice of stagecraft.

170  **Acting I.** (3) The terminology and basic tenets of acting. The work includes a monologue, scene study, theater games and improvisation, and physical and vocal warm-ups.

171  **Stage Auditions.** (1) A beginning study of audition methods, including material selection, role preparation, and casting presentation.

172  **Basic Stage Makeup.** (1) The study and application of the principles of the art of make-up for the theater.

174  **Dance for Musical Theater I (Ballet Emphasis).** (2) The study and application of the fundamental principles of ballet.

220  **Theater Laboratory.** (1) Supervised participation in theater production. No formal class meetings. May be repeated for credit, but no more than four credits may be applied toward the departmental major. F, S.

230  **Complete Stage Makeup.** (3) An introduction to the complexities of makeup, this course is specially designed to require the student to become familiar with basic makeup procedures and complex prosthetic makeup application, and will culminate in the student’s application in his or her projects.

240  **Voice and Diction.** (3) The analysis, evaluation, and improvement of speech through a study of the anatomy and physiology of the vocal mechanism, voice production, and articulation. Students will learn the International Phonetic Alphabet as a means of improving diction.

276  **Dance for Musical Theatre II (Jazz Emphasis).** (2) (Prereq: Theater 174 or consent of instructor) The study and application of the fundamental principles of jazz dance.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>278</td>
<td>Dance for Musical Theatre III (Tap Emphasis)</td>
<td>(2)</td>
<td>The study and application of the fundamental principles of tap dance.</td>
</tr>
<tr>
<td>280</td>
<td>The Film Experience</td>
<td>(3)</td>
<td>Introduction to the techniques and theory of feature, documentary, and experimental films. Screenings, discussions, and critiques.</td>
</tr>
<tr>
<td>322</td>
<td>Creative Dramatics</td>
<td>(3)</td>
<td>The study and practice of theater games and exercises as a means of learning to lead groups of all types and ages in an ensemble activity, including keeping a record of target group activities.</td>
</tr>
<tr>
<td>330</td>
<td>Play Production</td>
<td>(3)</td>
<td>(Prereq: Theater 155 and Theater 170) Aspects of production and direction for the theater including principles of stage management and beginning directing techniques.</td>
</tr>
<tr>
<td>334</td>
<td>Small Group Communications</td>
<td>(3)</td>
<td>(Prereq: Theater 140 or English 390) The study and practice of small group communications through creative approaches to problem solving.</td>
</tr>
<tr>
<td>340</td>
<td>Oral Interpretation of Literature</td>
<td>(3)</td>
<td>A course designed to give an understanding of the principles involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.</td>
</tr>
<tr>
<td>341</td>
<td>Advanced Public Speaking</td>
<td>(3)</td>
<td>(Prereq: Theater 140) Analysis and advanced applications of public discourse and discursive strategies with emphasis on speech structure and delivery methods.</td>
</tr>
<tr>
<td>353</td>
<td>Theater Design I</td>
<td>(3)</td>
<td>(Prereq: Theater 155 or equivalent) Basic scenographic studies of set design, lighting and costumes including preparation of ground plan, perspective drawing, and model building.</td>
</tr>
<tr>
<td>361, 362</td>
<td>History of the Theater I, II</td>
<td>(3, 3)</td>
<td>(361 = Classical Studies 361) A survey of plays, playwrights, actors, production, and the physical development of theaters; reading of representative plays required. 361: from the time of the Greeks to 1660; 362: from 1660 to present.</td>
</tr>
<tr>
<td>363</td>
<td>Musical Theater History</td>
<td>(3)</td>
<td>A survey of the playwrights, composers, directors, choreographers, performers, and productions of the American musical theater from its European beginnings to the present; specific works are studied.</td>
</tr>
<tr>
<td>370</td>
<td>Acting II</td>
<td>(3)</td>
<td>(Prereq: Theater 170) Monologue and scene study in contemporary drama and exploration of character development.</td>
</tr>
<tr>
<td>372</td>
<td>Movement for the Actor</td>
<td>(3)</td>
<td>(Coreq: Theater 170) An introduction to current ideas in movement theory and basic physical skills needed for acting. Topics include Laban, Alexander technique, yoga, physical approaches to character, and basic unarmed stage combat.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>376</td>
<td>Dance for Musical Theatre IV (Styles)</td>
<td>3</td>
<td>(Prereq: Theater 174, 276, and 278 or consent of instructor)</td>
</tr>
<tr>
<td>380</td>
<td>Studies in World Film</td>
<td>3</td>
<td>(= English 380, Honors 380, Spanish 380)</td>
</tr>
<tr>
<td>381</td>
<td>Modern British and American Drama</td>
<td>3</td>
<td>(=English 381)</td>
</tr>
<tr>
<td>391</td>
<td>British Theater</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>392</td>
<td>New York Theatre Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td>Independent Study and Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>425</td>
<td>World Dramatic Literature</td>
<td>3</td>
<td>(=English 425) (Prereq: English 275, 276, 287, or 288)</td>
</tr>
<tr>
<td>429</td>
<td>Theater Management</td>
<td>3</td>
<td>(Prereq: Permission of instructor)</td>
</tr>
<tr>
<td>440</td>
<td>Vocal Production for the Actor</td>
<td>3</td>
<td>(Prereq: Theater 240)</td>
</tr>
<tr>
<td>458</td>
<td>Theater Design II</td>
<td>3</td>
<td>(Prereq: Theater 155 or permission of instructor; Theater 353)</td>
</tr>
</tbody>
</table>
Coastal Carolina University Catalog 2002/2004

(Theater, University)

470 Acting III. (3) (Prereq: Theater 370 or permission of instructor) An exploration through scenes and monologues of styles of acting in period plays. This course includes approaches to text analysis of Shakespeare's plays.

478 Play Direction I. (3) (Prereq: Theater 330) A study of the principles, procedures, and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theater.

479 Play Direction II. (3) (Prereq: Theater 478) A continuation of Theater 478.

498 Musical Theatre Capstone. (3) (Prereq: Successful keyboard proficiency exam) In the final semester, each student will plan and execute a project which demonstrates significant proficiency in singing, dancing, and acting. Supervised by a member of the Performing Arts Faculty, the project will incorporate research, documentation, an audition portfolio, and a public performance.

499 Theater Capstone Project. (3) (Prereq: Theater 478) Each student will plan and execute a project which demonstrates a significant proficiency in one or more theatrical elements. Supervised by a member of the theater faculty, the project will incorporate research, documentation, and a public exhibition.

UNIVERSITY (UNIV)

100 Seminar in Leadership Development. (2) Leadership and organizational theories, leadership styles, decision-making techniques, service learning, team building and communication skills with an opportunity to apply learning during class discussions and activities.

150 Career Exploration. (3) This course is designed to provide the student with the skills necessary to make effective career decisions. A realistic assessment of self, identification of possible career fields and occupations, and methods of developing and implementing a plan of action will be emphasized.

200 Student Media Production. (1) Supervised participation in the production of student media, including the student newspaper, magazine, or literary journal. This course may be repeated for credit, but no more than 8 total credits from University 200 may be applied toward a degree.

220 Newspaper Production. (1) Supervised participation in the production of The Chanticleer. May be repeated for credit, but no more than eight total credits from English 220, 221, or 222 may be applied toward a degree. F, S.

221 Yearbook Production. (1) Supervised participation in the production of The Atheneum. May be repeated for credit, but no more than eight total credits from English 220, 221, or 222 may be applied toward a degree. F, S.

222 Literary Magazine Production. (1) Supervised participation in the production of Archarios. May be repeated for credit, but no more than eight total credits from English 220, 221, or 222 may be applied toward a degree. F, S.
223  **Magazine Production.** (1) Supervised participation in the production of TEMPO - a magazine that displays student feature writers' work on issues of interest to the whole CCU population. The magazine also contains photographs and art work (computer graphics) as needed to enhance the articles.

300  **Principles of Peer Mentoring.** (1) (Prereq: Acceptance into Peer Mentoring Program and permission of instructor). This interactive course focuses on the study of issues, topics, and strategies related to mentoring first-year students at the University. Relevant student development theory is highlighted. This course prepares Peer mentors to co-teach a section of a success seminar in a subsequent Fall Semester. S.

