



College of Charleston

2004-2005 Graduate Catalog

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Graduate School of the College of Charleston

**2004–2005
Catalog**

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Please Note: The Graduate Catalog may not reflect the most recent initiatives, new programs and areas of concentration which are in various stages of the approval process. Please check the Graduate School website at <http://www.cofc.edu/gradschool> for the most up-to-date information about new program offerings such as a Certificate in Corporate and Organizational Communication, a Master of Education in Middle Level education and a Master of Science in Historic Preservation.

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 2005. 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



Photo by Peter Frank Edwards

Dear Students and Prospective Students:

Welcome to The Graduate School of the College of Charleston, a university that strives to offer the best in master's-level education. In its 34 years of offering graduate-level instruction, the College continues a respected tradition of scholarship and student development established by its undergraduate mission throughout its 234-year history. At the Graduate School, our respected traditions are carried forward into the College's fourth century by a diverse community of learners – united by a love of knowledge.

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 education to professionals living and working in the South Carolina Lowcountry. The Graduate School of the College of Charleston offers 17 degree programs leading to one of five master's degrees, as well as several graduate certificate programs. Additional programs include historic preservation as well as a nineteenth program in middle level education, which will begin in the fall of 2005. Building on the excellence of the College of Charleston, the Graduate School will continue to strive to meet the needs of the community and the nation for new and innovative post-baccalaureate programs. Our graduate programs are marked by high-quality interactions between faculty and students, with opportunities for research and learning that contribute to the development of our students' scholarly identity. The Graduate School's moderate size, coupled with outstanding faculty, provides a spirited intellectual climate.

You will find the information you need – in the catalog, on our Web site, and in person – to make a decision and find your place at the Graduate School. 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

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Academic Calendar

May Evening 2004 (042)

May	13	Graduate Orientation
	17	Classes begin
	19	Drop/add; late registration
	31	Memorial Day holiday – no classes
June	4	Last day to withdraw with a grade of “W”
	24	Last day of T/R classes
	28	Last day of M/W classes
	29	Final Exams T/R classes
	30	Final Exams M/W classes

Summer I Day 2004 (044)

June	8	Classes begin; registration; drop/add; late registration
	18	Last day to withdraw with a grade of “W”
	27	Last day to register for comprehensive exams in special education
July	5	Independence Day holiday
	7	Last day of classes
	8	Final exams
	9	Final exams
	13	Comprehensive Exams in M.Ed Elementary Education (Sign-up by April 15)
	15	Last day to register for fall comprehensive exams in elementary education

Summer Evening 2004 (045)

July	6	Classes begin
	8	Drop/add and late registration
	13	Comprehensive Exams in M.Ed. Elementary Education program
	15	Registration Deadline for Fall Comprehensive Exams in Elementary Education
	31	Comprehensive exams in elementary education
	23	Last day to withdraw with a grade of “W”
	24	Comprehensive exams and portfolio submission in the M.Ed. Special Education program
August	12	Last day of Tuesday/Thursday classes
	16	Last day of Monday/Wednesday classes
	17	Tuesday/Thursday exams
	18	Monday/Wednesday exams

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

Summer II Day 2004 (046)

June	19	Application deadline for fall admission to Special Education
July	13	Classes begin; drop/add; late registration
	15	Registration Deadline for Fall Comprehensive Exams in Elementary Education
	23	Last day to withdraw with a grade of "W"
	24	Comprehensive exams in the M.Ed. Elementary Education program
	31	Comprehensive exams in elementary education
August	10	Last day of classes
	11 - 12	Final exams

Fall Semester 2004 (047)

August	16	Graduate registration for non-degree students
	19	Orientation for new students
	23	New student convocation
	24	Classes begin
	31	Drop/add ends
September	10	Application deadline for spring admission to Special Education
	12	Last day to register for comprehensive exams in special education
	17	Last day to apply for fall graduation
October	5	Last day to withdraw with a grade of "W"
	15	Application deadline for spring admission to history program
	18	Comprehensive exams in special education
	18-19	Fall break
	20	Classes resume
	30	Comprehensive exams in the M.Ed. Elementary Education program
November	1	Application deadline for spring admission to English and marine biology programs
	6	Comprehensive exams and portfolio submission In the M.Ed. Special Education program
	15	Application deadline for spring admission to all M.A.T. degree programs
	15	Last day to register for spring comprehensive exams in elementary education
	24-26	Thanksgiving holidays
	29	Classes resume
December	6	Last day of classes
	6	Last day to submit master's thesis for fall semester degree completion
	6	Last day to complete oral exams for fall semester degree completion
	7	Reading day

8	Final exams begin
15	Final exams end
17	Grades due to registrar by noon
18	Final grades on Cougar Trail by 5:00 p.m.
19	Midyear commencement – combined ceremony for graduates and undergraduates

Spring 2005 (051)

January	6	Graduate orientation for new students
	5	Graduate registration for non-degree students
	12	Classes begin
	17	Martin Luther King Holiday – no classes
February	1	Application deadline for fall admission to marine biology program
	1	Last day to apply for Versailles program
	4	Application deadline for summer admission to M. Ed. Special Education
	7	Last day to apply for spring graduation
	6	Last day to register for comprehensive exams in special education
	23	Last day to withdraw from classes with a "W"
March	1	Application deadline for summer and fall admission to history program
	7	Spring break begins
	13	Comprehensive exams in special education
	14	Classes resume
	15	Application deadline for certificate program in bilingual legal interpreting
	19	Comprehensive exams and portfolio submission In the M.Ed. Special Education program
April	1	Application deadline for bilingual legal interpreting degree program
	15	Application deadline for summer admission to all M.A.T. degree programs and M.Ed. in Languages
	15	Last day to register for summer comprehensive exams in elementary education
	27	Last day of classes
	28	Reading day
	29	Final exams begin
May	4	Reading day
	4	Last day to submit master's thesis for spring semester degree completion
	6	Final exams end
	11	Final grades due to registrar
	14	Graduation ceremony decision pending. Consult the Graduate School website at http://www.cofc.edu/gradschool/
	15	Graduation ceremony decision pending.

College of Charleston Overarching Vision

The College of Charleston aspires to be a nationally preeminent public liberal arts and sciences university dedicated to excellence in undergraduate education.

College of Charleston Vision Statement

The College of Charleston envisions itself as a nationally preeminent Public Liberal Arts and Sciences University for the 21st Century. As such, the College will draw upon its rich tradition of academic excellence in an intellectually stimulating environment, dense with faculty and student interaction.

The hallmark of the education provided by this institution will be exemplary teaching by a faculty of teacher-scholars who engage the students through exceptional instruction and scholarship. The commitment to a teacher-scholar model reflects a deeply held conviction that both teaching and scholarship are integral and necessary parts of a whole and as such, will be nurtured and rewarded. Accordingly, a fundamental precept of this model is that in order to instill a passion for learning and discovery, students at the College will be exposed to high quality faculty who are intellectually engaged and engaging.

At the institution's historic downtown campus, the College of Charleston will stabilize enrollments at their current levels. The College will provide an exceptional undergraduate liberal arts and sciences residential education that is designed to prepare an increasingly diverse and academically qualified student body to be contributing and productive members of society. This education will be offered in high quality, technologically equipped facilities. This educational experience will be assured by the provision of a rigorous core curriculum for all students and the availability of challenging academic majors and degree programs. Further, the College will be competitive in the recruitment and retention of scholarly roster and tenure-track faculty who are committed to the liberal arts and sciences teaching mission of the institution.

Consistent with the "university" component of its name, as a public liberal arts and sciences university, the College will offer a limited number of graduate programs that are cost effective, meet demonstrable community and state needs, and are best offered by the College. Likewise, to the extent that there is sufficient community demand, the College may offer courses and programs at sites other than its downtown campus; however, the programs and courses at these alternate sites will at all times maintain the same academic standards and integrity as the main campus.

This vision of the College of Charleston as a premier Public Liberal Arts and Sciences University for the 21st Century is both bold and attainable. Such a vision draws upon the many strengths of the College and its people and represents a wonderful opportunity and exciting challenge for the College of Charleston as it enters the new millennium.

Approved by College of Charleston Board of Trustees
(July 26, 2000)

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 8,000 to 9,000 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 princi-

ples 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 of 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 17 existing master's offerings will be augmented by a wider variety of graduate programs, such as those in historic preservation, arts management, 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 17 graduate programs offered by the Graduate School include: accountancy, computer and information sciences, English, environmental studies, history, bilingual legal interpreting, marine biology, mathematics, public administration, and eight in education: master of

education in languages and language education, early childhood, elementary, special education, and science and mathematics as well as a master of arts in teaching in early childhood, elementary, and special education.

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

Lowcountry Graduate Center

Executive Director: Dr. Rew A. Godow, Jr.

Phone: 843-953-GRAD (4723)

www.lowcountrygradcenter.org

In order to help 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 areas of education, computer science, and business as part of existing master's degree programs offered by The Citadel and The Graduate School of the College of Charleston.

The Lowcountry Graduate Center recently completed a comprehensive needs assessment to determine what new graduate programs should be established in order to help meet the educational needs of the Lowcountry. It is now working to bring to the Lowcountry the programs identified in the needs assessment.

In addition to offering courses, the Center also acts 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)

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, post-graduates, 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.oraugov/orise/resgd/btm>, 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 Office of Research and Grant Administration at 843-953-5885, or contact Monnie E. Champion (champion@oraugov), ORAU corporate secretary, at 865-576-3306, or the ORAU homepage at <http://www.oraugov>.

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 director for the Office of Human Relations and Minority Affairs is responsible for coordinating the grievance procedures under the Affirmative Action Program and federal equal opportunity guidelines.

The Graduate School

843-953-5614

Application and Admissions

In order to enroll in graduate-level courses, students must have received a baccalaureate degree from an accredited college or university, and 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, languages, marine biology, math and science for teachers, 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. All materials should be mailed to 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 for 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.

Important Note: If an applicant has been accepted for a specific term and does not enroll for that term, the applicant's matriculation will be ended and he/she will be obligated to reapply to the program. Applicants wishing to defer initial enrollment must receive the graduate program director's written approval stipulating a new start date, before the first day of class of the term in which they were originally accepted.

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 in a few cases 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 Web sites 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 for applying to 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 judgment 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. In addition to the application fee, 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). In addition, the Graduate School will offer topical workshops for new students and will notify them of the available orientation and workshop sessions.

Post-Admission Policies

All students are responsible for familiarizing themselves with the portions of this catalog that 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 Student Health Services 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 or students may update their addresses on Cougar Trail.

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.

Satisfactory Graduate GPA

Degree-seeking graduate students in The Graduate School of the College of Charleston are required to maintain a 3.0 grade point average (GPA) in their graduate coursework. In addition, some students may have specified GPAs for undergraduate coursework required by their graduate programs.

GPA Calculation

The GPA is calculated on the basis of all graduate coursework identified in a student’s program-of-study (POS), as well as any additional coursework that is acceptable to the degree program.

College of Charleston coursework taken prior to acceptance into degree-seeking status will not be used in the calculation of the student’s GPA, unless accepted as part of the student’s POS. Such coursework must be identified at the time the student is accepted into the program.

Decisions concerning an academic action such as probation, academic dismissal, and graduation will be based on the courses and GPA as described above.

“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. 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. **This agreement must be made in writing with the professor, student and program director having a copy.** All work for completion of the course requirements must be submitted by the end of exams in the next major term (Fall or Spring). One additional extension may be granted to the student using the Course Requirement Completion Extension form with signatures of approval by both the professor and the Dean of Graduate Studies. If the student does not complete

the work within the prescribed time period, the “I” is changed to an “F” and the student will be withdrawn from the Graduate School and will not be allowed to reapply to his or her program or to enroll in any graduate coursework counting toward any graduate degree or graduate certificate at the College of Charleston for one calendar year.

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.

Non-Payment of Fees – Summer School

Students will not be dropped from their enrolled courses for non-payment of fees during summer terms. Instead, students who have enrolled in summer classes, but who fail to attend will be assessed a non-refundable \$250 fee per course for failure to officially drop or withdraw from a course.

Non-Payment of Fees – Academic Year (Fall and Spring)

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 and must be accompanied by an explanation for why arrangements for the payment of fees has not been made. If permission to pay for courses have been granted, the student must bring a receipt for payment of tuition and fees to the Graduate School Office. A staff member will then re-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 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 attempting three additional courses in their program, or within 1.5 academic years, whichever comes first. 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 attempting three additional courses, or within 1.5 academic years after being placed on probation, will be withdrawn from the Graduate School and will not be allowed to reapply to their programs or to enroll in any graduate course-

work counting toward any graduate degree or graduate certificate at the College of Charleston for one calendar year.

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 or to enroll in any graduate coursework counting toward any graduate degree or graduate certificate at the College of Charleston 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 Graduate Studies. 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 coursework 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 the graduate school.

Full-Time/Part-Time Status

A full-time academic course load consists of nine enrolled graduate-level hours; a part-time academic course load consists of less than nine enrolled graduate-level hours, and a half-time course load 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*.

Financial Information

843-953-5572

www.treasurer.cofc.edu

Basic Fees and Expenses

As a state-affiliated institution, the College of Charleston bases its fees on appropriations granted by the South Carolina General Assembly. Accordingly, the fees charged by the College will be directly affected by the action of the legislature and are therefore subject to change without notice.

