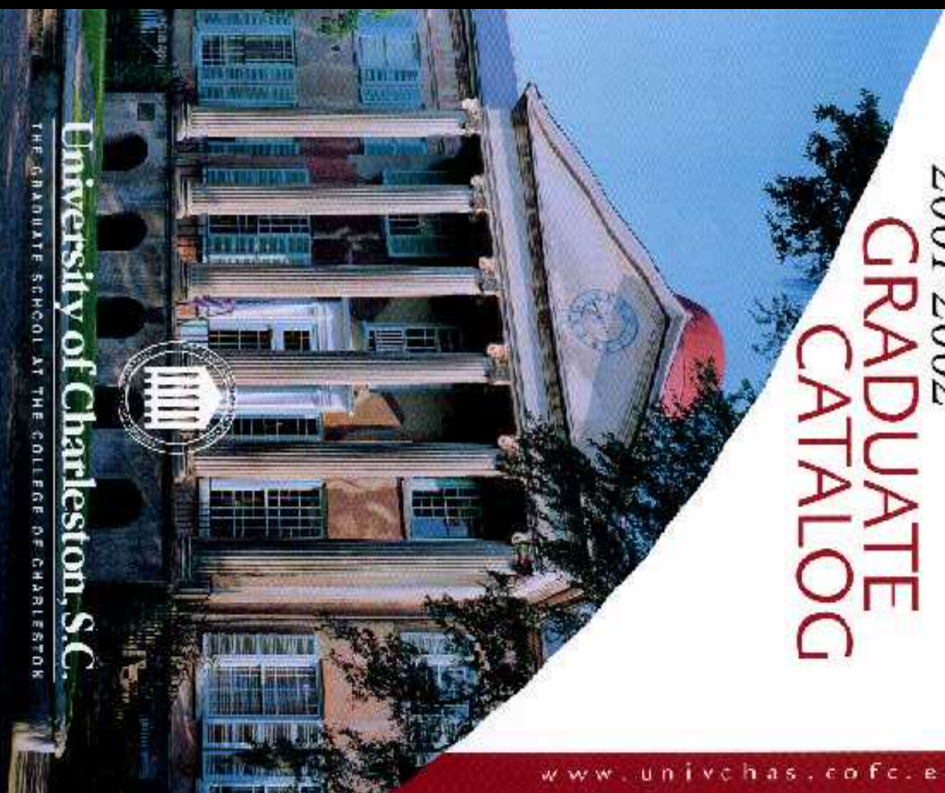


2001-2002
**GRADUATE
CATALOG**

www.univchas.co.fc.edu



University of Charleston

2001-2002 Graduate Catalog

CollegeSource

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University of Charleston, S.C.

2001-2002

Graduate Catalog

PROGRAM ADMISSION CRITERIA

www.univchas.cofc.edu

	<i>MAT - Early Childhood Education</i>	<i>MAT - Elementary Education</i>	<i>MAT - Special Education</i>	<i>MEEd - Early Childhood Education</i>	<i>MEEd - Elementary Education</i>	<i>MEEd - Special Education</i>	<i>MEEd - Science & Mathematics</i>	<i>MA - Bilingual Legal Interpreting</i>	<i>MA - English</i>	<i>MA - History</i>	<i>MPA - Public Administration</i>	<i>MS - Accounting</i>	<i>MS - Computer & Information Sciences</i>	<i>MS - Environmental Studies</i>	<i>MS - Marine Biology</i>	<i>MS - Math</i>
Application deadline	11/15 4/15 7/15	11/15 4/15 7/15	11/15 4/15 7/15	rolling admission	rolling admission	rolling admission	rolling admission	4/1	6/1 11/1 4/1	3/1 10/15	rolling admission	rolling admission	rolling admission	11/1 4/1	11/1 2/1	rolling admission
Completed application	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Non-refundable fee	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$50.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00
Proof of earned bachelor's degree from accredited coll/univ	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Official college transcripts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Official transcripts of graduate studies (if taken)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Minimum undergraduate GPA on 4.0 scale	2.5	2.5	2.5	2.5	2.5	2.5	2.5		2.5	2.5	3.0	3.0	3.0	3.0		3.0
GPA — major									3.0	3.0				2.8 in science and math		3.0
*Minimum official TOEFL score (if applicable)	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550
Minimum official GRE score (within 5 years)	v+q=1000	v+q=1000	v+q=1000 or v+a=1000	v+q=1000	v+q=1000	v+q=1000	supply scores if taken	v+q=1000 or v+a=1000	v+q+a=1400	v+q=1000 or v+a=1000	v+q+a=1500	GRE required	v+q+a=1600	GRE required	optional	
Official MAT percentile	50th or higher	50th or higher	50th or higher	50th or higher	50th or higher	50th or higher	supply scores if taken		40 - raw	40 - raw						
Official score — PRAXIS series NTE				•	•	•	•									
Specific undergraduate course requirements					•			•	•	•	•		•	•	•	
Other test requirements								interpreting aptitude test	GRE** subj. in literature			GMAT 500			GRE subject test- biology	
Recommendations	2	2	2	2	2	2	2		2	3	3			3	3	2
Writing sample									•	•	optional					
Statement of goals								•	•		•			•	•	•
Proof of teacher certification				•	•	•	supply copy of certificate if held									
Resumé/biography	•	•	•									•				

* For students whose primary language is not English. International students must also complete a certificate of finance form and submit credentials to a credential evaluation service from a list provided by the graduate school office.

**Applicants who do not have a degree in English are required to take the GRE Literature in English subject test.

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The College of Charleston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the artium baccalaureatus, the bachelor of arts, the bachelor of science and, in conjunction with the University of Charleston, S.C., the master of arts, the master of science, the master of education, the master of public administration, and the master of arts in teaching.

The College of Charleston and the University of Charleston, S.C. are committed to providing leadership in the attainment of equal opportunity for all persons regardless of race, religion, sex, national origin, age, handicap, or other legally-protected classification. This effort is in compliance with all federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 as amended. Inquiries should be directed to the Office of Human Relations/Minority Affairs, College of Charleston, Charleston, South Carolina 29424.

The Graduate School Office is located in Randolph Hall, on the College of Charleston/ University of Charleston, S.C. campus. For additional information call or write: Graduate School Office, Randolph Hall, University of Charleston, S.C., Charleston, South Carolina 29424, (843) 953-5614, e-mail: gradsch@cofc.edu

The Graduate Catalog is available on the World Wide Web:
<http://univchas.cofc.edu>

Institution code for the Graduate Record Examination (GRE) and the Graduate Management Aptitude Test (GMAT) is 5113.

This catalog is not a contract. Its purpose is to provide prospective students with a general description of the University's current curricula, educational plans, offerings, and requirements. Information in this catalog is current through May, 1998. The University of Charleston, S.C. reserves the right to change programs of study, academic requirements, and College policies at any time, in accordance with established procedures, without prior notice.



University of Charleston, S.C.

Charleston, South Carolina 29424-0001

Dear Students and Prospective Students:

Welcome to the University of Charleston, South Carolina, the graduate school of the College of Charleston. Created in 1992 by the legislative assembly of South Carolina, the University of Charleston, S.C. is the component of the College of Charleston responsible for post-baccalaureate education, research, public service and continuing education. The University of Charleston, S.C. continues a respected tradition of scholarship and student development established by the College of Charleston throughout its 231-year history.

The mission of the university is to offer post-baccalaureate programs which are nationally unique, which take advantage of opportunities provided by community or institutional resources, or which provide advanced training to professionals living and working in the South Carolina Lowcountry. While the university designation of the graduate school is in only its tenth year, the College of Charleston has provided graduate education for 30 years. The University of Charleston, S.C. offers 16 degree programs leading to one of five master's degrees, as well as several graduate certificate programs. Our newest degree program began last spring and additional programs are planned. Utilizing the strengths of both the College of Charleston and the city, the graduate school will continue to strive to meet the needs of the community and the nation for new and innovative post-baccalaureate programs.

It is my wish that your experience in graduate education at the University of Charleston, S.C. will benefit both you and our society at large. Please do not hesitate to contact me or the graduate school staff if we can help in any way.

Sincerely,

W. Hugh Haynsworth

Dean of Graduate Studies

Alexander M. Sanders, Jr.

President

843-953-5500

Andrew L. Abrams

Provost, Senior Vice President for
Academic Affairs, Dean of the Faculty

843-953-5527

W. Hugh Haynsworth

Dean of Graduate Studies

843-953-5748

haynsworthh@cofc.edu

Laura H. Hines

Director of Graduate Services

843-953-5614

hinesl@cofc.edu

School of Business &
Economics

Clarence M. Condon, III, Dean

843-953-5627

condonc@cofc.edu

School of Education

Frances C. Welch, Acting Dean

843-953-5613

sorensonn@cofc.edu

School of Humanities and
Social Sciences

Samuel M. Hines, Jr., Dean

843-953-5770

hiness@cofc.edu

School of Sciences and Mathematics

James C. Deavor, Interim Dean

843-953-5991

jonesg@cofc.edu

Academic Calendar

Summer I Day 2001 (0014)

June	4	Registration
	5	Classes begin; drop/add; late registration
	15	Last day to withdraw with a grade of "W"
July	3	Last day of classes
	4	Independence Day holiday
	5-6	Final exams

Summer Evening 2001 (0015)

July	2	Registration; classes begin
	4	Independence Day holiday
	5	Drop/add; late registration
	13	Last day to register for comprehensive exams in special education – School of Education office.
	15	Application deadline for fall admission to M.A.T. degree program
	20	Last day to withdraw with a grade of "W"
	26	Deadline for M.Ed. elementary education students to register for the Oct. 27 comprehensive exam
	28	Comprehensive exams in special and elementary education
August	9	Last day Tuesday/Thursday classes
	13	Last day Monday/Wednesday classes
	14	Tuesday/Thursday exams
	15	Monday/Wednesday exams

Summer II Day 2001 (0016)

July	9	Registration
	10	Classes begin; drop/add; late registration
	13	Last day to register for comprehensive exams in special education – School of Education office
	15	Application deadline for fall admission to M.A.T. degree program
	20	Last day to withdraw with a grade of "W"
	26	Deadline for M.Ed. elementary education students to register for Oct. 27 comprehensive exam
	28	Comprehensive exams in special and elementary education
August	7	Last day of classes
	8-9	Final exams

NOTES: (1) Calendar dates are subject to change — for the most current calendar, please see the University's website: www.univchas.cofc.edu. (2) Students in the M.Ed., Elementary Education Program must consult with their advisors at least three months prior to the comprehensive exam date.

Fall Semester 2001 (0017)

August	13-17	Graduate registration – non-degree students
	20	Orientation for new students; late registration
	21	Classes begin
September	21	Last day to apply for fall graduation
	29	Comprehensive exams in special education
October	2	Last day to withdraw with a grade of “W”
	15-16	Fall break
	15	Application deadline for spring admission to history program
	17	Classes resume
	27	Comprehensive exams in elementary education
November	1	Application deadline for spring admission to English and marine biology programs
	15	Application deadline for spring admission to mathematics and all M.A.T. degree programs
	21	Thanksgiving holiday begins
	26	Classes resume
	29	Deadline for M.Ed. elementary education students to apply for Feb. 23, 2002 comprehensive exams
December	3	Last day of classes
	3	Last day to submit master’s thesis for fall semester degree completion
	3	Last day to complete oral comprehensive exams for fall semester degree completion
	4	Reading day
	5	Final exams begin
	12	Final exams end
	14	Final grades due to registrar by noon
	16	Final grades on Cougar Trail
	16	Midyear commencement – graduates and undergraduates have combined ceremony

Spring 2002 (0021)

January	7-8	Graduate registration
	7	Graduate orientation for new students
	15	Martin Luther King Birthday holiday-no classes
February	1	Application deadline for fall admission to marine biology program
	8	Last day to apply for spring semester degree check and pay fees.
	8	Last day to register for comprehensive exams in special education – School of Education office
	23	Comprehensive exams in special and elementary education
March	1	Application deadline for summer and fall admission to history program
	4	Spring break
	11	Classes resume
	15	Application deadline for certificate program in bilingual legal interpreting
April	1	Application deadline for bilingual legal interpreting degree program
	15	Application deadline for summer admission to all M.A.T. degree programs
	19	Last day to submit master’s thesis for spring semester degree completion
		Last day to complete oral comprehensive exams for spring semester degree completion
	24	Last day of classes
	25	Reading day
	26	Final exams begin
May	1	Reading day
	3	Final exams end
	7	Final grades due to registrar by noon
	11	Graduate commencement
	12	Undergraduate commencement

The College of Charleston Statement of Institutional Mission

The College of Charleston is a state-supported comprehensive institution providing a high quality education in the arts and sciences, education, and business. Consistent with its heritage since its founding in 1770, the college retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior quality undergraduate program, enrolling 8000 to 9000 full-time students, is central to the mission of the college.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and also attracts students from national and international communities. The college provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

In addition to offering a broad range of baccalaureate degree programs, the college currently provides an increasing number of masters degree programs which are compatible with the community and the state. As a prominent component of the state's higher education system, the college encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the college provides an extensive credit and non credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

Human Relations and Minority Affairs

(843) 953-5580

The Office of Human Relations and Minority Affairs at the College of Charleston addresses the educational and employment needs of individuals and groups who occupy minority status at the College and University of Charleston, S.C., and assures complete access to the College for women, minorities, and the disabled. This effort is in compliance with all federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 as amended, the Americans with Disabilities Act, and all other pertinent laws as they pertain to access and equity.

As a resource for the special concerns of women, minorities, and the disabled, the Office of Human Relations and Minority Affairs identifies problem areas, recommends remedial or supportive activities to persons in authority, and supports programs of interest to this constituency in the College/University community and on the local, state, and national levels.

In order to establish equal opportunity for all persons, the Office of Human Relations and Minority Affairs ensures immediate response to complaints of discrimination based on sex, race, religion, national origin, creed, disability, and age by students, employees, and/or applicants for employment and admission. The Vice President for Human Relations and Minority Affairs is responsible for coordinating the grievance procedures under the Affirmative Action Program and federal equal opportunity guidelines. The vice president also coordinates the activities sponsored under the College's diversity efforts.

The University of Charleston, S.C. and the College of Charleston Working Together To Provide Quality Educational Opportunities

Since its inception in 1770, the College of Charleston has been committed to offering a strong liberal arts education. July 1, 1992 marked the beginning of a new era in the College's long and distinguished history by the establishment of the University of Charleston, S.C. The University is the designation given to the Graduate School.

One of the Graduate School's central goals is not only to offer nationally unique master's level programs, but also to provide advanced training to professionals living and working in the Lowcountry. Over time, the 16 existing master's offerings will be augmented by a wider variety of graduate programs, such as the one in historic preservation now being developed. These new graduate study opportunities are being created in response to the intellectual and professional development needs of the citizens of South Carolina.

Currently, the University of Charleston, S.C. offers 16 graduate programs: accountancy, computer and information sciences, English, environmental studies, history, bilingual legal interpreting, marine biology, mathematics, public administration, and seven in education: master of education in early childhood, elementary, special education, and science and mathematics. Master of arts in teaching in early childhood, elementary, and special education.

New graduate programs may soon be added. The University is considering programs such as historic preservation, foreign languages, arts management, etc.

While the University adds many exciting new opportunities for the institution, its mission, like the College's, will be as a comprehensive teaching institution.

The College of Charleston's undergraduate program, meanwhile, will remain as it has for the past two centuries: an institution dedicated to providing a high quality, broad-based liberal arts education. In tribute to this long, distinguished history and the commitment to the liberal arts as well, the name of the undergraduate program will remain the College of Charleston, undergraduate diplomas will still read College of Charleston. School offices and departments not part of the graduate program, including athletics teams, will continue under the College name.

Education at the University of Charleston, S.C. and the College of Charleston is not limited to the classroom or even to the campus. For our University and College students, the world is their classroom, and they are encouraged to explore it.

Oak Ridge Associated Universities

ORAU is a consortium of colleges and universities and a management and operating contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU manages, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing

degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the Resource Guide, which is available on the World Wide Web at <http://www.orau.gov/orise/resgd/htm>, or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Junior Faculty Enhancement Awards and the Visiting Industrial Scientist Program, and various services to chief research officers.

For more information about ORAU and its programs, contact Barbara Gray, Director of the University's OFC of Research and Grant Administration at (843) 953-5885, or contact Monnie E. Champion (champion@orau.gov) ORAU corporate secretary, at (865) 576-3306, or the ORAU Home Page at <http://www.orau.org>

The University and the City

While steeped in the history and traditions of the Lowcountry, the Charleston tri-county area is a major urban center of South Carolina. The cultural life of the city includes symphony, dance, and museums. Major events and happenings abound. Charleston hosts Spoleto Festival, U.S.A., the MOJA Arts Festival, Southeastern Wildlife Exposition, and WorldFest Film Festival. Popular entertainers perform regularly at the Gaillard Auditorium, Music Farm, and North Charleston Coliseum and the School of the Arts at the College of Charleston schedules 150 performances, lectures, and exhibits throughout the year. Residents also find time to indulge themselves in a day of good shopping, followed by dinner at one of Charleston's excellent restaurants.

The region's subtropical climate makes outdoor activities enjoyable throughout the year. There are beaches, resorts, wildlife refuges within easy driving distance of the University, and South Carolina

is known for its golf courses, hiking trails, white water kayaking, sailing, and canoeing on its majestic rivers. For a change of pace, one can wander through beautiful parks and gardens, and grand plantations which recreate the lifestyles of the 18th and 19th centuries.

The Graduate School

(843) 953-5614

Application and Admissions

In order to enroll in graduate level courses, students must be admitted to some category of graduate studies at the University. Only students who have been formally admitted as regular degree, non-degree, provisional, or transient students may enroll in graduate courses.

To be considered for admission to degree programs in accountancy, bilingual legal interpreting, computer and information science, education, English, environmental studies, history, marine biology, mathematics, or public administration, students must submit a completed Application for Admission, pay a nonrefundable application fee, and submit official transcripts of all previous academic work either to the Graduate School Office or the program to which they are applying, University of Charleston, S.C. 29424. Other admission criteria will vary by program.

NOTE: Applicants are responsible for ensuring that all materials are received by the Graduate School Office or the program to which they are applying.

A candidate's acceptance into a graduate degree program is based primarily upon his or her previous academic record. Admission decisions for the specific programs and degrees are made by the admission committee for each program. (See departmental statements in this catalog for

requirements in specific programs.)

Upon admission as a regular degree student each applicant is sent an admissions letter, an acceptance-of-offer form and a health form. These forms must be completed and sent to the offices indicated on the forms. Students are also assigned a graduate advisor to assist in planning their plan of study. It is imperative that the appointed advisor be consulted prior to enrolling in courses intended to count toward the degree.

Admission Categories

Regular Degree Student

A prospective candidate for a degree who meets all requirements for admission to the graduate degree program will be classified as a regular degree student.

Non-Degree Student

Non-degree students are those who desire registration with credit in graduate courses but who are not candidates for a degree. Applicants seeking acceptance in non-degree status must file the regular application for admission, submit the required application fee and transcripts. Depending upon the program, between 6 and 12 credit hours of work taken in non-degree status may be applied toward degree requirements if the student is later admitted to a degree program and the course credit is accepted toward the degree. In order to accomplish reclassification as a regular degree student, the candidate must submit all materials prescribed by the appropriate admission committee.

Students who are not seeking a degree but wish to take courses for the purpose of professional teacher certification renewal and/or for professional and personal enrichment are admitted as non-degree students.

Provisional

A provisional student does not meet all the admission criteria, but in the judgement of the

appropriate program admission committee has the potential to successfully complete graduate work. The student's application as a degree student will be reconsidered after the student has met the stipulations of the provisional status.

Senior Citizens

Persons 60 years old or older who are residents of South Carolina may take courses without paying a tuition charge on a space-available basis with proof of age. A nominal registration fee (currently \$25) will be assessed each semester. Under a legislative provision, courses may be taken either for credit or audit. This category of student may register on the day classes begin, but must have applied to the graduate program offering the course and have received permission to enroll from the graduate program director. Students over the age of 60 who register prior to the the first day of classes will be subject to the regular tuition charges. Those who wish to take graduate classes must apply through the graduate school office.

Transient

A student in good standing in any regionally accredited graduate school who wishes to enroll in graduate courses for credit for the purpose of transferring this credit to his or her graduate school may be admitted as a transient graduate student. This admission is valid for only one semester or one summer session but may be renewed any number of times upon reapplication. No transcripts are required for transient student enrollment, but a letter from the graduate dean of the home institution certifying student-in-good-standing status must be provided. Transient students must also complete an application form and pay the application fee.

International Students

The University of Charleston, S.C., is an internationally-oriented institution of higher learning that encourages qualified international students to apply for graduate study.

A high degree of international/intercultural training and experience is characteristic of the University's graduate faculty, many of whom regularly engage in foreign travel, study, and research, or serve as consultants to international agencies and foreign universities and governments. Charleston is also an important port city with historic and contemporary ties to major world trading nations. As such, it provides an exciting and attractive setting for a stimulating graduate educational program.

Each international student applying for admission to graduate study at the University must satisfy the following requirements:

- Earn an appropriate undergraduate academic degree equivalent to an American bachelor's degree (B.A., B.S.) prior to enrolling for graduate study.
- International applicants must have their academic credentials evaluated by one of several credential evaluation organizations from a list provided by the Graduate School office.
- Make up any deficiencies in previous college/university academic work by successfully completing appropriate courses at the undergraduate level at the College of Charleston.
- Meet all admission criteria for the specific graduate program as listed in the Graduate Catalog.
- Demonstrate proficiency in the English language (if English is not the student's primary language) as evidenced by a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). TOEFL scores are acceptable for a two-year period after the test.
- Provide proof of ability to meet all education-related expenses while engaged in graduate studies by completing a Certification of Finances form with official signatures, prior to being admitted to a program.

Note: In some cases a sworn affidavit of support or notarized bank officer's statement is sufficient. In certain countries, United States Consular officers require prior payment of the first year tuition and fees

before a non-immigrant student visa will be issued. Applicants should inquire about local practices in advance in order to establish their graduate study plans.

Orientation

In order to help new degree-seeking students acclimate to the University, the Graduate School office holds three orientation sessions each calendar year: in August (for the fall term), January (for the spring term), and May (for the summer terms). New students will be notified of the orientation sessions available to them.

Post-Admission Policies

All students are responsible for familiarizing themselves with the portions of this catalog which pertain to their course of study. Statements concerning courses and expenses should not be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and cost of instruction at any time within the student's term of residence. Students are also responsible for keeping themselves informed of individual program academic policies. Students should contact their program directors or the Graduate School Office for policy changes.

Health Requirements

The University of Charleston, S. C. requires students to demonstrate immunity or proof of vaccination for measles, rubella, mumps, polio, tetanus and diphtheria. Documentation of TB skin test within a year is required. Requirements for individuals born before 1957 are detailed in the health form.

Health forms are a means for Student Health Services to ensure the optimum health of students on campus; the forms are absolutely confidential and in no way affect student admission status. The health form, however, must be completed and returned with the immunization information in order to complete the registration process.

Other recommended but not required immunizations include the chicken pox vaccination if never exposed, and the Hepatitis B vaccination series for young adults. In the fall of each year, influenza vaccination is offered to all students without charge.

If problems arise with complying with this policy, or in obtaining adequate vaccinations, please call the Student Health Service at 953-5520. Please return the completed forms to:

Student Health Services
181 Calhoun Street
Charleston, S. C. 29424

Academic Policies

Grading System

Students may access their grades through the Cougar Trail System.

NOTE: In order to receive any correspondence from the University, students must have their current address on file at the Graduate School Office. Address update forms are available at the graduate school office.

Students receive letter grades for every course in which they enroll. Each letter grade and its equivalent numerical quality point value are listed below.

Grade	Grade Points
A Superior	4.00
B+ Very good.....	3.50
B Good	3.00
C+ Fair	2.50
C Acceptable	2.00
F Failure	0
X Absent from final exam	0
I Incomplete	0
W Withdrawal	0
P Pass.....	0
S Satisfactory	0
U Unsatisfactory	0

“W” Grades

The grade of “W” (withdrawal) is recorded if a student withdraws voluntarily from a course before the published date each semester. The grade of “W” may not be awarded after this date except by special permission of the Graduate School Office, and only in those cases when continued enrollment in the course would be detrimental to the student's health or has been made impossible by circumstances beyond the student's control. Students wishing to withdraw after the regular withdrawal period must complete a special form in the graduate school office.

Absence from Final Exam

Any student who is not present at a final examination receives a grade of “X.” This grade converts to an “F” if an excused absence is not received from the Dean of the Graduate School within 48 hours.

“I” Grades

The grade “I” indicates that only a small part of the semester's work remains to be done, that the student is otherwise doing satisfactory work in the course, and that an extension of time is warranted to complete the work. All work for completion of the course requirements must be submitted within one calendar year. One additional extension may be granted by the instructor, who must notify the graduate school office and the Office of the Registrar before the end of the first period. If the student does not complete the work within the prescribed time periods, the “I” is changed to an “F”.

The grade of “I” also signifies that an agreement has been established between professor and student as to the quantity of work remaining to be done, the deadlines established for its completion, and a schedule of meeting times. It is recommended that this agreement be made in writing with both professor and student having a copy.

NOTE: University of Charleston, S.C. students in joint programs with The Citadel who receive a grade of “I” in a course taken

at The Citadel have only one semester to complete the course before the “I” becomes an “F.”

Auditing Courses

Permission to audit a regular academic course must be received from the instructor teaching the course. This authorization will be given after late registration has been completed and only if there is a seat available in the class. An audit must be declared no later than the end of the drop/add period; a student may switch from grade to audit status or audit to grade status only within the drop/add period.

An audit will be recorded on a student's permanent record at the University. Faculty may set attendance and/or other requirements for audit students; an audit may be revoked if the student does not comply with these requirements. Auditing forms are available from the Graduate School office.

Withdrawing From Courses or a Program

It is extremely important that any student withdrawing from a course procure a course withdrawal form from the graduate school office. The importance of formally withdrawing from a course cannot be overstressed. Students who withdraw from classes without notifying the graduate school office will receive the grade of “F” from their instructors.

Students who wish to withdraw from the University must complete a program withdrawal form. These forms may be obtained from the graduate school office. If the student is withdrawing from classes as well, the procedure outlined above must be followed.

Drop for Non-Payment of Fees

Students who have been dropped from their classes for non-payment of fees must seek the permission of the Dean of Graduate Studies to pay for the course and be reinstated in classes. The permission form is available at the Graduate School

office. Once permission to pay for courses has been granted, the student must bring a receipt for payment of tuition and fees to the Graduate School Office. A staff member will then enroll the student appropriately.

Academic Probation

Graduate students at the University are expected to maintain a cumulative grade point average (GPA) of 3.0 on a scale of A=4.0 in their programs. Regular degree candidates whose GPAs fall below 3.0 will be placed on academic probation. Students who are on probation must raise their averages to a satisfactory level (3.0 or better) upon completion of three additional courses, or within one calendar year from the date they were placed on probation. During the probationary period, students must also demonstrate that they are making progress by maintaining or improving their grade point averages.

Students whose averages remain below a 3.0 after taking three additional courses, or within one calendar year after being placed on probation, will be withdrawn from their programs. Students whose averages are not maintained or improved upon during probation will be deemed to be making unsatisfactory progress toward their degrees and will be withdrawn from their programs.

Academic Dismissal

Maintaining an adequate GPA is only one criterion for satisfactory academic progress. Students receiving three grades below the grade of “B” or one grade of “F” in their programs will be withdrawn from the University and will not be allowed to reapply to their programs for one calendar year.

NOTE: Administrative “Fs” will be reviewed before action is taken under this policy.

Other criteria such as progress toward completing a thesis or requests for extensions of a program of study, etc., may be established by individual programs. Students who fail to meet the standards of their programs for satisfactory

academic progress may be withdrawn from their programs.

Appeals

Students who have been removed from their graduate programs because of failure to resolve GPA or satisfactory progress issues may appeal these decisions in writing to the Dean of the Graduate School. Written appeals should contain all information pertinent to the issues with special circumstances clearly outlined. The graduate dean in consultation with the program directors will decide on appeals and will inform students of decisions. Decisions of the dean are final.

Readmission

Students who have been removed from their graduate programs because of failure to resolve GPA or satisfactory progress issues may reapply to their graduate programs after one calendar year from the date of their having been withdrawn from their programs. Students must meet all criteria for admissions currently in effect at the time of application for readmission.

Transfer of Credit

Graduate credit work at another institution is not transferred and entered on University of Charleston, S.C. transcripts except in degree programs. Students may transfer graduate credit from an accredited graduate school under the following conditions:

- The institution transferring the credit is accredited by the cognizant regional accrediting association to offer graduate degree programs.
- The credit is fully acceptable to that institution in satisfaction of its advanced degree requirements.
- The credit is applicable in terms of content to the student's program of study.

Programs may include no more than 12 semester hours of transfer credit. However, up to 12 hours, the number of transfer credits allowed may vary by program. Credit earned at The Citadel or the Medical University of South Carolina is not

considered transfer credit provided the student registers for the course work using cross-registration procedures, or the course is part of a joint graduate program.

The student assumes responsibility for initiating the request for transfer graduate credit on a program of study. An official transcript containing the requested transfer work must be on file in the Graduate School Office. If such work is shown on the transcripts provided in support of the original admission to the graduate school, a new record is not needed.

Courses considered for transfer credit must carry a minimum grade of "B."

Transfer credit that is accepted must have been in courses started six years or less before the semester in which the degree work is completed.

Work done in correspondence courses may not be credited toward the degree.

Time Limit Requirements

All work credited toward the M.Ed. and M.A.T. degrees in education must be completed within six years from the date of a student's initial enrollment in graduate courses at the University of Charleston, S.C., regardless of classification at the time of initial enrollment. The M.A. in English, bilingual legal interpreting, history, M.P.A. in public administration, M.S. in accountancy, computer and information sciences, environmental studies, marine biology, and mathematics degree programs must be completed within five years. The time period begins the term for which the student was accepted. Students who for whatever reason decide to interrupt their studies are still bound by the original time period. Extensions beyond the five- or six-year time period must be approved in writing by the program director and Dean of Graduate Studies.

Full-Time/Part-Time Status

A full-time academic courseload consists of nine enrolled graduate-level hours; a part-time acade-

mic courseload consists of less than nine enrolled graduate-level hours, and a half-time courseload consists of four enrolled graduate-level hours.

Continuous Enrollment

A student who is in the process of completing a research or thesis project or is using library and laboratory facilities and consulting with University of Charleston, S.C. faculty must maintain continuous enrollment in the program. Continuous enrollment can be maintained by enrollment in a minimum of one hour of graduate credit per semester, excluding Maymester and summer school. The continuous enrollment will entitle the graduate student to a valid ID card, full access to the Robert Scott Small Library and such support from faculty and facilities of the University as the student's program of study necessitates.

Continuous Research Enrollment Course

Students who are nearing the end of their coursework for their degree, and who have begun work on their master's thesis topic, may need to utilize the Continuous Research Enrollment course (e.g. BIOL 900 or EVSS 900, etc.) to maintain a suitable level of enrollment for their programs. Continuous Research Enrollment is linked directly to students' research on a thesis topic and must be considered as a progress report toward that end when graded by the thesis advisor. The course will be graded on a pass/fail basis.

Students may not enroll in the course until a special approval form has been completed and all appropriate signatures have been applied. The special approval form is then submitted to the graduate school office for further processing.

Continuous Research Enrollment hours cannot be used as part of a program of study towards a degree. Continuous Research Enrollment hours may not be taken in lieu of thesis hours, but may be taken in combination with thesis hours, if no additional hours are available.

Graduation

Candidates for the M.Ed., M.A.T., M.P.A., M.A. or M.S. degree must submit an Application for Graduation to the Graduate School Office by the dates indicated on the academic calendar for the semester in which they expect to receive the degree, or on the first day of the Maymester or summer session in which they plan to complete degree requirements. If they subsequently fail to complete the requirements, they must cancel the application at least two weeks before the end of the semester, Maymester or summer session, and must resubmit the notice in whatever semester or summer session they complete the requirements. Students must also pay a graduation fee at the Graduate School Office. No bill will be sent.

Students must be enrolled either in courses or in one hour of continuous enrollment in the semester in which they intend to graduate.

Students who fail to graduate in the term for which they have applied must re-apply for graduation and pay another graduation fee.

Notice of Change

Rules, regulations, fees, course descriptions and program requirements are subject to change without notice. When a change in program requirements is made while a graduate student is enrolled in the program, the student may elect to complete the program under the requirements in effect at the time of matriculation or to shift entirely to the new requirements. As a result of ongoing reviews of all graduate programs, certain course offerings may be deleted or restructured between editions of the Graduate Catalog.

Tuition and Fees

(843) 953-5572

Basic Fees and Expenses

As a state-affiliated institution, the University of Charleston, S.C.'s fees are based on appropriations granted by the South Carolina General Assembly.

Accordingly, the fees charged by the University will be directly affected by the action of the legislature and are therefore subject to change without notice.

State residency requirements: In order to comply with legislation concerning residency as set forth by the South Carolina General Assembly, please contact the Office of Legal Residency for information and applications pertaining to eligibility for in-state (versus non-resident) tuition and fees. Military persons on active duty stationed in South Carolina, and their dependents, may be eligible to pay resident fees. Prior approval by the legal residency office is required.

All fees are due and payable in full before or during the official registration period and registration holds are placed on all students with unpaid balances. Checks for the exact amount of charges should be made payable to University of Charleston, S.C.

NOTE: All fees listed in this section are for 2001-2002 and are subject to change at any time.

General Regulations

- Upon acceptance for admission, students accept all conditions of payment and regulations.
- Diplomas and transcripts are not issued until all university accounts have been paid in full.
- Each student is liable for any breakage and for any damage to rooms or furnishings.

NOTE: The University of Charleston, S.C. assumes no responsibility for losses due to fire, theft, or any other cause.

Residency Status

Initial residency status for applicants to the graduate school of the University of Charleston, South Carolina will be determined from information on the application form. Under South Carolina law, resident status for fees and tuition purposes can be established by independent citizens, military/dependents, and certain aliens. Physical

presence in the state solely for educational purposes does not constitute establishment of South Carolina residence for fees and tuition purposes.

Contact the Office of Legal Residency at (843) 953-7311 or 7312 for information pertaining to residency eligibility and for residency applications or visit www.legalresidence.cofc.edu

2001-2002 University Fees Per Semester

(exclusive of bilingual legal interpreting program)

*S.C. Resident Non-Resident

Academic and general fees (12 hours or more)	\$1,890	\$4270
For 11 hours or less course fee (per credit hour)	\$155	\$354
Computer fee per semester hour	\$2	\$2
Library fee	\$5	\$5
Registration fee	\$5	\$5
Activity/health fee	\$5	\$5
Audit fee (per credit hour)	\$155	\$354

Persons wishing to audit regular academic courses at the University must pay any special course fees and full per-credit-hour costs. Persons 60 years old or older may qualify for free tuition but will pay a nominal fee.

Special Fees

Applied music fee (per course)	
1/2 hour course	\$200
1 hour course	\$400
Beginner's horseback riding	\$150

Computer science lab fee (per course)	\$20
Computer fee (per each credit hour for part-time students)	\$2
Golf fee	\$35
Graduation fee	\$25
Horseback riding	\$150
Ice skating fee	\$195
Language lab fee (100 and 200 levels and ESL)	\$35
Late registration fee	\$25
Lost Cougar Card.....	\$10
Matriculation/orientation fee (one time only)	\$45
Motor vehicle parking fee (per semester)	
On-campus surface parking.....	\$100-\$350
Garage	\$240 plus \$20 refundable card fee
Outdoor education.....	\$225
PE/Health 202 Lab Activity Fee	\$125
Photography Courses	\$40
Returned check fee (per check)	\$15
Sailing fee	\$40
Science laboratory fee	\$35
SCUBA fee	\$85
Senior citizens registration and lab fees	\$25
Studio art fees	
Special topics	\$15
Tutorial	\$15
Thesis binding fee/copy.....	\$10
Transcript fee.....	\$5
Additional fee for fax	\$5

Bilingual legal interpreting program fees

Application fee	\$150
Tuition per credit hour	\$354
Laboratory fee (per course) summers only	\$70
Comprehensive exit exam fee/student.....	\$600

Meal Plans

All meals plan prices are designed on a per-semester basis and are subject to change each semester. Current per-semester prices are:

12 meals/week.....	\$750
7 meals/week.....	\$620
Any 80.....	\$480
Unlimited.....	\$910

NOTE: Cancellations or decreases are accepted only up to the day prior to classes. Meal plans are nontransferable. Uneaten meals do not carry over to the next week.

