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**COASTAL CAROLINA UNIVERSITY
UNDERGRADUATE CATALOG
Academic Year 2015-2016**

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Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University. All other inquiries about the University should be directed to Coastal Carolina University, P.O. Box 261954, Conway, South Carolina, 29528-6054, or 843-347-3161, not the Commission.

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 Suitable substitutions will be allowed for required courses which have been withdrawn.

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

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[Coastal Carolina University Catalogs](#)

TABLE OF CONTENTS

<u>Degrees, Majors, Minors, Certificates</u>	7
<u>Academic Calendars</u>	10
<u>The University</u>	12
<u>Admissions Information</u>	17
<u>Academic Regulations</u>	42
<u>Fees and Expenses</u>	76
<u>Financial Aid and Scholarships</u>	81
<u>Student Life</u>	93
<u>Academic Advising</u>	113
<u>Core Curriculum</u>	119
<u>Academic Colleges</u>	127
<u>University College</u>	128
<u>University Honors Program</u>	131
<u>Interdisciplinary Studies Degrees (B.A.I.S. & B.S.I.S.)</u>	133
<u>Certificate in Sustainability</u>	136
<u>Environmental Studies Minor</u>	138
<u>Women's and Gender Studies Minor</u>	139
<u>E. Craig Wall Sr. College of Business Administration</u>	141
<u>Department of Accounting</u>	147
<u>Accounting Major</u>	147
<u>Department of Finance and Economics</u>	149
<u>Economics Major: B.S.B.A. Degree</u>	149
<u>Economics Major: B.A. Degree</u>	151
<u>Economics Minor</u>	152
<u>Finance Major</u>	153
<u>Actuarial Science and Risk Management Minor</u>	155
<u>Department of Management and Decision Sciences</u>	157
<u>Management Major</u>	157
<u>Department of Marketing, Hospitality, and Resort Tourism</u>	163
<u>Hospitality, Resort, and Tourism Management Major</u>	163
<u>Hospitality, Resort, and Tourism Management Minor</u>	165
<u>Marketing Major</u>	165
<u>Marketing Minor</u>	167
<u>Business Administration Minor</u>	168
<u>International Business Studies Minor</u>	168
<u>PGA Golf Management Program</u>	169
<u>Wall Fellows Program</u>	170
<u>William L. Spadoni College of Education</u>	171
<u>Early Childhood Education (PreK-3) Major</u>	177
<u>Elementary Education (2-6) Major</u>	179

Middle Level Education (5-8) Major	182
Physical Education Teacher Education (PreK-12) Major	185
Special Education-Learning Disabilities (PreK-12) Major (currently not accepting students).....	187
Special Education - Multi-categorical (PreK-12) Major	189
The Thomas W. & Robin W. Edwards College of Humanities and Fine Arts	192
Department of Communication, Languages and Cultures	197
Communication Major	197
Communication Minor	200
Journalism Minor	200
Spanish Major	202
Spanish Minor	203
French Minor	204
German Minor	204
Department of English	206
English Major	206
Creative Writing Minor	207
English Minor	208
Linguistics Minor	208
New Media and Digital Culture Minor	209
Southern Studies Minor	211
Department of History	213
History Major	213
Anthropology Minor	214
History Minor	215
Peace and Conflict Studies Minor	216
Department of Music	217
Music Major	217
Music Minor	223
Department of Philosophy and Religious Studies	224
Philosophy Major	225
Medical Humanities Minor	226
Philosophy Minor	227
Religious Studies Minor	228
Department of Politics and Geography	229
Political Science Major	229
Intelligence and National Security Studies Major	231
Geospatial Technologies Certificate (Distance Learning)	235
Asian Studies Minor	236
Geographic Information Systems Minor	237
Global Studies Minor	238
Intelligence and Security Studies Minor	241
Latin American Studies Minor	243
Middle Eastern Studies Minor	244
Political Science Minor	244

<u>Pre-Law Minor</u>	245
<u>Department of Theatre</u>	247
<u>Theatre Major</u>	247
<u>Dramatic Arts Minor</u>	249
<u>Musical Theatre Major</u>	249
<u>Theatre Arts Major</u>	251
<u>Department of Visual Arts</u>	255
<u>Art Studio Major</u>	255
<u>Art Studio Minor (for Non-Art Studio Majors)</u>	257
<u>Art Studio Minor (for Graphic Design Majors)</u>	257
<u>Art Education Minor</u>	257
<u>Art History Minor</u>	258
<u>Photography Minor</u>	258
<u>Graphic Design Major</u>	258
<u>Graphic Design Minor (for Art Studio Majors)</u>	259
<u>Graphic Design Minor (for Non-Art Studio Majors)</u>	260
<u>College of Science</u>	261
<u>Department of Biology</u>	266
<u>Biology Major</u>	266
<u>Biology/Master of Business Administration Dual Degree Program</u>	272
<u>Biology Minor</u>	273
<u>Department of Chemistry and Physics</u>	275
<u>Applied Physics Major</u>	275
<u>Applied Physics Minor</u>	278
<u>Biochemistry Major</u>	279
<u>Chemistry Major</u>	281
<u>Chemistry Minor</u>	282
<u>Engineering Dual Degree Program with Clemson University</u>	283
<u>Department of Computing Sciences</u>	284
<u>Computer Science Major</u>	286
<u>Computer Science Minor</u>	288
<u>Scientific Computing Minor</u>	289
<u>Information Systems Major</u>	289
<u>Web Application Development Minor</u>	291
<u>Information Technology Major</u>	292
<u>Department of Health Sciences</u>	294
<u>Health Promotion Major</u>	294
<u>Health Promotion Minor</u>	298
<u>Health Administration (Completion Program)</u>	299
<u>Nursing (Completion Program)</u>	300
<u>Department of Kinesiology, Recreation, and Sport Studies</u>	304
<u>Exercise and Sport Science Major</u>	304
<u>Exercise Science Minor</u>	307
<u>Recreation and Sport Management Major</u>	308
<u>Sport Coaching Minor</u>	311

Coastal Carolina University 2015-2016 Undergraduate Catalog

<u>Sport Studies Minor</u>	312
<u>Reserve Officers' Training Corps (ROTC) Program</u>	314
<u>Department of Marine Science</u>	316
<u>Marine Science Major</u>	316
<u>Coastal Geology Minor</u>	323
<u>Marine Science Minor</u>	324
<u>Department of Mathematics and Statistics</u>	325
<u>Applied Mathematics Major</u>	325
<u>Actuarial Science (Probabilities) Minor</u>	327
<u>Applied Mathematics Minor</u>	327
<u>Middle Grades Education Mathematics Minor</u>	327
<u>Statistics Minor</u>	328
<u>Department of Psychology</u>	330
<u>Psychology Major</u>	330
<u>Psychology Minor</u>	334
<u>Gerontology Certificate Program</u>	335
<u>Department of Sociology</u>	337
<u>Sociology Major</u>	337
<u>Criminology Minor</u>	342
<u>Sociology Minor</u>	344
<u>Office of the Dean</u>	345
<u>Environmental Science Minor</u>	345
<u>Undergraduate Course Descriptions</u>	347
<u>Campus Map</u>	608
<u>Index</u>	609

Baccalaureate Degrees are offered with majors in:

Accounting:

CMA Concentration

CPA Concentration

Art Studio

Biochemistry

Biology:

Cellular, Molecular Biology, and Genetics Concentration

Ecology, Evolution, and Conservation Biology Concentration

Integrative Biology Concentration

Chemistry

Communication:

Communication Studies Concentration

Health Communication Concentration

Interactive Journalism Concentration

Public Relations/Integrated Communication Concentration

Computer Science

Early Childhood Education

Economics (B.A.)

Economics (B.S.B.A.):

Applied Economic Analysis Concentration

Economic Theory Concentration

Elementary Education

English

Exercise and Sport Science

Finance:

Banking and Consumer Finance Concentration

Financial Management Concentration

Wealth Management Concentration

Graphic Design

Health Administration (Completion Program)

Health Promotion

History

Hospitality, Resort, and Tourism Management

Information Systems

Information Technology

Intelligence and National Security Studies

Interdisciplinary Studies (B.A.I.S.)

Interdisciplinary Studies (B.S.I.S.)

Management:

Entrepreneurial Management Concentration

Human Resource Management Concentration

International Management Concentration

Operations and Technology Management Concentration

Organizational Leadership Concentration

Marine Science

Marketing

Mathematics, Applied

Middle Level Education

Music:

- Concentration in General Studies

- Concentration in Performance

- Concentration in Teacher Preparation Precertification

Musical Theatre

Nursing (Completion Program)

Philosophy

Physical Education/Teacher Education

Physics, Applied:

- General Concentration

- Environmental Physics Concentration

- Engineering Physics Concentration

Political Science:

- Domestic Politics Concentration

- Global Politics Concentration

Psychology

- Behavioral Neuroscience Concentration

Recreation and Sport Management

Sociology:

- Generalist Concentration

- Criminology Concentration

- Health and Aging Concentration

- Social Justice Concentration

Spanish

Special Education - Learning Disabilities

Special Education - Multi-categorical

Theatre Arts:

- Acting Concentration

- Design and Technology Concentration

- Physical Theatre Concentration

Theatre

Minors are offered in:

Actuarial Science (Probabilities)	Intelligence and Security Studies
Actuarial Science and Risk Management	International Business Studies
Anthropology	Journalism
Art Education	Latin American Studies
Art History	Linguistics
Art Studio	Marine Science
Asian Studies	Marketing
Biology	Mathematics, Applied
Business Administration	Medical Humanities
Chemistry	Middle Eastern Studies
Coastal Geology	Middle Grades Education Mathematics
Communication	Music
Computer Science	New Media and Digital Culture
Creative Writing	Peace and Conflict Studies
Criminology	Philosophy
Dramatic Arts	Photography
Economics	Physics, Applied
English	Political Science
Environmental Science	Pre-Law
Environmental Studies	Psychology
Exercise Science	Religious Studies
French	Scientific Computing
Geographic Information Systems	Sociology
German	Southern Studies
Global Studies	Spanish
Graphic Design	Sport Coaching
Health Promotion	Sport Studies
History	Statistics
Hospitality, Resort, and Tourism Management	Web Application Development
	Women's and Gender Studies

Certificates are offered in:

Geospatial Technologies (Distance Learning)
Gerontology
Sustainability



ACADEMIC CALENDARS

Calendars

[Academic Calendars](#)

Academic Calendars are subject to change as deemed necessary by Coastal Carolina University.

- Information on billing schedules, payment deadlines, cancellations for non-payment, and tuition refund dates may be found online at the [Office of Student Accounts](#) website.

- Commencement information may be found online at the [University Commencement](#) website.



THE UNIVERSITY

Coastal Carolina University Mission Statement

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the region, Coastal Carolina has a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to building undergraduate and graduate degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and in committing itself to excellence through continuous assessment and improvement.

Update adopted by the Coastal Carolina University Board of Trustees on July 19, 2014.

Update approved by the South Carolina Commission on Higher Education on February 5, 2015.

University Traditions

The University Seal

The seal of Coastal Carolina University designates the founding year of the institution and associates the campus symbol, the Atheneum, with the coastal locale of the University. Carrying the Latin motto *Ex Libertate Veritas* – From Liberty, Truth – the seal refers to the Temple of Athene in ancient Athens where professors and students met. The Greek temple was named for Athena, the daughter of Zeus, who embodies wisdom and reason. The waves at the foot of the Atheneum acknowledge a diversified coastal

environment encompassing a distinctive geography and history, a vital present and an abundant future. The seal was commissioned by Trustee Oran P. Smith as a gift to celebrate the July 1, 1993, establishment of the University as an independent, public institution of higher education.

The University Logo

The identifying symbol of Coastal Carolina University captures the dynamic and traditional commitment of the University to teaching and learning. The Atheneum, constructed on the campus in 1966, is a recognized architectural symbol of a meeting place for persons engaged in literary and scientific pursuits. In the logo, redesigned in 2009, the Atheneum is set above an undulating image of three waves, denoting our coastal location.

The Presidential Medallion

As symbols of events and affiliations, medallions in academic regalia can be traced to religious orders during the Middle Ages. Since many orders, societies and universities used similar designs – a circle, cross or an oval – the detailed artwork in the center of the medallion was adopted to differentiate each affiliation. Colleges and universities traditionally use ceremonial and commemorative medallions for formal occasions such as commencements, convocations and inaugurations, when academic regalia is worn. As part of the first year of Coastal Carolina's status as an independent university, the institution's medallion was commissioned in 1994. The installation of President Ronald R. Ingle on Oct. 22, 1994, was the first time the Coastal Carolina University Medallion was publicly displayed.

The University Mace

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

The Coastal Carolina University name, seal and logos are registered and are fully protected trademarks and may be used only for University-approved purposes and may

not be modified in any manner. Unauthorized use of these images is prohibited by law. For information, call the Office of University Communication at 843-349-2102.

ACCREDITATION

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- The E. Craig Wall Sr. College of Business Administration is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.
- The Spadoni College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the South Carolina Department of Education.
- Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
- The Department of Computing Sciences is accredited by the Accreditation Board for Engineering and Technology (ABET).
- The Department of Music is accredited by the National Association of Schools of Music (NASM).
- The Department of Theatre is accredited by the National Association of Schools of Theatre (NAST).
- The Nursing (Completion Program) is accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The PGA Golf Management Program is accredited by the Professional Golfers' Association (PGA) of America.
- The Health Promotion Program has approval designation from the Society for Public Health Education (SOPHE)/American Association for Health Education (AAHE) Baccalaureate Program Approval Committee.

Accreditation documents are on file in Kimbel Library and Bryan Information Commons and may be reviewed upon request.

ENGLISH LANGUAGE PROFICIENCY

(SC Code of Laws 59-103-160)

All candidates interviewed for University positions will be evaluated on both their written and spoken English proficiency. Faculty employed will possess adequate written and spoken English skills so as to be able to deliver instruction in an understandable manner. Students with specific concerns should schedule a meeting with the immediate supervisor of the instructor involved.



ADMISSIONS

ADMISSIONS

[General Information](#)

[Enrollment Notification](#)

[Freshman Admission](#)

[University Honors Program Admission](#)

[Transfer Admission](#)

[Evaluation of Transfer Credit](#)

[Transfer: South Carolina State Policies and Procedures](#)

[Experiential Learning](#)

[International Admission](#)

[Senior Citizens](#)

[Alternative Admission](#)

[Appealing the Admissions Decision](#)

[Readmission of Former Students](#)

[Second Baccalaureate Degree and Post Baccalaureate Certification \(Teacher Education and Gerontology\)](#)

[Non-Degree Undergraduate Admission](#)

[Auditing a Course](#)

[Proof of Citizenship](#)

[Orientation of New Students](#)

[Merit Scholarships for New Students](#)

General Information

The [Office of Admissions](#) is responsible for marketing the University to its many student constituent groups and processing their applications. The [Office of Admissions](#) recruits and enrolls freshmen, transfer, re-admitted, and non-traditional students.

An application for undergraduate admission must be submitted and approved with an official letter of acceptance issued before any person may enroll in an undergraduate course. Before action can be taken on an application for admission, all required credentials must be submitted for review by an admissions professional. Undergraduate admissions policies and procedures are subject to continuous review by the University administration and the Faculty Admissions Committee.

Selected applicants who present evidence of special talents for university programs requiring such special talents may be evaluated on the basis of these talents as well as high school grades and entrance examination scores.

All applicants are required to submit responses to a series of community standards questions on the application for admission. Responses to these questions are initially reviewed by the [Office of Admissions](#). Some cases are referred to the Community Standards Committee for review. All applicants will go through an academic review of

application documentation (transcripts, test scores, letters of recommendation, etc.) prior to the review of community standards. An applicant must satisfy the community standards portion of the admissions application prior to admission to the University. This review process supports the University's goal of maintaining a safe learning community. Failure to submit complete responses and/or falsification of responses may result in revocation of the admission decision or dismissal after enrollment. Any incident resulting in a change to a community standards question subsequent to the submission of the application must be immediately reported by the applicant to the [Office of Admissions](#) in writing. Failure to do so may result in the revocation of the admissions decision or dismissal of the applicant after enrollment. Further, it is the policy of Coastal Carolina University to prohibit Registered Sex Offenders from enrolling in courses or participating in campus activities. Failure to disclose registration at any time shall result in immediate dismissal.

The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Every student entering a South Carolina college or university is required to provide an immunization record prior to enrollment. Information about Coastal Carolina University's Immunization Requirements may be found at [Student Health Services](#). In addition, all new students are required to provide proof of citizenship or lawful presence in the United States before enrolling. For more information, refer to the [Proof of Citizenship](#) section in this catalog.

Enrollment Notification

Upon admission to Coastal Carolina University, all degree-seeking freshmen and transfer students are required to submit the specified enrollment fee to the [Office of Admissions](#) to secure their seats in the class. The online enrollment fee is due by:

- May 1 for fall semester enrollment, or
- December 15 for spring semester enrollment.