All fees are due and payable in full before or during the official registration period. Registration holds are placed on all students with unpaid balances. Checks for the exact amount of charges should be made payable to the College of Charleston. Bills may be paid on-line using the College of Charleston Web via Cougar Trail.

Note: All fees listed in this section are for 2003-04 and are subject to change at any time.

General Regulations

Parents and guardians of minors accept all conditions of payment and regulations upon the student's acceptance for admission.

- Each student is liable for any breakage and for any damage to rooms or furnishings.
- Diplomas and transcripts are not issued until all college accounts have been paid in full.

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

Legal Residency for Tuition and Fee Purposes: Initial residency status for applicants to the College of Charleston is determined from information on the application form. Requirements

regarding establishment of legal residency for tuition and fee purposes are governed by legislation set forth by the South Carolina General Assembly. Under South Carolina law, resident status for tuition and fee purposes may be established by independent citizens, military/dependents, and certain aliens. There are also provisions applicable to resident classification of dependent persons. Physical presence in the state solely for educational purposes does not constitute establishment of South Carolina residency for tuition and fee purposes.

Contact the Office of Legal Residency at 843-953-7311 or 7312, or www.legalresidency.cofc.edu for information pertaining to eligibility and applications.

College Fees Per Semester

S.C. Resident	Non-Resident
Academic and general fees (12 hours or more)	
\$2,885	\$6,516
Part-time fees (per credit hour for 11 hours or less)	
\$238	\$541
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)	
\$238	\$541

Additional Charges

Anthropology field study fee	
3-hour course	\$35
8-hour course	\$50
Application fee	
electronic version	\$35
paper version	\$45
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 fee	\$275

Ice skating fee	\$195
Language lab fee	
(100 and 200 levels and ESL)	\$35
Late fee	\$25
Lost Cougar Card	\$10
Matriculation fee	\$45
Outdoor education	\$225
PE/health 202 lab activity fee	\$125
Returned check fee (per check)	\$25
Sailing fee	\$60
Science laboratory fee	\$35
SCUBA fee	\$85
Senior citizens registration and lab fees . .	\$25
Studio art fees	
Photography courses	\$40
All others including sculpture, printmaking, painting, drawing, special topics, and independent study	\$20
Study abroad fee	\$50
Transcript fees	\$5
additional fee for fax	\$5

Installment Payment Plan

The Graduate School offers an installment plan that 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 fee 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 having outstanding balances at the time of withdrawal, including those on the payment plan, must settle their accounts with the Office of the Treasurer.

Academic and General Fees

Fall and Spring semesters

Through the official drop/add period	100%
Through the first week after 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%

For graduate students, reimbursement for dropped courses must be requested in writing according to the dates specified above. Refunds are not initiated for students who do not do so.

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 College policy and procedure concerning refunds resulting from withdrawal or reduction in hours is contained in the "fees" section of this catalog.

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 the number of cumulative credit hours earned and on file with the registrar's office.

There are many parking lots on campus that are not ticketed after 4:00 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

843-953-1100

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 and all food service locations. This is a prepaid account and deposits are made in the treasurer's office. The Cougar Card can be used for campus vending (beverage and laundry machines) and self-serve copier purchases. The College of Charleston and Spirit Telecom have teamed up to bring low-cost long distance services to students. To activate your calling card, call the customer service number listed on the back of your Cougar Card. Report all lost/stolen cards immediately to the Offices of Public Safety or Cougar Card 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 (CofC) uses the Free Application for Federal Student Aid (FAFSA) to award all federal- and state-sponsored financial aid programs, which include work-study and student loans. Work programs require the student to work part time to earn income to supplement expenses. To be considered for work programs, students must have indicated they were interested in work-study when completing the FAFSA. Loans must be repaid, but students are not required to do so until six months after they cease to be enrolled at least half

time in a degree-seeking program. In order to qualify for federal funds, a student must meet the eligibility criteria listed on the FAFSA. Students may complete the FAFSA online 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 online at http://studentaid.ed.gov/students/publications/student_guide/index.html or requested by contacting the Federal Student Aid Information Center at 800-433-3243.

Entrance Counseling for Loan Recipients

Students at CofC receive Federal Stafford Loans through the William D. Ford Federal Direct Loan Program. An Entrance Counseling Quiz is required of all first-time student loan borrowers at CofC prior to disbursement. If you have not previously completed an Entrance Counseling Quiz for loans at CofC, you may complete this requirement via the College's Office of Financial Assistance & Veterans Affairs (OFA/VA) Web site at: www.cofc.edu/finaid/Counseling/counseling.html.

Eligibility Requirements

A student must be 1) a U.S. citizen or eligible non-citizen, 2) accepted into a graduate degree-granting program of study, and 3) enrolled at least half time. Processing of financial aid applications will not begin until a student is admitted to the College, and has returned the Graduate School Acceptance of Admission Offer form.

Continuing education students enrolled in non-degree-granting programs are not eligible for federal financial assistance, but students are encouraged to seek student loan assistance from Alternative Loan Programs (ALP). Information on ALP may be accessed via the OFA/VA Web site under the Additional Sources of Aid section. For information about additional funding for continuing education students, please contact the College of Charleston continuing education department at 843-953-5822.

Applying for Financial Assistance

The FAFSA must be completed to apply for financial aid. Students should list CofC on the FAFSA in order for the OFA/VA to receive financial aid application data. The Title IV school code is 003428. Each year, the FAFSA can be completed any time after January 1 for the upcoming year. We recommend that you complete your federal tax returns before completing the FAFSA since much of the income information comes directly from the completed tax return. Students should file the FAFSA at least 30 days prior to the annual priority deadline of April 1. Applications received after April 1 will not be considered for work programs — only federal loan eligibility.

Shortly after the FAFSA is submitted online, a Federal Student Aid Report (SAR) will be sent to the student via the e-mail address used when completing the FAFSA. The SAR should be reviewed for accuracy and, if necessary, corrections may be made online.

If students complete a paper FAFSA, it will take approximately three to four weeks after the FAFSA is submitted to receive a paper SAR. The SAR should be reviewed for accuracy and, if necessary, corrections may be made on the paper document provided or students may secure the appropriate Federal Personal Identification Number (PIN) and access/correct their SAR online.

Students may file the FAFSA prior to being admitted to a program of study as a degree candidate. However, the financial aid application will 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 CofC must send a copy of the award notice to the OFA/VA.

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 the spring semester should not expect aid to be finalized before classes begin. Payment plans are available through the Office of the Treasurer.

Summer School Financial Assistance

In addition to completing the FAFSA for the preceding academic year, a separate Summer School Financial Aid Application (SSAP) is required for students who wish to be considered for summer financial aid. Students complete the summer school application after they have registered for classes. Aid for summer is available for graduate students who have not used all their loan eligibility during the current aid year, or who are beginning a graduate program in the summer. Graduate students must be enrolled in at least half time (four hours) to be considered. Aid cannot be processed for students enrolled only in summer evening and/or summer II day terms. The SSAP is available via the OFA/VA Web site in the Download Forms Section.

NOTE: Students who wish to be considered for available summer aid should complete the summer school application by April 1.

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 CofC Satisfactory Academic Progress (SAP) Policy for financial aid eligibility applies to all aid programs administered by or through the OFA/VA. 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

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.

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 each spring semester.

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, if an undergraduate student enrolled in 12 hours withdraws from 3; the evaluation is based on 9 hours. Anything less than 9 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 CofC for any reason are terminated from financial aid. Students who do not meet the SAP 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 via the OFA/VA Web site in the Download Forms Section. 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 CofC 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.

Satisfactory Academic Progress (SAP) Appeal Calendar:

Summer: Students appealing eligibility for this period must have submitted an appeal by the first weekday in June.

Fall and spring: Students appealing eligibility for the academic year may submit an appeal from the second Monday in May, until the last weekday in August. Students who are making up hours from the previous academic year in Maymester and summer sessions are strongly encouraged to appeal for the fall semester after summer grades are posted on the Cougar Trail.

Spring: Students appealing for the spring semester only may submit an appeal from the first weekday in January, until the last weekday in January.

Verification

Students will be informed if selected for a process called verification of the student aid report (SAR). This process requires the student to submit documentation to verify all the data contained on the 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 specifies 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 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.

Exit Interviews

Before leaving the Graduate School, Federal Stafford Direct Loan borrowers are required to complete Exit Counseling online, which covers the responsibilities of a loan borrower. Students may access this site via the OFA/VA Web site in the Entrance/Exit Counseling Section. Specific questions regarding Exit Counseling should be directed to the CofC Student Loan Accounting Office: 843-953-5171.

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: 877-557-2575. Information may be accessed online at www.sfahelp.ed.gov.

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 \$10,400 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 available from the Graduate School Web site at <http://www.cofc.edu/gradschool/studentforms.htm>.

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 Science in 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, 250-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

These scholarships are endowed in the memory of Max Holland and Mitch Sizemore, longtime 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 \$1,000. 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 GPAs. 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 Université de Versailles/Saint Quentin which affords an opportunity for graduate students to teach English and do research at the university 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 the Graduate School, 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:

Note: 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 **Aline Smith Bulwinkle Memorial Scholarship** will be awarded to a first year graduate student in Early Childhood Education. The recipient is selected based on academic performance, work experience in the field of education, and the student's community and college activities.

The **Miles Early Childhood Internship** will be awarded each semester to a graduate student majoring in elementary and early childhood education. Applicants must have a grade point average of 3.5 as well as have demonstrated the ability to work effectively with children and a need for financial assistance. The deserving student will be appointed as the Miles Early Childhood Graduate Assistant. This award will pay \$5,200 a semester toward employment in the Miles Early Childhood Development Center.

The **Mary A. Lee Endowed Fellowship in Special Education** is a one-time nonrenewable award to a special education student in either the Master of Education or Master of Arts in Teaching Programs. 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 low-interest loans to S.C. residents who are students in programs for 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.

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 regarding admission criteria for all education programs, please consult the Graduate School Office Web site at www/cofc.edu/gradschool, or contact The Graduate School of the College of Charleston about Master of Arts in Teaching programs (M.A.T.) or Master of Education programs (M.Ed.).

Students' Rights and Responsibilities

In meeting the admissions standards of The Graduate School of the 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 enrolling in 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 continue 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 enrollment in 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 misuse of the campus computer network. It further prohibits physical or verbal abuse or harassment of any sort. The Honor Board may hear violations.

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.

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 accessible through the College's Web homepage.*

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.

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 Web site service for listings of available rental properties and links to other important information for living in Charleston. Visit the Web site <http://reslife.cofc.edu>. Information is updated weekly 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 on the Web 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 also allows students to view course offerings, register for classes, add, drop, and withdraw from individual courses, obtain their grades and course schedules, and view their unofficial transcripts, transfer credit summaries, and ON COURSE degree audits. Students may also pay their bills online by credit card and view and update personal data as well as check any holds on their records. Enrollment verification and attendance validation are also available. All

records on Cougar Trail are confidential and are accessible only by the appropriate student.

Students may access Cougar Trail on the Web at <https://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 or by obtaining a Transcript Request Form online at www.cofc.edu/~register/ro/. 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 costs \$5. 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)

Voice: 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 services by contacting the CDS before the semester begins.

Students may access the Center for Disability Services on the Web at www.cofc.edu/~cds.

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.

Services provided:

- Reasonable accommodations specific to the individual need based on medical documentation or psychoeducational assessment.
- Communication with professors, upon request, to heighten their awareness to individual student needs and to identify reasonable accommodations.
- Assistive technology (i.e., WYNN Reader, Dragon Naturally Speaking Pro 4, JAWS).

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

www.cofc.edu/~csl

The Center for Student Learning (CSL) is a comprehensive academic support program for all College of Charleston students. Composed of walk-in labs in writing, mathematics, accounting, 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 archive and museum that has been established to document, preserve, and make public the unique historical and cultural heritage of African Americans in South Carolina and the Lowcountry.

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.

College of Charleston Library

843-953-5530

The College of Charleston 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's Web site 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	574-6096
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

843-953-9370

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.

College Relations and Media Communications

843-953-8171

The Office of College Relations and Media Communications (CRMC) provides media support, educational technology, and creative services for students, faculty, and staff. The office is responsible for Synergy, the College's instructional video access network; operates a television studio; produces instructional and informational videos and public radio; and provides special events support. More than 3,500 video titles and interactive media are available for class use or independent viewing in the media lab. In addition to these technology services, CRMC also provides news services, including faculty, staff, and student placement in the media and "hometown news," a process that facilitates recognition for honors and accomplishments in students' hometown media. Additionally, the office produces publications for prospective students, alumni, and others in the College community.

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)

Student Health Services (SHS) provides primary care to registered students. The SHS is staffed by Board-Certified Physicians, Nurse Practitioners and Registered Nurses who are experienced and dedicated to providing quality health care to the student population.

Clinic hours are 8:30 am – 7 pm Mondays thru Thursdays and 8:30 am – 5 pm on Fridays. Summer hours are 8:30 am – 5 pm Monday thru Friday. Appointments can be arranged by calling the SHS or by stopping by the clinic. In case of an emergency after hours or on weekends, students may call Public Safety for transportation to area hospitals.