301  **Applied Principles of Peer Mentoring.** (2) (Prereq: Completion of University 300 and permission of instructor). This course is designed to offer academic credit to Peer mentors who spend eight to ten hours each week co-teaching a section of a success seminar with a faculty member, planning course content, meeting with first-year students and other course-related responsibilities determined by the Faculty Mentor or Peer Mentor Coordinator. This course specifically addresses topics and issues directly related to teaching and mentoring first year students in the success seminars. F.

399  **Independent Study.** (1-6) (Prereq: Admission into the Interdisciplinary Studies Program. Written contract between student and instructor and approval by the Director of Interdisciplinary Studies and the Director of Academic Advising.) Directed study and/or research on a specific topic related to the student's approval Interdisciplinary Studies area of emphasis.

498  **Interdisciplinary Studies Senior Seminar.** (3) (Prereq: Admission into the Interdisciplinary Studies Program and permission of the Director of that program.) Capstone course required of all Interdisciplinary Studies students for graduation. Students plan and complete an original research project under the guidance and supervision of the instructor. The topic selected must be related to the student's Interdisciplinary Studies area of emphasis. Seminar sessions focus on the principles, procedures, and problems of executing a senior-level research project. Students present project results in both written and oral form.

**WOMEN’S STUDIES (WOST)**

103  **Introduction to Women’s Studies.** (3) An exploration of such issues as work, love, child-rearing, and other bio-cultural markers of women's lives through voices of individuals from a variety of cultures.

498  **Women Knowing; Knowing Women.** (3) (Prereq: nine hours of minor-designated courses, including Women’s Studies 103) A capstone course for the Women's Studies minor, which will present issues of gender, culture, and society as viewed through the framework of feminist theory.
Board of Trustees

COASTAL CAROLINA UNIVERSITY

James H. Hodges, Governor of S.C.  Ex Officio Chairman
Clark B. Parker  First Congressional District, Seat One
Robert L. Rabon  First Congressional District, Seat Two
Oran P. Smith  Second Congressional District, Seat Three
James F. Kane  Second Congressional District, Seat Four
Payne H. (Hank) Barnette, Jr.  Third Congressional District, Seat Five
William L. Lyles, Jr.  Third Congressional District, Seat Six
Charles J. Hodge  Fourth Congressional District, Seat Seven
Keith S. Smith  Fourth Congressional District, Seat Eight
Juli Streater Powers  Fifth Congressional District, Seat Nine
Robert D. Brown  Fifth Congressional District, Seat Ten
Fred F. DuBard, Jr.  Sixth Congressional District, Seat Eleven
Cathy B. Harvin  Sixth Congressional District, Seat Twelve
Vacant  At-Large, Seat Thirteen
Dean P. Hudson  At-Large, Seat Fourteen
Daniel W. R. Moore, Sr.  At-Large, Seat Fifteen
Hal B. Holmes, Jr.  Gubernatorial Designee
George L. Williams, Sr.  Gubernatorial Appointee

Trustees Emeriti

Gene Anderson
James J. Johnson

367
Administrative Organization

Office of the President

Ronald R. Ingle, Ph.D.  
President

Janis  W. Chesson, Ph.D.  
Associate Vice President, Equal Opportunity

Deborah K. Conner, M.Ed.  
Director of Community Relations/Special Events

Edgar L. Dyer, J.D.  
University Counsel

Nila Hutchinson  
Executive Assistant to the President

David E. Millard, Ph.D.  
Assistant to the President

Patricia W. Rohr, M.A.  
Assistant to the President

Athletics

Warren D. Koegel, B.S.  
Athletic Director

Chastity Comoroski, M.A.  
Assistant Director of Compliance

Jess Dannelly, B.S.  
Associate Athletic Director, Facilities

Matthew Hogue, B.A.  
Assistant Athletic Director, Marketing

Christopher A. Johnson, B.S.  
Assistant Athletic Director, Development

Gina Markland, M.A.  
Assistant Athletic Director and Senior Women Adviser

Bruce K. Stewart,  J.D.  
Assistant Athletic Director, Promotions

T. Wayne White, B.S.  
Assistant Athletic Director, Media

Human Resources and Equal Opportunity

Janis W. Chesson, Ph.D.  
Associate Vice President, Human Resources and Equal Opportunity

Kenyon Faircloth, B.A.  
Classification/Compensation Manager

Lamonica Yates, B.S.  
Employment/Benefits Manager
**Student Affairs**

Robert W. Squatriglia, Ph.D.  
*Vice President, Student Affairs*

Jody H. Davis, M.Ed.  
*Director, Campus Recreation*

Jacqueline B. Deda, B.A.  
*Administrative Assistant to the Vice President*

Mollie Fout, M.A.  
*Director, Career Services*

Deonne Giles, M.Ed.  
*Assistant Director, Student Activities*

Joseph P. Mazurkiewicz, Ph.D.  
*Director, Student Development*

Kim Montague, M.Ed.  
*Director, Residence Life*

Matthew R. Morrin, M.Ed.  
*Director, Student Activities*

Rhonda Park-Uber, M.Ed.  
*Assistant Director, Residence Life*

Tara Saville, M.S.  
*Assistant Director, Campus Recreation*

Patricia Singleton-Young, M.Ed.  
*Director, Multicultural Services*

Vacant  
*Assistant Director, Staffing/Programming*

**University Advancement**

Alan Nagy, M.A.  
*Vice President, University Advancement*

V. Sue Colvard, B.A.  
*Director, Parents and Volunteer Program*

Deborah K. Conner, M.Ed.  
*Director of Special Events and Community Relations*

Carrie Herrington, B.S.  
*Director, Alumni Affairs*

J. Ernest Locklair, III, M.A.  
*Director, Development*

Anne T. Monk, B.A.  
*Director of Marketing Communications*

Diane Watson  
*Director, Cultural Promotions*

**OFFICE OF THE PROVOST**

Valgene L. Dunham, Ph.D.  
*Interim Provost*

Maria K. Bachman, Ph.D.  
*Co-Directors, Honors Program*

Daniel J. Ennis, Ph.D.
Christine A. Martin, B.S.  Administrative Assistant to the Provost
Charmaine B. Tomczyk, M.L.S.  Associate Provost/Associate Vice President for Academic Affairs
Dennis G. Wiseman, Ph.D.  Associate Provost/Special Assistant to the President for K-12 Education

Deans

Peter P. Balsamo, Ph.D.  Dean, School of Continuing Studies
David A. DeCenzo, Ph.D.  Dean, Wall College of Business Administration
Lynn Franken, Ph.D.  Dean, Edwards College of Humanities and Fine Arts
Gilbert H. Hunt, Ph.D.  Dean, College of Education
D. Lynne Smith, D.L.S.  Dean, Library Services
Vacant  Dean, College of Natural and Applied Sciences

International Programs

Geoffrey J. Parsons, M. Ed.  Director, International Programs

OFFICE OF THE EXECUTIVE VICE PRESIDENT

Sally M. Horner, Ph.D.  Executive Vice President
Brenda M. Cox, B.S.  Administrative Assistant to Executive Vice President

Campus Services

Stella Cooper, M.Ed.  Director, Campus Services
Randall Cox, M.Ed.  Director, Procurement
Denise Elliott  Director, Aramark
James Mee  Director, Postal Center
Ray Rice  Vending Supervisor
Coastal Carolina University Catalog 2002/2004

Dennis Roakes, B.A. Manager, Printing Services
Rip Scott Bookstore Manager, Follett Co.

