College of Charleston

2002-2003 Graduate Catalog

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Graduate School of the College of Charleston

2002-2003
Catalog

Program Admission Criteria

www.cofc.edu/gradschool

	MAT - Early Childhood Education	MAT - Elementary Education	MAT - Special Education	MEd - Early Childhood Education	MEd - Elementary Education	MEd - Special Education	MEd - Science & Mathematics	MA - Bilingual Legal Interpreting	MA - English	MA - History	MPA - Public Administration	MS - Accountancy	MS - Computer & Information Sciences	MS - Environmental Studies	MS - Marine Biology	MS - Math
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						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	v+q=1000	v+q=1000	v+q=1000	supply scores if taken	v+q=1000 or v+a=1000 WA=3-5	v=500 q=500 WA=4-5	v=500 q=500 WA=4-5	v+q=1000 WA required		v+q+a=1500 or v+q=1000 WA=4-6	v+q+a=1600 or v+q=1100 WA=4-6	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		45 = raw	40 = raw						
Official score — PRAXIS series NTE				●	●	●	●									
Specific undergraduate course requirements					●			●	●	●	●	●		●	●	●
Other test requirements								interpreting aptitude test	GRE writing assessment =4			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.*

Table of Contents

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 Graduate School of the College of Charleston, 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 Graduate School of the College of Charleston 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 campus. For additional information call or write: Graduate School Office, Randolph Hall, College of Charleston, Charleston, South Carolina 29424, (843) 953-5614, e-mail: gradsch@cofc.edu

The *Graduate Catalog* is available on the World Wide Web: http://www.cofc.edu/gradschool

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 Graduate School's current curricula, educational plans, offerings, and requirements. Information in this catalog is current through May, 2002. The Graduate School of the College of Charleston reserves the right to change programs of study, academic requirements, and College policies at any time, in accordance with established procedures, without prior notice.

The Graduate School at the College of Charleston

Charleston, South Carolina 29424-0001

Dear Students and Prospective Students:

Welcome to The Graduate School of the College of Charleston, a university which strives to offer the best in master's-level education. In its 32 years of offering graduate-level instruction, the College continues a respected tradition of scholarship and student development established by its undergraduate mission throughout its 232-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. The Graduate School of the College of Charleston offers 16 degree programs leading to one of five master's degrees, as well as several graduate certificate programs. Our newest degree program began in the spring of 2001, 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 College of Charleston 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

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843-953-5500

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843-953-5991
deavorj@cofc.edu

Academic Calendar

Summer I Day 2002 (024)

June	3	Classes begin; registration
	4	Drop/add; late registration
	8	Last day to register for special education comprehensive exams
	14	Last day to withdraw with a grade of "W"
July	1	Last day of classes
	2-3	Final exams
	4	Independence Day holiday

Summer Evening 2002 (025)

July	1	Registration
	2	Classes begin
	3	Drop/add; late registration
	4	Independence Day holiday
	8	Special education comprehensive exams
	15	Application deadline for fall admission to M.A.T. degree program
	15	Last day to register for Oct. 26 comprehensive exams in elementary education
	19	Last day to withdraw with a grade of "W"
	27	Comprehensive exams in elementary education
August	12	Last day Monday/Wednesday classes
	13	Last day Tuesday/Thursday classes
	14	Monday/Wednesday exams
	15	Tuesday/Thursday exams

Summer II Day 2002 (026)

July	8	Registration
	9	Classes begin; drop/add; late registration
	15	Last day to register for Oct. 26 comprehensive exams in elementary education
	19	Last day to withdraw with a grade of "W"
	27	Comprehensive exams in elementary education
August	6	Last day of classes
	7-8	Final exams

Fall Semester 2002 (027)

August	12-19	Graduate registration – non-degree students Orientation for new students
	19	Convocation, 4:00 p.m.
Classes begin	27	Add/drop ends
September	19	Last day to register for October 19 comprehen sive exams in special education
	20	Last day to apply for fall graduation
October	1	Last day to withdraw with a grade of "W"
	14-15	Fall break
	15	Application deadline for spring admission to history program
	16	Classes resume
		Comprehensive exams in special education
	26	Comprehensive exams in elementary education
November	1	Application deadline for spring admission to English and marine biology programs
		Application deadline for spring admission to mathematics and all M.A.T. degree programs
	15	Deadline for M.Ed. elementary education stu dents to apply for February 22, 2003 comprehensive exams
	27	Thanksgiving holiday begins
December	2	Classes resume; last day of classes
	2	Last day to submit master's thesis for fall semester degree completion
	2	Last day to complete oral comprehensive exams for fall semester degree completion
	3	Reading day
	4	Final exams begin
	11	Final exams end
	13	Final grades due to registrar
	13	Final grades on Cougar Trail by 5:00 p.m.
	15	Midyear commencement – graduates and undergraduates have combined ceremony

Spring 2003 (031)

January	6	Graduate orientation for new students
	6-8	Graduate registration for non-degree students
	8	Classes begin
	20	Martin Luther King Birthday holiday-no classes
February	1	Application deadline for fall admission to marine biology program
		Last day to apply for spring graduation
	10	Last day to withdraw from classes with a "w"
	15	Last day to register for March 15 comprehensive exams in special education – School of Education office
	22	Comprehensive exams in elementary education
March	1	Application deadline for summer and fall admission to history program
	3	Spring break begins
	10	Classes resume
15		Application deadline for certificate program in bilingual legal interpreting
15		Comprehensive examinations in special education
April	1	Application deadline for bilingual legal inter preting degree program
	15	Application deadline for summer admission to all M.A.T. degree programs
	15	Last day to register for July 26 comprehensive exams in elementary education
	18	Last day to submit master's thesis for spring semester degree completion
	18	Last day to complete oral comprehensive exams for spring semester degree completion
	23	Last day of classes
	24	Reading day
		Final exams begin
	30	Reading day
May	3	Final exams end
		Final grades due to registrar by noon
	9	Confederate Memorial holiday
	10	Graduate commencement
	11	Undergraduate commencement

NOTES: (1) Calendar dates are subject to change — for the most current calendar, please see the Graduate School's website: www.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.

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.

The Graduate School at the College of Charleston 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 its being granted university status in a state legislative action.

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 those in historic preservation, language education and middle level education 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 Graduate School 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 Graduate School is considering programs such as historic preservation, language education, middle-level education and arts management.

While the Graduate School adds many exciting new opportunities for the institution, its mission, like the College's, will be as a distinguished liberal arts and sciences university.

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

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, and Southeastern Wildlife Exposition. 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 Graduate Schoool, 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.

Lowcountry Graduate Center

Director: Dr. Rew A. Godow
Phone: 843-953-GRAD (4723)
www.lowcountrygradcenter.org

In order to further meet the needs for graduate education in the Lowcountry, the College of Charleston, The Citadel, and the Medical University of South Carolina formed in 2001 the Lowcountry Graduate Center. The Center is located in North Charleston and shares the facilities of the College of Charleston North campus. At present, courses are offered in the area of education, computer science, and business as part of existing masters degree programs offered by The Citadel and the University of Charleston, S.C.

The Lowcountry Graduate Center is undertaking a comprehensive needs assessment to determine what new graduate programs should be established in order to help meet the educational needs of the Lowcountry.

In addition to offering courses, the Center also as a physical point of entry that assists the public in matching graduate needs with available programs by providing academic information, counsel, and advice to interested parties.

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 Graduate School'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*

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 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 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 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 Graduate School. 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 to the program to which they are applying, The Graduate School of the College of Charleston, 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 developing their plan of study. It is imperative that the appointed advisor be consulted prior to enrolling in courses intended to count toward the degree.

General Entrance Examinations

Most of the graduate programs at the College of Charleston require some form of entrance examination as part of the application requirements. (Please review the minimum entrance requirements in the individual program sections of this catalog.) The three main tests used are the Graduate Record Examination (GRE), the Graduate Management Aptitude Test (GMAT), or the Miller Analogies Test (MAT).

The GRE and the GMAT exams are computer-based tests and are available at most Sylvan Learning Centers. The Graduate School Office has the test registration booklets and will send one to you at your request. You may request the registration booklet of your choice by either calling 843-953-5614, or by emailing gradsch@cofc.edu. You may also visit the following websites in order to learn more about and register for these two exams: www.gre.org or www.gmat.org.

If your intended program allows you to take the Miller Analogies Test and you choose this option, please call 843-953-2030 at The Citadel in order to receive general as well as testing information about the MAT.

Your results from these examinations will be valid for application to any College of Charleston graduate program for up to five years. Examination results older than five years will not be considered for entrance into a graduate program.

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-seeking 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 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 Graduate School of the College of Charleston, 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 Graduate School's 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 Graduate School 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.
- 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 Graduate School, 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 Graduate School 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 Graduate School of the College of Charleston 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 Cougartrail.cofc.edu.

NOTE: In order to receive any correspondence from the Graduate School, 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: Graduate School 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 Graduate School. 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 Graduate School 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 the Graduate School 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 Graduate School 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 Graduate School 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 The Graduate School of the College of Charleston 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 and it has been approved by the graduate program director.

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 The Graduate School of the College of Charleston, 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, and mathematics degree programs must be completed within five years. The M.S. in marine biology must be completed within four 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 academic 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 College of Charleston 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 Graduate School 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 Graduate School of the College of Charleston's fees are based on appropriations granted by the South Carolina General Assembly. Accordingly, the fees charged by the Graduate School 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 The Graduate School of the College of Charleston

NOTE: All fees listed in this section are for 2002-2003 and are subject to change at any time.

General Regulations

- Upon official admission to a graduate program, 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 Graduate School of the College of Charleston 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 College of Charleston 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

2002-2003 Graduate School Fees Per Semester

(exclusive of bilingual legal interpreting program)

*S.C. Resident	Non-Resident
Academic and general fees (12 hours or more)	
$2,278 (net of $151 rebate)	$5,145 (net of $342 rebate)
For 11 hours or less course fee (per credit hour)	
$188 (net of $12 rebate)	$427 (net of $28 rebate)
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)	
$188 (net of $12 rebate)	$427 (net of $28 rebate)

Persons wishing to audit regular academic courses at the Graduate School 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
Computer science lab fee (per course) $20
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 $60
Science laboratory fee $35
SCUBA fee $85
Senior citizens registration and lab fees $25
Studio art fees $20
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 ..... $427 (net of $28 rebate)
Laboratory fee (per course) summers only $70

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:

Platinum (21 café* meals/week/$125 Dining Dollars**/5 guest passes) $1,000
Gold 19 (19 café meals/wk. / $50 Dining Dollars) $850
Gold 15 (15 café meals/wk. / $100 Dining Dollars) $850
Gold 10 (10 café meals.wk. / $250 Dining Dollars) $850
Silver (any 120 café meals/semester/ $200 Dining Dollars $750
Bronze ($675 Dining Dollars $650
Commuter 80 (any 80 café meals/semester) $500
Commuter Dining Dollars ($210 Dining Dollars) $200

**Café meals are served at Craig Cafeteria.*

***Dining Dollars is a declining balance program that allows students a great deal of choice and flexibility in dining options. Dining dollars work like cash in any dining services location and are stored on the Cougar Student ID Card so they are safe and convenient.*

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 $188 = $1,692
Computer fee ..... 9 x $2.00 = $18

Other fees

Library fee $5
Registration fee $5
Student activity fee $5

Total =

$1,692 + $18 + $15 ..... $1,725

Installment Payment Plan

The Graduate School 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 College of Charleston 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 concerning 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

(843) 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 student status, or in the case of undergraduate students, 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 3:30 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 College of Charleston 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 Graduate School 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 Graduate School of the College of Charleston 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 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 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, an undergraduate student enrolled in 18 hours and withdraws from 6; the evaluation is based on 12 hours. Anything less then 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 graduate student at the College of Charleston (nine hours of graduate coursework per semester) and must maintain a satisfactory grade point average of at least a 3.0 at the Graduate School. Applications for assistantships are included in the graduate school application packet.

Graduate Incentive Fellowship Program

The Graduate School of the College of Charleston, 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:
  - A U. S. citizen.
  - A bona fide resident of South Carolina.
  - A member of "other race" at institution to be attended.
  - Accepted for admission to, or enrolled as, a degree-seeking student in an eligible program at a South Carolina public post-secondary institution.
  - 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 Graduate School of the College of Charleston 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 Graduate School Office at 843-953-5614 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 Graduate School of the College of Charleston 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 College of Charleston 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 non-renewable 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 Graduate School of the College of Charleston'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 Graduate School of the College of Charleston, 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/.

Students' Rights and Responsibilities

In meeting the admissions standards of The Graduate School – College of Charleston 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 Graduate School of the College of Charleston 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 con-

tinue at the Graduate School which are found in the Graduate Catalog.

The Honor System*

The Honor System of the Graduate School 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 Graduate School are bound by honor and by their acceptance of admission to the Graduate School 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 Graduate School, may be assessed by the Honor Board.

Student Code of Conduct*

As members of the Graduate School community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, 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 Graduate School'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 Graduate School of the College of Charleston 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 Graduate School'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 Graduate School of the College of Charleston 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. Additional information is available 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 walking distance or a short drive from campus. The Office of Residence Life and Housing provides a website service for listings of available rental properties and links to other important information for living in Charleston. Visit the website http://reslife/cofc.edu. Information is updated daily and is accessible 24 hours per day, seven days a week.

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.