Fee Calculation Example

One Semester

(Based on a state resident graduate student enrolled in nine semester hours — no lab).

Academic fees.....	9 x \$155 = \$1395
Computer fee.....	9 x \$2.00 = \$18

Other fees

Library fee.....	\$5
Registration fee.....	\$5
Student activity fee.....	\$5
Total =	
\$1395 + \$18 + \$5.....	\$1428

Installment Payment Plan

The university offers an installment plan which allows the student/parents to pay tuition and fees, room, and board in four equal installments per semester. Information about this option may be obtained by contacting the Office of the Treasurer at (843) 953-5572. This service is available after any financial assistance has been applied to the student's bill.

Refund Policy

The University of Charleston, S.C. authorizes academic and general fees refunds for students

who withdraw from school according to the following schedules. Refunds to students will not be authorized beyond the period specified. To be eligible for a refund, the request must be submitted in writing to the Office of the Treasurer. Refunds are based on the date of official withdrawal. Students who have outstanding balances at the time of withdrawal, including those on the payment plan, must settle their accounts with the Office of the Treasurer.

Fall and spring semesters

Through the official drop/add period.....	100%
Through the first week following drop/add.....	90%
Through the second and third weeks following drop/add.....	50%
Through the fourth through seventh week following drop/add.....	25%

Maymester, May evening, Summer I day, Summer evening, Summer II day:

Through the official drop/add period.....	100%
Through the first day following drop/add.....	90%
Through the second and third days following drop/add.....	50%
Through the fourth through seventh days following drop/add.....	25%

NOTE: The refund policy is subject to change.

Institutional Refund Policy

Students who drop classes before classes begin or during the drop/add period will be awarded financial aid based on the actual hours of enrollment the day after drop/add ends. Students who withdraw from classes after the drop/add period ends may be eligible for a refund of fees. The official university policy and procedure con-

cerning refunds which result from withdrawal or reduction in hours is contained in the "fees" section of this catalog.

Meal Plan Refund Policy

Meal plan refunds will be prorated, based upon withdrawal date from the university.

Parking

(943) 953-7834

Students who wish to purchase a parking permit must apply each semester in advance. A student's priority for parking is based on the number of cumulative credit hours earned and on file with the registrar's office.

There are many parking lots on campus that are not ticketed after 4 p.m. Monday through Friday and all day on Saturday and Sunday. Please check the sign posted at the entrance of each lot for permit requirements.

Cougar Cards

The Cougar Card is the official University of Charleston, S.C. campus card for all students, faculty, and staff. It is used for identification, security, and access to campus buildings and services. The Cougar Card has many features. Funds placed in the discretionary account can be used for purchases at the bookstore, cafeteria and snack bar locations. This is a prepaid account and payments are made in the treasurer's office. The Cougar Card can be used for campus vending (beverage, snack, and laundry machines) and self-serve copier purchases. Also, a long distance plan can be set up through SC Net by calling the number on the back of the Cougar Card. Report all lost/stolen cards immediately to Auxiliary Services.

NOTE: The university is prohibited by law from performing bank services and therefore cannot make full or partial refunds of discretionary accounts to students still enrolled in school.

Financial Assistance & Veterans Affairs

TITLE IV SCHOOL CODE: 003428
(843) 953-5540
financialaid@cofc.edu

Types of Financial Assistance

The University of Charleston, S.C. uses the Free Application for Federal Student Aid (FAFSA) to award all federal and state sponsored financial aid programs which include grants, work-study, student loans and parent loans. Grants are gift aid and do not require repayment. Work programs require the student to work part time to earn income to supplement expenses. Loans must be repaid, but students are not required to do so until six months after they drop below half time or cease to be enrolled. In order to qualify for federal funds, a student must meet the eligibility criteria listed on the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on line at www.fafsa.ed.gov

A description of federal student financial aid programs can be found in The Student Guide published by the U.S. Department of Education, which can be accessed through the internet at www.ed.gov/offices/OPE/students/or requested by contacting the Federal Student Aid Information Center at 1-800-433-3243.

U.S. Department of Education Consumer Service Office

The U.S. Department of Education has created a new consumer office for federal educational loan borrowers unable to obtain information and/or clarification on prior loans once they go into repayment. It is the Office of the Ombudsman, Student Financial Assistance, U.S. Department of Education, Rm. 3012, ROB #3, 7th and D Streets SW, Washington, D.C. 20202-5144. Phone: 1-877-557-2575. Internet: <http://sfahelp.ed.gov>.

Out-of-State Students

Grants may be available through a student's home state. Check with your home state higher education agencies for sources.

Applying for Financial Assistance

The FAFSA must be completed to apply for financial aid. Students should list the College of Charleston on the FAFSA in order for the office to receive financial aid application data by listing the Title IV school code: 003428. The FAFSA can be completed any time after January 1. We recommend that you complete your federal tax returns before completing the FAFSA since much of the income information can simply be copied from a completed tax return. Students should file the FAFSA at least 30 days prior to the priority deadline of April 1. Applications received after April 1 will be processed for any remaining funds — typically loans and the Federal Pell Grant.

Approximately four weeks after the FAFSA is submitted, a federal student aid report (SAR) is sent to the student. The family should review the information for accuracy and make any corrections, if necessary.

Students may file the FAFSA prior to being admitted to a program of study as a degree candidate. However, the financial aid application can not be considered until the student is admitted as a degree candidate in an approved program of study.

NOTES: Students who are receiving any type of financial assistance from a source other than the College of Charleston must send a copy of the award notice to the Office of Financial Assistance & Veterans Affairs.

Students enrolled in multiple colleges in the same semester may receive financial assistance from only one college at a time.

Students who apply for assistance after July 1 for fall or November 1 for spring semester should not expect aid to be finalized before classes begin. Payment plans are available through the Office of the Treasurer.

Verification

Students will be informed if selected for a process called verification on the student aid report (SAR). This process requires the student to submit documentation to verify all the data contained on the Free Application for Federal Student Aid (FAFSA). Students and parents should keep a copy of their federal income tax return and W-2 documents, which will be needed to complete the verification process. Students are required to complete the verification process within 30 days of the notification date from the financial assistance office.

Return of Title IV Funds

The "Return of Title IV Funds (federal student financial aid programs)" was implemented at the College of Charleston/University of Charleston, S.C. in fall 2000. Federal regulations require each educational institution to have a written tuition and fees refund policy (see Basic Fees and Expenses) and a return of Title IV funds policy to be applied to students who withdraw during a term for which aid has been received. The return of Title IV funds policy applies only if the student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60 percent of the enrollment period.

The amount of Title IV aid that a student must repay is determined via the federal formula for return of Title IV funds as specified in section 484B of the Higher Education Act. This law also specified the order of return of the Title IV funds to the program from which they were awarded.

A repayment may be required when aid has been credited to a student's account from financial aid funds in excess of the amount of aid the student earned during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than federal work study) for which the student is qualified by the percentage of time during the term that the student was enrolled.

If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned (i.e., that was unearned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the College of Charleston (CofC) and the student according to the portion of disbursed aid that could have been used to cover CofC charges and the portion that could have been disbursed directly to the student once CofC charges were covered. CofC will distribute the unearned aid back to the Title IV programs as specified by law. The student will be billed for the amount the student owes to the Title IV programs and any amount due to CofC resulting from the return of Title IV funds used to cover charges.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

All Federal Financial Assistance Programs are authorized under Title IV of the Higher Education Act of 1965 as amended, and require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

The College of Charleston/University of Charleston, S.C. Satisfactory Academic Progress (SAP) Policy for financial aid eligibility applies to all aid programs administered by or through the Office of Financial Assistance & Veterans Affairs. These standards apply to all students seeking or receiving assistance whether or not aid may have been received previously. All students must be admitted to and eligible to enroll in an approved degree/certificate program of study. Non-degree students are not eligible for federal and state aid programs.

Graduate Students

The Qualitative Standards: Graduate students must maintain a cumulative grade point average of at least 3.0. Students with a GPA of less than 3.0 are not eligible to receive financial aid.

The Incremental Quantitative Standards: Graduate students must successfully complete 50% of the cumulative hours attempted. The incremental assessment is performed after grades are posted at the end of spring semester.

The Time Limitation Quantitative Standards: From the date of first enrollment in a specific degree program, students seeking a master's degree must complete all degree requirements (including research and thesis) within five years.

General Policy and Procedures Applicable to all Students:

Withdrawal: Any student withdrawing from coursework will be evaluated based on the minimum number of credit hours attempted at the point of aid disbursement. For example, a student enrolled in 18 hours and withdraws from 6; the evaluation is based on 12 hours. Anything less than 12 hours will have an adverse effect.

SAP Probation: Students who do not meet the Satisfactory Academic Progress Standards minimum grade point average and/or have not completed the required percentage of hours will be placed on SAP Probation for the next incremental assessment period (one 12 month period beginning with Maymester). Students placed on probation are encouraged to meet with their academic advisor to develop a plan for making up deficiencies within the next incremental assessment period.

Termination of Aid: Students who are dismissed from the College of Charleston for any reason are terminated from financial aid. Students who do not meet the Satisfactory Academic Progress Standards for Financial Aid Eligibility as of the end of the SAP Probation period will be terminated from financial aid until they are again in full compliance.

Readmit Policy: Students applying for readmission to the College are eligible for financial aid if: (1) they meet the SAP standards in effect at the time of readmission; or (2) after they have successfully completed the terms of their readmission contract. This policy may not be appealed.

Reinstatement of Aid: Students who are terminated from financial aid may submit an appeal for reinstatement of eligibility when they have mitigating circumstances beyond their control which resulted in deficiencies that could not be made up while on SAP Probation. Such circumstances include the student's injury or illness, death of a relative, or other special circumstances. In cases where the student and/or student's family lives in an area that has been officially declared a National Disaster Area, an appeal may be filed.

Appeal forms for reinstatement of eligibility are available from the financial aid office. Appeals for reinstatement of eligibility are the responsibility of the student. The appeal must be submitted within the published calendar of appeal and include the term for which reinstatement is requested. Appeals must specifically reflect the unique circumstances that were beyond the control of the student. The appeal should provide specific resolution to circumstances and supporting documentation as indicated on the appeal form.

Students appealing for reinstatement of eligibility remain ineligible to receive aid, but may pursue participating in the College of Charleston Semester Installment Payment Plan (not available in summer) through the Office of the Treasurer. Students should be prepared with other resources to pay all educational expenses not covered by the Payment Plan. Students whose appeals are approved may have their eligibility for aid reinstated. Financial aid may be awarded if the student meets routine eligibility criteria, subject to availability of funds. The College of Charleston's Satisfactory Academic Progress Policy for financial aid eligibility complies with the Higher Education Act of 1965, as amended, Federal Regulations found in Section 668, 690, and applicable DCL GEN 96-10, 96-18, et al.

Additional Aid Information

Assistantships

A number of research, staff, or teaching assistantships are awarded annually in all graduate programs and are awarded to students who are fully admitted degree seeking students. Typically, graduate assistantships begin at \$8210 for the academic year, but the assistantship stipend may vary by type of assistantship. The student who is awarded an assistantship is required to carry at least the minimal course load required of a full-time student at the University of Charleston, S.C. (nine hours of graduate coursework per semester) and must maintain a satisfactory grade point average of at least a 3.0 at the University. Applications for assistantships are included in the graduate school application packet.

Graduate Incentive Fellowship Program

The University of Charleston, S. C., with some funding provided by the South Carolina Commission on Higher Education, offers this fellowship program, which has two major purposes:

- To increase the number of South Carolina residents who enroll as "other race" students in graduate and professional programs of study at public post-secondary institutions in the state.
- To reduce any disparity that exists between the proportion of state residents completing graduate and professional programs at South Carolina's public post-secondary institutions. To be eligible, students must be:
 - 1) A U. S. citizen.
 - 2) A bona fide resident of South Carolina.
 - 3) A member of "other race" at institution to be attended.
 - 4) Accepted for admission to, or enrolled as, a degree-seeking student in an eligible program at a South Carolina public post-secondary institution.
 - 5) An outstanding student. For renewal, satisfactory academic standing is required. Preference for the program is given to full-time enrolled students.

Young Alumni Scholarship

The Young Alumni Scholarship is awarded to a member of the Young Alumni Associates who, as a recent graduate of the College of Charleston, is presently a student in a master's program at the University of Charleston, S.C. The award is given in recognition of his or her academic achievements, extracurricular contributions, both on and off campus, and any post graduate involvement which reflects positively on the College of Charleston. Please contact the Alumni Office at 843-953-5630 for further details and deadlines.

Barbara Lindstedt Trust Award and the Environmental Protection Agency Fellowship

These scholarships, offered by the Master of Environmental Studies program (MES), are awarded competitively, based on academic record and a response essay. Applicants must either be accepted into or matriculated in the MES program and should be in excellent academic standing. All applicants must submit a typed, two-hundred and fifty word essay describing what they hope to accomplish in the environmental field once they have completed their degree. All submissions must be in the MES program office no later than June 1.

Holland and Sizemore Scholarships

are endowed in the memory of Max Holland and Mitch Sizemore, long-time city managers and proponents of professional public administration. Students actively enrolled in the MPA programs at the University of South Carolina, College of Charleston, and Clemson University are eligible to apply. Each scholarship is for \$1000. To apply, please send the following information: a letter of application; three letters of reference; a statement of your career intent; work history; and undergraduate and current graduate GPA's. Application deadline: November 8.

Joanna Foundation Graduate Fellowship in Marine Biology is awarded competitively to graduate students with the strongest overall academic record.

Universite de Versailles/Saint Quentin Research/Teaching Fellowship

The University of Charleston, S.C. has a student exchange agreement with the Universite de Versailles/Saint Quentin which affords an opportunity for graduate students to teach English and do research at the universite located in the southwest suburbs of Paris. Entrance to the program is competitive, usually with one student being chosen per academic year. Graduate students at the University of Charleston, S.C. may apply in the fall/early winter of each academic year for the program. Application forms are available in the graduate school office. The application deadline is February 1. Applicants must be currently enrolled, degree-seeking master's level students in an established graduate program at UCSC, and must have excellent academic standing. The stipend for students is approximately \$15,000, paid by Versailles, but the amount may vary given currency exchange rates, and stipend levels at Versailles.

NOTE: While students will operate in an English-speaking environment, fellowship recipients will be expected to have good reading knowledge and speaking ability in French. Lack of French language ability can be corrected through intensive language courses and should not deter interested students from applying for this fellowship. Call 843-953-5930 for more information.

For Teachers:

The Aline Smith Bulwinkle Memorial Scholarship will be awarded to a graduate student in the Department of Elementary and Early Childhood Education who meets the scholarship

criteria. The deserving student will be awarded \$1200 per academic year and can be the scholarship recipient for up to two years.

The Miles Early Childhood Internship will be awarded each semester to a graduate student in the Department of Elementary and Early Childhood Education. The deserving student will be appointed as the Miles Early Childhood Graduate Assistant. This award will pay \$3550 a semester toward employment in the Early Childhood Development Center.

Education majors receiving a Federal Perkins Loan may be eligible for loan cancellation by teaching in an eligible school with a high concentration of low income families.

The Mary A. Lee Endowed Fellowship in Special Education is a one-time nonrenewable award to a special education student in either the master of education or master of arts in teaching degrees program. The tuition award is made in July for fall and spring semesters. Applicants should meet specified guidelines (full-time status, admitted to a degree program in special education, and taking at least nine hours) and complete the application available in the Graduate School Office. Applicants may or may not have a graduate assistantship. The deadline is July 15.

The South Carolina Teacher Loan Program offers S.C. residents low interest loans to students in the teaching profession. These loans can be cancelled by teaching in South Carolina public schools in an area of critical need. Contact the S.C. Student Loan Corporation at 803-798-0916 to request an application.

Teaching Certification: Students who have already received a bachelor's degree and

are pursuing a teaching certificate are eligible for financial assistance in the form of student loans. Students receiving teaching certification are eligible for student loans for up to two years. For information, contact the University of Charleston, S.C.'s School of Education about acceptance in the master of arts (M.A.T.) in teaching program or the master of education (M.Ed.) program.

Summer School Financial Assistance

Aid for summer is available only for students who have not used all aid eligibility during the previous academic year. Graduate students must be enrolled in at least four hours. Aid cannot be processed for students enrolled only in Summer Evening and/or Summer II Day terms. A summer application form and the previous year's FAFSA must be received by the April 1st deadline.

Exit Interviews

Before leaving the University of Charleston, S.C., loan borrowers are required to attend an exit interview workshop which covers the responsibilities as a loan borrower. Students will be notified by mail about the time and place for this workshop. Attending this exit interview is a required part of receiving student loans.

Internet Resources

The Internet offers a wealth of information regarding financial aid. Search the Web for sources of federal aid and scholarship information. Our website is linked to a variety of informative financial aid publications and services that may be helpful. Access the College of Charleston Office of Financial Assistance and Veterans Affairs at: www.cofc.edu/~finaid/.

NOTE: For information regarding S.C. residency and eligibility requirements see the "fees" section of this catalog.

Students' Rights and Responsibilities

In meeting the admissions standards of the University of Charleston, S. C. and choosing to enroll, students have exercised their right to attend a public college of the state of South Carolina. As with any citizen, students are expected to adhere to all federal, state, and local laws. By accepting admission to the University of Charleston, S.C. students accept the responsibility to adhere to its regulations and codes. Specific rights and responsibilities are detailed below. Students should familiarize themselves with academic regulations which govern eligibility to continue at the University which are found in the Graduate Catalog.

The Honor System*

The Honor System of the University is intended to promote and protect an atmosphere of trust and fairness both in the classroom and in the conduct of daily life. Students at the University are bound by honor and by their acceptance of admission to the University to abide by the code and to report violations of it. Alleged violations of the Honor Code which are or are not admitted by students will be heard by the Honor Board, a body composed of students, faculty, and staff members. Faculty members also are required to report violations of the Honor Code. If guilt is established, by admission during the judicial process or by hearing, the faculty member determines in what manner a student's grade will be affected by the violation. Additional penalties, which range up to and include expulsion from the University, may be assessed by the Honor Board.

Student Code of Conduct*

As members of the University community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neigh-

bors, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws.

The Code of Conduct prohibits such activity as the possession of drugs, destruction of property, and the making of a false threat of any emergency. It further prohibits physical or verbal abuse or harassment of any sort. Violations may be heard by the Honor Board.

College of Charleston English Fluency Policy*

Under the provisions of the 1991 English Fluency in Higher Education Act, the South Carolina Legislature has mandated that each public institution of higher learning establish a mechanism to “ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language.” Additionally, the act requires that the institutions “provide students with a grievance procedure regarding an instructor who is not able to write or speak the English language.”

Alcohol Policy*

The 1984 changes in the alcoholic beverage laws of the state of South Carolina have led to revised policies on the sale, service, and consumption of alcoholic beverages. The University’s policy allows reasonable and prudent consumption by students of legal age in restricted areas.

Student Grievance Procedure*

Disputes occasionally may arise between members of the University of Charleston, S.C. community over both academic and non-academic matters. While many issues can be resolved at the personal level between the two parties, a formal procedure is available for the resolution of disputes that cannot. The procedure that has been established presents a framework within which disputes may be settled. The formal procedure is not meant to change the character of a dispute but to ensure that all parties are treated fairly and that

every attempt is made to arrive at a just resolution of the dispute.

Sexual Harassment Policy*

Respect for the dignity and worth of all individuals is essential to an appropriate college environment. The University’s sexual harassment policy is a result of discussions with faculty, staff, and students regarding sexual harassment issues and the desire to provide a campus environment that is positive and encourages communication and personal growth for all members of the campus community.

*Policies and procedures in their entirety may be found in Student Handbook: A Guide to Honorable Conduct, copies of which are provided to students at orientation and are also available in the Office of Student Affairs.

Campus Security Act

In complying with the Student Right to Know Act, the Department of Public Safety, in conjunction with the Office of Student Affairs, publishes an annual security report containing campus security policies and procedures as well as campus crime statistics. Outlined within the same report are tips to improve campus safety and available educational programming to serve the campus community. Copies of the annual report are available at Public Safety or can be accessed on the Web at www.cofc.edu/publicsafety.

Academic Common Market

The University of Charleston, S.C. is a member of the 14-state Academic Common Market which allows participating South Carolina students to pay in-state tuition while studying outside South Carolina. There are two requirements for eligibility: acceptance in a program to which South Carolina has agreements to send its students, and proof of legal residency in South Carolina. Other participating states are Alabama, Arkansas, Florida, Georgia,

Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, Tennessee, Texas, Virginia, and West Virginia. Several of those states have agreed to allow their residents to participate in the College of Charleston’s marine biology program at the graduate level. Additional information is available from the Office of Undergraduate Studies at the College of Charleston or from the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Ga. 30318-5790.

Campus Resources

Residence Life and Housing

(843) 953-5523

Many local apartments and apartment complexes are within a short drive or within walking distance of the campus. The Office of Residence Life and Housing provides listings of local realtors, available rental properties, students who have apartments but need roommates, and students who are looking for roommates and an apartment. In addition, the office assists students in finding off-campus housing by providing commercially published apartment finder booklets, Sunday editions of the local newspaper, maps of Charleston and the surrounding areas, and city bus schedules. Write the Director of Housing Assignments and Off-Campus Housing, College of Charleston, 40 Coming Street, Charleston SC 29424. Off-campus housing information is accessible after hours in an information stand on the porch of the Residence Life Office at 40 Coming Street.

Office of the Registrar

(843) 953-5668

Cougar Trail on the Web

Cougar Trail is a computerized system by which students may directly monitor their records and manage their progress at the College of Charleston. Cougar Trail on the Web allows students to register for classes, obtain their grades and course schedules, and view their unofficial transcripts, transfer credit summaries, and ON COURSE degree audit. Students may also pay their bill on line by credit card and view and update personal data. All records on Cougar Trail are confidential and are accessible only by the appropriate student.

Students may access Cougar Trail on the Web at [//cougartrail.cofc.edu](http://cougartrail.cofc.edu).

Transcripts

Students may obtain a transcript of their academic record by completing and signing a request form in the Office of the Registrar. The same information may be mailed or faxed in with a check, credit card, or money order made payable to the College of Charleston. Each transcript is \$5.00. Express handling and delivery are available at an additional cost. Transcripts will not be issued for any student who has overdue financial obligations to the College of Charleston. A student's record can be released by the Registrar only upon specific signed request of the student. This request must be made in writing at least two weeks before the date the transcript is desired.

Requests must include: name while enrolled, SID number, record type (undergraduate or graduate), dates of attendance at the college, permanent address and phone number complete with destination address (including the specific office), purpose of transcript, payment, and student signature.

Center for Disability Services

(843) 953-1431
TDD: (843) 953-8284

The University of Charleston, S.C. actively and affirmatively seeks to accommodate any currently enrolled student with a certified disability according to the regulations established by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These services are provided through the Center for Disability Services, Suite B31, lower level of the Lightsey Conference Center building. Upon admission, students whose disabilities would require accommodation are urged to apply for service by contacting the Center for Disability Services before the semester begins.

Services for Students with a Physical Disability

The University of Charleston, S.C. provides special assistance to students with physical disabilities. Upon admission, those students whose physical disabilities would require accommodation or access to special equipment are urged to contact the Center for Disability Services before the semester begins. The student may submit an appeal or grievance to the dean of the Graduate School if he or she finds that appropriate accommodations have not been provided in accordance with his or her special needs.

University of Charleston, S.C. assures:

- No student may be excluded from any course, or course of study, due to disability.
- Classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms.
- Academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities.

- Alternate methods of testing and evaluation are available in all courses offered by the university for students with requirements for such methods.
- Auxiliary aids are made available by the University for students with impaired sensory, manual, or speaking skills.
- Certain campus rules and regulations may be waived if they limit the participation of students with disabilities.
- Housing opportunities, employment opportunities, and other opportunities for students with disabilities are equal to those of non-disabled students.

NOTE: Attendant care is not provided and is the financial responsibility of the student.

Services for Students with Learning Disorders

SNAP (Special Needs Advising Plan) Services in the Center for Disability Services has been established to assist any student who has a professionally diagnosed, documented learning disorder (learning disability and/ or attention deficit). Academic guidance and reasonable accommodations are provided for students approved for services. An application for these services may be obtained from the graduate school office or the Center for Disability Services.

Office of International Education and Programs

(843) 953-7661

The Office of International Education and Programs provides assistance to international graduate students with visas and related immigration and

naturalization concerns. The office also serves as a resource center for students interested in studying abroad.

Center for Student Learning

(843) 953-5635

The Center for Student Learning is a comprehensive academic support program for all College of Charleston and University of Charleston, S.C. students. Composed of walk-in labs in writing, mathematics, and foreign language tutoring, as well as individual instruction in time management and learning strategies through the Study Skills Lab, the CSL provides students with individualized assistance from trained and experienced staff, faculty, and peer tutors. Through the CSL, students may receive tutoring on a walk-in basis or by appointment. Study groups are available in selected courses, and seminars and workshops are offered periodically throughout the semester. Postgraduate test preparation (LSAT, GRE, GMAT, MCAT, etc.) groups and individual appointments are also available. All CSL services are free of charge to University of Charleston, S.C. students and alumni.

Career Services

(843) 953-5692

The Office of Career Services assists graduate students in career planning and identifying employment options associated with their degree program and interests. Services and programs include workshops, job listings, credential file, internships, resumé and job search assistance, and individual career counseling. The office also has application packets for many of the required graduate school tests, such as the GMAT, GRE, LSAT, MCAT, and NTE, as well as a resource center with a variety of useful information.

Networking

Networking is an integral part of career planning. The Office of Career Services offers an alumni network which enables students to explore career interests through direct contact with practicing professionals.

Career Resource Center

The Career Resource Center contains valuable career, experiential learning and employment information. A computer terminal links the office with the South Carolina Occupational Information System and with the Job Service listing of positions available throughout the state. A second computer houses SIGI PLUS, a career guidance program that allows a student to work through a complete career decision.

Career Fairs

In order to inform students about the variety of career options open to them, and to increase the number of job opportunities for graduates, several career fairs are held each year. Employers from a wide variety of backgrounds come to the campus to talk with students about careers and job opportunities.

Employment Assistance

Employers with jobs appropriate for college students and graduates list their openings with the Office of Career Services. Employment includes part time (both on and off campus), summer, and full time. Experiential learning includes volunteering, internships, and co-operative education. Information on overseas employment also is available. Students looking for work should visit the office as soon as they arrive on campus.

Avery Research Center

(843) 953-7609

The Avery Research Center for African American History & Culture is an archives and small museum

that has been established to document, preserve, and make public the unique historical and cultural heritage of South Carolina Lowcountry African Americans.

Halsey Gallery

(843) 953-5680

The William Halsey Gallery, located within the Simons Center for the Arts, serves as a focal point for the exhibition and discussion of ideas in contemporary art. As one of only a few venues in the Charleston area with a mandate to present the work of contemporary artists, it is an essential resource for the community of Charleston and the greater Lowcountry region. The Halsey Gallery has been presenting exhibitions, lectures, workshops, symposia, and other events since the Simons Center opened in 1978. The gallery is staffed by both a curator and a director. Students enrolled in the gallery fundamentals class install all exhibitions, assist with publicity, and act as monitors during gallery hours. As an art gallery within a liberal arts institution, the Halsey Gallery is committed to providing a broad range of ideas, exhibitions, and activities which serve to enrich the academic life of the College as well as the cultural life of the region.

Robert Scott Small Library

(843) 953-5530

The Robert Scott Small Library is the main library on campus, housing half a million books, periodicals, government documents, microtexts, and special collections in all subject areas which support the university's curriculum. The building also contains a student computing center, which is maintained by academic computing. For a current list of services and resources go to the library Web page at www.cofc.edu/library/.

Area Library Resources

Through an agreement with other local institutions, University of Charleston, S.C. students also have access to the library facilities of:

Charleston Southern University 863-7938

The Citadel 953-6845

Medical University of S.C. 729-2371

Trident Technical College-

Berkeley Campus 1-843-899-8055

Main Campus 572-6095

Palmer Campus 722-5540

Students may also use the facilities of the following neighborhood libraries subject to the policies of each institution:

Charleston County Library 805-6833

68 Calhoun Street

Charleston Library Society 723-9912

164 King Street

S.C. Historical Society 723-3225

100 Meeting Street

Marine Resources Library

(843) 762-5026

The Marine Resources Library at Fort Johnson houses the extensive marine science holdings of the College of Charleston/ University of Charleston, S.C., the South Carolina Department of Natural Resources Marine Resources Division and NOAA/NOS/ CCEHBR/ Charleston Laboratory.

Office of Media and Technology

(843) 953-8171

The Office of Media and Technology, media support department of the campus, provides educational technology and creative services for

students, faculty, and staff. Videotapes, interactive media, and other audio-visuals are available for class use or independent viewing in the media lab. Media and Technology is responsible for Synergy, the College's instructional video access network, operates a television studio, produces instructional and informational videos and provides special events support.

Student Computing Centers

(843) 953-5569

The Department of Academic Computing operates two computing centers that are open to all University of Charleston, S.C. students seven days a week. Each center houses approximately 100 personal computers with a mix of high performance Pentium PCs and Macintoshes. A wide range of services including technical assistance, general Internet connectivity, electronic mail, laser printing, text and graphics scanning, and open access to a collection of current software is available.

In addition, academic computing maintains a small computing center, with at least four computers and a laser printer, in each residence hall.

Center for Student Wellness

Student Health Services

(843) 953-5520

The mission of Student Health Services is to support wellness and to provide early diagnosis and treatment of the conditions that affect students. The staff of registered nurses and physicians provide quality primary health care in an ambulatory setting with a special emphasis on health education and prevention.

The facility houses five well-equipped exam rooms, an observation room, and a treatment

room. Services include treatment of minor and chronic illnesses, care of minor injuries and first aid, reproductive health consultation, some immunizations, TB, anemia, and diabetes screening, allergy injections, reference lab work, referrals to area hospitals and specialists as needed.

Counseling and Substance Abuse Services

(843) 953-5640

Counseling and Substance Abuse Services provides counseling, assessment, and educational programming for a wide range of personal problems that confront students. The primary goal of counseling and other psychological services is to help students develop the self-awareness and personal resources necessary to overcome problems so as to allow students to take full advantage of the educational opportunities at the College.

Counseling Services

Counseling Services are accredited by the International Association of Counseling Services. The staff consists of well-qualified mental health professionals and advanced graduate student interns with backgrounds in counseling, social work, and psychology. The counselors are all licensed in the respective fields.

Substance Abuse Services

Substance Abuse Services provides multiple prevention strategies that target the campus environment and wider college community to foster informed decision making about alcohol and drugs.

If necessary, students can be evaluated and referred to on-campus counseling resources for assessment, education, and/or treatment. Informal presentations and discussions on alcohol and drugs are available for interested classes, organizations, and any student group.

C.A.R.E.

C.A.R.E. is a voluntary assistance program that works with students affected by violent crime such as robbery, stranger or acquaintance rape, grand larceny, burglary, stalking/harassment, kidnapping, car jacking, relationship violence or assault/battery of a high and aggravated nature. It does not matter if the student lives on or off campus, where the crime occurs within the tri-county area, or whether the student chooses to file an official report or not (excluding cases which must, under South Carolina law, be reported and crimes involving persons under the age of 18).

Non-Emergency Assistance - if the incident occurred days, a week, a month ago - may be arranged by calling 953-5522, Monday-Friday, 9 a.m. - 4 p.m. Please ask to speak with a C.A.R.E. team member.

Emergency assistance for a victimization that just occurred may be obtained by calling the C.A.R.E. emergency pager at 724-3600.

(C.A.R.E. assistance is not intended to replace emergency medical or law enforcement assistance. Response to life-threatening circumstances should be handled by contacting the appropriate emergency response agencies. Off campus, dial 911. On campus, call Campus Police at 3-5611.)

SCHOOL OF BUSINESS AND ECONOMICS

DEGREE OFFERED:

Master of Science in Accountancy

MASTER OF SCIENCE IN ACCOUNTANCY

www.cofc.edu/~acctncy

Department of Accounting and Legal Studies

(843) 953-7835
bradleyl@cofc.edu

Linda Bradley, Chair/Program Director

Mission Statement

To educate graduate accounting students in the theoretical and practical constructs of accounting, including professional practice. This process transmits a broad conceptual foundation in accounting, business, and economics.

Program Description

The School of Business and Economics offers a master of science degree in accountancy. This program prepares students for careers in public, managerial and governmental accounting. The School of Business and Economics is accredited by AACSB, the international association of management education. In addition, both the graduate and undergraduate accounting programs are separately accredited by AACSB. Our accounting program is one of approximately 150 schools internationally to have earned separate accounting accreditation.

The MS in Accountancy program offers a broad base of courses in financial reporting and theory, information systems, tax, audit-

ing, organizational behavior, managerial accounting, and policy. The flexibility of the program enables students to elect courses in their particular area of interest. The graduate program is designed to accommodate both the working professional as well as those recently completing an undergraduate degree.

Minimum Admission Requirements

In general, a student seeking admission into the graduate program should meet the following requirements:

- A minimum GMAT score of 500.
- Undergraduate GPA 3.0.

Required Undergraduate Courses

The following undergraduate courses are required for the graduate program. All required undergraduate courses must be completed prior to attempting graduate courses. Any exception to this rule requires permission of the graduate committee prior to enrollment in a graduate course. Every student obtaining an MS Accountancy degree from the University of Charleston, S.C. is required to have credit for at least one course in accounting information systems at either the graduate or undergraduate level.

Accounting:
Principles of Accounting
Intermediate Accounting
Cost Accounting

Federal Income Tax
Auditing

Business:
Macroeconomics
Microeconomics
Organizational Behavior
Marketing Concepts
Business Finance
Legal Environment of Business
Statistics

NOTE: An MS Accountancy student who is enrolled in undergraduate courses must maintain a 3.0 GPA in undergraduate courses attempted subsequent to admission into the graduate program. Failure to do so will result in a disciplinary review by the Graduate Committee.

Degree Requirements

The MS in Accountancy degree requires a total of 30 hours (10 courses) with at least 15 hours of accounting (five courses) and at least nine hours of non-accounting (three courses.)

A maximum of one independent study course (three hours) may be counted toward the MS Accounting degree.

A maximum of six credit hours from another institution may be counted toward the M.S. accountancy degree, subject to approval of the Graduate Committee.

Master of Science in Accountancy Curriculum

Required Accounting Courses:

ACCT 500	Accounting Theory and Financial Reporting
ACCT 513	Current Issues in Accounting

Accounting Electives:

Candidate would take no fewer than three nor more than five of these courses:

ACCT 507	Accounting Information Systems
ACCT 508	Management Accounting
ACCT 509	Professional Auditing Concepts
ACCT 540	Research in Taxation
ACCT 560	Special Topics in Accounting

Total Number of Accounting

Graduate hours.....15-21 Hours

Non-Accounting Electives:

Candidate would take no fewer than three nor more than five of these ten courses:

MGMT 501	Organizational Behavior
MGMT 502	International Business
FINC 503	Financial Management
FINC 560	Special Topics
MKTG 525	Marketing Management
BLAW 529	Commercial Law
BLAW 560	Special Topics
ECON 501	Economic Theory
ECON 515	Managerial Economics
ECON 560	Special Topics

Total number of business/economic graduate hours9-15 hours

Total graduate hours30 hours

Course Descriptions Accounting

ACCT 500

Theory and Financial Reporting (3)

This course provides a foundation in accounting theory pertaining to financial reporting. The focus is on the historical development of

accounting thought, standard setting and regulation, and fundamental accounting principles and concepts, including measurement and reporting for income, assets, liabilities, and equity. (Required)

ACCT 507 Accounting Information Systems (3)

This course is designed to provide the graduate accounting student with a broad conceptual and practical knowledge of accounting as an information system. The focus is information and its decision usefulness to managers, investors, creditors and other interested parties. Particular attention is paid to human beings as information processors, the systems development life cycle, the decision process, internal control structure, and applications to the business environment.

ACCT 508 Management Accounting (3)

This course examines the use of cost data in management planning, performance evaluation and decision making. The behavioral implications of management accounting reports and the use of quantitative models are also covered.

ACCT 509 Professional Auditing Concepts (3)

The philosophy, principles, procedures, and literature of internal and external auditing are examined in this course. The auditor's involvement with internal control, ethics, audit standards, computer-assisted auditing, and sampling is evaluated.

ACCT 513 Current Issues in Accounting (3)

This course analyzes relevant issues in financial and managerial accounting and auditing which are currently being addressed and may impact future measurement and disclosure requirements. (Required). NOTE: The preferred sequence is completion of ACCT 500 prior to enrolling in ACCT 513.