The enrollment fee is applied as a tuition deposit toward the intended semester of enrollment. A refund of the enrollment fee will be granted if the student submits a written request for a refund to the Office of Admissions by May 1 for the fall semester or by December 15 for the spring semester. Requests for refunds after these deadlines will not be honored.

Freshman Admission

A freshman applicant is a person who has not attended a regionally accredited college or university after high school graduation. Any applicant who has attended classes from a post-secondary institution while still in high school is still classified as a freshman and must submit official college transcripts of coursework whether credit is expected or not.

Freshmen applicants must have either a high school diploma or its equivalent General Educational Development (GED) certificate prior to enrolling. Accepted students must submit senior grades and the final official high school transcript with the date of graduation posted on the transcript. Applicants who did not graduate from high school must send transcripts of all available work and a copy of the GED certificate or satisfactory GED score. Applicants who submit the GED credentials must be at least 17 years of age or older.

Home-schooled students must present their Declarations of Intent to Home-School as filed with the local board of education (if applicable). Home-schooled students must also provide a recognized high school diploma or its equivalent along with transcripts. The home schooled transcript must include the signature of the primary teacher certifying the completion of high school and the date of graduation.

Freshmen applicants are encouraged to apply in the fall prior to the fall for which they seek admission. Priority consideration will be given to complete applications received by December 1. Applications submitted after December 1 will be reviewed on a rolling basis until April 15 and thereafter on a space available basis. Freshmen applicants who desire to be considered for University Merit Scholarships and the University Honors Program must apply and submit all credentials by January 1.

Undergraduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University undergraduate program and which has not been under the supervision of the University.

Freshmen applicants must submit:

1. Completed Undergraduate Application;
2. Specified non-refundable application fee;
3. Official high school transcripts up until the time of the application;
4. Official entrance examination scores on the SAT or ACT (applicants 22 years of age or older are not required to submit SAT or ACT examination scores).

The quantitative and qualitative measures guide the [Office of Admissions](#) in reaching a final admissions decision. Admission as a freshman to Coastal Carolina University is based on the student's overall performance in high school courses, achievement in the college preparatory core prerequisites (listed below), the SAT or the ACT test scores, and other documentation (essays and recommendations) provided by the student.

Applicants who are generally competitive for admission to Coastal will:

- Earn a cumulative average of "B" or better on the required college preparatory high school courses, and
- Submit standardized test scores of:
 - An SAT (critical reading and mathematics) score in the middle 50 percent range of recently enrolled Coastal first-time freshmen students ranging from 930 – 1070 out of 1600 total for the two sections, or

- An ACT composite score in the middle 50 percent range of recently enrolled Coastal first-time freshmen students ranging from 20 to 23.

Candidates for admission must request that the results of the SAT or ACT tests be sent to Coastal Carolina University. The University's SAT code number is 5837, and the ACT code number is 3843.

College Preparatory Core Prerequisite Requirements: 19 Units Required

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

English: 4 units

At least two units must have strong grammar and composition components, at least one unit must be in English Literature and at least one unit must be in American Literature. Completion of College Preparatory English I, II, III and IV will meet this criterion.

Mathematics: 4 units

The four units of mathematics must include Algebra I, Algebra II, and Geometry. (Applied Mathematics I and II may count together as a substitute for Algebra I if a student successfully completes Algebra II.) A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, pre-calculus, calculus, statistics, discrete mathematics, or a capstone mathematics course, and should be taken during the senior year.

Laboratory Science: 3 units

Two units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

Social Science: 3 units

One unit of U.S. history is required; one-half unit of economics and one-half unit of government are strongly recommended.

Foreign Language: 2 units

The two units of foreign language must be in the same language.

Fine Arts: 1 unit

One unit in appreciation of, history of, or performance in one of the fine arts.

Elective: 1 unit

A college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended. Other acceptable electives include college preparatory courses in English, fine arts, foreign languages, social science, humanities, laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite), or math above the level of Algebra II.

Physical Education or ROTC: 1 unit

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

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

A final official high school transcript with a posted date of graduation must be received by August 1 for fall enrollment and December 15 for spring enrollment. Failure to submit the final official transcript will result in the cancellation of university courses and/or the registration of future courses.

Admission to the Marine Science Degree Program

First-time Freshman

Prior to being admitted to the Department of Marine Science as a degree candidate, a first-time freshman must meet the general admissions requirements and have one of the following:

1. A score of 470 or higher on the math subtest of the SAT exam or a score of 20 or higher on the math subtest of the ACT exam. Students may retake the SAT or ACT and submit new scores for consideration.

OR

2. Completion of College Algebra or a higher-level college math course with a grade of at least 'C' from a regionally accredited college or university. Students will be

placed into mathematics courses based on results from the math placement test taken prior to orientation.

Students who meet general admissions requirements, but do not satisfy requirements for admission as a degree-seeking marine science major will be admitted as a pre-marine science major. A student classified as a pre-marine science major is not eligible for the Academic Common Market. Only students who are fully admitted into the major are eligible to apply for consideration of this designation.

University Honors Program Admission

Admission to the University Honors Program is by invitation of the director of the program in consultation with the [Office of Admissions](#). University Honors Program invitations are extended to entering first-year students whose aptitude test scores and work in high school predict outstanding college-level achievement.

For freshmen, the minimum admission criteria for invitation into the program are:

- 1) SAT score of 1200 (critical reading and mathematic scores only) or an ACT score of 26 or higher;
- 2) High school GPA of 3.5 or higher;

For continuing or transfer students, the minimum admission criteria for invitation into the program are:

- 1) A cumulative college GPA of 3.7 or higher;
- 2) The completion of 30 academic credit hours;
- 3) Two letters of recommendations from college instructors;
- 4) Completion of a University Honors Program application form.

For international students who are non-native speakers of English, the minimum admission criteria for invitation into the program are:

- 1) TOEFL or IELTS exam results taken in the last three years with a TOEFL score of 575 on the paper-based test (PBT), or TOEFL of 89 on the internet-based test (iBT), or an International English Language Testing System (IELTS) score of 6.5 with no subscore lower than 5, or successful completion of ELS Language Centers Academic English Program level 112.
- 2) Submission of an application to the University Honors Program that will include an essay and a letter of recommendation from a high school teacher.
- 3) International students from English-speaking countries are required to submit SAT scores of at least 1200 or ACT scores of at least 26.

Continuing students or transfer students who are interested in joining the program should contact the University Honors Program Director for further information.

Transfer Admission

An applicant who has attended another regionally accredited post-secondary institution in any capacity, regardless if credit is earned, after the completion of high school is a transfer student.

Transfer applicants for admission must submit:

1. Completed Undergraduate Transfer Application;
2. Specified non-refundable application fee;
3. Official transcripts from all post-secondary institutions attended; (You must also submit a final official transcript for all coursework in progress up until the time of enrollment prior to beginning of classes at the University.)
4. High school transcript and official SAT/ACT scores if fewer than 24 transferable credits of college-level work have been earned from a regionally accredited college or university. (Applicants 22 years of age or older are not required to submit SAT or ACT examination scores.)

Priority deadlines to submit transfer applications:

- Fall semester: July 1
- Spring semester: December 1
- Maymester and summer semesters: two weeks prior to the beginning of the semester.

Transfer applications received after these deadlines will be accepted only if space is available. No applications will be accepted after classes have started.

To be considered for admission, the transfer applicant should have earned a minimum 2.0 cumulative collegiate GPA or a 'C' average in at least two full-time semesters (24 semester credits) or its equivalent from a regionally accredited college(s). For information about transferable credits, applicants should refer to the [Evaluation of Transfer Credit](#) section of this catalog. Applicants who have earned fewer than 24 semester credits or its equivalent must meet both transfer and freshmen admissions requirements.

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

Credit for work completed at other institutions by Coastal Carolina University students will not be accepted for transfer if the student has previously failed to earn the required grade in an equivalent course at Coastal Carolina University.

Regardless of the point in the student's academic career in which the student enters the University, in order to be eligible to receive a degree from Coastal Carolina University, a student must earn a minimum of 25 percent of the degree program's requirements "in residence" at the University, including 12 credit hours of the student's major courses and six credit hours of minor courses offered by Coastal (see "in residence" under the Graduation section of this catalog). Some programs impose higher student residence and/or major requirements.

Transfer Students with an Earned Domestic A.A., A.S., B.A., B.S. Degree, or International B.S. or B.A., or International Master's Degree (with 150 hours)

A student will be exempt from having to meet core curriculum requirements if the student is accepted to the University with an earned Associate of Arts, Associate of Science, Baccalaureate of Arts, or Baccalaureate of Science degree from a regionally accredited college or university in the U.S., with a baccalaureate degree from an accredited international institution of higher education, or with a master's degree (that requires at least 150 equivalent U.S. credit hours to complete) from an accredited international institution of higher education.

Coursework from external institutions will be evaluated for transfer to the University on an individual basis in accordance with established transfer policies and procedures. (See the *Evaluation of Transfer Credit* section below.) Instead of applying toward core requirements, transferred course credits may be applied to foundation, minor, cognate, or major requirements, or may be counted as electives.

Note: Credit for the core requirement courses will not be awarded as a result of the exemption. All requirements for the awarding of degrees, including prerequisites, minimum credits earned and minimum grades still apply. All course prerequisites and corequisites still apply. Associate in Applied Science degrees are not eligible for the core curriculum exemption. The B.S., B.A., or master's degrees from international institutions must be noted on the official evaluation from AACRAO (or other certified credentialing service) as minimally equivalent to U.S. bachelor's degrees. International institutions are considered "accredited" if they are recognized by the Ministry of Education or other appropriate agency of the country in which the institution is located.

Admission to the Marine Science Degree Program

Transfer Students

Prior to being admitted to the Department of Marine Science as a degree candidate, a transfer student must meet the general admissions requirements and complete one of the following:

1. A score of 470 or higher on the math subtest of the SAT exam or a score of 20 or higher on the math subtest of the ACT exam. Students may retake the SAT or ACT and submit new scores for consideration.

OR

2. Completion of Math 130 or Math 130I (College Algebra) or a higher-level math course with a grades of at least 'C' from a regionally accredited college or university. Students will be placed into mathematics courses based on college-level courses completed or from results from the math placement test taken prior to orientation.

Students who meet general admissions requirements, but do not satisfy requirements for admission as a degree-seeking marine science major will be admitted as a pre-marine science major. A student classified as a pre-marine science major is not eligible for the Academic Common Market. Only students who are fully admitted into the major are eligible to apply for consideration of this designation.

Evaluation of Transfer Credit

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

Transfer applicants with advanced standing from colleges and universities not accredited by a regional accrediting association must validate, by examination, all credits presented for transfer. Detailed explanation of validation procedures may be found in the [Credit by Examination](#) section of this catalog or may be obtained from the Registrar. Credit from foreign colleges/universities is evaluated by the [Office of International Programs and Services \(OIPS\)](#) in coordination with the dean of the student's major and the dean of each course in review on the basis of the original transcript and a professional credential evaluation of all work completed (or a course-by-course report) provided through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services as described under the International Admission section of this catalog. Students pursuing a double degree program through a cooperative agreement between Coastal Carolina University and an international partner university must provide an updated evaluation of their degree completion documents from the international partner university through AACRAO or WES for the core curriculum exemption to be granted under a reverse transfer credit agreement protocol.

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

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

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

Transfer credit is evaluated and applied in one of three ways at Coastal Carolina University:

1. As parallel credit (the course must have involved at least the same amount of class time and have had the same content), or
2. As a departmental elective (courses in the discipline must be offered at Coastal Carolina University), or
3. As a general elective.

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

1. Occupational or technical in nature,
2. Remedial in nature, or
3. Courses from a two-year institution that are not recognized in that institution's catalog as part of its college parallel (transfer) program.

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

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

Grade point average (GPA) is calculated on the basis of all work in the student's career at Coastal Carolina University. Credits earned at other institutions and transferred to Coastal Carolina University may be used to satisfy program requirements but will not be calculated as a part of the GPA.

Transfer: South Carolina State Policies and Procedures

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, will develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission, upon the advice of the Council of Presidents, established a Transfer Articulation Policy Committee composed of four-year institutions'

vice presidents for academic affairs and the associate director for instruction of the State Board for Technical and Comprehensive Education. The principle outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

- An expanded list of 86 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions;
- A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the state of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the Commission;
- Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137, which stipulated further that the South Carolina Commission on Higher Education “notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education.” These duties and responsibilities include the commission’s responsibility “to establish procedures for the transferability of course at the undergraduate level between two-year and four-year institutions or schools.” This same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee, was formed by the General Assembly and signed by the governor as Act 359 of 1996.

Act 137 directs the commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures shall become effective immediately upon approval by the commission and were to be fully implemented, unless otherwise stated, by Sept. 1, 1997.

For further information regarding transferability of coursework to Coastal Carolina University, applicants can view additional online transfer of credit equivalencies at: www.SCTRAC.org, www.collegetransfer.net, and www.che.sc.gov.

State Articulation of 86 courses

1. The Statewide Articulation Agreement of 86 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions will be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable course or course categories for acceptance of general education courses on the statewide list.

Admissions Criteria, Course Grades, GPAs Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:

- A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
 - B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended at his/her home institution, and so forth.
 - C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
 - D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all coursework taken prior to transfer or just coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
 - E. Lists of all courses accepted from each technical college (including the 86 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found on the home institution for the course accepted.
 - F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
 - G. List of the institution's transfer officer(s) personnel together with telephone and fax numbers, office address, and e-mail address.
 - H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
 - I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.
3. Coursework (individual course, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the coursework with a 'C' grade (2.0 on a 4.0 scale) or better, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.
 - A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

- B. Any multi-campus institution or system shall certify by letter to the commission that all coursework at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.
4. Any coursework (individual course, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the A.A./A.S. Degree

5. The following transfer blocks/statewide agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
- Arts, humanities, and social sciences: established curriculum block of 46-48 semester hours;
 - Business administration: established curriculum block of 46-51 semester hours;
 - Engineering: established curriculum block of 33 semester hours;
 - Science and mathematics: established curriculum block of 51-53 semester hours;
 - Teacher education: established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the arts, humanities, and social sciences or the science and mathematics transfer blocks, as relevant, to assure transferability of coursework.
 - Nursing: by statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (AND), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.
6. Any “unique” academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #5 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt the arts/humanities/social science or the science/mathematics block. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total coursework found in either the arts/humanities/social sciences transfer block or the science/mathematics transfer block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Note: As agreed by the Committee on Academic Affairs, junior status applies only to campus activities such as priority order for registration for courses, parking, athletic event tickets, etc., and not in calculating academic degree credits.)

Related Reports and Statewide Documents

8. All applicable recommendations found in the commission's report to the General Assembly on the School-to-Work Act (approved by the commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of coursework among two- and four-year institutions.
9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's coursework for transfer purposes will be evaluated and appropriate measures will be taken to reassure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

State Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education will print and distribute copies of these procedures upon their acceptance by the commission. The staff shall also place this document and the appendices on the commission's home page on the internet under the title "Transfer Policies."
12. By September 1 of each year, all public four-year institutions will place the following materials on their internet websites:
 - A. A copy of this entire document.
 - B. A copy of the institution's transfer guide.
13. By September 1 of each year, the State Board for Technical and Comprehensive Education will place the following materials on its internet website:
 - A. A copy of this entire document.

- B. Provide to the commission staff in format suitable for placing on the commission's website a list of all articulation agreements that each of the 16 technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.
14. Each two-year and four-year public institutional catalog shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum will:
- A. Publish these procedures in their entirety (except appendices).
 - B. Designate a chief transfer officer at the institution who will: provide information and other appropriate support for students considering transfer and recent transfers,
 - serve as a clearinghouse for information on issues of transfer in the state of South Carolina,
 - provide definitive institutional rulings on transfer questions for the institution's students under these procedures, and
 - work closely with feeder institutions to assure ease in transfer for their students.
 - C. Designate other programmatic transfer officer(s) as the size of the institution and the variety of its programs might warrant.
 - D. Refer interested parties to the institutional [Transfer Guide](#).
 - E. Refer interested parties to the [institution's](#) and the [Commission on Higher Education's](#) home pages on the internet for further information regarding transfer.
15. In recognition of its widespread acceptance and use throughout the United States, electronic transcripts are received and sent by public institutions and systems as the standard for transmission of all student transfer data.
16. In conjunction with the colleges and universities, develop and implement a statewide Transfer Equivalency Database at the earliest opportunity. (As an electronic counseling guide, this computerized, online instrument will allow students and advisers to access all degree requirements for every major at every public four-year institution in South Carolina. Also, the database will allow students to obtain a better understanding of institutional programs and program requirements and select their transfer courses accordingly, especially when the student knows the institution and the major to which he/she is transferring.)