Controller's Office
Linda Lyerly, M.Acct. Controller
Lillian Heit, B.S. Bursar
Pat West, M.Ed. Assistant Controller

Enrollment Services
Judy W. Vogt, Ed.D. Associate Vice President, Enrollment Services
Glenn Hanson, B.S. Director, Financial Aid
Brenda J. Sawyer, M.Ed. University Registrar

Facilities Management
Stan Godshall, M.B.A. Assistant Vice President, Budget and Facilities Management
Marshall W. Avant, E.I.T. Project Manager
James A. Hendrick Director, Plant Operations
Phillip Massey, B.S. Director, Design and Engineering
Charles F. Moore Project Manager
T. Rein Mungo, M.A. Project Manager
Von W. Smeltzer Project Manager

Grants and Sponsored Research
Richard H. Moore, Ph.D. Assistant Vice President for Grants and Sponsored Research
Information Technology Services

Marvin F. Marozas, B.S.  
Assistant Vice President, Information Technology Services

Kay Alford  
Manager of Switchboard and Communication Services

Fadi Baroody, B.S.  
Director, Administrative Computer Services

Vivian Ford, M.S.  
Associate Director for Academic Support Services

John Hanna  
Manager of Network Services

David Parker, M.A.  
Director, Media Services

Institutional Effectiveness

Linda F. Smith, M.Ed.  
Director, Institutional Effectiveness

Mary M. Gunn, Ph.D.  
Assessment Coordinator

Christine L. Mee, M.Ed.  
Associate Director, Institutional Effectiveness

Internal Audit

David A. Bredekamp, B.S.  
Internal Auditor

Public Safety

Donald Brook, Ed.D.  
Chief of Public Safety

Denzil Simmons  
Fire, Safety, and Hazardous Materials Officer

Art Wendelken, B.S.  
Captain, Public Safety

Student Academic Services

Linda P. Hollandsworth, Ph.D.  
Director, Academic Student Services

Abdallah Haddad, M.Ed.  
Director, Student Computing

Brad V. Harmon, M.Ed.  
Assistant Director, Academic Student Services

Kevin Jenerette, M.S.  
Coordinator, Math Lab

Kristi Steinbrecher, M.A.  
Coordinator, Foreign Language Instruction Center
Horry County Higher Education Commission

William Page Ambrose
Joseph O. Burroughs, Jr.
James T. Carroll
Terry G. Chandler
John W. Dawsey
Etrulia P. Dozier
Robert C. Elvington
Thomas E. Eshleman
Joan S. Gause
Ruth S. Kearns
Joseph K. Skipper
Julie M. Snowden
H. Delan Stevens
Robert Tihasek
John M. Vaught, III
Peggy M. Vogel
William H. Alford, Chairman Emeritus

EX OFFICIO MEMBERS
Ronald R. Ingle, Coastal Carolina University President
Clark B. Parker, Chairman, Board of Trustees
William H. Alford, Chairman Emeritus
Johnny C. Allen, Horry County Treasurer
Mark Kelley, Horry County Legislative Delegation Chairman
William H. Alford, Coastal Educational Foundation, Inc. President
Gerrita Postlewait, Superintendent, Horry County Schools
Chad Prosser, Chairman, Horry County Council
Richard Koesterer, CCU Faculty Senate Chair
Brian Nunez, CCU Student Government Association President
Michael Frazier, CCU Alumni Association President

Coastal Educational Foundation, Inc.
William H. Alford
William J. Baxley, Jr.
G. David Bishop
Franklin C. Blanton
Merrill T. Boyce
Clay D. Brittain, Jr.
Fred F. DuBard, Jr.
W. Jennings Duncan
Samuel H. Frink
Michael C. Gerald
Hal B. Holmes, Jr.
James J. Johnson
Richard M. Lovelace, Jr.
Paul E. Malone
William O. Marsh
James B. Moore, Jr.
Edward L. Proctor, Sr.
Edward L. Proctor, Jr.
David F. Singleton
R. Grant Singleton
Howard B. Smith
E. Craig Wall, III
EX OFFICIO MEMBERS
Ronald R. Ingle, *Coastal Carolina University President*
Edward M. Singleton, *Chancellor Emeritus*
Michael Frazier, *Coastal Carolina University Alumni Association President*
Clark B. Parker, *Coastal Carolina University Board of Trustees Chairman*

DIRECTOR EMERITUS
James P. Blanton
COASTAL CAROLINA UNIVERSITY
Faculty

Daniel C. Abel ........................................... Senior Instructor of Marine Science
Ph.D., Scripps Institute of Oceanography,
University of California, San Diego, 1986

Arlene A. Adams ........................................ Associate Professor of Education
Ph.D., State University of New York,
Albany, 1986

Fusun Akman ............................................ Assistant Professor of Mathematics
Ph.D., Yale University, 1993

Olcay Akman ............................................ Associate Professor of Mathematics
Ph.D., University of Maine, 1994

Bernard A. Albiniak, Jr. ......................... Associate Professor of Psychology
Ph.D., University of South Carolina, 1976

Aaron J. Ard ................................................ Assistant Professor of Management
Ph.D., Cornell University, 2000

Maria K. Bachman........................................ Assistant Professor of English
Ph.D., University of Tennessee, 1998

Wade K. Baird ........................................... Professor of Psychology
Ph.D., University of Pittsburgh, 1971

David A. Bankston ........................................ Associate Professor of Music
D.M.A., University of South Carolina, 1996

Lisa A. Barboun ........................................... Assistant Professor of Spanish
Ph.D., The Florida State University, 1995

John P. Beard ............................................. Professor of English
Ph.D., The Florida State University, 1985

Lance E. Bedwell ........................................... Professor of Education
Ed.D., Indiana University, 1974

Joseph T. Bennett .......................................... Instructor of Chemistry & Marine Science,
Ph.D., University of Washington, 1980 Director of the Environmental Quality
Laboratory

Stephen P. Berkowitz ......................... Senior Instructor of Marine Science
M.S., Texas A & M University, 1976

Jonathan P. Bernick ...................................... Assistant Professor of Computer Science
Ph.D., New Mexico Institute of Mining
and Technology, 1998

375
James E. Blackburn .................................... Associate Professor of French
Ph.D., Tulane University, 1971

Lee Bollinger ............................................... Assistant Professor of English
Ph.D., University of South Carolina, 1999

Denvy A. Bowman .................................. Associate Professor of History
Ph.D., University of North Carolina,
    Chapel Hill, 1987

Gerald V. Boyles ................................ Professor of Business Administration
Ph.D., University of South Carolina, 1972

Sara A. Brallier ................................ Assistant Professor of Sociology
Ph.D., State University of New York
at Buffalo, 2001

Jessie C. Brown ........................................ Professor of Education
Ed.D., Indiana University, 1976

Micheline B. Brown ................................. Assistant Librarian
M.L.I.S., University of South Carolina,
    1995

Robert B. Burney .................................. Associate Professor of Finance
Ph.D., University of South Carolina, 1993

Teresa E. Burns ........................................ Assistant Professor of Physics
Ph.D., Utah State University, 1994

Stephen P. Bush .................................. Associate Professor of Biology
Ph.D., University of Massachusetts-
    Amherst, 1996

Darcy R. Carr ........................................ Professor of Economics
Ph.D., The Pennsylvania State University,
    1974

Alan J. Case ........................................ Associate Professor of Recreation
Ph.D., The Pennsylvania State University,
    1994

Jerome Christia ................................ Assistant Professor of Marketing
Ph.D. Oklahoma State University, 2000

Sallie Deas Clarkson .......................... Associate Librarian
M.L.S., University of South Carolina,
    Technical Services Librarian
    1989

Geoffrey J. Cockrell ............................. Instructor of Biology
M.S., The University of Hawaii at Manoa,
    1992
Coastal Carolina University Catalog 2002/2004

Gregory K. Cole ................................. Assistant Professor of Spanish
Ph.D., University of Kentucky, 1993

Richard O. Collin ................................. Professor of Political Science and
D.Phil. (Oxon.), Oxford University, 1984

Dale A. Collins ................................. Assistant Professor of Spanish
Ph.D., Indiana University, 1993

E. Eugene Collins ................................. Associate Professor of Mathematics
M.S., University of South Carolina, 1972

Elsa Crites ................................. Assistant Professor of Foreign Languages
Ph.D., The Florida State University, 1996

Mary L. Crowe ................................. Associate Professor of Biology
Ph.D., Northern Illinois University, 1994