ACCT 520 Independent Study in Accounting (1-3)

Individual study of a given accounting topic to be defined by the student in consultation with the instructor.

ACCT 535 Accounting For Government and Not-For-Profit Organizations (3)

This course involves an in-depth study of financial accounting and reporting for state and local governments. Also, the reporting practices of hospital, academic institutions, human services organizations, and other non-business organizations are surveyed.

ACCT 540 Research in Taxation (3)

Students learn to research relevant areas of the tax laws. Objectives include acquiring the technical skills necessary to identify tax situations, isolating the tax issues, and developing the documentary support and arguments for acceptable solutions to complex tax problems. Upon completion of the course, students are able to use the major tax services (including computerized tax information resources) in order to prepare a tax memorandum that communicates the tax issues and related primary and secondary sources of federal tax law. The procedural processes for representing a taxpayer before the Internal Revenue Service are addressed.

ACCT 560 Special Topics (3)

This elective can be customized to provide an in-depth review of selected issues which may affect future reporting of managerial and financial accounting, auditing, and taxation within the local, national and international areas.

Business Law

BLAW 529 Commercial Law (3)

This course covers selected aspects of business law including contract law, Articles 2, 2A, 3, 4, 4A, and 9 of the Uniform Com-

mercial Code (UCC) (e.g. sales, leases, negotiable instruments, banking, electronic funds transfer, and secured transactions), bankruptcy, trusts and estates, auditor liability, and real property.

BLAW 560 Special Topics

This course is designed to provide an in-depth analysis of selected legal topics which might affect accounting professionals.

Economics

ECON 501 Economic Theory (3)

This course introduces basic concepts from mainstream microeconomic and macroeconomic theories and integrates them with the modern capitalist world. Economic analysis is undertaken at both the aggregate and individual levels. This course is not intended for economics majors or minors.

ECON 515 Managerial Economics (3)

Managerial economics is the study of how private, public, and not-for-profit enterprises make optimal managerial decisions in the face of constraints, through the application of economic theory and the use of the tools of analysis of decision science. As an applied course, the major emphasis is to provide the theory and the tools necessary for the analysis and solutions of those decisions that have economic consequences for the firm and society.

ECON 520 Independent Study in Economics (1-3)

Individual study of a given economic topic to be defined by the student in consultation with the instructor who will guide the work and determine the credit hours to be awarded.

ECON 560 Special Topics in Economics (3)

This course provides an in-depth analysis of selected economics topics which might affect accounting professionals.

Finance

FINC 503 Financial Management (3)

The objective of this course is to provide the student with an understanding of the basic principles of business finance, with an emphasis on value-enhancing decision-making. Topics include valuation of financial instruments, risk analysis, capital budgeting, working capital management, capital structure decisions, international financial issues, and financial performance evaluation. Case analysis using computer software is used extensively in conjunction with class lectures.

FINC 520 Independent Study in Finance (1-3)

Individual study of a given finance topic to be defined by the student in consultation with the instructor who will guide the work and determine the credit hours to be awarded.

FINC 560 Special Topics in Finance (3)

This course provides an in-depth analysis of selected finance issues which might affect accounting professionals.

Management

MGMT 501 Organizational Behavior (3)

Organizational behavior (OB) is the field of study that investigates and explains the behavior of individuals and groups in organizations. The understanding of OB concepts or theories is vital in the improvement of job performance. This course provides managers with a conceptual framework for effective management.

MGMT 502 International Business (3)

This course represents a study of the environment and operations of international business with emphasis on the nature and scope of international business, the framework of international trade transactions, assessing national environments and managing the multinational enterprise.

MGMT 520 Independent Study in Management (1-3)

Individual study of a given management topic to be defined by the student in consultation with the instructor.

Marketing

MKTG 520 Independent Study in Marketing (3)

Individual study of a given marketing topic to be defined by the student in consultation with the instructor.

MKTG 525 Marketing Management (3)

This course provides students an opportunity to integrate and to use the marketing and business knowledge in conjunction with critical thinking skills. Students learn through the study of selected cases and current issues in business. The objective of this integration is to develop a keener sense of marketing and strategy in the overall organizational framework.

SCHOOL OF EDUCATION

PROGRAMS AND DEGREES OFFERED:

Early Childhood Education (K-4)

- ◆ Master of Arts in Teaching
- ◆ Master of Education

Elementary Education (1-8)

- ◆ Master of Arts in Teaching
- ◆ Master of Education

Special Education (K-12)

- ◆ Master of Arts in Teaching
- ◆ Master of Education

Science and Math for Teachers (see Interdisciplinary Programs)

- ◆ Master of Education

EARLY CHILDHOOD EDUCATION

www.univchas.cofc.edu

Department of Elementary and Early Childhood Education

(843) 953-5613

Linda H. Fitzharris, Chair
Candace Jaruszewicz, Program Director for M.Ed.
Olaiya Aina, Program Director for M.A.T.

Early Childhood Development Center

The Early Childhood Development Center (ECDC) is a laboratory and training school for students in the School of Education. The center's staff includes a director and four teachers with master's degrees, as well as student assistants. Faculty, staff, student, and community children are eligible for enrollment at the center. Its master teachers also teach undergraduate early childhood courses.

Program Description

The primary goal of the Department of Elementary and Early Childhood Education is the preparation of competent teachers to meet the educational needs of children and youth. To meet this goal, the department offers graduate programs in elementary and early childhood education as well as professional development opportunities for teachers and administrators.

Early Childhood Education (K-4) M.A.T. and M. Ed.

The M.A.T. and M.Ed. programs in early childhood education focus on preschool, kindergarten and primary school children through grade four. These programs are designed for students interested in careers in a variety of educational and social service settings such as nursery schools and day care centers, public schools, children's hospitals and other child care facilities.

Successful completion of the M.A.T. program of study requirements and the requirements of the Teacher Education Program in Early Childhood Education lead to a recommendation for certification to teach in kindergarten through grade four in South Carolina. The requirements of the Teacher Education Program in Early Childhood Education are described in detail in the Teacher Education Program student information packet for M.A.T. students. This packet is given to the student prior to meeting with an advisor to complete the program of study.

The M.Ed. program of study includes experiences and courses in the fundamental and specialized curriculum with the addition of electives. Each student's program of study is designed to add additional professional skills and augment existing ones. Based on the specific content of course work at the undergraduate level, the inclusion of additional electives may be necessary. By including specific courses in the program of study (as identified by the South Carolina State

Department of Education), students may be eligible to add certification in early childhood education.

Minimum Admission Requirements

All application materials for education programs are submitted to the Graduate School office.

Regular degree status

Master of Education degree (M.Ed.)

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.
- Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experiences and should indicate evidence of potential for graduate studies.
- Submit scores on the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
- Submit official scores from one of the following: Graduate Record Examination (GRE), Miller Analogies Test (MAT), or PRAXIS series National Teacher Examination (NTE). Students are expected to have a composite GRE math and verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile or a passing score on the National

Teacher Examination at the level necessary for certification in South Carolina.

- Submit a valid teacher's certificate.

NOTE: Additional admission requirements may be added after publication of this catalog. Please consult the Graduate School Office for final requirements.

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

- Submit a completed application form with a nonrefundable application fee of \$35.00.
 - Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are required to have a minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale.
 - Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experience and should indicate evidence of potential for graduate studies.
 - Submit a biographical sketch or professional resumé.
 - Submit results of the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
 - Submit official scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Students are expected to have a composite GRE math/verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile.
- Deadline for master of arts in teaching applications:
- fall semester July 15
 spring semester November 15
 summer sessions April 15

NOTE: The admissions committee may require additional coursework if the transcript reflects significant deficiencies in the liberal arts. When students have met requirements for admission to the M.A.T. program, they are concurrently admitted to the teacher education program.

Non-degree status (Certified teachers only)

Certified educators who are not seeking a degree but who wish to take courses in education for the purposes of 1) professional recertification, 2) professional enrichment, or 3) achievement of master's +30 certification status may be admitted as non-degree students. The Director of Professional Development in Education can assist in the selection of courses needed to meet recertification requirements. Assistance is also available for the development of a plan of study that can lead to South Carolina State Department of Education master's +30 certification status.

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit a copy of a professional teaching credential.

The non-degree graduate student subsequently may be reclassified as a regular-degree student in an M.Ed. program. In order to accomplish reclassification as a regular-degree student, the candidate must submit two letters of recommendation, a graduate course transcript with at least a 3.0 GPA (if courses have been completed), and other requirements listed above. No more than a total of 12 credit hours of work taken in non-degree status may be applied toward degree requirements if the student is later admitted to a degree program. Non-degree status is not intended to be a temporary classification for those found ineligible for admission to the degree program.

Degree Requirements

Master of Education degree

The M.Ed. in early childhood education is awarded to candidates who successfully complete an approved program of study consisting of a minimum of 36 semester hours of graduate credit with an overall GPA of 3.0. In addition to completion of the fundamental curriculum and specialized curriculum, the student must complete thesis research and present research to faculty and graduate students. Upon successful completion of the thesis and presentation, the student is formally admitted to candidacy for the degree.

Master of Arts in Teaching degree

The M.A.T. in early childhood education is awarded to candidates who successfully complete an approved program of study consisting of a minimum of 48 semester hours of credit with an overall GPA of 3.0.

Certification requirements for M.A.T. students are described in detail in the teacher education program student information packet for M.A.T. students and the Student Teaching Handbook. As part of the certification procedure, each M.A.T. student must take the national PRAXIS tests: early childhood, content area, and principles of learning and teaching. Advisors will provide important details about this requirement. All examinations are administered by the Educational Testing Service and application forms are available in the School of Education Office, 9 College Way. One copy of each test score must be sent directly to the College of Charleston School of Education and another copy to the South Carolina State Department of Education.

Completion of a Program of Study

As soon as possible after the assignment of an advisor (upon admission as a regular-degree student), an appointment must be made with the advisor to complete a program of study. The process for filing an acceptable program of study is not completed until all copies of the form, with required signatures, have been filed with the Graduate School Office. The program of study is not official until the student is admitted as a regular-degree student. All regular-degree students must have an approved program of study on file no later than one month following the completion of 12 semester hours of graduate credit. Failure to meet the deadline for filing an acceptable program of study may result in a delay in graduation or loss of credit for use in the program.

A student's program of study is developed in conjunction with the advisor and approved by the department chair and program director. All academic work which has been completed, as well as that which is proposed for satisfying degree requirements, must be included in the program of study at the time of submission. Students may make changes of up to two courses in the program of study that are necessitated by enrollment problems or other circumstances by completing a request for change in approved program form. This form must be endorsed by the advisor, department chair, and the program director. More extensive changes may be accomplished by filing a new program of study marked "revised plan."

Master of Arts in Teaching: Early Childhood Education (K-4)

Program of Study

Each of the following courses is required of the master of arts in teaching in early childhood education program for students seeking teaching certification.

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

It is critical for students to meet with the assigned advisor for scheduling and program planning to ensure timely completion of programatic goals.

Fundamental Curriculum (12 semester hours)

- EDEE 510 Introduction to Early Childhood Education* (Practicum I)
- EDEE 653 Techniques for Teaching Reading
- EDFS 654 Human Growth and Development
- EDFS 687 Computer Education for Teachers

Specialized Curriculum (27 semester hours)

- EDEE 606 Individualizing Instruction* (Practicum II)
- EDEE 612 Preschool Education and Administration
- EDEE 613 Curriculum & Development for Early Childhood Education
- EDEE 616 Methods & Materials for Early Childhood Education
- EDEE 617 Language, Literature and Literacy in Early Childhood Education
- EDEE 620 Home, School, and Community Relationships* (Practicum III)
- EDEE 638 Math & Science in Early Childhood Education
- EDEE 655 Creativity and the Fine Arts

EDEE 664 Health and Physical Education for the Elementary Teacher

* Practicum Required

Supervised Student Teaching (nine semester hours)

EDEE 698 Student Teaching in Early Childhood Education

Total Credit Hours: 48

Master of Education: Early Childhood Education*

Program of Study

Each of the following courses is required of the master of education in early childhood education program.

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

It is critical for students to meet with the assigned advisor for scheduling and program planning to ensure timely completion of programatic goals.

Fundamental Curriculum (nine semester hours)

- EDFS 635 Educational Research
- EDFS Any intermediate computer education course
- EDFS 710 Introduction to Exceptional Children OR an advanced special education course

Certification Curriculum**

(nine semester hours. Not required courses. Courses are for students adding early childhood certification to an existing certificate.)

- EDEE 613 Curriculum and Development for Early Childhood Education

EDEE 616 Methods and Materials in
Early Childhood Education

EDEE 636 Practicum in Early
Childhood Education

Specialized Curriculum

(21 semester hours)

EDEE 604 Teacher as Researcher in
Early Childhood Education
(6 semester hours)

EDEE 620 Home, School, and
Community Relationships

EDEE 621 Trends and Issues in Early
Childhood Education

EDEE 625 Interdisciplinary Themes:
Design and Implementation

EDEE 650 Analysis of Current
Research in Child
Development

EDEE 718 Trends and Issues in Special
Education

Electives

(six semester hours for candidates
already certified in early childhood edu-
cation)

Chosen in consultation with advisor

Total Credit Hours: 36

* Substitutions may be made in program of
study in consultation with an advisor.

** These courses fulfill partial requirements
for early childhood education certification in
South Carolina. Permission of instructor and
recommendation by an advisor required for
admission.

ELEMENTARY EDUCATION

www.univchas.cofc.edu

Department of Elementary and Early Childhood Education

(843) 953-5613

Linda H. Fitzharris, Chair

Mary E. Blake, Program Director for
M.Ed.

Martha Nabors, Program Director for
M.A.T.

Program Description

The primary goal of the Department of Elementary and Early Childhood Education is the preparation of competent teachers to meet the educational needs of children and youth. To meet this goal, the department offers graduate programs in elementary and early childhood education as well as professional development opportunities for teachers and administrators.

Elementary Education (1-8) - M.A.T. and M.Ed.

The M.A.T. and M.Ed. programs in elementary education focus on the education of children in grades one through eight. The M.A.T. program is designed to prepare teachers to teach in all curricular areas through coursework and practicum experiences. Successful completion of the M.A.T. program requirements and the requirements of the Teacher Education Program in Elementary Education leads to recommendation for certification to teach in grades one through eight.

The requirements of the Teacher Education Program in Elementary Education are described in detail in the student information packet given to each student prior to the first meeting with the advisor to complete the program of study. It is possible that a concentration in a discipline will need to be developed. This will be explored in the advising process.

The M.Ed. program in elementary education is an advanced program which consists of experiences and courses in the fundamental and specialized curriculum, with the addition of electives. Each student's program of study is designed to develop and refine the professional skills of the individual educator. The fundamental and specialized curricula are designed to develop competencies needed to teach the major academic areas of the elementary school program. By selecting specific elective courses in the program of study (as identified by the South Carolina State Department of Education), the student may be eligible to add certification in middle school education or early childhood education. If students enter the elementary program with certification in an area other than elementary, additional courses may be necessary as preparation to advanced level courses. This will be determined in the advising process.

Minimum Admission Requirements

All application materials for education programs are submitted to the Graduate School office.

Regular degree status

Master of Education degree (M.Ed.)

- Submit a completed application form with a nonrefundable application fee of \$35.00.
 - Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.
 - Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experiences and should indicate evidence of potential for graduate studies.
- 4) Submit scores on the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
- Submit official scores from one of the following: Graduate Record Examination (GRE), Miller Analogies Test (MAT), or PRAXIS series National Teacher Examination (NTE). Students are expected to have a composite GRE math and verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile or a passing score on the National Teacher Examination at the level necessary for certification in South Carolina.
 - Submit a valid teacher's certificate.

NOTE: Additional admission requirements may be added after publication of this catalog. Please consult the Graduate School Office for final requirements.

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

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are required to have a minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale.
- Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experience and should indicate evidence of potential for graduate studies.
- Submit a biographical sketch or professional resumé.
- Submit results of the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
- Submit official scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Students are expected to have a composite GRE math/verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile.

Deadline for master of arts in teaching applications:

fall semester	July 15
spring semester	November 15
summer sessions	April 15

NOTE: The admissions committee may require additional coursework if the transcript reflects significant deficiencies in the liberal arts. When students have met requirements for admission to the M.A.T. program, they are concurrently admitted to the teacher education program.

Non-degree status (Certified teachers only)

Certified educators who are not seeking a degree but who wish to take courses in

education for the purposes of 1) professional recertification, 2) professional enrichment, or 3) achievement of master's +30 certification status may be admitted as non-degree students. The Director of Professional Development in Education can assist in the selection of courses needed to meet recertification requirements. Assistance is also available for the development of a plan of study that can lead to South Carolina State Department of Education master's +30 certification status.

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit a copy of a professional teaching credential.

The non-degree graduate student subsequently may be reclassified as a regular-degree student in an M.Ed. program. In order to accomplish reclassification as a regular-degree student, the candidate must submit two letters of recommendation, a graduate course transcript with at least a 3.0 GPA (if courses have been completed), and other requirements listed above. No more than a total of 12 credit hours of work taken in non-degree status may be applied toward degree requirements if the student is later admitted to a degree program. Non-degree status is not intended to be a temporary classification for those found ineligible for admission to the degree program.

Degree Requirements

Master of Education degree

The M.Ed. in elementary education is awarded to candidates who successfully complete an approved program of study consisting of a minimum of 36 semester hours of graduate credit with an overall GPA of 3.0. Upon completion of the fundamental curriculum and specialized curriculum, the student must pass the comprehensive qualifying examination. Upon successful completion of the examination, the student is formally admitted to candidacy for the degree.

NOTE: Elementary education students must consult with their advisors concerning the nature and timing of comprehensive exams. Usually, M.Ed. - Elementary students must register for comprehensive exams at least three months before the published examination date.

Master of Arts in Teaching degree

The M.A.T. in elementary education is awarded to candidates who successfully complete an approved program of study consisting of a minimum of 48 semester hours of credit with an overall GPA of 3.0.

Certification requirements for MAT students are described in detail in the teacher education program student information packet for MAT students and the Student Teaching Handbook. As part of the certification procedure, each MAT student must take the national PRAXIS tests: elementary content area and principles of learning and teaching. Advisors will provide important details about this requirement. All examinations are administered by the Educational Testing Service and application forms are available in the School of Education Office, 9 College Way. One copy of each test score must be sent directly to the College of Charleston School of Education and another copy to the South Carolina State Department of Education.

Completion of a Program of Study

As soon as possible after the assignment of an advisor (upon admission as a regular-degree student), an appointment must be made with the advisor to complete a program of study. The process for filing an acceptable program of study is not completed until all copies of the form, with required signatures, have been filed with the Graduate School Office. The program of study is not official

until the student is admitted as a regular-degree student. All regular-degree students must have an approved program of study on file no later than one month following the completion of 12 semester hours of graduate credit. Failure to meet the deadline for filing an acceptable program of study may result in a delay in graduation or loss of credit for use in the program.

A student's program of study is developed in conjunction with the advisor and approved by the department chair and program director. All academic work which has been completed, as well as that which is proposed for satisfying degree requirements, must be included in the program of study at the time of submission. Students may make changes of up to two courses in the program of study that are necessitated by enrollment problems or other circumstances by completing a request for change in approved program form. This form must be endorsed by the advisor, department chair and the program director. More extensive changes may be accomplished by filing a new program of study marked "revised plan."

Master of Arts in Teaching: Elementary Education (1-8)

Program of Study

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

It is critical for students to meet with the assigned advisor for scheduling and program planning to ensure timely completion of programmatic goals.

Fundamental Curriculum (15 semester hours)

- EDFS 652 Foundations of Education
EDFS 654 Human Growth and Development
EDFS 687 Computer Education for Teachers
EDFS 725 Classroom Management

Specialized Curriculum (24 semester hours)

- EDEE 606 Individualizing Instruction* (Practicum I)
EDEE 610 Managing Instruction for Effective Learning
EDEE 640 Language Arts for the Elementary School Teacher* (Practicum II)
EDEE 641 Science for the Elementary Teacher* (Practicum III)
EDEE 642 Social Studies for the Elementary Teacher
EDEE 653 Techniques for Teaching Reading
EDEE 655 Creativity and the Fine Arts
EDEE 664 Health and Physical Education for the Elementary Teacher
EDEE 665 Math: Content and Instruction

* Practicum required

Student Teaching

- (nine semester hours)
EDEE 699 Student Teaching in Elementary Education

Total Credit Hours: 48

Master of Education: Elementary Education*

Program of Study

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including

but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

It is critical for students to meet with the assigned advisor for scheduling and program planning to ensure timely completion of programmatic goals.

Fundamental Curriculum (12 semester hours)

- EDFS 635 Educational Research
EDEE 650 Analysis of Current Research in Child Development
EDEE 667 Curriculum Design
EDFS Any intermediate computer education course

Specialized Curriculum (15 semester hours)

- EDEE 634 Trends and Issues in Elementary Education
EDEE 643 Elementary School Math: Process & Implementation
EDEE 648 Language and the Integrated Curriculum
EDEE 670 Elementary Science Instruction
EDEE 678 Methods and Materials for Reading Instruction

Electives (nine semester hours)

Chosen in consultation with advisor

Total Credit Hours: 36

*Substitutions may be made in the program of study in consultation with an advisor.

SPECIAL EDUCATION

www.cofc.edu/shoolofeducation/edfs.html

Department of Foundations, Secondary and Special Education

(843) 953-5613

Robert Perkins, Chair
Michael E. Skinner, Program Director

Program Description

The primary goal of the Department of Foundations, Secondary and Special Education is the preparation of competent teachers to meet the educational needs of children and youth. To meet this goal, the department offers graduate courses and programs in special education as well as graduate courses in educational foundations, technology, and general education.

Special Education (K-12) M.A.T. and M.Ed.

The M.A.T. is designed for individuals with undergraduate degrees, and who have a goal to become a certified teacher. The M.Ed. is designed for currently certified educators with the goals of adding certification in special education and enhancing knowledge and skills.

There are three areas of study within the M.A.T. and M.Ed. graduate programs in special education: emotional disabilities, learning disabilities, and mental disabilities.

Successful completion of the M.A.T. pro-

gram of study requirements and the requirements of the teacher education program in special education leads to recommendation for certification in South Carolina in the student's area of concentration. The requirements of the teacher education program in special education are described in detail in the teacher education program student information packet for M.A.T. students, which is given to the student upon receipt of a completed application form and/or the program's website (<http://www.cofc.edu/SchoolofEducation/edfs.html>).

The program of study for M.Ed. students consists of experiences and courses in the fundamental and specialized curriculum, with the addition of electives. Each student's program is individually planned with an advisor to ensure that professional skills are refined and augmented. By including specific courses in the program of study (as identified by the South Carolina State Department of Education), students in the M.Ed. program may be eligible to add certification in additional areas of special education, e.g., emotional disabilities, learning disabilities, trainable mental disabilities, and/or generic special education.

The programs in special education are planned to allow for ample field experience with exceptional children. All students are placed in the local schools or at nearby residential institutions for practicum work.

Professional Development courses (EDUC) will not be accepted in approved programs of study for M.A.T. or M.Ed. programs. (This pol-

icy does not exclude non-professional development EDUC courses taken at The Citadel.)

Minimum Admission Requirements

All application materials for education programs are submitted to the Graduate School office.

Regular degree status

Master of Education degree (M.Ed.)

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.
- Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experiences and should indicate evidence of potential for graduate studies.
- Submit scores on the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
- Submit official scores from one of the following: Graduate Record Examination (GRE), Miller Analogies Test (MAT), or PRAXIS series National Teacher Examination (NTE). Students are expected to have a composite GRE math and verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile or a passing score on the National Teacher Examination at the level necessary for

certification in South Carolina.

- Submit a valid teacher's certificate.

NOTE: Additional admission requirements may be added after publication of this catalog. Please consult the Graduate School Office for final requirements.

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

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit official transcripts of all undergraduate and graduate coursework. An earned bachelor's degree from an accredited college or university is required. Applicants are required to have a minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale.
- Submit two letters of recommendation. Letters should be from persons most familiar with previous academic and/or work experience and should indicate evidence of potential for graduate studies.
- Submit a biographical sketch or professional resumé.
- Submit results of the Test of English as a Foreign Language (TOEFL) if English is not the primary language of the candidate.
- Submit official scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Students are expected to have a composite GRE math/verbal score of 1000 or higher or a Miller Analogies Test score at or above the 50th percentile.

Deadline for master of arts in teaching applications:

fall semester July 15

spring semester November 15

summer sessions April 15

NOTE: The admissions committee may require additional coursework if the transcript reflects significant deficiencies in the liberal arts. When stu-

dents have met requirements for admission to the M.A.T. program, they are concurrently admitted to the teacher education program.

Non-degree status

(Certified teachers only)

Certified educators who are not seeking a degree but who wish to take courses in education for the purposes of 1) professional recertification, 2) professional enrichment, or 3) achievement of master's +30 certification status may be admitted as non-degree students. The Director of Professional Development in Education can assist in the selection of courses needed to meet recertification requirements. Assistance is also available for the development of a plan of study that can lead to South Carolina State Department of Education master's +30 certification status.

- Submit a completed application form with a nonrefundable application fee of \$35.00.
- Submit a copy of a professional teaching credential.

The non-degree graduate student subsequently may be reclassified as a regular-degree student in an M.Ed. program. In order to accomplish reclassification as a regular-degree student, the candidate must submit two letters of recommendation, a graduate course transcript with at least a 3.0 GPA (if courses have been completed), and other requirements listed above. No more than a total of 12 credit hours of work taken in non-degree status may be applied toward degree requirements if the student is later admitted to a degree program. Non-degree status is not intended to be a temporary classification for those found ineligible for admission to the degree program.

Degree Requirements

Master of education degree

The M.Ed. in special education is awarded to candidates who successfully complete an approved program of study consisting of a

minimum of 36 semester hours of graduate credit with an overall GPA of 3.0. In addition to the approved program of study, students seeking the M.Ed. in special education are required to complete a capstone assignment. Students choose from four projects to meet this requirement, including a comprehensive exam, thesis, research project, or portfolio. Students choose this assignment in consultation with their advisors. Upon successful completion of this project, students are formally admitted to candidacy for the degree.

Master of Arts in Teaching degree

The M.A.T. in special education is awarded to candidates who successfully complete an approved program of study consisting of a minimum of 45 semester hours of credit with an overall GPA of 3.0.

Certification requirements for M.A.T. students are described in detail in the teacher education program student information packet for M.A.T. students and the Student Teaching Handbook. As part of the certification procedure, at least one semester prior to student teaching, each M.A.T. student must take the PRAXIS National Teacher Examination specialty area test for the area of certification. All examinations are administered by the Educational Testing Service and application forms are available in the School of Education Office, 9 College Way. One copy of each test score must be sent directly to the College of Charleston School of Education and another copy to the South Carolina State Department of Education.

Completion of a Program of Study

As soon as possible after the assignment of an advisor (upon admission as a regular-degree student) an appointment must be made with the advisor to complete a program of study. The process for filing an

acceptable program of study is not completed until all copies of the form, with required signatures, have been filed with the Graduate School Office. The program of study is not official until the student is admitted as a regular-degree student. All regular-degree students must have an approved program of study on file no later than one month following the completion of 12 semester hours of graduate credit. Failure to meet the deadline for filing an acceptable program of study may result in a delay in graduation or loss of credit for use in the program.

A student's program of study is developed in conjunction with the advisor and approved by the department chair and program director. All academic work which has been completed, as well as that which is proposed for satisfying degree requirements, must be included in the program of study at the time of submission. Students may make changes of up to two courses in the program of study that are necessitated by enrollment problems or other circumstances by completing a request for change in approved program form. This form must be endorsed by the advisor and the program director. More extensive changes may be accomplished by filing a new program of study marked "revised plan."

Master of Arts in Teaching: Special Education

Program of Study (minimum 45 hours)

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

Fundamental Curriculum (18 semester hours)

- EDFS 635 Educational Research
- EDFS 652 Foundations of Education
- EDEE 653 Techniques for Teaching Reading
- EDFS 654 Human Growth and Development
- EDFS 687 Technology Education for Teachers
- EDFS 725 Classroom Management

Specialized Curriculum (12 semester hours)

- EDFS 710 Introduction to Exceptional Children and Youth
- EDFS 720 Educational Assessment of Students with Disabilities
- EDFS 770 Curriculum and Instruction for Students with Mild Disabilities
- EDFS 771 Curriculum and Instruction for Students with Moderate Disabilities

Certification Area(s) (minimum six semester hours)

Teaching Students with Emotional Disabilities:

- EDFS 730 Characteristics of Individuals with Emotional Disabilities
- EDFS 738 Practicum in the Instruction of Students with Emotional Disabilities

Teaching Students with Learning Disabilities

- EDFS 740 Characteristics of Students with Learning Disabilities
- EDFS 748 Practicum in the Instruction of Students with Learning Disabilities

Teaching Students with Mental Disabilities

- EDFS 750 Characteristics of Individuals with Mental Disabilities
- EDFS 757 Practicum in the Instruction of Individuals with Mild Mental Disabilities

Student Teaching

- (nine semester hours)
- EDFS 797 Student Teaching in Special Education

NOTE: Students may take additional hours to specialize in more than one category of special education.

Master of Education: Special Education*

Program of Study

(minimum 36 hours)

NOTE: Students admitted fall 2000 or after may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

Fundamental Curriculum

(18 Semester hours)

- EDFS 635 Educational Research
- EDFS 713 The Special Educator as Consultant
- EDFS 717 Technology Applications in Special & Remedial Education
- EDFS 718 Trends and Issues in Special Education
- EDFS 721 Advanced Educational Assessment
- EDFS 726 Advanced Classroom Management

Specialized Curriculum

(nine semester hours)

- EDFS 730 Characteristics of Individuals with Emotional Disabilities
- EDFS 731 Educational Procedures for Individuals with Emotional Disabilities

EDFS 738 Practicum in the Instruction of Students with Emotional Disabilities

OR

EDFS 740 Characteristics of Students with Learning Disabilities

EDFS 741 Educational Procedures for Students with Learning Disabilities

EDFS 748 Practicum in the Instruction of Students with Learning Disabilities

OR

EDFS 750 Characteristics of Individuals with Mental Disabilities

EDFS 751 Educational Procedures for Individuals with Mental Disabilities

EDFS 757 Practicum in the Instruction of Individuals with Mild Mental Disabilities

Electives (nine semester hours)

Chosen in consultation with advisor

Although the courses listed above represent a basic program of study, a student's actual program will vary and will be determined in consultation with his or her advisor. Students pursuing graduate work in special education choose one of four strands commensurate with their current qualifications and future goals. Specific courses within strands will differ based on the emphasis desired by students and will be determined during the program planning session with the advisor. The four strands include:

Strand A: Professional Special Educator

Master of education in special education (non-certification). This strand is designed

to meet the needs of students who are already certified in special education or have plans for doctoral programs. The capstone experience for Strand A is a thesis.

Strand B: Diversifying Special Educator

Master of education in special education (add-on certification). This strand is designed for students who are currently certified in an area of special education and wish to add on an area according to state department regulations. Students, in consultation with their advisors, choose between a thesis, research project, or comprehensive examination as their capstone experience.

Strand C: Clinical Special Educator

Master of education in special education (certification). Course work in this strand is designed for students with certification in fields other than special education and who desire special education certification. Clinical field work is emphasized in Strand C. The capstone assignment for students in Strand C is the development of a professional portfolio.

Strand D: Professional Studies in Special Education

Students in Strand D are not currently enrolled in a program of study but are enrolled as continuing education students with permission to take advanced course work. Students in the strand are typically teachers seeking certification renewal, additional training, or add-on certification without a degree. Although these students are not required to develop a formal program of study with an advisor, they are encouraged to meet with faculty for advising.

Course Descriptions for All Education Programs

EDEE

EDEE 510 Developmental Appropriateness in Early Childhood Education (3)

An introduction to early childhood education including 1) historical and philosophical antecedents, 2) developmentally appropriate practice, 3) field-based experiences, and 4) characteristics of young children and related program implications. The course includes a thirty-hour practicum in a variety of settings to insure multi-cultural exposure. NOTE: Practicum required.

EDEE 515 Middle School Organization & Curriculum (3)

An overview of the middle school concept, including 1) historical and philosophical antecedents, 2) conflicting perceptions of middle school, 3) definitions of middle school and middle level concept, 4) characteristics of the emerging adolescent and related program implications, 5) change factors involved in conversion to the middle school concept, 6) evaluation methods for determining effectiveness and student progress, and 7) speculation on the future of the middle school movement.

EDEE 604 Teacher as Researcher in Early Childhood Education (6)

A six-credit-hour course to investigate the standards which guide early childhood education and to integrate these standards into research design, implementation, reporting, and evaluation of a school-based research project. A thesis and project presentation are required and serve as the comprehensive exam. Three credit hours are taken in the first graduate year.

EDEE 606 Individualizing Instruction (3)

Procedures for 1) choosing and/or writing appropriate instructional objectives, 2) assessing student strengths and weaknesses, 3) designing appropriate instruction to meet individual needs, 4) evaluating student mastery, and 5) evaluating instructional plans and teaching techniques. Emphasis is on the education of exceptional children in the regular classroom. NOTE: Practicum required.

EDEE 610 Managing Instruction for Effective Learning (3)

An analysis and evaluation of a variety of teaching models used in early childhood and elementary classrooms, e.g., Cooperative Teaching Model, Program for Effective Teaching, Critical Thinking Model, Inquiry/ Discovery Model. Emphasis is on the use of these models across the curriculum. Opportunities for application and self-evaluation provided.

EDEE 611 Educating the Infant and Toddler (3)

The examination of the essential elements of the environment, staff, materials and programs needed for working with infants and toddlers in a preschool setting.

EDEE 612 Preschool Education and Administration (3)

A study of the organization and administration of preschool programs including nursery schools, day care facilities, child development programs and kindergartens. Methods of observing, recording, and documenting development (birth through sixty months) are presented. Topics include budgeting, administrative responsibility, space and equipment, the learning environment, relations with state and local regulatory agencies, and staffing.

EDEE 613 Curriculum and Development for Early Childhood Education (3)

An analysis of early childhood curricular theory, instructional programs, related research and societal needs. Particular emphasis is given to the physical, emotional, social, and cognitive characteristics of children at different developmental levels, and techniques and materials suitable for teaching at this level. The course includes the study of innovative and experimental programs. NOTE: Required for early childhood certification.

EDEE 616 Methods and Materials in Early Childhood Education (3)

The process of development of content areas and their implementation in educational programs for young children. Emphasis on current methods, techniques, and materials suitable for teaching at this level. The course includes the study of innovative and experimental programs. NOTE: Required for early childhood certification.

EDEE 617 Language, Literature and Literacy in Early Childhood Education (3)

This course provides students with the fundamental theory, research, and practice of a literature-based language arts program. Topics include language development, the language experience approach to teaching reading, research on the effectiveness of differing approaches to the teaching of reading, and using picture-story books, traditional literature, and poetry to facilitate the learning-to-read-process.

EDEE 619 Early Childhood Education: Language Development and the Language Arts (3)

A study of the development of language and communication skills in children, including oral

language, writing, listening, diagnosis of language development and reading. Multi-cultural influences and needs of exceptional children are addressed. Prerequisite: EDEE 650, EDFS 654, or permission of instructor.

EDEE 620 Home, School and Community Relationships (3)

A study of the relationships which exist in the educational triad of home, school, and community. Strategies for increasing communication and collaboration between parents and schools are addressed and the skills needed to be an advocate for young children are explored. Topics include current family demographics, the abused child, the parent community, rights and responsibilities, resources and leadership training. Practicum required for M.A.T. students. NOTE: Practicum required.

EDEE 621 Current Trends and Issues in Early

Childhood Education (3)

An extensive study of the development and changes taking place in the field of early childhood education. Analysis and evaluation are utilized in determining possible future trends and in assessing strengths and weaknesses of existing programs.

EDEE 625 Interdisciplinary Themes: Design and Implementation (3)

The course provides knowledge and experience in the design and implementation of interdisciplinary themes (units). The focus is on the planning and evaluation of grade-level units which incorporate multiple subject areas. Topics include rationale and framework, integration of content, teaching strategies, and evaluation.

EDEE 634 Trends & Issues in Elementary Education (3)

A course focusing on current trends and issues in elementary and middle level education as they relate to children and teaching in grades one through eight.

EDEE 636 Practicum in Early Childhood Education (3)

A supervised program of orientation, observation, and experience with pre-kindergarten, kindergarten or early elementary children. Includes related seminar participation. NOTE: May be a requirement for early childhood certification.