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 (CDS)

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

The College of Charleston 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 (CDS). Upon admission, students whose disabilities would require accommodation are urged to apply for service by contacting CDS before the semester begins.

Services for Students with a Disability

SNAP (Special Needs Advising Plan) Services, one of the reporting units within CDS, has been established to assist any student who has a professionally diagnosed, documented disability including a learning disability and/or an attention deficit that significantly impacts a major life activity. Many accommodations are available through SNAP Services to ensure that people with disabilities participate fully in academic and student life.

Upon admission, those students whose disabilities would require accommodation or access to special equipment are urged to contact CDS before the semester begins. An application for these services may be obtained from the Graduate School Office or CDS. 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.

The Graduate School of the College of Charleston 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 Graduate School for students with requirements for such methods.
- Auxiliary aids are made available by the Graduate School 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.

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 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 students and alumni.

Career Services

(843) 953-5692
www.cofc.edu/~career

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 PRAXIS, 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. Included are books, job listings, directories, publications, videotapes on various topics and handouts on many different subjects. We also have the SCOIS (South Carolina Occupational Information System) to provide career information and SIGI-PLUS, a computerized career guidance system for career exploration and decision making.

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 and Culture is an archives and 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 that support the Graduate School'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

The Graduate School of the College of Charleston students also have access to the library facilities of the following institutions:

Charleston Southern University.....863-7938
The Citadel 953-6845
Medical University of S.C. 792-2371
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
Charleston Library Society.....723-9912
S.C. Historical Society 723-3225

Marine Resources Library

(843) 762-5026

The Marine Resources Library at Fort Johnson houses the extensive marine science holdings of the College of Charleston, 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 graduate 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.

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. The health service fee is included in tuition, however other fees may apply.

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 Graduate School.

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.

Staffed by two state-certified advocates, this program is available to work with any currently enrolled student who is victimized by violent or potentially violent crime, no matter where the incident has occurred – whether on or off campus. C.A.R.E.'s one-stop shopping approach offers: information relevant to the aspects of reporting and working within the law enforcement/criminal justice system, direct intervention services whether the individual chooses to report or not (excluding cases which must under South Carolina law be reported, and crimes involving prsons under the age of 18), collaboration with on-campus offic4es and other jurisdictions providing a comprehensive approach to safety and resource channeling, and ongoing, long-term contact to address the diverse needs that may arise.

Non-emergency assistance – if the incident occurred days, a week, a month ago – (843) 953-5522 during normal working hours Monday – Friday. Please ask to speak with a C.A.R.E. representative. Emergency C.A.R.E. response team intervention for an incident that has just happened may be obtained by contacting the 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 Accountacy

www.cofc.edu/~accntncy

Department of Accounting and Legal Studies

(843) 953-8039
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, auditing, 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 Graduate School of the College of Charleston 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 in 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 in accounting degree.

A maximum of six credit hours from another institution may be counted toward the M.S. in 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 hours 9-15 hours

Total graduate hours 30 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 Commercial 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

Certificates I and II in English for Speakers of Other Languages

Science and Math for Teachers
(see Interdisciplinary Programs)

- Master of Education

All School of Education programs have been accredited by the National Council for the Accreditation of Teacher Education (NCATE)

Early Childhood Education

www.cofc.edu/~eece/EDEE.html

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.

Margaret Humphreys, Director, The N.E. Miles Early Childhood Development Center

The N.E. Miles Early Childhood Development Center

The N.E. Miles Early Childhood Development Center is a laboratory 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 graduate student assistants. Faculty, staff, student, and community children ages two through five years of age are eligible for enrollment at the center.

Department Mission

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.

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

The MAT 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.

Title II Report card

The College of Charleston Title II Report Card can be located by going to the School of Education Website, www.cofc.edu/School of Education/. Additionally, copies of the report can be requested by contacting the director of certification and student teachers at (843) 953-5613 or 9 College Way, College of Charleston, Charleston, S.C. 29424. To discuss the College of Charleston Title II Report Card, contact the dean of the School of Education.

For the purposes of Title II reporting, a program completer is defined as a candidate who has completed an approved professional education program and qualifies for an initial teaching certificate in South Carolina.

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 professional development and recertification may be admitted as non-degree students.

- 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 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

NOTE: It is the policy of the School of Education that assignments for practicum and student teaching placements are made within the Tri-County area. The School of Education reserves the right to place the student in the closest appropriate placement.

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 programmatic goals.

Fundamental Curriculum

(nine semester hours)

EDFS 635	Educational Research
EDFS	Any intermediate computer educa tion 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
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 700	Thesis
EDEE 718	Trends and Issues in Special Education

Electives

(six semester hours for candidates already certified in early childhood education)

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

Department of Elementary and Early Childhood Education

(843) 953-5613

Linda H. Fitzharris, Chair

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

Charles Matthews, Program Director for M.A.T.

Department Mission

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.

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, however, it is not a certification 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 elementary education. If students enter the elementary program with certification in an area other than elementary, they must contact the South Carolina Department of Education to determine what courses they need to add elementary education certification.

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.

Title II Report card

The College of Charleston Title II Report Card can be located by going to the School of Education Website, www.cofc.edu/School of Education/. Additionally, copies of the report can be requested by contacting the director of certification and student teachers at (843) 953-5613 or 9 College Way, College of Charleston, Charleston, S.C. 29424. To discuss the College of Charleston Title II Report Card, contact the dean of the School of Education.

For the purposes of Title II reporting, a program completer is defined as a candidate who has completed an approved professional education program and qualifies for an initial teaching certificate in South Carolina.

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 professional development and recertification may be admitted as non-degree students.

- 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.

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. They are not eligible to take exams until they are in their last semester of coursework.

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 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 sig-

natures, 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 programatic goals.

Fundamental Curriculum

(12 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

(27 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

NOTE: It is the policy of the School of Education that assignments for practicum and student teaching placements are made within the Tri-County area. The School of Education reserves the right to place the student in the closest appropriate placement.

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 programatic goals.

Fundamental Curriculum

(12 semestter 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/schoolofeducation/edfs.html

Department of Foundations, Secondary and Special Education

(843) 953-5613

Robert Perkins, Acting Chair

Susan Gurganus, Program Director

Department Mission

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.

Program Description

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

Two graduate programs are offered in special education: the master of arts in teaching and the master of education. These programs are accredited nationally by the Council for Exceptional Children and by the South Carolina Department of Education. Most coursework in these programs is taught by full-time faculty with terminal degrees in their fields, extensive teaching experience, and active research and service agendas. Coursework is offered in late afternoon and evening sessions Monday through Thursday for fall and spring terms and in day and evening sessions during the summer terms. Students may enroll as part-time or full-time candidates. Full-time graduate students may be eligible for graduate assistantships through the Graduate School.

Student Teaching: It is the policy of the School of Education that assignments for practicum and student teaching placements are made within the Tri-County area. If an appropriate placement is not available within the Tri-county area, the School of Education reserves the right to place the student in the closest appropriate placement.

Master of Arts in Special Education (K-12)

The master of arts in teaching (M.A.T) in special education is designed for individuals with undergraduate degrees in areas other than education who want to become licensed special education teachers. There are three areas of study within this degree: emotional disabilities, learning disabilities, and mental disabilities. The program of study currently requires a minimum of 45 hours of graduate credit.

Successful completion of the M.A.T program of study including the teacher education requirements leads to recommendation for licensure in South Carolina in the student's area of concentration. Teacher education requirements include successful student teaching during a full-time semester, passing the specialty Praxis exams, and other School of Education and South Carolina Department of Education requirements that can be found on the program's website: http://www.cofc.edu/SchoolofEducation/SpecialEd/specialed.html. Candidates should consult this website for changes in program or state requirements.

Minimum Admission Requirements for the M.A.T. in Special Education

- Submit all application materials to the Graduate School office.
- Submit a completed application form with a nonrefundable application fee of $35.
- 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 résumé.
- If English is not the primary language of the candidate, submit results of the Test of English as a Foreign Language (TOEFL).
- Submit official scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Candidates are expected to have a composite GRE math/verbal score of 1000 or higher or a MAT score at or above the 50th percentile.

These requirements are subject to change before the next catalog is printed. Consult the program

website. Application packages are available through the Graduate School office. The deadline for applications to begin coursework in:

Fall semester .....15 July

Spring semester .....15 November

Summer sessions .....15 April

Title II Report Card

The College of Charleston Title II Report Card can be located by going to the School of Education Website, www.cofc.edu/School of Education/. Additionally, copies of the report can be requested by contacting the director of certification and student teaching at (843) 953-5613 or 9 College Way, College of Charleston, Charleston, S.C. 29424. To discuss the College of Charleston Title II Report Card, contact the dean of the School of Education.

For the purposes of Title II reporting, a program completer is defined as a candidate who has completed an approved professional education program and qualifies for an initial teaching certificate in South Carolina.

Degree Requirements for the M.A.T. in Special Education

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

Requirements for recommendation for licensure by the South Carolina Department of Education are described in the teacher education program information packet and the *Student Teaching Handbook*. Successful completion of student teaching requirements and passing scores on the Praxis specialty exams corresponding with the candidate's area of concentration are two of the requirements for licensure recommendation. The Praxis specialty exams should not be taken prior to specialty coursework completion. It is the candidate's responsibility to register for these exams and have scores sent to the School of Education and the South Carolina Department of Education.

Programs of Study

Upon admission as a regular degree student, each candidate will be assigned a faculty advisor. The candidate should make an appointment with the advisor to complete an official program of study. The program of study is not official until it is signed by the student, advisor, and program director and on file with the Graduate School office. The candidate may not enroll in more than six hours of coursework without an official program of study. After coursework has commenced, needed changes in the program of study may be made in consultation with the candidate's advisor and approved by the program director and department chair.

The recommended program of study for the M.A.T in special education follows. Consult the program's website or an advisor for recommended sequences of coursework as many courses are offered only once a year but have specific prerequisites. The following list is not a recommended sequence 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

Concentration Areas

(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
(Optional):	EDFS 500 Nonviolent Crisis Intervention-one semester hour

NOTE: Students may undertake additional coursework and field experiences to specialize in more than one area of special education.

Professional development courses (typically offered by the schools in cooperation with S.C. universities) will not be accepted in the M.A.T in Special Education Program of Study.

Master of Education in Special Education (K-12)

The master of education (M.Ed.) in special education degree is designed for currently certified teachers with the goals of adding certification in special education and enhancing knowledge and skills. The three areas of concentration for the M.Ed. in special education are emotional disabilities, learning disabilities, and mental disabilities.

The program of study for the M.Ed. in special education degree consists of coursework, field experiences, and a capstone in an individualized curriculum for a minimum of 36 hours of graduate credit. Coursework is selected from fundamental

and specialized curricula and electives, based on the candidate's professional needs and goals in consultation with an advisor. Coursework for additional areas of certification (i.e., emotional disabilities, learning disabilities, mental disabilities, etc.) identified by the South Carolina Department of Education may be included in the candidate's program of study. It is the candidate's responsibility to apply for additions to certification directly with the S.C. Department of Education.

Minimum Admissions Requirements for the M.Ed. in Special Education

- Submit all application materials to the Graduate School office.
- Submit a completed application form with a nonrefundable application fee of $35.
- 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 résumé.
- If English is not the primary language of the candidate, submit results of the Test of English as a Foreign Language (TOEFL).
- Submit official scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Candidates are expected to have a composite GRE math/verbal score of 1000 or higher or an MAT score at or above the 50th percentile.
- Submit a valid teacher's certificate.

These requirements are subject to change before the next catalog is printed. Consult the program website. Application packages are available through the Graduate School office. The deadline for applications to begin coursework in:

Fall semester ..... 15 July

Spring semester .....15 November

Summer sessions .....15 April

Students may take only 12 credit hours on a non-degree status and these hours must be evaluated by the candidate's advisor upon admission to the M.Ed. program during the development of an appropriate program of study. Non-degree coursework is not guaranteed to be included in the program of study; non-degree status does not guarantee program admission. Only six credit hours can be considered for transfer into a program of study in the School of Education.

Degree Requirements for the M.Ed. in Special Education

The master of education in special education degree 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 or higher. Candidates must also complete the master's capstone identified in individualized programs of study. In consultation with their advisors, candidates choose from three options to meet this requirement: comprehensive examination, thesis, or professional portfolio. Information on each capstone option can be found on the program's website: http://www.cofc.edu/SchoolofEducation/SpecialEd/specialed.html

Program of Study

Upon admission as a regular degree student, each candidate will be assigned a faculty advisor. The candidate should make an appointment with the advisor to complete an official program of study. The program of study is not official until it is signed by the student, advisor, program director, and department chair and on file with the Graduate School office. **The candidate may not enroll in more than six hours of coursework without an official program of study**. After coursework has commenced, needed changes in the program of study may be made in consultation with the candidate's advisor and approved by the program director and department chair.

Professional development courses (typically offered by the schools in cooperation with S.C. universities) will not be accepted in the M.Ed. in Special Education Program of Study.

Typical coursework included in programs of study for the M.Ed. in special education follows. Consult the program's website or an advisor for recommended sequences of coursework as many courses are offered only once a year but have specific prerequisites. The following list is not a recommended sequence of study.

M.Ed. in Special Education Coursework: (36 hours minimum)

Fundamental Curriculum
(18 semester hours)

EDFS 635	Educational Research
EDFS 713	The Special Educator as Consultant
EDFS 717	Technology Applications in Special and Remedial Education
EDFS 718	Trends and Issues in Special Education
EDFS 720	Educational Assessment of Students with Disabilities
EDFS 721	Advanced Educational Assessment of Students with Disabilities **or**
EDFS 726	Advanced Classroom Management Techniques

(EDFS 710 Introduction to Exceptional Children and Youth may be required as a prerequisite if a similar course has not been taken in the past six to eight years.)