Richard F. Dame ................................. Professor of Marine Science and
Ph.D., University of South Carolina, 1971 Palmetto Professor of Marine Science

L. Taylor Damonte ................................. Associate Professor of Management
Ph.D., Virginia Polytechnic Institute and
State University, 1994

David A. DeCenzo ................................. Professor of Management
Ph.D., West Virginia University, 1981

Anne Denbow-Gilbert .............................. Instructor of Music
M.M., New England Conservatory, 1980

Darla J. Domke-Damonte .......................... Assistant Professor of Management
Ph.D. The Florida State University, 1998

Carl E. Dresden ................................. Assistant Professor of Marketing
Ph.D., University of South Carolina, 1999

Valgene L. Dunham ................................. Professor of Biology
Ph.D., Syracuse University, 1969

Joanne R. Duvall .............................. Instructor of Mathematics
M.S., Clemson University, 1970

Edgar L. Dyer ................................. Professor of Political Science
J.D., University of South Carolina, 1976

James F. Eason ................................. Associate Professor of Business
M.A., Appalachian State University, Administration
1975
Constance C. Edwards ..............................  Professor of Mathematics
Ph.D., University of Wisconsin, 1975

Dennis S. Edwards .................................  Assistant Professor of Economics
Ph.D., Louisiana State University, 2001

Daniel J. Ennis .................................  Assistant Professor of English
Ph.D., Auburn University, 1999

Charles Jones Evans .......................... Artist in Residence
D.M.A., Eastman School of Music, 1995

David W. Evans .................................  Associate Professor of Chemistry
Ph.D., Louisiana State University, 1986

Margaret A. Fain .............................. Librarian
M.L.S., University of North Carolina, Reference Non-Print Librarian 1984

Allison I. Faix ................................. Affiliate Librarian
M.L.I.S., University of Pittsburgh, 1999

John F. Farrelly .................................  Professor of Physical Education
Ph.D., The Florida State University, 1976

James J. Farsolas .............................. Professor of History
Ph.D., University of South Carolina, 1973

Michael Ferguson ..............................  Professor of Biology
Ph.D., Kansas State University, 1981

Jeffrey J. Feuer .................................  Assistant Professor of Mathematics
Ph.D., University of Rhode Island, 1998

Janet S. Files ................................. Instructor of Education
Ph.D., University of South Carolina, 1991

JoAnne Flanders .............................. Senior Instructor of Spanish
M.A., University of Virginia, 1994

Lynn Franken .................................  Professor of English
Ph.D., The University of Texas at Austin 1983

Terrence P. Fries .............................  Assistant Professor of Computer Science
Ph.D., University of Louisville, 1998

Paul T. Gayes .............................. Palmetto Professor of Marine Science and
Ph.D., State University of New York, Geology and Director of Center for
StonyBrook, 1987 and Wetlands Studies
Veronica Gerald ........................................... Assistant Professor of English
M.A., Atlanta University, 1975

Charles W. Gidney ........................................... Associate Professor of French
Ph.D., The Pennsylvania State University, 1976

Michael John T. Gilbert .................................... Associate Professor of Foreign Languages
Ph.D., University of Wisconsin, Madison, 1985

Craig S. Gilman ........................................... Associate Professor of Marine Science
Ph.D., University of Rhode Island, 1991

Sharon L. Gilman ........................................... Assistant Professor of Biology
Ph.D., University of Rhode Island, 1992

Nancy S. Goettel ........................................... Assistant Professor of Computer Science
M.B.A., Winthrop College, 1974

John A. Goodwin ........................................... Associate Professor of Chemistry
Ph.D., Rice University, 1988

John R. Graham ........................................... Assistant Professor of Computer Science
Ph.D., University of Delaware, 2001

Jane L. Guentzel ........................................... Assistant Professor of Marine Science
Ph.D., The Florida State University, 1997

Steven L. Hamelman ...................................... Professor of English
Ph.D., Brandeis University, 1991

William R. Hamilton ...................................... Associate Professor of Music
D.M.A., University of Michigan, 1979

Sally Z. Hare ........................................... R. Grant and Elizabeth G. Singleton
Ph.D., University of South Carolina, Professor of Teacher Education and 1975
Director of the Center for Education
and Community

Michael S. Harris ........................................... Assistant Professor of Marine Science
Ph.D., University of Delaware, 2000

Peter E. Hart ........................................... Assistant Professor of Biology
Ph.D., University of Maryland, 1997

Emory C. Helms ........................................... Associate Professor of Education
Ed.D., Auburn University, 1985

James D. Henderson ...................................... Professor of Government and
Ph.D., Texas Christian University, 1972 International Studies
Linda R. Henderson .......................... Associate Professor of Business
D.B.A., Louisiana Tech University, 1989  Administration

Andy E. Hendrick .......................... Associate Professor of Business
J.D., University of South Carolina, 1976  Administration

Christopher E. Hill ......................... Assistant Professor of Biology
Ph.D., University of Washington, 1999

William E. Hills .......................... Associate Professor of Psychology and
Ph.D., University of Georgia, 1987  Director of Gerontology Certificate
M.S.W., University of South Carolina,  Program
1993

Linda P. Hollandsworth .................. Professor of English
Ph.D., Indiana University of Pennsylvania, 1990

Sally M. Horner .......................... Professor of Chemistry
Ph.D., University of North Carolina,  Chapel Hill, 1961

Elissa M. Howard .......................... Assistant Professor of Health
Ph.D. University of Florida, 2001

Gilbert H. Hunt .......................... Professor of Education
Ph.D., University of North Carolina,  Chapel Hill, 1975

Ronald R. Ingle .......................... Professor of Psychology
Ph.D., Ohio State University, 1972

Thomas E. Jones .......................... Assistant Professor of Theater
M.F.A., Ohio University, 1952

Charles W. Joyner .......................... Burroughs Distinguished Professor of
Ph.D., University of South Carolina, 1968  Southern History and Culture and
Ph.D., University of Pennsylvania, 1977  Director of the Waccamaw Center
for Cultural and Historical Studies

Louis E. Keiner .......................... Assistant Professor of Physics
Ph. D., University of Delaware, 1997

Elizabeth F. Keller ........................ Associate Professor of Art
M.F.A., Clemson University, 1992

Maura Kenny .............................. Associate Professor of Art
M.F.A., University of North Carolina,  Greensboro, 1980

Lawrence J. Kent .......................... Instructor of History
M.A., Villanova, 1989

William B. King, Jr. ....................... Associate Professor of Psychology
Ph.D., University of California,  Los Angeles, 1980
Eric T. Koepfler ................................. Associate Professor of Marine Science
Ph.D., College of William and Mary,
Gloucester Point, Virginia, 1989

Richard A. Koesterer ......................... Associate Professor of Biology
Ph.D., St. Louis University, 1975

Gregory L. Krippel .............................. Associate Professor of Accounting
Ph.D., The Florida State University, 1991

Linda P. Kuykendall ......................... Senior Instructor of Speech
M.S., University of Southwestern
Louisiana, 1986

Michael M. Lackey ............................... Associate Librarian, Public Services
M.L.S., University of North Carolina, Librarian
1985

Jean-Louis Lassez ............................... Professor of Computer Science
Ph.D., Purdue University, 1973

Bobbie H. Lawson ............................... Senior Instructor of Art
M.A., Norwich University, 1988

Sandra C. Lee ................................. Instructor of Education
M.Ed., The William Patterson College,
1983

Peter C. Lecouras ............................... Associate Professor of English
Ph.D., Indiana University of Pennsylvania,
1996

Virginia B. Levsen .............................. Associate Professor of Management
Ph.D., University of Washington, 1992

Susan M. Libes ................................. Professor of Marine Science
Ph.D., Woods Hole Oceanographic
Institution/Massachusetts Institute of
Technology Joint Program in Oceanography and Ocean Engineering, 1983

Varavut Limpsauvan .......................... Assistant Professor of Physics
Ph.D., University of Washington, 1998

Jeffrey P. Linder ............................... Assistant Professor of Computer Science
M.S., Western Illinois University, 1988

Alan L. Little ................................. Instructor of Geography
M.S., Western Kentucky University, 1980

Colleen A. Lohr ................................. Associate Professor of Biology
Ph.D., University of South Florida, 1975
James O. Luken ...........................................  Professor of Biology  
Ph.D., Duke University, 1984

Treelee MacAnn ...........................................  Professor of Art  
M.F.A., Bowling Green State University, 1978

John G. Marcis ...........................................  Assistant Professor of Economics  
Ph.D., University of Missouri - Columbia  
1991

Claudia J. McCollough ...................................  Assistant Professor of Philosophy and Religion  
M.A., Norwich University, 1982

Preston L. McKeever-Floyd .........................  Senior Instructor of Philosophy and Religion  
M.Div., Duke University, 1979

Ioana C. Mihaila .........................................  Associate Professor of Mathematics  
Ph.D., University of New Hampshire, 1996

Donald J. Millus .........................................  Professor of English  
Ph.D., Yale University, 1973

José L. Mireles ..........................................  Instructor of Spanish  
M.S., University of California, Davis, 1999.