Experiential Learning

Undergraduate credit is not awarded or accepted for experiential learning or other types of credit for life experiences which occur prior to the student's matriculation into a Coastal Carolina University undergraduate program and which has not been under the supervision of the University.

International Admission

Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate admissions. International applicants must complete the undergraduate application for admission, include all necessary official transcripts and leaving certificates (official English translation required), and submit required standardized test scores. International students who apply to complete their university degree completely online and those who do not anticipate taking coursework for their degree program on campus or elsewhere in the U.S. for at least twelve months after their admission will not be required to provide a Confidential Financial Statement as they will not be needing a visa to come to the United States of America. After being admitted to the University and prior to matriculating in any non-online courses, international students will need to provide the Confidential Financial Statement as part of the documentation required to obtain the institutionally generated support documents for obtaining a visa to enable them to take such courses or participate in degree requirements located in the U.S.

International applicants whose native language is not English must submit official results of one of the following English language tests taken no earlier than three years prior to the date of application with a score at the noted level:

- (a) English as a Foreign Language (TOEFL) with a minimum score of 527 on the paper-based exam (PBT) or a minimum score of 71 on the internet-based test (iBT);
- (b) International English Language System (IELTS) exam with a minimum score of 6.0 with no subscore lower than 5; or
- (c) Certificate of Completion of level 112 of the ELS Language Centers Academic English Program;
- (d) Pearson Test of English (PTE) with a score of 51;
- (e) Cambridge CAE (Certificate of Advanced English) at level of C1 or higher;
- (f) Cambridge CPE (Certificate of Proficiency in English) with level of C1 or higher;
- (g) Cambridge International O Levels with a C or higher;
- (h) MELAB (Michigan English Language Assessment Battery) with a minimum score of 74;
- (i) TOEIC (Test of English for International Communication) with a minimum score of 645.

Request for Waiver of English Language Proficiency Requirement for International Applicants

International applicants whose native language is not English may apply for exemption from the above English language proficiency test requirements by filing the English Proficiency Requirement Waiver Request Form for Non-native Speakers of English, under any of the following conditions:

INTERNATIONAL FRESHMAN APPLICANTS who are non-native speakers of English may apply to waive the English language proficiency exam requirement under either of the following two conditions:

- (1) The international applicant graduated from an accredited U.S. high school with a minimum of two years of high school study in the U.S. will be exempt from the English proficiency requirement provided that the student (1) graduates within the top 15 percent of the graduating class (if the school provides such ranking); or (2) has a minimum cumulative high school GPA of 3.0 AND either a combined SAT score of 1000 in CR and Math (with a minimum of 500 in CR) or an ACT composite score of 21 (with an ACT English subscore of 21).
- (2) The international applicant graduated from an high school located outside the United States of America in which the primary language of instruction is English and which is accredited by one of the regional U.S. accrediting bodies and the student has a minimum cumulative high school GPA of 3.0 AND either a combined SAT score of 1000 in CR and Math (with a minimum of 500 in CR) or an ACT composite score of 21 (with an ACT English subscore of 21).

INTERNATIONAL TRANSFER APPLICANTS who are non-native speakers of English may apply to waive the English language proficiency requirement under either of the following two conditions:

- (1) The international applicant is transferring from a regionally accredited U.S. college or university, has at least one full year of coursework (a minimum of 24 transferable credit hours) at the U.S. institution, has earned a GPA of 3.0 or higher at the U.S. institution, and has earned at least three credits of English composition that meet CCU transfer requirements of a grade of 'C' or better at the previous U.S. institution; or
- (2) The international applicant is transferring from an accredited international institution of higher education at which the language of instruction was English, is transferring a full year of coursework (a minimum 24 transferable credit hours) from on-site work at the respective international institution, all of which was delivered and assessed in English and which includes in at least six credits of English composition that meets CCU transfer requirements of a grade of 'C' or better.

Applicants who have attended post-secondary educational institutions, colleges or universities outside the United States, are required to submit, in addition to the original transcripts, a professional credential evaluation of all work completed (or a course-by-course report). The course-by-course evaluation report through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services should be sent directly to the [Office of Admissions](#) at Coastal Carolina University. Detailed course descriptions from foreign colleges/universities must also be sent in English. Courses are evaluated in consultation with the dean of the college of the student's major and with the dean of each course in review.

Conditional Admission for International Students

International applicants who otherwise meet all admissions standards for their respective program except for their English language requirement will be admitted conditionally for up to one year based on their completion of the noted requirements prior to enrolling in classes.

Upon admission to a degree program and receipt of the Confidential Financial Statement, an I-20 will be issued by the [Office of International Programs and Services \(OIPS\)](#). This form must be presented at the American Consulate in the prospective student's home country to apply for an F-1 student visa. International transfers currently studying on an F-1 Visa at another college/university in the United States submit an "International Student Transfer Clearance Form" completed by the previously attended institution, to demonstrate that they are "in status" with the Bureau of Citizenship and Immigration Services before being eligible to transfer. The holders of tourist visas are not permitted to change status in the U.S.

It is the University's policy that all international students must provide evidence of satisfactory insurance coverage. Students who are unable to provide insurance from their home countries may purchase the University's plan or select another of their choosing, provided the coverage obtained is adequate.

Senior Citizens

Senior citizens (60 years of age or older) who are residents of South Carolina and who are not employed full-time may be eligible to attend classes on a space availability basis without the payment of tuition (excludes required course fees) provided the applicant meets the regular admission requirements and other standards of the University. Senior citizens must complete either the Readmission and Non-Degree Student application or Freshman or Transfer application, depending on the status of enrollment that is desired. In addition, the Free Tuition Application for Senior Citizens must be completed and submitted to the Office of Admissions. Under the free tuition program, senior citizens cannot register for classes until the day prior to the first day of class for the term in which they wish to enroll.

Alternative Admission

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

Appealing the Admissions Decision

Any freshman or transfer applicant who is denied admission may submit a written appeal for reconsideration provided the student presents new or updated academic information, additional test scores, a statement describing extenuating circumstances, and/or other

evidence which supports the readiness for collegiate level study. Appeals are reviewed by the [Office of Admissions](#). In some cases, the appeals are reviewed by the Faculty Admissions Committee.

Readmission of Former Students

A student who has previously attended Coastal Carolina University as a baccalaureate degree-seeking student who leaves the University in good standing, misses one or more major semesters or attends another institution must submit the Undergraduate Application for Readmission, the specified application fee, and official transcripts of all collegiate-level work attempted during the absence from the University to be considered for readmission. Such applicants must meet the requirements for transfer admission if the student has completed coursework at another college after leaving the University. Summer semesters do not count as a major semester in this instance.

A student who leaves the University on first suspension must submit the application for readmission and the application fee to be considered for readmission upon completion of the stated period of suspension. A student on indefinite suspension must submit the readmission application and application fee after petitioning the University's Academic Suspension Petitions Committee but prior to enrollment.

A student who is suspended from Coastal Carolina University may earn academic credit in accordance with the University's existing transfer credit policies. Students are strongly encouraged to seek advance approval of the coursework, via Special Enrollment Request form, with their academic adviser and the chair of their academic department.

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

Students who enroll after suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (16 credits), have their course selection and credits approved by their adviser, and attend a one day dean's Academic Counseling Seminar.

Second Baccalaureate Degree and Post Baccalaureate Certification (Teacher Education and Gerontology)

A student who has earned a baccalaureate degree from Coastal Carolina University or any other accredited institution may earn a second baccalaureate degree. The student must submit an Undergraduate Application for Admission with the application fee and all official college transcripts directly to the [Office of Admissions](#). The student is evaluated based upon the criteria for transfer admission candidates. For additional information on the academic regulations regarding a second baccalaureate degree, see [Second Baccalaureate Degree Regulations](#) in this catalog.

Non-Degree Undergraduate Admission

An applicant not initially seeking to earn a baccalaureate degree may be admitted to Coastal Carolina University in a non-degree classification. Credits earned as a non-degree student may be applied toward degree requirements at a later date.

The non-degree admissions classification allows certain students the opportunity to begin classes prior to providing the finalized credentials necessary to enroll as a degree-seeking student. Applicants denied regular admission to Coastal are not eligible to apply as a non-degree student. It is important to note that students admitted in the non-degree classification cannot receive any student financial aid. A maximum of 18 undergraduate credit hours may be taken in this classification.

Classifications for non-degree students include:

1. **High School Student** – High-achieving high school juniors and seniors can begin college studies, on a course availability basis, on the Coastal Carolina University campus concurrently with their high school work. Applicants must provide a high school transcript with a minimum ‘B+’ average in a college preparatory program. The student must also present acceptable PSAT, SAT, or ACT scores and a letter of recommendation from the high school counselor or principal.
2. **Transient or Visiting Student** – This is an applicant who desires to take courses at Coastal Carolina University while regularly enrolled in another (home) institution. The applicant must secure approval from the academic dean or university registrar at the home institution to ensure that the courses will transfer. Students seeking to continue in a visiting status for subsequent terms must have the approval from the [Office of Admissions](#). Approval is made for one semester and is granted on a space-available basis.
3. **Adult Learner** – An adult learner is an applicant who is at least 22 years of age who desires to take courses for personal or professional enhancement. The non-degree adult learner may register for a maximum of 18 undergraduate credit hours. (Adult learners are also eligible to apply as degree-seeking students and must meet the admissions criteria for a freshman or transfer applicant.)
4. **Senior Citizen Who Is a South Carolina Resident** – A senior citizen (60 years of age or older) who is a resident of South Carolina and who is not employed full-time can enroll in courses free of charge (excluding required course fees) providing there is available space in the class. Under the free tuition program, senior citizens cannot register for classes until the day prior to the first day of class for the term in which they wish to enroll. A special senior citizen application must be completed in the [Office of Admissions](#). Senior citizens may apply as non-degree or degree-seeking students.

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

admission as a degree-seeking candidate, the non-degree-classified student must submit a new application as a degree-seeking candidate. All academic transcripts of previous work will be required at that time.

Non-degree students who desire to enroll as a degree-seeking student must submit the Undergraduate Application and provide all of the required documents. The completed application will be reviewed based on the classification of the student: freshman, transfer, readmit, or second degree.

Auditing a Course

An applicant who seeks to take a degree course(s) and who does not intend to earn university credit for the course(s) may audit a course. Non-degree students who desire to audit a course must submit the Non-Degree Undergraduate Application. Approval to audit a course is made for one semester and is made on a space-available basis. Auditing a course consists of attending classes. However, the audit student is not responsible for assignments or examinations. No credit may be earned in an audited course by examinations or otherwise. No audited course may be repeated for credit at a later date. Coursework not taken in a traditional format may not be audited. For more information see Auditing in the Academic Regulations section of this catalog.

Proof of Citizenship

Coastal Carolina University students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University's Board of Trustees in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by international student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430.

Students who are not verified as citizens during the Free Application for Federal Student Aid (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after January 1, 2002, or a copy of a valid driver's license issued after January 1, 2002, from one of the following states (if your state is not on this list, it is not eligible): Alaska, Arizona, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Maine (license issued after November 15, 2008), Maryland, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, West Virginia, or Wisconsin;
- Social Security Card;

- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization – (USCIS Form N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (USCIS N-560 or N-561); or
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2).

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

Orientation of New Students

Coastal Carolina University's Orientation program is designed to assist new students in making a successful transition into university life. All new freshman and transfer students are required to attend orientation. (Students in the Nursing BSN program are required to attend a special orientation which is conducted by the program director.)

At each orientation session, new students receive course schedules as well as information on campus activities and services. Students also make connections with faculty, staff, and other new students. Two-day orientation sessions for freshman students and a one-day session for transfer students occurs throughout the summer for new students entering in the fall semester, and there is a one-day orientation session in January for students who begin their academic study in the spring.

Freshman and transfer students without a college-level transferable math course or those who wish to be placed in a higher level math course may take the mathematics placement test prior to their orientation session. Students will receive information about their math placement test prior to attending their orientation session.

While students are attending orientation, parents and family members are encouraged to attend a Family Orientation Program that addresses questions and concerns regarding academic policies, university housing, health, safety issues, and other services available to students. Registration materials are mailed to students once they have been accepted.

MERIT SCHOLARSHIPS FOR NEW STUDENTS

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

The following do not require the completion of a scholarship application.

(The following scholarships have an acceptance deadline of January 1 for priority consideration.)

- Presidential Scholarship
- President's Scholarship
- PGA Golf Management Scholar Program – PGA Trustee Scholar

(The following scholarships have an acceptance deadline of March 1 for priority consideration.)

- Provost's Scholarship
- Coastal Scholar Award
- PGA University Scholar
- PGA Wall Scholar
- Visual & Performing Arts (VPA) Scholarship

(The following transfer scholarships have an acceptance deadline of June 1 for priority consideration.)

- Coastal Transfer Award

(The following scholarships are strictly talent-based awards offered through the applicable visual or performing arts department. Submission of a portfolio or audition is required for consideration. Funds are limited.)

- Music Performance Award
- Theatre Performance Award
- Visual Arts Performance Award

Students who receive a merit-based or talent-based scholarship will receive written notification by U.S. mail beginning December 1. Students may only be awarded one of the following: Presidential, President's, Provost's, Academic Common Market, Coastal Scholar Award, Coastal Transfer Award, PGA Scholars Program Awards, or VPA Scholarship. As there are a limited number of awards in each category, not all students who meet the minimum criteria will be awarded a scholarship.

Notes:

1. Criterion for high school GPA is based on the reported GPA on the official high school transcript.
2. Awards are based on available funding.
3. Renewal of scholarships require earning an average of 30 credit hours each academic year while maintaining a minimum 3.0 cumulative CCU GPA.
4. The maximum number of eligible semesters depends upon the academic level of the recipient at the point of matriculation at Coastal Carolina University. Freshman students are awarded for a maximum of eight semesters and transfer students are awarded according to the number of credits transferred into the university.

5. All references to SAT score in this publication refer to the combined critical reading and mathematics sections only.
6. Out-of-state merit scholarships include a cash award and a partial out-of-state tuition waiver.
7. Out-of-state tuition waiver(s) may not exceed the difference between in-state and out-of-state tuition.
8. Information in this publication is subject to change without notification.



ACADEMIC REGULATIONS

ACADEMIC REGULATIONS

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time, when in the judgment of the faculty, the President, or the Board of Trustees, such changes are for the best interest of the students and the University.

By enrolling and registering at Coastal Carolina University, each student assumes responsibility for having knowledge of and observing all academic and non-academic regulations, policies and schedules. These may be published in official University publications or on official University websites, including but not limited to this catalog, the [Student Handbook and Academic Planner](#), the [Student Code of Conduct](#), the [Office of the Registrar](#), the [Office of Student Affairs](#), the [Dean of Students Office](#), or the [University Policies](#) website.

Coastal Carolina University offers baccalaureate degrees in over 50 major fields of study. These degree programs are based on a minimum of 120 credit hours or the equivalent at the baccalaureate level.

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

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

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

Unforeseen circumstances may interfere with the scheduling of a course or degree offering. Students must accept such developments even if doing so will mean a delay in some of their academic goals or a modification of those goals. The departments concerned will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Right of Petition

A student who wants relief from any academic regulation of the University may submit the case for consideration to the appropriate universitywide committee that governs the regulation (e.g. Core Curriculum Committee, Suspension Appeals Committee, etc.). Relief from all other academic regulations may be sought through the Academic General Petition process, wherein a student completes the Academic General Petition form and submits it and all supporting materials to the college of their major. Academic General Petition forms are available from the offices of the academic deans.

GENERAL INFORMATION

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

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

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

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

Baccalaureate degrees are required to have 120 credit hours. Any degree going above must have approval by the Provost/Senior Vice President for Academic and Student Affairs.

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

Electronic Communication

All students are assigned an individual Coastal Carolina University e-mail account. The university utilizes e-mail to those accounts as an official means of communication with the student. Students are responsible for checking their Coastal e-mail accounts frequently and acting upon any information received.

Change of Name or Address

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

Indebtedness

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

REGISTRATION

Every student is academically and financially responsible for his/her course registrations, to enroll in courses for which the student seeks to earn credit, and to terminate enrollment in courses which the student does not intend to complete. Every student is responsible for his/her own registration and its accuracy.

Each student assumes responsibility for having knowledge of and observing all academic and non-academic regulations, policies and schedules. These may be published in official University publications or on official University websites, including but not limited to this catalog, the Student Handbook and Academic Planner, the Student Code of Conduct, the [Office of the Registrar](#), the [Office of Student Affairs](#), the [Dean of Students Office](#), or the [University Policies](#) websites.

To be officially enrolled in the University, a student must be academically eligible, complete the registration process, and possess a receipt issued by the [Office of Student Accounts](#) for payment of current academic fees. Enrollment by proxy is not allowed unless permission has been obtained in advance from the [Office of the Registrar](#). Students will be removed from any class for which prerequisites or other defined requirements which have not been met.