Visits to the Student Health Service are included in tuition. Students are responsible for fees for referrals, laboratory tests and prescriptions. SHS does not have x-ray facilities or a pharmacy. A number of pharmacies are located within walking distance of the campus. Students who are in Charleston during the summer who are not taking classes can continue to be seen at the clinic by paying a summer fee.

Students are required to have adequate health insurance that will cover hospitalization, emergency room visits, specialty care and diagnostic tests. The College does sponsor a basic health insurance policy; additional information may be found at www.studentinsurance.com.

All students are required to complete a health form and show proof of immunization. Health forms are sent with admission information. If you do not receive a form, please contact SHS and one will be mailed to you. Physical exams are not required. Care at the Student Health Service is completely confidential; students must sign a written release prior to the disclosure of medical information. Please call SHS for additional information.

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 is 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 their 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, full-time certified victim assistance specialists, the Crisis Assistance Response and Education (C.A.R.E.) Program is designed to work specifically with College of Charleston students who may become a victim of violent or potentially violent crime. It does not matter where the crime occurs, on or off campus, or whether the student elects to file an official police report or not. The program is designed to prevent revictimization and provides confidential and comprehensive victim assistance at one

convenient location. All contact with C.A.R.E. is handled with the utmost discretion. The C.A.R.E. team is accessible 24-hours a day to work with a student who needs immediate assistance for a victimization that has just occurred.

Get emergency team assistance for an incident that has just happened by calling the emergency response pager at 724-3600. (C.A.R.E. assistance is not intended to replace emergency medical or law enforcement assistance.)

Non-emergency assistance (e.g. if the incident occurred days, a week, or a month ago) may be arranged by calling the C.A.R.E. office at 953-5522 during normal business hours. Please ask to speak with a C.A.R.E. advocate.

SCHOOL OF BUSINESS AND ECONOMICS

DEGREE OFFERED:

Master of Science in Accountancy

MASTER OF SCIENCE IN ACCOUNTANCY

www.cofc.edu/~accntncy

Department of Accounting and Legal Studies

843-953-7835
bradleyl@cofc.edu

**Linda Bradley, Chair/Program
Director**

Mission Statement

To educate graduate accounting students in the constructs underlying the accounting profession. This process transmits a broad conceptual foundation in accounting, business, and economic principles.

We are committed to providing high-quality graduate education; bringing the best of the profession together with our students for meaningful interaction; producing excellent, highly-qualified candidates for entry into the accounting profession (public practice, industry, government, non-profit) throughout the Southeast; and developing writing, speaking, presentation, and other communication skills.

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 Association to Advance Collegiate Schools of Business. In addition, both the graduate and undergraduate accounting programs are separately accredited by AACSB. Our accounting program is one of approximately 150 programs 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 of 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 in 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 M.S. 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 accountancy 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 515	History of Accounting Thought (3)
ACCT 518	Financial Case Analysis (3)
ACCT 521	International Accounting (3)
ACCT 531	Advanced Accounting (3)
ACCT 540	Research in Taxation
ACCT 545	Taxation of Estate/Gift Transfers and Deferred Compensation (3)
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 515 History of Accounting Thought (3)

The evolution of accounting thought from the ancient through the post-modern period is examined. Accounting as a social phenomena is studied historically in its relevant economic and political contexts. Western and non-Western historical traditions frame the study of accounting's role in the transformation of societies and economies and its importance in the development of social institutions. *Prerequisite:* Acceptance into the MS Accountancy program. All required undergraduate financial accounting courses must be completed before this course is attempted.

ACCT 518 Financial Case Analysis (3)

Generally Accepted Accounting Principles-based issues that relate to real-world accounting cases are covered. The objective is to facilitate the understanding of GAAP and its application to

business problems. The consequences of GAAP interpretations on the independent audit function and the interrelationships of GAAP and GAAS in the financial reporting environment are examined. *Prerequisite:* Acceptance into the MS Accountancy program. All required undergraduate financial accounting courses must be completed before this course is attempted.

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 521 International Accounting (3)

Accounting issues encountered by organizations operating in the global economy will be examined, including concepts related to the international dimensions of accounting standard setting, managerial accounting, auditing and taxation. Issues facing the economies of Europe, Asia, developing economies, and the international accounting profession will be covered. *Prerequisite:* Acceptance into the MS Accountancy program. All required undergraduate financial accounting courses must be completed before this course is attempted.

ACCT 531 Advanced Accounting (3)

This course focuses on accounting theory applicable to business combinations. The preparation of consolidated financial statements and the accounting for intercorporate transfers of land, depreciable assets, and inventory are examined. Foreign currency transactions, the translation of foreign entity statements, and a brief introduction to alternate business entities will be offered. *Prerequisite:* Acceptance into the MS Accountancy program (all financial accounting undergraduate pre-requisites must be completed prior to undertaking this course).

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 545 Taxation of Estate/Gift Transfers and Deferred Compensation (3)

Estate/gift taxation and deferred compensation are introduced. Federal tax principles as well as planning techniques for lifetime and testamentary dispositions of property, postmortem planning and issues related to estate administration are addressed, as are the tax consequences to both the employer and the employee of compensation in forms other than immediate cash compensation. *Prerequisites:* Entrance into MS Accountancy program (ACCT 341 required).

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 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 (PreK-3)

- Master of Arts in Teaching
- Master of Education

Elementary Education (2-6)

- Master of Arts in Teaching
- Master of Education

Special Education (K-12)

- Master of Arts in Teaching
- Master of Education

Science and Math for Teachers (see Interdisciplinary Programs)

- Master of Education

Languages and Language Education (see Interdisciplinary Programs)

- Master of Education
- English to Speakers of Other Languages (ESOL)
Initial and Advanced Certificates

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who make the teaching-learning connection. Highly competent teachers make the teaching-learning connection through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

EARLY CHILDHOOD EDUCATION

www.cofc.edu/SchoolofEducation

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 Child- hood 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 (PreK–3) M.A.T. and M.Ed.

In early childhood education, both the M.Ed. and M.A.T. programs are NCATE accredited and the M.A.T. program is nationally recognized. They focus on preschool, kindergarten, and primary school children through grade three. These programs are designed for students interested in careers in a variety of educational and social service settings such as nursery schools and daycare centers, public schools, and children's hospitals.

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 pre-kindergarten through grade three 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. 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 three 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 deepen and extend professional knowledge and expertise in early childhood education. Students are expected to have an established content and experience base in early childhood education prior to acceptance in the M.Ed. program.

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 \$45.
- 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 the Graduate Record Examination (GRE). Students are expected to have a composite GRE math and verbal score of 1000 and a score of 4.0 or higher on the writing sample.
- Submit a valid teacher's certificate.
- Submit a self-analysis of teaching competencies.
- Submit a self-analysis of technology abilities.

- Submit a self-assessment of professional goals and dispositions.
- Submit documentation of at least one year of classroom teaching.
- Early childhood M.Ed. applicants with certification in a teaching field other than early childhood will be required to pass Praxis II in early childhood education or complete requirements for S.C. certification in ECE prior to official acceptance to the program.

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 \$45.
- 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. Undergraduate coursework should represent a broad liberal arts background.
- 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 the Graduate Record Examination (GRE). Students are expected to have a minimum composite GRE verbal/quantitative score of 1000 and a score of 4.0 or higher on the analytical writing sample.
- Submit a self-assessment of professional goals and dispositions.
- Submit a statement of ability to perform essential teaching duties under the Americans with Disabilities Act (ADA).

- Submit a cover letter to the admissions committee stating why the candidate seeks to be a part of the program and is pursuing a teaching career.

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 Web site, 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 \$45.
- 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 6 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 *Clinical Practice 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 (PreK–3)

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 programmatic goals.

Fundamental Curriculum

(12 semester hours)

- EDEE 510 Introduction to Early Childhood Education* (Field Experience 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* (Field Experience 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* (Field Experience 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 Clinical Practice

(nine semester hours)

- EDEE 698 Clinical Practice in Early Childhood Education

Total Credit Hours: 48

NOTE: It is the policy of the School of Education that assignments for field experience and clinical practice 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 education course
- EDFS 710 Introduction to Exceptional Children **OR** an advanced special education course

Certification Curriculum**

(nine semester hours)

Not required courses. Courses are for students adding early childhood certification to an existing certificate. These courses may not be used to meet the electives for the M.Ed. degree.

- EDEE 613 Curriculum and Development for Early Childhood Education
- EDEE 616 Methods and Materials in Early Childhood Education
- EDEE 636 Field Experience 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)

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 the instructor and recommendation by an advisor are required for admission.*

ELEMENTARY EDUCATION

Department of Elementary and Early Childhood Education

843-953-5613

Linda H. Fitzharris, Chair

Mary Blake Jones, Program Director for M.Ed.

Sara Calhoun Davis, 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 (2–6) 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 two through six. The M.A.T. program is designed to prepare teachers to teach in all curricular areas through coursework and field 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 two through six. 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. Beginning in fall 2003, M.Ed. candidates who are certified in a field other than elementary education must pass Praxis II in Elementary Education prior to being admitted to the program.

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 \$45.
- 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 from their graduating institution.
- 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 the Graduate Record Examination (GRE). Students are expected to have a minimum composite GRE verbal/quantitative score of 1000 and a score of 4.0 or higher on the writing sample.
- Submit a valid teacher's certificate.
- Submit documentation of at least one year of teaching experience.
- Submit a self-analysis of teaching competencies.
- Submit a self-analysis of technology abilities.
- Submit a self-assessment of professional goals and dispositions.

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 \$45.
- 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 from their graduating institution. Undergraduate coursework should represent a broad liberal arts background.
- 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 the Graduate Record Examination (GRE). Students are expected to have a minimum composite GRE verbal/quantitative score of 1000 and a score of 4.0 or higher on the analytical writing sample.
- Submit a self-assessment of professional goals and dispositions.
- Submit a statement of ability to perform essential teaching duties under the Americans with Disabilities Act (ADA).
- Submit a cover letter to the admissions committee stating why the candidate seeks to be a part of the program and is pursuing a teaching career.

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 Web site, www.cofc.edu/SchoolofEducation/. 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 \$45.
- 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 6 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. Deadline for the fall exam is July 15th; for the spring exam, November 15th; and for the summer exam, April 15th. The exams are given on the last Saturday of October, February, and July.

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. This program of study may include additional coursework due to deficiencies in the liberal arts as determined by a review of the undergraduate transcript. Candidates have one calendar year following program acceptance to complete these additional requirements with a minimum GPA of 2.5.

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

Completion of a Program of Study

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

credit. Failure to meet the deadline for filing an acceptable program of study may result in a delay in graduation or loss of credit for use in the program.

A student's program of study is developed in conjunction with the advisor and approved by the department chair and program director. All academic work that 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 (2–6)

Program of Study

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

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

Fundamental Curriculum

(12 semester hours)

EDFS 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* (Field Experience I)
EDEE 610	Managing Instruction for Effective Learning
EDEE 640	Language Arts for the Elementary School Teacher* (Field Experience II)
EDEE 641	Science for the Elementary Teacher* (Field Experience 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

* Field experience required

Clinical Practice

(9 semester hours)

EDEE 699	Clinical Practice in Elementary Education
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Total Credit Hours: 48

NOTE: It is the policy of the School of Education that placements for both field experience and clinical practice 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 for fall 2000 or thereafter may not use professional development course credit (including but not limited to EDUC or EDPD) from any institution for M.A.T. or M.Ed. programs of study.

It is critical for students to meet with the assigned advisor for scheduling and program planning

to ensure timely completion of programmatic goals.

Fundamental Curriculum

(12 semester hours)

EDFS 635	Educational Research
EDEE 650	Analysis of Current Research in Child Development
EDEE 667	Curriculum Design
EDFS	Any intermediate computer education course above EDFS 687

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, Chair

Denis Keyes, M.A.T. Program Director

Bonnie McCarty, M.Ed. Program Director

Department Mission

The Department of Foundations, Secondary, and Special Education, in support of the School of Education's mission, prepares competent special education and secondary education teachers, provides foundation and technology studies to candidates in all initial and advanced education degree programs, and offers study in English as a Second Language. Our work is grounded in the School of Education Dispositions and Teaching and Learning Standards.

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 nationally accredited 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 holding terminal

degrees in their fields, who have extensive teaching experience and maintain 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.

Clinical Practice: It is the policy of the School of Education that assignments for field experience and clinical practice 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 Teaching 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 43 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 clinical practice 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 Web site: <http://www.cofc.edu/edfs/SpecialEd/specialed.html>. Candidates should consult this Web site for changes in program or state requirements.

* If the candidate has not had a course on human growth and development within three years prior to matriculation, he/she must take that course during the summer prior to program entry.

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 \$45 (online - \$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. Undergraduate coursework should represent a broad liberal arts background.
- 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 the Graduate Record Examination (GRE). Candidates are expected to have a minimum composite GRE verbal/quantitative score of 1000 and a score of 4.0 or higher on the analytical writing sample.
- Submit a self-assessment of professional goals and dispositions.
- Submit a statement of ability to perform essential teaching duties under the Americans with Disabilities Act (ADA).
- Submit a cover letter to the admissions committee stating why the candidate seeks to be part of the program and is pursuing a teaching career.