Specialized Curriculum
(nine semester hours)

Teaching Students with Emotional Disabilities:

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

Teaching Students with Learning Disabilities:

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

Teaching Students with Mental Disabilities:

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

Other Coursework
(nine semester hours)

Electives selected based on area of concentration and professional needs.

For thesis capstone: EDFS 700 and EDFS 701

For research project: EDFS 702

For portfolio: EDFS 795

Although the coursework listed above represents a basic program of study, a candidate's actual program will be individualized and will be determined in consultation with his or her advisor. Candidates pursuing graduate coursework in special education choose one of four stands commensurate with their current qualifications and future professional goals. Specific courses within each strand will differ based on the concentration, previous coursework, experience, certification needs, and capstone choice.

Strand A: Professional Special Educator

Master of education in special education for the candidate who does not seek additional certification but wishes to extend his or her knowledge and skills and may have plans for doctoral work. The coursework is advanced and the capstone is typically a thesis or professional portfolio (for candidates interested in National Board Certification).

Strand B: Diversifying Special Educator

Master of education in special education for the candidate currently certified in one or more areas of special education seeking an additional area under South Carolina Department of Education regulations. The coursework is advanced and the capstone is typically a research project or professional portfolio.

Strand C: Clinical Special Educator

Master of education in special education for the candidate with current certification in early childhood, elementary, or secondary education. Candidates complete performance-based coursework at the initial and advanced level that includes varied field experiences in the area of concentration. The typical capstone for this strand is the development of a professional portfolio.

Strand D: Professional Studies in Special Education

Students in strand D are not candidates for graduate degrees but are enrolled as continuing education students with permission to take advanced coursework as non-degree students. Students in the strand may be seeking certification renewal, additional training, add-on certification without a degree, or master's-plus-30 certification status. Although these students are not required to develop a program of study, they are encouraged to meet with members of the special education faculty for advising. See the next section for application as a non-degree student.

Non-Degree Status (Certified Teachers Only)

Certified educators who are not seeking a degree but who wish to take courses in education may be admitted as non-degree students. Students should seek assistance from the South Carolina Department of Education for the most current information on additional certification and master's-plus-30 requirements.

To apply under non-degree status, submit to the Graduate School office:

Completed non-degree application form with nonrefundable fee of $35

Copy of a professional teaching credential

The non-degree student may apply as a regular-degree student in an M.Ed. program by submitting two letters of recommendation, a graduate course transcript with at least a 3.0 GPA in courses completed, and the other requirements listed under the M.Ed. requirements for admission above. No more than 12 credit hours taken in non-degree status may be applied toward degree requirements and these are not guaranteed to be included on a program of study upon later admission. Non-degree status is not a temporary classification for those found ineligible for admission to the degree program.

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 36-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 (3)

In this course, students learn about the nature and design of action research. The course will provide students the opportunity to extend and further develop their knowledge and understanding of theories and content appropriate to early childhood education by engaging in reflective inquiry in preparation for formal thesis research.

EDEE 606 Individualizing Instruction (3)

Procedures for l) 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 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 that 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 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 evaluating 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 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:* 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. *Prerequisites:* 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 (1)

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 philosophy 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 686 Special Topics in Education (1-6)

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

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. *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) *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. *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. (alternate 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:* EDFS 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. (fall and spring) *Prerequisite:* EDFS 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:* EDFS 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 EDFS 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:* EDFS 720 or equivalent 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. (summer) *Prerequisite:* EDFS 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:* EDFS 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:* EDFS 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) *Prerequisite or co-requisite*: EDFS 731 or equivalent.

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:* EDFS 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:* EDFS 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. (fall and spring) *Prerequisite or co-requisite:* EDFS 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:* EDFS 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 or co-requisite:* 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. *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 educational 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 (ED, LD, MD), 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 (ED, LD, MD). 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 and 654 or equivalent.

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 mainstream as well as in special programs. *Prerequisite:* 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 program of study coursework.

ESOL Certificate Programs

English to Speakers of Other Languages (ESOL) Certificate Programs

Department of Foundations, Secondary and Special Education

Robert Perkins, Acting Chair

Angela Crespo Cozart, Program Director
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cozarta@cofc.edu

Program Descriptions

The goal of the ESOL program is to train individuals to teach English to non-native English speakers. Individuals who take both programs will meet South Carolina requirements for endorsement to teach in public schools. This program will attract both practicing teachers as well as individuals who want to work in other arenas, such as non-profit organizations, businesses, or those who expect to work/teach abroad; for such individuals, this certificate will constitute evidence of a body of knowledge in the field of ESOL.

The program is divided into two certificates. Completion of Certificate I will form a solid foundation for beginning ESOL teachers, whether they will be teaching in public or private schools, as volunteers working with children and/or adults, or within the business sector. For teachers who have already taken ESOL courses provided by the state, or who have taken the four courses outlined in Certificate I, the courses included in Certificate II will help them complete the hours they need for endorsement.

Courses offered in both certificate programs are designed to give students a strong underpinning in the theories and methodologies necessary for teaching ESOL.

Certificate I (Initial) Program Admission and Requirements

Entrance Requirements

1. Undergraduate degree from any certified institution of higher learning, whether American or foreign.
2. Undergraduate G.P.A. of 2.5 (out of a 4.0 scale)
3. Second language learning experience as documented by any of the following:

   Six semester hours in courses in a single second language

   OR

   Completion of intensive language training by the Peace Corps, the Foreign Service Institute or the Defense Language Institute

   OR

   Placement by the language department of an accredited institution in a third semester level.

   Demonstration of second language proficiency as verified in writing by an official designated by the SCDE for languages unavailable at accredited institutions.

** The College should have an oral proficiency interview certified person on staff or faculty. Training for such certification is made available several times a year in various parts of the country.*

**South Carolina Department of Education*

Certificate I (Initial) Courses

EDFS 670 Principles and Strategies for Teaching English to Speakers of Other Languages (ESOL) (K –12)

A survey course intended to provide pre-K through grade 12 educators knowledge of the principles underlying methodologies and techniques for promoting acquisition of a second language through academic content. The main focus is to demonstrate a variety of instructional strategies that can benefit all students in a multicultural classroom.

EDFS 671 Teaching Reading and Writing to K-12 Speakers of Other Languages (ESOL)

This course is intended to provide a theoretical foundation for the teaching of reading and writing English to limited English proficient (LEP) learners in K-12 schools. Participants will learn about dialogue journal writing, reading/writing workshops, family literacy, writing for publication, and writing in the content areas.

EDFS 672 Linguistic and Cultural Diversity in Education

This survey course provides pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in American schools. Topics include: history of ESOL and bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, legal issues, assessment, etc.

EDFS 673 Assessing Student Performance

This class will provide a theoretical foundation for gathering and analyzing the data necessary for effective assessment of instruction serving language minority learners. Students will learn to question what kinds of data are collected, why and how data

are used, and what kinds of data may be overlooked in the assessment process.

Certificate II (Advanced) Program Admission Requirements

Entrance Requirements

1. Completion of Certificate I courses or permission of the director.
2. Undergraduate degree from any certified institution of higher learning, whether American or foreign.
3. Second language learning experience as documented by any of the following:

   Six semester hours in courses in a single second language

   OR

   Completion of intensive language training by the Peace Corps, the Foreign Service Institute or the Defense Language Institute

   OR

   Placement by the language department of an accredited institution in a third semester level

   Demonstration of second language proficiency as verified in writing by an official designated by the SCDE for languages unavailable at accredited institutions."

** The College should have an oral proficiency interview certified person on staff or faculty. Training for such certification is made available several times a year in various parts of the country.*

**South Carolina Department of Education*

Certificate II (Advanced) Courses

EDFS 680 Teaching English through the Content Areas (or Content Modification for ESOL Students K-12)

This course will focus on successful techniques for teaching both content and related academic language to all students. Students will learn how to make modifications for limited English proficiency students by using several techniques, including graphic organizers, scaffolded lessons, cooperative learning, alternative assessment, and multicultural activities.

EDFS 681 Second Language Acquisition for Teachers of Elementary and Secondary Learners

This course will provide students with an opportunity to compare first and second language acquisition theories, such as the biological, learning, cognitive, behaviorist and interactionist theories. Students will also explore political, social and economic factors that impede or accelerate the learning of a second language.

EDFS 682 ESOL Curriculum Design and Materials Development for K-12 Students

This course will explore current trends in developing effective curriculum and materials for K-12 students who are non-native English speakers. Topics include instructional strategies and materials for content-area instruction and developing the four language components.

EDFS 683 English Grammar/Structure (for ESOL Teachers)

This course will provide educators with an understanding of facts and generalizations about the English language and the resources to use that understanding in ESOL/EFL instruction. Students will develop skill in linguistic analysis through exploring traditional, transformational, case, and discourse perspectives.

EDFS 684 ESOL/Talented and Gifted and Special Education Issues

This course will explore ways of differentiating language and learning differences from disabilities. The following will be addressed: building learning communities for diverse learners, identifying gifted and talented non-native English speakers, deconstructing concepts of disability in society, family and school partnerships, issues in ESOL, talented and gifted and special education.

EDFS 704 Practicum in the Instruction of English as a Second Language to Elementary and Secondary Learners

This course includes 100 hours of supervised field work and a weekly, one-hour seminar. Students will "shadow" an ESOL teacher and work towards jointly preparing and delivering classroom instruction.

School of Humanities and Social Sciences

Degrees Offered:

Master of Arts in Bilingual Legal Interpreting

Master of Arts in English

Master of Arts in History

Master of Public Administration

Master of Arts in Bilingual Legal Interpreting

www.cofc.edu/~legalint/

Department of Hispanic Studies

(843) 953-7619

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 Graduate School of the College of Charleston 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.

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 proficiency 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, if you have taken the test prior to October 2002. For those taking the GRE in October 2002 and thereafter, a combined score of 1000 on the verbal and quantitative sections and a score in the range of 3-6 on the writing assessment section of the test is 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 – College of Charleston.
- 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 verbal and analytical score of 1000 is preferred if you took the GRE before October 2002. For candidates taking the GRE in October

2002 or thereafter, a combined score of 1000 in the verbal and quantitative sections and a score in the range of 3–6 on the writing assessment section of the test are preferred.

- Completion of General Test of Interpreting Aptitude, to be administered at The Graduate School of the College of Charleston or at another approved site. A non-refundable 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 Graduate School of the College of Charleston by appointment, or administered at another more convenient location subject to approval by the program director.

Fees and Tuition for Summer Sessions

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) $455

Laboratory fee per course as appropriate – summers only $70

Fee Calculation Example – First summer, first term

Two courses (six hours)

Matriculation/orientation fee (one time only) $45

Academic fee 6 x $455 = $2,730

Laboratory fees 2 x $70 = $140

Total fee:
$2,730 + $140 + $45 = $2,915

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: Criminal Process and Procedures; Civil Processes and Procedures

Two courses: written translation or linguistics, and language and culture or Spanish in the U.S.

3 credits: Practicum in Legal Settings (INTR 625) (This may be completed in a court jurisdiction of the student's choice.)

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:

3 credits: Internship in Legal Interpreting (INTR 725) (This may be completed in a court jurisdiction of the student's choice.)

Degree Requirements

The master of arts degree in bilingual legal interpreting is conferred upon those candidates who successfully complete the program of study with a minimum cumulative GPA of 3.0, and successfully complete one of the following: 1) a professional certification examination administered either by a state or federal court system or a recognized professional organization or 2) a written and oral comprehensive examination administered by the graduate program. Students who have been certified as stated in option #1 prior to entering the program must take the comprehensive examination upon completing the program of study. Students who do not pass an 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 criminal procedures and terminology.

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 test: 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)

Study of the hierarchy of the courts, the legal process, and the divisions of the law. Presentation of civil procedures, family and juvenile law, and exploration of several other 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.

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 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):

Interlingual Commuunication

Fundamentals of Interpreting

Legal Language

Consecutive Interpreting I

Minimum Admission Requirements

- Baccalaureate degree from an accredited institution of higher education and/or concurrent enrollment in a related graduate field.
- Demonstrated proficiency 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 Graduate School – College of Charleston, or at another approved site.

Application deadline for the certificate program is March 15.

Bilingual Legal Interpreting Certificate Fee Structure

Application fee (non-refundable).....$50
Language aptitude examination.....$100
Matriculation fee $500
Tuition/credit hour .....$455/credit hour
Laboratory fee .....$70/course x 3
Total $6,320

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

Larry A. Carlson, Chair

Joseph P. Kelly, Program Director

(843) 953-4815

Program Description

The Graduate School of the College of Charleston 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 Graduate School of the College of Charleston.
- 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. For those applicants taking the GRE in October 2002 and thereafter, the admission requirement will be scores of at least 500 each on the verbal and quantitative sections and at least a 4 on the writing assessment section. After October 2002 the minimum MAT score will be 45.
- 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 Graduate School of the College of Charleston.

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 semester .....June 1

Spring semester .....November 1

Summer sessions.....April 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 translating a passage provided by The Citadel and The Graduate School of the College of Charleston. 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 Riwle*, *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 routine 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 beginnings to around 1650 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 around 1650 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 20th-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)
An intensive study of the syntax of Present Day English. The course also includes a review of traditional grammar, focusing primarily on the parts of speech. Special attention is given to linguistic theory, particularly regarding the acquisition of language.