Richard H. Moore .......................................  Professor of Biology  
Ph.D., University of Texas at Austin, 1973

Mario Morales ............................................  Instructor of Spanish  
M.A., West Virginia University, 1999

Jo-Ann Morgan ............................................  Assistant Professor of Art  
Ph.D., University of California, 1997

John Mortimer ............................................  Assistant Professor of Accounting  
Ph.D., Florida Atlantic University, 2001

Ray R. Moye .............................................  Associate Professor of English  
Ph.D., University of North Carolina at Chapel Hill, 1993

Stephen J. Nagle .......................................  Professor of English  
Ph.D., University of South Carolina, 1986

Robert D. Nale ...........................................  Professor of Business Administration  
Ph.D., University of Mississippi, 1984

Brian K. Nance ...........................................  Professor of History  
Ph.D., University of North Carolina, Chapel Hill, 1991

John J. Navin ...........................................  Assistant Professor of History  
Ph.D., Brandeis University, 1997
Coastal Carolina University Catalog 2002/2004

Douglas D. Nelson ........................................ Professor of Geology and Marine Science
Ph.D., University of South Carolina, 1973

Sandra L. Nelson ........................................ Assistant Professor of Physical Education
Ed.D., Arizona State University, 1992

Robert T. Oliver ........................................ Instructor of History
M.A., Clemson University, 1997

Paul A. Olsen ............................................ Professor of Art
M.F.A., University of Miami, 1975

Julia C. Orri .............................................. Assistant Professor of Physical Education
Ph.D., University of New Mexico, 2001

Linda J. Palm ............................................. Professor of Psychology
Ph.D., University of South Florida, 1980

Joseph S. Parker ....................................... Instructor of Mathematics
M.S., University of South Carolina, 1969

Alberto Pérez ............................................. Assistant Professor of Spanish
Ph.D., Syracuse University, 1998

Paul C. Peterson ...................................... Professor of Political Science
Ph.D., Claremont Graduate School, 1980

Joan F. Piroch ........................................... Professor of Psychology
Ph.D., University of South Florida, 1982

Christopher W. Podeschi ......................... Assistant Professor of Sociology
M.A., University of Nebraska, 1977

Philip M. Powell ...................................... Associate Professor of Music
D.M.A., Indiana University, 1994

Eldred Prince, Jr. ...................................... Associate Professor of History
Ph.D., University of South Carolina, 1993

Sally J. Purcell ......................................... Instructor of English
M.A., The University of South Carolina,
1989

Elizabeth K. Puskar .................................. Associate Professor of Psychology
Ph.D., University of Pittsburgh, 1974

John W. Ramey .......................................... Assistant Professor of English
Ph.D., University of Louisville, 2000

Dennis A. Rauch ....................................... Professor of Business Administration
Ph.D., University of Iowa, 1984
Nils Rauhut .......................... Assistant Professor of Philosophy
Ph.D., University of Washington, 1997

John E. Reddic .......................... Assistant Professor of Chemistry
Ph.D., University of Georgia, 1999

Jean B. Reid .......................... Assistant Professor of Education
Ph.D., University of Florida, 1998

Nelljean M. Rice .................. Assistant Professor of English
Ph.D., University of South Carolina, 1997

S. Paul Rice .......................... Professor of English
Ph.D., Catholic University of America, 1985

John V. Riley, Jr. .................. Associate Professor of Political Science
Ph.D., Claremont Graduate School, 1987

Julia A. Ross ...................... Instructor of English
M.S., Northeastern State University, 2000

Lois J. Ross ...................... Instructor of Chemistry
Ph.D., The Pennsylvania State University, 1963

Karlene G. Rudolph ................ Senior Teaching Associate of English
M.A., Glassboro State University, 1977

Michael S. Ruse .................. Assistant Professor of Philosophy
Ph.D., State University of New York-Stony Brook, 1991

Robin Edwards Russell ........ Assistant Professor of Theater
M.F.A., University of South Carolina, 1991

Sara L. Sanders .................. Professor of English
Ph.D., University of South Carolina, 1981

José H. Sanjinés .................. Associate Professor of Spanish
Ph.D., Syracuse University, 1990

Prashant S. Sansgiry ................ Professor of Mathematics
Ph.D., University of Wyoming, 1990

Clifford Saunders ................ Instructor of English
M.F.A., University of Arizona, 1984

Philip A. D. Schneider ........ Associate Professor of Philosophy
Ph.D., Duke University, 1968
Melanie Schuessler ............................ Assistant Professor of Theater
M.F.A., University of Wisconsin, 1998

Linda S. Schwartz ................................. Associate Professor of English
M.A., University of South Carolina, 1968

Thomas W. Secrest ............................... Associate Professor of Business and Director
Ph.D., University of South Carolina, of the Coastal Center for Economic and
1993 Community Development

Daniel A. Selwa ................................. Associate Professor of Geography
M.A., Ball State University, 1970

Jill L. Sessoms ................................. Professor of English
Ph.D., Indiana University of Pennsylvania,
1982

Sandra L. Shackelford ......................... Professor of Theater
M.F.A., Southern Methodist University,
1981

Stephen E. Shauger ......................... Assistant Professor of Mathematics
M.S., Texas A&M University, 1997

Stephen J. Sheel ......................... Professor of Computer Science
Ph.D., University of Oklahoma, 1981

Susan J. Slavik ......................... Assistant Professor of Art
Ph.D., The Florida State University, 1995

Dianna Lynne Smith ........................ Associate Librarian
D.L.S., University of Illinois, 1976 Dean of Library Services

Douglas W. Smith ............................. Assistant Professor of Education
Ph.D., The Ohio State University, 1997

Rebecca F. Snyder ............................ Associate Professor Education
Ed.D., University of North Carolina,
Greensboro, 1993

Sylvia Kenig Snyder ......................... Associate Professor of Sociology
Ph.D., University of Connecticut, 1981

Robert W. Squatriglia ....................... Associate Professor of Education
Ph.D., University of South Carolina, 1970

Jonathan W. Stamey ......................... Instructor of Computer Science
M.S., Clemson University, 1988

Debbie H. Stanley ......................... Instructor of Education
M.A., University of South Carolina, 1976
Gary Stegall .................................................. Assistant Professor of Music
   D.M.A., University of Maryland, 1990

Robert Stevens ............................................ Affiliate Librarian
   M.L.I.S., Wayne State University, 2000

Glenda Y. Sweet ........................................ Associate Professor of English
   M.A., Appalachian State University, 1967

Roy Talbert, Jr. ........................................... Professor of History
   Ph.D., Vanderbilt University, 1971

Sharon H. Thompson .................................. Associate Professor of Health
   Ed.D., University of South Carolina, 1993

Charles M. Thrash ...................................... Instructor of Business Administration
   M.B.A., Texas Tech University, 1969

Donnita C. Thrash ..................................... Instructor of Mathematics
   M.Ed., Texas Tech University, 1975

Charmaine B. Tomczyk ................................ Associate Librarian
   M.L.S., Southern Connecticut State
   University, 1977

Timothy J. Touzel ..................................... Professor of Education
   Ed.D., University of Tennessee, 1975