A student is expected to complete his/her registration (including the payment of all required fees) by the dates prescribed in the University's [Academic Calendar](#) and the payment dates listed on the [Office of Student Accounts](#) website. A student failing to do so will have all course enrollments cancelled for non-payment.

Failure of a student to properly register and appear on class rosters and failure to pay tuition disqualify the student from receiving credit for any coursework, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

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

Registration in any course may be closed when the maximum enrollment has been reached.

Auditing

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

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

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

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit (or who wishes to change from credit to audit) must do so no later than the semester's last day of late registration, drop/add, or drop with no academic record, as published in the University's [Academic Calendar](#). The change must be requested on a Registration Form properly signed by the student, the course instructor, and the student's academic adviser, and the form must be submitted to the Office of the Registrar. Students obtain Registration Forms through their academic departments or their academic advisers.

Course Load

An average course load for a fall or spring semester is 15 credit hours. A legal full-time academic course load is 12 credit hours. All international students on F-1 student visas must maintain a full-time academic course load (12 credit hours) each fall and each spring semester. No student may take over 18 credit hours without the permission of the department chair or assistant/associate dean of the major college. Fall or spring course loads greater than 18 credit hours will incur additional tuition costs.

For summer semesters that are four weeks in length, or for other such abbreviated semesters, enrollment in three credit hours is considered full-time for academic purposes (Note: Up to four credit hours may be taken without seeking prior academic overload approval to account for one three credit hour course plus an accompanying one credit hour lab. One course and lab combination is the normal academic course load for four week and other such abbreviated semesters. However, during summer II semesters, students may register for up to six credit hours without seeking prior academic overload approval). For summer semesters that are five weeks in length, enrollment in six credit hours is considered full-time status for academic purposes (Note: Up to seven credit hours may be taken without seeking prior academic overload approval, to account for one three credit hour course, plus a three credit hour course with an accompanying one credit hour lab).

Students seeking to take a higher course load during summer and other such abbreviated semesters should discuss their plans with their academic adviser, and seek advance authorization via academic overload approval from their academic department chair or associate dean prior to registering.

REPETITION OF COURSEWORK

Repeat Forgiveness Option

Degree-seeking undergraduate students may repeat any course taken at Coastal Carolina University. All grades will appear on the student's transcript, but a course that has been repeated will be counted only once for the graduation requirement. For financial aid and scholarship purposes, duplicate credits do not count as credits completed for satisfactory academic progress except in certain cases. As specified in the university catalog, some courses, such as those requiring physical skills, performance, or working on student publications, may be repeated for credit and grades. All grades will be included when calculating the student's grade point average with the following possible exception.

Students may elect to exercise a "repeat forgiveness" option for up to 13 undergraduate credits during their enrollment at Coastal Carolina University for courses taken at Coastal Carolina University. For credits taken under this option, Coastal Carolina University will exclude the grade and credit hours earned for the first enrollment in the course when calculating the student's cumulative GPA and earned credit hours. Both grades will appear on the transcript. Only course grades of **C**, **D**, **D+**, **F**, or **WF** are eligible for "repeat forgiveness." A student may not exercise the "repeat forgiveness" option for courses in which the student was assigned a grade as a result of academic misconduct. Students selecting the "repeat forgiveness" option should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize a "repeat forgiveness" option in evaluating credentials for prospective students and employees.

For "repeat forgiveness," undergraduate students must submit an electronic Course Repeat Request within WebAdvisor, either at the time of initial registration or by utilizing the "Apply for Repeat Forgiveness" menu. "Repeat forgiveness" must be elected by the **last day to drop with a grade of "W"** for the semester in which the course is being repeated. This date varies by semester. Check the [Academic Calendar](#) to determine the appropriate date. GPA Calculators are also available on the [Office of the Registrar](#) website to assist students in making their "repeat forgiveness" decisions.

NOTE: The course repeat forgiveness privilege may be used by students to achieve the Dean's List or President's List in the current semester the course is repeated. Previously posted academic standings will not be modified as a result of a course repeat forgiveness. Eligibility for Graduation with Honors is based on the student's cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University's Course Repeat Forgiveness Option). Other factors also determine eligibility for Graduation with Honors. For complete details, please see the [Graduation with Honors](#) section of this catalog.

Standard Repeat

Outside of the “repeat forgiveness” option or once a student’s 13 undergraduate credits of “repeat forgiveness” have been exhausted, a student may repeat a course which has been passed in order to raise the grade only in the event that the degree college requires a higher grade in the course. A student who repeats the course will have both grades entered on the permanent academic record and computed into the grade point average.

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

Non-Traditional Coursework

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

These situations typically are:

- 1) when students engage in an independent learning experience in an area not represented by established coursework at the University, such as through courses numbered 399 (Independent Study), 499 (Directed Undergraduate Research), or special or selected topics,
- 2) study in established university courses on an independent, non-traditional basis, or
- 3) cooperative and internship study.

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

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

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

Distance Learning

Distance education or distance learning refers to the interaction of students and instructors separated by time and/or place in educational processes that leverage instructional technologies and strategies to maximize learning. Most of the work is done independently by the student using self-instructional materials prepared by the instructor. For some courses, attendance at on-campus workshops or class sessions during the semester is required with a possibility of additional sessions for testing/examinations. Many of the distance learning courses require basic computer literacy, internet, and e-mail access. A student interested in enrolling in distance education courses should consult with his/her adviser.

Summer Semesters

The summer semesters are normally comprised of: May (4 weeks), Summer I (5 weeks), and Summer II (4 weeks). Shorter sessions and workshops are also offered. Students regularly enrolled in the University may take work applicable to the degree sought during summer terms.

Except in abbreviated sessions (less than 5 weeks) or in cases of adjustments for holidays, each course meets four periods a week, Monday through Thursday.

A maximum of two courses (up to seven credit hours) is permitted during any summer semester that is five weeks or greater. One course (up to four credit hours) is the normal load for four week and other abbreviated semesters.

The University reserves the right to withdraw any course for cogent reasons, such as inadequate enrollment. Additional courses may be offered upon request by a sufficient number of students. Registration in any course may be closed when the maximum enrollment has been reached.

Students seeking admission to the University for the first time during a summer semester should refer to the [Categories of Admission](#) section of this catalog.

Transitional Study

Transitional Study involves undergraduates enrolling in graduate courses. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor's degree or who have an earned bachelor's degree may be permitted to enroll in course or courses for graduate credit. Students are typically expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned as determined by the graduate program director/coordinator. Some programs may require supporting documents demonstrating the student is prepared for graduate study. Graduate courses available for Transitional Study are numbered 500-699. Transitional Study allows qualified undergraduates 1) to pursue advanced studies enhancing their undergraduate degree, or 2) to begin work towards completing a graduate degree, certificate, or endorsement. Credits earned through Transitional Study can only be used to satisfy one degree, undergraduate or graduate. The application of credit, once chosen, cannot be changed.

Students wishing to pursue Transitional Study must:

1. Complete and submit the Application for Non-Degree Graduate Admission to the Office of Graduate Studies.
2. Complete and submit the Application for Transitional Study to the Office of Graduate Studies. For credit to be applied to an undergraduate degree this form must be signed by the student's adviser, the graduate program director/coordinator, by the course(s) dean and by the director of Graduate Studies. For graduate credit only this form must be signed by the graduate program director/coordinator, the course(s) dean and by the director of Graduate Studies.
3. Limit the total credits earned under Transitional Study to 12.
4. Limit the total credit hours (undergraduate and graduate) taken in the fall or spring semester to 16; limit the total credit hours (undergraduate and graduate) taken in the summer I or summer II semester to nine.
5. Indicate clearly how the credits will be applied (e.g., as undergraduate, or as graduate credits).

Courses Outside a Degree Program

Students wishing to enroll in courses outside the degree program to which they have been admitted should do so only with the permission of their advisers and the dean of the course. Students are advised to seek guidance from the graduate coordinator/director of the college sponsoring the course regarding eligibility and prerequisites.

An individual who has been denied admission to a program may not continue to enroll in courses in that program without special permission from the dean of that college. This permission is needed even if the student enters another degree program at the institution.

Prerequisites

Prerequisite courses are intended to provide students with the necessary academic background for a satisfactory completion program. If a student believes that he/she has

the knowledge and/or skills represented by a prerequisite course obtained via other courses or methods, this should be discussed with the professor prior to registration regarding special permission to enroll.

CHANGES IN REGISTRATION

Changes of Enrollment

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

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

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

Dropping a Course

Dropping courses after the last day of classes for a semester (as listed in the Academic Calendar) is not permitted.

Courses dropped during the official late registration period of a semester will not be recorded on a student's permanent record. A grade of **W** will be recorded on the permanent record after the official late registration period and up to the last date to drop without a grade of **WF** and will not enter into the computation of credits attempted, grade point average, or any other total. The time allowed for dropping any course with a grade of **W** will be equal to two-thirds of the total number of class days from the beginning of the semester. A grade of **WF** (**U** for Pass/Fail option) will be recorded for any course dropped after the close of the prescribed "drop with **W**" period and through the last day of class. For Pass/Fail courses, a grade of **U** will be assigned. A **WF** is treated as an **F** in computing the student's grade point average. A student who stops attending classes without officially dropping will have the grade of **F** (**U** for Pass/Fail option) recorded for each course. This grade is included in all calculations and totals. The [Academic Calendar](#) lists the prescribed deadline dates in each semester.

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

Change of Major

Students who desire to change their majors must request admittance into the desired major through the chair of the new major. Students must: (a) obtain a Change of Major form from the office of the dean of the current major; (b) have this form signed by the chair of the academic department of the college in which they are currently enrolled (for release) and then the chair of the academic department of the college in which entry is desired (for acceptance). Upon acceptance into the new major, the college of the new

major will make the necessary computer entry to reflect the new major and assign the new adviser. To be valid, a "Change of Major" must not only follow the procedures indicated but must also be completed in advance of registration in the major to which the change is desired.

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

Course Substitutions

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

Deviations from the University core requirements must first be approved by the universitywide Core Curriculum Committee, and then, the Provost.

WITHDRAWALS

Withdrawal from the University or from a course after the last day of classes for a semester (as listed in the [Academic Calendar](#)) is not permitted.

Standard Withdrawals

All students, both full-time and part-time, desiring to withdraw from the University or to discontinue enrollment in **all** courses must first meet with a University College retention counselor, located in Kearns Hall, room 213. An exit interview will be conducted to assist the student in completing the withdrawal process and to resolve any outstanding concerns. A student who leaves the University without following this procedure may prejudice any further attempt to re-enter the University and will receive a grade of **F (U for Pass/Fail option)** in all courses.

The date of withdrawal from the University will be posted on student transcripts. Courses from which the student withdraws during the late registration period will not be recorded on a student's permanent record. Thereafter, through two-thirds of the total number of class days from the beginning of the semester, the grade of **W** will be recorded on a student's transcript but will not be used in computing the grade point average. Specific dates are listed in the University's [Academic Calendar](#). Students withdrawing after the close of the prescribed "withdraw with **W**" period and prior to the last day of class will receive a grade of **WF (U for Pass/Fail option)** for each course in which they are enrolled. A **WF** is treated as an **F** in computing the student's grade point average. Students who stop attending classes without officially withdrawing will have the grade of **F (U for Pass/Fail option)** recorded for each course. This grade is included in all calculations and totals.

Exceptions to the assignment of a grade of **WF** are possible only for verifiable, documented reasons. If a student must withdraw from the University for medical reasons or for another acceptable major cause after the last day to receive a **W**, the grade of **W** still may be assigned after appropriate evaluation of the circumstances. Students must meet with a University College retention counselor, located in Kearns Hall, room 213, to discuss their circumstances.

Withdrawals Due to Medical or Psychological Reasons

Policy Summary

A withdrawal for medical or psychological reasons is only granted for verifiable, documented medical or psychological reasons. The complete policy ([ACAD-127](#)) is available on the [University Policies](#) website.

Withdrawals Due to Student Military Deployment

Policy Summary

A withdrawal for students who are concurrently enlisted in the military and enrolled at the University who are either non-voluntarily activated or who have been requested by their military chain of command to volunteer for activation due to possessing a specialized skill. The complete policy ([ACAD-128](#)) is available on the [University Policies](#) website.

Involuntary Medical/Psychological Withdrawals

Policy Summary

A student who poses a significant risk to the health or safety of himself/herself or others, or substantially impedes the educational process or activity for apparent medical, psychological, or behavioral reasons may be subject to Involuntary Medical/Psychological Withdrawal from the University. The complete policy ([STUD-172](#)) is available on the [University Policies](#) website.

CLASS ATTENDANCE

Policy Summary

Students are obligated to attend class regularly. Absences, excused or not, do not absolve a student from the responsibility of completing all assigned work promptly. The complete policy ([ACAD-125](#)) is available on the [University Policies](#) website.

FINAL EXAMINATIONS

Final examinations for the fall and spring semester are held over a five-day period at the close of each semester; summer semester examinations are held at the close of each session. [Examination schedules](#) are published online at the [Office of the Registrar](#). No final examination may be held outside the stated time without special permission of the instructor's dean.

In any course or laboratory which meets three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once or twice a week, no quiz, test, or examination may be given during the last class meeting prior to the

regular examination period. This provision applies to all examinations except laboratory examinations. With the approval of the dean, laboratory examinations may be given during the last week of class. Self-paced courses are exempt from this regulation.

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

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

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

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

Student Life Exam Week Policy

Policy summary

The goal of this policy is to help improve students' success by giving them more time to prepare for final examinations. This policy addresses issues related to student organizations and sport clubs regarding events, meetings, practices, etc. during the time leading up to and through finals week. Policies related to finals week for academics can be found in the Schedule of Courses, and for athletics policies concerning finals week, please contact the Athletic Department. The complete policy ([policy number 1875](#)) is available on the [University Policies](#) website.

Deferred Examinations

A student who has received an Incomplete in a course as a result of being *excused* from an examination may be eligible for a deferred or special final examination. For a deferred or special final examination, the instructor and the student mutually agree on a date and time for the exam. A deferred or special final examination may be taken during the next regularly scheduled final examination period for that course. The examination must be taken within one major semester from the time that the Incomplete was assigned.

Graduating Seniors

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are normally mailed within 6 to 8 weeks after final examinations and after the Office of the Registrar has verified that all degree requirements have been met.

COURSE CREDIT

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

The instructional hour is identified as 50 minutes. One semester credit hour will be identified as 700 minutes of classroom instruction or equivalent laboratory time, plus an exam period. The University has the flexibility to use alternative schedules within the semester as long as each semester credit granted allows for a minimum of 700 minutes of classroom instruction or an equivalent amount of laboratory time, plus an exam period.

When the University offers courses in a concentrated or abbreviated time period, or non-traditional/hybrid formats, the outcome of the instruction must demonstrate that students in such courses have acquired competencies and levels of knowledge comparable to those that would be required of students taking similar courses in the traditional formats.

The University does not award credit for coursework taken on a noncredit basis. If a student feels that knowledge gained through noncredit study is equivalent to that gained in a credit course at the University, the student may validate this through a Departmental Examination or the College Level Examination Program.

Coastal Carolina University awards course credit only to currently enrolled students and only through "in residence" coursework (see "in residence" under the Graduation section of this catalog for details), credit by examination (Advanced Placement, CLEP, Departmental Examination, International Baccalaureate), academic transfer credit, transient study, and military educational experiences as stipulated below.

CREDIT SHARING

University course credit will count in multiple programs, including the core curriculum; majors; foundations for majors; minors; specializations or concentrations; and certificates unless otherwise stipulated by the program. Students can earn multiple specializations/concentrations in a major unless otherwise stipulated. No student can earn both a major and a minor under the same C.I.P. code.

Course credit hours only count once toward the total University graduation credit hour requirements.

CREDIT BY EXAMINATION

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

- a) in which there has been no class attendance or semester standing at a regionally accredited institution, or
- b) which were taken at an institution *not* accredited by the appropriate regional accrediting association.

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

Credit by examination cannot be earned while on suspension from the University, cannot be used to earn credit for previously **audited** courses, cannot be awarded for courses that have been failed previously, nor be used to raise a grade earned previously in a college course.

Credit by examination may be earned by College-Level Examination Program (CLEP), Departmental Exam, Advanced Placement, and/or International Baccalaureate. Coastal Carolina University does not award credit for DANTES Standardized Tests (Subject or General).

Credits earned through Credit by Examination do not meet “in residence” requirements.

College Level Examination Program (CLEP)

Credit by examination may be awarded after the student obtains the required score on the appropriate CLEP Subject Examination. Credit is not awarded for CLEP General Examinations. There is a fee for taking a CLEP Subject Examination; this fee is non-refundable. CLEP credit can only be posted after the [Office of the Registrar](#) has received the official score report from Educational Testing Service; credit **cannot** be transferred from another college/university transcript. Non-native English speaking students may not CLEP the Foreign Language test(s) of their native language. Information regarding specific CLEP Subject Examinations may be obtained by contacting the University's Academic Testing Center at 843-349-4004. A student who does not achieve the required score on a CLEP Subject Examination may not attempt a corresponding Departmental Examination. Students may not repeat CLEP examinations for CCU credit.