ENGL 554 History of the English Language (3)
A historical survey of the syntactic and phonological features of Old, Middle, Early Modern and Present Day English. Special attention is given to the varieties of American English, particularly African-American Vernacular English.

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 Graduate School of the College of Charleston 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, normally from former professors. Each referee should be as specific as possible in the 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.
- 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. Applicants who took the GRE prior to October 2002 are expected to have a combined score of 1000 on the verbal and analytical portions of the exam. Those taking the GRE in October 2002 and thereafter, are expected to score at least 500 on the verbal and between 4-6 on the writing assessment sections of the text. 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 semester .....October 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 58 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 post-war 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, it 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 climate, raw materials, locations and the interrelationships 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.ofc.edu/~puba

Department of Political Science

Joseph P. Riley Jr. Institute for Urban Affairs and Policy Studies

(843) 727-6480

Lynne E. Ford, Department Chair

Arthur A. Felts, Institute Director

John G. Bretting, 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 Graduate School of the College of Charleston and the University of South Carolina. The program is the only joint M.P.A. 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 professors from 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 Graduate School of the College of Charleston and the University of South Carolina.

The M.P.A. program at The Graduate School of the College of Charleston 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 Joseph P. Riley Jr. Institute for Urban 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 (PUBA 710), directed independent studies (PUBA 710A), and special topics seminars (PUBA 502). 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 Citadels' 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 stu-

dents in their particular specialty, providing them with a valuable, hands-on perspective useful in supplementing their broader training. In addition, the program fosters contacts with professional mentors. A variety of workshops, training sessions, and speakers are sponsored by the program and by the M.P.A. Student Association. 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 M.P.A. director and the internship coordinator will periodically evaluate the student's performance, and consult the on-site 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 M.P.A. students with assistantships have the opportunity to participate in projects conducted by the Riley Institute for Urban 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 $4,500 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 M.P.A. 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 M.P.A. 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:

M.P.A. Program Director
Joseph P. Riley Institute for Urban Affairs and Policy Studies
The Graduate School of the College of Charleston
Charleston, S.C. 29424

Degree students are expected to have:

- Minimum grade point average of 3.0 (on a 4.0 scale).
- Graduate Record Examination (GRE)

  For those taking the test before October 2002, a combined score in excess of 1500 on the Quantitative and Verbal and Analytical sections of the GRE is required.

  Those taking the test after October 2002 must submit scores for the Quantitative, Verbal and Writing Assessment sections. A combined score in excess of 1000 on the Quantitative and Verbal sections is required. While no specific minimum score on the writing assessment section is required, performance on the writing assessment section will be used as a factor in admissions.
- 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.

NOTE: The admissions committee will carefully consider both GPA and GRE scores, as well as letters of recommendation and significant life experiences, particularly in public administration.

NOTE: International students must also fulfill the requirements listed elsewhere in the Graduate Catalog.

Non-degree students:

Occasionally, students may desire to take courses in the M.P.A. program but not pursue the degree. These students are welcome to enroll in M.P.A. 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 M.P.A. director to outline a tentative plan of study. Initially, the M.P.A. director acts as the student's advisor. After they become familiar with the M.P.A. faculty, students may wish to choose an advisor with a specialization in their area of professional interest. In the initial meeting with the M.P.A. director, a plan of study is developed based on the student'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 M.P.A. program. Before registering each semester, students should carefully select appropriate courses in order to fulfill degree requirements.

The M.P.A. 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 M.P.A. is a professional degree requiring:

A minimum of 39-42 semester hours, including the following:

- 21 hours of core courses.
- 15 hours of electives (18 if the internship requirement is waived for previous experience).
- 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 M.P.A. core courses and at least 30 semester hours or permission of instructor or M.P.A. 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 M.P.A. program. Permission of the M.P.A. 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 alternative 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 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, cul-

tural 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 role of the Executive Director and the Board.

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 M.P.A. 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 634 Environmental Law and Regulatory Policy (3)

This course examines the development of environmental law and regulatory policy in the United States. It provides an overview of the scope and substance of environmental law and the various regulatory techniques they employ. Both criminal and civil litigation surrounding the implementation of environmental law are examined.

PUBA 635 Land Use Law (3)

This course examines zoning and land use control in the United States and incorporates illustrations and cases from South Carolina in particular. It focuses on enabling legislation for local governments, regulation, the process of development, eminent domain, contract and conditional zoning and enforcement and violation of land use regulations.

PUBA 636 Coastal Resource Management (3)

This course examines the complex issues that are confronting policymakers, citizens, and scientist in the coastal zone. Specifically, it explores our scientific understanding of the coastal ecosystems; the degree to which the United States' economy is based on the development of these systems; the nature of human activities and impacts; and the political, economic, and cultural components of our decision-making processes.

PUBA 637 Wetlands Protection (3)

This course is intended to provide the student with a broad understanding of the social origins, philosophies, and political, economic, and cultural impacts of wetlands protection in the United States. Topics address the goals of and policymakers' approaches to wetlands protection.

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 Graduate School of the College of Charleston 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.

- Non-thesis option: A student must complete 33 credit hours of graduate course work.
- 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.
- 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

- A completed application form with a non-refundable application fee of $35 (The Graduate School of the College of Charleston).
- 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.
- 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) if the test was taken prior to October 2002. (There is a five-year time limit on the use of scores.) Those taking the test October 2002 and thereafter must receive a combined score of 1000 on the verbal and quantitative sections of the general test, and a minimum score of 4 on the writing assessment.
- 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.
- 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.
- 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: pro gramming 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:

CSIS 601 Data Modeling

CSIS 602 Foundations of Software Engineering

CSIS 603 Object Oriented Design Patterns

CSIS 604 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 612 Advanced Computer Architecture (3)

Currently, the trend in parallel computing is moving away from specialized super-computing architectures, such as the Cray/SGI T3E, to less expensive, general-purpose systems consisting of loosely coupled components built from the PCs. We will study various topics relevant to clustering including the following: interconnection networks, protocols, high performance I/O, load balancing, availability, programming models and environments, parallel algorithms and applications. The course will be lab intensive and will include the implementation of parallel algorithms on a Beowulf Cluster. *Prerequisite:* CSIS 340 and CSIS 604 or their equivalents.

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 618 Principles of Programming Language (3)

The course surveys the principles of programming language design and the issues related to their implementation. Topics will include a comparison of the major programming paradigms: imperative, functional, logic and object oriented. Also covered are data types, methods of specifying the semantics of language constructs and concurrency.

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 634 Project Change and Management (3)

Managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting and closing a project form the major portion of this course. Project integration, scope, time, cost, quality control, risk management and managing the changes in organization resulting from introducing or revising information systems are also included.

CSIS 636 IT Policy and Strategy (3)

This course will consider the development and implementation of policies and plans to achieve organizational goals, the defining of systems that support the operational, administrative and strategic needs of the organization and the study of approaches to managing the information systems function in organizations.

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 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.

CSIS 674 Introduction to Computer Graphics (3)

This course is an introduction to the fundamental principles of computer graphics. Using the OpenGL application programming interface, students will learn these principles by writing a series of programming projects. The programming projects will be written in C++; students who have programmed in C or Java should have little difficulty with the transition to the language.

CSIS 690 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 691 Independent Study (3)

This course consists of individual study of an agreed-upon topic under the direction of a faculty member and following a course of reading and other requirements proposed by the student and established by negotiation with the director. This course is intended to provide graduate students with an opportunity to study in an area of computer science, software engineering or information systems that is not generally offered. This course may be repeated once.

CSIS 698 Project Thesis (3)

Project Thesis is a three-credit hour course for the completion of a formal master's project thesis under faculty direction. A Project Thesis is characterized by a research project that applies or extends course topics through systems development. *Prerequisite:* Completion of the four core courses, CSIS 601, CSIS 602, CSIS 603 and CSIS 604 and approval by the MSCS program director.

CSIS 699 Research Thesis (6)

Research Thesis is a six-credit hour course for the completion of a formal master's research thesis under faculty direction. A Research Thesis is a traditional research project characterized by a comprehensive paper on a research topic. *Prerequisite:* Completion of the four core courses, CSIS 601, CSIS 602, CSIS 603 and CSIS 604 and approval by the MSCS program director.

Master of Science in Marine Biology

www.cofc.edu/~marine/

Department of Biology

(843) 953-5504

Paul C. Marino, Acting Chair

David W. Owens, Program Director

(843) 953-9200

Grice Marine Laboratory

(843) 953-9200

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 Graduate School of the College of Charleston 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 Graduate School of the College of Charleston, 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 College of Charleston, 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 nonrefundable 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 bio logical 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. General 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 but will be required to complete the missing courses.
- 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. BIOL 610 Physical Oceanography (4)
b. BIOL 600 Physiology and Cell Biology of Marine Organisms (4)

c. BIOL 601 Ecology of Marine Organisms (4)

d. BIOL 611 Biometry (4)

e. BIOL 620 and 621 Graduate Core Seminars (2)

f. BIOL 700 Thesis (4)

g. Elective graduate courses, of which at least one must be organism-level (minimum) (7)

h. BIOL 650 Seminar in marine biology (1)

- Time Limit Requirements – All degree requirements for the M.S. degree in marine biology must be completed within four years. Extensions beyond the four-year time period must be approved in writing by the Marine Biology Graduate Council and the dean of graduate studies.
- 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 45 days after completion of the second semester of courses. Successful completion of the comprehensive exam formally admits students 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. (fall)

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. (spring)

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 Collaborating Institutions

The Graduate School of the College of Charleston

Program in public administration:

PUBA 700-704 Special Topic Seminars

Issues in Coastal Zone Management and Issues in Growth vs. Environmental Quality.

Master of Science in Mathematics

math.cofc.edu/grad-prog.html

Department of Mathematics

(843) 953-5730

Deanna Caveny, Chair

Program Description

The Department of Mathematics at The Graduate School of the College of Charleston 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 of the College of Charleston. 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 Graduate School of the College of Charleston.

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. *Prerequisites:* 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, Lp 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. *NOTE: 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 graduate courses of the College of Charleston.

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 Nonparametic 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

Meta Van Sickle, 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 $9000 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 Graduate School of the College of Charleston. 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 514 Geometry for Elementary and Middle School Teachers (4)

This course will investigate plane and geometric shapes, transformations, lines and coordinate geometry and measurement. Topics chosen are in accordance with the appropriate grade-level NCTM Standards and SC Curriculum Standards. Students will investigate geometric formulas, theorems and simple proofs through a hands-on approach that includes developing geometric constructions, and making models and using technology.

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 classroom 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 principles 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.

EDEE 670 Elementary Science Instruction (3)

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 for graduate credit.*

Integrated Science Courses

(at least six semester hours)

EVSS 640 Earth Systems Science (3)

EVSS 650 Energy Production and Resource Management (3)

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.

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 spectrum, 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.

Capstone Experiences

(at least six semester hours)

Students have four basic options in choosing capstone credit experiences. They can choose from:

1. 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.

2. Take an extra course from the Fundamental Science and Mathematics Curriculum Category, the Integrated Science Category, or an appropriate course not in the program, AND do a suitable project in addition to the required coursework. Such capstone experiences require a proposal and steering committee approval. The student must make a presentation of the completed project at a professional meeting, teacher workshop and/or session of capstone presentations attended by steering committee members and other interested parties.

3. Do an independent study project in science, mathematics, or science or mathematics education. This, too, requires a proposal and steering committee approval. The student must make a presentation of the completed project at a professional meeting, teacher workshop and/or session of capstone presentations attended by steering committee members and other interested parties.

4. Take one or more courses from an MS degree program offered by the School of Sciences and Mathematics at the Graduate School of the College of Charleston – environmental studies (but not EVSS 640 and EVSS 650, each of which counts in category B2), marine biology, or mathematics. The student must meet any course prerequisites. A written proposal to do this is not necessary.

NOTE: Students admitted after February 13, 2002 must make at least one formal capstone experience presentation at a professional meeting, teacher workshop, or session of capstone presentations attended by steering committee members and interested parties.

Master of Science in Environmental Studies

www.cofc.edu/~environ/

Environmental Studies

(843) 727-6483
mcconnelm@cofc.edu

Angela C. Halfacre, Program Director

Paul C. Marino, 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 (M.E.S.) 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 Graduate School of the College of Charleston. The faculty contributes through policy sciences, mathematics and the natural and physical science areas of biology, geology, and physics.

Mission

The M.E.S. 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 M.E.S. 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 M.E.S. 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, 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 or physics. 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 M.E.S. 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 M.E.S. 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.

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 con-

tributing departments.

Minimum Admission Requirements

To be considered for admission, students must complete an M.E.S. application packet. An application packet for the M.E.S. program can be obtained by written request to:

M.E.S. Program Coordinator
Environmental Studies Program
The Graduate School of the College of Charleston
Charleston, S.C. 29424

Minimum Requirements

- An overall undergraduate GPA of 3.0 on a 4.0 scale.
- The Graduate Record Examination General Test (GRE) is required for admission. For those taking the test prior to October 2002, a combined score of 1600 on all three sections of the test is required. For those taking the GRE in October 2002 and thereafter, a combined score of at least 1100 on the quantitative and verbal sections, and of at least 4 (out of 6) on the writing assessment section, is required. GRE scores submitted must have been earned within the previous five years. Applicants with older GRE scores may be required to retake the examination.
- Students must have undergraduate coursework in biology (two courses with labs), chemistry (two courses with labs) and statistics (one semester). One year of another physical or natural science may be substituted for either biology or chemistry. 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 an M.E.S. application 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
o r	
EVSS 640	Earth Systems Science
o r	
EVSS 650	Energy Production Resource Management
o r	
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. Please visit www.cofc.edu/~environ for full course descriptions and information.