EDEE 637 Internship in Early Childhood Education (6)

A supervised internship in an early childhood classroom or administrative setting of at least 12 weeks of full-time participation. Designed for advanced students.

EDEE 638 Mathematics and Science in Early Childhood Education (3)

A study of the development of mathematics and science concepts and processes in children. The relationship is explored between curriculum content, instructional strategies and materials, and ways in which young learners construct knowledge. Physical health and safety education are included.

EDEE 639 Early Childhood Education: Content and Instruction (3)

An in-depth study emphasizing teaching content knowledge within the disciplines of movement and physical education, and social studies for nursery, pre-kindergarten, kindergarten, and early elementary school children. NOTE: Practicum required in a public school setting.

EDEE 640 Language Arts for the Elementary School Teacher (3)

A focused examination of the language arts curriculum, language arts instruction, and the ways in which elementary students process language and communicate knowledge and information. NOTE: Practicum required.

EDEE 641 Science for the Elementary School Teacher (3)

An in-depth examination and analysis of the relationship between the science curriculum, science instruction, and the ways in which elementary students discover and invent knowledge in the science content areas. NOTE: Practicum required.

EDEE 642 Social Studies for the Elementary School Teacher (3)

An in-depth examination of the relationship between the social studies curriculum, social studies instruction, and the ways in which elementary students construct social knowledge and values.

EDEE 643 Elementary School Mathematics: Process and Implementation (3)

A focused examination of the relationship between specific mathematical content, mathematics instruction and the process and algorithms which elementary students use to discover, formulate, and communicate numeration concepts.

EDEE 648 Language and the Integrated Curriculum (3)

The study of language learning and curriculum development through the examination of current research with focus on the design and implementation of interdisciplinary units.

EDEE 650 Analysis of Current Research in Child Development (3)

A framework for the study of the child's cumulative and integrative growth experience provided by psychological patterning from early childhood to adolescence. Key theories of personality and developmental principles are evaluated in the light of selected research studies and field experience.

EDEE 651 Elementary Guidance (3)

An examination of the substantive knowledge of research in the behavioral and social sciences which are fundamental to an understanding of the child, the school, the family and society; enables students to become familiar with basic concepts of guidance.

EDEE 653 Techniques for Teaching Reading (3)

The focus is on the teacher's task in the elementary grades. Beginning with the introduction to language symbols in the preschool and first grade, and including such factors as emergent literacy, motivation, and individual differences, the course includes relevant theory and practical application of basic skills. Major consideration is given to the sequence of instruction pertinent to the teaching of reading with in-depth consideration to strategies for decoding, vocabulary development, and comprehension.

EDEE 655 Creativity and the Fine Arts (3)

An in-depth study emphasizing teaching content knowledge within the discipline of fine arts for preschool, kindergarten, and elementary school children.

EDEE 663 Children's Literature (3)

Study of the historical development of children's books and the significant literature available for children today. Criteria for eval-

uating juvenile literature and ways of stimulating children's interest in books are presented. Discussion includes the uses of fantasy, fairy tales and myth, the abridgment of classics, the introduction of poetry, and the special needs of children from disadvantaged backgrounds. Students are introduced to a wide range of reading material which may be relevant to curriculum content or which offer children a reading-for-pleasure experience.

EDEE 664 Health and Physical Education for the Elementary Teacher (3)

Development of physical, health, and safety education as an integral part of the life of the elementary age child and the curriculum of the school. The relationship between organization, development and instruction in health and physical education activities and safety practices are explored. Prerequisite: EDFS 654.

EDEE 665 Elementary School Arithmetic: Content and Instruction (3)

Skill development and mastery of terminology, symbolism, and content contained within the scope and sequence of the elementary school curriculum. Approaches to assist the teacher in the analysis, preparation, and delivery of instruction are identified.

EDEE 667 Curriculum Design (3)

An analysis of the relationship between the written curriculum, instructional models, and the ways in which learners construct knowledge.

EDEE 669 Behavior of the Young Child (3)

Basic presentation of skills required to assess the needs, motivations, and capacities of young children. Methods of observing, recording,

and documenting behavior (individual and group), and the interpretation of the underlying dynamics are studied. Children's art, language, and dramatic play are examined as materials for understanding the meaning of behavior. Students examine widely used test materials in order to determine under what circumstances and by whom the test should be given, and the results are evaluated and used. Prerequisite: EDEE 650, EDFS 654, or permission of instructor.

EDEE 670 Elementary Science Instruction (3)

A course for elementary teachers who have at least partial responsibility for science teaching. It focuses on comprehension and application of integrated science process skills using concepts from life, earth, and physical science to teach them.

EDEE 678 Methods and Materials for Reading Instruction (3)

An in-depth examination of the relationship between reading methods, reading materials, and the thinking processes which elementary students use to construct knowledge.

EDEE 679 Organization and Supervision of School Reading Program (3)

A study of the role of the supervisor in the design, implementation, and evaluation of reading programs. Methods for conducting in-service education programs, demonstrating innovative methods and materials, and utilizing resource personnel are examined and evaluated. Prerequisite: EDEE 653 or permission of instructor.

EDEE 680 Diagnosis and Correction of Reading Difficulties (3)

An investigation of the etiology and remediation of reading difficulties. Opportunities are

provided to develop skills in observation and interview procedures, use of diagnostic instruments (both informal and standardized), methods and materials for corrective reading instruction, and the treatment of disabled readers. Prerequisite: EDEE 653 or permission of instructor.

EDEE 681 Practicum in Reading (3)

A supervised clinical and/or laboratory school practicum experience in the diagnosis and correction of a reading disability case. An opportunity to develop and implement a corrective reading program for a disabled reader is provided. Prerequisite: EDEE 680 or permission of instructor.

EDEE 685 Independent Study in Education (1-3)

Graduate students may undertake a study of a special topic in education chosen by the student and individually supervised. Each project must be done in consultation with a member of the graduate faculty qualified to guide and evaluate the student's work. Time deadlines must be set before initiation of the project. NOTE: Permission of instructor required.

EDEE 698 Student Teaching in Early Childhood Education (9)

A course in which students are placed in a local elementary school in a pre-kindergarten, kindergarten, first, second, third or fourth grade to observe, teach, and participate during the entire school day for a minimum of 60 days (12 weeks). Weekly on-campus seminars are also required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in January. The deadline for application for spring semester student teaching is the last school day in September. Pre-

requisites: Admission to the teacher education program and completion of all education courses.

EDEE 699 Student Teaching in Elementary Education (9)

A course in which students are placed in a local elementary school to observe, teach, and participate during the entire school day for a minimum of 60 days (12 weeks). Weekly on-campus seminars are also required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in January. The deadline for application for spring semester student teaching is the last school day in September. Prerequisites: Admission to the teacher education program and completion of all education courses.

EDEE 700 Thesis (3)

A research project completed under the guidance of a graduate faculty member and submitted and defended before a graduate committee.

EDEE 701 Thesis (3)

Continuation of EDEE 700.

EDEE 702 Research and Development Project (3-6)

An in-depth study of an individually chosen topic which is planned and completed under the guidance of the student's advisor and submitted for review by the graduate faculty.

EDEE 706 Special Topics in Education (1-3)

Study of a particular subject or theme in educational methods of teaching or content. Specific topics are listed with the course title when offered, e.g., Special Topics in Education: Marine Science for Elementary Teachers.

EDFS

EDFS 500 Nonviolent Crisis Intervention (3)

This course provides students with the knowledge and skills required to effectively handle crisis situations in school, clinic, and residential settings. Students receive training in strategies designed to prevent and, if necessary, control verbally and physically aggressive behavior while protecting students and themselves. (fall and spring)

EDFS 535 Teaching Literacy to Adults (3)

A course designed for individuals who work with adults lacking proficient literacy skills. Focuses on characteristics and learning styles of older adolescents and adult learners. Topics of study include diagnostic techniques, instructional materials, teaching strategies and community resources.

EDFS 630 Introduction to Educational Supervision (3)

Basic concepts of contemporary educational supervision as they relate to teachers in leadership positions. Includes models for the supervision of student teachers, other teachers and school personnel as well as the supervision of instruction and curriculum.

EDFS 631 Instructional Media (3)

A basic course designed to familiarize the student with the use of instructional media in education. The methods of program design, production and evaluation are studied and implemented.

EDFS 632 Educational Psychology (3)

Orientation to the psychology of learning and instruction, the development of theoretical models as well as empirical bases for making decisions. (spring)

EDFS 635 Educational Research (3)

An in-depth study of methods used in different types of educational research. Includes involvement of the student in the process of educational research design, implementation, reporting, and evaluation. (fall, spring and summer)

EDFS 645 Discipline - A Total Approach (3)

A comprehensive model for behavior management which includes preventive discipline techniques, appropriate intervention strategies, instructional considerations, classroom structure, the role of the principal and teacher and student self-concept. The dynamics of disruptive student behavior and a personal responsibility approach to behavior management are presented for use with persistent behavior problems.

EDFS 646 Cognitive Approaches for Developing Self-Esteem (3)

An in-depth study of the importance of self-esteem as related to student motivation, achievement and behavior. Emphasizes cognitive approaches to the development of self-esteem and the relationship between self-esteem and teacher performance.

EDFS 647 Strategies for Teaching Critical Thinking (3)

A focus on strategies to enhance critical thinking skills in grades K-12 across all curricular areas. Includes study of the relationship between critical thinking, student achievement, and motivation. Highlights current research on higher order thinking skills, creative problem solving, and decision making.

EDFS 652 Foundations of Education (3)

In-depth study integrating concepts and information from major social sciences and philos-

ophy to examine the problem of teaching in modern schools. Historical approaches are used to focus on cultural, socioeconomic, and political issues affecting education. (fall, spring and summer)

EDFS 654 Human Growth and Development (3)

The study of general principles of lifelong human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development. (fall, spring and summer)

EDFS 656 Program Planning and Development for the Gifted (3)

This course provides students with the fundamental principles of gifted program development. It addresses areas such as student identification procedures with particular focus on gifted with special needs, curriculum development, staff development, personnel and resource utilization, budgeting, staff selection, needs assessment, evaluation, written plan development and change agent strategies.

EDFS 660 Nature of Science, Mathematics, and Science/ Mathematics Education (3)

Topics include the historical development of science and mathematics and the variety of philosophies in science/ mathematics education. Other topics include social trends affecting science education in the United States since 1900, including reform movements of 1904, 1937, 1945, 1960, and the present; and local frameworks addressing national and global concerns.(summer)

EDFS 675 Success in Reading and Writing (3)

A study of the structured use of reading materials from the daily world of the elementary

school child such as newspapers, magazines and children's books. Using these materials, participants learn to teach effectively without ability grouping and to organize classroom time to include all elements of a total language arts program.

EDFS 685 Independent Study in Education (1-3)

Graduate students may undertake an individually supervised study of a special topic in education chosen by the student. Each project is done in consultation with a member of the graduate faculty qualified to guide and evaluate the student's work. Time deadlines must be set before initiation of the project. NOTE: Permission of the instructor and department chair required.

EDFS 687 Technology Education for Teachers (3)

This is an introductory course for pre-service and in-service teachers using technology in the classroom. Students become familiar with application software such as word processing, databases and hypermedia, desktop publishing, and telecommunications, and learn to evaluate hardware and software. (fall, spring and summer)

EDFS 688 Techniques for Teaching Logo (3)

A study of the philosophy and techniques for teaching Logo and its use in the development of problem solving and higher order thinking. The course includes learning Logo primitives and techniques for incorporating these into the educational curriculum. Illustrative programming problems require exploration and creativity and include utilization of Logo's ability to handle numbers, words and lists in an interactive manner. Prerequisite: EDFS 687 or equivalent or permission of the instructor.

EDFS 689 Application of Telecommunications in the Classroom (3)

This course provides information that allows students to incorporate telecommunications into their classroom using local bulletin board systems, Internet and commercial information services. They learn to send and receive e-mail and post messages, both locally and internationally; send and receive files; and do electronic research. (fall) Prerequisite: EDFS 687 or equivalent or permission of instructor.

EDFS 690 Use of Technology in Reading, Language Arts and Social Studies (3)

Critical review of software and hardware in reading, language art and social studies. Includes techniques for integrating technology into the curriculum and evaluating effectiveness. (summer) Prerequisite: EDFS 687 or equivalent or permission of instructor.

EDFS 691 Use of Technology in Math and Science (3)

Designed to expose participants to skills and techniques for using technology, software and hardware to improve the instruction of mathematics and science. Participants review current mathematics and science software, develop activities to incorporate technology into the mathematics and science curriculum, and design problem-solving activities. (spring) Prerequisite: EDFS 687 or equivalent or permission of instructor.

EDFS 692 Advanced Technology Applications in Education (3)

This course incorporates technologies including: laser discs, CD-ROM, video and audio digitizing and hypermedia with advanced techniques, such as importing files, to create

finished software programs. The class is based on using hypermedia as an authoring system, related technologies, and incorporating instructional design theory to create educational software. (spring) Prerequisite: EDFS 687 or equivalent or permission of instructor.

EDFS 697 Special Topics in Technology (3)

An intensive study of an approved special topic in the field of educational technology. No more than three hours may be taken under this listing during an academic semester or its equivalent. Prerequisite: Permission of the instructor.

EDFS 700 Thesis (3)

A research project completed under the guidance of a graduate faculty member and submitted and defended before a graduate committee.

EDFS 701 Thesis (3)

Continuation of EDFS 700.

EDFS 702 Research and Development Project (3-6)

An in-depth study of an individually chosen topic which is planned and completed under the guidance of the student's advisor and submitted for review by the graduate faculty. Curriculum, Policy, and Systems in Science and Mathematics Education (3)

This course is designed to examine possible solutions to current problems in curriculum and policy within school systems in South Carolina. This course is designed to increase organizational and interpersonal skills that empower teachers to alter school climates and garner technical support while designing and implementing K-12 programs of excellence.

EDFS 703 Curriculum, Policy and Systems in Science and Mathematics Education (3)

This course is designed to examine possible solutions to current problems in curriculum and policy within school systems in South Carolina. This course is designed to increase organizational and interpersonal skills that empower teachers to alter school climates and garner technical support while designing and implementing K-12 programs of excellence. (spring) Prerequisites: 15 hours credit in the SMFT program or permission of the instructor.

EDFS 710 Introduction to Exceptional Children and Youth (3)

An introductory course designed for general and special educators. An interdisciplinary approach to the study of the learning and behavioral characteristics of exceptional children and youth. Includes causes, identification, educational and community programs and provisions. (fall and summer)

EDFS 711 Educational Procedures for Exceptional Children in the Regular Classroom (3)

A course designed for general education teachers, both elementary and secondary. Educational strategies to meet the challenges of students, including those with disabilities, who require additional attention in the regular classroom. Emphasis on individualization of instruction. (summer)

EDFS 712 Transitional Programming for Exceptional Children and Youth (3)

Designed for general and special educators, this course focuses on transition issues affecting exceptional children and youth. Educators acquire the knowledge and skills to plan and implement appropriate transition services,

including career and vocational education. Procedures to facilitate student career decision making are covered. (spring) Prerequisite: EDFS 710 or equivalent or permission of instructor.

EDFS 713 The Special Educator as Consultant (3)

A course designed to prepare special education teachers and support personnel to work with classroom teachers, principals, and other school personnel serving exceptional children. The course includes a review and application of consultation models, techniques, evaluation and research. (fall and summer) Prerequisite: EDFS 710 or equivalent or permission of instructor.

EDFS 715 Exceptional Children and Youth: Medical Perspectives (3)

An interdisciplinary study of exceptional children and youth from a medical perspective as related to the special educator. Disciplines represented include pediatrics, neurology, ophthalmology, orthopedics, psychiatry, etc. (spring) Prerequisite: EDFS 710 or equivalent or permission of instructor.

EDFS 716 Working with Families of Exceptional Children and Youth (3)

This course is designed to prepare special educators and other service providers to enter into collaborative decision-making with parents. The course focuses on development of skills and knowledge which can be used during parent conferences, including Individualized Education Program (IEP) and Individualized Family Services Plan (IFSP) planning conferences. Methods which can be used to promote ongoing communication and support between families and professionals are addressed, along with approaches which can be used during parent education and training. (fall) Prerequisite: EDFS 710 or equivalent or permission of instructor.

EDFS 717 Technology Applications in Special and Remedial Education (3)

Instruction in the use of technology and augmentative equipment with students who have special needs. Includes use of adaptive devices for individuals with disabilities, use and evaluation of a variety of applicable software, and management software for special and remedial teachers. (summer) Prerequisite: EDF 687 or equivalent or permission of instructor.

EDFS 718 Trends and Issues in Special Education (3)

A review of current trends and issues in special education as these relate to local, state and national education agencies and the education of exceptional children and youth. (spring) Prerequisite: EDF 710 or equivalent or permission of instructor.

EDFS 720 Educational Assessment of Students with Disabilities (3)

A study of the selection, administration and interpretation of formal standardized educational measures. Includes the application of assessment information to individualized education programs for exceptional children and youth. (fall and spring) Prerequisite: EDF 710 or equivalent or permission of instructor.

EDFS 721 Advanced Educational Assessment of Students with Disabilities (3)

An advanced course designed as a continuation of EDF 720. Students pursue in-depth study of measures designed for assessment of learning and behavioral characteristics of mildly, moderately and severely disabled students. Individual focus is on those measures in student's area of interest. (spring) Prerequisite: EDF 720 or permission of instructor.

EDFS 725 Classroom Management Techniques (3)

A study of a variety of management systems with focus on specific techniques and their application in the classroom. (fall, spring and summer)

EDFS 726 Advanced Classroom Management Techniques (3)

A seminar designed for the in-depth study of applied behavior analysis and its application in academic settings. Techniques for data-based program modifications are applied to social and academic behavior of students. (spring and summer) Prerequisite: EDF 725 or equivalent.

EDFS 730 Characteristics of Individuals with Emotional Disabilities (3)

An in-depth study of the unique learning and behavioral characteristics of emotionally disabled children and youth. Includes theory and practice related to identification and educational community programs and provisions for this exceptionality. (fall) Prerequisite: EDF 710 or equivalent or permission of instructor.

EDFS 731 Educational Procedures for Individuals with Emotional Disabilities (3)

An in-depth study of educational procedures used to teach emotionally disabled children and youth. Includes teaching procedures, development and use of materials, and individual and classroom management techniques. (spring) Prerequisite: EDF 730 or equivalent or permission of instructor.

EDFS 738 Practicum in the Instruction of Students with Emotional Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with emotionally disabled children and youth. (fall and spring)

EDFS 740 Characteristics of Students with Learning Disabilities (3)

An in-depth study of the unique learning and behavioral characteristics of learning disabled children and youth. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality. (fall) Prerequisite: EDF 710 or equivalent or permission of instructor.

EDFS 741 Educational Procedures for Students with Learning Disabilities (3)

An in-depth study of educational procedures used to teach learning disabled children and youth. Includes teaching procedures, development and use of materials, and classroom management techniques. (spring) Prerequisite: EDF 740 or equivalent or permission of instructor.

EDFS 748 Practicum in the Instruction of Students with Learning Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with learning disabled children or youth. Prerequisite: EDF 741 or equivalent or permission of instructor.

EDFS 750 Characteristics of Individuals with Mental Disabilities (3)

An in-depth study of the unique learning and behavioral characteristics of mentally disabled children and youth. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality. (fall) Prerequisite: EDF 710 or equivalent or permission of instructor.

EDFS 751 Educational Procedures for Individuals with Mental Disabilities (3)

An in-depth study of educational procedures used to teach mentally disabled children and youth. Includes teaching procedures, development and use of materials, and classroom management techniques. (spring) Prerequisite: EDFs 750.

EDFS 757 Practicum in the Instruction of Individuals with Mild Mental Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with educable mentally disabled children or youth. (fall and spring) Prerequisite: EDFs 751 or permission of instructor.

EDFS 758 Practicum in the Instruction of Individuals with Moderate Mental Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with trainable mentally disabled children or youth. Prerequisite: EDFs 751 or permission of the instructor.

EDFS 759 Practicum in the Instruction of Individuals with Severe and Profound Mental Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with severely and profoundly mentally disabled children or youth. (fall) Prerequisite: EDFs 751 or permission of instructor.

EDFS 760 Characteristics of the Gifted and Talented (3)

An in-depth study of the unique learning and behavioral characteristics of gifted and talented children and youth. Includes theory and practice related to identification and educa-

tional and community programs, and provisions for this exceptionality. Prerequisite: EDFs 710 or permission of instructor.

EDFS 761 Educational Procedures for the Gifted and Talented (3)

An in-depth study of educational procedures used to teach gifted and talented children and youth. Includes teaching procedures, development and use of materials, and curriculum development. Prerequisite: EDFs 760.

EDFS 762 Practicum in Instruction of the Gifted and Talented (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with gifted and talented children or youth. Prerequisite: EDFs 761.

EDFS 765 Characteristics of the Young Exceptional Child (3)

An in-depth study of the unique learning and behavioral characteristics of young exceptional children. Includes theory and practice related to identification and educational and community programs, and provision for this exceptionality. Prerequisite: EDFs 710 or permission of instructor.

EDFS 766 Educational Procedures for the Young Exceptional Child (3)

An in-depth study of the educational procedures used to teach young exceptional children. Includes teaching procedures, development and use of materials, and individual and classroom management techniques. Prerequisite: EDFs 765.

EDFS 767 Practicum in Instruction of the Young Exceptional Child (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with young children. Prerequisite: EDFs 766.

EDFS 770 Curriculum and Instruction for Students with Mild Disabilities (3)

This course is designed to prepare students to teach mildly disabled pupils (EH, LD, MH), elementary through high school. Emphasis is on academic assessment and instruction. Curriculum-and data-based models of instruction are emphasized. A special focus is placed on the organization and implementation of the resource and inclusion models of service delivery. (spring) Prerequisites: EDFs 710 and EDFs 730 or 740 or 750. (M.A.T. students only)

EDFS 771 Curriculum and Instruction for Students with Moderate Disabilities (3)

This course is designed to familiarize students with strategies for teaching academic skills, functional living skills, vocational and social skills to students with moderate disabilities (EH, LD, MH). Techniques for preventing and handling behavioral problems are emphasized. A special focus is placed on the organization and management of a self-contained classroom setting. (spring) Prerequisites: EDFs 710 and EDFs 730 or 740 or 750. (M.A.T. students only)

EDFS 774 Language Development and Language Disorders (3)

A study of normal and abnormal development of speech and language. Includes disorders of speech characteristics of the mentally disabled, emotionally disabled, learning disabled, physically disabled and others. Prerequisite: EDFs 710.

EDFS 782 Physical Education for Exceptional Children and Youth (3)

A course designed for general and special educators concerned with the physical education of exceptional children and youth.

Includes procedures to use in the main-stream as well as in special programs. Pre-requisite: EDFS 710.

**EDFS 795 Independent Study
in Special Education (1-6)**

A course designed to offer advanced students an opportunity to pursue in-depth study of a chosen topic in special education. Each student must develop a plan of study and file the completed study at the end of the semester. Prerequisites: Permission of instructor and department chair.

**EDFS 796 Special Topics
in Special Education (3)**

An intensive study of an approved special topic in the field of special education. No more than three hours may be taken under this listing during an academic semester or its equivalent. (fall and spring) Prerequisites: Permission of instructor.

**EDFS 797 Student Teaching
in Special Education (9)**

A course in which students are placed in a special education setting commensurate with his or her emphasis in special education to observe, teach, and participate during the entire school day for a minimum of 60 days (12 weeks). Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. (fall and spring) Prerequisites: Admission to the teacher education program and completion of all education courses.

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEGREES OFFERED:

Master of Arts in Bilingual Legal Interpreting

Master of Arts in English

Master of Arts in History

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MASTER OF ARTS IN BILINGUAL LEGAL INTERPRETING

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Andrew Sobiesuo, Chair
Virginia Benmaman, Program
Director, 843-953-5718

The Profession

Federal, state, and local courts throughout the nation are facing a severe shortage of qualified, professionally trained legal interpreters. Interpreters are also in high demand in law enforcement and social service agencies and for administrative hearings. Demographic trends indicate that the heavy rate of immigration, especially from Spanish-speaking countries, will continue until the middle of the 21st century. Therefore, employment opportunities for professional legal interpreters will continue well into the next decade.

Program Description

The master of arts in bilingual legal interpreting for English-Spanish prepares students for careers in legal interpreting at the highest skill level-court interpreting. The program is a comprehensive, sequenced and integrated series of courses designed to provide the student with the competencies, techniques, and research skills required of a professional legal interpreter. The curriculum consists of 14 courses (42 credits). Eight of the 10 core courses are offered at the University of Charleston, S.C. during two consecutive summers. Each year a new entering class will be admitted to the program. The teaching faculty are among the most highly qualified professors of interpreting and professional interpreters in North America. The two remaining core courses, the practicum and internship, may be taken in a court jurisdiction of the student's choice during the appropriate semester. Four courses may be taken at another institution subject to approval by the program director.

secutive summers. Each year a new entering class will be admitted to the program. The teaching faculty are among the most highly qualified professors of interpreting and professional interpreters in North America. The two remaining core courses, the practicum and internship, may be taken in a court jurisdiction of the student's choice during the appropriate semester. Four courses may be taken at another institution subject to approval by the program director.

Facilities

A state-of-the-art interpreting facility furnished with soundproof booths, interpreting equipment, and video and audio capabilities will provide students optimum conditions for developing their interpreting skills.

Minimum Admission Requirements

- A baccalaureate degree from an accredited institution of higher education with at least six courses completed in the language (English or Spanish) which is not the official language of the institution awarding the degree. Superior fluency in English and Spanish; living experience in a Hispanic country preferred. Prior interpreting experience preferred but not required.
- A cumulative minimum score of 1000 on the verbal and either quantitative or analytical portions of the Graduate Record Examination (GRE) general test preferred.

- Successful completion of the General Test of Interpreting Aptitude. This examination is administered by the program and may be taken one time only each year.

NOTE: While candidates who meet the criteria mentioned in requirement one above will be given preference, candidates who have not completed six courses in their second language but have comparable language experience in other settings may be considered. Justification of their second language competency must be provided.

Admission Procedures

Degree Students

- Submit a completed application form together with a nonrefundable application fee of \$50 and the interpreting aptitude examination fee of \$100.
- Submit a one-page statement about educational goals and interest in a graduate degree in bilingual legal interpreting.
- Submit an official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university. The transcript should be sent directly from the institutions attended to the Graduate School Office at the University of Charleston, S.C.

- Submit an official copy of scores from the general test of the Graduate Record Examination. The test must have been taken during the past five years. A composite GRE verbal and quantitative or analytical score of 1000 is preferred.
- Completion of General Test of Interpreting Aptitude, to be administered at the University of Charleston, S.C. or at another approved site. A nonrefundable processing fee of \$100 is required.

Non-degree Students

Students who do not plan to complete a degree may be admitted to the program provided space is available. However, applicants must successfully complete the same admission requirements listed above for degree students.

Application Deadlines

April 1 - Results of the GRE and the General Test of Interpreting Aptitude must be received by the graduate office by this date. Applicants must allow sufficient time for the General Test of the Interpreting Aptitude which can be taken at the University of Charleston, S.C. by appointment, or administered at another more convenient location subject to approval by the program director.

Fees and Tuition for Summer Sessions, Practicum, and Internship

These fees may be subject to change for subsequent years, and within the same academic year without notice.

Matriculation/orientation fee (one time only)	\$45
Tuition (per credit hour)	\$354
Laboratory fee per course as appropriate – summers only	\$70
Comprehensive exit examination (Due the semester prior to graduation)	\$600

Fee Calculation Example –

First summer, first term	
Two courses (six hours)	
Matriculation/orientation fee (one time only)	\$45
Academic fee	6 x \$354 = \$2124
Laboratory fees	2 x \$70 = \$140
Total fee:	
	\$2124 + \$140 + \$45 = \$2309

NOTE: For tuition information regarding courses offered during the regular academic year (fall, spring), please consult the fees and expenses table in the financial information section of this catalog.

Components of the Program

The prescribed course of studies is tightly sequenced. Students should begin their course work during the summer of the year in which they are admitted into the program and must follow the sequence of summer courses as indicated in the program outline.

First summer:

12 credits on campus
 Fundamentals of Interpreting (INTR 515)
 Legal Language (INTR 606)
 Consecutive Interpreting (INTR 615)
 One of the following:
 Fundamentals of Translation (INTR 503)
 Interlingual Communication (INTR 505)

First fall/spring:

12 credits (may be taken at another institution with approval of program director)
 Two courses in the U.S. legal system
 Two courses in written translation or linguistics (sociolinguistics / discourse analysis)

Second summer:

12 credits on campus
 Term 1 - Sight Translation (INTR 604)
 Term 1 - Simultaneous Interp. I (INTR 626)
 Term 2 - Consecutive Interp. II (INTR 616)
 Term 2 - Simultaneous Interp. II (INTR 627)

Second fall/spring:

six credits
 Practicum in Legal Settings (INTR 625)
 (This may be completed in a court jurisdiction of the student's choice.)
 Internship in Legal Interp (INTR 725)
 (This may be completed in a court jurisdiction of the student's choice.)

Degree Requirements

The master of arts in bilingual legal interpreting is conferred upon those candidates who 1) successfully complete the program of study with a cumulative GPA of 3.00, and 2) successfully complete an oral exit examination at the end of the program. A jury of three external examiners, professional interpreters, will administer the examination and evaluate student performance. The oral examination will be audiotaped and will remain as part of the student's permanent file. A professional exam administered in a court system requiring certification may be substituted for the program exit examination. Students who do not pass the exit examination may retake the examination at a subsequent time.

Course Descriptions

INTR 502 Legal Processes and Procedures (3)

A study of the trial process common to all American courts from interviewing the client to receiving the verdict, with emphasis on civil and criminal terminology and procedure.

INTR 503 Fundamentals of Translation (3)

Analysis of source texts: units of meaning, context, situation. Introduction to types of translation equivalence. Translation exercises using general texts.

INTR 505 Interlingual Communication (3)

Presentation of the various factors involved in communication and of the similarities and differences between oral and written communication. Introduction to translation and interpretation as a process of interlingual communication. Analysis of source text: units of meaning, context, situation. Analysis of problems involved in interlingual communication. Development of skills required for interlingual communication.

INTR 510 Language and Culture (3)

Analysis of the interrelation between language and culture. Study of the salient features of American culture and comparison of these features with those of other pertinent cultures. Examination of means of communicating features alien to a given culture in the language of that culture.

INTR 511 Spanish in the United States (3)

A sociolinguistic study of the dialects of Spanish spoken in the United States. Topics include the history of Spanish-language presence in this country, bilingualism and diglossia; code; language maintenance and shift; and contemporary language policy issues related to legal interpreting, bilingual education, and English Only movements.

NOTE: Students may select either INTR 510 or INTR 511 to fulfill the program requirement, but not both.

INTR 515 Fundamentals of Interpreting (3)

Presentation of interpretation and of different modes of interpretation used in the courtroom. Presentation of characteristics of professional work, interpreter ethics, professional organizations, and professional development activities. Activities designed to develop oral/aural skills, memory, basic note-taking techniques, public speaking, and language-switching skills.

INTR 530 Special Topics in Legal Interpreting (1-3)

Special studies related to legal interpreting designed to supplement regular course offerings of the Bilingual Legal Interpreting Programs. No more than 3 credits may be taken during an academic semester or equivalent. Prerequisite: Permission of program director.

INTR 590 Independent Study (1-3)

Individual study of a given topic following a syllabus of readings, papers, and other requirements prescribed by faculty member. No more than six credits of independent study may be taken during the program of graduate study. Prerequisite: Permission of program director.

INTR 602 Law and the Legal System of the United States (3)

Introduction to the hierarchy of the courts, the legal process, the legal system, and the divisions of the law. Presentation of criminal and civil procedure. Exploration of several basic areas of substantive law.

INTR 603 Advanced Written Translation (3)

Further development of translation techniques and application of these techniques to different types of legal/ judicial documents. Use of documentation and terminology research methods of problem-solving.

INTR 604 Sight Translation (3)

Acquisition of the skills required to orally translate a written text with little or no prior preparation. Practice of sight translation from Spanish to English and from English to Spanish using both general texts and legal texts.

INTR 606 Legal Language (3)

Introduction to the characteristics of legal English: its terminology, its linguistic structures, and its social and psychological functions. Presentation of methods of legal documentation and terminology research. Introduction to the use of a law library, case law, statutory law, legal dictionaries, and other sources. Application of the tools and methods to the creation of legal terminology records.

INTR 615 Consecutive Interpreting I (3)

Role of consecutive interpreting in the courtroom. Practice in "short" consecutive interpretation using court transcripts. Use of basic note-taking for accuracy. Bilingual terminology research related to transcripts interpreted. Practice of sight translation.

INTR 616 Consecutive Interpreting II (3)

Practice in interpreting consecutively increasingly longer spans of speech, using more elaborate note-taking. Use of court transcripts, depositions, and other legal documents. Preparation for interpretation in various legal settings.

INTR 625 Practicum in Legal Settings (3)

Observation and analysis of various monolingual and interpreted court hearings and trials (15 days). Discussion of interpreting problems with various court staff. Submission of reports based on questionnaires for all observations and discussions. Graded on a pass/fail basis. Prerequisite: INTR 502.

INTR 626 Simultaneous Interpreting I (3)

Role of simultaneous interpreting in the courtroom. Practice in simultaneous interpreting using the direct examination and cross-examination sections of court transcripts. Use of basic note-taking for accuracy. Practice of sight translation.

INTR 627 Simultaneous Interpreting II (3)

Practice in simultaneous interpreting using opening statements, expert testimony, closing statements, and jury instructions taken from the appropriate sections of court transcripts. Preparation for simultaneous interpreting in the courts.

INTR 725 Internship in Legal Interpreting

Ten weeks of legal interpreting with a minimum of 300 contact hours of attendance and participation in a legal setting at which the interpreter services are employed. Setting must be approved by the internship advisor. Submission of analytical reports of the internship experience by both the student and designated individual in the given legal setting are required. Graded on a pass/fail basis.

Graduate Certificate in Bilingual Legal Interpreting

Description

The certificate program provides the means by which students can attain the minimum foundational skills in legal interpreting in an abbreviated time frame, generally one summer. Students enrolled in this program take

four of the courses that are regularly offered during the summer sessions within the present Master's program. The certificate program is specially designed for students enrolled in other language oriented graduate programs, professional translators, and college graduates interested in developing basic interpreting skills.

Recommended Courses (may be amended as needed):

Fundamentals of Interpreting
Legal Language
Consecutive Interpreting I
Simultaneous Interpreting I

Minimum Admission Requirements

- Baccalaureate degree from an accredited institution of higher education and/or concurrent enrollment in a related graduate field.
- Demonstrated fluency in both English and Spanish.
- Successful completion of the General Test of Interpreting Aptitude. This examination is administered by the program and may be taken one time only each year. A non-refundable processing fee of \$100 is required.

Admission Procedures and Deadlines

- Submit a completed application form together with a nonrefundable application fee of \$50 and a non-refundable fee for the interpreting examination of \$100.
- Submit a one-page statement about educational goals and interest in a graduate degree in bilingual legal interpreting.
- Submit an official copy of a transcript from each institute of higher education attended, including documentation of graduation from an accredited four-year college or university, or copy of an official transcript from the graduate institution in which the student is currently enrolled.

- Completion of the General Test of Interpreting Aptitude, to be administered at the University of Charleston, S.C., or at another approved site.

Application deadline for the certificate program is March 15.

Bilingual Legal Interpreting Certificate Fee Structure

\$50	Application fee (non-refundable)
\$100	Language aptitude examination
\$500	Matriculation fee
\$354/credit hour	Tuition/credit hour
\$70/course	Laboratory fee
\$5108	Total

NOTES: Students must maintain a grade point average of 3.0 (B) in order to receive the certificate.

Admission to the certificate program does not pertain to any admission or other criteria regarding the Master of Arts Program in Bilingual Legal Interpreting.

MASTER OF ARTS IN ENGLISH

www.cofc.edu/~english/graduate.html

Department of English

(843) 953-5665

Nan D. Morrison, Chair
Larry A. Carlson, Program Director
(843) 953-5657

Program Description

The University of Charleston, S.C. and The Citadel offer a joint Master of Arts degree in English. The thirty-six hour (36) program, with a thesis option, provides advanced course work in British literature, American literature, English language, and composition and rhetoric. The program is designed to attract qualified holders of the baccalaureate degree, whether recent college graduates, English teachers, or others interested in pursuing graduate studies in English. A joint program committee, comprised of faculty members from each institution, oversees admissions, course scheduling, comprehensive examinations, degree certification, and other matters related to the management of the program. Diplomas and other official documents will indicate that the program is a joint endeavor and will include the names of both institutions.