A complete list of recognized College Level Examination Program examinations and the associated scores necessary to award credit may be found on the [Office of the Registrar's](#) website.

Departmental Examination

A Departmental Examination may be given for students:

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

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

Credit by Departmental Examination costs \$30 per credit hour; this fee is non-refundable. Before the examination is administered, the department must determine student eligibility and requires an [Office of Student Accounts](#) receipt specifying payment of fees and the

course to be examined. Examination results and proof of payment must be forwarded by the Department to the [Office of the Registrar](#) in order for credit to be posted to the academic record.

Departmental Examination credit cannot be transferred from another college/university transcript.

Advanced Placement Examinations (AP)

The University will accept appropriate undergraduate credits earned through Advanced Placement Program Tests completed prior to high school graduation. Students must request that official Advanced Placement test results be sent directly to the [Office of the Registrar](#) for evaluation. Advanced Placement credit cannot be transferred from another college/university transcript.

A complete list of recognized Advanced Placement examinations and the associated scores necessary to award credit may be found on the [Office of the Registrar's](#) website.

International Baccalaureate Program (IB)

Coastal Carolina University recognizes the IB as a rigorous and challenging program and will provide credit after the student is enrolled as a baccalaureate degree-seeking student. Credit awarded at Coastal Carolina University is dependent upon the scores received in the IB program. Only scores of 4, 5, 6 and 7 on Higher Level exams may earn credit. No credit will be awarded for Standard or Subsidiary Level examinations.

Students must have an official IB Transcript issued by the N.Y. Office of the International Baccalaureate forwarded to Coastal Carolina University's [Office of the Registrar](#) for assignment of credits.

A complete list of recognized International Baccalaureate Programs and the associated scores necessary to award credit may be found on the [Office of the Registrar's](#) website.

Transfer Credit

A student transferring to the University from another college or university should, before enrolling in any course at the University, have transcripts evaluated by the [Office of Admissions](#). It is only through such evaluation that a student will know which transferred courses may be applicable toward Coastal degree requirements. A Transfer Guide and Academic Plan may be obtained through the [Office of Admissions](#). Students wishing to view courses that transfer into Coastal Carolina University may visit www.sctrac.org and enter their school information to find current equivalencies. School profile information, programs offered, and general transfer information may also be viewed on www.sctrac.org. The database is updated as new information is obtained; please contact an admissions counselor if you have additional questions.

Students from **regionally accredited** colleges and universities may transfer credit for academic courses completed with grades of **C (meaning C-, C or C+)** or better, but the University reserves the right to determine what credit, if any, for courses taken elsewhere

will be counted toward its degrees. A maximum of 76 credits may be transferred for degree credit from any **regionally accredited** two-year college transfer program. A maximum of 90 credits may be transferred for degree credit from any **regionally accredited** four-year college or university.

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

Students cannot receive degree credit for a course taken at Coastal Carolina University if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal Carolina University equivalent appears on the Coastal Carolina University academic record (with the exception of courses with grades of **W** earned at Coastal Carolina University, which are eligible to be taken at another institution and considered for transfer back to Coastal Carolina University). A student can never be awarded more transfer credit for a course than the original institution awarded. In some instances, the originating institution may have granted more credit for a course than Coastal Carolina University awards for the equivalent course. In these situations, Coastal Carolina University's lower level of credit shall be used to meet appropriate requirements such as core curriculum or major/minor/cognate credits. Excess credits will not be forfeited, but rather applied to the elective category.

Courses taken at another institution while under academic suspension may transfer to Coastal Carolina University in accordance with the university transfer policies.

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

In order to be eligible to receive a degree from Coastal Carolina University, a student must earn a minimum of 25 percent of the degree program's requirements "in residence" at the University, including 12 credit hours of the student's major courses and six credit hours of minor courses offered by Coastal. Some programs impose higher student residence and/or major requirements.

Credits earned through Transfer Credit do not meet "in residence" requirements (except in the case of credits earned through sanctioned Coastal academic exchange programs).

Grade point average (GPA) is calculated on the basis of all work in the student's academic career at Coastal Carolina University (factoring in any repeat forgiveness). Former USC-Coastal Carolina College students should consult with their adviser and the [Office of Admission](#) regarding their former coursework and their GPA calculation. Coastal Carolina University students granted approval to complete coursework at other institutions (transient/visiting students) will not have this work calculated in the GPA.

Credits earned at other institutions and transferred to Coastal may be used to satisfy program requirements but will not be calculated as part of the GPA.

College Parallel Course Credit - Regionally Accredited Institution

Academic courses completed with a grade of **C (meaning C-, C, or C+)** or better at **regionally accredited** institutions normally are transferable to Coastal Carolina University.

Courses that usually are not accepted for transfer are those which are:

- a) occupational or technical in nature;
- b) essentially remedial in nature; or
- c) from a two-year institution and are not recognized in that institution's catalog as a part of its college parallel (transfer) program.

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

Certain degree programs do not recognize transfer credit from a two-year institution for courses which are considered upper division or upper level courses at Coastal Carolina. In no Coastal degree program may such courses fulfill any upper level requirement within the major concentration, the minor, or the cognate, unless course equivalency is demonstrated to the satisfaction of the dean of the college where the course resides or their designee. However, some degree programs will grant transfer credit for such courses in the lower level elective category or within the core curriculum requirements.

Non-College Parallel Course Credit - Regionally Accredited Institution

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

Course Credit - Non Regionally Accredited Institution

With the exception of international institutions, and domestic institutions with active articulation agreements with Coastal Carolina University, the University does not accept transfer credit from institutions which are not accredited by the appropriate **regional accrediting** association. Students may validate credits earned at an institution which is not regionally accredited by obtaining the required score on the appropriate CLEP Subject Examination. Only if the appropriate CLEP Subject Examination does not exist

may a Departmental Examination be administered. See [Departmental Examination](#) section of this catalog.

Specific guidelines may be found in the [Credit by Examination](#) section of this catalog.

Transient Study

Credit for work completed at other institutions by Coastal Carolina University students will not be accepted for transfer if the student has previously received a grade (other than **W**) in an equivalent course at Coastal Carolina University. Credit for transient study courses will be accepted only under the conditions that (a) each course has been approved in advance by the dean or the Provost and such approval is filed in writing with the [Office of the Registrar](#), (b) each course has been passed with a grade adequate for transfer purposes (normally a grade of **C** or better), and (c) each course was taken for "academic credit." (**Note: A grade of C means a C-, C or C+.**)

Foreign Institution Credit

Students who have attended post-secondary educational institutions, colleges or universities outside the United States are required to submit a professional credential evaluation of all work completed (or a course-by-course report). The course-by-course evaluation report through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services should be sent directly to the [Office of Admissions](#) at Coastal Carolina University.

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

Military Credit

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

Credits earned through educational experiences in the military do not meet "in residence" requirements.

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

GRADING INFORMATION

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

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

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

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

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

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

I, incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete a limited portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility, family hardship, or some other impediment to progress that is beyond the student's control. The grade of **I** (incomplete) is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. In those instances when the faculty member agrees to assign the grade of **I** (incomplete), the faculty member must prepare with the student a completed Assignment of Incomplete Grade form stating specific expectations that the student must meet before the **I** (incomplete) grade is changed to a letter grade. Additional forms may be required by the

department. This Assignment of Incomplete Grade form must also include a deadline for completion of the work. Students who receive an **I** (incomplete) grade have up to one major semester to complete the work required, and this may be extended at the discretion of the instructor to one more full semester, but no longer. Copies of the completed form are then distributed to the student, the [Office of the Registrar](#), the department chair or college dean, and the instructor at the time grades are reported. **Re-enrolling in the course will not make up an I (incomplete)**. The grade **I** (incomplete) will not affect the student's GPA during the one semester, or during the contractually agreed upon time limit. After one major semester (or the agreed upon limit), a grade of **I** (incomplete) for which work has not been completed is permanently changed to a grade of **F**. Work to be completed must be submitted in sufficient time for the grade to be assigned and processed prior to the conversion of the **I** to an **F**. The responsibility for completing the requirements and assuring removal of an **I** (incomplete) rests directly with the student. Suspension does not extend the time allowed to make up an Incomplete.

FX is assigned for courses where failure occurs as a result of academic dishonesty. The **Fx** grade is treated as an **F** in the grade point average computation. With regard to Repetition of Coursework, courses that receive an **Fx** grade are not eligible to be repeated under the university's "Repeat Forgiveness" option, and instead may only be repeated via the "Standard Repeat" option. When assigned, the **Fx** grade will become a part of the student's internal academic record and will appear on unofficial transcripts and within the student information system. The **Fx** grade will not appear on the student's official transcript.

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

Grade Changes

A grade may be changed by the instructor of record of a course for a period of one year after the completion of the course. In the case of a deceased faculty member, or in extreme cases and for cogent reasons, the department chair, in consultation with the dean of the college offering the course and the University Registrar, may act in place of the instructor of record.

While enrolled and prior to graduating, students may utilize the General Petition process to appeal a grade, provided the petition is submitted within three years of the semester the course ended. After graduating, only the final semester's grades can be appealed (within six months of the graduation date).

Note: Grades that resulted from a violation of the academic integrity code are not subject to the General Petition process.

Pass-Fail Grading

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

Specific provisions of the Pass-Fail option are as follows:

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

Grade Point Average

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

$$\text{GPA} = (\text{Grade Points}) \div (\text{Grade Hours})$$

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

<u>Earned Grade</u>	<u>Grade Value</u>
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0
WF	0.0
Fx	0.0

Grade Hours are calculated by adding the credit hours of all courses with an earned grade.

Only grades of **A, B+, B, C+, C, D+, D, F, WF, and Fx** are used in the calculation of Grade Hours, Grade Points, and the Grade Point Average. Grades of **I, S, U, W, and AUD** do not affect Grade Point Average.

Obtaining Grades

Following each semester of enrollment, grades are available to students within their online WebAdvisor accounts. No grades will be available to students who have outstanding financial obligations to the University.

ENROLLMENT CERTIFICATION

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification. Beginning and ending dates reported in enrollment certification conform to the University's [Academic Calendar](#) dates for the semester requested.

TRANSCRIPTS

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

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

Transcripts will not be issued to a student who is indebted to Coastal Carolina University. Partial transcripts will not be issued.

Information on [requesting an official transcript](#) is available through the [Office of the Registrar](#).

CLASSIFICATION OF STUDENTS

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

<u>Classification</u>	<u>Hours Earned</u>
Freshman	0 - 29
Sophomore	30 - 59
Junior	60 - 89
Senior	90 and above

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

Coastal Carolina University education record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The University provides official notice to students of their rights under FERPA by publishing such notice in the Coastal Carolina University catalog and on the [Office of the Registrar's](#) website under [FERPA](#).

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

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

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

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

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

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

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

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

- a) To school officials with legitimate educational interests;
- b) A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including campus law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- c) To officials of other institutions in which the student intends to enroll provided that the student has previously requested a release of his/her record to the requesting institution;
- d) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, the Attorney General of the United States, the U.S. Census Bureau, state/local educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;
- e) In connection with a student's application for, and receipt of, financial aid;
- f) To comply with a judicial order or lawfully issued subpoena;
- g) To parents of dependent students as defined by the Internal Revenue Code of 1986, Section 152;
- h) To appropriate parties in health or safety emergency; or
- i) To the alleged victim of any crime of violence or the results of any disciplinary proceedings conducted by the University.

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

The University may disclose any of these items without prior written consent unless the student has submitted a written request to the [Office of the Registrar](#) not to release directory information pertaining to them. This request must be made at the time of registration but no later than 14 days after the beginning of the semester.

The University may publish a Student Directory annually. Students who do not wish to have information printed in the Student Directory should complete a [Student Directory Privacy Request](#) form, available through the [Office of the Registrar](#). Student Directory Privacy Request forms must be completed no later than 14 days after the beginning of the semester.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Coastal Carolina University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:**

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

Questions concerning this law and the University's procedures concerning release of student education records may be directed to the [Office of the Registrar](#), Baxley Hall, room 222, (843) 349-2019.

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

ACADEMIC STATUS

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

Good Academic Standing

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

Academic Probation/Suspension Status

Academic Probation: Students are placed on probation when the level of their academic performance is endangering their opportunity to earn a degree from the university.

Students must earn a minimum cumulative grade point average on graded hours at Coastal Carolina University to avoid being placed on probation.

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

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

Cum CCU Graded Hours	Satisfactory Academic Progress	Cum CCU GPA Resulting In Probation	Cum CCU GPA Resulting In Suspension
0-15	2.0 – 4.0	1.30 – 1.99	Below 1.30
16-29	2.0 – 4.0	1.40 – 1.99	Below 1.40
30-44	2.0 – 4.0	1.50 – 1.99	Below 1.50
45-59	2.0 – 4.0	1.50 – 1.99	Below 1.50
60-74	2.0 – 4.0	1.60 – 1.99	Below 1.60
75-89	2.0 – 4.0	1.70 – 1.99	Below 1.70
90-104	2.0 – 4.0	1.80 - 1.99	Below 1.80
105+	2.0 – 4.0	1.90 – 1.99	Below 1.90

The following rules apply to students who are on academic probation:

1. May not enroll in more than 16 credits per semester, [students who pre-registered for more than 16 credits must drop to 16 credits. Should the student fail to drop to 16 credits, the University will adjust the student's course schedule to 16 credits.]
2. Are required to have their course schedules and credits reviewed and approved by their academic advisers at the beginning of each semester,
3. Are required to meet at least two times per semester with their academic adviser, and
4. Are required to attend a one-day Dean's Academic Counseling Seminar at the beginning of each semester.

A student who enrolls while on probation must demonstrate progress toward the attainment of a degree by earning at least a 2.0 semester grade point average in each regular semester to be allowed continued enrollment and to avoid suspension. Once the

student has earned at least a 2.0 cumulative grade point average in a regular semester, the student is considered to be making satisfactory academic progress and is no longer subject to the rules of probation.

Academic Suspension: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

1. The student's cumulative grade point average falls below the suspension level as indicated above; or,
2. While on probation, the student fails to earn a minimum 2.0 semester grade point average in any semester.

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

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

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

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

Students who enroll after academic suspension are admitted under the status of probation. Students are required to earn at least a 2.0 grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (16 credits), have their course selections and credits approved by their adviser, and attend a one-day Dean's Academic Counseling Seminar.

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Academic Suspension Petitions Committee.

Students must contact the dean's office of their major for information and deadlines for submitting an appeal.

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

Academic Discipline

Infractions of academic discipline at the University are dealt with in accordance with the [Code of Student Conduct](#). Examples of such infractions include but are not limited to cheating, plagiarism, and illegal use of old laboratory reports. Further information is contained in [The Student Handbook and Academic Planner](#) or from the [Dean of Students Office](#).

Appeals and Petitions

Appeals should be made within the academic college that directs the student's program. Appeals should be addressed to the designated graduate coordinator/director in the college where the coursework is housed. Only after the internal process for appeals and grievances has been exhausted should a student take his/her case to the dean of the college. If the dean cannot resolve the question being raised, he/she will refer it to the Committee on Petitions and Scholastic Standing, or other similar committee, in the college of the student's degree program.

A student who wants relief from any academic regulation of the University may submit the case for consideration to the appropriate committee in the college of the student's major or the appropriate universitywide committee. Petitions related to programs, regulations, or other matters in the graduate program should be addressed to the dean of the college who will then refer it to the appropriate college committee. Petitions requesting substantial deviation from established practice also should be referred to the dean of the college. Appeals, grievances, or petitions may be related to academic matters only.

ACADEMIC FORGIVENESS FOR FORMER COASTAL CAROLINA UNIVERSITY STUDENTS

Academic Forgiveness means that a student's past failures are forgiven to allow the student to resume his/her college career with a realistic possibility of completing a

degree. In essence, the program will allow the calculation of a grade point average (GPA) based on the student's performance in courses taken after being granted forgiveness.

A student must meet the following conditions to apply for academic forgiveness.

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

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

Once academic forgiveness has been granted, the following apply to the student's academic record:

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

ACADEMIC HONORS

Honor Lists

The names of students who achieve high GPAs are entered on the Honor Lists each fall and spring semester.

Students who have earned, during the fall or spring semester, a GPA of 4.0 on a minimum of 12 grade hours at the time of official grade production are listed on the **President's Honor List**.

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

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

Grades of **I** (incomplete) changed to letter grades beyond the semester's official grade production date will not qualify a student for honors.