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 policy 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 though 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 605 Environmental Law and Regulatory Policy (3)

This course examines the development of environmental law and regulatory policy in the United States. It provides an overview of the scope and substance of environmental law and the various regulatory techniques they employ. Both criminal and civil litigation surrounding the implementation of environmental law are examined.

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 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.

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 multivatiate 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 635 Land Use Law (3)

This course examines zoning and land use control in the United States and incorporates illustrations and cases from South Carolina in particular. It focuses on enabling legislation for local governments, regulation, the process of development, eminent domain, contract and conditional zoning and enforcement and violation of land use regulations.

EVSS 636 Coastal Management (3)

This course examines the complex issues that are confronting policymakers, citizens, and scientist in the coastal zone. Specifically, it explores our scientific understanding of the coastal ecosystems; the degree to which the United States' economy is based on the development of these systems; the nature of human activities and impacts; and the political, economic, and cultural components of our decision-making processes.

EVSS 637 Wetlands Protection (3)

This course is intended to provide the student with a broad understanding of the social origins, philosophies, and political, economic, and cultural impacts of wetlands protection in the United States. Topics address the goals of and policymakers' approaches to wetlands protection.

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 acquant 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 M.E.S. 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 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 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 Ichthylogy (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, Vice Chairman

J. Vincent Price, Jr., Secretary

Terms Ending June 30, 2004

L. Cherry Daniel.....Charleston, S.C.
1st District

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J. Philip Bell .....Greenwood, S.C.
3rd District

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Terms Ending June 30, 2006

Joseph F. Thompson, Jr. .....Charleston, S.C.
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Robert W. Marlowe .....Mt. Pleasant, S.C.
At-Large

Lawrence O. Thompson.....Charleston, S.C.
Governor's Appointee

Cheryl Whipper Hamilton .....Charleston, S.C.
Governor's Designee

Faculty

Accountancy Program

ABRAMS, Andrew, Professor,
J. D., University of South Carolina Law School.
Legal Studies (CofC)

ARSENAULT, Steven J., Assistant Professor,
L.L.M., University of Florida. Taxation (CofC)

BRADLEY, Linda, Associate Professor,
Ph.D., University of North Texas. Taxation (CofC)

CHEN, Sean, Associate Professor,
Ph.D., University of Pittsburgh. Accounting information systems (CofC)

CLARY, Betsy Jane, Professor,
Ph.D., University of Mississippi. Economics (CofC)

CONDON, Clarence, Associate Professor,
Ph.D., University of South Carolina. Economics (CofC)

DANIELS, Roger B., Associate Professor,
Ph.D., University of Mississippi. Financial accounting and theory (CofC)

HEFNER, Frank, Associate Professor,
Ph.D., University of Kansas. Economics (CofC)

MACK, Rhonda Walker, Professor,
Ph.D., University of Georgia. Marketing (CofC)

McKEE, JR., James A., Professor,
Ph.D., Oklahoma State University. Auditing (CofC)

MORGAN, J. Michael, Professor,
Ph.D., University of South Carolina. Economics (CofC)

MUELLER, Rene D., Assistant Professor,
Ph.D., DeMontfort University. Marketing (CofC)

PULEO, Victor Anthony, Jr., Assistant Professor,
Ph.D., Florida State University. Finance (CofC)

ROUSE, Robert W., Professor,
Ph.D., University of South Carolina. Accounting (CofC)

RUDD, Howard, Professor,
Ph.D., Texas Tech University. Management (CofC)

SHAINWALD, Richard, Professor,
Ph.D., University of Georgia. Marketing (CofC)

TENNYSON, B. Mack, Professor,
Ph.D., University of South Carolina. Not-for-profit (CofC)

YOST, Jeff, Associate Professor,
Ph.D., The Ohio State University. Managerial Accounting (CofC)

WOODSIDE, B. Perry, Professor,
Ph.D., University of South Carolina. Finance (CofC)

Bilingual Legal Interpreting Program

BENMAMAN, Virginia, Professor of Spanish,
Ph.D., University of South Carolina (CofC)

MARTINEZ-GIBSON, Elizabeth, Associate Professor of Spanish,
Ph.D., The State University of New York at Albany (CofC)

RODRIGUEZ, Silva, Assistant Professor,
Ph.D. Indiana University–Bloomington (CofC)

VERLINDEN, Marianne, Assistant Professor of Spanish,
Ph.D., Tulane University; Licenciee Interprete, Institut de Traduction et Interpretion Lucien Cooremans Brussels (CofC)

WEYERS, Joseph R., Associate Professor of Spanish,
Ph.D., University of New Mexico (CofC)

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

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 (CofC)

MANARIS, Bill, Associate Professor,
Ph.D., University of Southwestern Louisiana. Human-computer interaction (CofC)

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 (CofC)

STARR, Christopher W., Associate Professor,
Ph.D., Medical University of South Carolina. Software design (CofC)

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 (CofC)

BARTEL, Virginia B., Associate Professor,
Ph.D., University of Michigan. Elementary and Early Childhood Education (CofC)

BETTENHAUSEN, Sherrie L., Associate Professor,
Ph.D., University of Minnesota. Foundation and Special Education (CofC)

BLAKE, Mary E., Professor,
Ph.D., University of Connecticut. Elementary and Early Childhood Education (CofC)

BOWER, P. Kenneth, Associate Professor,
Ed.D., Pennsylvania State University. Elementary and Early Childhood Education (CofC)

COZART, Angela C., Assistant Professor,
Ph.D., University of Tennessee. Foundations (CofC)

CUDAHY, Diane C., Assistant Professor,
Ph.D., University of Tennessee. Foundations (CofC)

EDWARDS, Linda C., Professor,
Ed.D., University of Massachusetts. Elementary and Early Childhood Education (CofC)

EULAND, Deborah D., Instructor,
M.Ed., College of Charleston. Foundations and Special Education (CofC)

FINNAN, Christine, Assistant Professor,
Ph.D., Stanford University. Elementary and Early Childhood Education (CofC)

FITZHARRIS, Linda H., Chair,
Ed.D., University of South Carolina. Elementary and Early Childhood Education (CofC)

FOWLER, Robert E., Professor,
Ed.D., University of Florida. Foundations and Special Education (CofC)

GURGANUS, Susan P., Associate Professor,
Ed.D., North Carolina State University. Special Education (CofC)

HAY, Genevieve H., Associate Professor,
Ph.D., University of South Carolina. Foundations, Secondary, and Special Education (CofC)

HUMPHREYS, Margaret, Director, Early Childhood Development Center,
M.Ed., University of South Carolina (CofC)

JANAS, Monica A., Associate Professor,
Ph.D., Virginia Polytechnic Institute and State University. Foundations, Secondary, and Special Education (CofC)

JARUSZEWICZ, Candace., Assistant Professor,
Ph.D., Kent State University. Foundations, Elementary and Early Childhood Education (CofC)

KEYES, Denis W., Associate Professor,
Ph.D., University of New Mexico. Foundations and Special Education (CofC)

MATTHEWS, Charles Edward, Professor,
Ph.D., University of North Carolina. Elementary and Early Childhood Education (CofC)

MCCARTY, Bonnie C., Assistant Professor,
Ph.D., University of Georgia. Foundations and Special Education (CofC)

NABORS, Martha, Professor,
Ph.D., Pennsylvania State University. Elementary and Early Childhood Education (CofC)

NDUNDA, Mutindi, Assistant Professor,
Ph.D., University of British Columbia. Foundations and Secondary (CofC)

PERKINS, Robert F., Associate Professor,
Ed.D., West Virginia University. Foundations, and Special Education (CofC)

POWELL, Sara Davis, Assistant Professor,
Ph.D., University of Colorado at Denver. Elementary and Early Childhood Education (CofC)

SKINNER, Michael E., Associate Professor,
Ph.D., Ohio State University. Foundations and Special Education (CofC)

SWANSON, Julie D.,
Ph.D., University of South Carolina. Foundations and Special Education (CofC)

VAN SICKLE, Meta L., Associate Professor,
Ph.D., University of South Florida. Foundations and Secondary (CofC)

VOORNEVELD, Richard B., Associate Professor,
Ph.D., University of Florida. Foundations and Special Education (CofC)

WELCH, Frances C., Dean,
Ph.D., University of South Carolina. Foundations, Secondary and Special Education (CofC)

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. 18th-century British; satire (CofC)

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 (CofC)

CARLSON, Larry A., Professor,
Ph.D., Pennsylvania State University. American literature; fiction; modern poetry (CofC)

DAVIS, Carol Ann, Assistant Professor,
M.F.A., University of Massachusetts. Creative writing (CofC)

DEVET, Bonnie D., Associate Professor,
Ph.D., University of South Carolina. Rhetoric and composition (CofC)

EICHELBERGER, Julia L., Associate Professor,
Ph.D., University of North Carolina at Chapel Hill. African American literature (CofC)

FARRELL, Susan, Associate Professor,
Ph.D., University of Texas. Contemporary literature; Women's literature (CofC)

FESTA, Conrad D., Professor,
Ph.D., University of South Carolina. Victorian; satire (CofC)

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 (CofC)

HARRISON, Joseph M., Associate Professor,
Ph.D., University of Virginia. British Renaissance; epic (CofC)

HUNT, Bishop C., Professor,
Ph.D., Harvard University. British romantic; poetry (CofC)

HUNT, Caroline C., Professor,
Ph.D., Harvard University. British Renaissance; adolescent (CofC)

HUTCHISSON, James M., Professor,
Ph.D., University of Delaware. 19th-century American (The Citadel)

JOHNSON, Jeffrey L. L., Professor,
Ph.D., Florida State University. Restoration and 18th-century British; novel; modern drama (CofC)

KELLY, Joseph P., Associate Professor,
Ph.D., University of Texas. Modern British; Irish literature (CofC)

LALLY, Margaret M., Associate Professor,
Ph.D., Case Western Reserve University. 20th-century British and American; creative writing (The Citadel)

LEON, Philip W., Professor,
Ph.D., Vanderbilt University. 20th-century American; adolescent (The Citadel)

LEONARD, James S., Professor,
Ph.D., Brown University. Literary criticism; 19th-

century American; 20th-century American (The Citadel)

LEWIS, Simon K., Associate Professor, Ph.D., University of Florida. World literature (CofC)

LOTT, R. Bretley, Professor, M.F.A., University of Massachusetts. Creative writing; contemporary fiction (CofC)

LUCAS, Scott, Assistant Professor, Ph.D., Duke University. British Renaissance (The Citadel)

MAILLOUX, Peter, Associate Professor, Ph.D., University of California at Berkeley. 20th-century American and European fiction; composition (The Citadel)

MORRISON, Nan D., Professor, Ph.D., University of South Carolina. British Renaissance; southern (CofC)

OZMENT, Suzanne, Professor, Ph.D., University of North Carolina at Greensboro. Victorian; British novel; composition (The Citadel)

PEEPLES, Scott, Associate Professor, Louisiana State University. American literature (CofC)

REDD, Tony N., Professor, Ph.D., University of South Carolina. 20th-century British; southern (The Citadel)

REMBERT, James A. W., Professor, Ph.D., University of North Carolina at Chapel Hill; Ph.D., Cambridge University. 18th-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 (CofC)

SHIELDS, David S., Professor, Ph.D., University of Chicago. Colonial and 19th-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 (CofC)

WARD, Patricia H., Associate Professor, Ph.D., University of North Carolina at Chapel Hill. Medieval; English language (CofC)

WHITE, Robert A., Professor, Ph.D., University of Kansas. British Renaissance (The Citadel)

Environmental Studies Program

Members of the environmental studies faculty come from a wide variety of disciplines and from a number of institutions. All have faculty status at The Graduate School of the College of Charleston.