Minimum Admission Requirements

Degree students:

- Submit a completed application form with a nonrefundable application fee of \$35.
- Submit an official copy of a transcript from each institution of higher learning attended,

including documentation of graduation from an accredited four-year college or university. The transcript(s) should be sent directly from the institution(s) attended to the Graduate School Office at the University of Charleston, S.C.

- Submit at least two letters of recommendation from former professors or immediate supervisors in recent employment. Each referee should be as specific as possible in addressing the applicant's motivation and ability to successfully complete a graduate degree.
- Submit a two-page statement about educational goals and interest in a graduate program in English.
- Submit a writing sample that demonstrates an ability to perform literary analysis and conduct research. Typically, this requirement can be met by submitting a research paper prepared for an advanced undergraduate English course.
- Submit an official copy of scores from the general test of the Graduate Record Examination or the Miller Analogies Test. Applicants who do not have a degree in English are also required to take the GRE advanced test in literature. The test(s) must have been taken during the past five years.
- Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale and a 3.0 in the major. They should also have a composite GRE verbal, quantitative, and analytical score of at least 1400. Those taking the MAT should have a score of at least 40.
- An applicant who fails to meet these minimum requirements or who has an inadequate

undergraduate background in English may be allowed, upon making a written request to the Joint Program Committee, to pursue course work as a provisional student. Upon completing nine semester hours with a minimum GPA of 3.25 the student may be considered for regular degree-seeking status.

Non-degree students:

- Submit a completed application form with a nonrefundable application fee of \$35.
- Submit one official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university. The transcript(s) should be sent directly from the institution(s) attended to the Graduate School Office at the University of Charleston, SC.

Non-degree students may be permitted to register for up to 12 semester hours of credit prior to applying for admission to the program. Non-degree students who have taken in excess of 12 semester hours of graduate courses in English must have written permission from the Joint Program Committee to continue enrollment in a non-degree status.

Application Deadlines

The Joint Program Committee will consider completed applications for the regular degree program on the following dates:

fall semesterJune 1
spring semesterNovember 1
summer sessionsApril 1

Applications will be considered year round for non-degree, provisional, and transient students.

Plan of Study

In consultation with the program director, each degree candidate will develop a plan of study which includes course work at both institutions. The plan of study must be prepared no later than the end of the student's first semester of registration or upon completion of the first six hours of graduate work.

Courses

Graduate study in English demands extensive reading and writing, thorough research, and advanced literary analysis. Only graduate students will be automatically enrolled. However, advanced undergraduates – upper-level students in English and related fields – may request enrollment in 500-level classes. To do this they will need permission from the instructor and the Joint Program Committee. No more than two 500-level courses may be taken by an undergraduate. Courses at the 600- and 700- levels are for graduate students exclusively. Since juniors and seniors will not receive graduate credit for completing these courses, the amount of work required of them will not be as great as that expected of the graduate students. Qualitative expectations, however, remain the same for all students.

Degree Requirements

The Master of Arts in English is conferred upon those candidates who successfully complete an approved program of study consisting of at least 36 semester hours of graduate credit with a cumulative GPA of 3.00. Specific requirements are listed below:

Thesis Option

- British Literature Before 1700
..... 6 hours
- British Literature After 1700
..... 6 hours
- American Literature 6 hours

- Electives 12 hours
- Thesis and Oral Defense of Thesis
..... 6 hours
- Comprehensive Examination
- Demonstration of competency in one foreign language, ancient or modern

Non-thesis Option

Same as above, except that the thesis is deleted and the number of elective hours is 18.

Notes:

- At least one course must be a seminar.
- Approved electives will, in most cases, be graduate courses in English. Others will be considered on a case-by-case basis by the Joint Program Committee.
- The foreign language requirement can be satisfied by an acceptable score on a standardized foreign language exam. It may also be possible to satisfy the requirement by translating a passage provided by The Citadel and the University of Charleston, S.C. Acceptable languages will include at least the following: German, French, Spanish, Italian, Ancient Greek, Latin. Others will be considered on a case-by-case basis. This requirement must be satisfied before taking the comprehensive examination.
- At least nine hours must be taken at each campus.
- No more than nine hours of 698 (3), 699 (3), and 701 (6) in any combination may count toward the 36 hours.

A comprehensive examination is prepared and administered by the Joint Program Committee, and is taken by all candidates after the completion of at least 27 hours of coursework. This comprehensive examination is a thorough review of the fields covered in the student's program. For those who complete a thesis, a satisfactory oral defense is also required before final certification for the degree.

Course Descriptions

ENGL 500 Old and Middle English Literature (3)

A study of Beowulf, other Old English poems, and Old English prose in translation; and also a study of such Middle English works as Sir Gawain and the Green Knight, Pearl, Piers Plowman, Ancrene Riwe, The Owl and the Nightingale, and other romances, lyrics, and drama. Most of the Middle English is read in the original. (Chaucer is excluded.)

ENGL 501 Chaucer (3)

A study of Chaucer's language, art, and cultural milieu through the reading of Troilus and Criseyde, the Canterbury Tales, and many of the shorter works.

ENGL 502 Shakespeare (3)

A comprehensive study of Shakespeare's art, including an intensive reading of several plays and appropriate attention to the primary critical approaches.

ENGL 503 English Drama to 1642 (3)

A study of English drama from its origins in the Middle Ages, through the predecessors and contemporaries of Shakespeare, and on to the closing of the theatres in 1642.

ENGL 504 Poetry and Prose of the English Renaissance (3)

Non-dramatic poetry and prose of the 16th and early 17th centuries, with emphasis on the major authors (Spenser, Sidney, Marlowe, Jonson, Donne, and Herbert) and on the major literary types.

ENGL 505 Milton (3)

A study of the major poetry, selected prose, and selected minor poems with emphasis on Paradise Lost.

ENGL 506 Restoration and Eighteenth Century Drama (3)

A study of such important dramatists of the period as Otway, Etherege, Wycherley, Dryden, Congreve, Vanbrugh, Farquhar, Goldsmith, Sheridan, and others.

ENGL 507 Survey of Restoration and Eighteenth Century Literature (3)

A study of Dryden, Swift, Pope, Johnson, Blake, and other important poets and prose writers of the period.

ENGL 509 Romantic Literature (3)

A study of the chief features of the Romantic writings of the early 19th century, with special emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL 510 Victorian Literature (3)

A study of English literature from 1832 to 1900 of major writers such as Tennyson, Browning, Arnold, Carlyle, Swinburne, and Rossetti.

ENGL 512 Southern Literature (3)

A study of the best literature written in the South from the time of William Byrd to the present. The focus will be on the "Southern Renaissance," with special attention given to the Fugitive Poets and William Faulkner.

ENGL 516 Continental Literature (3)

A study of European literature in translation since the Renaissance, including works by such authors as Cervantes, Moliere, Racine, Goethe, Stendhal, Balzac, Tolstoy, Dostoyevski, and important writers of the 20th century.

ENGL 517, 518 Special Topics in Literature (3, 3)

A study of a special author, period, topic, or problem in literature which is outside the rou-

tine offerings of the department. The subject for each course will be announced.

ENGL 520 A Survey of World Literature I (3)

Masterpieces of world literature in translation from the Vedic literature to Racine with special attention to the philosophical content and the development of literary forms.

ENGL 521 A Survey of World Literature II (3)

Masterpieces of world literature in translation from Voltaire to the present time with special attention to the philosophical content and the development of literary forms.

ENGL 522 Colonial and Revolutionary American Literature (3)

A detailed study of major American writers from the earliest settlers through the end of the 18th century.

ENGL 523 Nineteenth Century American Literature I—Romanticism (3)

A study of major figures of the American Romantic period (approximately 1830-1860), including Emerson, Thoreau, Poe, Hawthorne, and Melville.

ENGL 524 Nineteenth Century American Literature II—Realism (3)

A study of major figures of the American Realistic period (approximately 1860-1900), including Whitman, Dickinson, James, Howells, Twain, and Crane.

ENGL 525 Eighteenth Century British Novel (3)

A study of the origins of the British novel, including such figures as Fielding, Richardson and Defoe.

ENGL 526 Victorian Novel (3)

A study of major British novelists of the late 19th century, including Dickens, Eliot, and Hardy.

ENGL 527 British Fiction 1900 to Present (3)

A study of the novels and short stories of major 20th-century British writers, including such figures as Conrad, Lawrence, Forster, Woolf, and Joyce.

ENGL 528 American Fiction 1900 to Present (3)

A study of the novels and short stories of major 20th-century American writers, including such figures as Fitzgerald, Wolfe, Faulkner, and Hemingway.

ENGL 530 Special Topics in Humanities (3)

A study of special areas of the humanities or related areas which are outside the normal course offerings of the English department. The subject for each course will be announced.

ENGL 531 British Poetry 1900 to Present (3)

A study of the poetry of major 20th-century British authors, such as Hardy, Yeats, Thomas, and Auden.

ENGL 532 American Poetry 1900 to Present (3)

A study of the poetry of major 20th century American authors, such as Eliot, Pound, Stevens, Williams, and Frost.

ENGL 533 British Drama 1900 to Present (3)

A study of the work of major 20th-century British dramatists, such as Shaw, Pinter, Stoppard, and Beckett.

**ENGL 534 American Drama
1900 to Present (3)**

A study of the work of major 20th-century American dramatists, such as O'Neill, Williams, Miller, and Albee.

**ENGL 535 African American
Literature (3)**

A survey of African American literature from the early days of slavery to the struggle for emancipation, to the twentieth century Harlem Renaissance and civil rights movement.

**ENGL 550, 551 Special Topics in
Composition or Language (3, 3)**

A study of a special author, period, topic, or problem in composition or language which is outside the routine offerings of the department. The subject for each course will be announced.

**ENGL 552 Literature for
Adolescents (3)**

A study of literature for the adolescent, including methods of introducing the major literary genres to the secondary school student.

**ENGL 553 Modern English
Grammar (3)**

A study of the forms and functions of words, morphology, and syntax. The course includes a study of the conceptual basis of language and the way in which grammar generates meaning.

**ENGL 554 History of the
English Language (3)**

A historical survey of the development of Old, Middle, and Modern English. The course begins with a study of Indo-European languages and traces the development of the English language through major phonological, morphological, and syntactic changes; some attention is given to dialectical variations and semantic changes.

ENGL 555 Literary Criticism (3)

A study of the major theories of how to understand literature and practical application of the theories to particular works of literature.

**ENGL 556 Theory and Practice
of Teaching Composition (3)**

A study of traditional and contemporary theories of the composition process and applications of those theories to teaching composition.

**ENGL 557 Creative Writing –
Poetry (3)**

Class discussion of student writing using 20th-century poems as models.

**ENGL 558 Technical and
Professional Writing (3)**

Principles and practice of technical communication as applied to reports, technical papers, oral presentations, and business communications.

**ENGL 559 History and
Theory of Rhetoric (3)**

A study of language as a means of winning the assent, sympathy, or cooperation of an audience. Includes contemporary rhetorical theory and its development from classical rhetoric.

**ENGL 562 Workshop in Advanced
Composition (3)**

The study and practice of advanced writing techniques. This course fulfills state teacher certification requirements for advanced composition.

**ENGL 563 Creative Writing –
Fiction (3)**

Class discussion of student writing using 20th-century short stories as models.

**ENGL 650 Principles of
Literary Research (3)**

Study of textual bibliography, research methods and resources, and methods of presenting research.

ENGL 698 Tutorial (3)

Individual study of a given topic following a syllabus of readings, papers, and other requirements prescribed by a faculty member.

ENGL 699 Independent Study (3)

Individual study of an agreed-upon topic under the direction of a faculty member but following a course of reading and other requirements proposed by the student and established by negotiation with the director.

ENGL 700 Seminar (3)

Individual research into a scholarly or critical problem in literature, composition, or language. Progress, methods, and results will be shared with the class by presentation and discussion and will lead to the preparation of a single long paper.

ENGL 701 Thesis (6)

Six credit hours for completion of a formal master's thesis under faculty direction.

MASTER OF ARTS IN HISTORY

www.cofc.edu/~history/

Department of History

(843) 953-5711

W. Marvin Dulaney, Chair
Bernard E. Powers, Jr.,
Program Director

Program Description

The University of Charleston, S.C. and The Citadel offer a joint Master of Arts Degree in History providing each student with advanced specialized work in one of three areas: United States history, European history, and Asian/African/ Latin American history. The program offers qualified holders of the baccalaureate degree the opportunity to pursue historical studies in the midst of some of America's richest historical treasures. The management of the program is vested in a joint program committee composed of representatives of the two history departments, including the director and the associate director. (The latter two positions rotate between the two institutions.) Diplomas and other documents will indicate that the program was a joint endeavor and will include the names of both institutions.

Minimum Admission Requirements

Degree students

- Submit a completed application form with a nonrefundable application fee of \$35.
- Submit one official copy of a transcript from each institution of higher learning

attended, including documentation of graduation from an accredited four-year college or university.

- Submit three letters of recommendation from former professors or immediate superiors in recent employment. Each referee should be as specific as possible in his analysis of the applicant's potential for academic success.
- Submit an official copy of test scores of the Graduate Record Examination or Miller Analogies Test (must be taken during the last six years).
- Submit written evidence of your ability to conduct research and present findings. Ideally, this requirement should be met by submission of a term paper, honors thesis, etc. from a graduate or upper-level course taken in college. As a substitute, applicants may write an essay of no more than three pages on the topic of what history means to the applicant.
- Ordinarily, applicants are expected to have completed and passed at least 15 hours of undergraduate history courses beyond the introductory level.
- Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale and a 3.0 in the major. They are also expected to have a composite GRE verbal and analytical score of 1000. An applicant who fails to meet this score may be allowed to pursue course work as a provisional student. Upon completion of nine semester hours with no more than three hours in independent study (HIST 770), and a minimum GPA of 3.25, the test score may be waived. The student must make this request in writing to the Joint Program Committee.

Non-degree students

- Submit a completed application form with a nonrefundable application fee of \$35.
 - Submit one official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university.
- With the approval of the director or associate director, non-degree students may be permitted to register for up to 12 semester hours of credit prior to applying for admission to the program. Non-degree students who have taken in excess of 12 semester hours of graduate courses in history must have permission of the Joint Program Committee to continue enrollment in a non-degree status. Courses taken in non-degree status may only be applied towards a degree with the approval of the joint committee.

Application Deadlines

The Joint Program Committee will consider completed applications for the degree program on the following dates:

summer & fall sessions.....March 1
spring semesterOctober 15

Plan of Study

In consultation with an advisor, each degree candidate will develop a plan of study which includes a minimum of nine hours of coursework at both institutions. The plan of study must be submitted to the Graduate School Office in order to be approved for graduation.

Courses

In addition to lectures and examinations, graduate courses will demand wide reading, thorough research, and advanced historical writing. Only graduate students will be automatically enrolled, but exceptional undergraduates—upper division majors in history and related disciplines who have a minimum GPA of 3.40 in history courses – may be enrolled in 500-level courses. For this, however, they will need permission from the instructor and the Joint Program Committee. No more than two 500-level courses may be taken by an undergraduate, while 600-level and 700-level courses are for graduate students exclusively. Since juniors and seniors will not receive graduate credit for completing these courses, the amount of work required of them will not be as great as that expected of the graduate students. The qualitative expectations remain the same for all students.

Degree Requirements

The Master of Arts in History is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit with a cumulative GPA of 3.0. The distribution of courses follows this general scheme:

Major concentration.....	18 hours*
First minor area.....	3 hours**
Second minor area	3 hours**
Historiography	3 hours
Electives	6 hours***

*Includes either a thesis (6) or two research seminars (3, 3) both of which should be taken in the major concentration when possible.

**The minor areas must be distributed between both institutions.

***In history or a related discipline in the humanities or social sciences.

All students are encouraged to attain proficiency in a foreign language. There is no formal requirement for students in the program to demonstrate language proficiency at a certain level. Depending upon the program, however, a candidate may be required by the advisor to demonstrate mastery of an appropriate foreign language, indicated by the satisfactory use of source material or literature in the relevant foreign language in seminar or research work.

A comprehensive written examination is prepared and administered by the director and associate director and is required of all candidates to be taken after the completion of 27 hours of course work. This comprehensive examination is a thorough review of the fields covered in the student's program. The examination committee is composed of faculty from both institutions. For those who complete a thesis, a satisfactory oral defense is also required before final certification for the degree. Non-thesis track students must satisfactorily complete two 700-level research seminars before final certification for the degree.

Course Descriptions

500-level courses normally enroll a maximum of 20 students. In these courses lectures are accompanied by some discussion of the readings, and the writing requirements are usually a minimum of 15 pages. In contrast, 600-level courses are restricted to 15 M.A. students and normally are conducted as seminars with discussions of assigned readings in the scholarly literature. Emphasis is placed upon analysis and synthesis of diverse historical materials, and a longer research paper of 20 to 25 pages is required.

HIST 502 Colonial America and the American Revolution to 1789 (3)

The motives of colonization; the evolution of self-government; the extension of the frontier; economic, social, and religious life; imperial rivalries; the causes of the Revolution; the War for American Independence; problems of the Confederation; and the establishment of the Federal Union.

HIST 504 Civil War and Reconstruction (3)

The political, economic, diplomatic and military history of the United States, 1850-1877, emphasizing the forces that tended to bind or disrupt the Union, including a detailed account of the war and its consequences.

HIST 506 The U. S. in the 20th Century (3)

A study of the efforts to fulfill the democratic vision in the era of wars and depressions, accelerating technological innovation, material progress, and cultural change.

HIST 521 The American South (3)

The political, social, and economic development of the South from the 1820s to the present, with emphasis on the region within the national context as one of both change and continuity.

HIST 522 South Carolina History (3)

A survey of the political, economic, social, and intellectual development of South Carolina from its discovery to the present, with emphasis on the relation of the state to the South and to the nation.

HIST 523 Afro-American History (3)

An introduction to the history of black Americans in the United States, with emphasis on the social forces underlying transitions from

West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics to be discussed include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration and urban migrations.

HIST 532 Ancient Greece (3)

Greek civilization from its beginning to Alexander the Great. Emphasis on political, economic, social, and intellectual movements.

HIST 533 Ancient Rome (3)

Roman history from its beginning until the Age of Constantine. Emphasis on political and social development in the Republic and the early empire.

HIST 535 Medieval Europe (3)

European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.

HIST 537 Renaissance and Reformation (3)

The Renaissance as a European-wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects and sculptors such as Giotto, Brunelleschi, Donatello, Botticelli, da Vinci, Raphael, and Michelangelo; the Renaissance city-states; Machiavelli and the Renaissance monarchies of France, England, Spain and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli and the Anabaptists; the Catholic Reformation; the age of civil and religious wars.

HIST 541 Enlightenment and French Revolution (3)

The major social, political and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment, the causes of the Revolution, the development of radical ideologies, the French impact on Europe, and the achievements of Napoleon as civil administrator, military strategist and commander.

HIST 542 Nineteenth-Century Europe (3)

Europe from Waterloo to Sarajevo; political reaction and reform; the Industrial Revolution with its economic, social, and political effects; nationalism and the renewed interest in imperialism; other factors in international rivalries and the coming of World War I.

HIST 543 Twentieth-Century Europe (3)

An examination of the origins and consequences of two World Wars on the major European states; the political, social, and economic development of those states and their relative positions today.

HIST 545 History of Modern Russia (3)

History of the development of Tsarist absolutism under the Romanov dynasty and of the religious, social and economic institutions of the Tsarist state. Intensive treatment of the 1917 Revolution and the institutional development of the Soviet Union to world power status.

HIST 551 Women in the Western World (3)

An examination of the ideas, institutions and events in Western Civilization which

specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and suffragist movements.

HIST 562 Colonial Latin America (3)

A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest; exploration and conquest by Europeans; the development of multiracial societies; the colonial economies; the institutions of Ibero-American empires; the social, economic, and intellectual roots of revolution; independence movements.

HIST 563 Modern Latin America (3)

A survey of Spanish and Portuguese America since the wars for independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolutionary movements and intellectual currents.

HIST 572 Pre-colonial Africa (3)

An introduction to the Pre-colonial history of sub-Saharan Africa. Special focus on the growth of Islam in West Africa, the East African city-states and kingdoms, and the upheaval in 19th-century southern Africa. African slavery and the slave-trade are also considered.

HIST 573 Modern Africa (3)

A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues.

HIST 577 Modern Middle East (3)

Tradition, modernization and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and the emergence of successor states, to the Arab-Israeli conflict, the oil crisis and Great Power confrontation.

HIST 582 China to 1800 (3)

A survey of traditional Chinese history from earliest times to 1800. Emphasis is on intellectual development against the background of social, political, and economic transformations.

HIST 583 Modern China (3)

A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course focuses on the problems of imperialism, nationalism and revolution, the rise of communism, the proletarian Cultural Revolution and the Four Modernizations in post-Mao China.

HIST 586 Japan to 1800 (3)

A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.

HIST 587 Modern Japan (3)

A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, Japan's experience with liberalism and militarism and imperialism, and the postwar transformation.

HIST 590 Special Topics in U.S. History (3)

Examples include: Turning Points in American History; the Progressive Era; The Social and Cultural Transformation of the 1920s.

HIST 591 Special Topics in European History (3)

Examples include: Georgian Britain; Edwardian Britain; the European Left and Labor.

HIST 592 Special Topics in Asian/African/ Latin American History (3)

This course concentrates on an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

HIST 593 Special Topics in Peace, War and Diplomacy (3)

Examples include: World War I; the Vietnam War; Diplomacy of the American Civil War, etc.

HIST 610 Special Topics in U. S. History (3)

Examples include: the Depression and New Deal; Business, Labor and Economic History; Social and Cultural History, etc.

HIST 620 Special Topics in Low Country Studies (3)

An interdisciplinary course organized around a specific topic, such as education, the environment of the Low Country, plantation culture, Gullah, the Caribbean origins of the Low Country. This interdisciplinary course will allow a student to explore an area of specific interest.

HIST 630 Special Topics in Peace, War, and Diplomacy (3)

Examples include: The Diplomacy of the American Revolution; Disarmament during the

1920s. This course may be offered as HIST 660 (3) for topics in European history and as HIST 680 (3) for topics in Asian, African, or Latin American history.

HIST 640 Special Topics in European History (3)

Examples include: Social and Cultural History; the Scientific Revolution; the Age of Louis XIV.

HIST 650 Special Topics in British History (3)

Examples include: The English Reformation, the English Civil War, the Victorian Age.

HIST 670 Special Topics in Asian/African/Latin American History (3)

A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

HIST 691 Historiography (3)

A core course. Examines various methods of gathering historical data and issues of conceptualization and interpretation. The course thus seeks to develop in students critical awareness and expertise based on familiarity with a variety of historical techniques, methods and concepts.

HIST 692 Teaching History and Social Sciences (3)

Organization, methods, and procedures for teaching history and the social studies in the secondary and middle schools.

HIST 693 Historical Geography (3)

A study of differing economic and social patterns, with emphasis on such fundamental determinants of economic activities as cli-

mate, raw materials, locations and the inter-relationships of these to each other and to world affairs generally. Construction and use of simplified models and diagrams to illustrate the foregoing are a basic part of the course.

**HIST 710 Research Seminar
in U. S. History (3)**

A topical seminar that focuses on a central historical problem with a major research paper required. Primary sources are utilized whenever possible.

**HIST 720 Research Seminar
in Low Country Studies (3)**

An interdisciplinary seminar designed to acquaint students with the historical methods necessary to successfully pursue a research topic, including an introduction to primary sources.

**HIST 740 Research Seminar
in European History (3)**

A topical seminar that focuses on a central historical problem with a major research paper required.

**HIST 760 Research Seminar
in Asian/African/Latin
American History (3)**

A topical seminar that focuses on a central historical problem within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East. A major research paper is required.

**HIST 770
Independent Study in History (3)**

Repeatable once.

HIST 801-802 Masters Thesis (6)

MASTER OF PUBLIC ADMINISTRATION

www.cofc.edu/~puba

Department of Political Science

Institute for Public Affairs and Policy Studies

(843) 727-6480

Lynne E. Ford, Department Chair
Arthur A. Felts, Institute Director
Philip H. Jos, Program Director
Janet L. Key, Assistant Director/
Internship Coordinator
Margaret Bonifay, Office Manager

Program Mission

To enhance the qualifications and skills of individuals employed in the public sector in the South Carolina Lowcountry, to prepare pre-service students for careers in the public sector, and to prepare all students for the roles and responsibilities of the administrator in a democratic society.

Program Description

The Joint Master of Public Administration degree is conferred by both the University of Charleston, S.C. and the University of South Carolina. The program is the only joint MPA degree program in the country to be fully accredited by the National Association of the Schools of Public Affairs and Administration (NASPAA). Program faculty includes six profes-

sors from the University of Charleston, S.C. and, in any given year, three faculty from the University of South Carolina and several highly qualified adjunct faculty. Program governance and admissions decisions are made jointly by the University of Charleston, S.C. and the University of South Carolina.

The MPA program at the University of Charleston, S.C. is designed to provide:

- A carefully structured core curriculum which focuses on the major components of modern public management.
- An elective curriculum that allows the student to develop a program of study suited to their career goals.
- Opportunities to apply administrative knowledge and skills and gain practical experience in a public or nonprofit agency.
- Opportunities to learn through participation in various research projects conducted by the Institute for Public Affairs and Policy Studies.

Core Curriculum

The program's core curriculum is designed to explore the essential elements of public management and public policy and to prepare students for increasingly complex public responsibilities in local and state government, nonprofit organizations, public/private partnerships, and in regional and federal agencies. The core curriculum emphasizes both the skills and knowledge

required to effectively manage and develop organizational resources and to understand the larger constitutional and political setting in which policy is developed and administrative tasks are defined and assessed.

The core curriculum consists of 21 semester hours of coursework and a three-hour internship:

- PUBA 600 Perspectives on Public Administration
- PUBA 601 Research and Quantitative Methods for Public Administration
- PUBA 602 Public Policy
- PUBA 603 Administrative Ethics and Accountability
- PUBA 604 Personnel Administration
- PUBA 605 Financial Administration
- PUBA 701 Capstone Seminar
- PUBA 777 Internship

Specialized Study

Elective courses are available in three basic areas of specialized study:

- Public Management and Public Policy
- Nonprofit Administration
- Environmental Planning and Administration

Opportunities to develop higher levels of skill and specialized study include a thesis project, directed independent studies, and

special topics seminars. In addition, with the permission of the director, courses are often available through other graduate programs on campus and through the Medical University of South Carolina's Health Administration Program and The Citadel's Master of Business Administration Program. All transfer credits completed at another institution, a maximum of 12, must be approved by the director.

Applied Focus

Students are introduced to practical administrative and analytic skills in a variety of ways. The joint program regularly uses adjunct faculty to teach elective courses. These practitioners instruct students in their particular specialty, providing them with a valuable, hands-on perspective useful in supplementing their broader training. In addition, students are matched with a mentor, with significant administrative experience. A variety of workshops, training sessions, and speakers are sponsored by the program. Finally, students gain practical experience in the internship component of the program by working with practitioners on a daily basis.

Internships

The internship placement should augment the student's chosen area of study. To satisfy the requirement, students will be required to work no fewer than 300 hours (20 hours per week) for three hours of internship credit and no fewer than 600 hours (40 hours per week) for six hours of internship credit. A contract is required between the supervisor, student, and program director. The student will be expected to satisfactorily meet the expectations of the agency. To that end, the MPA director and the internship coordinator will periodically evaluate the student's performance, including visiting the placement site and interviewing the internship supervisor.

The student will also be required to meet regularly with the internship coordinator and report on his or her progress. Finally, the student must submit a paper on the duties, responsibilities, and experience provided by the internship. Those who are in-service or who have significant previous experience may formally request to have the internship requirement waived. Students granted a waiver will take an additional elective course in order to satisfy the hourly requirements for the degree.

Assistantships

Full and part-time MPA students with assistantships have the opportunity to participate in projects conducted by the Institute for Public Affairs and Policy Studies. Institute projects range from technical assistance to local governments to major research initiatives.

Graduate assistantships are available on a competitive basis for full-time students. Individuals receiving assistantships must enroll for nine hours of coursework per semester. Research assistants work up to 20 hours a week on various institute projects or may be assigned to individual faculty for research assistance. Assistantships include a stipend of \$4,050 per semester.

Application Procedures and Admission Requirements

Students from diverse undergraduate backgrounds are strongly encouraged to apply. In certain cases, students with no prior training in the social and behavior sciences may be required to enroll in undergraduate courses to properly prepare themselves for graduate study in the MPA program.

Degree Students:

- Submit completed application form along with a non-refundable application fee of \$35.

- Submit a letter of intent stating the applicant's reasons for applying to the program, areas of interest, and career objectives.
- Submit an official transcript from the applicant's undergraduate college of university. Students who have attended more than one undergraduate institution may be required to submit official transcripts from those schools.
- Submit three letters of recommendation from persons familiar with the applicant's academic record and/or work performance. References should address the student's academic ability and motivation to successfully complete a graduate degree.
- Submit official copy of test scores from the Graduate Record Examination (GRE). *
- Submit optional materials, such as undergraduate theses or term papers, samples of work projects, etc.

NOTE: Students are not required to take an advanced (subject area) test on the GRE.

Procedures

Students may apply to the MPA program at any time during the year. Applications must be completed at least six weeks prior to the starting date of the next semester for enrollment for that semester. All materials, including application forms, transcripts, letters of recommendation, and supporting documentation should be mailed to:

MPA Program Director
Institute for Public Affairs and Policy Studies
University of Charleston, S.C.
Charleston, S.C. 29424

Degree students are expected to have:

- Minimum grade point average of 3.0 (on a 4.0 scale).
- Combined score in excess of 1500 on the quantitative verbal and analytical sections of the GRE.

- Training in basic statistics. Otherwise, students may be required to take a basic statistics course prior to enrolling in Research and Quantitative Analysis for Public Administration.
- International students must also fulfill the requirements listed elsewhere in this catalog.

NOTE: Students who fall below the minimum admission criteria but who have significant life experiences, particularly in public administration, are also encouraged to apply.

Non-degree students:

Occasionally, students may desire to take courses in the MPA program but not pursue the degree. These students are welcome to enroll in MPA courses on a space-available basis as professional development students. Those seeking to enroll as professional development students must:

- Submit a completed application form along with a nonrefundable application fee of \$35.
- Provide verification of successful completion of an undergraduate degree with at least a 2.5 GPA.
- Receive the permission of the director

NOTE: Students wishing to take courses while fulfilling admission criteria (for example, waiting to take the GRE) are restricted to six hours of enrollment prior to admission.

Plan of Study

After being admitted, new students should meet with the MPA director to outline a tentative plan of study. Initially, the MPA director acts as the student's advisor. After they become familiar with the MPA faculty, students may wish to choose an advisor with a specialization in their area of professional interest. In the initial meeting with the MPA director, a plan of study is developed based on the stu-

dent's background, interest, training, experience, and career objectives. These factors play a significant role in the elective courses chosen and eventual internship placement. Students should begin exploring internship opportunities early in their program of study and contact the internship coordinator. The initial plan of study will be reviewed as necessary on a semester-by-semester basis during the student's enrollment in the MPA program. Before registering each semester, students should carefully select appropriate courses in order to fulfill degree requirements.

The MPA program provides the flexibility for students to develop a focus in a variety of areas through careful selection of elective courses and internship arrangements.

Degree Requirements

The MPA is a professional degree requiring:

- A minimum of 39-42 semester hours, including the following:
 - a. 21 hours of core courses.
 - b. 15 hours of electives (18 if the internship requirement is waived for previous experience).
 - c. A three to six hour variable credit internship. Internships are graded on a satisfactory/unsatisfactory basis.
- A minimum grade point average of 3.0.

Course Descriptions

Core Courses

PUBA 502 Special Topics in Public Affairs Seminars (1-3)

Covers current issues such as problem solving and public decisions; benefit-cost analysis; citizenship participation in public decisions; and application of statistical techniques to public decisions. This course ranges from one to three credits.

PUBA 600 Perspectives on Public Administration (3)

This course studies the practice of public administration in the United States in the 20th century. This course also examines the historical development of the field of public administration and current approaches to the study and practice of public administration.

PUBA 601 Research and Quantitative Methods for Public Administration (3)

This course examines the various aspects of locating, collecting, and processing primary and secondary data utilized by public administrators and policy analysts. It includes design of original surveys, library and archive searches, problems of storage and retrieval, and statistical description.

PUBA 602 Public Policy (3)

This course examines the activities of individuals, groups, and institutions that define or ignore public problems, participate or fail to participate in political struggles over these problems, and confront or avoid opportunities to develop and implement solutions. The implications of these complexities for public employees and public management are emphasized.

PUBA 603 Administrative Ethics and Accountability (3)

A critical examination of the legal, political, professional, and organizational accountability demands made on administrators and their relationship to ethical decision making and ethical integrity.

PUBA 604 Personnel Administration (3)

This course examines organization, techniques and theories of personnel management; interpersonal relations in organizations;

personnel change and development; changing conditions in the public service-educational specializations, unions, collective bargaining and ethics.

PUBA 605 Financial Administration (3)

This course examines the organization and techniques of governmental financial management, budgetary theories and intergovernmental financial relations.

PUBA 701 Capstone Seminar (3)

The capstone seminar is designed to be a culminating experience that helps the student integrate knowledge and skills acquired throughout the program. Students engage in applied research. Prerequisite: Completion of all MPA core courses and at least 30 semester hours or permission of instructor or MPA director.

PUBA 777 Internship (3-6)

A supervised, field experience in which the student observes and participates in the functioning of a public sector or other not-for-profit organization for at least 15 weeks. Prerequisite: At least 15 credits earned in the MPA program. Permission of the MPA director required. Graded on a satisfactory/ unsatisfactory basis.

Public Management and Public Policy

PUBA 502 Special Topics: Program Evaluation (3)

This course provides an introduction to both qualitative and quantitative methods of evaluating public programs. The emphasis is on building skills in research design, data collection, methods of analysis, and communication of findings. Special attention is paid to assessing the strength and weakness of alter-

native research designs, developing strategies for data collection, communicating research findings to diverse audiences, and selecting evaluation strategies that are practical in light of real world constraints on resources and time.

PUBA 502 Special Topics:

Policy Statistics (3)

This class provides instruction in quantitative research methods and hands-on use of computer software to analyze program results.

PUBA 512 Females/Minorities in Public Administration (3)

This course explores the historical and legal foundations for equal opportunity in employment and education. The social and political aspects of class/gender stratification are discussed. The concepts of equal opportunity, affirmative action, cultural diversity and harassment are addressed.

PUBA 611 Urban Policy (3)

The history of American urban policy is surveyed, with special emphasis on national urban policy. It is designed to develop an understanding of the nature of U.S. urban policy, its relation to urban policy in other countries, and of the forces which have structured urban growth.

PUBA 620 Local Government Politics and Administration (3)

This course examines the role of the local government administrator as leaders and service providers. The course explores an understanding of local political environments and develops an understanding of what they mean in terms of democratic institutions and theory.

PUBA 622 Intergovernmental Relations (3)

This course provides an understanding of the nature and dynamics of the American federal system of government: the functions, powers, and service delivery capacities of county, municipal, and special purpose district governments, the creation of new jurisdictions, the reciprocal influences of local, state, and federal bureaucracies, the grant-in-aid system, and revenue sharing among different units of government. A special emphasis is placed on the complex nature of state-local and inter-local relations in an urban setting.

PUBA 623 South Carolina Government and Policy (3)

This course will allow those students who intend to pursue administrative careers (either local government or state government) in South Carolina to become familiar with the state's political and policy processes.

PUBA 631 Administrative Law (3)

This course studies the legislative, adjudicatory, and general policy-making powers of administrative agencies and regulatory commissions, and the scope of judicial review of administrative action. The course is directed primarily toward an analysis of the political nature of bureaucracy, and secondarily toward the procedural requirements for administrative policy-making.

PUBA 633 Urban Planning (3)

This course provides a critical evaluation of the field of planning. The class focuses on the origins and evolution of the discipline, tools of planning practice, and the interrelated planning elements of economic development, social justice, and environmental protection.

PUBA 640 Leadership and Decision-Making (3)

This course examines leadership and decision making by identifying the environment of decision-making, the techniques and characteristics of leadership styles and decision-making approaches.