GRADUATION

In order to be eligible to receive a degree from Coastal Carolina University, a student must earn a minimum of 25 percent of the degree program's requirements "in residence" at the University, including 12 credit hours of the student's major courses and six credit hours of minor courses offered by Coastal. Some programs impose higher student residence and/or major requirements.

All degree applicants are urged to confer with the chairs of their respective departments about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

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

All candidates for degree(s) must file a formal Graduation Application with the dean(s) of their respective major(s) during the regular semester *prior* to their expected graduation date. For example, to be considered for May graduation, candidates must submit their graduation applications the previous fall semester (both August and December graduations require spring semester filings). Graduation Applications must be submitted by the date specified in the University's [Academic Calendar](#). The [Graduation Application](#) may be obtained from the office of the dean of the student's major or online. A Graduation Certification form signed by the appropriate dean and the fee receipt must accompany the Graduation Application when it is submitted by the appropriate dean to the Office of the Registrar. Please check the [University Commencement](#) website for more specific commencement information.

Commencement exercises at the University are held each year in May for those completing all requirements of their program in the spring semester, in August for those completing all requirements of their program in any summer semester, and in December for those completing all requirements of their program in the fall semester.

All requirements for graduation must be complete at the time of commencement, including the payment of all financial obligations to the University, or the student will not be allowed to participate in the commencement ceremony.

Candidates who are eligible to be recognized for Graduation with Honors at a commencement ceremony, as noted in the section below, may wear the embroidered official white honor stole with the university seal at graduation. Also, students who are members of the University Honors Program, the Wall Fellows, the Jackson Scholars, Swain Scholars or other selected university honors programs are eligible to wear the university stole.

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

Diplomas will not be issued to students who are indebted to Coastal Carolina University.

In order to be eligible to graduate, all coursework (including incomplete coursework) must be completed by the last day of final examinations for the semester the candidate applied to graduate in. The last day of final examinations is listed in the [Academic Calendar](#). Candidates who do not meet the academic requirements necessary for graduation within the semester for which they have applied will not graduate that semester and must reapply for graduation in a subsequent semester's graduation cycle.

Graduation With Honors

Eligibility for Graduation with Honors is based on the student's cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both

original and repeated grades that were taken under the University's Course Repeat Forgiveness option).

The following designations indicate a consistently high level of academic achievement throughout the student's academic career at the University. To graduate with such honors, a student must have earned at least 60 graded credit hours (which can include credits earned through officially recognized Coastal Carolina University academic exchange programs) applicable toward the degree "in residence" at Coastal. Courses taken at other institutions, by correspondence, by examination, by exemption, or credits earned through military credentials are not considered in the calculation for graded hours.

Summa cum Laude: a cumulative GPA of 4.0

Magna cum Laude: a cumulative GPA of 3.75 - 3.99

Cum Laude: a cumulative GPA of 3.5 - 3.74

Graduation with Honors that are recognized at commencement ceremonies are based upon the grade point average available at the beginning of the semester of graduation. Actual Graduation with Honors are calculated after the final semester's grades have been received and certified, and will be indicated on the diploma and official transcript.

The **President's Award for Academic Achievement** is a separate award given at each graduation in recognition of students who have achieved a perfect 4.0 *collegiate grade point average* throughout their entire collegiate careers. The collegiate grade point average differs from the Coastal grade point average in that it includes all coursework taken, and grades received, from every institution the student has ever attended.

DEGREES

Baccalaureate degrees may be earned at Coastal Carolina University in the designated majors shown in the Degrees, Majors, Minors, Certificates portion of this catalog. Master's degrees may be earned in the designated graduate programs listed on the [Office of Graduate Studies](#) website.

MINORS

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

SECOND BACCALAUREATE DEGREE

At times, the University confers a second baccalaureate degree upon candidates who have completed *all* requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 24* credits beyond those required for the first degree and a minimum of 144 credits total. A student must complete core curriculum requirements for each degree. Courses accepted toward the first degree (cognates, minors, electives) may be applied toward the category of "MAJOR

REQUIREMENTS" of the second degree, provided minimum credit limits of the second degree are observed. It should be noted that satisfying requirements for a second major will not by itself lead to the conferral of a second degree. Under this policy, a student may apply for two degrees at one time or separately. In either case, two diplomas would be awarded.

* Some majors require more than this number.

DOUBLE MAJOR

A student may elect to complete a double major by satisfying the departmental requirements in each of two departments. This will include at least 48 credit hours of major work under the following options:

- a) both majors in the same college;
- b) two majors in different colleges.

In cases where one degree program leads to a B.A. and the other to a B.S. degree, the student must designate one as the official degree of record. Fulfillment of the requirements for the second major will be indicated on the student's official transcript. Approval of the dean(s) is required for a double major. A double major eliminates the minor and/or the cognate requirement.

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



FEES AND EXPENSES

FEES AND EXPENSES

Coastal Carolina University reserves the right to change fees when deemed necessary, based upon approval by the Coastal Carolina University Board of Trustees and approved state policies. All charges are due and payable on the date that they are incurred, or the due date indicated on the ticket, invoice, or statement. Checks for the exact amount of the total charges should be made payable to Coastal Carolina University.

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

A student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, take final examinations, or be issued a transcript, diploma, degree, grade reports, or any other official statement. A student who fails to relieve any indebtedness by the last day of classes in the semester he/she is to graduate (as outlined in the [University Academic Calendar](#)) will not be permitted to participate in the commencement ceremony.

Failure of a student to properly register and appear on class rosters and failure to pay tuition disqualifies the student from receiving credit for any coursework, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

By registering for classes at Coastal Carolina University, a student accepts full financial responsibility for payment of tuition, fees and related expenses. If the student fails to make timely payment, his/her account may be referred to a collection agency, and he/she will be responsible for reimbursing the University for the collection agency's fees and all costs and expenses, including reasonable attorney's fees, incurred in such collection efforts. A student is bound by these policies for the duration of his/her enrollment at Coastal Carolina University and until all final charges are paid in full.

OFFICE OF STUDENT ACCOUNTS

The Office of Student Accounts at the University is responsible for billing and consolidating billed charges to student's individual accounts and collecting those outstanding balances from self-pay, financial aid or other sources. Billed charges include tuition, room and board (meal plans), lab and technology fees, and certain miscellaneous charges including book charges, medical service charges, penalties and fines. Payments to accounts are accepted from personal resources (cash, checks, money orders, credit cards) and, when applicable, are coordinated from sources established through processes from Financial Aid and Scholarships.

The Office of Student Accounts is responsible for settling student financial aid credits when financial aid receipts exceed semester charges, and issuing student tuition and housing refunds as the University policy prescribes.

To minimize disruptions to class schedules, access to grades and diplomas, it is important that each student keeps up with his/her student account balances and associated timelines for payment. A [student accounts calendar](#) of dates for the academic year is provided to inform or remind students of bill issue and payment due dates. Refunds based on class schedule adjustments [Add/Drop](#) or withdrawals are applied based on the University Policies and Guidelines.

All financial aid settlement refunds are processed electronically by direct deposit. Direct deposit is the electronic transfer of funds into a checking or savings account. The checking or savings account must be a U.S. account. After enrolling in direct deposit, students must update their direct deposit enrollment information whenever their banking information changes.

RESIDENCE STATUS

The South Carolina Commission on Higher Education establishes the regulations for determining in-state status. For a list of these regulations, visit the [South Carolina Commission on Higher Education](#) website. A copy of Residency information and the *Application for Classification as a South Carolina Resident for Tuition and Fee Purposes* may be found on the following [website](#). More information is available on the [South Carolina Residency](#) website.

APPLICATION FEE

There is a non-refundable application fee that must be paid before you can submit your application to the University. Freshman applicants with financial need may request an application fee waiver by submitting the same form used to request a fee waiver for the SAT or ACT (this form can be obtained from your high school guidance counselor). The Office of Admissions must receive the application fee before the application is reviewed.

ENROLLMENT NOTIFICATION DEPOSIT

For complete information, please go to the [Enrollment Guide](#).

Upon acceptance to Coastal Carolina University, all freshmen and transfer students are required to make an enrollment deposit. This deposit is required to hold a student's place in the class. Enrollment deposits must be made no later than May 1 for the fall semester. Refunds of enrollment deposits may be requested by writing to the Director of Admissions prior to the appropriate deadline for the term. No refunds will be honored after these deadlines:

- Fall semester—May 1
- Spring semester—December 15

ORIENTATION FEE

Orientation fees are applicable to Freshmen and Transfer students, and allows each student to bring up to two guests. Orientation fees are non-refundable. Exact fees can be located on the [Orientation](#) Web page.

TUITION AND FEES FOR THE 2015-2016 ACADEMIC YEAR

Tuition and technology fees per semester according to academic level and the number of hours for which a student is registered may be found on the website for the [Office of Student Accounts](#).

Also included on this website are the following fees:

- [Housing](#)
- [Meal Plans](#)
- [Other Fees](#)
 1. Diploma application
 2. Replacement Student ID card
 3. Parking decal

Additional Parking fee information may be found on the [Department of Public Safety's](#) website.

[Lab fees](#) on select courses may be found on the [Office of the Registrar's](#) website.

SENIOR CITIZENS

Senior citizens (60 years of age or older) who are residents of South Carolina and who are not employed full-time may be eligible to attend classes on a space availability basis without the payment of tuition (excludes required course fees) provided the applicant meets the regular admission requirements and other standards of the University. Senior citizens must complete either the Readmission and Non-Degree Student application or Freshman or Transfer application, depending on the status of enrollment that is desired. In addition, the Free Tuition Application for Senior Citizens must be completed and submitted to the Office of Admissions. Under the free tuition program, senior citizens cannot register for classes until the day prior to the first day of class for the term in which they wish to enroll.

COURSE AUDITING

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

Failure of a student to properly register and appear on class rosters and failure to pay tuition disqualifies the student from receiving credit for any coursework, even if the student attends class and takes exams and earns a grade with the permission of the instructor.

TUITION/FEE CREDIT/ADJUSTMENTS

Coastal Carolina University credits all or a portion of tuition charges for adjustments to a student's class schedule made after the start of classes depending on certain criteria. Coastal Carolina University credits all or a portion of tuition charges for students who voluntarily withdraw in conformance with the University Withdrawal policies and procedures located on the [Office of the Registrar's](#) website. The schedules for these

credits are listed on the Office of Student Accounts website under [Refunds/Cancellation Fees](#).

Housing and Meal Plan cancellation policies are outlined on the Office of Student Accounts website under [Refunds/Cancellation Fees](#).

STUDENT INSURANCE

Student health and accident insurance is optionally available to all registered students. Please see [Student Health Services](#) for information.

All international students attending Coastal Carolina University, both F1 and J1 visa holders, must carry health insurance, including medical evacuation and repatriation coverage. Medical insurance *should* be purchased before arriving to the United States, and **must** be purchased by the first day of the semester. Health insurance must always be kept valid and current. Proof of insurance, including the policy's coverage details and confirmation of purchase, must be submitted to the OIPS upon arriving to the U.S., as well as each and every time a new insurance policy is purchased or renewed. Please consult the [Office of International Programs and Services \(OIPS\)](#).

TRANSCRIPT FEES

Coastal Carolina University will issue up to six standard service (paper) transcripts per student per calendar year at no charge. A non-refundable fee of \$5.00 per copy must accompany subsequent requests that are made within the same calendar year. Please make your check or money order payable to Coastal Carolina University at the Office of Student Accounts located at 100 East Chanticleer Drive (Baxley Hall). Enhanced service (electronic ordering and delivery; express delivery of paper) official transcripts may be ordered for additional charges – please see the [Office of the Registrar's](#) website for details.

RETURNED CHECKS (PAPER AND ELECTRONIC)

A \$30 returned check fee will be charged for all returned checks. Returned checks and subsequent fees must be satisfied with cash, a bank cashier's check, or a money order. Students with three returned checks will be placed on check restrictions and will no longer be allowed to present checks for payment of University fees.

LIBRARY FINES

A fee will be charged for all late, lost or damaged library materials. More information on Lost/Damaged Library Materials, Overdue Fines, and Fine Policy can be found on the following website: <http://www.coastal.edu/library/about/policies.html>.



FINANCIAL AID AND SCHOLARSHIPS

FINANCIAL AID AND SCHOLARSHIPS

The mission of [Financial Aid and Scholarships](#) is to support the University by assisting students and parents identify possible sources of financial assistance to meet the cost of education at Coastal Carolina University.

Financial aid available to Coastal students is derived from federal and state government sources such as scholarships, grants, work-study, loans and Veterans Educational Benefits. Additional scholarships are provided by Coastal Carolina University, along with other funds made available through private and public sources.

To determine whether or not a student is eligible for federal student aid programs, the student and his/her family completes the [Free Application for Federal Student Aid](#) (FAFSA) by March 1 each year for priority consideration. The University expects students and their families to share in the responsibility of meeting the costs of college.

OPERATING PRINCIPLES

Coastal supports the following principles:

- a) The primary purpose of a financial aid program should be to help provide financial assistance to students who, without such aid, would be unable to attend college.
- b) The family of a student is expected to make a maximum effort to assist the student with college expenses. Financial assistance from colleges and other sources should be viewed only as supplementary to the efforts of the family.
- c) The student who receives federal financial assistance must maintain satisfactory academic progress as outlined in the [University's Satisfactory Academic Progress Policy](#) to remain eligible for federal financial aid.

SPECIFIC AUTHORIZATIONS

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

VETERAN EDUCATION BENEFITS

Eligible veterans can receive assistance with applying for VA educational benefits through the Office of Veterans Services in Student Life. The U.S. Department of Veteran Affairs determines eligibility for and awards this benefit. You can determine if you are eligible by calling the VA Regional Office at 1-888-442-4551. Then contact the Office of Veterans Services in Student Life to obtain the appropriate forms for certification.

Students receiving VA educational benefits are expected to maintain satisfactory progress towards a degree. Normal standards of progress, [as stated in the Catalog](#), are applicable to VA students. Veterans or eligible persons must take courses that are essential to their degree program and cannot receive VA benefits for courses that are not essential to their

program of study, or for repeating courses in which they have earned a satisfactory grade, or for courses which are graded on a Pass-Fail basis. To receive benefits for an Independent Study or Distance Learning, approval must be obtained from the S.C. Commission on Higher Education prior to certification for the semester.

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

The following is a synopsis of VA Program Chapters:

- Chapter 30: The Montgomery G.I. Bill (“New” G.I. Bill). This program provides educational benefits to individuals entering military service after June 30, 1985. A certified copy of your DD 214 is required. Those with remaining entitlement under Chapter 34 (“Old” G.I. Bill) may be eligible under Chapter 30.
- Chapter 31: Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability, and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.
- Chapter 33: Post 9/11 G.I. Bill. This program is for individuals who have served on Active Duty since Sept. 11, 2001. This program also allows for transfer of benefits to dependents. The Yellow Ribbon Program is a component of the Post 9/11 G.I. Bill.
- Chapter 35: Dependents Educational Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.
- Chapter 1606: Montgomery G.I. Bill-Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.
- Chapter 1607: Montgomery G.I. Bill-Selected Reservists Called to Active Duty. This program is a new benefit that makes certain reservists who were activated after Sept. 11, 2001 either eligible for education benefits or eligible for increased benefits.

FINANCIAL AID

To determine if you are eligible, complete the [Free Application for Federal Student Aid \(FAFSA\)](#).

Federal Title IV Census Date

Coastal Carolina University uses the last date of the 100 percent tuition refund period as the official federal census date for all federal aid recipients. Per federal regulations,

federal aid cannot be awarded for classes added **AFTER** the institution's 100 percent refund date for the semester.

In summary:

- In order to receive Direct, Perkins or PLUS loans, you must be enrolled in at least six eligible credit hours on the federal census date. Classes added after the federal census date will NOT be counted as eligible credit hours for federal Title IV aid.
- Federal Pell Grant amounts will be awarded based on the number of eligible credit hours that you are registered in as of the federal census date. Classes added after the federal census date will NOT be counted as eligible credit hours for federal Title IV aid.
- Required coursework – enrollment status, in part, determines eligibility for federal Title IV aid. Federal aid includes the Pell, SEOG, and TEACH Grant, Perkins Loan, Direct Student (Subsidized and Unsubsidized) Loans, Direct Parent PLUS Loan, Direct Graduate PLUS Loan, and Federal Work-Study. Enrollment status is determined by the number of credit hours that you are enrolled in that actually count toward your degree program. Classes that do not fulfill core, foundation, major, or *required* elective requirements within your degree program are NOT counted in determining your enrollment status for federal aid eligibility.

GRANTS

Federal Pell Grants

The Federal Pell Grant is a student aid program that provides grants for students attending college who have not previously received a baccalaureate degree. Eligibility is based on your resources and determined by a formula developed by the U.S. Department of Education. Pell Grant awards range from \$626 to \$5,775.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant program is a student aid program from which you may obtain up to \$1,500 each year depending on your financial need, the availability of FSEOG funds at Coastal, and the amount of other aid you receive. These funds are limited.