Biology

ARNOLD, Thomas, Ph.D., University of Delaware. Plant responses to herbivore attack (CofC)

BURKE, Marianne, Ph.D., SUNY College of Environmental Science and Forestry. Wetlands (Center for Forested Wetlands)

DELORENZO, Marie, Ph.D., Clemson University. Estuaries, microbial food web, pesticides, nutrients, mesocosms, South Florida (NOAA NOS)

DESTEVEN, Diane, Ph.D., University of Michigan. Vegetation-environment relationships in depressing wetlands; Factors influencing wetland plant diversity; Wetland restoration; Vegetation succession and responses to disturbance (Center for Forested Wetlands)

FARNHAM, Mark, Ph.D., University of Minnesota. Plant Breeding and Genetics, Biodiversity, and Integrated Pest Management (USDA Vegetable Laboratory)

FAUTH, John, Ph.D., Duke University. Evolutionary responses to ecological interactions (CofC)

FORSYTHE, Dennis, Ph.D., Clemson University. Ornithology, coastal birds of South Carolina (The Citadel)

HILLENIUS, Willem, Ph.D., Oregon State University. Vertebrate paleobiology (CofC)

HUGHES, Melissa, Ph.D., Duke University. Communication, sexual selection, mating behavior and aggression in animals (CofC)

KEIL, Deborah, Ph.D., Mississippi State University. Immunotoxicology (MUSC)

MARINO, Paul, Ph.D., University of Alberta. The influence of habitat patchiness or fragmentation on community interactions (CofC)

MAY, Harold, Ph.D., Virginia Tech. Environmental microbiology (MUSC)

MCMILLAN, JoEllyn, Ph.D., Texas A & M University. Toxicology (MUSC)

MORRIS, Pamela, Ph.D., Michigan State University. Microbial degradation of contaminants (MUSC)

MORRISON, Susan, Ph.D., Florida State University. Estuarine and marine microbiology (CofC)

SCHOLTENS, Brian, Ph.D., University of Michigan. Plant-insect interactions and the faunistics and systematics of the Lepidoptera (CofC)

STRAND, Allan, Ph.D., New Mexico State University. Plant evolutionary biology; demography; molecular ecology, conservation genetics (CofC)

THIES, Judy, Ph.D., University of Minnesota. Plant pathology; root-knot nematode resistance (USDA Vegetable Laboratory)

TRETTIN, Carl, Ph.D., NC State University. Carbon and nutrient cycling in forested wetland landscapes, forest hydrology and water quality (Center for Forested Wetlands)

Chemistry

KINARD, Frank, Ph.D., USC. Environmental chemistry (CofC)

LEDBETTER, JR., John, Ph.D., Duke University. Short-lived enzyme transients, laser-induced biochemistry, protein dynamics, radicals (MUSC)

REED, Lou Ann, Ph.D., MUSC. Toxicokinetic/pharmacokinetic studies of xenobiotics in aquatic species (NOAA NOS)

Geology

BEUTEL, Erin, Ph.D., Northwestern University. Structural Geology and Tectonics (CofC)

CALLAHAN, Tim, Ph.D., New Mexico Institute of

Mining and Technology. Hydrogeology (CofC)

CAREW, James, Ph.D., University of Texas at Austin. Carbonate Petrology and Paleoecology (CofC)

COLGAN, Mitchell, Ph.D., University of California, Santa Cruz. Climatology and environmental issues (CofC)

CULVER, Mary, Ph.D., University of Washington. Remote sensing, marine education, coastal biological oceanography (NOAA CSC)

FRONABARGER, Kem, Ph.D., University of Tennessee. Igneous Petrology and Micropaleontology (CofC)

JAUME, Steven, Ph.D., Columbia University. Seismology and Earthquake Hazards (CofC)

KATUNA, Michael, Ph.D., UNC Chapel Hill. Sedimentology and coastal plain stratigraphy (CofC)

NUSBAUM, Robert, Ph.D., University of Missouri – Rolla. Volcanology, remote sensing, mineralogy, and planetary geology (CofC)

RUNYON, Cassandra, Ph.D., University of Hawaii. Planetary Geology, Geomorphology, Volcanology, using remote sensing, GIS (CofC)

SAUTTER, Leslie, Ph.D., USC. Marine Geology, Micropaleontology, and Geological Education (CofC)

WADDILL, Dan, Ph.D., Virginia Tech. Soils and groundwater remediation projects (SD NAVFAC)

Marine Biology

ANDERSON, JR., William, Ph.D., University of South Carolina. Systematics of fishes, particularly percoids; history of natural history (CofC)

BOYLES, JR., Robert, M.S., University of Delaware. Marine Policy (SC DNR)

BURNETT, Karen, Ph.D., University of South Carolina. Comparative immunology; environmental immunology (MUSC)

BURNETT, JR., Louis, Ph.D., University of South Carolina. Environmental animal physiology of marine organisms; respiration, ionic regulation, acid-base regulation (CofC)

COEN, Loren, Ph.D., University of Maryland, College Park. Marine Ecology, Invertebrate Zoology, Shellfish Biology, Habitat Restoration & Functioning (MRRI)

DEVOE, Richard, M.A., City College of New York; M.M.A., University of Rhode Island. Coastal resource management and research (SC Sea Grant Consortium)

DILLON, JR., Robert, Ph.D., University of Pennsylvania, Philadelphia. Genetics, Evolution and Ecology of Mollusks (CofC)

DITULLIO, Giacomo, Ph.D., University of Hawaii. Marine phytoplankton ecology (CofC)

DUSTAN, Phillip, Ph.D., SUNY Stony Brook. Caribbean reef-building corals and coastal hard-bottom communities (CofC)

FAIR, Patricia, Ph.D., Clemson University. Biochemistry of marine lipids, toxicology (NOAA NOS)

FRANCE, Scott, Ph.D., University of California San Diego. Marine ecology (CofC)

GALLOWAY, Sylvia, Ph.D., MUSC. Marine biomedicine, marine resource management (NOAA NOS)

HAROLD, Antony, Ph.D., Memorial University of Newfoundland. Phylogenetic Systematics, Biogeography and Life History of Marine and Freshwater Fishes (CofC)

HYLAND, Jeffrey, Ph.D., University of Rhode Island. Marine benthic ecology, ecotoxicology, animal-sediment-pollution interactions, integrative assessments of coastal ecosystem health (MRRI)

KEY, Peter, Ph.D., USC Columbia. Aquatic toxicology of insecticides (NOAA NOS)

LEWITUS, Alan, Ph.D., MIT / Woods Hole Oceanographic Institution. Phytoplankton ecology/physiology, photosynthesis, pigments, toxic algae, microbial food webs (SC DNR)

MOORE, Janet, Ph.D., Mississippi State University. Microbiology, Ecotoxicology (NOAA NOS)

MORTON, Steve, Ph.D., Southern Illinois University. Marine ecology (NOAA NOS)

PLANTE, Craig, Ph.D., University of Washington. Benthic ecology; the influence of animal-microbe interactions on biogeochemical processes, microbial ecology, and the evolution of invertebrate-microbe associations (CofC)

RAMSDELL, John, Ph.D., University of California, San Francisco. Cell biology, growth mechanisms, marine toxins (MUSC)

RINGWOOD, Amy, Ph.D., University of Hawaii. Environmental Biology and the Effects of Pollutants on Cellular and Physiological Functions in Marine Invertebrates (MRRI)

SCHWACKE, Lori, Ph.D., MUSC. Biometry and Epidemiology (NOAA NOS)

SEDBERRY, George, Ph.D., College of William and Mary. Marine fisheries, reef ecology, deep-sea biology (MRRI)

VAN DOLAH, Robert, Ph.D., University of Maryland. Benthic Ecology, Toxicology, Environmental Assessment (SC DNR)

WENNER, Elizabeth, Ph.D., College of William and Mary. Marine Ecology, Crustacean Biology (MRRI)

WHITAKER, David, M.S., University of Charleston, S.C. Crustacean fisheries resource research (SC DNR)

WILBER, Pace, Ph.D. Florida State University. Ecology; GIS (NOAA CSC)

ZOLMAN, Eric, M.S., University of Charleston, S.C. Marine mammals (NOAA NOS)

Mathematics

CALINI, Annalisa, Ph.D., University of Arizona. Integrable PDEs and dynamical systems (CofC)

CAVENY, Deanna, Ph.D., University of Colorado. Number theory (CofC)

HARRISON, Gary, Ph.D., Michigan State University. Mathematical modeling of ecological and environmental systems (CofC)

JONES, Martin, Ph.D., Georgia Institute of Technology. Stochastic Processes, Optimal Stopping Theory, Extreme Value Theory, Bandit Processes (CofC)

VOIT, Eberhard, Ph.D., Universität zu Köln. Organizationally complex systems, metabolic pathways, canonical modeling, S-systems, S-distributions (MUSC)

YOUNG, James, Ph.D., University of California, Berkeley. Stochasitc processes and dynamical systems (CofC)

Philosophy

HETTINGER, Ned, Ph.D., University of Colorado at Boulder. Environmental Philosophy, Ethics, Social and Political Philosophy (CofC)

KELLER, JR., Albert, D.Min., Princeton Theological Seminary. The moral dimensions of globalization (MUSC)

Physics

DUKES, Robert, Ph.D., University of Arizona. Climate change (CofC)

HAKKILA, Jon, Ph.D., New Mexico State University. Gamma-ray bursts, peculiar abundance stars, and multi-wavelength observational astronomy (CofC)

LINDNER, Lee, Ph.D., University of Colorado, Boulder. Meteorology (CofC)

MILLS, Laney, Ph.D., Louisiana State University. Atmospheric science (CofC)

NEFF, James, Ph.D., University of Colorado. Solar and Stellar Physics; Magnetospheric and Atmospheric Physics; Energy Production and Policy (CofC)

RYAN, Michael, Ph.D., Georgia Institute of Technology. Occupational radiation dosimetry, radiological and environmental health physics, and radiation protection (MUSC)

Political Science

BROWNING, Jeremy, Ph.D., University of Illinois at Urbana-Champaign. Urban and environmental planning, social and environmental justice (CofC)

CREED, John, Ph.D., USC. International environmental policy (CofC)

FELTS, Arthur, Ph.D., Pennsylvania State University. Public administration and public policy (CofC)

FORD, Lynne, Ph.D., University of Maryland. American Politics (CofC)

HALFACRE, Angela, Ph.D., University of Florida. Environmental and regulatory policymaking, coastal and wetlands policy, environmental justice, environmental risk perception and communication (CofC)

JOS, Phillip, Ph.D., USC. Problem definition and political power (CofC)

LIU, Guoli, Ph.D., SUNY Buffalo. International Politics (CofC)

MILLS, Lindeke, J.D., Georgetown University. Environmental law and regulatory policy (CofC)

Sociology

BURKETT, Tracy, Ph.D., USC. Research Methods, Political Sociology, Network Analysis (CofC)

MCCARTHY, Deborah, Ph.D., Northeastern University. Interconnections between social, economic, environmental, and public decision making issues (CofC)

History Program

BAH, M. Alpha, Associate Professor, Ph.D., Howard University. Africa (CofC)

BARRETT, Michael B., Associate Professor, Ph.D., University of Massachusetts. Modern Germany, Europe (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 (CofC)

BRANA-SHUTE, Rosemary A., Associate Professor, Ph.D., University of Florida. Latin America, Caribbean, slavery (CofC)

COATES, Timothy J., Assistant Professor, Ph.D., University of Minnesota. Latin America (CofC)

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 (CofC)

DULANEY, W. Marvin, Associate Professor, Ph.D., Ohio State University. 20th-century America, African American (CofC)

FINEFROCK, Michael M., Professor, Ph.D., Princeton University. Middle East, Russia (CofC)

GLEESON, David T., Assistant Professor, Ph.D., Mississippi State University. U.S. South, ethnicity (CofC)

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 (CofC)

JORDAN, L. Wayne, Professor, Ph.D., University of Virginia. Colonial and Revolutionary U.S., 19th-century South (CofC)

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 (CofC)

LEBOW, Katherine A., Assistant Professor, Ph.D., Columbia University. Modern Europe, Poland (CofC)

MCCANDLESS, Amy T., Professor, Ph.D., University of Wisconsin. England, women (CofC)

MCCANDLESS, Peter, Professor, Ph.D., University of Wisconsin. England, history of medicine (CofC)

MCGOUGH, Laura, Assistant Professor, Ph.D., Northwestern University. Renaissance-Reformation (CofC)

MOORE, Winfred B., Professor, Ph.D., Duke University. U.S. South (The Citadel)

NEWELL, John H., Professor, Ph.D., Duke University. Medieval Europe (CofC)

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 (CofC)

PICCIONE, Peter A., Assistant Professor, Ph.D., University of Chicago. Egypt and Near East (CofC)

PILCHER, Jeffrey M., Assistant Professor, Ph.D., Texas Christian University. Latin America (The Citadel)

POOLE, W. Scott, Assistant Professor, Ph.D., University of Mississippi. South Carolina, American religion (CofC)

POWERS, Jr., Bernard E., Professor, Ph.D., Northwestern University. African-American (CofC)

REYNOLDS, Clark G., Professor, Ph.D., Duke University. Oceanic, military (CofC)

TSAI, Jung-Fang, Professor,
Ph.D., University of California at Los Angeles. China, Japan, Hong Kong, Taiwan (CofC)

Marine Biology Program

In addition to The Graduate School of the College of Charleston's faculty, graduate faculty associated with our cooperating institutions are active members of the marine biology graduate program. They advise students, teach, serve as major professors and on graduate committees, and hold adjunct status at The Graduate School of the College of Charleston.

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 (CofC)

ANDREWS, Christopher R.,
Ph.D., University of Liverpool. Aquatic animal husbandry (South Carolina Aquarium)

ARNOLD, Thomas M.,
Ph.D., University of Delaware. Induced plant defenses and marine chemical ecology (CofC)

AYME-SOUTHGATE, Agnes J.,
Ph.D., University of Geneva-Geneva, Switzerland. Development biology of muscle cells, multi-protein complex assembly, mechanisms of muscle contraction regulations, Drosophila genetics (CofC)

BALL, Amy O.,
Ph.D., Medical University of South Carolina. Population genetics (MRRI)

BARANS, Charles A.,
Ph.D., Ohio State University. Fish biology and ecology, fisheries population assessment (MRRI)

BEARDEN, Daniel W.,
Ph.D., Rice University. Physical and environmental chemistry, nuclear magnetic resonance, mass spectrometry, computational chemistry (Natl. Ocean Svc.-Charleston Lab)

BECKER, Paul R.,
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 (CofC)

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 (CofC)

BURNETT, Jr., Louis E.,
Ph.D., University of South Carolina. Environmental physiology, respiration and transport processes in animals (CofC)

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 (CofC)

COLLINS, Mark R.,
Ph.D., University of Florida. Fish biology and ecology, parasites of fishes (MRRI)

CULVER, Mary E.,
Ph.D., 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)

DEBURON, Isaure
Ph.D., Université des Sciences et Techniques du Languedoc. Host-parasitic interactions at the ecological, cellular, and molecular levels (CofC)

DELORENZO, Marie E.,
Ph.D., Clemson University, Environmental toxicology (NOAA National Ocean Service)

DEVOE, M. Richard,
M.A., City College of New York; M.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 (CofC)

DITULLIO, Giacomo R.,
Ph.D., University of Hawaii. Phytoplankton physiology and ecology, biogeochemical cycling (CofC)

DOBSON, Eric L.,
Ph.D., University of South Carolina, Geography, GIS, and remote sensing research in spatial modeling and satellite image processing and analysis (Navigational Sciences, Inc.)