PUBA 706 Economic Theory for Policy Analysis (3)

This course develops and applies microeconomic models and theories to the analysis of contemporary public sector issues. Attention is given to the conceptual and practical problems associated with resource allocation decisions given conflicts between efficiency and equity and limited information.

PUBA 712 Organizational Behavior (3)

This course is a survey of theories of organization behavior from the classical to systems perspectives. The objective is to provide conceptual framework for the understanding and study of organizational behavior and human behavior in organizations. Topics include formal and informal structure, motivation, organizational environments, decision-making, leadership, organizational change and development.

PUBA 720 The Practice of Public Administration (3)

The world of the practicing manager is complex. Making decisions with often severe limits on resources and time means that managers must consider various aspects of management-personnel, legal accountability, resource management, ethics-in rapidly changing contexts. This seminar addresses these complexities by exploring particular cases in depth.

PUBA 722 Information Systems and Public Administration (3)

This course examines the development and uses of information systems in local, state, and federal administrative agencies with emphasis on the management of information systems in the public agency environment; the problems of interagency and intergovernmental relations; the politics of technological innovation; privacy, confidentiality, security, and information policy; and the role of information technology in democratic government.

PUBA 723 Contemporary Administrative Organizations (3)

This course examines the problems, processes, and theories of communication, decision-making, agency planning and control in administrative agencies.

PUBA 730 Politics and the Budgetary Process (3)

This course analyzes the political, economic and social influences on the budgetary process.

Nonprofit Administration

PUBA 502 Special Topics: Legal Aspects of Non-Profits (3)

This class provides an in-depth analysis of the legal status of nonprofit organizations and explores legal issues as they arise in operations and governance, solicitation of funds, and tax law.

PUBA 502 Special Topics: Fundraising and Marketing for Non-Profits (3)

This course examines the many fundraising techniques that generate financial support for non-profits from foundations, corporations, and individuals; proposal writing and presentation; long-range development, and special event fundraising are examined.

PUBA 502 Special Topics: Finance and Accounting for Non-Profits (3)

This class is designed to provide practical knowledge and techniques for financial management and accounting in non-profit organizations. These techniques are understood in the context of planning, goal setting, and the

PUBA 650 Essential Elements of Non-Profit Administration (3)

This course orients students to the history, values, and issues of the third sector in American society; and to the leadership and management challenges peculiar to the administration of non-profit organizations. The latter includes board relations, fundraising, program advocacy and lobbying, legal frameworks, human resource management in volunteer settings, financial management, and grants administration. Prerequisite: Completion of one semester in MPA program preferred.

PUBA 654 Human Resource Management for Non-Profit Organizations (3)

This course examines the human resource development issues for non-profit organizations. Personnel play a vital role in the non-profit sector. Distinctively, this sector is dependent not only upon a core group of salaried employees, but upon a voluminous network of volunteers. There are specific issues including training, development, and leadership, which take on unique characteristics in the non-profit sector. The course will center on the executive directors role in the success of shaping, managing, and leading the organization.

Environmental Planning and Administration

PUBA 632

Environmental Politics (3)

This course is intended to provide students with a broad understanding of environmental politics in the United States. It examines the emergence of environmentalism, its social bases and its political impact and its political influence.

PUBA 633 Urban Planning (3)

See the course description under Public Policy and Public Management

PUBA 502 Special Topics:

Environmental Law and Regulatory Policy (3)

This course examines environmental law within the context of the American legal system. The course focuses on both criminal and civil law in terms of liability, defenses, and remedies as well as federal laws as they relate to the environment.

PUBA 502 Special Topics:

Land Use Law (3)

This seminar explores legal issues surrounding growth, planning, permitting and zoning.

PUBA 502 Special Topics:

Wetlands Protection (3)

The course explores various aspects of the most pressing issues presently facing policymakers and public administrators who manage coastal areas and wetlands. Topics of discussion will include the debates over regulatory takings; the ecological importance of wetlands; the propriety of constructed wetlands; the significance of water quality; the management and usefulness of mitigation banks; the appropriateness of cost-benefit analysis; the nature of development; strategies for public participation and community

involvement; considerations regarding environmental justice; and the pros and cons of past, present, and future coastal and wetland management practices.

PUBA 502 Special Topics: Coastal Resource Management (3)

This course is designed to give students the perspective they need to understand the unique geography (over 70% of the East Coast saltwater wetlands lie within 100 miles of Charleston) with respect to key areas of public management such as service delivery, transportation, and economic development. The emphasis is upon giving the environmental as well as industrial and community development perspectives on these issues.

SCHOOL OF SCIENCES AND MATHEMATICS

DEGREES OFFERED:

Master of Science in Computer and Information Sciences

Master of Science in Marine Biology

Master of Science in Mathematics

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCES

www.cs.cofc.edu

Department of Computer Science

(843) 953-6905

Christopher W. Starr, Chair
Anthony P. Leclerc, Program Director

Program Description

The University of Charleston, S.C. and The Citadel offer a joint graduate program leading to a master of science in computer and information sciences. The program is designed to serve a growing professional work force in computer science, information technology and software engineering in the Lowcountry of South Carolina.

The 33-credit-hour program offers three areas of specialization: computer science, information systems, and software engineering.

Courses are taught in the evenings or late afternoons, accommodating the schedules of most professional students. Courses are offered on both campuses, usually on alternating days permitting full-time students to schedule up to four courses (12 credit hours) in a semester. Ample parking is available on both campuses after 5:00 p.m.

Thesis Options

Students may complete the degree in one of three ways for any of the three specialization areas.

1. Non-thesis option: A student must complete 33 credit hours of graduate course work.

2. Project thesis option: A student must complete 30 hours of graduate course work and a project thesis. This option is characterized by a research project that applies or extends course topics through systems development. The project may be associated with a current work-related problem. External documentation will accompany the project. Students electing this option will sign up for three credit hours of research during the semester in which the research begins.

3. Research thesis option: A student must complete 27 hours of course work and a research thesis. The thesis option is a traditional research project characterized by a comprehensive paper on a research topic. Students electing this option will sign up for three credit hours of research during each of two consecutive semesters.

NOTES: 1. All options for degree completion requirements are constrained by elapsed time and GPA requirements for graduation.

2. For any thesis or project thesis with a duration that extends into additional semesters, including the summer, students are required to register for additional research hours. Research hours do not satisfy elective credit hours.

3. Both the thesis option and the project thesis option require a proposal for project approval. Proposals are submitted to the program director for

approval by the program director and the thesis advisor.

Program Duration

A typical professional student might take two courses per semester during the fall and spring terms and one course during the summer. Such a schedule would put the student on track to graduate in two and a half years depending on which degree-completion option is selected. Non-degree students simply desiring to build skills and expertise in one or more specialized areas may, of course, simply schedule such courses as desired. A full-time degree-seeking student would typically take between three and four courses during the fall and spring terms and up to two courses during the summer, putting the student on track to graduate within a year and a half, depending again on the degree-completion option.

Minimum Admission Requirements

Degree-seeking students

1. A completed application form with a non-refundable application fee of \$35. (University of Charleston, S.C.)
2. One official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university.

3. An official copy of test scores of the Graduate Record Examination (GRE) with a minimum score of 1500 on the general test (combined verbal, quantitative, and analytical scores) or successful completion of a graduate degree from an accredited institution.

4. Evidence of a command of spoken and written English, such as a TOEFL score of 550 or greater if English is not the primary language of the applicant.

5. Either course work or acceptable work experience in computer science and mathematics. All students must have an understanding of the following four core competencies:

- a. basic computer architecture
- b. object-oriented programming
- c. discrete mathematics
- d. data structures.

6. In addition to the core competencies, it is highly recommended that students also have the proper background in their specialization of choice. Recommended competencies by specialization are:

- a. Computer science specialization: operating systems theory, programming language theory;
- b. Information systems specialization: business management;
- c. Software engineering specialization: programming language theory.

NOTE: Undergraduate courses are available for completing the competency requirements.

Application Deadlines

fall semester August 1
 spring semester November 1
 summer semester April 1

Plan of Study

A plan of study must be approved by the program director and would include a list of any required undergraduate competency courses. The plan of study specifies the

specialization selection and the thesis option and the earliest and latest possible date of graduation.

Degree Requirements

The master of science in computer and information sciences degree is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit (of which no more than nine may be transfer credit) with a cumulative GPA of 3.0. All candidates for the degree will take a written, comprehensive examination for programmatic assessment and improvement.

For all specializations, students must complete four core courses including:

1. Data Modeling
2. Foundations of Software Engineering
3. Object Oriented Design Patterns
4. Distributed Computer Systems Architecture

Four additional courses are required for each specialization:

1. Computer science
 - Advanced Computer Organization
 - Advanced Operating Systems
 - Automata
 - Programming Languages
2. Information systems
 - Data Communications and Networking
 - Project Change and Management
 - Information Technology Policy and Strategy
 - Database Design
3. Software engineering
 - Programming Environments and Software Tools
 - Software Requirements Analysis and Specifications
 - Software Systems Design and Implementation
 - Software Testing and Maintenance

Courses

The computer and information sciences program offers foundational theory courses as well as specialized study in technical areas.

CSIS 601 Data Modeling (3)

Data modeling includes conceptual, logical, and physical modeling. The focus is on conceptual data modeling. Students learn about data element analysis, standardization, naming, and normalization. They learn how to create a single model that supports multiple user views. In addition, they learn how to select and use modeling tools (e.g. the Unified Modeling Language).

CSIS 602 Foundations of Software Engineering (3)

A survey course in software engineering processes and methodologies. This course includes software life cycles, planning and managing projects, capturing and managing requirements, analysis and design, implementation, software testing and quality assurance, and risk analysis in software development. Emphasized are team-based development, quality standards, object-oriented design, and CASE (computer aided software engineering) tools.

CSIS 603 Object-Oriented Design Patterns (3)

A course in software design using design patterns as a tool for communicating software design solutions and as an aid in software refactoring. Creational, structural and behavioral patterns are emphasized. Also covered are finding and documenting patterns, software development patterns. The Unified Modeling Language is used as the design tool for software patterns and programming projects are in an object-oriented programming language.

CSIS 604 Distributed Computer Systems Architecture (3)

This course covers basic techniques for the design and construction of distributed systems. Its aim is to give the skills needed to build simple systems and to identify key issues for the analysis of distribution problems.

CSIS 614 Advanced Operating Systems (3)

This course covers a broad range of advanced operating systems concepts including protection, security, memory management, kernels, file systems, synchronization, naming, networks, and distributed systems as well as recent trends in operating systems design. Specific aspects of operating systems which support distributed computing will be emphasized. Prerequisite: CSIS 604.

CSIS 632 Data Communications and Networking (3)

An introduction to data communications and computer networking. Topics include LAN topologies, transmission media, error detection, packet switching networks, internet working of heterogeneous network technologies, internetworking protocol suites (with emphasis on TCP/IP), the client/server paradigm, the BSD socket interface, network security, and important network applications.

CSIS 638 Database Design (3)

Topics include conceptual and logical data models, relational database design, Structured Query Language (SQL), query processing, administration, CASE tools. A database design project is part of the requirement and includes a hands-on design, development and implementation using an available database software system like Oracle. Prerequisite: CSIS 601 or permission of the instructor

CSIS 670 Special Topics in Computing (3)

A course in the special study of an advanced or new topic in computer science, information science or software engineering. This course may be repeated for additional credit, as the topics change. Prerequisite: Permission of the instructor.

CSIS 672 Human-Computer Interaction (3)

Introduction to human computer interaction and user interface development. Topics include human factors of interactive software, interactive styles, design principles and considerations, development methods and tools, interface quality and evaluation methods. This course stresses the importance of good interfaces and the relationship of user interface design to human-computer interaction. It is intended for students whose future work may involve software development.

MASTER OF SCIENCE IN MARINE BIOLOGY

www.cofc.edu/~marine/

Department of Biology

(843) 953-5504

Duncan R. Munro, Acting Chair
David W. Owens, Program Director
(843) 406-4000

Grice Marine Laboratory

(843) 406-4000

Located at Ft. Johnson on James Island, about 10 miles from the main campus, the Grice Marine Laboratory houses classrooms, student laboratories, research laboratories, faculty offices, an aquarium room, and a research collection of marine invertebrates and fishes. Courses related to the marine environment are conducted at Grice Laboratory. Adjacent to the College of Charleston facilities at Fort Johnson, the facilities of the Charleston Laboratory of the National Ocean Service (NOS), National Oceanic and Atmospheric Administration (NOAA), the Marine Resources Division of the South Carolina Department of Natural Resources and the new 78,000 sq. ft., jointly administered, Hollings Marine Lab are all available to graduate students, staff, and visiting scientists for research and training purposes.

Program Description

The University of Charleston, S.C., offers a graduate program leading to a Master of Science in Marine Biology. Several participating institutions contribute faculty and support to the program, including The Citadel, the Medical University of South Carolina, the Marine Resources Research Institute of the South Carolina Department of Natural Resources, and the Charleston Laboratory of the National Ocean Service. The M.S. degree is awarded by the University of Charleston, S.C., and students use facilities and resources of all the participating institutions. Student offices and research spaces are provided in the Marine Resources Research Institute and Grice Marine Laboratory of the University of Charleston, S.C., both of which are located at the Fort Johnson Marine Science Center on Charleston Harbor.

The program is research-oriented, and a thesis is required of all students. Because of the broad scope of faculty interests and facilities, an extremely wide variety of research and training opportunities are available in such areas as marine ecology, marine biodiversity (systematics, phylogeny, biogeography), evolutionary biology, cell and molecular biology, physiological ecology, marine environmental sciences, fisheries biology, oceanography, aquatic toxicology, mariculture and marine biomedicine/ biotechnology.

Assistantships

A number of research and teaching assistantships are awarded annually in the graduate program. For information on additional financial assistance, please refer to the financial information section of this catalog.

Minimum Admission Requirements

- A completed application form with a non-refundable application fee of \$35.
- One official transcript from each institution of higher learning attended.
- An official copy of scores from the general and subject (biology) tests of the Graduate Record Examination.
- Three letters of recommendation from persons closely associated with previous work related to the discipline.
- Evidence of background in the sciences:
 - a. A bachelor's degree.
 - b. Twenty semester hours of upper division biological courses, including a course in cellular or molecular biology (or the equivalent) and a course in ecology (or the equivalent).
 - c. Chemistry – two courses in organic chemistry or analytical chemistry (beyond first year chemistry).
 - d. Physics – two courses.
 - e. Calculus – one course.
 - f. Students with otherwise outstanding academic preparation who may lack one of the required courses may be admitted as provisional students.

- Evidence of a command of spoken and written English.

NOTE: Application for the fall with all supporting documents must be postmarked no later than February 1. Notification of acceptance is normally made within six weeks. Spring admissions are occasionally made; the deadline for spring applications is November 1.

Degree Requirements

- Courses: A minimum of 30 semester hours is required as follows: items a-e constitute the core (required) curriculum.*
 - a. Physical Oceanography (4)
 - b. Physiology and Cell Biology of Marine Organisms (4)
 - c. Ecology of Marine Organisms (4)
 - d. Biometry (4)
 - e. Graduate Core Seminars (2)
 - f. Thesis (4)
 - g. Elective graduate courses, of which at least one must be organism-level (minimum) (7)
 - h. Seminar in marine biology (1)
- By the end of the second semester in the program, a graduate student is expected to choose a major professor, establish a graduate committee and file a plan of study in the program's office at Grice Marine Lab. This plan must be approved by the student's committee.
- Oral Comprehensive Examination – Successful completion of an oral comprehensive examination is required. This exam must be taken no later than 90 days after completion of the second semester of courses. Successful completion of the comprehensive exam formally admits students to candidacy for the degree. Once admitted to candidacy for the degree, the student must maintain continuous enrollment in the program. Continuous enrollment can be maintained by enrollment in at least one graduate course per semester. This will entitle the graduate student to a valid ID

card, full service of the campus library, and such support from faculty and facilities of the program as the plan of study authorizes.

- Thesis Proposal – A formal written presentation of the research problem is required. This presentation to the student's committee will include a detailed description of the scope of the research, the method(s) of approach, and a timetable. The proposal is expected to be prepared by the time the student has completed the first 12 months of the program.
- Thesis – A formal written presentation of the student's research, the thesis, is required. The student's committee reviews the thesis and, if it is satisfactory, formally certifies its acceptance following an oral presentation and defense of the thesis by the student. A description of the required format for the thesis is available to students from the program office at Grice Marine Laboratory.
- All degree requirements must be met in accordance with specified University and Graduate Program in Marine Biology regulations.

*NOTE: Acceptance of transfer credit(s) for fulfillment of the requirements above will be determined by the Marine Biology Council. No more than six semester hours of transfer credit is normally allowed. Credits to be applied toward the degree remain valid for five years from the date of enrollment. In unusual circumstances, exceptions may be made by the Marine Biology Council and with the approval of the Dean of Graduate Studies. Students must maintain at least a 3.0 grade point average on a 4.0 scale.

Course Descriptions

BIOL 502 Special Topics (1-4)

Special studies designed to supplement regular offerings made in the program or to investigate an additional, specific area of marine biological research. Recent special topics courses have included Coral Reef Biology, Biology of Deep-Sea Organisms and Marine Biodiversity.

BIOL 503 Special Topics in Ecology (3-4)

Investigation of advanced specific areas of ecology beyond General Ecology (BIOL 341). Examples of offerings may include marine microbial ecology, benthic ecology, community ecology, and aquatic pollution. Prerequisites: BIOL 111/111L, BIOL 112/112L, and BIOL 341 (General Ecology) or permission of the instructor. NOTE: This course may sometimes include a lab in which case the number of credits will be four.

BIOL 510 Field Methods in Marine Ecology (2)

The use of ecological theory and methods to obtain and interpret experimental data gathered in the local marine environment. Emphasis is placed on an intensive class project. Lecture and laboratory total four hours per week.

BIOL 600 Physiology and Cell Biology of Marine Organisms (4)

A study of the regulatory mechanisms found in marine organisms, especially as these relate to interactions between the organism and the environment. Mechanisms will be discussed at the organismal, organ-system, tissue, and cellular levels. Lectures three hours per week; laboratory three hours per week. (fall)

BIOL 601**Ecology of Marine Organisms (4)**

The study of living organisms in the marine environment – population and community ecology, reproduction and life histories, productivity, evolution and biogeography. A broad overview of these elements is followed by detailed consideration of major coastal and oceanic ecosystems around the world. Lectures three hours per week; laboratory three hours per week. (spring)

BIOL 610 Physical Oceanography (4)

A study of the physics and chemistry of ocean and estuarine waters, circulation, waves and tides. Lecture and laboratory work emphasizes the interrelationships of physical, chemical, geological, and biological processes in the sea. Lectures three hours per week; laboratory three hours per week. (fall)

BIOL 611 Biometry (4)

A broad treatment of statistics concentrating on specific statistical techniques used in marine biological research. Topics covered include sampling procedures and analysis of distributions (binomial, poisson, and normal), hypothesis testing and estimation with emphasis on analysis of variance and experimental design (Latin-square, nested, randomized block, factorial), analysis of frequencies, regression and correlation. Several nonparametric and multivariate methods which are pertinent to research in the marine biological science are also discussed. Emphasis is on application of statistical techniques and not theory; therefore, a knowledge of mathematics through calculus is expected. Lectures three hours per week; laboratory three hours per week. (spring)

BIOL 620, 621 Graduate**Core Seminars (1 each)**

Seminars on contemporary topics in marine biology acquaint students with the variety of disciplines and techniques available to scientists working in the marine environment. Designed especially to stimulate new-to-the-program students to choose thesis topics. One hour per week. (620-fall, 621-spring)

BIOL 628 Plant Ecology (4)

Plant Ecology will explore the population ecology of plants covering the genetic, spatial, age and size structure of plant populations. The focus will be on understanding the origin of these different kinds of structures, understanding how these influence each other, and understanding why these change with time. Prerequisite: General Ecology (BIOL 341) or permission of the instructor.

BIOL 629 Conservation Biology (3)

A course exploring the origin, maintenance, and preservation of biodiversity at all levels: genetic, population, community, ecosystem and biosphere. The focus will be on applying ecological, genetic, and evolutionary principles to problems of conservation. Optional field trips will make use of the rich biota of the Charleston area. Prerequisites: BIOL 341 (General Ecology) and either BIOL 311 (Genetics) or BIOL 350 (Evolution), or permission of the instructor.

BIOL 630 Marine Invertebrate Zoology (4)

A study of the functional morphology, life history, systematics, evolution and other selected aspects of the biology of marine invertebrates. Lectures three hours per week; laboratory three hours per week.

BIOL 631 Biology of Crustacea (4)

A study of the biology of crustacean arthropods. Topics include evolution, taxonomy, functional morphology, physiology, embryology, ecology, behavior and commercial management. Lectures three hours per week; laboratory three hours per week. Prerequisite: A course in invertebrate zoology.

BIOL 632 Ichthyology (4)

A study of the biology of fishes, emphasizing diversity and evolution, morphology, physiology, ecology, life histories, behavior, systematics and biogeography. Laboratory work focuses on groups important in the local fauna. Lectures three hours per week; laboratory three hours per week.

BIOL 635 Marine Botany (4)

Introduction to taxonomy, morphology, phylogeny, and ecology of marine plants. Major groups of planktonic and benthic algae and vascular plants from the coast of South Carolina are studied. Lectures three hours per week; laboratory three hours per week.

BIOL 640 Applied and Environmental Microbiology (4)

A lecture and laboratory study of the special applications of microbiology to domestic water and waste water and solid wastes, food and dairy products, and industrial processes. Includes the microbial distribution and its role in various marine and freshwater, terrestrial, animal and product environments. Lectures three hours per week; laboratory three hours per week.

BIOL 641 Marine Parasitology (4)

The morphology, life cycles, ecology, physiology and pathogenic effects of animals parasitic in or on marine hosts are considered. The parasites to be studied include protozoa, helminths, arthropods and

other miscellaneous groups typical of the marine environment. The principles and practice of parasite taxonomy and evaluation, along with morphologic and physiologic studies, are emphasized in the laboratory. Lectures three hours per week; laboratory three hours per week.

BIOL 642 Aquatic Toxicology (4)

An introduction to assessing the effects of toxic substances on aquatic organisms and ecosystems. Topics include general principles of toxicology, fate and transport models, quantitative structure-activity relationships, single-species and community-level toxicity measures, regulatory issues and career opportunities. Examples are drawn from marine, freshwater and brackish-water systems. Lectures three hours per week; laboratory three hours per week.

BIOL 643 Fisheries Science (3)

A general introduction to methods of harvesting aquatic resources, and collection and evaluation of biological data to effectively manage these resources. Topics include age and growth analysis; mortality, recruitment, and yield; production and early life history; stock assessment techniques; and detailed study of certain important fisheries. Lectures three hours per week.

BIOL 644 Aquaculture (3)

Principles and techniques of aquaculture, with emphasis on warm-water species which spend all or part of their lives in salt water. Status and potential of aquaculture, including detailed discussions of established and candidate species. Design and management of aquaculture systems. Importance of water quality, feeding and nutrition, diseases and predators, genetics and breeding, and economic considerations in aquaculture. Lectures three hours per week.

BIOL 645 Systematic Biology (3)

An in-depth coverage of the principles of systematics with emphasis on reconstruction of relationships and evolutionary history of organisms. Topics include current theories of systematic and evolutionary biology, methods of phylogenetic systematics, and critical evaluation of phylogenetic hypotheses. Prerequisite: At least one upper division course in organismal biology.

BIOL 650 Seminar in Marine Biology (1)

A seminar covering topics in marine biology, fisheries and aquaculture, marine biomedical science and coastal ecology. Total semester hours in BIOL 650 is normally limited to three. Does not satisfy elective unit requirement. (fall and spring)

BIOL 700 Thesis (1-4)

Individual thesis research in marine biology. No more than four semester hours of thesis may be counted toward fulfilling the minimum degree requirements.

Examples of Ancillary Graduate Courses Available in Consortial Institutions

University of Charleston, S.C.

Program in public administration:

PUBA 700-704

Special Topic Seminars

Issues in Coastal Zone Management and
Issues in Growth vs. Environmental Quality

Medical University of South Carolina

Introduction to Electron Microscopy, Cell Biology, Scientific Writing, Introductory Biochemistry of Gene Function, Biochemical Methodology, Principles of Digital Computing & Programming, Intermediate Experimental

Design, Nonparametric Methods in Biology & Medicine, Modeling and Simulation, Cytochemistry and Histochemistry with Light and Electron Microscopes, Scanning Electron Microscopy.

MASTER OF SCIENCE IN MATHEMATICS

www.math.cofc.edu/graduate.html

Department of Mathematics

(843) 953-5730

Deanna Caveny, Chair

M. Rohn England, Program Director

Program Description

The Department of Mathematics at the University of Charleston, S.C. offers a program of graduate level training leading to a Master of Science in Mathematics. The program is intended to help prepare students for professional opportunities in business, industry, and government that require training at the graduate level. Courses in the program also serve as an option for secondary school teachers who wish to maintain certification and/or enhance their professional expertise.

Courses are offered in the areas of algebra, linear algebra, analysis, statistics, computational mathematics, discrete mathematics, optimization, and differential equations. Also, the program is enriched by special topics courses which may be applied toward the degree. Course descriptions for the current and approaching semesters can be found at the program's web site.

The Department of Mathematics also offers a graduate certificate in statistics. For more information, please contact the program director, or visit the program's website.

Assistantships

A number of graduate assistantships are available for full-time students in the Department of Mathematics. The assistantship application form is available at the program's web site or from the program director. The awards will normally be made by April 30 for the following academic year; applications for assistantships should be completed by April 15. However, applications for assistantships will be considered throughout the year if funds permit.

NOTE: For information on additional financial aid, please refer to the financial information section of the Graduate Catalog.

Minimum Admission Requirements

A bachelor's degree in mathematics or its equivalent with a minimum GPA of 3.0 in the major is the usual requirement for admission. This undergraduate training should include abstract algebra, differential equations, linear algebra and advanced calculus. Students who have not had all of these courses will still be considered for the program but must make up any deficiencies.

Students requesting admission should submit the following:

- A completed application form including a brief statement of goals with a nonrefundable application fee of \$35.

- One official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university.
- One official copy of test scores of the Graduate Record Examination, if available.
- Two letters of recommendation from former professors or immediate superiors in recent employment.

Admission Procedures

The Graduate Steering Committee encourages completed applications for the program by the following dates:

fall semester April 30

spring semester November 15

(However, applications will be considered throughout the year.)

Degree Requirements

The Master of Science in Mathematics requires 30 hours of course work or 24-27 hours of coursework and a thesis. At least 12 hours must be selected from the core in the manner described below. The remaining hours will normally be selected from courses numbered 500 and above.

Core Curriculum

MATH 502 Advanced Linear Algebra

MATH 603 Applied Algebra I

MATH 530 Mathematical Statistics I

MATH 611 Real Analysis I

MATH 531 Mathematical Statistics II

MATH 612 Real Analysis II

The student must take MATH 502, MATH 530, MATH 611, plus one

additional core course. The student may take MATH 603 in lieu of MATH 502.

The program will be subject to the policies of the Graduate School at the University of Charleston, S.C. In particular, no more than 12 semester hours of transfer credit may be credited toward a degree. Please see the "Academic Information" section of this catalog for more detail. Approved graduate courses at The Citadel or Medical University of South Carolina are not considered transfer credit, provided the student uses the University's cross registration procedures (forms available in the Graduate School office). However, the Master of Science in Mathematics requires that at least 18 credits be from courses taught at the University of Charleston, S.C.

Course Descriptions

NOTE: The frequency with which courses are offered is determined primarily by student needs and a balanced program. Following each course description is a code indicating when the Department of Mathematics plans to offer the course: F-every fall; S-every spring; oF-odd year fall; eF-even year fall; oS-odd year spring; eS-even year spring; oSu-odd year summer; eSu-even year summer. Schedule is subject to change based on student interests, faculty availability, curriculum changes and other factors. Courses without a code are offered when there is sufficient interest from students and faculty.

MATH 502 Advanced Linear Algebra (3)

This course provides the background in linear algebra needed for advanced work in algebra, analysis, and applications. Topics include vector spaces over a field, dual spaces, bilinear functions, linear transformations, determinants, eigenvalues, projections, diagonalization, Jordan canonical form, and infinite dimensional spaces. Special topics such as applications to approximation theory, positive matrices, computation, multilinear algebra, and spectral theory will be selected by the instructor. Prerequisite: MATH 203 (Linear Algebra). F

MATH 523

Partial Differential Equations I (3)

This course is designed to provide first-year graduate students with an understanding of, and the ability to solve some of the partial differential equations arising in science and engineering. Prerequisite: MATH 221 (Calculus III) and MATH 323 (Differential Equations). eF

MATH 530 Mathematical Statistics I (3)

Topics include probability, probability functions, probability densities, mathematical expectation, sums of random variables, and sampling distributions. Prerequisite: MATH 221 (Calculus III) F

MATH 531 Mathematical Statistics II (3)

Topics include decision theory, estimation, hypothesis testing, regression, correlation, and analysis of variance. Prerequisite: MATH 530. S

MATH 545 Numerical Analysis I (3)

This course is a study of numerical methods and analysis of the associated errors. Topics

include both direct and iterative methods of numerical linear algebra, computation of eigenvalues and singular values, approximation of functions, and numerical solution of ordinary differential equations. Standard computer software libraries will be used. Prerequisites: MATH 203 (Linear Algebra), MATH 323 (Differential Equations), and CSCI 220 (Computer Programming I) or permission of the instructor. oS

MATH 551 Linear Programming and Optimization (3)

This course is designed to provide first-year graduate students with an introduction to deterministic models in operations research. Topics include linear programming, network analysis, dynamic programming, and game theory. Prerequisites: MATH 221 (Calculus III), MATH 203 (Linear Algebra), and CSCI 220, or permission of the instructor. oF

MATH 552 Operations Research (3)

This course is designed to provide first-year graduate students with an introduction to probabilistic models in operations research. Topics include nonlinear programming, queueing theory, Markov chains, simulation, and integer programming. Prerequisites: MATH 221 (Calculus III), MATH 530 (Mathematical Statistics I), CSCI 220, or permission of the instructor. eS

MATH 580 Topics in Applied Mathematics (3)

This course is a one-semester introduction to an advanced topic in applied mathematics with generally only undergraduate mathematics prerequisites.

NOTE: Since the course content of this course is variable, it may be repeated for credit.

MATH 585 Topics in Pure Mathematics (3)

This course is a one-semester introduction to an advanced topic in pure mathematics with generally only undergraduate mathematics prerequisites. NOTE: Since the course content of this course is variable, it may be repeated for credit.

MATH 601 General Topology (3)

This course provides an introduction to general topology. Topics include the generation of topological spaces, continuity, connectedness, compactness, separation and countability. Prerequisites: MATH 311 (Advanced Calculus I) and MATH 411 (Advanced Calculus II) recommended.

MATH 603 Applied Algebra I (3)

This course introduces basic concepts of abstract algebra and its applications. Topics include sets, relations, functions; introduction to graphs, group theory, LaGrange's theorem, the homomorphism theorems, applications to coding theory and connections with graph theory; Boolean algebra, with applications to combinatorial circuits. Prerequisite: MATH 303 (Abstract Algebra). oSu, eS

MATH 604 Applied Algebra II (3)

This course is a continuation of MATH 603. Topics include rings and fields with applications to block designs, BCH and difference codes, public key cryptography; semigroups and monoids, with applications to automata and languages. Prerequisite: MATH 603. eF

MATH 607 Discrete Mathematics (3)

This course is an introduction to the theory and applications of discrete mathematics. Topics include enumeration techniques, combinatorial identities, matching theory, basic graph theory, combinatorial designs,

and related topics. Prerequisite: MATH 203 (Linear Algebra).

MATH 611 Real Analysis I (3)

Topics include set theory and metric spaces, topological properties, local and uniform convergence criteria, properties of continuous functions, and differentiation of vector valued functions. Prerequisites: MATH 411 (Advanced Calculus II). F

MATH 612 Real Analysis II (3)

This course is a continuation of MATH 611. Topics include the Riemann-Stieltjes integral, equicontinuous families of functions, L_p spaces, linear transformations, the inverse and implicit function theorems, and elementary measure theory. Prerequisites: MATH 611. S

MATH 615 Complex Analysis (3)

Topics to be covered include the complex number system, analytic and harmonic functions, power series, integration, residue theory, analytic continuation, conformal mapping and applications. Prerequisites: MATH 311 (Advanced Calculus I), MATH 411 (Advanced Calculus II) recommended.

MATH 623 Partial Differential Equations II (3)

Topics include first order equations and the Cauchy problem, canonical forms of second order equations, the Cauchy - Kowalevski Theorem, separation of variables and eigenfunction expansions, Green's functions, maximum principles, and numerical methods. Special topics such as the calculus of variations, the Galerkin method, perturbations, bifurcations, and group methods will be selected by the instructor. Prerequisite: MATH 523 (Partial Differential Equations I). oS

MATH 624 Dynamical Systems (3)

This course provides an introduction to the qualitative theory of ordinary differential and difference equations. Topics include existence - uniqueness, stability theory, limit cycles, Poincaré maps, structural stability, and bifurcation theory. Applications will be provided throughout the course. Special topics such as Hamiltonian systems, gradient systems, perturbations, symbolic dynamics, strange attractors, and chaos will be selected by the instructor. Prerequisites: MATH 323 (Differential Equations) and MATH 502.

MATH 645 Numerical Analysis II (3)

This course is a continuation of MATH 545. Topics include finite difference and finite element methods for partial differential equations and numerical optimization. Other topics will be selected by the instructor. Prerequisite: MATH 545 oF

MATH 650 Statistical Quality Control (3)

This course is an introduction to basic methods of statistical process control. Topics include control charts, cumulative sum control charts, lot acceptance sampling plans, and related topics. Prerequisite: MATH 350 (Statistical Methods) or permission of the instructor. eSu

MATH 651 Design of Experiments (3)

This course is an introduction to how and why scientific experiments should be designed. The most commonly used designs and their variations along with resulting analysis will be covered. Prerequisite: MATH 350, or equivalent, or permission of instructor. oSu

MATH 680 Special Topics in Applied Mathematics (3)

This course is a semester study of an advanced topic in applied mathematics. Prerequisite: Permission of the instructor. NOTE: Since the content changes, this course may be repeated for credit.

MATH 685 Special Topics in Pure Mathematics (3)

This course is a semester study of an advanced topic in pure mathematics. Prerequisite: Permission of the instructor. NOTE: Since the content changes, this course may be repeated for credit.

MATH 699 Independent Study in Mathematics (3)

This course is designed to provide graduate students with an opportunity to study an area of mathematics of interest to them which is not generally offered. Prerequisite: Depends on the particular topic being studied.

MATH 700 Thesis (3)

This course is an individual study in mathematics directed by a faculty member. Prerequisite: Approval of the Graduate Steering Committee and the instructor. NOTES: This course may be taken for credit twice when the nature of the study warrants it.

The following courses, regularly taught in the Department of Biometry and Epidemiology at the Medical University of South Carolina, may also be used as part of the curriculum for students emphasizing statistics. Students enroll in these courses using the cross registration procedures. At least 18 credit hours must be earned from courses taught at the University of Charleston, S.C.

BIOMETRY 700 Introduction to Biostatistics (4)

This course introduces population samples, comparison of means, variances, and proportions, confidence intervals, enumeration, data, regression, correlation, introduction to analysis of variance, and nonparametric methods.

BIOMETRY 702 Introduction to Experimental Design (3)

This course emphasizes designs that are used widely in statistics. The Latin Square design, factorial design, and two-way design with interaction are discussed. In addition, multiple regression models and an introduction to basic nonparametric procedures in analysis of variance are studied. Other topics covered may include life tables, nested and confounded designs, and analysis of covariance. Prerequisite: Biometry 700.

Biometry 704 Nonparametric Methods in Biology and Medicine (3)

This course covers the advantages and disadvantages of nonparametric tests. In particular, the articles covered consist of levels of measurements, tests for one and two sample location and dispersion, tests for independence, and two way layouts. Prerequisites: MATH 530 and Biometry 700.

Biometry 710 Regression Methods in Biology Medicine (3)

This course covers techniques in regression analysis including the least squares equation, methods for adding and eliminating variables in a regression model and plotting techniques. The SAS software system is used throughout the course. Prerequisites: MATH 530 and Biometry 700.

Biometry 711 Analysis of Categorical Data (3)

This is an applications-oriented course intended for Ph.D and advanced M.S. students. A short review of the standard chi-square methods is followed by several special purpose techniques for two-dimensional tables. Other areas covered include the logit transformation, maximum likelihood and weighted least squares methodologies, analysis of three-dimensional and higher tables, and treatment of zero cells.