These requirements are subject to change before the next catalog is printed. Application packages are available through the Graduate School Office or on-line. The deadline for applications to the M.A.T. in special education is April 15, because this program must be started in the fall semester. However, applications may still be reviewed until July 15 if there are slots left unfilled after the April 15 deadline. Potential applicants should contact the program director to determine if this is the case.

Title II Report Card

The College of Charleston Title II Report Card can be located by going to the School of Education Web site, [www.cofc.edu/School of Education/](http://www.cofc.edu/School%20of%20Education/). 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.

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 a minimum of 43 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 *Clinical Practice Handbook*. Successful completion of clinical practice 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.

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, 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 Web site or an advisor for the recommended sequence 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

(19 semester hours)

EDFS 635	Educational Research
EDFS 654	Human Growth and Development*
EDFS 687	Technology Education for Teachers
EDFS 714	Introduction to Curriculum and Instruction in Special Education
EDFS 724	Reading and Language Arts for Students with Disabilities
EDFS 725	Classroom Management

*EDFS 654 is required as an addition to the program of study if a comparable course has not been taken at an accredited institution within the past 3 years, resulting in a 46-hour program.

Specialized Curriculum

(12 semester hours)

EDFS 710	Introduction to Exceptional Children and Youth
EDFS 720	Educational Assessment of Students with Disabilities
EDFS 774	Language Development and Language Disorders

Concentration Areas

(minimum 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	Field Experiences with Students with Emotional Disabilities

Teaching Students with Learning Disabilities:

EDFS 740	Characteristics of Students with Learning Disabilities
EDFS 741	Educational Procedures for Students with Learning Disabilities
EDFS 748	Field Experiences with Students with Learning Disabilities

Teaching Students with Mental Disabilities:

EDFS 750	Characteristics of Individuals with Mental Disabilities
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- EDFS 751 Educational Procedures for Individuals with Mental Disabilities
- EDFS 758 Field Experiences with Individuals with Mental Disabilities

**Clinical Practice
(nine semester hours)**

- EDFS 500 Nonviolent Crisis Intervention (1 semester hour – taken during Clinical Practice)
- EDFS 797 Clinical Practice in Special Education

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 broadening and expanding knowledge skills, and dispositions related to the special educational needs of students with disabilities. 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 \$45.
- 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.
- 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 the Graduate Record Examination (GRE). Candidates are expected to have a composite GRE verbal/quantitative score of 1000 or higher and a score of 4.0 or higher on the analytical sample.
- Submit a self-analysis of technology abilities.
- Submit a valid teacher’s certificate.
- Submit a self-assessment of professional goals and dispositions.
- Submit a cover letter to the admissions committee stating why the candidate is pursuing an advanced degree in special education.

These requirements are subject to change before the next catalog is printed. Consult the program Web site at <http://www.cofc.edu/edfs/SpecialEd/specialed.html>. Application packages are available through the Graduate School Office. The deadline for applications to begin coursework in:
 fall semester July 15
 spring semester November 15
 summer sessions April 15

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. Generally, the master’s capstone is the development of a professional portfolio. However, students interested in pursuing more advanced study past the masters degree may choose to complete a thesis, as their capstone option. Information on each capstone option can be found on the program’s Web site: <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 Web site 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

OR

- EDFS 721 Advanced Educational Assessment of Students with Disabilities
 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 Field Experiences with 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 Field Experiences with 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 758 Field Experiences with Individuals with Mental Disabilities

Other Coursework

(nine semester hours)

For portfolio capstone: EDFs 705

For thesis capstone: EDFs 700 and EDFs 701

Electives selected based on area of concentration and professional needs.

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 strands 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

This strand of the master of education in special education is 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 the development of a professional portfolio (for candidates interested in National Board Certification).

Strand B: Diversifying Special Educator

This strand of the master of education in special education is 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 the development of a professional portfolio.

Strand C: Clinical Special Educator

This strand of the master of education in special education is 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 \$45
- Copy of a professional teaching credential

The non-degree student may apply as a regular-degree student in a 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 6 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 multicultural 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 1) choosing and/or writing appropriate instructional objectives, 2) assessing student strengths and weaknesses, 3) designing appropriate instruction to meet individual needs, 4) evaluating student mastery, and 5) evaluating instructional plans and teaching techniques. Emphasis is on the education of exceptional children in the regular classroom. *NOTE: Practicum required.*

EDEE 610 Managing Instruction for Effective Learning (3)

An analysis and evaluation of a variety of teaching models used in early childhood and elementary classrooms, e.g., Cooperative Teaching Model, Program for Effective Teaching, Critical Thinking Model, Inquiry/Discovery Model. Emphasis is on the use of these models across the curriculum. Opportunities for application and self-evaluation are 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 is 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. Multicultural influences and needs of exceptional children are addressed. *Prerequisite:* EDEE 650, EDFS 654, or permission of the 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. *NOTE: Practicum required for M.A.T. students.*

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 Field Experience 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 the 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 Field Experience 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 the 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. *Prerequisite:* Permission of the instructor required.

EDEE 698 Clinical Practice 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 Clinical Practice in Elementary Education (9)

A course in which students are placed in a local elementary school to observe, teach, and participate during the entire school day for a minimum of 60 days (12 weeks). Weekly on-campus seminars

are also required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in January. The deadline for application for spring semester student teaching is the last school day in September. *Prerequisites:* Admission to the teacher education program and completion of all education courses.

EDEE 700 Thesis (3)

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

EDEE 701 Thesis (3)

Continuation of EDEE 700.

EDEE 702 Research and Development Project (3–6)

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

EDEE 706 Special Topics in Education (1–3)

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

EDFS**EDFS 500 Nonviolent Crisis Intervention (3)**

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

EDFS 535 Teaching Literacy to Adults (3)

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

EDFS 630 Introduction to Educational Supervision (3)

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

EDFS 631 Instructional Media (3)

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

EDFS 632 Educational Psychology Learning, Cognition, and Motivation (3)

Orientation to the psychology of learning and instruction, the development of theoretical models as well as empirical bases for making decisions. This course examines current research on human learning including advances in the study of learning as well as practical applications of what we know about advances in the study of learning as well as practical applications of what we know about learning on the design of curriculum, teaching, and assessment. The course covers important concepts and theories in educational, cognitive, and social psychology and offers the student opportunities to develop their teaching skills through application of the theories and concepts with attention to the realities of teaching. (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 651 Orientation to the Profession of Special Education (1)

This course will explore the roles and responsibilities of special educators as professionals serving students with disabilities and the families, agencies, and professionals central in these students' lives. Orientation to the ethical and professional standards that guide the profession will provide a framework for organization of future coursework and practical experiences in the program.

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 a 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. *Prerequisite:* Permission of the instructor and department chair are 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. *Prerequisite:* 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 the instructor.

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

Critical review of software and hardware in reading, language arts, and social studies. Includes techniques for integrating technology into the curriculum and evaluating effectiveness. (summer) *Prerequisite:* EDFS 687 or equivalent or permission of the 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 the 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 the 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 705 Evaluation of Developmental Field-Based Experience (3)

This course is an intensive study of the process of developing a framework for guiding graduate study within the context of a public school classroom environment. Focus is on developing a professional portfolio in progress that integrates personal questions about classroom practice and student learning with professional teaching standards and educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner.

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. Observation required (6-10 hours). (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 is 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 the 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 the instructor.

EDFS 714 Introduction to Curriculum and Instruction in Special Education (3)

This course is designed to provide students with knowledge and skills related to research-based, validated “best” practices for determining curriculum and implementing instruction for students with mild and moderate disabilities. The course focuses on three major models of instruction: explicit instruction, direct instruction, and strategy instruction. (fall) *Prerequisite*: EDFS 710.

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 the 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 the 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 the 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 the 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 the instructor.

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

An advanced course designed as a continuation of EDFS 720. Students pursue an in-depth study of measures designed for the assessment of learning and behavioral characteristics of students with mild, moderate, and severe disabilities. Individual focus is on those measures in student's area of interest. (alternate) *Prerequisite*: EDFS 720 or equivalent or permission of the instructor.

EDFS 724 Reading and Language Arts Instruction for Students with Disabilities (3)

This course is an in-depth study of research-based methodologies for reading and written expression assessment and instruction for K–12 students with emotional, learning, or mental disabilities. The course will focus on developmental, corrective, and strategic approaches and requires students to demonstrate competence in planning individualized reading and written language programs. *Prerequisite*: EDFS 710 or equivalent introduction to disabilities; EDFS 714 or other introductory curriculum and instruction course.

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 children and youth with emotional disabilities. Includes theory and practice related to identification and educational community programs and provisions for this exceptionality. (spring) *Prerequisite*: EDFS 710 or equivalent or permission of the instructor.

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

An in-depth study of educational procedures used to teach children and youth with emotional disabilities. Includes teaching procedures, development and use of materials, and individual and classroom management techniques. (fall) *Prerequisite*: EDFS 730 or equivalent or permission of the instructor.

EDFS 738 Field Experiences with Students with Emotional Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with children and youth with emotional disabilities. (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 children and youth. Includes theory and practice related to identification and educational and community programs,

and provisions for this exceptionality with learning disabilities. (spring) *Prerequisite*: EDFs 710 or equivalent or permission of the instructor.

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

An in-depth study of educational procedures used to teach children and youth with learning disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall) *Prerequisite*: EDFs 740 or equivalent or permission of the instructor.

EDFS 748 Field Experiences with Students with Learning Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with children and youth with learning disabilities. (fall and spring) *Prerequisite or co-requisite*: EDFs 741 or equivalent or permission of the instructor.

EDFS 750 Characteristics of Individuals with Mental Disabilities (3)

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

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

An in-depth study of educational procedures used to teach children and youth with mental disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall) *Prerequisite*: EDFs 750.

EDFS 758 Field Experiences with Individuals with Mental Disabilities (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with children and youth who are mildly or moderately mentally disabled. *Prerequisite*: EDFs 751 or permission of the 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 the 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 the 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 Field Experiences with 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 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. *Prerequisites*: 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 an 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 the 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) *Prerequisite*: Permission of the instructor.

EDFS 797 Clinical Practice 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.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATE PROGRAMS

Department of Foundations, Secondary and Special Education

Robert Perkins, Chair
Angela Crespo Cozart

843-953-6353
cozarta@cofc.edu

Program Description

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 Requirements

Entrance Requirements

- Undergraduate degree from any certified institution of higher learning, whether American or foreign.
- Undergraduate G.P.A. of 2.5 (out of a 4.0 scale)
- 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 South Carolina Department of Education (SCDE) for languages unavailable at accredited institutions.

(The College should have a faculty or staff member who is certified in oral proficiency interviewing. Training for such certification is made available several times a year in various parts of the country.)

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 with 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 a faculty or staff member who is certified in oral proficiency interviewing. Training for such certification is made available several times a year in various parts of the country.)

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 Field Experiences in the Instruction of English as a Second Language to Elementary and Secondary Learners

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

SCHOOL OF HUMANITIES & 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

Hispanic Studies

843-953-7619

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 the candidate has 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 are preferred.

www.cofc.edu/~legalint/

- 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 of the 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 the candidate 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 should be received by the Graduate School 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 coursework 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 the 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 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 text: units of meaning, context, situation. Analysis of problems involved in interlingual communication. Development of skills required for interlingual communication.

INTR 510 Language and Culture (3)

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

INTR 511 Spanish in the United States (3)

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

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

INTR 515 Fundamentals of Interpreting (3)

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

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

Special studies related to legal interpreting designed to supplement regular course offerings of the Bilingual Legal Interpreting programs. No more than 3 credits may be taken during an academic semester or equivalent. *Prerequisite:* Permission of the 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 the faculty member. No more than six credits of independent study may be taken during the program of graduate study. *Prerequisite:* Permission of the 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.

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 (65 hours). 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 (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 Communication
 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 a 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 of the College of Charleston, or at another approved site.

Application deadline for the certificate program is March 15.

Bilingual Legal Interpreting Certificate Fee Structure

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

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

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

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 in English. The thirty-six hour (36) program, with a thesis option, provides advanced coursework 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 \$45.
- 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 (MAT). 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 and quantitative score of at least 1000 and a 4 on the writing assessment section. Those taking the MAT should have a score of at least 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 coursework as a provisional student. Upon completing nine semester hours with a minimum GPA of 3.00, the student may be considered for regular degree-seeking status.

Non-degree students:

- Submit a completed application form with a nonrefundable application fee of \$45.
- 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 coursework 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 3.0. 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.

African American Concentration

Students opting to add a concentration in African American literature must meet the normal requirements for the M.A. degree. As part of their 36 hour course of study, they also must complete one of these two courses of study:

Standard Option

- 9 hours of African American literature (any combination of 535, 570, 571, 572, and 573)

- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 3 hours of independent study or internship in an African American topic, as approved by the graduate director

Thesis Option

- 6 hours of African American literature (any combination of 535, 570, 571, 572, and 573)
- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 6 hours of thesis on an African American topic
Students can apply one of their African American literature courses to the American literature requirement for the M.A. Students can use their elective hours to meet these course requirements.