South Carolina Need-Based Grant

The South Carolina Need-Based Grant Program is designed to provide additional financial assistance to South Carolina's neediest students. The award will assist South Carolina residents who wish to attend public or colleges or universities in the State. These funds are limited.

EDUCATIONAL LOANS

Federal Perkins Loan

The Federal Perkins Loan is a low-interest loan to assist you in paying for your education. You may be eligible to borrow up to \$3,000 a year. As a student, you pay no interest on the loan while attending school at least half time. The interest rate is five percent during the repayment period which begins nine months after you leave college or cease being enrolled as at least a half-time student. These funds are limited and based on need.

Federal Direct Student Loans

The Federal Direct Student Loan is a low-interest college loan designed to assist students and parents with funding a student's education after high school. Direct Student Loans are federal loans and can be subsidized or unsubsidized depending on the student's financial need. Students must be enrolled at least half time (six credit hours) to be eligible to receive these loans.

Direct Subsidized Loans are awarded on the basis of financial need. The federal government pays the interest on these loans while the student is in school. The maximum lifetime award amount for the Direct Subsidized Loan is \$23,000. Please refer to the federal student aid [website](#) for additional restrictions regarding Direct Subsidized Loans.

Direct Unsubsidized Loans are not awarded on the basis of financial need and will accrue interest while the student is in school. Interest only payments may be made while the student is in school to avoid having the interest added to the principal loan amount. Maximum award amounts are determined on the basis of the dependency status of the student.

These loans have a six-month grace period before repayment begins.

To determine if you are eligible, students must complete:

1. The Free Application for Federal Student Aid (FAFSA),
2. Master Promissory Note for Federal Direct Student Loans, and
3. Entrance Loan Counseling.

Additional Unsubsidized Federal Direct Loan

Independent students may also be eligible to borrow up to \$4,000 a year for their freshman and sophomore years, and up to \$5,000 a year for junior and senior years. Dependent students whose parents have been denied a Federal Direct Parent PLUS Loan are also eligible for this program. The interest rate is determined every July by the Department of Education. While most terms of the loan are similar to the Direct Subsidized Student Loan, financial need is not a factor. However, the University must determine your eligibility for the Pell Grant and Direct Subsidized Loan before approving your application for the additional Direct Unsubsidized Loan.

To determine if you are eligible, students must complete:

1. The Free Application for Federal Student Aid (FAFSA),
2. Application and Master Promissory Note for Federal Direct Student Loans, and
3. Entrance Loan Counseling.

South Carolina Teachers Loan

The South Carolina Teachers Loan Program was established by the State of South Carolina through the Education Improvement Act of 1984 to attract talented and qualified students to the teaching profession. This loan has forgiveness options by teaching in South Carolina public schools in an area of critical need.

The loan is forgiven at the rate of 20 percent for each full year of teaching in a critical subject or a critical geographic area within South Carolina. If you teach in both a critical subject and geographic area, your loan will be forgiven at the rate of 33 1/3 percent for each year of full-time teaching. The subject areas deemed critical at the time you apply will be honored when you begin teaching; critical geographic areas must be deemed critical at the time of your employment. If you decide not to teach, the interest rate on the loan is determined by the South Carolina Student Loan Corporation.

Freshmen and sophomores may borrow up to \$2,500 per year. Juniors, seniors and graduate students may borrow up to \$5,000 per year. This loan has a June 1 deadline and the funds are limited.

For more information and to determine if you are eligible, please visit the [South Carolina Student Loan](#) website.

Federal Direct Parent Loans for Undergraduate Students (PLUS)

The PLUS program was created to give parents of dependent students an additional financial resource. There is no interest rate subsidy, and need is not a factor. The interest rate is determined every July by the Department of Education. The PLUS program is available for parents of dependent students only.

Repayment of the loan begins once it is fully disbursed (paid out); however, deferment options are available by contacting the loan servicer. A PLUS loan is used primarily to assist families pay tuition bills not covered by other aid. Loans may be made up to the total cost of education per dependent, minus other estimated financial aid.

To apply for a Federal Parent Loan for a dependent student, parents complete the Free Application for Federal Student Aid (FAFSA) and the loan application. Obtain application instructions on the [Financial Aid and Scholarship's](#) website.

ON-CAMPUS STUDENT EMPLOYMENT OPPORTUNITIES

The Office of Human Resources and Equal Opportunity coordinates all on-campus student employment. The department will assist students with locating part-time jobs on

campus. For more information and to view an active list of available student positions, please visit the [Office of Human Resources and Equal Opportunity](#) website.

Federal Work Study Program (FWSP)

The Federal Work Study program is a federal student aid program that provides part-time jobs on campus for eligible students. Students may work up to 20 hours a week when classes are in session and up to 37.5 hours during times when classes are not in session up to an authorized amount of wages with approval from [Financial Aid and Scholarships](#). Approximately 150 students are approved for work each semester. Students should seek placement in available jobs through the [Office of Human Resources and Equal Opportunity](#). Funds are limited. To determine if you are eligible, complete the Free Application for Federal Student Aid (FAFSA).

Institutional Work Study Program (IWSP)

The Institutional Employment Program is a Coastal Carolina University program that provides part-time jobs on campus for students who may or may not have financial need. There is no application for this program other than completing the applicable job application. Students should seek placement in available jobs through the [Office of Human Resources and Equal Opportunity](#).

SATISFACTORY ACADEMIC PROGRESS

Institutions participating in Title IV federal aid programs are required by the United States Department of Education to establish institutional policies which define and measure the quantitative and qualitative progress of eligible students. Each student who receives federal financial aid at Coastal Carolina University is required to maintain satisfactory academic progress toward completion of his/her program of study. Students will be evaluated on an annual basis.

Coastal Carolina University's Satisfactory Academic Progress Policy:

1. Students must be admitted and enrolled as degree-seeking students.
2. Students must meet the University's standards for continued enrollment as specified in the [Academic Standing](#) section of the university catalog. A petition for continued enrollment granted by the Academic Suspension Petitions Committee does not constitute evidence of satisfactory academic progress for federal financial aid purposes. If mitigating circumstances were a factor in the student's unsatisfactory academic performance, a separate appeal process is required for federal financial aid consideration.
3. Students who have earned 0-59 credits must achieve or maintain a minimum cumulative grade point average of 1.75. Students who have earned 60 or more credits must maintain a minimum grade point average of 2.0. A student who has enrolled at CCU for four or more semesters must maintain a minimum grade point average of 2.0.
4. Students must satisfactorily complete a minimum of 67 percent of the courses they attempt at the institution. Please note, courses dropped from a student's

schedule after the published drop/add period are included in the completion percentage.

5. Students must complete requirements for a single degree within 150 percent of the published length of the program. The total number of credit hours attempted at Coastal Carolina University may not exceed the equivalent of 12 full-time (15 credit hour) semesters or 180 attempted credits. Please note that all transfer work accepted by the University is included in a student's total attempted credits.

Transfer students unconditionally admitted to the University will be considered to be making satisfactory academic progress for federal financial aid at the time of enrollment. Students with excessive transfer credits are encouraged to see a Financial Aid Counselor in reference to their maximum time frame of eligibility for federal financial aid.

A student who has earned a previous degree and is now seeking a second degree, or completing prerequisites for one of the University's master's level programs is required to submit an appeal for federal financial aid consideration. These students must submit documentation to explain why a second degree or career change is required, a signed academic plan detailing the coursework required to complete their goal, and an anticipated completion date determined by the faculty adviser. If the student's plan is deemed reasonable, a conditional approval for federal financial aid will be issued one semester at a time until the student successfully completes his/her goal or fails to meet the stipulations of his/her conditional approval.

If a student's ability to meet the University's standards of satisfactory academic progress was affected by mitigating circumstances, he/she may appeal the denial of federal financial assistance with [Financial Aid and Scholarships](#). Examples of mitigating circumstances include but are not limited to: mental or physical illness, death of a loved one, divorce or separation. Written documentation, in addition to that required by the established appeal process, is required to validate the mitigating circumstance(s).

A student's unsatisfactory academic progress standing does not affect his/her ability to seek or receive private financial assistance to attend the institution. A student who does not have mitigating circumstances to warrant an appeal for federal aid is encouraged to explore alternative or private funding to continue his/her enrollment. Please see a Financial Aid Counselor if you need assistance with obtaining private funding from a lender that doesn't require Satisfactory Academic Progress standards to be met.

REFUNDS/REPAYMENTS

Students are academically and financially responsible for their course registration and must terminate enrollment in classes which they do not intend to complete. To drop a course, the student must complete a Registration form available from their adviser. To completely withdraw, the student must complete a University Semester Withdrawal form available from the University College. Refund refers to the amount of money used to pay institutional charges that the institution must return to the student and/or to the financial aid programs after the student has withdrawn or dropped courses. Repayment refers to the amount of any cash disbursement made to the student that the student must repay to the

school after the student has withdrawn or dropped courses. For students who receive federal Title IV funds, a copy of the Return of Federal Title IV Funds policy worksheet is available in [Financial Aid and Scholarships](#). The student should refer to the [Fees and Expenses](#) section of this catalog for specific refund schedules.

Policy for Withdrawal Refunds

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

The Return of Federal Title IV Funds policy applies only to students at the University who are recipients of federal Title IV financial aid. A copy of the Return of Federal Title IV Funds policy worksheet is available in [Financial Aid and Scholarships](#). The University policy applies to all other students who withdraw from the institution.

Any financial aid for which the student was eligible prior to withdrawal, but which has not been disbursed, will be canceled and returned to the source. Students who stop attending and fail to withdraw from the University may be subject to the repayment of up to 50 percent of any Title IV federal funds received.

Distribution of Refunds/Return of Funds

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

- | | |
|---------------------------------------|----------------------------|
| 1) Unsubsidized /Direct Stafford Loan | 5) Pell Grant |
| 2) Subsidized /Direct Stafford Loan | 6) FSEOG |
| 3) Federal Perkins Loan | 7) Other Title IV Programs |
| 4) Direct PLUS | |

Repayments for Withdrawals

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

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

UNDERGRADUATE SCHOLARSHIPS

Coastal Carolina University offers a variety of scholarships to new students accepted into the University as well as to continuing University students. Specific criteria for each of the merit awards are listed on the [Office of Admission's](#) website. Merit-based

scholarships are automatically awarded while application-based scholarships require completion of a scholarship application via WebAdvisor.

The deadline to apply for all application-based scholarships is March 1 each academic year. As there are a limited number of awards available in each scholarship category, not all students who meet the minimum criteria will be awarded a scholarship. Please read the requirements and deadlines for each of the scholarships carefully.

Coastal Carolina University scholarships are applied to the student's account in equal amounts each semester. Scholarship recipients must maintain full-time student status at Coastal Carolina University during the fall and spring semesters unless otherwise noted in a specific scholarship. Many of Coastal Carolina University's scholarships are renewable for a maximum of eight semesters. The maximum length of the award is specified in your scholarship award letter.

The renewal criteria must be met each academic year. Most scholarships require the student to complete at least 30 credit hours per academic year (fall, spring and subsequent summer semesters) and maintain a minimum 3.0 cumulative GPA, unless otherwise noted. Credits earned in high school may be counted for some scholarships but not all. Students who do not meet the required scholarship criteria for renewal have the opportunity to use the summer semesters to attain the required GPA and earn the required credit hours at Coastal Carolina University. The total of all scholarships and financial aid awards cannot exceed the cost of attendance as determined by the Financial Aid and Scholarships. Scholarship award amounts may vary each year depending on donor contribution or for the purpose of not exceeding the student's cost of attendance.

All scholarship recipients are encouraged to complete the Free Application for Federal Student Aid (FAFSA) in order for Financial Aid and Scholarships to determine an accurate cost of attendance for each student. The FAFSA should be completed and the results submitted to Financial Aid and Scholarships by March 1st in order to be considered for application-based scholarships requiring demonstration of financial need.

The awarding of all scholarships is dependent upon available funding.

For more information, contact:

[Financial Aid and Scholarships](#)

Coastal Carolina University

P.O. Box 261954

Conway, SC 29528-6054

Toll free: 1-800-277-7000

Notes:

1. Awards are based on available funding.
2. Renewal of scholarships requires earning an average of 30 credit hours each academic year while maintaining a minimum 3.0 cumulative GPA.

3. The maximum number of eligible semesters depends upon the academic level of the recipient at the point of matriculation at Coastal Carolina University. Freshmen students are awarded for a maximum of eight semesters and transfer students are awarded according to the number of credits transferred into the University.
4. All references to SAT score in this publication refer to the combined critical reading and mathematics sections only.
5. Out-of-state merit scholarships include a cash award and a partial out-of-state tuition waiver.
6. Out-of-state tuition waiver(s) may not exceed the difference between in-state and out-of-state tuition.
7. Information in this publication is subject to change without notification.

MERIT SCHOLARSHIPS FOR NEW STUDENTS

Coastal Carolina University is committed to the highest standards of academic excellence and recognizes outstanding freshmen and transfer students through its merit scholarship program. All full-time, degree-seeking students who apply for admission to the University are automatically considered for the following merit scholarships. For additional information on the Merit Scholarship program, please refer to Merit Scholarships for New Students in the Office of Admissions section of this catalog.

SOUTH CAROLINA STATE SCHOLARSHIPS

The following scholarships are available to South Carolina residents only. For more information on the scholarship programs listed below, please visit the [South Carolina Commission on Higher Education's](#) website.

- The SC Palmetto Fellows Scholarship and Palmetto Fellows Scholarship Enhancement Programs (See your high school guidance counselor for an application)
- The SC Palmetto LIFE Scholarship and LIFE Scholarship Enhancement Programs - no application necessary
- The SC Hope Scholarship Program - no application necessary

ACADEMIC COMMON MARKET (ACM)

The Academic Common Market (ACM) is a tuition-savings program for college students from selected states in the Southern Regional Education Board (SREB) who want to pursue degrees that are not offered by their home state institutions. If approved, students can enroll in out-of-state institutions that offer their degree programs and pay only the in-state tuition rates. The ACM program is not competitive or merit-based, but applicants must meet home state residency requirements and college program admissions requirements. To qualify for the Academic Common Market, a student must be a resident of an SREB member state, be admitted unconditionally into the institution and program that is approved by the home state, enroll as a full-time student and be certified by the home state to participate.

For information on how to apply for Academic Common Market programs, please visit the [Southern Regional Education Board's](#) website. Additional information is also located on the [Financial Aid and Scholarship's](#) website under [Frequently Asked Questions about the Academic Common Market](#).

APPLICATION-BASED SCHOLARSHIPS FOR NEW AND CONTINUING STUDENTS

APPLICATION-BASED SCHOLARSHIPS

Application-based scholarships require that students complete a scholarship application via WebAdvisor and submit any additional requirements by March 1 each year for consideration. Applicants will be notified through Coastal e-mail or postal mail of the results of their application each year. For the most current information on scholarship opportunities, visit the [Financial Aid and Scholarship's](#) website.

HORRY COUNTY HIGHER EDUCATION COMMISSION SCHOLARSHIPS

The following scholarships are provided to eligible residents of Horry County enrolled at Coastal Carolina University. For more information about each scholarship opportunity, please visit the [Financial Aid and Scholarship's](#) website.

Horry County Higher Education Commission Academic Excellence Scholarship
Horry County Higher Education Commission Leadership Scholarship
Horry County Higher Education Commission Visual and Performing Arts Scholarship
Horry County Higher Education Commission International Awareness Scholarship
Horry County Higher Education Senior Collegiate Scholarship
Horry County Higher Education Commission Peace and Conflict Studies Essay Contest and Scholarship



STUDENT LIFE

STUDENT LIFE

STUDENT AFFAIRS

MISSION STATEMENT

The Division of Student Affairs seeks to create a safe and caring environment for students in order to foster student success, civility, responsibility and healthy behaviors by challenging students and providing them with a variety of experiences so they can be empowered to reach their goals.

Office of Student Life

The mission of the Office of Student Life is to provide opportunities that will allow students to:

- Be EMPOWERED to take an active role inside and outside the classroom.
- PARTICIPATE in a variety of experiences to connect to the Coastal Community.
- DEVELOP into engaged, responsible members of a Global Community.
- ACHIEVE success in all endeavors.

Our staff believes that each Coastal Carolina University student's experience is enhanced by activities and programs outside the classroom. Studies show that students who are engaged and connected to their university succeed and persist at a much higher rate. Our office serves as a gateway for students looking for ways to get connected. Here are a few ways your students can get connected and the websites to help guide your way.



www.facebook.com/CoastalStudentLife



[@ccuinvolved](https://twitter.com/ccuinvolved)



www.coastal.edu/osal

Jackson Student Union

The Jackson Student Union is more than a building. It is the “living room” of our campus. There is a 230-seat movie theater offering discounted movies on the weekends, a state of the art game room where students can relax between classes with a game of pool or ping pong, and a variety of lounge spaces for students to decompress between classes. In addition to some much needed meeting spaces, the building houses a Student Organization Resource Center (SORC), where any student organization can go to work, meet, and prepare for their many programs.