INTERDISCIPLINARY PROGRAMS

DEGREES OFFERED:

Master of Education in Science and Mathematics

Master of Science in Environmental Studies

MASTER OF EDUCATION IN SCIENCE AND MATHEMATICS

www.cofc.edu/~medsm/

Graduate Program in Science and Mathematics for Teachers

(843) 953-5614

Robert M. Norton, Program Director

Program Description

The School of Sciences and Mathematics and the School of Education jointly offer a Master of Education in Science and Mathematics. This program offers graduate level courses in the sciences, mathematics, and education that address the needs of teachers. The program's intention is to strengthen and broaden the practicing teacher's science, mathematics, and education knowledge and understanding for use in elementary, middle, and high school classrooms. It also provides a solid background for those who might eventually pursue a doctoral degree in science and mathematics education.

Content courses in science and mathematics will be offered by faculty in the discipline using pedagogical practices consistent with the discipline and appropriate for the K-12 classroom curriculum. Integrated courses, which integrate several disciplines along a theme line, and education content courses complement the science and mathematics

content component of the program by emphasizing the interrelationships that exist among the science and mathematics content areas across the K-12 curriculum.

Minimum Admission Requirements

To be admitted to the degree program, an applicant is required to have a bachelor's degree or its equivalent with a GPA of 2.50 or better, both overall and in the major, and be a teacher. This program is designed for certified elementary, middle, and secondary teachers. It is possible to be admitted without certification. Exceptions will be considered on a case-by-case basis.

Also required for admission are a \$35 nonrefundable application fee, official transcripts of all undergraduate and graduate coursework, a statement of goals, and two letters of recommendation from individuals familiar with the applicant's academic and/or work experience and which indicate evidence of potential for success in graduate work. Additionally, the applicant must submit a valid teaching certificate, if held. TOEFL scores must be submitted if English is not the applicant's primary language. While not required, applicants also must submit official GRE, MAT, and NTE scores for each exam that was taken.

Assistantships

A number of graduate assistantships are

available for full-time students. Graduate assistants in the M. Ed. in Science and Mathematics Program receive \$8210 for the academic year. The awards normally will be made by April 15 for the following academic year. Assistantship applications should be completed by March 15. However, assistantships will be considered on an ongoing basis.

Degree Requirements

A total of 36 hours will be required for completion of the program, with at least 27 done at the University of Charleston, SC. Courses must be selected from the following four categories.

- Fundamental Education Curriculum (9 semester hours)
- Fundamental Science and Mathematics Curriculum (at least 14 semester hours)
- Integrated Science Courses (6 semester hours)
- Capstone Experiences (at least 6 semester hours)

Fundamental Education Curriculum

(9 semester hours)

- | | |
|----------|--|
| EDFS 635 | Educational Research (3) |
| EDFS 632 | Educational Psychology (3) |
| EDFS 660 | Nature of Science,
Mathematics, and Science/
Mathematics Education (3) |

Fundamental Science and Mathematics Curriculum (at least 14 semester hours—a minimum of one mathematics course and two science courses must be taken in this category)

Course Descriptions

SMFT 510 Introduction to Problem Solving (3)

A course designed primarily for elementary and middle-level teachers to investigate mathematics topics through problem solving activities. Topics covered will include numeric and algebraic concepts and operations; patterns, relationships, and functions; geometry and spatial sense, and measurement. The NCTM Standards, NCTM Addenda Series, and the South Carolina Mathematics Curriculum Framework will serve as a basis for the nature and content of activities. Graduate credit only.

SMFT 511 Introduction to Probability and Statistics (3)

This course is designed primarily for elementary and middle-level teachers. The course will examine methods of statistical measurement and their uses and misuses in interpreting and describing data. The course also addresses variation, the underlying framework and application of basic probability distributions, and inductive reasoning through probability. Graduate credit only.

SMFT 516 Applications Across the Mathematics Curriculum with Technology (3)

This course, intended for practicing middle and secondary school teachers, explores applications of mathematics which use geometry, trigonometry, probability and statistics, and networks, matrices, and linear programming. We will develop practical class-

room presentations of various applications, and integrate computer and graphing calculator activities into these classroom modules. Graduate credit only.

SMFT 518 Applications of Calculus for Teachers (4)

A course designed primarily for secondary science and math teachers to investigate applications of calculus in science and technology. Topics will include a review of limits, derivatives, and integration techniques, as well as applications to physics, geology, chemistry, biology, and technology. Investigative labs, utilizing data collection, and interdisciplinary projects will be major components of the course.

SMFT 523 Earth Science for Teachers (4)

This course will cover the fundamentals of earth science and its application to environmental issues. We will explore the history of Earth's formation and the dynamic processes that continue to shape and alter the Earth's surface. Discussion and hands-on activities will be geared toward the understanding "how the Earth works", Earth's dynamic formation and metamorphosis, and the interconnectedness of the solid Earth with the hydrosphere and atmosphere. Graduate credit only.

SMFT 537 Topics in Botany for Teachers (4)

This course will focus on plant structure and physiology. The course will cover the evolution of diversity in the plant kingdom, processes of growth, reproduction and development, and basic principles of plant ecology. The course will include workshops and field trips to help teachers translate content information into classroom activities.

SMFT 538 Topics in Zoology for Teachers (4)

This course will provide an introduction to animal diversity with emphasis on South Carolina species and their habitats. It will address the anatomy and physiology of animals. The fundamental concepts of genetics and evolution will be introduced through appropriate model organisms. Graduate credit only. Prerequisite: One year of college biology, or permission of the instructor.

SMFT 540 Fundamentals of Physical Science (4)

The course will explore the creative nature of science, build observational and descriptive skills, discover laws of chemistry and physics, familiarize students with and use the tools of science (from meter sticks to computers), and develop instructional, hands-on activities for students appropriate for the K-8 classroom. Graduate credit only.

SMFT 548 Atomic Theory of matter from Lucretius to Quarks (4)

This course looks at milestones in the development of atomic theory as a means to understand the basic concepts of modern theories of the nature of matter and as a means to convey the dynamic nature of model building in science. Data that led to the atomic theory, the concept of energy states of atoms, the discovery of elemental materials, and proposals as to the nature of the nucleus will be explored. Prerequisite: One year of teaching high school chemistry, physics or physical science; or one year of college chemistry or physics; or permission of the instructor.

SMFT 555 Applications of Physics for Teachers: How Things Work (4)

This course will develop an understanding and appreciation of the concepts and princi-

ples of physics by examining objects of everyday experiences. Items such as a microwave oven, vacuum cleaner, or elevator will be explored for the physics which makes them work. Historical and social perspectives of science will also be discussed.

SMFT 639 Genetics and Molecular Biology for Teachers (3)

The course will introduce teachers to content and methodology necessary to effectively teach genetics and molecular biology at the high school level. Many of the topics may be suitable (or can be modified) for the middle school classroom. Topics addressed in the course will include Mendelian and chromosomal genetics, evolutionary genetics, molecular biology (the path from gene to protein), biotechnology and the ethical implications of this new technology. Graduate students only. Prerequisite: One year college biology.

SMFT 645 The Physics of Force and Motion for Teachers (4)

The laws of force and motion will be examined in a lecture, discussion and laboratory environment. Students will enhance their skills employing logical and mathematical techniques to solve problems, using appropriate scientific equipment from meter sticks to computers, and develop teaching methods suitable for the K-8 classroom. Graduate credit only. Prerequisites: None.

SMFT 647 Determination of the Structure of Matter: Analytical Tools Employed Across the Science Curriculum (4)

The interaction of matter and light allows chemists, physicists, biologists, astronomers and geologists to study the nature of matter. This course will investigate the application of absorption and emission spectroscopy across a broad range of the electromagnetic spec-

trum, x-ray crystallography, laser technology, and remote sensing developments to explore the nature of matter from the atomic level to galaxies. Each topic introduced will be related to the 9-12th curriculum and to the South Carolina standards.

SMFT 697 Special Topics in Science or Mathematics for Teachers (1-4)

This is a one-semester course introduction to an advanced topic in science, integrated science, or mathematics education. NOTE: Since the course content for this course is variable, it may be repeated once for graduate credit.

Integrated Science Courses

(6 semester hours)

EVSS 640

Earth Systems Science (4)

EVSS 650 Energy Production and Resource Management (4)

SMFT 637 Biotechnology (4)

This course will cover approaches and techniques that are used in biotechnology. The structure of proteins and DNA will be reviewed and the importance of these molecules in biotechnology will be discussed. Techniques to be described in the course include gel electrophoresis, hybridization techniques, and basic cloning techniques. Applications of these techniques will be discussed along with ethics issues raised by their use. Graduate credit only. Prerequisite: One year of college biology or one year of college chemistry or permission of the instructor.

Capstone Experiences

(at least 6 semester hours)

Courses offered by master of science degree programs in the School of Sciences and Mathematics at the University of Charleston, S.C.

may be applied toward the capstone experience requirement. A student must meet the prerequisites for enrollment.

EDFS 703 Curriculum, Policy, and Systems in Science and Mathematics (3)

This course is designed to examine possible solutions to current problems in curriculum and policy within school systems in South Carolina. This course is designed to increase organizational and interpersonal skills that empower teachers to alter school climates and garner technical support while designing and implementing K-12 programs of excellence. Prerequisites: 15 hours credit in the SMFT program, or permission of the instructor.

MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES

www.cofc.edu/~environ/

Environmental Studies

(843) 727-6483
mes@loki.cofc.edu

Angela C. Halfacre,
Program Director
Duncan Munro, Acting Chair,
Biology Department
Mitchell Colgan, Chair,
Geology Department
Deanna Caveny, Chair,
Mathematics Department
Jon Hakkila, Chair,
Physics Department
Lynne E. Ford, Chair,
Political Science Department

Program Description

The Master of Environmental Studies (MES) Program prepares students to deal with the complex nature of environmental issues through an interdisciplinary approach that capitalizes on the unique faculty and research strengths of the University of Charleston, S.C. The faculty contributes through policy sciences, mathematics and the natural and physical science areas of biology, geology, and physics.

Mission

The MES program provides students with an appreciation of the interdisciplinary nature of environmental problems without sacrificing the training rigor of a specific academic discipline. The interdisciplinary emphasis is established through a carefully designed set of required courses that provide students with an understanding of environmental issues. The MES curriculum addresses these issues by teaching students the principles of basic scientific research; by giving students the tools to evaluate the potential environmental risks; and by helping students examine the role of public policy in environmental decision making.

Structure

The MES program curriculum consists of several core courses which give students a background in two substantive academic tracks—environmental policy and environmental science—as well as a case studies course and a core seminar. Additionally, students will choose one of the two tracks in which to concentrate their elective course of study.

Tracks

Environmental policy: The policy track examines the development and implementation of public policy responses to environmental issues, focusing special attention on the economic, political, and social factors that are

an intrinsic part of the policy-making process. This track's curriculum further provides students with a background in policy areas relevant to environmental issues, such as land use, economic development, and management and regulation of biohazards, as well as acquainting them with the analytic and management tools useful in evaluating environmental policy.

Environmental science (biology, geology, mathematics, physics): The science track provides academic training in specific scientific disciplines for those planning careers in environmental science. This track emphasizes traditional scientific laboratory and field research and requires students to demonstrate graduate level competency in one of the natural science fields of biology, geology, physics, or mathematics. While the curriculum of the science track will examine the scientific foundation of environmental issues, the core courses will help students to relate this information to societal risk assessment and public policy-making.

Program of Study and Advisory Committee

A student's program of study consists of a list of coursework and other requirements that the student must complete to graduate from the MES program. Upon entering the program, each student is appointed a program

advisor. Later, they will select a program of study and thesis or internship advisory committee. This committee develops a program of study for the student, oversees student progress, and advises the student about his or her career and academic options.

Admissions

Admission to the MES program requires a baccalaureate degree from an accredited institution. Students with any major are encouraged to apply, but must have a sufficient background in either the natural and/or social sciences.

Students selecting the environmental policy track must have undergraduate coursework in political or policy science. Students selecting the environmental science track must have an undergraduate major or extensive coursework in one of the natural sciences, mathematics, or engineering disciplines.

Other minimum admissions requirements are listed below. Some applicants may not satisfy all requirements. Every effort will be made to accommodate such applicants through preparatory classes at the College of Charleston. Exceptions can be made on an individual basis, depending on a candidate's background or experience.

The environmental studies program is governed by an environmental studies steering committee comprised of six members that represent the contributing departments.

Minimum Admission Requirements

To be considered for admission, students must complete an MES application packet. An application packet for the MES program can be obtained by written request to:

MES Program Coordinator
Environmental Studies Program
University of Charleston, S.C.
Charleston, S.C. 29424

Minimum Requirements

- An overall GPA of 3.0 on a 4.0 scale with a GPA of at least 2.8 in all science and mathematics courses.
- A combined score of at least 1600 on the Grade Record Examination (quantitative, analytical, and verbal sections). GRE scores submitted must have earned within the previous five years. Applicants with older GRE scores may be required to retake the exam.
- Ideally, students should have undergraduate coursework in biology, chemistry and statistics. However, the admissions committee recognizes that some students with exceptional backgrounds and training in other areas—either another science or social science—may wish to enter the program. These students are encouraged to apply and will be considered on a case-by-case basis, but should understand that they may be required to take one or more additional science courses.

To be considered for admission, students must complete a MES packet.

Application Deadlines

fall semester April 1
spring semester November 1

Degree Requirements

The masters of science in environmental studies degree requires a minimum of 41 hours.

Each student is required to complete a sequence of core courses. Students select electives from a range of approved courses, according to their area of interest. Students are required to complete either a thesis or a six hour research internship.

Core Courses

Students are required to take 18 credit hours of core courses as outlined below. The core courses fall into four categories: statistics, science, policy, and case-based.

Statistics:

EVSS 659 Environmental Statistics

Policy:

EVSS 601 Economic Theory for
Policy Analysis
EVSS 602 Public Policy

Science*:

EVSS 610 Environmental Biology
or
EVSS 640 Earth Systems Science
or
EVSS 650 Energy Production
Resource Management
or
EVSS 670 Environmental Chemistry

Case-Based:

EVSS 680 Case Studies in
Environmental Issues
EVSS 646, 647 Core Seminars

*Students in the environmental science track must take a science core course outside of their specific area of concentration.

Selected Course Descriptions

Due to the interdisciplinary nature of the program and the large number of EVSS courses, several elective courses are not included in the following list of courses.

EVSS 601 Economic Theory For Policy Analysis (3)

This course develops and applies microeconomic models and theories to the analysis of contemporary public sector issues. Attention is given to the conceptual and practical problems associated with resource allocation decisions when there is conflict among efficiency, equity and limited information in pol-

icy making. The foundations of welfare economy and techniques and applications of cost-benefit analysis as they relate to specific policy areas and programs are examined as well.

EVSS 602 Public Policy (3)

This course seeks to develop a firm understanding of the public policy making process in the United States. Students study policy making through various perspectives on implementation. The roles of major institutions including the executive, legislative, and judicial branches of government, the bureaucracy and interest groups in this process are addressed. Includes various perspectives and interpretations of policy making, including incrementalism, rationalism, pluralism and elitism. Selected areas of public policy, including transportation, poverty, energy and the environment are used to illustrate both the process and the different perspectives.

EVSS 607 Administrative Law (3)

A study of the legislative, adjudicatory, and general policy-making powers of administrative agencies and regulatory commissions, and the scope of judicial review of administrative action. The course is directed primarily toward an analysis of the political nature of the bureaucracy, and secondarily toward the procedural requirements for administrative policy-making.

EVSS 608 Perspectives On Public Administration (3)

The study and practice of public administration in the United States in the 20th Century. This course examines the historical development of the field of public administration and current approaches to the study and practice of public administration.

EVSS 609 Administrative Ethics And Accountability (3)

A critical examination of the legal, political, professional, and organizational accountability demands made on administrators and their relationship to ethical decision making and ethical integrity.

EVSS 610 Environmental Biology (3)

This course emphasizes the application of fundamental toxicological and microbiological concepts to problems which exist in the real world. The course should prepare the student interested in environmental problems with the necessary practical information to make sound judgements in assessing meaningful solutions to existing environmental problems.

EVSS 611 Basic Microbiology (5)

Encompasses contemporary aspects of structure, metabolism and genetics of microorganisms.

EVSS 612 Basic Immunology (5)

The object of this course is to assist students to gain a thorough understanding of classical and molecular aspects of immunology. The course is directed to graduate students interested in understanding the mechanisms of immunological responses.

EVSS 620 Physiology & Cell Biology of Marine Organisms (4)

A study of the regulatory mechanisms found in marine organisms especially as they relate to interactions between the organism and the environment. Mechanisms will be discussed at the organismal, organ-system, tissue, and cellular levels.

EVSS 622 Ecology of Marine Organisms (4)

The study of living organisms in the marine environment population and community ecol-

ogy, reproduction and life histories, productivity, evolution and biogeography. A broad overview of these elements is followed by detailed consideration of major coastal and oceanic ecosystems around the world.

EVSS 623 Physical Oceanography (4)

A study of the physics and chemistry of ocean and estuarine water, circulation, waves, and tides. Lecture and laboratory work will emphasize the interrelationships of physical, chemical, geological, and biological processes in the sea.

EVSS 624 Biometry (4)

A broad treatment of statistics concentrating on specific statistical techniques used in biological research. Topics covered include sampling procedures and analysis of distributions (binomial, poisson, and normal), hypothesis testing and estimation with emphasis on analysis of frequencies, regression and correlation. Several nonparametric and multivariate methods are also discussed. Emphasis is on application of statistical techniques and not theory, therefore a knowledge of mathematics through calculus is expected.

EVSS 626 Environmental Immunology (3)

This course, directed at masters or Ph.D. level students with little previous exposure to the field of immunology, addresses the role of the immune system in maintaining the health of natural populations. Lectures lay a foundation in basic immunology and cover major forms of immune dysfunction, how they may arise and possible association with environmental toxicants. Topics of special concern include the utility of animal models, genetic susceptibility and non-genetic factors. Applications to the field of risk assessment are emphasized. The course also provides some

hands-on laboratory experience and requires both written and oral class presentations.

EVSS 628 Plant Ecology (4)

Plant ecology will explore the population ecology of plants covering the genetic, spatial, age, and size structure of plant populations. The focus will be on understanding the origin of these different kinds of structures, understanding how they influence each other, and understanding why they change with time. Prerequisite: General Ecology (BIOL 341) or permission of the instructor.

EVSS 629 Conservation Biology (3)

A course exploring the origin, maintenance, and preservation of biodiversity at all levels: genetic, population, community, ecosystem and biosphere. The focus will be on applying ecological, genetic, and evolutionary principles to problems in conservation. Optional field trips will make use of the rich biota of the Charleston area. Prerequisites: BIOL 341 (General Ecology) and either BIOL 311 (Genetics) or BIOL 350 (Evolution), or permission of the instructor.

EVSS 632 Environmental Politics (3)

This course is intended to provide students with a broad understanding of environmental politics in the United States. It examines the emergence of environmentalism, its social bases and its political impact and its political influence.

EVSS 633 Urban Planning (3)

This course is designed as a critical analysis of the practice of urban planning. The focus is on how planners identify, define and approach housing, economic development, and environmental issues in the context of the political arena.

EVSS 640 Earth Systems Science (3)

This course investigates the interactions among the atmosphere, ocean, ice, solid-Earth, and biological systems. Students study the evolution of solid Earth, the formation of the atmosphere and oceans, and the origin of life. Rate and scale of changes of the Earth's environment are examined through an analysis of changing climates. Finally, the course examines human evolution and technological development to gain an understanding of human impacts on the global environment.

EVSS 641 Aqueous Geochemistry (4)

A quantitative study of equilibrium inorganic and organic geochemical reactions that control surface- and ground-water composition. Geochemical modeling methods will be used to better understand the complex interactions between rock, sediment, and water.

EVSS 642 Geological Applications of Remote Sensing (4)

Course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition and ties to geographic information systems (GIS). The course emphasis is on environmental problems. Prerequisite: Background or experience in remote sensing, or GEOL 314.

EVSS 643 Environmental Geochemistry (4)

A quantitative study of isotopic and organic geochemistry in reference to geological systems. The utility of combining stable isotopic data for pathway processes and radiogenic isotopes as environmental tracers for inorganic and organic compounds will be emphasized.

EVSS 644 Quantitative Hydrogeology (3)

A comprehensive survey of the underlying theory and applications of quantitative techniques for assessing groundwater movement, contaminant transport and geochemical evolution. Emphasis will be placed on applied engineering methods for evaluating aquifer properties from well hydraulics, tracer studies, and laboratory experimentation. The methods will be employed to make engineering decisions concerning the groundwater resource in client driven hypothetical and real-world scenarios. Prerequisite: MATH 220, GEOL 220 or permission of the instructor.

EVSS 645 Coastal Issues and Processes (3)

This course provides an in-depth understanding of the coastal environment, including coastal policies and environmental issues that result from the activity of humans. Subjects include: origin of coastlines, physical processes, coastal hazards, and coastal zone management.

EVSS 646, 647 (1 hour each) Graduate Core Seminars (2 total)

Seminars on contemporary topics in environmental studies acquaint students with the variety of disciplines and techniques available to natural, physical, and policy scientists working in the environmental field. Designed especially to stimulate new-to-the-program students to choose their thesis topics and /or determine the focus of their program of study. One hour per week. (646-Fall, 647-Spring) Prerequisites: Degree seeking MES graduate students.

EVSS 648 Numerical Modeling of Groundwater Flow (4)

An introduction to the underlying theory and applied aspects of groundwater modeling.

The range of numerical modeling techniques and application to local and regional groundwater flow systems. Modeling as a predictive tool for environmental decision-making. Prerequisites: MATH 221, EVSS 644, or permission of the instructor.

EVSS 649 Geographic Information Systems (4)

This course will cover spatial types and quality, data input operations, database management, data analysis, and software design concerns. We will also examine institutional and political concerns for using GIS. Computer-based GIS software (Unix, PC, and Mac) will be used throughout the course. Prerequisite: Some computer experience necessary.

EVSS 650 Energy Production and Resource Management (3)

A study of the nature of energy and scientific issues relating to its production, storage, distribution and use from a physics perspective. Production methods to be studied include: Hydroelectric, fossil fuel, fission, fusion, wind, photovoltaic, biomass and solar-dynamic. Scientific issues will be related to the cultural and philosophical framework surrounding energy infrastructure and policy.

EVSS 652 Introduction to Nuclear Physics (4)

An introduction to the theory of the nucleus including constituents of the nucleus; nuclear forces and structure; natural and induced radioactivity; properties of alpha, radiation with matter, including biological systems; particle accelerators; fission reactions; fusion reactions; and nuclear reactors. Prerequisites: One year introductory physics and calculus.

EVSS 654 Digital Image Processing (3)

An introduction to the techniques of digital image acquisition and processing. This course will include both lectures on the theory of the subject as well as hands-on work with state-of-the-art detectors and computer algorithms. Topics to be covered include imaging devices and detectors; image visualization; noise sources in real detectors; image histograms and filtering; image processing in the frequency domain; deconvolution techniques; and relevant applications in the field of remote sensing.

EVSS 656 Atmospheric Science (4)

An introduction to the study of the Earth's atmosphere. Topics include composition and distribution of the components of the atmosphere, atmospheric thermodynamics, synoptic meteorology, atmospheric aerosol, nucleation processes, microphysics of warm and cold clouds, cloud morphology, violent storms and artificial modification of clouds and precipitation.

EVSS 657 Satellite Meteorology (3)

Satellite meteorology is the measurement of weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature; winds, clouds, precipitation, and radiation.

EVSS 658 Climate Change (3)

An introduction to the study of the physics of the Earth's climate. Topics include climatic classification, the spectrum of radiation, absorption, scattering, transmission, radiation, the tropospheric balance, the energy balance at the Earth's surface, time variations in the energy balance, the atmospheric transport of energy, the atmosphere as a heat

engine, CFCs and stratospheric ozone, the carbon cycle, other greenhouse gases, climate heating, integrated assessment of models, and human activities affecting climate change. In addition, some of the policy issues associated with such human activities will be addressed.

EVSS 659 Environmental Statistics (3)

This course provides an introduction to environmental statistics and risk assessment. Topics include probability, correlation, regression, hypothesis testing, analysis of variance, model testing, residual analysis, and non parametric models. Environmental applications will be provided throughout the course. Prerequisites: Math 250: Statistical Methods I (or an equivalent college level statistics course) or pass an entrance exam.

EVSS 660 Environmental Risk Assessment (4)

This course begins with a historical account of risk assessment and risk management. It then introduces statistical and epidemiological concepts, including competing risks, odds ratios, and proportional hazard models. Next it describes hazard and risk identification and the basics of toxicologic phenomena and risk-based decision making are outlined. Questions of risk, uncertainty and causation, as well as the disparities between real and perceived risk are addressed. All concepts are illustrated with actual examples.

EVSS 663 Introduction to Experimental Design (3)

The course emphasizes designs that are used widely in statistics. The Latin Square design, factorial design, two-way design with interaction are discussed. In addition, procedures in analysis of variance. Other topics covered as time allows and student interest prevails include life tables, nested and confounded designs, and analysis of covariance.

EVSS 664 Regression Methods in Biology And Medicine (4)

Covers techniques in regression analysis including the least squares equation, methods for adding and eliminating variables in a regression model as well as plotting techniques. The SAS software system is used, and the application of regression methods and the interpretation of results are emphasized.

EVSS 670 Environmental Chemistry (3)

This course is an introduction to the chemistry of natural systems with an emphasis on marine and coastal problems. The cycling of chemical species, the effect of man-made inputs and environmental analytical methodology will be stressed.

EVSS 674 Environmental Analytical Chemistry (3)

A course stressing the applications of analytical chemistry to environmental problems. Spectroscopic, chromatographic, and classical analytical methodologies are discussed. Certification requirements for data, quality assurance of laboratory measurements, laboratory information management systems (LIMS), and report writing are discussed in the framework of the analytical laboratory.

EVSS 678 Nuclear and Radiochemistry (3)

An introduction to nuclear and radiochemistry stressing the fundamentals of nuclear structure, systematics of nuclear decay, the detection and measurement of radiation, radiation protection, and the role of nuclear chemistry in medical, environmental, and scientific applications. The nuclear fuel cycle and nuclear waste problems will be discussed.

EVSS 680 Case Studies in Environmental Issues (4)

This course investigates specific case studies. Case studies impart a unique opportunity to explore basic principles of biology, chemistry, geology and physics through practical applications. This approach to problems will be similar to that used by the practitioners of science and public policy.

EVSS 690 Internship (3 or 6)**EVSS 691 Thesis (3 or 6)****EVSS 693 Independent Study (1-4)**

An individual, directed study of an environmental issue in the area of risk assessment, policy, or science. Topic and project outline must be approved by Program of Study Committee. Repeatable up to six hours toward graduation.

EVSS 695 Special Topics in Environmental Studies (3-4)**EVSS 721 Aquaculture (3)**

Principles and techniques of aquaculture, with emphasis on warm-water species which spend all or part of their lives in salt water. Status and potential of aquaculture, including discussions of established and candidate species. Design and management of aquaculture systems. Importance of water quality, feeding, and nutrition, diseases and predators, genetics and breeding, and economic considerations in aquaculture.

EVSS 722 Marine Invertebrate Zoology (4)

A study of the functional morphology, life history, systematics, evolution and other selected aspects of the biology of marine invertebrates.

EVSS 723 Biology of Crustacea (4)

A study of the biology of crustacean arthropods. Topics include evolution, taxonomy, functional morphology, physiology, embryology, ecology, behavior, commercial management, and aquaculture.

EVSS 724 Ichthyology (4)

A study of fishes, emphasizing diversity and evolution, morphology, physiology, ecology, life histories, behavior, systematics and biogeography. Laboratory work will focus on groups important in the local fauna.

EVSS 725 Marine Botany (4)

Introduction to taxonomy, morphology, phylogeny, and ecology of marine plants. Major groups of planktonic and benthic algae and vascular plants from the coast of South Carolina are studied.

EVSS 726 Fisheries Science (3)

A general introduction to methods of harvesting aquatic resources and collection and evaluation of biological data to effectively manage these resources. Topics include age and growth analysis; mortality, recruitment, and yield; production and early life history; stock assessment techniques; and detailed study of certain important fisheries.

APPENDIX

College of Charleston Board of Trustees

The Board of Trustees of the College of Charleston is composed of 17 members. Fifteen are elected by the general assembly (two from each Congressional District and three at-large), one appointed by the governor, and one the governor or his designee.

Joel H. Smith, Chairman
Timothy N. Dangerfield,
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J. Vincent Price, Jr., Secretary
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3rd District
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6th District
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FACULTY

Accountancy Program

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ARSENAULT, Steven J., Assistant Professor, L.L.M., University of Florida. Taxation (UCSC)

BRADLEY, Linda, Associate Professor, Ph.D., University of North Texas. Taxation (UCSC)

CHEN, Sean, Associate Professor, Ph.D., University of Pittsburgh. Accounting information systems (UCSC)

CLARY, Betsy Jane, Professor, Ph.D., University of Mississippi. Economics (UCSC)

CONDON, Clarence, Associate Professor, Ph.D., University of South Carolina. Economics (UCSC)

DANIELS, Roger B., Associate Professor, Ph.D., University of Mississippi. Financial accounting and theory (UCSC)

HEFNER, Frank, Associate Professor, Ph.D., University of Kansas. Economics (UCSC)

MACK, Rhonda Walker, Professor, Ph.D., University of Georgia. Marketing (UCSC)

MCKEE, JR., James A., Professor, Ph.D., Oklahoma State University. Auditing (UCSC)

MORGAN, J. Michael, Professor, Ph.D., University of South Carolina. Economics (UCSC)

MUELLER, Rene D., Assistant Professor, Ph.D., DeMontfort University. Marketing (UCSC)

PULEO, Victor Anthony, Jr., Assistant Professor, Ph.D., Florida State University. Finance (UCSC)

ROUSE, Robert W., Professor, Ph.D., University of South Carolina. Accounting (UCSC)

RUDD, Howard, Professor, Ph.D., Texas Tech University. Management (UCSC)

SHAINWALD, Richard, Professor, Ph.D., University of Georgia. Marketing (UCSC)

TENNYSON, B. Mack, Professor, Ph.D., University of South Carolina. Not-for-profit (UCSC)

YOST, Jeff, Associate Professor, Ph.D., The Ohio State University. Managerial Accounting (UCSC)

WOODSIDE, B. Perry, Professor, Ph.D., University of South Carolina. Finance (UCSC)

Bilingual Legal Interpreting Program

BENMAMAN, Virginia, Professor of Spanish, Ph.D., University of South Carolina (UCSC)

MARTINEZ-GIBSON, Elizabeth, Associate Professor of Spanish, Ph.D., The State University of New York at Albany (UCSC)

RODRIGUEZ, Silva, Assistant Professor, Ph.D. Indiana University—Bloomington (UCSC)

VERLINDEN, Marianne, Assistant Professor of Spanish, Ph.D., Tulane University; Licenciée Interprete, Institut de Traduction et Interpretation Lucien Cooremans Brussels (UCSC)

WEYERS, Joseph R., Associate Professor of Spanish, Ph.D., University of New Mexico (UCSC)

CARR, The Honorable Robert S., Magistrate, U.S. District Court, Charleston, SC

HENDRICKS, Brucie, Assistant United States Attorney, U.S. District Court, Charleston, SC

In addition to resident faculty, highly distinguished professors of interpreting and professional interpreters from different parts of North America and elsewhere teach during the summer sessions. Below is a partial listing of this faculty.

CASTRO, Cristina, Interpreter/Translator, Portland, Oregon. M.A., Linguistics and Translation Arizona State University, 1995

LOOS, Scott Robert, Senior Court Interpreter, Maricopa County, Arizona. M.A., Monterey Institute of International Studies

ROBERTS, Roda, Professor of Translation and Interpretation, Ph.D., Laval (Canada) University of Ottawa, Canada

HARRIS, Brian, Former Director, School of Translation and Interpretation, University of Ottawa, Canada, FIL (London)

WELLER, Georganne, Director, Centro de Estudios de Lingüística Aplicada, Mexico City, Ph.D. (Georgetown University)

Computer and Information Sciences Program

DENIG, William A., Associate Professor, Ph.D., Ohio State University. Programming languages, networks. (The Citadel)

FRANCEL, Margaret A., Professor, Ph.D., Emory. Software engineering, design theory. (The Citadel)

LECLERC, Anthony P., Associate Professor, Ph.D., Ohio State University. Parallel algorithms. (UCSC)

MANARIS, Bill, Associate Professor, Ph.D., University of Southwestern Louisiana. Human-computer interaction. (UCSC)

MOODY, Janette W., Associate Professor, Ph.D., University of South Florida. Management information systems. (The Citadel)

POKRYFKA, Richard T., Professor, Ph.D., University of Pittsburgh. (The Citadel)

POTHERING, George J., Professor, Ph.D., University of Notre Dame. Database. (UCSC)

STARR, Christopher W., Associate Professor, Ph.D., Medical University of South Carolina. Software design. (UCSC)

ZAHID, M. Ishaq, Associate Professor, Ph.D., University of Pittsburgh. Databases, artificial intelligence. (The Citadel)

Education Programs

AINA, Emanuel O., Assistant Professor, Ph.D., University of Alberta. Elementary and Early Childhood Education (UCSC)

BARTEL, Virginia B., Associate Professor, Ph.D., University of Michigan. Elementary and Early Childhood Education (UCSC)

BLAKE, Mary E., Professor, Ph.D., University of Connecticut. Elementary and Early Childhood Education (UCSC)

BOWER, P. Kenneth, Associate Professor, Ed.D., Pennsylvania State University. Elementary and Early Childhood Education (UCSC)

COZART, Angela C., Assistant Professor, Ph.D., University of Tennessee. Foundations (UCSC)

CUDAHY, Diane C., Assistant Professor, Ph.D., University of Tennessee. Foundations (UCSC)

EDWARDS, Linda C., Professor, Ed.D., University of Massachusetts. Elementary and Early Childhood Education (UCSC)

EULAND, Deborah D., Instructor, M.Ed., College of Charleston. Foundations and Special Education (UCSC)

FINNAN, Christine, Assistant Professor, Ph.D., Stanford University. Elementary and Early Childhood Education (UCSC)

FITZHARRIS, Linda H., Chair, Ed.D., University of South Carolina. Elementary and Early Childhood Education (UCSC)

FOWLER, Robert E., Professor, Ed.D., University of Florida.) Foundations and Special Education (UCSC)

GURGANUS, Susan P., Associate Professor, Ed.D., North Carolina State University, Special Education.(UCSC)

HAY, Genevieve H., Associate Professor, Ph.D., University of South Carolina.) Foundations, Secondary, and Special Education (UCSC)

HUMPHREYS, Margaret, Director, Early Childhood Development Center, M.Ed., University of South Carolina (UCSC)

JANAS, Monica A., Associate Professor, Ph.D., Virginia Polytechnic Institute and State University. Foundations, Secondary, and Special Education. (UCSC)

JARUSZEWICZ, Candace., Assistant Professor, Ph.D., Kent State University. Foundations, Elementary and Early Childhood Education. (UCSC)

KEYES, Denis W., Associate Professor, Ph.D., University of New Mexico. Foundations and Special Education. (UCSC)

MATTHEWS, Charles Edward, Professor, Ph.D., University of North Carolina. Elementary and Early Childhood Education (UCSC)

NABORS, Martha, Professor, Ph.D., Pennsylvania State University. Elementary and Early Childhood Education(UCSC)

ndunda, mutindi, Assistant Professor, Ph.D., University of British Columbia. Foundations and Secondary. (UCSC)

PERKINS, Robert F., Associate Professor, Ed.D., West Virginia University. Foundations, and Special Education. (UCSC)

POWELL, Sara Davis, Assistant Professor, Ph.D., University of Colorado at Denver. Elementary and Early Childhood Education (UCSC)

SKINNER, Michael E., Associate Professor, Ph.D., Ohio State University. Foundations and Special Education. (UCSC)

SWANSON, Julie D., Ph.D., University of South Carolina. Foundations and Special Education. (UCSC)

VAN SICKLE, Meta L., Associate Professor, Ph.D., University of South Florida. Foundations and Secondary. (UCSC)

VOORNEVELD, Richard B, Ph.D., Associate Professor of Foundations and Special Education (1983) B.A., St. Leo College; M.A., University of South Florida; Ph.D., University of Florida.