Kenneth W. Townsend ................................ Professor of History
   Ph.D., University of North Carolina,
   Chapel Hill, 1991

Jeri Lyn Traw ........................................... Assistant Librarian
   M.L.I.S., University of South Carolina, 1994

James L. Tully .......................................... Assistant Professor of Music
   Ph.D., University of Memphis, 1999

Linda C. Vereen ........................................ Senior Instructor of Mathematics
   M.A.T., University of South Carolina, 1980

Deborah A. Vrooman ................................... Associate Professor of Mathematics
   Ph.D., University of South Carolina, 1994

Keith R. Walters ....................................... Associate Professor of Marine Science
   Ph.D., University of South Florida, 1987

Samuel A. Wathen ...................................... Professor of Management
   Ph.D., University of Minnesota, 1988

Susan E. Webb .......................................... Associate Professor of Sociology
   Ph.D., North Carolina State University
   1985
Randall A. Wells ............................................ Professor of English and Speech  
Ph.D., University of North Carolina,  
Chapel Hill, 1973

Stephen H. West ............................................ Assistant Professor of Mathematics  
M.Ed., University of South Carolina, 1977

Philip Whalen ............................................ Assistant Professor of History  
Ph.D., University of California,  
Santa Cruz, 2000

Charles Whetzel ............................................. Associate Professor of Theater  
M.F.A., University of South Carolina, 1983

Jenny K. Wickum ........................................... Instructor of Mathematics  
M.S., Montana University, Bozeman, 2001

Julia K. Wilcox ............................................ Senior Instructor of Biology  
M.A., College of William and Mary, 1989

Rebecca Williams ......................................... Instructor of Spanish  
M.A., Mississippi State University, 1997

Joseph R. Winslow ........................................ Assistant Professor of Education  
Ph.D., University of North Carolina,  
Chapel Hill, 1995

Dennis G. Wiseman ........................................ Professor of Education  
Ph.D., University of Illinois, 1974

Tymberley A. Wittrig ....................................... Assistant Professor of Theater  
M.F.A., Illinois State University, 1998

Charles A. Wright ........................................ Associate Professor of Art  
M.F.A., Washington University, 1983

Eric E. Wright .............................................. Associate Professor of Marine Science  
Ph.D., University of South Florida, 1995

Robert F. Young ............................................ Associate Professor of Marine Science  
Ph.D., University of Rhode Island, 1992
Chancellor Emeritus
Edward M. Singleton, Education

Emeriti Faculty
William J. Baxley, Jr., Business Administration
Sandra P. Bowden, Education
Thomas G. Boyd, Psychology
James Branham, History
Albert B. Cannon, Mathematics
Joseph E. Cicero, Mathematics
Thomas A. Cooke, Physical Education
Carolyn G. Cox, Music
William D. Davis, Sociology
John B. Durrell, English and Dean of Humanities
Carl J. Freeman, Jr., Biology
Wilbur L. Garland, Accounting
Louis H. Gilles, Business Administration
Gerald Groves, English
Alvin L. Hall, Foreign Languages
Fred W. Hicks, III, History
Patricia Kirkland, Nursing
Violet M. Meade, Health, Physical Education, and Recreation
W. Edgar McNew, Chemistry
James L. Michie, History
Thomas M. O’Loughlin, Mathematics
Joyce B. Parker, English
Marshall E. Parker, Education
Joseph N. Pinson, Biology
Daniel M. Poore, Business Administration
Harry I. Robison, Physics
Robert N. Robinson, Philosophy and Religion
Subhash C. Saxena, Mathematics
S. Ballou Skinner, Physics
Paul E. Stanton, Psychology
Stewart W. Strothers, Education
M. Faye Taylor, Foreign Languages
John F. Vrooman, History
Lester W. Whitely, Biology
W. Horace Wood, Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carole Abner</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Andrew J. Allden</td>
<td>Athletics</td>
</tr>
<tr>
<td>Ashley M. Allen</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Glenn E. Allen</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Lawrence Altman</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Virginia M. Altman</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Amber Anderson</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Jacquelyn Andrews</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Lori Ard</td>
<td>International Programs</td>
</tr>
<tr>
<td>Brian S. Ashley</td>
<td>Athletics</td>
</tr>
<tr>
<td>Willie T. Atkins</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Edward J. Bailey</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Tricia Bailey</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Stephen C. Banta</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>June Barfield</td>
<td>Procurement</td>
</tr>
<tr>
<td>Pamela W. Barnhill</td>
<td>Waccamaw Math and Science Hub</td>
</tr>
<tr>
<td>Margaret Bates</td>
<td>Kimbel Library</td>
</tr>
<tr>
<td>Kristen L. Bauer</td>
<td>Athletics</td>
</tr>
<tr>
<td>Dwayne M. Beam</td>
<td>Athletics</td>
</tr>
<tr>
<td>H. Doug Bell</td>
<td>Marketing Communications</td>
</tr>
<tr>
<td>Penny A. Bell</td>
<td>Wall College of Business Administration</td>
</tr>
<tr>
<td>Edna Bellamy</td>
<td>Kimbel Library</td>
</tr>
<tr>
<td>Reginald Bellamy</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Thomas A. Benedetti</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>David Bennett</td>
<td>Athletics</td>
</tr>
<tr>
<td>Patricia Bennett</td>
<td>International Programs</td>
</tr>
<tr>
<td>Mollie Bethea-Floyd</td>
<td>Career Services</td>
</tr>
<tr>
<td>Suzanne Beverly</td>
<td>Procurement</td>
</tr>
<tr>
<td>Jan Blakey</td>
<td>College of Natural and Applied Sciences</td>
</tr>
<tr>
<td>Margaret Bostic</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Carol R. Boyd</td>
<td>College of Natural and Applied Sciences</td>
</tr>
<tr>
<td>Robert C. Braham</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Patricia J. Brennan</td>
<td>Edwards College of Humanities and Fine Arts</td>
</tr>
<tr>
<td>Elaine Bridges</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Gayle C. Britt</td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td>Lynne Brock</td>
<td>College of Education</td>
</tr>
<tr>
<td>June Brown</td>
<td>College of Education</td>
</tr>
<tr>
<td>Kevin Brown</td>
<td>Athletics</td>
</tr>
<tr>
<td>Lonna Rae Brown</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Rosemary Browne</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Edmond Brunette</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Curtis Bryant</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Adrian Burgess</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Donald F. Burgess</td>
<td>Athletics</td>
</tr>
<tr>
<td>Bernard Burroughs</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Nancy Burton</td>
<td>Marketing Communications</td>
</tr>
<tr>
<td>Bridget R. Busbee</td>
<td>Waccamaw Math and Science Hub</td>
</tr>
<tr>
<td>Francis Butler</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Leister Butler</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Allison Byars</td>
<td>Admissions</td>
</tr>
<tr>
<td>Edna P. Byrt</td>
<td>Athletics</td>
</tr>
<tr>
<td>Scott D. Callahan</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Donna Capps</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Kenneth Capps</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Linda Carmichael</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>James Carter</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Kathryn R. Caulfield</td>
<td>Center for Marine and Wetland Studies</td>
</tr>
<tr>
<td>Edward D. Causey</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Jessica L. Causey</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Ronald Chatham</td>
<td>Northeastern Strategic Alliance (NESA)</td>
</tr>
<tr>
<td>Joshua M. Chesson</td>
<td>Media Services</td>
</tr>
<tr>
<td>Elizabeth Clemann</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Janice C. Collins-Bunn</td>
<td>Kimbel Library</td>
</tr>
<tr>
<td>Bryan Dennis Counts</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Stacy Cretzmeyer</td>
<td>Counseling Services</td>
</tr>
<tr>
<td>Kristen Cudney</td>
<td>Health Services</td>
</tr>
<tr>
<td>Jack Dawson</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Lula Dewitt</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Shelby Dillon</td>
<td>Mail Services</td>
</tr>
<tr>
<td>Shaun Docking</td>
<td>Athletics</td>
</tr>
<tr>
<td>William A. Douglas</td>
<td>Payroll</td>
</tr>
<tr>
<td>Barbara Driver</td>
<td>University Advancement</td>
</tr>
<tr>
<td>Patty Dudley</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Ronald Dusterhoft</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>William Edmonds</td>
<td>Instructional Media Services</td>
</tr>
<tr>
<td>Daisy Renee Edwards</td>
<td>Athletics</td>
</tr>
<tr>
<td>Deryl Edwards</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Danielle Eiler</td>
<td>Center for Education and Community</td>
</tr>
<tr>
<td>Bruxanne El-Kammash</td>
<td>Grants</td>
</tr>
<tr>
<td>Arline A. Elston</td>
<td>College of Natural and Applied Sciences</td>
</tr>
<tr>
<td>Jean H. Ennis</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Jodi J. Epps</td>
<td>Edwards College of Humanities and fine Arts</td>
</tr>
<tr>
<td>Arizona Fairwell</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Jennifer Fallon</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>William C. Fenters</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Glenn K. Fisher</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Jack E. Flanders</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Joyce Flowers</td>
<td>College of Natural and Applied Sciences</td>
</tr>
<tr>
<td>Judy Y. Fontana</td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td>Kristin H. Forbes</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Gloria Ford</td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td>Linda Ford</td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td>Timothy E. Ford</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Martha C. Fout</td>
<td>Waccamaw Math and Science Hub</td>
</tr>
<tr>
<td>Joey D. Fowler</td>
<td>Facilities Management</td>
</tr>
</tbody>
</table>
Coastal Carolina University Catalog 2002/2004