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 Riwele*, *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)

The study, discussion, and practice of advanced composition techniques; including the use of computer technology for print documents, audio-visual presentations, and Web applications.

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 560 Film Studies (3)

This film course will expose students to films from a variety of nations and filmmakers that represent the chief cinematic movements of the twentieth century (Weimar Expressionism, French New Wave, American Noir, etc.), and it will instruct students in the terminology and techniques of filmmaking. The students will, by studying the relationship between the tools of filmmaking and the finished products, learn to “read” films as metaphors of reality.

ENGL 562 Workshop in Advanced Composition (3)

The study, discussion, and practice of advanced composition techniques; including the use of computer technology for print documents, audio-visual presentations, and web applications.

ENGL 563 Creative Writing – Fiction (3)

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

ENGL 570 Topics in African American Literary Genres (3)

A study of a particular genre of African American literature, such as drama, the novel, or poetry. Topics will vary according to instructors.

ENGL 571 Topics in African American Literary Periods (3)

A study of a particular period of African American literature, such as the Harlem Renaissance. Topics will vary according to instructors.

ENGL 572 Topics in Major African American Writers (3)

A study of a particular African American writer, such as Langston Hughes or Toni Morrison. Topics will vary according to instructors.

ENGL 573 Special Topics in African American Literature (3)

A study of a specific topic in African American literature that is not a genre, period, or individual writer. Topics will vary according to instructors.

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.

ENGL 702 Internship (1-3)

A supervised field experience in which the student observes and participates in a professional occupation related to the English degree, such as publishing, technical writing, or teaching. The internship will consist of 100–300 hours of work and completion of a formal report. Permission of the graduate director is required. Graded on a satisfactory/unsatisfactory basis.

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 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 \$45.
- 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 coursework 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 \$45.
- 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 Program 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. Non-history courses require prior approval of the program director.

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 coursework. 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.

African American Concentration

Students opting to add a concentration in African American history must meet all the normal requirements for the master's degree. In addition, they must complete one of the two courses of study below and all courses chosen must meet the approval of the graduate program director:

Thesis Option

- 6 hours in African American oriented history
- 3 approved hours in another discipline
- 6 hours in an African American oriented thesis

Non-Thesis Option

- 9 hours in African American oriented history
- 3 approved hours in another discipline
- 3 hours in African American oriented independent study or similar (i.e. research seminar)

Three hours of independent study on an African American topic may be included as part of the nine hours of course work.

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 the 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, and 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 postwar transformation.

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

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

HIST 591 Special Topics in European History (3)

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

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

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

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

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

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 Master's Thesis (6)

MASTER OF PUBLIC ADMINISTRATION

www.cofc.edu/~puba

Department of Political Science

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

843-953-6100

Margaret Bonifay,
Office Manager

Arthur A. Felts, Institute
Director

Lynne E. Ford, Department
Chair Political Science

Janet L. Key, Assistant Director,
Joseph P. Riley Jr. Institute

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.

Our goal is a straightforward one: to provide a comprehensive graduate education in public administration, public sector management, and/or not-for-profit (NFP) administration (**arts management area of specialization is now available within the NFP focus**). To obtain our goal, we offer a rigorous core curriculum supplemented by the opportunity to examine three areas of study: 1. Policy, Administration,

and Management, 2. Arts Management and Not-for-Profit Administration, and 3. Metropolitan Area Public Service Administration.

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. We are fully accredited by the National Association of the Schools of Public Affairs and Administration (NASPAA). Program faculty includes six professors 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 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 (Optional, not required for In-service students)

Specialized Study

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

- Policy, Administration, and Management
- Arts Management and Not-for-Profit Administration
- Metropolitan Area Public Service 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 Citadel's Master of Business Administration Program. All transfer credits completed at another institution, a maximum of 12, must be approved by the director.

Applied Focus

Students are introduced to practical administrative and analytic skills in a variety of ways. The joint program regularly uses adjunct faculty to teach elective courses. These practitioners instruct students in their particular specialty, providing them with a valuable, hands-on perspective useful in supplementing their broader training. In addition, 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 will periodically evaluate the student's performance, and consult the on-site internship supervisor. 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 (3 hours) 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 \$5,200 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 a completed application form along with a non-refundable application fee of \$45.
- 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 or 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. We prefer

at least two academic references. 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.

* *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
Institute for Public 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)
 - a) For those who took the GRE before October 2002, a combined score in excess of 1500 on the Quantitative and Verbal and Analytical sections of the GRE is required.
 - b) 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 \$45.
- Provide verification of successful completion of an undergraduate degree with at least a 2.5 GPA.
- Receive the written 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:
 - a. 21 hours of core courses.
 - b. 15 hours of electives (18 if the internship requirement is waived for previous experience).
 - c. A three to six hour variable credit internship. Internships are graded on a satisfactory/unsatisfactory basis.
- A minimum grade point average of 3.0.

Course Descriptions

Core Courses

PUBA 502 Special Topics in Public Affairs Seminars (1–3)

Covers current issues such as problem solving and public decisions; benefit-cost analysis; citizenship participation in public decisions; and application of statistical techniques to public decisions. This course ranges from one to three credits.

PUBA 600 Perspectives on Public Administration (3)

This course studies the practice of public administration in the United States in the 21st 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 the 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.

Policy, Administration, and Management

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, cultural diversity, and harassment are addressed.

PUBA 611 Urban Policy (3)

The history of American urban policy is surveyed, with special emphasis on national urban policy. It is designed to develop an understanding of the nature of U.S. urban policy, its relation to urban policy in other countries, and of the forces which have structured urban growth.

PUBA 620 Local Government Politics and Administration (3)

This course examines the role of the local government administrator as leaders and service providers. The course explores an understanding of local political environments and develops an understanding of what they mean in terms of democratic institutions and theory.

PUBA 622 Intergovernmental Relations (3)

This course provides an understanding of the nature and dynamics of the American federal system of government: the functions, powers, and service delivery capacities of county, municipal, and special purpose district governments, the

creation of new jurisdictions, the reciprocal influences of local, state, and federal bureaucracies, the grant-in-aid system, and revenue sharing among different units of government. A special emphasis is placed on the complex nature of state-local and inter-local relations in an urban setting.

PUBA 623 South Carolina Government and Policy (3)

This course will allow those students who intend to pursue administrative careers (either local government or state government) in South Carolina to become familiar with the state's political and policy processes.

PUBA 631 Administrative Law (3)

This course studies the legislative, adjudicatory, and general policy-making powers of administrative agencies and regulatory commissions, and the scope of judicial review of administrative action. The course is directed primarily toward an analysis of the political nature of bureaucracy, and secondarily toward the procedural requirements for administrative policy-making.

PUBA 633 Urban Planning (3)

This course provides a critical evaluation of the field of planning. The class focuses on the origins and evolution of the discipline, tools of planning practice, and the interrelated planning elements of economic development, social justice, and environmental protection.

PUBA 640 Leadership and Decision Making (3)

This course examines leadership and decision making by identifying the environment of decision making, the techniques and characteristics of leadership styles, and decision-making approaches.

PUBA 706 Economic Theory for Policy Analysis (3)

This course develops and applies microeconomic models and theories to the analysis of contemporary public sector issues. Attention is given to the conceptual and practical problems associated with resource allocation decisions given conflicts between efficiency and equity and limited information.

PUBA 712 Organizational Behavior (3)

This course is a survey of theories of organizational behavior from the classical to systems perspectives. The objective is to provide a 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.

Arts Management and Not-for-Profit 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 502 Special Topics: Avery, The Community and Applied Research (3)

This course uses the Avery Research Center for African American History and Culture as an applied research laboratory.

PUBA 502 Special Topics: Contemporary Perspectives on Arts Management (3)

This course makes students aware of the growing need for arts administration and the rapid changes in the field.

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 the 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 director's role in the success of shaping, managing, and leading the organization.

Metropolitan Area Public Service 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, its political impact, and its political influence.

PUBA 633 Urban Planning (3)

See the course description under Policy, Administration, and 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 scientists 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 Science

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

George J. Pothering, Chair

Paul A. Buhler, 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.

1. Non-thesis option: A student must complete 33 credit hours of graduate coursework.
2. Project thesis option: A student must complete 30 hours of graduate coursework 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 need to register for CSIS 698 during the semester in which the research begins.

3. Research thesis option: A student must complete 27 hours of coursework and a research thesis. The thesis option is a traditional research project characterized by a comprehensive paper on a research topic. Students selecting this option will register for CSIS 699, which is a six-credit-hour course that extends over two 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 \$45 (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.
- One official copy of test scores of the Graduate Record Examination (GRE) with a minimum combined score of 1000 on the verbal and quantitative sections of the general test, and a minimum score of 4.0 on the writing assessment. Those who took the test prior to October 2002 must have received a minimum score of 1500 on the general test (combined verbal, quantitative, and analytical scores). There is a five-year time limit on the use of scores.
- 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 coursework 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: programming language theory.

NOTE: Undergraduate courses are available for completing the competency requirements.

Application Deadlines

fall semester August 1
 spring semester November 1
 summer semester April 1

Plan of Study

A plan of study must be approved by the program director and would include a list of any required undergraduate competency courses. The plan of study specifies the specialization selection and the thesis option and the earliest and latest possible date of graduation.

Degree Requirements

The master of science in computer and information sciences degree is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit (of which no more than nine may be transfer credit) with a cumulative GPA of 3.0.

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

Additional courses are required for each specialization:

Computer Science Specialization

The student will complete three courses from among the following:

CSIS 612	Advanced Computer Architecture
CSIS 614	Advanced Operating Systems
CSIS 616	Automata Theory
CSIS 618	Principles of Programming Languages

And one additional course from among CSIS 612, 614, 616, 618 (If not counted as one of the three above)

CSIS 638	Database Design
CSIS 674	Introduction to Computer Graphics
CSIS 690	Special Topics (if subject matter is appropriate for the Computer Science specialization as determined by the Joint Committee for the MS-CSIS)

Information Systems Specialization

The student will complete the following two courses:

CSIS 632	Data Communications and Networking
CSIS 638	Database Design

And two additional courses, chosen from among

CSIS 634	Project Change and Management
CSIS 636	IT Policy and Strategy
CSIS 672	Human Computer Interaction
CSIS 690	Special Topics (if subject matter is appropriate for the Computer Science specialization as determined by the Joint Committee for the MS-CSIS)

Software Engineering Specialization

The student will complete:

CSIS 656	Software Systems Design and Implementation
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Either:

CSIS 654	Software Requirements Analysis and Specification, or
CSIS 658	Software Testing and Maintenance

And two additional courses, chosen from among the following:

CSIS 654 or 658	if not used above
CSIS 634	Project Change and Management
CSIS 672	Human-Computer Interaction
CSIS 690	Special Topics (if subject matter is appropriate for the Software Engineering specialization as determined by the Joint Committee for the MS-CSIS)

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 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. *Prerequisites:* 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 616 Automata Theory (3)

The theory of finite state machines and regular expressions are applied to the design of switching circuits, components of compilers such as lexical analysis, pattern-matching, test-editors, unifications as needed in Prolog or for automated deduction, and almost any program which processes under commands. Undecidable problems and intractable problems are explored. *Prerequisite:* A knowledge of discrete mathematics.

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, Internet working 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 imple-

mentation using an available database software system like Oracle. *Prerequisite:* CSIS 601 or permission of the instructor.

CSIS 654 Software Requirements Analysis and Specifications (3)

An introduction to the software requirements engineering process. Topics to include feasibility studies, risk, requirement elicitation, modeling, analysis, specification, and validation. *Prerequisite:* CSIS 602.

CSIS 656 Software Systems Design and Implementation (3)

An introduction to the issues, techniques, strategies, representations, and patterns used in designing and implementing software. Possible design topics include: specification of internal interfaces, architectural design, data design, user interface design, design tools and evaluation of design. Possible implementation topics include: language-oriented Issues, construction technologies, tools and formal constructions methods. *Prerequisites:* CSIS 602 and CSIS 603.

CSIS 658 Software Testing and Maintenance (3)

An introduction to the concepts and methods associated with software testing and maintenance. Testing topics to include: testing as part of the requirements for engineering and software design, test plan writing, and static and dynamic testing. Maintenance topics to include: an overview of corrective, adaptive, perfective and preventive maintenance activities as well as organizational managerial issues. *Prerequisite:* CSIS 602.

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. *Prerequisites:* Completion of the four core courses (CSIS 601, CSIS 602, CSIS 603, and CSIS 604) and approval by the 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 program director.

MASTER OF SCIENCE IN MARINE BIOLOGY

www.cofc.edu/~marine/

Department of Biology

843-953-5504

Paul C. Marino, 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 Marine Lab. Adjacent to the College of Charleston facilities at Fort Johnson, the following facilities are all available to graduate students, staff, and visiting scientists for research and training purposes: 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-square-foot, jointly administered, Hollings Marine Lab.

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 \$45.
- A personal statement/statement of goals.
- One official transcript from each institution of higher learning attended.
- An official copy of scores from the general and subject (biology) tests of the Graduate Record Examination.
- Three letters of recommendation from persons closely associated with previous work related to the discipline.
- Evidence of background in the sciences:
 - a. A bachelor's degree.
 - b. Twenty semester hours of upper division biological courses, including a course in cellular or molecular biology (or the equivalent) and a course in ecology (or the equivalent).
 - c. Chemistry – two courses in organic chemistry or one course in 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 (TOEFL score).