DOUCETTE, Gregory J.,
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., State University of New York at Stony Brook. Marine ecology, coral reef ecology, biological oceanography (CofC)

ESLINGER, David L.,
Ph.D., Florida State University. 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 E.,
Ph.D., Duke University. Community and evolutionary ecology, population biology, predator-prey co-evolution, amphibian ecology (CofC)

FORSYTHE, Dennis M.,
Ph.D., Clemson University. Marine ornithology, feeding and behavioral ecology of seabirds (The Citadel)

FRANCE, Scott C.,
Ph.D., University of California, San Diego (Scripps Inst. of Oceanography). Evolution of deep-sea invertebrates, deep-sea biology (CofC)

FRANKIS, Robert F.,
Ph.D., Medical University of South Carolina. Role of the fos and jun family of transcription factors in regulation of cell growth (CofC)

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)

GROSS, Paul S.,
Ph.D., George Washington University. Genomics; shrimp immunity and sea urchin complement genes (MUSC)

HADLEY, Nancy H.,
M.S., University of Charleston, S.C. Molluscan mariculture (MRRI)

HAROLD, Antony S.,
Ph.D., Memorial University of Newfoundland. Phylogenetic systematics and biogeography of fishes (CofC)

HARRIS, Patrick J.,
Ph.D., University of South Carolina. Population biology of fishes, fisheries biology (MRRI)

HILLENIUS, Willem J.,
Ph.D., Oregon State University. Comparative anatomy of tetrapods, particularly mammals, reptiles and dinosaurs (CofC)

HOLLAND, A. Frederick,
Ph.D., University of South Carolina. Environmental assessments, resource management, benthic ecology (Natl. Ocean Svc.-Charleston Lab)

HUGHES, Melissa
Ph.D., Duke University. Animal behavior; in particular, animal communication, honesty and deception, competitive and mating behaviors of song birds and decapod crustaceans (CofC)

HYLAND, Jeffrey L.,
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 C.,
Ph.D., 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., University of Charleston, S.C. Crustacean ecology and biology; invertebrate taxonomy; estuarine ecology; non-indigenous and invasive species (MRRI)

KRACKER, Laura M.,
Ph.D., State University of New York at Buffalo. GIS and spatial analysis of fish distribution, species diversity, and aquatic habitats; landscape ecology methodologies for large lake and marine ecosystems; underwater acoustics and remote sensing; bioinformatics applied to coral health (Natl. Ocean Svc.-Charleston Lab)

KUCKLICK, John R.,
Ph.D., University of South Carolina. Analytical chemistry, aquatic ecotoxicology (National Institute of Standards and Technology-Charleston Lab)

LACY, Eric R.,
Ph.D., State University of New York at Buffalo. Epithelial cells of osmoregulatory and digestive organs in fishes and mammals (MUSC)

LEWITUS, Alan J.,
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 C.,
Ph.D., University of Alberta. Plant-insect ecology, moss ecology, habitat fragmentation (CofC)

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)

MCFEE, Wayne E.,
M.S., Northeastern University. Marine mammal strandings (Natl. Ocean Svc.-Charleston Lab)

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)

MOELLER, Peter D.R.,
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 (CofC)

MUNRO, Duncan R.,
Ph.D., University of Michigan. Gastric physiology and ultrastructure (CofC)

OLMI, Eugene J.,
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.,
Ph.D., University of Arizona, Marine tetrapod biology, reproductive physiology of turtles (CofC)

PEDEN-ADAMS, Margie M.,
Ph.D., Clemson University. Environmental toxicology (MUSC)

PETERS, John S.,
M.S., University of Charleston, S.C. Fisheries ecology, age and growth of fishes (CofC)

PLANTE, Craig J.,
Ph.D., University of Washington. Benthic ecology, animal-microbe interactions on biogeochemical processes, microbial ecology, evolution of invertebrate-microbe associations (CofC)

POST, William,
Ph.D. North Carolina State University. Ornithology; coastal avian ecology (The Charleston Museum)

PRINGLE, Peyre,
M.D., Medical University of South Carolina. Curricular development in life sciences (CofC)

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 (National Marine Fisheries Service)

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)

SANGER, Denise M.,
Ph.D., University of South Carolina. Impacts of human land use, benthic ecology, water quality, sediment chemistry, and toxicology (MRRI)

SCHOLTENS, Brian G.,
Ph.D., University of Michigan, Ann Arbor. Ecological models of plant-insect interactions (CofC)

SCHWACKE, Lori H.,
Ph.D., Medical University of South Carolina. Development and application of mathematical and computer models for the analysis of marine mammal health data (Natl. Ocean Svc.-Charleston Lab)

SCOTT, Geoffrey I.,
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)

SMITH, Theodore I. J.,
Ph.D., University of Miami. Aquaculture of crustaceans and fish, fisheries biology (MRRI)

STRAND, Allan E.,
Ph.D., New Mexico State University. Molecular ecology, evolution, and demography of plants (CofC)

VAN DOLAH, Frances M.,
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 (MRRI)

WARR, Gregory W.,
Ph.D., University of London, England. Structure and expression of fish antibody genes (MUSC)

WEINSTEIN, John E.,
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 (MRRI)

WENNER, Elizabeth L.,
Ph.D. College of William and Mary. Crustacean biology, marine and estuarine invertebrate and fish communities (MRRI)

WHITAKER, J. David,
M.S., University of Charleston, S.C. Crustacean fisheries resource research (MRRI)

WILBER, Pace,
Ph.D., Florida State University. Ecology; geographical information systems (NOAA Coastal Service Center)

WIRTH, Edward F.,
Ph.D., University of South Carolina. Effects of pesticides on crustaceans, particularly reproduction and physiology (Natl. Ocean Svc.-Charleston Lab)

WISEMAN, D. Reid,
Ph.D., Duke University. Coastal and marine botany (CofC)

WOODLEY, Cheryl M.,
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 (MRRI)

Mathematics Program

CALINI, Annalisa, Professor,
Ph.D., University of Arizona. Geometric aspects of integrable systems, nonlinear partial differential equations (CofC)

CARTER, James, Associate Professor,
Ph.D., University of Illinois, Champaign-Urbana. Algebraic number theory (CofC)

CAVENY, Deanna, Associate Professor,
Ph.D., University of Colorado, Boulder. Transcendental number theory (CofC)

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 (CofC)

DIAMOND, Beverly, Professor,
Ph.D., University of Manitoba. Topology, Dynamical systems (CofC)

DURGUN, Kanat, Associate Professor,
Ph.D., Syracuse University. Numerical analysis (The Citadel)

ENGLAND, Michael Rohn, Senior Instructor,
Ph.D., University of Virginia. Nonlinear elasticity, shell theory (CofC)

GOLIGHTLY, William L., Associate Professor,
Ph.D., Clemson University. Analysis (CofC)

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 (CofC)

HAYNSWORTH, W. Hugh, Professor,
Ph.D., University of Miami. Topology, mathematics education (CofC)

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 (CofC)

JIN, Renling, Professor,
Ph.D., University of Wisconsin-Madison. Foundations of mathematics, math logic, nonstandard analysis (CofC)

JOHNSTON, Katherine, Professor,
Ph.D., Vanderbilt University. Semigroups, Universal algebra (CofC)

JONES, Martin, Associate Professor,
Ph.D., Georgia Institute of Technology. Probability and statistics (CofC)

JURISICH, Elizabeth, Assistant Professor, Ph.D., Rutgers University. Infinite Dimensional Lie Algebras; Vertex Operator Algebras (CofC)

KASMAN, Alex, Assistant Professor, Ph.D., Boston University. Algebraic Geometry; Mathematical Physics (CofC)

KUNKLE, Tom, Associate Professor, Ph.D., University of Wisconsin, Madison. Numerical approximation (CofC)

LECLERC, Anthony, Associate Professor, Ph.D., Ohio State University. Numerical analysis, parallel algorithms, computer graphics (CofC)

LEMESURIER, Brenton, Assistant Professor, Ph.D., Courant Institute of Mathematical Sciences at New York University. Numerical methods, partial differential equations (CofC)

MIGNONE, Robert J., Professor, Ph.D., Pennsylvania State University. Logic/set theory (CofC)

NORTON, Robert M., Professor, Ph.D. Oklahoma State University. Probability, mathematical statistics, nonparametric statistics, statistical quality control (CofC)

PACKER, Lindsay, Associate Professor, Ph.D., University of Texas, Austin. Partial differential equations (CofC)

POTHERING, George, Professor, Ph.D., University of Notre Dame. Algorithm analysis, automated deduction (CofC)

SARVATE, Dinesh G., Professor, Ph.D., University of Sydney. Combinatorics (CofC)

SHIELDS, Sandi, Associate Professor, Ph.D., University of North Carolina, Chapel Hill. Geometric topology, dynamical systems (CofC)

SILVERMAN, Herb, Distinguished Professor, Ph.D., Syracuse University. Complex/real analysis (CofC)

SMIRNOV, Oleg, Assistant Professor, Ph.D., Institute of Mathematics of the Russian Academy of Sciences, Novosibirsk. Algebra (CofC)

STARR, Christopher, Associate Professor, Ph.D., Medical University of South Carolina. Image processing (CofC)

TANGEDAL, Brett, Assistant Professor, Ph.D., University of California at San Diego. Number theory (CofC)

YOUNG, James, Associate Professor, Ph.D., University of California, Berkeley. Stochastic processes and dynamical systems (CofC)

YOUNG, Paul, Professor, Ph.D., Oklahoma State University. Number theory, P-adic differential equations (CofC)

Public Administration Program

BOWMAN, Ann O., Professor, Ph.D., University of Florida. State and local administration, organizational theory (USC)

BRETTING, John G., Associate Professor, Ph.D., University of Houston. Urban politics, nonprofit administration, research methodology (CofC)

BROWNING, Jeremy, Instructor, Ph.D., University of Illinois. Social and economic issues in urban areas (CofC)

FELTS, Arthur A., Professor, Ph.D., Pennsylvania State University. Organization/bureaucratic theory, financial administration/public budgeting, public management administration (CofC)

FRY, Brian R., Professor, Ph.D., Stanford University. Administrative theory, public policy process, budgetary process (USC)

GRAHAM, Blease, Professor, Ph.D., University of South Carolina. Administrative law, personnel, financial administration (USC)

HALFACRE, Angela, Assistant Professor, Ph.D., University of Florida. Methodology, public management, environmental politics (CofC)

HAYS, Steve, Professor, Ph.D., University of Florida. Personnel administration, administrative theory, administrative law (USC)

HINES, Samuel M., Professor, Ph.D., Duke University. Organizational behavior and theory, leadership and decision-making (CofC)

JOS, Philip H., Professor, Ph.D., University of South Carolina. Administrative ethics and accountability, public policy; administrative theory (CofC)

KEY, Janet L., Instructor, M.P.A., College of Charleston. Human resource management, nonprofit administration (CofC)

LACKEY, Carolyn C., Instructor, M.S., University of Dayton. Educational administration, fund-raising (CofC)

MANN, David S., Professor, Ph.D., Washington State University. Methods (CofC)

MILLS, Lindeke, Instructor, J.D., Georgetown University. Environmental and land use law (CofC)

MOORE, William V., Professor, Ph.D., Tulane University. State Politics, Intergovernmental relations (CofC)

SCHNEIDER, Saundra K., Professor, Ph.D., State University of New York-Binghamton. Methodology, public policy (USC)

TOMPKINS, Mark E., Associate Professor, Ph.D., University of Minnesota. American government, administrative theory, public policy (USC)

TYER, Charlie B., Professor, Ph.D., University of Tennessee. Financial administration, personnel administration (USC)

Science and Mathematics for Teachers

ASELSON, GARY, Professor, Ph.D., University of Iowa. Analytical chemistry (CofC)

BURNETT, Louis, Professor, Ph.D., University of South Carolina. Marine science (CofC)

COLGAN, Mitch, Associate Professor, Ph.D., University of California at Santa Cruz. Climatology, environmental issues, reef ecology, and remote sensing (CofC)

COOMBS, Cassandra, Associate Professor, Ph.D., University of Hawaii. Remote Sensing and Planetary Geology (CofC)

DEAVOR, James, Professor, Ph.D., University of South Carolina. Analytical Chemistry (CofC)

DELLIS, Stephanie, Instructor, Ph.D., University of Wisconsin. Bacteriology (CofC)

DONATO, Henry, Professor, Ph.D., University of Virginia. Biophysical Chemistry (CofC)

DUKES, Bob, Professor, Ph.D., University of Arizona. Astronomy (CofC)