Paul Fowler
Allard Frazier
Thysse E. Frederick
Stephanie Freeman
Dennis P. French
Robert Full
Reubin Fullwood
Emily A. Garner
Sue L. Geesey-Jean
Henry G. Geletzke
Vonna G. Gengo
George A. Gibson
Neal Gielstra
David R. Gilfillan
Gary Gilmore
Charles Gleason
Nadine Godwin
William Aron Goff
Richard Goldberg
Catherine C. Goodwin
Deborah H. Gore
Johnnie K. Gore
Joseph Gore
Lisa Gore
Martha Green
Marcella Greene
Doris Grizzle
David M. Hackney
Lester Haga
Shawn S. Hale
Clinton A. Hallman
Deborah Hardee
Susie Harrelson
Patricia A. Harrington
Patricia Ann Haselden
Andrew G. Hatchett
Terry A. Haushilt
Judy Hawkins
Pasqua A. Hepp
Laura Hickman
Carolyn Hickman-Williams
Jacquelyn Hillen
Dawn Hitchcock
Donald Hoeffel
Paula T. Holt
Tammy Holt
Tommy Holt
Neil E. Hopkins
Thomas Howard
Nyoka Hucks

Kimbel Library
Facilities Management
Admissions
Edwards College of Humanities and Fine Arts
Information Technology Services
Information Technology Services
Facilities Management
Records and Registration
Athletics
Facilities Management
Counseling Services
Facilities Management
Center for Marine and Wetland Studies
Counseling Services
Athletics
Facilities Management
College of Education
Information Technology Services
College of Natural and Applied Sciences
Kimbel Library
Facilities Management
Facilities Management
Facilities Management
School of Continuing Studies
Switchboard
Admissions
Admissions
Wall College of Business Administration
Public Safety
Information Technology Services
Facilities Management
Facilities Management
Records and Registration
Intramurals/Campus Recreation
College of Education
Conference Services
Records and Registration
Facilities Management
Counseling Services
University Advancement
Information Technology Services
Facilities Management
Human Resources and Equal Opportunity
Financial Services
Residence Life
Facilities Management
Facilities Management
College of Natural and Applied Sciences
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Mezzapelle</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Karrie E. Miller</td>
<td>Athletics</td>
</tr>
<tr>
<td>James W. Mills</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Regis Minerd</td>
<td>Instructional Media Services</td>
</tr>
<tr>
<td>Randall Mishoe</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Sandra Mishoe</td>
<td>College of Natural and Applied Sciences</td>
</tr>
<tr>
<td>Shirell Mishoe</td>
<td>Academic Center</td>
</tr>
<tr>
<td>Ray Mode</td>
<td>Campus Supply</td>
</tr>
<tr>
<td>Sheila Mooney</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Hal Moore</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Charles W. Moss</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Jose Mosquera</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>James Moultrie</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Laura J. Mourning</td>
<td>Waccamaw Math and Science Hub</td>
</tr>
<tr>
<td>Trenny Neff</td>
<td>Marketing Communications</td>
</tr>
<tr>
<td>Sheila Nichols</td>
<td>Edwards College of Humanities and Fine Arts</td>
</tr>
<tr>
<td>Lori Nicholson</td>
<td>Institutional Effectiveness</td>
</tr>
<tr>
<td>Matt Nicholson</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Bobby Norris</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Penny Oakley</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Gregory B. Oates</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>German Y. Ojeda</td>
<td>Center for Marine and Wetland Studies</td>
</tr>
<tr>
<td>Marianne Orlandini</td>
<td>Admissions</td>
</tr>
<tr>
<td>Bruce Parker</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Patrick Parker</td>
<td>Media Services</td>
</tr>
<tr>
<td>Mary Peagler</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Marylou Peluso</td>
<td>University Advancement</td>
</tr>
<tr>
<td>Belinda Pope</td>
<td>Human Resources and Equal Opportunity</td>
</tr>
<tr>
<td>Christy Prince</td>
<td>Wall College of Business Administration</td>
</tr>
<tr>
<td>Brenda F. Rabon</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Sarah Rabon</td>
<td>Human Resources and Equal Opportunity</td>
</tr>
<tr>
<td>Vicky Rabon</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Tarasy E. Rabon-Poszywak</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Jerry Rashid</td>
<td>Marketing Communications</td>
</tr>
<tr>
<td>Tina M. Rathbun</td>
<td>Human Resources and Equal Opportunity</td>
</tr>
<tr>
<td>Brandy P. Reaves</td>
<td>Multicultural Services</td>
</tr>
<tr>
<td>M. Dennis Reed</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Patricia H. Reed</td>
<td>Kimbel Library</td>
</tr>
<tr>
<td>Myra C. Reynolds</td>
<td>College of Education</td>
</tr>
<tr>
<td>Sherrell Richardson</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Frances Richmond</td>
<td>Wall College of Business Administration</td>
</tr>
<tr>
<td>Sandra L. Ridenour</td>
<td>Admissions</td>
</tr>
<tr>
<td>Joseph G. Riotto</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Robert W. Robinson</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Clara Rogers</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Jim R. Rogers</td>
<td>Center for Education and Community</td>
</tr>
<tr>
<td>Dennis Ruth</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>James Rukavina</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Margo L. Sanders</td>
<td>Residence Life</td>
</tr>
<tr>
<td>Robby Sarvis</td>
<td>Information Technology Services</td>
</tr>
</tbody>
</table>
Kathie Schlick
Athletics