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.*
 - BIOL 610 Physical Oceanography (4)
 - BIOL 600 Physiology and Cell Biology of Marine Organisms (4)
 - BIOL 601 Ecology of Marine Organisms
 - BIOL 611 Biometry (4)
 - BIOL 620 and 621 Graduate Core Seminars (2)
 - BIOL 650 Seminar in marine biology (1)
 - Elective graduate courses, of which at least one must be organism-level (minimum) (7)
 - BIOL 700 Thesis (4)
- 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 sam-

pling 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, arthro-

pods, 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 the 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 the 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 versus Environmental Quality.

MASTER OF SCIENCE IN MATHEMATICS

math.cofc.edu/grad-prog.html

Department of Mathematics

843-953-5730

Deanna Caveny, Chair

**Annalisa M. Calini, Program
Director**

Program Description

The Department of Mathematics at The Graduate School of the College of Charleston offers a graduate degree program leading to a master of science in mathematics. The program prepares students for careers in industry, academia, or government, or for doctoral studies. It also provides people in teaching and other professions with the means for career advancement or career change.

Courses are offered in the summer and late afternoon/evening to accommodate working professionals. Classes are small, providing personal attention for students who can work closely on projects with individual faculty members.

The graduate mathematics faculty is actively involved in a wide variety of research areas, including algebra, analysis, combinatorics, dynamical systems, geometry, logic, mathematical biology, mathematical physics, number theory, numerical analysis, probability, scientific computing, statistics, and topology.

The Department of Mathematics also offers a graduate certificate in statistics. For more information, contact the program director or visit the program's Web site.

Assistantships

A number of graduate assistantships are available for full-time students in the Department of Mathematics. The awards will normally be made by April 30 for the following academic year; applications indicating an interest in an assistantship 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 \$45.
- 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 coursework or 24–27 hours of coursework and a thesis.

Core Curriculum

MATH 502	Advanced Linear Algebra
MATH 503	Applied Algebra I
MATH 511	Real Analysis I
MATH 515	Complex Variables
MATH 530	Mathematical Statistics I

As part of the student's coursework, the student must take MATH 502, three additional courses from the core curriculum, and at least one sequence chosen from the following: MATH 530–531 (Mathematical Statistics I and II), MATH 503–604 (Applied Algebra I and II), MATH 511–612 (Real Analysis I and II), MATH 511–515 or MATH 515–511 (Complex Variables and Real Analysis I).

The remaining hours will normally be selected from courses numbered 500 and above.

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 Graduate School'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 503 Applied Algebra I (3)

This course introduces basic concepts of abstract algebra and its applications. Topics include sets, relations, functions; introduction to groups, 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 511 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. *Prerequisite:* Math 411 (Advanced Calculus II). F

MATH 515 Complex Variables (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 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 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), MATH 411 (Advanced Calculus II) recommended.

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 612 Real Analysis II (3)

This course is a continuation of MATH 611. Topics include the Riemann-Stieltjes integral, equicontinuous families of functions, L_p spaces, linear transformations, the inverse and implicit function theorems, and elementary measure theory. *Prerequisites:* MATH 611. S

MATH 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 the 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 Nonparametric Methods in Biology and Medicine (3)

This course covers the advantages and disadvantages of nonparametric tests. In particular, the articles covered consist of levels of measurements, tests for one and two sample location and dispersion, tests for independence, and two-way layouts.

Prerequisites: MATH 530 and Biometry 700.

BIOMETRY 710 Regression Methods in Biology Medicine (3)

This course covers techniques in regression analysis including the least squares equation, methods for adding and eliminating variables in a regression model, and plotting techniques. The SAS software system is used throughout the course.

Prerequisites: MATH 530 and Biometry 700.

BIOMETRY 711 Analysis of Categorical Data (3)

This is an applications-oriented course intended for Ph.D and advanced M.S. students. A short review of the standard chi-square methods is followed by several special purpose techniques for two-dimensional tables. Other areas covered include the logit transformation, maximum likelihood and weighted least squares methodologies, analysis of three-dimensional and higher tables, and treatment of zero cells.

INTERDISCIPLINARY PROGRAMS

DEGREES OFFERED:

Master of Education in Languages

Master of Education in Science and Mathematics

Master of Science in Environmental Studies

MASTER OF EDUCATION IN LANGUAGES

www.cofc.edu/~medlang/

Graduate Program in Languages for Teachers

843-953-5713

**Robyn Holman, Program
Director**

Program Description

The Division of Languages and the School of Education jointly offer a master of education in languages. This degree program is designed to broaden the content area knowledge, strengthen the language and language teaching skills, and satisfy the professional development needs of practicing teachers. It may also respond to the interests of other language professionals or qualified individuals desiring to pursue advanced studies in language and linguistics. This program provides a solid background for future doctoral study in language education.

The program is made up of two major components: core courses in applied linguistics, teaching, and research methods; and language-specific courses in French, Spanish, Latin, and ESOL. Candidates will also complete various capstone experiences. This is a part-time program that generally offers the student one or two courses per semester, including summer. Students are asked to choose an advisor early in their course of study. The degree must be completed within six years of the entrance date. Courses in this program are taught by full-time

faculty who hold terminal degrees in their fields and have extensive teaching backgrounds, which often include public or private school experience at the secondary level.

Minimum Admission Requirements

Language teachers holding a valid teaching certificate from any state are automatically admitted as long as they have a bachelor's degree or its equivalent with a GPA of 2.5 or better on a 4.0 scale. The Graduate Record Examination (GRE) exam is not required. Other applicants will be considered on a case-by-case basis by the program steering committee, which will apply the following criteria:

- A bachelor's degree from an accredited institution.
- A minimum GPA of 2.5.
- At least 30 hours of undergraduate coursework, or an approved equivalent, in the relevant modern language or in classical studies.
- Evidence of a command of English (if English is not the primary language of the applicant, a TOEFL score of 550 or greater is required).

Provisional Admission

Students who do not meet the requirements for admission may be admitted provisionally until the deficiencies are corrected. Conditions of provisional acceptances that lead to regular degree status will be clearly outlined for such applicants by the steering committee. Also required for admission are an application form accompanied by a

\$45 nonrefundable fee, official transcripts of all undergraduate and graduate coursework, and a copy of the applicant's valid teaching certificate (if applicable). All application materials should be submitted to the Graduate School Office. Application deadlines are April 15 for summer admission; June 15 for fall admission; and November 15 for spring admission.

Degree Requirements

The M.Ed. in languages degree is awarded to candidates who successfully complete an approved program of study consisting of 36 hours of graduate credit with a cumulative GPA of 3.0. At least 27 of the 36 hours must be taken at the College of Charleston. In addition, candidates will complete the master's capstone experience as identified in the specific requirements listed below.

Core Courses

All students will complete 15 hours of core courses, which are taught in English.

French/Spanish language concentration

Student will take the following 5 core courses:

LALE 601	Applied Linguistics
LALE 602	Advanced Methods of Second Language Teaching
LALE 603	Second Language Acquisition
EDFS 635	Educational Research
EDFS 687	Technology Education for Teachers (or another approved intermediate or advanced technology course)

Latin language concentration

Student will take the following 5 core courses:

LALE 601	Applied Linguistics
LALE 602	Advanced Methods of Second Language Teaching
CLAS 602	History of Latin Language and Literature
EDFS 635	Educational Research
EDFS 687	Technology Education for Teachers (or another approved intermediate or advanced technology course)

ESOL concentration

Student will take the following 5 core courses:

LALE 601	Applied Linguistics
LALE 603	Second Language Acquisition
EDFS 635	Educational Research
EDFS 670	Principles and Strategies of Teaching ESOL
EDFS 687	Technology Education for Teachers (or another approved intermediate or advanced technology course)

Note: The College offers a separate ESOL certificate program that may form part of the M.Ed. concentration in ESOL.

Language Specific Courses

French/Spanish/Latin concentration

Students will take 15 hours of coursework in the language, literature, and culture of the target language. All French and Spanish courses are taught in the target language.

ESOL concentration

Students will take 21 hours of ESOL courses, the majority of which will be offered online.

Capstone Experiences

French/Spanish/Latin concentrations

Students choose from three options to meet this 6-hour requirement: thesis, an action research project, or two electives related to the student's area of interest.

All students must fulfill a general requirement of at least 50 hours of field experience (practicum). For ESOL students, the field experience is the practicum course EDF5 704.

At the conclusion of the program *all students* will either pass a comprehensive exam or submit a professional portfolio.

Non-Degree Status

Teachers seeking re-certification credit or other qualified individuals wishing to take coursework may be admitted as non-degree-seeking students. Advanced undergraduates may, under certain conditions, request permission to enroll in M.Ed. classes (6-hour limit). Non-degree-seeking students who later wish to be admitted to the degree program may apply up to 12 semester hours of credit taken in non-degree status.

Selected Course Descriptions

(For a listing of the ESOL courses, please see the ESOL certificate section of the catalog.)

LALE 601 Applied Linguistics (3)

The course explores the different areas that comprise the field of Applied Linguistics with the goal of observing how they inform second language teaching and learning. It addresses questions about the complexities of L2 learning, as well as issues surrounding the education and training of second language teachers.

LALE 602 Advanced Language Teaching Methodology (3)

The course incorporates the latest research findings on foreign language pedagogy and theory. Students will create lesson plans, units, and activities based on specific aspects of foreign language teaching. Class sessions involve discussion of assigned readings and application of the content of the readings to teaching diverse learners.

LALE 603 Second Language Acquisition (3)

The course introduces the field of second language acquisition from a theoretical and methodological perspective. Students will explore the most important linguistic, psychological, and social influences that affect the rate and course of second language acquisition. The course draws comparisons between the acquisition of a first and second language. Students will analyze actual second language learner data. *Prerequisite:* LALE 601.

LALE 690 Special Topics in Language Education (3)

The course examines current issues in language teaching such as FLES, immersion programs, AP training, and standards, from both a theoretical and practical viewpoint. Course content changes regularly.

FREN 602 Approaches to French Literature and Textual Analysis (3)

The course introduces various modern theories for literary analysis (thematic, stylistic, sociological, psychological, etc.). It presents an interdisciplinary approach to literature and demonstrates that the study and teaching of literature is important and relevant in our modern world. The instructor furnishes students with materials they can adapt and use in their own courses, including basic language classes.

FREN 680 French Phonetics and Phonology (3)

The course equips teachers with the knowledge and control of how spoken French is produced and enables them to identify and correct their own and others' non-French performance. Standard French at a neutral stylistic level is the dialect studied, but some exposure is given to the less formal pronunciation often used by native speakers and to phonetic variation according to demography, social status, or ethnic origin. The course also provides an overview of the historical evolution of sounds.

FREN 682 French Mass Media (3)

French Mass Media is designed for teachers and other advanced students of French. The purpose is to examine French mass media and its role in French society and to explore how to incorporate this topic into standards-based curricula.

FREN 683 Realism and Naturalism in French Literature and Art (3)

The course surveys Realism and Naturalism through the works of painters such as Courbet, photographers such as Nadar, and writers such as Balzac, Flaubert, Zola, and Maupassant. It examines, through a selection of visual and literary works, the development of Realism and Naturalism in the historical and social context of the time.

SPAN 615 Topics in Latin American Culture and Civilization (3)

An Intensive exploration and analysis of Spanish-American culture and civilization through the study of selected topics in history, film, the arts, and popular culture. This course prepares teachers to incorporate and/or adapt cultural aspects that are appropriate for middle and high school curricula.

SPAN 630 Seminar in Hispanic Studies (3)

An in-depth study of topics in Hispanic literature, linguistics, and/or cultures. This course may be repeated for additional credit, as the topics change.

LATN 620 Latin Prose Composition (3)

Through reading and analyzing samples of classical Latin prose that illustrate essential elements of Latin grammar, syntax, morphology, and lexicon, and through examination of the style of selected Roman authors, students develop the ability to translate English into Latin prose and to express themselves freely in Latin prose.

LATN 621 Cicero (3)

A focused reading of one or more of Cicero's orations. Emphasis will be placed on the social/historical background, analysis or rhetorical devices, interpretation, and translation. This course prepares teachers to design and implement an Advanced Placement curriculum in their schools.

LATN 624 Catullus and Horace (3)

A focused reading of selected poems of Catullus and Horace. Emphasis will be placed on the social / historical background, study of metrics and poetic devices, interpretation, and translation. This course prepares teachers to design and implement an Advanced Placement curriculum in their schools.

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 PK–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 PK–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 \$45 non-refundable 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. Applicants also must submit official GRE, or NTE scores for content area exam cores.

Assistantships

A number of graduate assistantships are available for full-time students. Graduate assistants in the M. Ed. in science and mathematics program receive \$10,400 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 earned 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 632* Learning Cognition and Motivation (3)

EDFS 635* Educational Research (3)

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

**See EDFS section of the catalog for course description.*

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. Students will investigate geometric formulas, theorems, and simple proofs through a hands-on approach that includes developing geometric constructions, 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, 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 integra-

tion 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. *Prerequisites:* One undergraduate calculus course and the student teaches secondary science or mathematics. †

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 of "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)

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. †

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 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) (See EVSS course descriptions)

EVSS 650 Energy Production and Resource Management (3) (See EVSS course descriptions)

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 of 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. †

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. †

Other Options: 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 M.S. 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.