DUSTAN, Phil, Professor,
Ph.D., State University of New York at Stony Brook. Biological Sciences (CofC)

EVERETT, Jean, Instructor,
Ph.D., North Carolina State University. Plant ecology (CofC)

FLORENCE, Hope, Assistant Professor,
M.A., University of South Carolina. Mathematics (CofC)

FRONABARGER, Kem, Assistant Professor,
Ph.D., University of Tennessee, Knoxville. Igneous Petrology and Micropaleontology (CofC)

GOLIGHTLY, William, Associate Professor,
Ph.D., Clemson University. Mathematics Analysis (CofC)

HARRISON, Gary, Professor,
Ph.D., Michigan State. Mathematics. Biological Models (CofC)

HAYNSWORTH, Hugh, Professor,
Ph.D., University of Miami. Mathematics, Topology (CofC)

IVEY, Tom, Assistant Professor,
Ph.D., Duke University. Differential geometry, partial differential equations (CofC)

JETER, Deborah, Instructor,
M.A.T., The Citadel. Mathematics (CofC)

JONES, Linda, Associate Professor,
Ph.D., Illinois Institute of Technology. Biomedial optics (CofC)

KEYES, Denis, Associate Professor,
Ph.D., University of New Mexico. Special Education (CofC)

LINDNER, Lee, Associate Professor,
Ph.D., University of Colorado, Boulder. Astrophysical Planetary and Atmospheric Sciences (CofC)

MARTIN, Elizabeth, Associate Professor,
M.S., Georgia State University. Analytical Chemistry (CofC)

MIGNONE, Robert, Professor,
Ph.D., The Pennsylvania State University. Mathematics, Logic (CofC)

MILLS, Laney, Professor,
Ph.D., Louisiana State University. Physics (CofC)

NABORS, Martha, Professor,
Ph.D., The Pennsylvania State University. Curriculum and Instruction, Science Education (CofC)

NDUNDA, mutindi, Assistant Professor,
Ph.D., University of British Columbia. Mathematics and Science Curriculum, Educational Policy Studies (CofC)

NORTON, Robert, Professor,
Ph.D., Oklahoma State University. Mathematics, Probability and Statistics, Statistical Quality Control (CofC)

NUSBAUM, Robert, Professor,
Ph.D., University of Missouri, Rolla. Mineralogy, Volcanology and Planetary Geology (CofC)

PACKER, Lindsay, Associate Professor,
Ph.D., University of Texas at Austin. Operations research, applied mathematics (CofC)

PETERS, John S., Senior Instructor,
M.S., University of Charleston, S.C. Marine Biology (CofC)

POWELL, Sara, Associate Professor,
Ph.D., University of Colorado. Curriculum and Instruction, Mathematics Education (CofC)

RICHARDSON, Terry, Senior Instructor,
Ed.S. George Peabody College for Teachers. Science Education, Astronomy (CofC)

SAUTTER, Leslie, Associate Professor,
Ph.D., University of South Carolina. Marine Geology, Stable Isotopes, and Planktonic foraminifera (CofC)

SCHOLTENS, Brian, Associate Professor,
Ph.D., University of Michigan. Entomology (CofC)

SKINNER, Mike, Professor,
Ph.D., Ohio State University. Special Education (CofC)

SWANSON, Julie D., Assistant Professor,
Ph.D., University of South Carolina. Educational Foundations and Specializations (CofC)

VAN SICKLE, Meta, Associate Professor,
Ph.D., University of South Florida. Science Education (CofC)

WATTS, Fred, Professor,
Ph.D., Virginia Polytechnic Institute and State University. Physics (CofC)

WELCH, Frances, Professor,
Ph.D., University of South Carolina. Education Psychology (CofC)

WISEMAN, Reid, Associate Professor,
Ph.D., Duke University. Marine Biology (CofC)

WRAGG, Jeff, Senior Instructor,
Ph.D., University of Missouri – Columbia. Experimental physics, laser spectroscopy (CofC)

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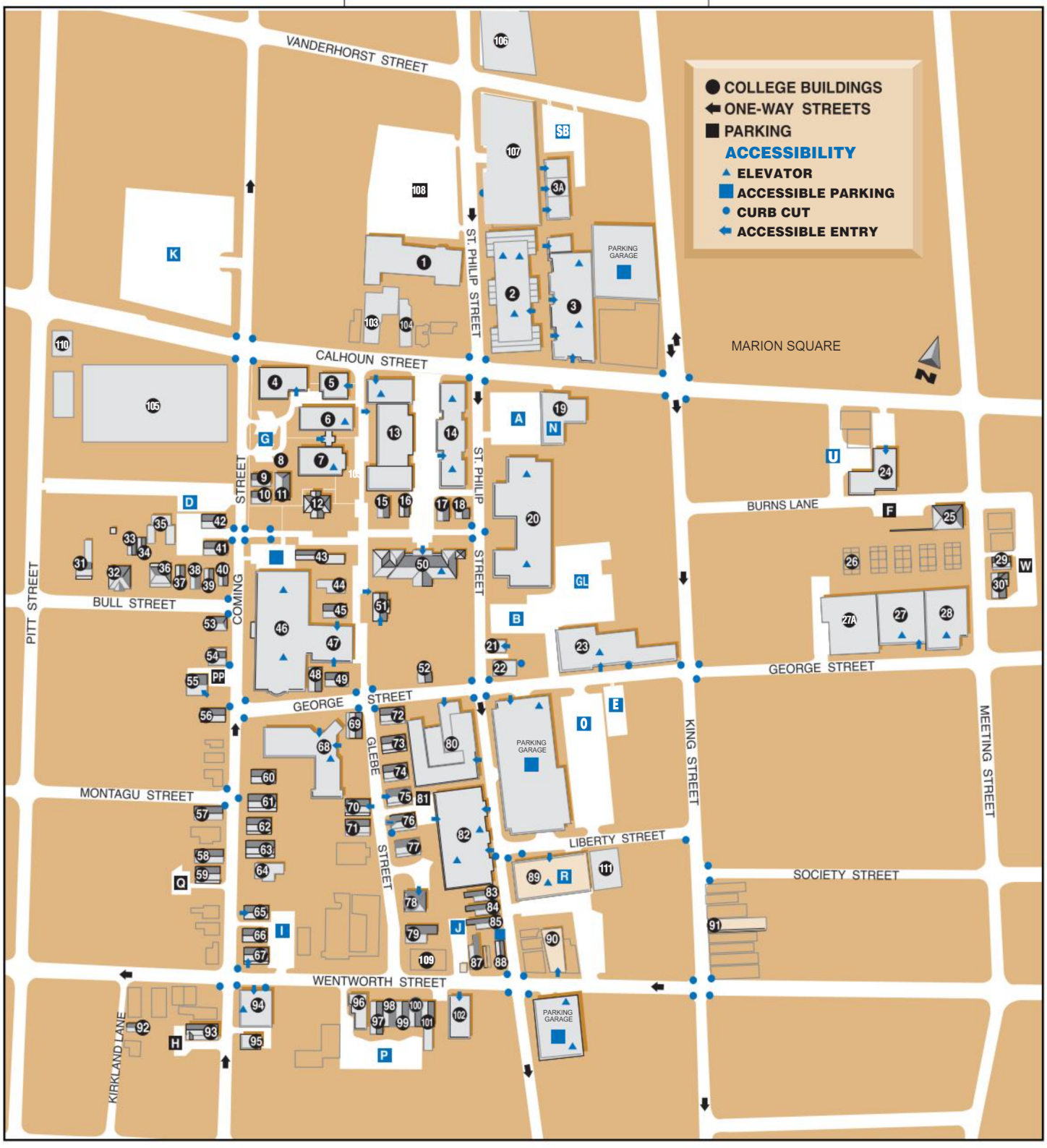
College of Charleston
CAMPUS MAP



CAMPUS MAP LEGEND

ALPHABETICAL ORDER

Parking Garages

Housing

Fraternities

Sororities

Student Residences

NUMERICAL ORDER

1 BellSouth (BELL)
  Administrative Computing, Arts Management faculty offices, College Relations, Copy Center, History Department faculty offices, International Education & Programs, Languages Division faculty offices, Math and Science Hub, Public Safety, Research & Grants Administration
2 Joe E. Berry, Jr. (STPN)
  Auxiliary Services, Parking Office, St. Philip St. Deli, student residence
3 Lightsey Conference Center (LCTR)
  Academic Advising, Bookstore, Career Services, Continuing Education, Controller, Educational Services, Human Resources, Mail Room, Physically Disabled Students, Registrar's Office, Procurement, SNAP Services
3A Financial Aid & Veterans Affairs
5 Counseling & Psychological Services, Health Services
6 Rutledge Rivers -student residence
7 Buist Rivers -student residence
9 72 Coming St. -student residence
10 70 Coming St. -student residence
11 Knox Lesesne House -student residence
12 Sottile House – Institutional Advancement
13 Library, Robert Scott Small (LIB)
14 Maybank Hall (MYBK)
  History Department faculty offices, Math Department faculty offices
15 Honors Program
16 School of Sciences and Mathematics
17 Math Department faculty offices -4 Greenway
18 Math Department faculty offices -2 Greenway
19 College Lodge (LODG) -student residence
20 School of the Arts (SCFA)
  Art History faculty offices, Music Department faculty offices, Simons Center for the Arts, Theatre Department faculty offices, Studio Art Department faculty offices
21 School of the Arts Annex
22 Communications Museum, School of Humanities and Social Sciences
23 Sottile Theatre
24 Physical Plant & Motor Pool
25 307 Meeting St. -student residence
26 Tennis courts
27 Johnson Physical Education Center (JOHN)
27A Kresse Arena
28 Campus Recreation Services, Physical Education Department faculty offices, Silcox Physical Ed. & Health Ctr (PCTR)
29 300 Meeting St. -student residence
30 298 Meeting St. -student residence
31 24 Bull St. -student residence
32 Blacklock House – Alumni Services
33 faculty housing
34 faculty office
35 Greenhouse
36 Historic Preservation Program (12BL)
37 8 Bull St. -student residence
38 6 Bull St. -student residence
39 4 Bull St. -student residence
40 2 Bull St -student residence
41 65 Coming St. -student residence
42 69 Coming St. -student residence
43 School of Education -9 College
  Elementary & Early Childhood Education faculty offices, Foundations, Secondary, and Special Education faculty offices
44 School of Education -7 College
45 Communication Department
46 Science Center (SCIC)
  Astronomy faculty offices, Biology Department, Chemistry Department, Geology Department faculty offices, Physics Department faculty offices
47 Physicians Memorial Auditorium
48 English Department faculty offices
49 English Department faculty offices
50 Randolph Hall (RAND)
  Academic Affairs, Admissions, Alumni Memorial Hall, Business Affairs, Graduate School, Human Relations & Minority Affairs, Institutional Research and Planning, Intercultural Programs, Languages Division faculty offices, President's Office, Undergraduate Studies
51 Admissions, Adult Student Services
52 Porters Lodge
  English Department faculty offices
55 Science Center Annex
56 Pi Kappa Phi fraternity
57 Delta Delta Delta sorority
58 31 Coming St. -student residence
59 29 Coming St. -student residence
60 Residence Life and Housing office
61 Chi Omega sorority
62 Alpha Delta Pi sorority
63 Zeta Tau Alpha sorority
64 Phi Mu sorority
65 Kappa Alpha Theta sorority
66 Political Science Department faculty offices
66 Political Science Department faculty offices, Urban Studies faculty offices
68 Stern Student Center (SCC)
  Mail Room, Stern Student Center Food Court, Student Life, Swimming pool
69 C.A.R.E. Program, Student Affairs
70 History Department faculty offices
72 English Department faculty offices -26 Glebe St.
74 Faculty House
75 Philosophy faculty offices -16 Glebe St.
76 Philosophy faculty offices -14 Glebe St.
78 President's Residence -6 Glebe St.
80 Craig Cafeteria, Craig student residence
81 Guest House-16 A Glebe
82 Education Center (ECTR)
  Center for Student Learning (CSL), Language labs, Media and Technology, New Student Services, Upward Bound
83 Anthropology faculty offices, Sociology Department faculty offices
84 17 St. Philip St. -student residence
85 15 St. Philip St. -student residence
87 92 Wentworth St. -student residence
88 Faculty Offices
89 School of Business & Economics
  Academic Computing, Accounting and Legal Studies faculty offices, Computer Science faculty offices, Economics and Finance faculty offices, Hispanic Studies faculty offices, J.C. Long (LONG), Languages Division faculty offices, Tate Center for Entrepreneurship (TCFE)
90 Wentworth Annex A (WENTA) -84 Wentworth St.
  Languages Division faculty offices
91 Institute for Public Affairs & Policy Studies
92 8 Kirkland Ln. -student residence
93 13 Coming St. -student residence
94 Glenn McConnell Residence Hall -student residence
96 Sigma Chi fraternity
97 (renovating)
98 Kappa Sigma fraternity
99 Sigma Alpha Epsilon
100 Kappa Alpha fraternity
101 Sigma Phi Epsilon fraternity
102 N.E. Miles Early Childhood Development Center
103 Calhoun Annex (CAAN)
104 Treasurer's Office
105 Library (site of new library)
106 Kelly House I
107 Kelly House II
108 Parking Garage & Construction Site
109 Jewish Studies Center
110 Multicultural Center - 207 Calhoun
111 Faculty Offices & Classrooms-3,5, & 7 Liberty St.