WELCH, Frances C., Dean, Ph.D., University of South Carolina. Foundations, Secondary and Special Education (UCSC)

English Program

ALLEN, David G., Professor, Ph.D., Duke University. Medieval British; English language; contemporary American poetry (The Citadel)

BOWERS, Terence N., Associate Professor, Ph.D., University of Chicago. Eighteenth century British (UCSC)

BRUCE, Yvonne, Assistant Professor, Ph.D., Rice University. British Renaissance (The Citadel)

CALLOWAY, Licia M., Assistant Professor, Ph.D., University of Michigan. African American literature (The Citadel)

CARENS, Tim, Assistant Professor, Ph.D., New York University. Victorian (UCSC)

CARLSON, Larry A., Professor, Ph.D., Pennsylvania State University. American literature; fiction; modern poetry (UCSC)

DAVIS, Carol Ann, Assistant Professor, M.F.A., University of Massachusetts. Creative writing (UCSC)

DEVET, Bonnie D., Associate Professor, Ph.D., University of South Carolina. Rhetoric and composition (UCSC)

EICHELBERGER, Julia L., Associate Professor, Ph.D., University of North Carolina at Chapel Hill. African American literature (UCSC)

FARRELL, Susan, Associate Professor, Ph.D., University of Texas. Contemporary literature; Women's literature (UCSC)

FESTA, Conrad D., Professor, Ph.D., University of South Carolina. Victorian; satire (UCSC)

FRAME, E. Frances, Assistant Professor, Ph.D., University of South Carolina. 19th century British; humanities and computing (The Citadel)

GEHR, Katherine A., Assistant Professor, Ph.D., Indiana University. Rhetoric and composition (UCSC)

HARRISON, Joseph M., Associate Professor, Ph.D., University of Virginia. British Renaissance; epic (UCSC)

HUNT, Bishop C., Professor, Ph.D., Harvard University. British romantic; poetry (UCSC)

HUNT, Caroline C., Professor, Ph.D., Harvard University. British Renaissance; adolescent (UCSC)

HUTCHISSON, James M., Professor, Ph.D., University of Delaware. Nineteenth century American (The Citadel)

JOHNSON, Jeffrey L. L., Professor, Ph.D., Florida State University. Restoration and eighteenth century British; novel; modern drama (UCSC)

KELLY, Joseph P., Associate Professor, Ph.D., University of Texas. Modern British; Irish literature (UCSC)

LALLY, Margaret M., Associate Professor, Ph.D., Case Western Reserve University. Twentieth century British and American; creative writing (The Citadel)

LEON, Philip W., Professor, Ph.D., Vanderbilt University. Twentieth century American; adolescent (The Citadel)

LEONARD, James S., Professor, Ph.D., Brown University. Literary criticism; nineteenth century American; twentieth century American (The Citadel)

LEWIS, Simon K., Assistant Professor, Ph.D., University of Florida. World literature (UCSC)

LOTT, R. Bretley, Professor, M.F.A., University of Massachusetts. Creative writing; contemporary fiction (UCSC)

LUCAS, Scott, Assistant Professor, Ph.D., Duke University. British Renaissance (The Citadel)

MAILLOUX, Peter, Associate Professor, Ph.D., University of California at Berkeley. Twentieth century American and European fiction; composition (The Citadel)

MORRISON, Nan D., Professor, Ph.D., University of South Carolina. British Renaissance; southern (UCSC)

OZMENT, Suzanne, Professor, Ph.D., Ph.D., University of North Carolina at Greensboro. Victorian; British novel; composition (The Citadel)

PEEPLES, Scott, Associate Professor, Louisiana State University. American literature (UCSC)

REDD, Tony N., Professor, Ph.D., University of South Carolina. Twentieth-century British; southern (The Citadel)

REMBERT, James A. W., Professor, Ph.D., University of North Carolina at Chapel Hill; Ph.D., Cambridge University. Eighteenth century British; rhetoric and dialectic (The Citadel)

RHODES, Jack R., Professor, Ph.D., University of South Carolina. British romantic; continental (The Citadel)

SEAMAN, Myra, Assistant Professor, Ph.D., Claremont Graduate School. Medieval literature; English language (UCSC)

SHIELDS, David S., Professor, Ph.D., University of Chicago. Colonial and nineteenth century American; southern (The Citadel)

THOMPSON, Thomas C., Associate Professor, Ph.D., Florida State University. Composition and rhetoric (The Citadel)

TURSI, Renee, Assistant Professor, Ph.D., Columbia University. American literature (UCSC)

WARD, Patricia H., Associate Professor, Ph.D., University of North Carolina at Chapel Hill. Medieval; English language (UCSC)

WHITE, Robert A., Professor, Ph.D., University of Kansas. British Renaissance (The Citadel)

Environmental Studies Program (selected faculty)

Political Science

BROWNING, Jeremy, Assistant Professor, Ph.D., University of Illinois. Social and economic issues in urban areas

CREED, John, Assistant Professor, Ph.D., University of South Carolina. International environmental policy

FELTS, Arthur A., Professor, Ph.D., Pennsylvania State University. Public administration and public policy

HALFACRE, Angela G., Assistant Professor, Ph.D., Environmental and regulatory policymaking, coastal and wetlands policy, environmental justice, environmental risk perception and communication

JOS, Phillip, H., Associate Professor, Ph.D., University of South Carolina. Problem definition and political power

MILLS, Lindeke, J.D., Adjunct Professor. Environmental law and regulatory policy

Biology

DUSTAN, Phillip, Professor, Ph.D., State University of New York at Stony Brook. Ecology of estuarine fronts

FAUTH, John E., Assistant Professor, Ph.D., Duke University. Evolutionary responses to ecological interactions

HILLENUS, Willem J., Assistant Professor, Ph.D., Oregon State University. Vertebrate paleobiology.

MARINO, Paul, Assistant Professor, Ph.D., University of Alberta, Canada. Population ecology

STRAND, Allan., Assistant Professor, Ph.D., New Mexico State University. Plant evolutionary biology; demography; molecular ecology

Chemistry

KINARD, W. Frank, Professor, Ph.D., University of South Carolina; Environmental chemistry

Geology

BEUTEL, Erin., Assistant Professor, Ph.D., Northwestern University. Structural Geology and Tectonics

COLGAN, Mitchell W., Associate Professor, Ph.D., University of California, Santa Cruz. Climatology and environmental issues (UCSC)

KATUNA, Michael P., Professor, Ph.D., University of North Carolina at Chapel Hill. Sedimentology and coastal plain stratigraphy

NUSBAUM, Robert L., Associate Professor, Ph.D., University of Missouri-Rolla. Volcanology and planetary geology

Marine Biology

BURNETT, Karen G., Associate Professor, Ph.D., University of South Carolina. Marine biomedicine

BURNETT, JR., Louis E., Professor, Ph.D., University of South Carolina. Comparative physiology of respiration

DILLON, JR., Robert T., Ph.D., University of Pennsylvania. Biology of molluscs, genetics of gastropods and bivalves

DITULLIO, Giacomo, Assistant Professor, Ph.D., University of Hawaii. Marine plankton ecology

FRANCE, Scott, Ph.D., University of California, San Diego (Scripps Inst. of Oceanography). Evolution of deep-sea invertebrates, deep-sea biology

HAROLD, Anthony, Ph.D., Memorial University of Newfoundland. Phylogenetic systematics and biogeography of fishes

HYLAND, Jeffrey, Ph.D., University of Rhode Island. Environmental monitoring and assessments, benthic ecology, ecotoxicology (MRRI)

PLANTE, Craig J., Assistant Professor, Ph.D., University of Washington. Benthic biology

RINGWOOD, Amy H., Ph.D., University of Hawaii. Physiological ecology of marine and estuarine invertebrates (MRRI)

RUNYON, Cassandra R., Assistant Professor, Ph.D., University of Hawaii at Manoa. Remote sensing (UCSC)

VAN DOLAH, Robert F., Ph.D., University of Maryland. Benthic ecology, invertebrate community structure and population dynamics (MRRI)

WENNER, Elizabeth L., Ph.D. College of William and Mary. Crustacean biology, marine and estuarine invertebrate and fish communities (MRRI)

Physics

DUKES, JR., Robert J., Professor, Ph.D., University of Arizona. Climate change

LINDNER, B. Lee, Assistant Professor, Ph.D., University of Colorado. Atmospheric physics

MILLS, Laney R., Associate Professor, Ph.D., Louisiana State University. Atmospheric science

NEFF, James, Assistant Professor, Ph.D., University of Colorado. Energy research

History Program

BAH, M. Alpha, Associate Professor, Ph.D., Howard University. Africa (UCSC)

BARRETT, Michael B., Associate Professor, Ph.D., University of Massachusetts. Modern Germany, Europe (The Citadel)

BENNETT, Amber, Assistant Professor, Ph.D., University of Pennsylvania; Colonial America (The Citadel)

BISHOP, Jane C., Associate Professor, Ph.D., Columbia University. Ancient, Medieval and Byzantine (The Citadel)

BODEK, Richard H., Associate Professor, Ph.D., University of Michigan. Modern Germany, European social and labor (UCSC)

BRANA-SHUTE, Rosemary A., Associate Professor, Ph.D., University of Florida. Latin America, Caribbean, slavery (UCSC)

BUSHNELL, Amy, Associate Professor, Ph.D., University of Florida. Spanish America, Native American, Colonial U.S. (UCSC)

COATES, Timothy J., Assistant Professor, Ph.D., University of Minnesota. Latin America (UCSC)

COUSSONS, John S., Professor, Ph.D., Louisiana State University. Civil War, South Carolina (The Citadel)

COX, Marcus, Assistant Professor, Ph.D., Northwestern; African-American (The Citadel)

DRAGO, Edmund L., Professor, Ph.D., University of California, Berkeley. Civil War and Reconstruction, the South (UCSC)

DULANEY, W. Marvin, Associate Professor, Ph.D., Ohio State University. 20th century America, African American (UCSC)

FINEFROCK, Michael M., Professor, Ph.D., Princeton University. Middle East, Russia (UCSC)

GORDON, John W., Dean of Undergraduate Studies, Ph.D., Duke University. United States, military (The Citadel)

GRENIER, Katherine H., Associate Professor, Ph.D., University of Virginia. Modern Europe, England (The Citadel)

HOPKINS, George W., Professor, Ph.D., University of North Carolina, Chapel Hill. Labor, urban, 20th century America, Vietnam War (UCSC)

JORDAN, L. Wayne, Professor, Ph.D., University of Virginia. Colonial and Revolutionary U.S., 19th century South (UCSC)

KNAPP, Keith, Assistant Professor, Ph.D., University of California at Berkeley. China (The Citadel)

KNEE, Stuart E., Professor, Ph.D., New York University. Intellectual, 19th century America (UCSC)

MCCANDLESS, Amy T., Professor, Ph.D., University of Wisconsin. England, women (UCSC)

MCCANDLESS, Peter, Professor, Ph.D., University of Wisconsin. England, history of medicine (UCSC)

McGOUGH, Laura, Assistant Professor, Ph.D., Northwestern University. Renaissance-Reformation (UCSC)

MOORE, Winfred B., Professor, Ph.D., Duke University. U.S. South (The Citadel)

NEWELL, John H., Professor, Ph.D., Duke University. Medieval Europe (UCSC)

NICHOLS, W. Gary, Professor, Ph.D. University of Alabama. Russia (The Citadel)

OLEJNICZAK, William, Associate Professor, Ph.D., Duke University. European social and cultural, France (UCSC)

PICCIONE, Peter A., Assistant Professor, Ph.D., University of Chicago. Egypt and Near East (UCSC)

PILCHER, Jeffrey M., Assistant Professor, Ph.D., Texas Christian University. Latin America (The Citadel)

POWERS, JR., Bernard E., Professor, Ph.D., Northwestern University. African-American (UCSC)

REYNOLDS, Clark G., Professor, Ph.D., Duke University. Oceanic, military (UCSC)

TSAI, Jung-Fang, Professor, Ph.D., University of California at Los Angeles. China, Japan, Hong Kong, Taiwan (UCSC)

Marine Biology Program

Graduate faculty associated with cooperating institutions are active members of the marine biology graduate program. They advise students, teach, serve on graduate committees, and hold adjunct status at the University of Charleston, S.C.

ALLEN, Dennis, Ph.D., Lehigh University. Salt marsh ecology (Belle W. Baruch Institute for Marine Biology, USC)

ANDERSON, JR., William D., Ph.D., University of South Carolina. Systematics and ecology of fishes (UCSC)

ANDREWS, Christopher R., Ph.D., University of Liverpool. Aquatic animal husbandry (South Carolina Aquarium)

ARNOLD, Tom, Ph.D., University of Delaware. Induced plant defenses and marine chemical ecology (UCSC)

BARANS, Charles A., Ph.D., Ohio State University. Fish biology and ecology, fisheries population assessment (MRRI)

BEARDEN, Daniel, Ph.D., Rice University. Physical and environmental chemistry, nuclear magnetic resonance, mass spectrometry, computational chemistry (Natl. Ocean Svc.-Charleston Lab)

BECKER, Paul R., Research Biologist, Ph.D., Texas A&M University. Marine and freshwater ecology, environmental contaminants, environmental specimen banking, research management (Natl. Institute of Standards and Technology, Charleston Laboratory)

BIERNBAUM, Charles K., Ph.D., University of Connecticut. Ecology of amphipod crustaceans, benthic ecology (UCSC)

BROWDY, Craig L., Ph.D., University of Tel Aviv. Shrimp reproduction and mariculture (MRRI)

BURNETT, Karen G., Ph.D., University of South Carolina. Marine biomedicine immunology, molecular biology of marine organisms (MUSC)

BURNETT, JR., Louis E., Ph.D., University of South Carolina. Environmental physiology, respiration and transport processes in animals (UCSC)

BUSHEK, David, Ph.D., Rutgers University. Community ecology, recruitment, population biology/genetics, oysters and dermo disease (Belle W. Baruch Institute for Marine Biology, USC)

CHAPMAN, Robert W., Ph.D., University of Georgia. Fisheries, genetics, population biology (MRRI)

COEN, Loren D., Ph.D., University of Maryland. Marine ecology, shellfish and crustacean biology, restoration science, aquatic plant-animal interactions, tropical algal ecology (MRRI)

COLGAN, Mitchell W., Ph.D., University of California, Santa Cruz. Coral reef paleontology and paleoclimatology, remote sensing, environmental geology (UCSC)

COLLINS, Mark R., Ph.D., University of Florida. Fish biology and ecology, parasites of fishes (MRRI)

CULVER, Mary E., Ph.D., Oceanography, University of Washington. Optical oceanography and remote sensing, phytoplankton ecology (NOAA Coastal Services Center, Charleston, SC)

DAVIDSON, Margaret A., J.D., National Resources Law, Louisiana State University. Coastal resource management and research (NOAA Coastal Services Center)

DELORENZO, Marie E., Ph.D., Clemson University. Environmental toxicology, (NOAA National Ocean Service)

DEVOE, M. Richard, M.A., State University of New York; M.A., CUNY; M.A., University of Rhode Island. Coastal resource management and research (S.C. Sea Grant Consortium)

DILLON, JR., Robert T., Ph.D., University of Pennsylvania. Biology of molluscs, genetics of gastropods and bivalves (UCSC)

DITULLIO, Giacomo R., Ph.D., University of Hawaii. Phytoplankton physiology and ecology, biogeochemical cycling (UCSC)

DOBSON, Eric, Ph.D., University of South Carolina. Geography, GIS, and remote sensing research in spatial modeling and satellite image processing and analysis. (NOAA Coastal Services Center)

DOUCETTE, Gregory John, Ph.D., University of British Columbia, Vancouver. Physiological ecology of marine phytoplankton, marine biotoxins and harmful algae (Natl. Ocean Svc.-Charleston Lab.)

- DUSTAN, Phillip, Ph.D., SUNY, Stony Brook. Marine ecology, coral reef ecology, biological oceanography (UCSC)
- ESLINGER, David L., Ph.D., Florida State University, Tallahassee, Biological oceanography. Marine plankton ecology and dynamics. Research in remote sensing and numerical modeling. (NOAA Coastal Services Center)
- FAIR, Patricia A., Ph.D., Clemson University. Biochemistry of marine lipids, toxicology (Natl. Ocean Svc.-Charleston Lab.)
- FAUTH, John, Ph.D., Duke University. Community and evolutionary ecology, population biology, predator-prey coevolution, amphibian ecology (UCSC)
- FORSYTHE, Dennis M., Ph.D., Clemson University. Marine ornithology, feeding and behavioral ecology of seabirds (The Citadel)
- FRANCE, Scott, Ph.D., University of California, San Diego (Scripps Inst. of Oceanography). Evolution of deep-sea invertebrates, deep-sea biology (UCSC)
- FRANKIS, Robert, Ph.D., Medical University of South Carolina. Role of the fos and jun family of transcription factors in regulation of cell growth (UCSC)
- FRAWLEY, L. Stephen, Ph.D., Clemson University. Cellular neuroendocrinology, reproductive biology (MUSC)
- FULTON, Michael H., Ph.D., University of South Carolina. Environmental health, aquatic toxicology (Natl. Ocean Svc.-Charleston Lab.)
- GALLOWAY, Sylvia B., Ph.D., Medical University of South Carolina. Marine biomedicine, marine resource management (Natl. Ocean Svc.-Charleston Lab.)
- GLAS, Patricia S., Ph.D., Louisiana State University. Reproductive physiology of invertebrates; biochemistry; egg-sperm interaction (The Citadel)
- GOODWIN, Melvin H., Ph.D., University of Toronto. Marine natural products, toxicants, and effects of environmental alteration of marine communities (The Harmony Project)
- HADLEY, Nancy H., M.S., College of Charleston. Molluscan mariculture (MRRI)
- HAROLD, Antony, Ph.D., Memorial University of Newfoundland. Phylogenetic systematics and biogeography of fishes (UCSC)
- HARRIS, Patrick J., Ph.D., University of South Carolina. Population biology of fishes, fisheries biology (MRRI)
- HILLENIUS, Jaap, Ph.D., Oregon State University. Comparative anatomy of tetrapods, particular mammals, reptiles and dinosaurs (UCSC)
- HOLLAND, A. Frederick, Ph.D., University of South Carolina. Environmental assessments, resource management, benthic ecology (MRRI)
- HYLAND, Jeffrey, Ph.D., University of Rhode Island. Environmental monitoring and assessments, benthic ecology, ecotoxicology (MRRI)
- JAMES, Eric R., Ph.D., London University. Biology of parasitic nematodes, cryobiology (MUSC)
- JUTTE, Pamela-Anne, M.Sc., University of California, Berkeley. Benthic ecology; invertebrate behavioral biology (MRRI)
- KARNAKY, JR., Karl J., Ph.D., Rice University. Cell biology of epithelial salt transport in fishes (MUSC)
- KEY, Peter B., Ph.D., University of South Carolina. Aquatic toxicology of insecticides (Natl. Ocean Svc.-Charleston Lab.)
- KNOTT, David M., M.S., College of Charleston. Crustacean ecology and biology; invertebrate taxonomy; estuarine ecology; non-indigenous and invasive species (MRRI)
- KUCKLICK, John, Ph.D., University of South Carolina. Analytical chemistry, aquatic ecotoxicology (Natl. Ocean Svc.-Charleston Lab)
- LACY, Eric R., Ph.D., State University of New York, Buffalo. Epithelial cells of osmoregulatory and digestive organs in fishes and mammals (MUSC)
- LEWITUS, Alan, Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution. Phytoplankton ecology/physiology, photosynthesis, pigments, toxic algae, microbial food webs (Belle W. Baruch Institute for Marine Biology, USC)
- MARINO, Paul, Ph.D., University of Alberta. Plant-insect ecology, moss ecology, habitat fragmentation (UCSC)
- MARKWALD, Roger R., Ph.D., Colorado State University. Molecular and cellular interaction in limb and heart development (MUSC)
- MARTIN, III, Henry F., Ph.D., Emory University. Neurobiology, neurophysiology, cellular interaction in invertebrate nervous systems (MUSC)
- MAY, James P., Ph.D., Florida State University. Coastal processes, sedimentology, beach erosion, coastal wave and current dynamics (The Citadel)
- McGOVERN, John C., Ph.D., College of William and Mary. Early life history of fish and fisheries recruitment (MRRI)
- MILLER, Donald H., Ph.D., Johns Hopkins University. Mechanisms of osmoregulation in elasmobranchs (MUSC)
- MIRECKI, June Ph.D., University of Delaware. Ground water geochemistry (aqueous and organic), defining ground water flow paths in unconfined and confined aquifers, geochemical reaction and solute transport modeling (UCSC)
- MOELLER, Peter Donald Reinhart, Ph.D., University of California, San Diego. Chemistry of biotoxins (Natl. Ocean Svc.-Charleston Lab.)
- MORRIS, Pamela J., Ph.D., Michigan State University. Environmental microbiology (MUSC)
- MORRISON, Susan J., Ph.D., Florida State University. Ecology of estuarine and marine microbes (UCSC)
- MUNRO, Duncan, Ph.D., University of Michigan. Gastric physiology and ultrastructure (UCSC)
- OLMI, Eugene, Ph.D., Virginia Institute of Marine Science, College of William and Mary. Fisheries recruitment and estuarine ecology, population biology of decapod crustaceans (NOAA Coastal Service Center)
- OWENS, David, Wm., University of Arizona. Marine tetrapod biology, Reproductive physiology of turtles (UCSC)
- PETERS, John S., M.S., College of Charleston. Fisheries ecology, age and growth of fishes (UCSC)
- PLANTE, Craig, Ph.D., University of Washington. Benthic ecology, animal-microbe interactions on biogeochemical processes, microbial ecology, evolution of invertebrate-microbe associations (UCSC)
- POST, William, Ph.D., North Carolina State University. Ornithology; coastal avian ecology (The Charleston Museum)
- PRINGLE, Peyre, M.D. Curricular development in life sciences (UCSC)
- RAMSDELL, John S., Ph.D., University of California, San Francisco. Cell biology, growth mechanisms, marine toxins (MUSC)
- RINGWOOD, Amy H., Ph.D., University of Hawaii. Physiological ecology of marine and estuarine invertebrates (MRRI)
- ROSEL, Patricia E., Ph.D., University of California, San Diego. Population and conservation genetics of marine mammals, molecular ecology, evolutionary biology (Natl. Ocean Svc.-Charleston Lab)
- ROUMILLAT, William A., M.S., Old Dominion University. Biology of fishes (MRRI)
- SANDIFER, Paul A., Ph.D., University of Virginia. Biology of decapod crustacea, aquaculture, coastal ecology (MRRI)
- SAUTTER, Leslie R., Ph.D., University of South Carolina. Biological oceanography, marine phytoplankton ecology, marine geology (UCSC)
- SCHOLTENS, Brian G., Ph.D., University of Michigan, Ann Arbor. Ecological models of plant-insect interactions (UCSC)
- SCOTT, Geoffrey L., Ph.D., University of South Carolina. Aquatic toxicology (Natl. Ocean Svc.-Charleston Lab.)
- SEDBERRY, George R., Ph.D., College of William and Mary. Biology, Ecology and trophic relationships of demersal fishes, ichthyoplankton (MRRI).

SIEWICKI, Thomas C., Ph.D., University of South Carolina. Environmental toxicology, coastal urbanization effects (Natl. Ocean Svc.—Charleston Lab)

SMILEY, James W., Ph.D., University of South Carolina. Comparative physiology and endocrinology, lipid metabolism (UCSC)

SMITH, Theodore I. J., Ph.D., University of Miami. Aquaculture of crustaceans and fish, fisheries biology (MRRRI)

STENDER, Bruce W., M.S., College of Charleston. Ichthyoplankton, biology of fishes (MRRRI)

STRAND, Allan, Ph.D., New Mexico State University. Molecular ecology, evolution, and demography of plants (UCSC)

VAN DOLAH, Frances, Ph.D., Medical University of South Carolina. Marine biotoxins, growth regulation in microalgae (Natl. Ocean Svc.—Charleston Lab.)

VAN DOLAH, Robert F., Ph.D., University of Maryland. Benthic ecology, invertebrate community structure and population dynamics (MRRRI)

WARR, Gregory W., Ph.D., University of London, England. Structure and expression of fish antibody genes (MUSC)

WEINSTEIN, John, Ph.D., University of South Carolina. Environmental toxicology; physiological ecology and toxicology of invertebrates and fish (The Citadel)

WENNER, Charles A., Ph.D., College of William and Mary. Ichthyology, ecology of deep water fishes, fisheries biology (MRRRI)

WENNER, Elizabeth L., Ph.D. College of William and Mary. Crustacean biology, marine and estuarine invertebrate and fish communities (MRRRI)

WHITAKER, J. David, M.S., College of Charleston. Crustacean fisheries resource research (MRRRI)

WILBER, Pace., Ph.D., Florida State University. Ecology; geographical information systems (NOAA Coastal Svc Center)

WIRTH, B. Edward, Ph.D., University of South Carolina. Effects of pesticides on crustaceans, particularly reproduction and physiology (National Ocean Service, Charleston Lab)

WISEMAN, Reid, Ph.D., Duke University. Coastal and marine botany (UCSC).

WOODLEY, Cheryl, Ph.D., Medical University of South Carolina. Applications of molecular biology to fisheries biology (Natl. Ocean Svc.—Charleston Lab.)

WYANSKI, David M., M.S., College of William and Mary. Biology, ecology and taxonomy of marine fishes (MRRRI)

Mathematics Program

CALINI, Annalisa, Associate Professor, Ph.D., University of Arizona. Geometric aspects of integrable systems, nonlinear partial differential equations (UCSC)

CARTER, James, Associate Professor, Ph.D., University of Illinois, Champaign-Urbana. Algebraic number theory (UCSC)

CAVENY, Deanna, Associate Professor, Ph.D., University of Colorado, Boulder. Transcendental number theory (UCSC)

CHEN, Mei Q., Associate Professor, Ph.D., University of Illinois. Numerical linear algebra and optimization (The Citadel)

CLEAVER, Charles, Professor, Ph.D., University of Kentucky. Functional analysis. (The Citadel)

COHN, Leslie, Associate Professor, Ph.D., University of Chicago. Algebra (The Citadel)

COMER, Stephen, Professor, Ph.D., University of Colorado. Universal algebra (The Citadel)

COX, Ben, Assistant Professor, Ph.D., University of California, San Diego. Representation Theory; Infinite Dimensional Lie Algebras. (UCSC)

DIAMOND, Beverly, Professor, Ph.D., University of Manitoba. Topology, Dynamical systems (UCSC)

DURGUN, Kanat, Associate Professor, Ph.D., Syracuse University. Numerical analysis (The Citadel)

ENGLAND, Michael Rohn, Instructor, Ph.D., University of Virginia. Nonlinear elasticity, shell theory (UCSC)

GOLIGHTLY, William L., Associate Professor, Ph.D., Clemson University. Analysis (UCSC)

GREIM, Peter, Professor, Ph.D., Freie Universitaet Berlin. Functional analysis (The Citadel)

HARRISON, Gary W., Professor, Ph.D., Michigan State University. Mathematical ecology, numerical analysis, dynamical systems (UCSC)

HAYNSWORTH, W. Hugh, Professor, Ph.D., University of Miami. Topology, mathematics education (UCSC)

HOYLE, Hughes, Associate Professor, Ph.D., University of North Carolina, Chapel Hill. Topology (The Citadel)

HURD, Spencer, Associate Professor, Ph.D., University of Georgia. Algebra (The Citadel)

IVEY, Thomas, Assistant Professor, Ph.D., Duke University. Geometry and Differential Equations (UCSC)

JIN, Renling, Associate Professor, Ph.D., University of Wisconsin-Madison. Foundations of mathematics, math logic, non-standard analysis (UCSC)

JOHNSTON, Katherine, Professor, Ph.D., Vanderbilt University. Semigroups, Universal algebra (UCSC)

JONES, Martin, Associate Professor, Ph.D., Georgia Institute of Technology. Probability and statistics (UCSC)

JURISICH, Elizabeth, Assistant Professor, Ph.D., Rutgers University. Infinite Dimensional Lie Algebras; Vertex Operator Algebras. (UCSC)

KASMAN, Alex, Assistant Professor, Ph.D., Boston University. Algebraic Geometry; Mathematical Physics. (UCSC)

KUNKLE, Tom, Associate Professor, Ph.D., University of Wisconsin, Madison. Numerical approximation (UCSC)

LECLERC, Anthony, Assistant Professor, Ph.D., Ohio State University. Numerical analysis, parallel algorithms, computer graphics (UCSC)

LEMESURIER, Brenton, Assistant Professor, Ph.D., Courant Institute of Mathematical Sciences at New York University. Numerical methods, partial differential equations (UCSC)

MIGNONE, Robert J., Professor, Ph.D., Pennsylvania State University. Logic/set theory (UCSC)

NORTON, Robert M., Professor, Ph.D., Oklahoma State University. Probability, mathematical statistics, nonparametric statistics, statistical quality control (UCSC)

PACKER, Lindsay, Associate Professor, Ph. D., University of Texas, Austin. Partial differential equations (UCSC)

POTHERING, George, Professor, Ph.D., University of Notre Dame. Algorithm analysis, automated deduction (UCSC)

ROWLAND, Rose Hamm, Associate Professor, Ph.D., Auburn University. Discrete mathematics, combinatorial designs (UCSC)

SARVATE, Dinesh G., Professor, Ph.D., University of Sydney. Combinatorics (UCSC)

SHIELDS, Sandi, Associate Professor, Ph.D., University of North Carolina, Chapel Hill. Geometric topology, dynamical systems (UCSC)

SILVERMAN, Herb, Distinguished Professor, Ph.D. Syracuse University. Complex/real analysis (UCSC)

SMIRNOV, Oleg, Assistant Professor, Ph.D., Institute of Mathematics of the Russian Academy of Sciences, Novosibirsk. Algebra(UCSC)

STARR, Christopher, Associate Professor, Ph.D., Medical University of South Carolina. Image processing (UCSC)

TANGEDAL, Brett, Assistant Professor, Ph.D., University of California at San Diego. Number theory (UCSC)

YOUNG, James, Assistant Professor, Ph.D., University of California, Berkeley. Stochastic processes and dynamical systems (UCSC)

YOUNG, Paul, Associate Professor, Ph.D., Oklahoma State University. Number theory, P-adic differential equations (UCSC)

Public Administration Program

BOWMAN, Ann O., Professor, Ph.D., University of Florida. State and local administration, organizational theory (UCSC)

BROWNING, Jeremy, Assistant Professor, Ph.D., University of Illinois. Social and economic issues in urban areas (UCSC)

FELTS, Arthur A., Professor, Ph.D., Pennsylvania State University. Organization/bureaucratic theory, financial administration/public budgeting, public management administration (UCSC)

FRY, Brian R., Professor, Ph.D., Stanford University. Administrative theory, public policy process, budgetary process (UCSC)

GRAHAM, Blease, Professor, Ph.D., University of South Carolina. Administrative law, personnel, financial administration (UCSC)

HALFACRE, Angela, Assistant Professor, Ph.D., University of Florida. Methodology, public management, environmental politics (UCSC)

HAYS, Steve, Professor, Ph.D., University of Florida. Personnel administration, administrative theory, administrative law (UCSC)

HINES, Samuel M., Professor, Ph.D., Duke University. Organizational behavior and theory, leadership and decision-making (UCSC)

JOS, Philip H., Associate Professor, Ph.D., University of South Carolina. Administrative ethics and accountability, public policy; administrative theory (UCSC)

MANN, David S., Professor, Ph.D., Washington State University. Methods (UCSC)

MOORE, William V., Professor, Ph.D., Tulane University. State Politics, Intergovernmental relations (UCSC)

SCHNEIDER, Sandra K., Associate Professor, Ph.D., State University of New York-Binghamton. Methodology, public policy (UCSC)

TOMPKINS, Mark E., Associate Professor, Ph.D., University of Minnesota. American government, administrative theory, public policy (UCSC)

TYER, Charlie B., Associate Professor, Ph.D., University of Tennessee. Financial administration, personnel administration (UCSC)

Science and Mathematics for Teachers

ABATE, Christopher, Assistant Professor, Ph.D., The Pennsylvania State University. Hydrogeology and Ground Water Modeling (UCSC)

ASLESON, Gary, Professor, Ph.D., University of Iowa. Analytical Chemistry (UCSC)

BURNETT, Louis, Professor, Ph.D., University of South Carolina. Marine Science (UCSC)

COLGAN, Mitch, Associate Professor, Ph.D., University of California at Santa Cruz. Climatology, Environmental Issues, Reef Ecology, and Remote Sensing (UCSC)

COOMBS, Cassandra, Associate Professor, Ph.D., University of Hawaii. Remote Sensing and Planetary Geology (UCSC)

DEAVOR, James, Professor, Ph.D., University of South Carolina. Analytical Chemistry (UCSC)

DELLIS, Stephanie, Instructor, Ph.D., University of Wisconsin. Bacteriology (UCSC)

DONATO, Henry, Professor, Ph.D., University of Virginia. Biophysical Chemistry (UCSC)

DUKES, Bob, Professor, Ph.D., University of Arizona. Astronomy (UCSC)

DUSTAN, Phil, Professor, Ph.D., State University of New York at Stony Brook. Biological Sciences (UCSC)

EVERETT, Jean, Instructor, Ph.D., North Carolina State University. Plant ecology (UCSC)

FLORENCE, Hope, Assistant Professor, M.A., University of South Carolina. Mathematics (UCSC)

FRONABARGER, Kem, Assistant Professor, Ph.D., University of Tennessee, Knoxville. Igneous Petrology and Micropaleontology (UCSC)

GOLIGHTLY, William, Associate Professor, Ph.D., Clemson University. Mathematics Analysis (UCSC)

HARRISON, Gary, Professor, Ph.D., Michigan State. Mathematics. Biological Models (UCSC)

HAYNSWORTH, Hugh, Professor, Ph.D., University of Miami. Mathematics, Topology (UCSC)

JETER, Deborah, Instructor, MAT, The Citadel. Mathematics (UCSC)

KEYES, Denis, Associate Professor, Ph.D., University of New Mexico. Special Education (UCSC)

KUBINEC, Bill, Associate Professor, Ph.D., Case Western Reserve. Astronomy (UCSC)

LINDNER, Lee, Associate Professor, Ph.D., University of Colorado, Boulder. Astrophysical Planetary and Atmospheric Sciences (UCSC)

MARTIN, Elizabeth, Associate Professor, M.S., Georgia State University. Analytical Chemistry (UCSC)

MIGNONE, Robert, Professor, Ph.D., The Pennsylvania State University. Mathematics, Logic (UCSC)

MILLS, Laney, Associate Professor, Ph.D., Louisiana State University. Physics (UCSC)

NABORS, Martha, Professor, Ph.D., The Pennsylvania State University. Curriculum and Instruction, Science Education (UCSC)

ndunda, mutindi, Assistant Professor, Ph.D., University of British Columbia. Mathematics and Science Curriculum, Educational Policy Studies (UCSC)

NOGUERA, Norma, Assistant Professor, Ph.D., Ohio University. Mathematics Teaching Methods (UCSC)

NORTON, Robert, Professor, Ph.D., Oklahoma State University. Mathematics, Probability and Statistics, Statistical Quality Control (UCSC)

NUSBAUM, Robert, Professor, Ph.D., University of Missouri, Rolla. Mineralogy, Volcanology, and Planetary Geology (UCSC)

PETERS, John S., Senior Instructor, M.S., University of Charleston, S.C. Marine Biology (UCSC)

POWELL, Sara, Associate Professor, Ph.D., University of Colorado. Curriculum and Instruction, Mathematics Education (UCSC)

RICHARDSON, Terry, Senior Instructor, Ed.S. George Peabody College for Teachers. Science Education, Astronomy (UCSC)

SAUTTER, Leslie, Associate Professor, Ph.D., University of South Carolina. Marine Geology, Stable Isotopes, and Planktonic foraminifera (UCSC)

SCHOLTENS, Brian, Associate Professor, Ph.D., University of Michigan. Entomology (UCSC)

SKINNER, Mike, Associate Professor, Ph.D., Ohio State University. Special Education (UCSC)

STEARNS, Steve, Senior Instructor, Ph.D., Texas A & M. General Geology and Mineralogy (UCSC)

SWANSON, Julie D., Assistant Professor, Ph.D., University of South Carolina. Educational Foundations and Specializations (UCSC)

VAN SICKLE, Meta, Associate Professor, Ph.D., University of South Florida. Science Education (UCSC)

WATTS, Fred, Professor, Ph.D., Virginia Polytechnic Institute and State University. Physics (UCSC)

WELCH, Frances, Professor, Ph.D., University of South Carolina. Education Psychology (UCSC)

WISEMAN, Reid, Associate Professor, Ph.D., Duke University. Marine Biology (UCSC)

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