† Courses in this program address national and state science and mathematics standards.

Field Experience Options

The SMFT program requires significant field experience prior to graduation. Students may acquire this experience in their own classroom, as a visitor in a classroom, or in a non-classroom educational setting such as a museum or aquarium. The required field experiences in EDFS 632 and 660 will be 25 hours each. The remaining required field experience will be attained by the development of an independent project, a class project, and/or a capstone project of the student's choice that is implemented in any of the above settings. Each student will complete at least 25 hours of field experiences to meet this requirement, and the total number of formal field experience hours across the program will be at least 75 hours.

The field experiences will be designed, implemented and evaluated by the candidate with

written reports. These reports will be submitted to the project advisor. The proposal should include a detailed summary of the planned project (including lesson plans, worksheets or handouts) and the planned objective measures of success. The final field experience report should include a self-evaluation of the success of both the project and the presentation, and some objective measure of the success of the project. The project advisor must approve the candidate's proposal, the completed project, and the self-evaluation. Prior to successful completion of the program, each candidate must prepare a Field Experience Portfolio for review by the SMFT steering committee that includes reports for all field experiences. Each report should include:

- Field Experience project
- Student's self-evaluation (including objective measures of success)
- Project advisor's evaluation (including evaluation for content, pedagogy, K-12 student learning, meeting of standards/benchmarks)

Program accreditation also requires the SMFT steering committee to evaluate the effectiveness of the field experience requirement. To evaluate programmatic effectiveness, the steering committee will analyze the portfolios for strengths and weaknesses, and adjust the requirements to ensure the educational value of the field experiences across the program. The field experience requirement will be evaluated and updated as necessary to promote field experiences that are:

- Learning focused (content rich, activity rich, non-redundant)
- Subject centered (relevant, neither teacher nor student centered)
- Pedagogically appropriate (effective use of teaching practices, focused on K-12 learning)

MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES

www.cofc.edu/~environ/

Environmental Studies

843-953-2000

mcconnelm@cofc.edu

Michael Katuna, Program
Director

Paul C. Marino, 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 Science in Environmental Studies program (M.E.S.) 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.

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, he or she 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 contributing 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 who have taken the test prior to October 2002, a combined score of 1600 on all three sections of the test is required. For those who have taken 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 master of science in environmental studies degree requires a minimum of 41 hours.

Each student is required to complete a sequence of core courses. Students select electives from a range of approved courses, according to their area of interest. Students are required to complete either a thesis or a six-hour research internship.

Core Courses

Students are required to take 18 credit hours of core courses as outlined below. The core courses fall into four categories: statistics, science, policy, and case-based.

Statistics:

EVSS (659) Environmental Statistics

Policy:

EVSS 601 Economic Theory for Policy Analysis

EVSS 602 Public Policy

Science:

EVSS 610 Environmental Biology
or

EVSS 640 Earth Systems Science
or

EVSS 641 Aqueous Geochemistry
or

EVSS 650 Energy Production Resource
Management

Case-Based:

EVSS 680 Case Studies in Environmental
Issues

EVSS 646, 647 Core Seminars

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 through various perspectives on implementation. The roles of major institutions including the executive, legislative, and judicial branches of government, the bureaucracy, and interest groups in this process are addressed. Includes various perspectives and interpretations of policy making, including incrementalism, rationalism, pluralism, and elitism. Selected areas of public policy, including transportation, poverty, energy, and the environment are used to illustrate both the process and the different perspectives.

EVSS 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 judgments in assessing meaningful solutions to existing environmental problems.

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 multivariate methods are also discussed. Emphasis is on application of statistical techniques and not theory; therefore a knowledge of mathematics through calculus is expected.

EVSS 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 scientists 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 638 Introduction to Hydrogeology (4)

Introduction to quantitative nature of water flow within geologic media. Discuss the significance of water flow theory and the dynamics of many natural flow systems in geologic settings. Quantitative analysis of water resources in a decision-making format. Lectures three hours per week; laboratory three hours per week. *Prerequisites:* MATH 120 or 220 or equivalent; GEOL 210 or equivalent; or permission of the instructor.

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 groundwater composition. Geochemical modeling methods will be used to better understand the complex interactions between rock, sediment, and water.

EVSS 642 Geological Applications of Remote Sensing (4)

Course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition, and ties to geographic information systems (GIS). The course emphasis is on environmental problems. *Prerequisite:* Background or experience in remote sensing, or GEOL 314.

EVSS 643 Environmental Geochemistry (4)

A quantitative study of isotopic and organic geochemistry in reference to geological systems. The utility of combining stable isotopic data for

pathway processes and radiogenic isotopes as environmental tracers for inorganic and organic compounds will be emphasized.

EVSS 644 Quantitative Hydrogeology (3)

A comprehensive survey of the underlying theory and applications of quantitative techniques for assessing groundwater movement, contaminant transport, and geochemical evolution. Emphasis will be placed on applied engineering methods for evaluating aquifer properties from well hydraulics, tracer studies, and laboratory experimentation. The methods will be employed to make engineering decisions concerning the groundwater resource in client-driven hypothetical and real-world scenarios. *Prerequisite:* MATH 220, GEOL 220, or permission of the instructor.

EVSS 645 Coastal Issues and Processes (3)

This course provides an in-depth understanding of the coastal environment, including coastal policies and environmental issues that result from the activity of humans. Subjects include: origin of coastlines, physical processes, coastal hazards, and coastal zone management.

EVSS 646, 647 (1 hour each) Graduate Core Seminars (2 total)

Seminars on contemporary topics in environmental studies acquaint students with the variety of disciplines and techniques available to natural, physical, and policy scientists working in the environmental field. Designed especially to stimulate new-to-the-program students to choose their thesis topics and/or determine the focus of their program of study. One hour per week. (646-fall, 647-spring) *Prerequisites:* Status as a degree-seeking M.E.S. graduate student.

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. *Prerequisite:* 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 of 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 nonparametric models. Environmental applications will be provided throughout the course. *Prerequisite:* Math 250: Statistical Methods I (or an equivalent college-level statistics course) or pass an entrance exam.

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 manmade 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 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 the Program of Study Committee. Repeatable up to six hours toward graduation.

EVSS 695 Special Topics in Environmental Studies (3–4)

EVSS 721 Aquaculture (3)

Principles and techniques of aquaculture, with emphasis on warm-water species which spend all or part of their lives in salt water. Status and potential of aquaculture, including discussions of established and candidate species. Design and management of aquaculture systems. Importance of water quality, feeding, and nutrition; diseases and predators; genetics and breeding; and economic considerations in aquaculture.

EVSS 722 Marine Invertebrate Zoology (4)

A study of the functional morphology, life history, systematics, evolution, and other selected aspects of the biology of marine invertebrates.

EVSS 723 Biology of Crustacea (4)

A study of the biology of crustacean arthropods. Topics include evolution, taxonomy, functional morphology, physiology, embryology, ecology, behavior, commercial management, and aquaculture.

EVSS 724 Ichthyology (4)

A study of fishes, emphasizing diversity and evolution, morphology, physiology, ecology, life histories, behavior, systematics, and biogeography. Laboratory work will focus on groups important in the local fauna.

EVSS 725 Marine Botany (4)

Introduction to taxonomy, morphology, phylogeny, and ecology of marine plants. Major groups of

planktonic and benthic algae and vascular plants from the coast of South Carolina are studied.

EVSS 726 Fisheries Science (3)

A general introduction to methods of harvesting aquatic resources and collection and evaluation of biological data to effectively manage these resources. Topics include age and growth analysis; mortality, recruitment, and yield; production and early life history; stock assessment techniques; and a 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 by the governor or his designee.

Robert S. Small, Jr., Chairman

Marie M. Land, Vice Chairman

J. Philip Bell, Secretary

Terms Ending June 30, 2006

Joseph F. Thompson, Jr. Charleston, S.C.
1st District, Seat 1

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Sam Stafford Charleston, S.C.
Governor's Designee, Seat 17

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L. Cherry Daniel Charleston, S.C.
1st District, Seat 2

G. Lee Mikell Columbia, S.C.
2nd District, Seat 4

J. Philip Bell Greenwood, S.C.
3rd District, Seat 6

Lawrence R. Miller Greenville, S.C.
4th District, Seat 8

W. Dwight Johnson Florence, S.C.
5th District, Seat 10

Marie M. Land Manning, S.C.
6th District, Seat 12

James F. Hightower Charleston, S.C.
At Large, Seat 14

FACULTY

Accountancy Program

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

BLACKWELL, Calvin C., *Assistant Professor*, Ph.D., University of New Mexico. Economics (CofC)

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

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

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

DELAURELL, Roxanne, *Assistant Professor*, Ph.D., University of Texas at Dallas, LL.M., George Washington University. International Business Law (CofC)

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

HODGES, Harland, *Instructor*, Ph.D., Clemson University. Decision Sciences (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., *Associate Professor*, Ph.D., DeMontfort University. Marketing (CofC)

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

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

STYLES, Alan K., *Assistant Professor*, Ph.D., University of North Texas. Financial/international accounting (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)

HALEY, Robert, Esq., *Assistant Federal Public Defender*, United States District Court, Charleston, SC

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

RODRIGUEZ, Silva, *Assistant Professor of Spanish*, 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)

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., Arizona State University

HUBERMAN, Anna, *Interpreter/Translator*, Maricopa County, Arizona, J.D., Universidad de Buenos Aires

LOOS, Scott Robert, *Senior Court Interpreter*, Maricopa County, Arizona. M.A., Monterey Institute of International Studies

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)

MOORE, John I., Jr., *Professor*, Ph.D., University of South Carolina. Graph theory, programming languages, E-Commerce (The Citadel)

POKRYFKA, Richard T., *Professor*, Ph.D., University of Pittsburgh. Computer Information Systems, quantitative methods, statistics (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)

STAATS, Wayne J., *Assistant Professor*, Ph.D., North Carolina State University. Intelligent avionics (CofC)

ZAHID, M. Ishaq, *Associate Professor*, Ph.D., University of Pittsburgh. Databases, Artificial Intelligence (The Citadel)

Education Programs

AINA, Emanuel O., *Associate 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)

BRANSCOMBE, Amanda, *Associate Professor*, Ed.D., Auburn University. Elementary and Early Childhood Education (CofC)

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

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

DAVIS, Sara Calhoun, *Associate Professor*, Ph.D., University of South Carolina. Elementary and Early Childhood Education (CofC)

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

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

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

FITZHARRIS, Linda H., *Chair, Associate Professor*, 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., *Professor*, Ed.D., North Carolina State University. Special Education (CofC)

HAGOOD, Margaret, *Assistant Professor*, Ph.D., University of Georgia. Elementary and Early Childhood Education (CofC)

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

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

JONES, Mary Blake, *Professor*, Ph.D., University of Connecticut. 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, *Associate Professor*, Ph.D., University of British Columbia. Foundations and Secondary Education (CofC)

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

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

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

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

TROTTER, Judith, *Instructor*, M.A.T., University of Charleston, S.C. Elementary and Early Childhood Education (CofC)

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

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

WALLACE, Ann, *Assistant Professor*, Ph.D., University of Maryland. Elementary and Early Childhood 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)

BIRRER, Doryjane, *Assistant Professor*, Ph.D., Washington State University. Contemporary British literature (CofC)

BOWERS, Terence N., *Associate Professor*, Ph.D., University of Chicago. 18th-century British (CofC)

BRUCE, Yvonne, *Assistant Professor*, Ph.D., Rice University. British Renaissance (The Citadel)

BRUNS, John, *Assistant Professor*, Ph.D., University of Southern California. film studies (CofC)

CALLOWAY, Licia M., *Assistant Professor*, Ph.D., University of Michigan. African American literature (The Citadel)

CARENS, Tim, *Associate 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., *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)

FRAME, E. Frances, *Assistant Professor*, Ph.D., University of South Carolina. 19th-century British; humanities and computing (The Citadel)

FRANCIS, Conseula, *Assistant Professor*, Ph.D., University of Washington. African American literature (CofC)

FRAZIER, Valerie, *Assistant Professor*, Ph.D., University of Georgia. African American literature (CofC)

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)

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)

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)

PEEPLS, 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)

THOMAS, Catherine, *Assistant Professor*, Ph.D., Pennsylvania State University. British Renaissance (CofC)

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., *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.

MES Biology

AMATYA, Devendra, Ph.D., NC State University. Watershed planning (Center for Forested Wetlands)

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)

FISH, Thomas, Ph.D., University of Minnesota. Conservation biology (NOAA Coastal Services Center)

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

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

HITCHCOCK, Dan, Ph.D., University of Georgia. Water quality (USDA Forest Service)

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

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)

MES 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)

MES Economics

BLACKWELL, Calvin, Ph.D., University of New Mexico. Public goods (CofC)

MES 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)

KOLOWITH, Lauren, Ph.D., University of Texas. Nutrient cycling in biogeochemical systems (CofC)

LEVINE, Norm, Ph.D., Purdue University. Remote sensing, mineralogy, planetary geology (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)

MES 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 (MRR1)

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 hardbottom communities (CofC)

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

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 (MRR1)

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)

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)

MES 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. Stochastic processes and dynamical systems (CofC)

MES 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)

MES 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)

MES Political Science

BRETTING, John G., Ph.D., University of Houston. Environmental politics and policy (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)

TAPLEY, Isabelle, J.D., University of California at Los Angeles. Regulatory compliance, environmental policy.