Homer Schofield
Information Technology Services

Janice E. Schwartz
Public Safety

Barbara Scott
Facilities Management

Tammie L. Scott
Facilities Management

Linda S. Seal
College of Education

Janice Sellers
School of Continuing Studies

Bonnie Senser
Edwards College of Humanities and Fine Arts

Paul T. Shank
Facilities Management

Wanda Shannon
Student Activities

Evelyn A. Sherman
Financial Aid

Jennifer Shinaberger
School of Continuing Studies

Patricia M. Silva
Wall College of Business

Esther Simpson
Information Technology Services

Tabitha R. Singletary
Institutional Effectiveness

Carolyn Ann Singleton
Bursar's Office

Wendy Singleton
Waccamaw Math and Science Hub

Edward Sipes
Facilities Management

Gayle Skipper
Athletics

Robert Small
Facilities Management

Edward Smith
Facilities Management

Ernest A. Smith
Facilities Management

Jeanwood Smith
Facilities Management

Kevin R. Smith
Facilities Management

Tyrone Smith
Facilities Management

Jamie P. Snider
Athletics

Jill M. Sokolik
Human Resources and Equal Opportunity

Susan E. Soucy
Records and Registration

V. Chyrel Stalvey
President's Office

John P. Steen
College of Natural and Applied Sciences

Wayne R. Stevens
Facilities Management

Janet Straub
Office of the Provost

Peter M. Strickland
Athletics

Robin Strickland
Procurement

William Suggs
Facilities Management

Kathlene B. Sullivan
College of Natural and Applied Sciences

Pierre-Olivier Tavernier
Information Technology Services

Millie R. Taylor
Records and Registration

Patricia Taylor
College of Education

Tracey Teeter
Information Technology Services

Allen Terrell
Athletics

Steven E. Terry
Information Technology Services

Herbert G. Thompson
Campus Recreation

Krista Timney
Admissions

Patricia A. Todd
School of Continuing Studies

Theresa A. Tucker
College of Education

Sharon Tully
Kimbel Library

Susie Turbeville
Admissions

Charles Turner
Public Safety

Gwen Turner
College of Education
Jeanne Turner  Printing Services
Robin L. Turner  Facilities Management
Faye Tyler  Campus Supply
Curtis J. Walker  Athletics
Perry Walker  Facilities Management
Carol I. Walters  Admissions
Kathy Ward-Graham  College of Education
Diane Watson-Gunnin  Wheelwright Auditorium
Howard F. Watts  Facilities Management
Kathy Watts  Student Activities
Ann Wegner  Kimbel Library
Richard N. Weldon  Wall College of Business Administration
Ryan Werner  Athletics
Leighann V. Wharton  Special Events
James A. Wiggins  Admissions
David Wilkie  Kimbel Library
Sherri Wilkinson  Procurement
Sandra Williams  School of Continuing Studies
Vicki Williams  Procurement
Diane Wilson  Admissions
Joe Wilson  Public Safety
Thomas R. Wilson  Facilities Management
Sherry Winburn  Waccamaw Math and Science Hub
Timothy Winningham  Media Services
William V. Woodson, III  Wall College of Business Administration
Robert Wyeth  Marketing Communications
Samantha S. Young  Athletics
Terasa Young  Waccamaw Math and Science Hub
Michelle Janene Zmich  Payroll
INDEX

Academic Advisement:
  Undergraduate, 63
  Graduate, 200
Academic Calendars, 8
Academic Center, 61
Academic Regulations:
  Undergraduate, 40
  Graduate, 199
Academic Colleges, 117
Academic Standing, 56
Academic Status, 56
Accounting, 120
  CPA option, 120
  CMA/CFM option, 120
Accreditation, 30
Actuarial Science:
  Minor, 186
Administration, University, 374
Admission Information, 32
Advanced Placement Credit, 48
Advisement,
  Pre-Professional Programs, 63
Anthropology:
  Course Descriptions, 250
Art Education:
  Course Descriptions, 251
Art History:
  Course Descriptions, 251
Art Studio:
  Major, 146
  Minor, 148
  Course Descriptions, 252
Astronomy:
  Course Descriptions, 255
Athletics, 95
Attendance Policies, 45
Auditing, 42
Biology:
  Major, 170
  Minor, 172
  Course Descriptions, 256
Business Administration Wall College of, 118
  Major, 119
  Minor, 121
  Course Descriptions, 266
Campus Location & Facilities, 28
Campus Map, 407
Career Management Services, 97, 98
Chemistry:
  Major, 172
  Minor, 174
  Course Descriptions, 273
  Class Attendance, 45
  Classical Studies Minor, 115
  Course Descriptions, 276
  Coastal Carolina University Higher Education Center, 29
  Coastal Carolina University, History, 25
  Coastal Geology Minor, 178
  College-Level Examination Program:
    (CLEP), 47
  Complaints:
    University Policy for Students, 103
  Computer Science:
    Major, 176
    Minor, 177
    Course Descriptions, 278
  Confidentiality of Student Records (FERPA), 54
  Continuing Studies, School of, 112
  Core Curriculum, 106
  Counseling Services, 98
  Course Descriptions:
    Undergraduate, 250
    Graduate, 234
  Course Load:
    Undergraduate, 42
    Graduate, 201
  Credit (Undergraduate):
    By Examination, 47
    Foreign Institution, 50
    Military, 50
    Transfer, 49
  Criminal Justice, 282
  Degrees, 6, 59
  Second Baccalaureate, 60
  Departmental Exams, 48
  Disabilities:
    Services for Students with, 98
  Distance Learning, 114
  Dramatic Arts:
    Major, 159
    Minor, 160
    Course Descriptions (see Theater), 369
  Dropping Courses, 44
  Economics, 282
  Education:
    Early Childhood, 128
    Elementary, 130
    Middle Grades Education, 131
    Physical Education, 133
    Special Education, 132
Management, 120
Marine Science:
  Major, 180
  Minor, 184
  Course Descriptions, 312
Marketing, 121
Mathematics:
  Major, 185
  Minor, 186
  Course Descriptions, 320
Middle Grades Education:
  Major, 131
Minors, 7, 60
Mission Statement, Institutional, 24
Multicultural Student Services, 97
Music:
  Applied, 329
  Major, 157
  Minor, 158
  Course Descriptions, 324
Music Education:
  Course Descriptions, 329
Musical Theater:
  Major, 161
Myrtle Beach Education Center, 29
Natural and Applied Sciences, College of, 168
Natural Science, 330
Non-traditional coursework, 42
Notification of Student Rights Under Family Educational Rights and Privacy Act, (FERPA), 54
Orientation of New Students, 38
Pass/Fail Grading, 52
Performing Arts, Department, 157
Petition:
  Academic, 41, 57
  Disciplinary, 102
  Graduate School, 200
  Right of Petition, 41, 103
Philosophy:
  Major, 163
  Minor, 164
  Course Descriptions, 330
Physical Education:
  Major, 133
  Course Descriptions, 334
Physics:
  Minor, 174
  Course Descriptions, 340
Political Science:
  Major, 165
  Minor, 167
Politics:
  Course Descriptions, 343
Pre-College Honors Program
  (for High School Students), 37
Professional Golf Management, 121
  Course Descriptions, 348
Professional Program Advisement, 63
Professional Program in Teacher Education, 124
Psychology:
  Major, 187
  Minor, 191
  Course Descriptions, 349
Readmission, 36
Recreation:
  Emphasis, 136
  Course Descriptions, 354
Refunds, 72, 84
Registration, 41
Religion, 163
  Course Descriptions, 356
Repeating Courses, 42
Research, Directed Undergraduate, 43
  (also see specific course descriptions)
Residence:
  Fees, 70
  Legal, 68
Residence Life, 100
Resort Tourism Option, 121
  Course Descriptions, 358
Scholarships, 85
Science, 359
Second Baccalaureate Degree, 60
Senior Citizens, 38, 71
Senior Privilege, 44, 202
Sex Offender Registry, 102
Sociology:
  Major, 193
  Minor, 194
  Course Descriptions, 359
Spanish:
  Major, 152
  Minor, 154
  Course Descriptions, 362
Special Education:
  Major, 132
  Course Descriptions, 365
Sports Medicine Minor, 143
Staff, University, 396
Statistics:
  Minor, 186
  Course Descriptions, 366
Stoles:
Coastal Carolina University Catalog 2002/2004

Academic, 59
Honors, 59
Student Life, 94
Student Services, 96
Study Abroad Advisement, 63
Success Seminars, 367
Suspension, Academic, 56
Suspension, Academic Petition, 57
Theater:
  Dramatic Arts Major, 159
  Dramatic Arts Minor, 160
  Musical Theater Major, 161
  Course Descriptions, 369
Transcripts, 53
Transfer Admission, 34
Transfer Credit, 49
University:
  Course Descriptions, 372
University Traditions, 27
Vehicle Registration, 102
Veterans Benefits, 80
Withdrawal, 45, 51
Women, Support Services 99
Women's Studies minor, 116
  Course Descriptions, 373
Work Opportunities, 83
Coastal Carolina University provides affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, handicap, or veteran status.

This publication was printed at a cost of $19,369 for 11,500 copies, or $1.68 per copy.