MES 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)

BOUCHER, Christophe J. M., *Assistant Professor*, Ph.D., University of Kansas. Native American, American West, Atlantic World (CofC)

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

CARMICHAEL, Timothy, *Assistant Professor*, Ph.D., Michigan State University. African, Islam In Africa (CofC)

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

COX, Marcus, *Assistant Professor*, Ph.D., Northwestern; African-American (The Citadel)

COY, Jason, *Assistant Professor*, Ph.D., University of California, Los Angeles; Early Modern Europe (CofC)

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)

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, *Associate 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)

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

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

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

NEULANDER, Joelle, *Assistant Professor*, Ph.D., University of Iowa. Modern France, Modern Africa, Popular Culture (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., *Associate 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, Nineteenth Century America (CofC)

PRESTON, David L., *Assistant Professor*, Ph.D., College of William and Mary. American Colonial, Native American, Public (The Citadel)

SINISI, Kyle S., *Associate Professor*, Ph.D., Kansas State University. Civil War, Gilded Age, American Political / Military (The Citadel)

SPEELMAN, Jennifer L., *Assistant Professor*, Ph.D., Temple University. American Military and Maritime (The Citadel)

TSAI, Jung-Fang, *Professor*, Ph.D., University of California. 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 (MRR)

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

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. Transport and fate of contaminants in Arctic ecosystems; geographic and species-specific patterns of contaminants in mammals; biological and chemical factors affecting the transport of contaminants through food webs (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 (MRR)

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)

CHAPMAN, Robert W., Ph.D., University of Georgia. Fisheries, genetics, population biology (MRR)

CHRISTOPHER, Steven J., Ph.D., Clemson University. Development and application of high accuracy analytical methodologies for the determination of trace element contaminants in marine biological matrices (NIST)

COEN, Loren D., Ph.D., University of Maryland. Marine benthic ecology, plant-animal interactions, tropical ecology, crustacean biology (MRR)

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 (MRR)

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. Aquaculture policy; marine/coastal policy and management; science management (S.C. Sea Grant Consortium)

DILLON, JR., Robert T., Ph.D., University of Pennsylvania. Biology of mollusks, 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. Geochemical information systems; remote sensing (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)

FAIR, Patricia A., Ph.D., Clemson University. Marine mammal health assessment and impacts of environmental stressors; toxicological effects of contaminants (Natl. Ocean Svc.-Charleston Lab.)

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

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. Coral health/disease characterization using genomic/proteomic approaches (MUSC)
- GREIG**, Thomas W., Ph.D., University of South Carolina. Fisheries population genetics, molecular marine forensics, evolutionary ecotoxicology. (Natl. Ocean Svc. – Charleston Lab)
- 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. The host-parasite interaction: immunity, biochemistry, apoptosis; cryopreservation of cells and organisms (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)
- LAZZARO**, Mark D., Ph.D., University of California, Riverside. Cell biology: pollen tube development; structure and function of plant secretory hairs including salts glands of marine plants (CofC)
- 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)
- MAIER**, Philip P., M.S., College of Charleston. Fisheries research. (MRRI)
- 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; marine mammal life history; dolphin/human interactions (Natl. Ocean Svc.-Charleston Lab)
- 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)
- PENNINGTON**, Paul L., Ph.D., University of South Carolina. Marine and estuarine ecotoxicology (Natl. Ocean Svc. – Charleston Lab)
- 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. Microbial ecology; benthic ecology; animal-microbe interactions and their effects on biogeochemical processes (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. Toxicology of algal derived toxins; mechanism of toxin action (MUSC)
- ROUMILLAT**, William A., M.S., Old Dominion University. Biology of fishes (MRRI)
- SANCHO**, Gorka, Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution. Behavioral ecology of fishes; fisheries conservation (CofC)
- 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)
- SAUTTER**, Leslie R., Ph.D., University of South Carolina. Biological oceanography; marine phytoplankton ecology; marine geology (CofC)
- 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. Community population and trophic ecology of marine fishes; coral reef biology; fisheries biology (MRRI)
- SEGARS**, Al, DVM, University of Georgia. Health/population assessment in marine turtles (MRRI)
- SHEPARD**, Eleanor, Ph.D., Clemson University. Molecular techniques, invertebrate pathology/microbiology (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; toxicology; environmental assessment; invertebrate community structure and population dynamics (MRR)

WALTERS, Keith, Ph.D., University of South Florida. Marine ecology; habitat restoration; marine snow dynamics; plant-animal interactions; meiofauna (Coastal Carolina University)

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 (MRR)

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

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

WILBER, Pace, Ph.D., Florida State University. 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. The application of biochemistry and molecular and cellular biology to understanding the effects of biotic and abiotic stressors on ecosystem health (Natl. Ocean Svc.-Charleston Lab)

WYANSKI, David M., M.S., College of William and Mary. Biology and taxonomy of marine fishes; fisheries biology (MRR)

Mathematics Program

AKMAN, Olcay, *Asistente Professor*, Ph.D., University of New Hampshire. Reliability theory, weighted distributions, computing intensive statistical methods. (CofC)

CALINI, Annalisa, *Associate Professor*, Ph.D., University of Arizona. Geometric aspects of integrable systems, nonlinear partial differential equations, chaos in finite and infinite dimensional dynamical systems, mathematical physics. (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., *e 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, *Associate 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, *Associate 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, *Associate 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, non-parametric statistics, statistical quality control (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, *Associate 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, *Associate Professor*, Ph.D., University of California at San Diego. Number theory (CofC)

YOUNG, James, *Assistant 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 and planning, nonprofit administration, race and ethnic politics, research methodology (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 Emeritus*, 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, *Associate 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)

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)

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

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

Languages

ATTAFI, Abdellatif, *Professor of French*, Ph.D., L'Université de Lille. (CofC)

COZART, Angela, *Assistant Professor of Foundations, Secondary, and Special Education*, Ph.D., University of Tennessee. (CofC)

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

HOLMAN, Robyn, *Associate Professor of French*, Ph.D., University of Colorado at Boulder. (CofC)

MONTBERTRAND, Gerard, *Professor of French*, Ph.D., Rutgers University. (CofC)

MORRIS, J. Frank, *Associate Professor of Classics*, Ph.D., University of Cincinnati. (CofC)

MORRISON, Shawn, *Assistant Professor of French*, Ph.D., Michigan State University. (CofC)

NDUNDA, Mutindi, *Associate Professor of Foundations, Secondary, and Special Education*, Ph.D., University of British Columbia. (CofC)

OWENS, Sarah, *Assistant Professor of Hispanic Studies*, Ph.D., University of Arizona.

PHILLIPS, Darryl, *Assistant Professor of Classics and German*, Ph.D., Duke University. (CofC)

PORCELLO, Valerie, *Assistant Professor of French*, Ph.D., University of Texas. (CofC)

RODRIGUEZ, Silvia, *Assistant Professor of Hispanic Studies*, Ph.D., Indiana University. (CofC)

SKINNER, Michael E., *Associate Professor of Foundations, Secondary, and Special Education*, Ph.D., Ohio State University.

VERLINDEN, Marianne, *Assistant Professor of Hispanic Studies*, Ph.D., Tulane University. (CofC)

Science and Mathematics for Teachers

AGREST, Mikhail, *Professor*, Ph.D., USSR Academy of Sciences. Physics and mathematics (CofC)

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)

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

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

DICKERSON, Daniel, *Assistant Professor*, Ph.D. University of North Carolina, Science Education (CofC)

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

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

NEFF, James, *Associate Professor*, Ph.D., University of Colorado. Physics and astronomy (CofC)

NOONAN, Norine, *Dean*, Ph.D., Princeton University. Biology (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)

RHODES, Elizabeth, *Instructor*, M.S., University of Charleston, S.C. Environmental studies (CofC)

RICHARDSON, Terry, *Senior Instructor*, Ed.S., George Peabody College for Teachers. Science education, astronomy (CofC)

RUNYON, Cassandra, *Associate Professor*, Ph.D., University of Hawaii. Remote sensing and planetary geology (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)

WALLACE, Ann, *Assistant Professor*, Ph.D., University of Maryland. Mathematics education (CofC)

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

WELCH, Frances, *Dean*, 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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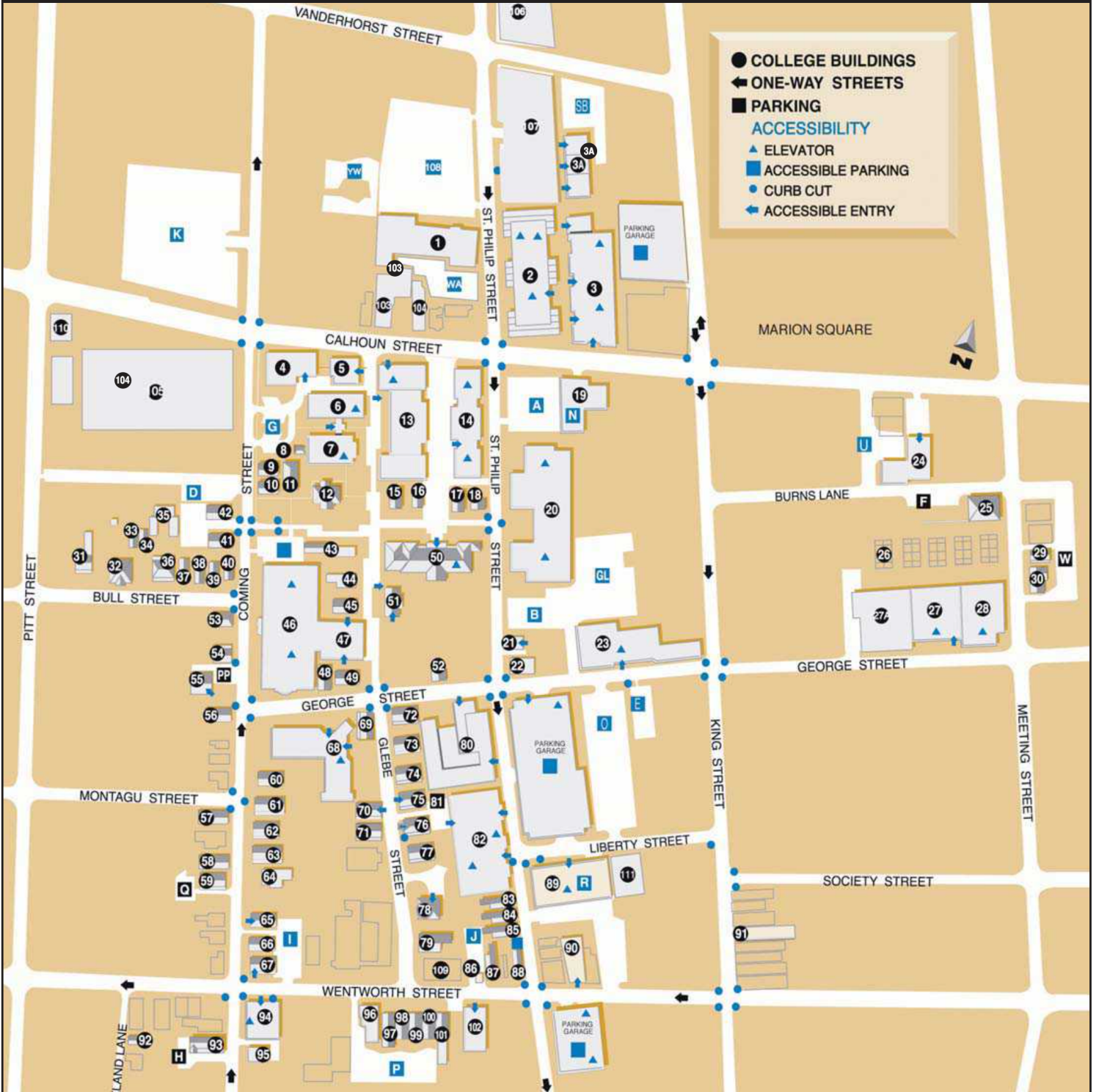
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college of charleston map



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- 2 St. Philip St. residence hall (STPN)
Auxiliary Services • Parking Office • St.
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- 3 Lightsey Conference Center (LCTR)
Academic Advising • Bilingual Legal
Interpreting Center • Bookstore • Career
Services • Continuing Education • Con-
troller • Office of Educational Services •
Human Resources • Mail Room • Pro-
curement • Registrar • SNAP Services
- 3A Financial Aid & Veterans Affairs • Public
Safety
- 4 Central Energy Facility
- 5 Center for Student Wellness
Counseling & Psychological Services •
Health Services • Substance Abuse Pro-
gram
- 6 Rutledge Rivers - student residence
- 7 Buist Rivers - student residence