Student Activities

The Student Activities program unit works to provide a variety of events on campus for students. In addition, this area promotes CCU traditions, such as Teal Tuesday. Student Activities advises the Coastal Activities Board (CAB). CAB is the student organization which sponsors campuswide activities such as comedians, movie nights, and concerts. The organization is composed of students who produce programs for their fellow students. Students interested in participating are asked to contact the Office of Student Life located in the Jackson Student Union.

Fraternity and Sorority Life

The Coastal Carolina University Greek community consists of chapters of (inter) national fraternities and sororities. The purpose of these organizations is to create a collegiate brotherhood/sisterhood, uphold the principles of their national organizations and enhance the personal and leadership development of their members. All chapters are governed by the Interfraternity Council, National Pan-Hellenic Council, or National Panhellenic Council.

New Student and Family Programs

The Office of New Student and Family Programs coordinates a series of programs designed to support new student transitions and family programming. Students from around the campus can be involved with this program by being an Orientation Leader. This office also works with the Family Council to better involve families in the University community.

Student Clubs and Organizations

There are numerous opportunities for students to actively participate in campus life through more than one hundred student organizations. Organizations are of many types: fraternities and sororities, special interest, honorary, professional, social, service, literary, and recreational. Most organizations are open to all students and meet on a regular basis. For a complete listing or to search for what interests you, go to <https://coastal.collegiatelink.net>.

Student Government Association

The Student Government Association (SGA) includes student body elected executive officers and senators who represent each of the five colleges. The chief function of SGA is to be a liaison between the administration and the students, representing student opinion to the administration of the University, participating in the governance of the University by serving on many joint faculty-student committees, and serving as an ex-officio member of the Board of Trustees.

Student Media

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

Leadership and Civic Engagement

Leadership and Civic Engagement's mission is to develop engaged Chanticleer leaders for today and the future through impactful collaborative action. This is accomplished through offering a variety of opportunities in Leadership Development and Civic Engagement. A few of our many programs are listed below.

A few of our many leadership and volunteer opportunities:

- Participate in Students Taking Active Responsibility (STAR)
- Alternative Break Programs- Winter and Spring Breaks
- Emerging Leaders Seminar- Three Credit Sophomore Leadership Course
- The CINO Leadership Series: Including CINO Quest, CINO Ignite, CINO Legacy
- Continuing Your Journey Leadership Seminar
- Charting Your Course Leadership Conference, held every fall and open to all students

Campus Recreation

The HTC Student Recreation and Convocation Center is the center of all campus recreational activity and houses a running track, climbing wall, fitness rooms, an outdoor equipment rental center, and the latest fitness and cardio equipment. The Williams-Brice building houses a swimming pool and two gymnasiums. Joseph Holliday Tennis Courts, directly behind the Spring Brooks Stadium, features six competition courts. Intramural activities are played on the East Campus fields known as “The Coop,” a large outdoor field complex which is also available to the students for pickup games. The campus community is encouraged to participate in any of these activities with a valid Coastal Carolina University I.D.

Chanticleer Outdoor Adventures

Chanticleer Outdoor Adventures (COA) offers a variety of safe outdoor recreation adventures and educational trips and skills training to students, staff and faculty who want to spend time outdoors and develop skills to be proficient in outdoor activities. Trips include kayaking, backpacking, rafting, rock climbing, camping, and fishing to name a few. All trips are led by qualified field instructors, and students are encouraged to become outdoor leaders for COA during their college experience.

Intramurals

Flag football, basketball, softball, ultimate frisbee, volleyball, and soccer are just a few of the team sports available in men's, women's, and co-educational divisions. Individual events include badminton, pickleball, racquetball, swimming, and tennis. All sports offer multiple playing levels to ensure participants a variety of competition. Some of our intramural teams have represented Coastal Carolina University at regional and national championship tournaments.

Sport Clubs

Sport Clubs are available for students who have an interest in a particular sport or activity. There are more than 20 active sport clubs ranging from competitive to non-competitive opportunities.

Intercollegiate Athletics

MISSION STATEMENT

The Coastal Carolina University Department of Athletics provides our student-athletes the opportunities and preparation to reach their potential as responsible and productive citizens through academic, athletic, and personal success.

Philosophy

The Coastal Carolina University Department of Athletics promotes success in collegiate athletics without compromising excellence in academics or compliance. Department staff and coaches encourage student-athletes to maintain a balance between athletics, academics and the social aspects of the collegiate experience. Athletic participation has the ability to provide an added dimension to the overall college experience of a student and to benefit the student in his/her personal and professional challenges.

Guiding Principles

Each day the following principles will be the focus of the Department of Athletics staff:

- **Educate** our student-athletes on the importance and value of academic success and earning a degree from Coastal Carolina University.
- **Invest** the resources necessary to develop competitive sports programs that compete for conference, regional and national championships on an annual basis.
- Create and implement programming to **Teach** personal growth characteristics and opportunities to each of our student-athletes.
- **Develop** the athletic department's annual operating and capital project budgets by maximizing current funding streams and creating new revenue opportunities.
- Commitment to **Integrity** by developing and maintaining a comprehensive internal and external compliance program.
- **Financial stability** by implementing a zero-based budget process that identifies and addresses actual unit and sport program funding requirements.
- Create an environment where the spirit of **Gender Equity** and respect for **Diversity** are fundamental components of the decision-making process.
- **Unity** through the creation of a family environment that values each and every employee.
- **Embrace** our community through public service projects and initiatives.

Intercollegiate athletic programs are recognized as valuable assets in enhancing campus spirit and fostering excellence of character, responsibility, sportsmanship, self-esteem, and physical development among its participants.

Coastal Carolina University fields 19 intercollegiate teams. The women's program includes lacrosse, soccer, cross country, tennis, basketball, volleyball, sand volleyball, golf, softball, indoor track and field, and outdoor track and field. Men compete in football, cross country, tennis, basketball, soccer, baseball, golf, and outdoor track and field. The teams are named after the Coastal Carolina University mascot, the Chanticleer, and wear the official school colors of Coastal teal and bronze.

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

Scholarships are awarded by each of the 18 sponsored sports programs to qualified student-athletes. Questions regarding athletic scholarships should be directed to the appropriate coach in the Department of Athletics. Recipients of aid are required to satisfy certain academic standards set by the University, the Big South, and the National Collegiate Athletic Association.

All full-time Coastal Carolina University students are admitted without charge to all athletic events with their student identification card, based on ticket availability.

Multicultural Student Services

The University supports diversity and access through several programs designed to enhance the academic, social and cultural development of underrepresented student populations. The Office of Multicultural Student Services administers several initiatives to support the retention and graduation of underrepresented students and focuses on programs designed to involve all students in multicultural education. These programs and initiatives are designed to serve as catalysts for student success.

- **Leadership Challenge Program:**
 - Leadership Challenge is designed to get underrepresented students involved with campus life as a means of reinforcing their identity with the University. Students are involved in a variety of programs that provide positive experiences and it supports the academic efforts of the members. Their leadership skills and potential are promoted through seminars, workshops, conferences and practical experiences.

- **Freshman Mentoring Program:**
 - Students Navigating and Advising Peers (SNAP) is a traditional mentoring program. Freshmen students are assigned mentors who are upperclassmen in the same major. Mentees are contacted at least twice a week during the first six weeks of the semester and then once a week as the semester progresses.
 - The “First Thursday” programs are a major part of the SNAP Mentoring Program. Topics are presented based on feedback from the freshmen and the mentors. Workshops are planned and implemented each first Thursday of the month.

- **Ethnic Celebrations:**
 - These programs are designed to increase the awareness of different cultures for all students. They are presented throughout the academic year and include African American, Asian, Hispanic and Native American celebrations.

- Cultural Celebration is an event that highlights many different cultures in a festival type format. It is designed to involve all areas of campus in celebrating different cultures through history, music, dance, and food.
- **Diversity Workshops:**
 - These workshops are presented to First Year Experience (FYE) classes to increase awareness of diversity and cultural differences. The workshop addresses the issue of stereotypes as a way to engage the students in discussion and sharing their perceptions.
- **African American Initiative for Males (AAIM):**
 - This initiative is designed to provide a venue for African American males to come together and share common concerns and discuss issues that affect them. A series called “Real Talk” provides a venue for students to share their concerns. Information and resources are provided to assist them. Motivational speakers are another way the program tries to address the concerns of the students.
- **Women of Color Program:**
 - This program is designed to provide a venue for women of color to come together and share common concerns and discuss issues that affect them on and off campus. “Pillow Talk” is one venue used for student expression and to provide guidance.
- **Advisement and Mentoring for Student Organizations:**
 - The office staff serves as advisers for several clubs and organizations and they mentor the officers. These groups include the NAACP, African American Association, the gospel choir, Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Kappa Alpha Psi Fraternity, Inc., F.U.R.I.A. (Hispanic group), and the Student Government Association.

Dean of Students Office

The Dean of Students Office promotes the holistic development of students, focusing on student advocacy, crisis management, and personal accountability. The office serves as the primary contact for matters relating to the [*Code of Student Conduct*](#).

Student Conduct

The student conduct process works to investigate, respond to, and resolve instances of alleged misconduct both on campus and in the surrounding communities, in order to foster a safe academic and social environment for all students. The process operates within the guidelines of the *Code of Student Conduct* in order to determine students’ levels of responsibility for cases of misconduct based on the preponderance of information present.

Student Advocacy and Intervention

The Student Advocacy and Intervention Manager works to support students in managing all aspects of their personal, social and academic success by addressing questions or concerns about utilizing various campus resources. This area assists students struggling to function academically, socially or mentally as a result of a personal challenge or crisis by aiding students in identifying and navigating offices both on and off campus to meet their respective needs.

In an effort to provide holistic support to the student, the Dean of Students Office also provides Attendance Notifications, manages Faculty Absence Alerts and facilitates the bystander intervention program (Step Up!).

Attendance Notifications

Students may find themselves missing classes due to different circumstances. The Attendance Notification process is designed to serve as a resource and central point of contact for students who need to have their professors notified of their absences in emergency situations.

Faculty Absence Alerts

The Faculty Absence Alert serves as a process to connect with students that have two (2) consecutive absences in a 100 or 200 level class. The Dean of Students Office will work with campus partners to make contact with students with excessive absences.

Step Up!

Coastal Carolina University adopted the comprehensive bystander intervention program, Step UP!, on our campus. The program was originally developed at the University of Arizona and teaches students how to engage in pro-social behavior to help prevent their peers from suffering from negative behavior.

Academic Discipline

Student violations of academic discipline are dealt with in accordance with the [*Code of Student Conduct*](#) and administered through the [*Office of Academic Integrity*](#). Further information is contained in the current edition of [*The Student Handbook and Academic Planner \(Teal pages\)*](#).

Sustainability Initiative

The Campus and Community Sustainability Initiative promotes the importance of an environmentally sustainable campus through learning and outreach. Some of the activities implemented by the Sustainability Initiative include game-day recycling, battery and ink jet/toner cartridge recycling, move-in day recycling, Campus Salvage, Earth Month, and other programs. CCU student/organizations include the Eco-Reps, Students for Environmental Action, and/or the Green Team. Students who are interested in participating should contact the Sustainability Initiative Office for more information.

STUDENT SERVICES

[Accessibility and Disability Services](#)

Coastal Carolina University is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical, psychological, or learning disabilities receive accommodations and assistance through Accessibility and Disability Services. With appropriate documentation, an Accessibility Coordinator determines accommodations needed to assist students in taking full advantage of their CCU educational opportunities. On-going academic coaching is offered to assist students to help ensure success at CCU. To access services and accommodations, students should obtain documentation of the disability and make an appointment with an Accessibility Coordinator.

A student with a documented Learning Disability specifically related to foreign language learning may be eligible to pursue an alternate curriculum to satisfy the Core Curriculum's foreign language requirement. To be considered for this, the student must first provide documentation of his/her learning disability (which clearly states the need for the alternate curriculum) to the Office of Accessibility and Disability Services. The final eligibility determination will be made only after the student meets with the Office of Accessibility and Disability Services staff to discuss the appropriateness of the accommodation as well as other needs. For more information, please review the [Accommodation Policy](#) (policy number 1873) or contact the Office of Accessibility and Disability Services.

[Career Services Center](#)

The CCU Career Services Center provides career counseling for all students, works collaboratively with faculty advisers, freshmen success seminars and student organizations to help each student set and reach career goals. Students work with a career counselor to explore their values, interests, abilities and personality to select or confirm majors and career paths. The center assists students with searches for off-campus employment. On-campus student jobs are secured through the Office of Human Resources and Equal Opportunity.

The CareerQuest plan is a four-year career development model used to teach students the connections between academic majors and possible career paths early in the college experience. The plan is supported through online programs for career assessment, exploration and job searching. Freshmen are introduced to the CareerQuest plan in UNIV 110. A Career Exploration course, UNIV 150, is offered for those students seeking in-depth investigation for career decision-making and preparation for internships. As seniors approach the transition out of the University, The Excellent Alumni Leader (T.E.A.L.) Senior Seminar is offered to prepare students for leadership roles in their communities.

University Recruitment Programs include an annual career fair, internship fairs and a summer job fair; spring and fall senior on-campus interviews; online, national job posting system; and a resume referral program. Seniors work with career coordinators for their academic areas to prepare for the job search. Workshops and materials are available to

teach job search skills including resume writing, internet search skills, interviewing and professional etiquette and networking.

The Career Services Center provides students and graduates with a dynamic internship program for all majors. Through this program students gain valuable work experience in their chosen fields while making contacts for their career network. Internships may be taken for credit or on a non-credit basis.

CINO ID Cards

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

If cards are misplaced or destroyed, replacement ID cards can be obtained at a cost of \$20. Visit the [CINO Card](#) website for information or contact the CINO Card Office at (843) 349-6435.

Counseling Services

(843) 349-2305

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals.

Priorities of the service include:

1. Treatment of mental health concerns,
2. Prevention of psychological difficulties,
3. Educating students to live emotionally and behaviorally healthy lives, and
4. Contributing to a healthy campus environment.

Services include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. Counseling Services adheres to the standard professional procedure regarding confidentiality of information, and records are not part of any other Coastal Carolina University records.

Counseling Services professional staff members are available at all times for psychological emergencies. After regular business hours, 5:00 p.m. to 8:30 a.m. and on weekends and holidays, students can get immediate assistance by contacting the Department of Public Safety at 843-349-2911 and requesting the “counselor on-call.”

Counseling Services also offers extensive psycho-educational programming to the University campus. Counselors present fun and interactive programs to classrooms, clubs, teams, and any other student group. Professional staff members are assisted by student peer educators from SHORE (Students Helping Others Reach Excellence) and WRC (Women's Resource Cooperative). Staff and peer educators also sponsor prevention efforts such as alcohol awareness week, depression screenings, and sexual assault awareness activities to promote a healthy campus environment.

Alcohol and Other Drug Services

Alcohol and Other Drug Services is an integral part of the counseling services offered to students. This program is designed to offer education, prevention, and intervention services in support of student achievement. Personal assessments, classroom presentations, innovative and interactive computerized programs, and informational materials are available as requested. Referrals to community agencies are facilitated when appropriate. Confidentiality is maintained according to professional standards. Appointments may be scheduled by calling (843) 349-2305 or by visiting the office in Counseling Services.

Safe Zone

Safe Zone at CCU provides a visible network of volunteers for lesbian, gay, bisexual, transgender, queer and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment and/or discrimination. Safe Zone allies participate in a two-hour training session and commit to the Safe Zone program mission. Once training and commitment are completed, Safe Zone allies are identified by a CCU Safe Zone logo placed on each ally's door and/or backpack/bag. For more information, consult the Safe Zone website at www.coastal.edu/safezone or call Counseling Services at 843-349-2305.

Department of Public Safety

(843) 349-2177

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

Vehicle Registration

The University recognizes the importance of providing parking for the campus community. Regulations regarding vehicle registration and parking are distributed by the Department of Public Safety. Copies are available online from the [Department of Public Safety](#) website. Students, faculty, staff and visitors are required to register their vehicles at the Office of the Department of Public Safety.

Emergency Information Center

The online emergency information center is a comprehensive overview of Coastal Carolina University emergency policy and procedures. Coastal Carolina

University alert is a state-of-the-art emergency notification system that enables us to send emergency notifications instantly and simultaneously to all registered mobile phones and through e-mail. To register and to review the Emergency Manual and the Hurricane Manual, visit the [Online Emergency Information Center](#) website.

Sex Offender Registry

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

Effective May 2009, Coastal Carolina University does not permit Registered Sex Offenders to enroll in classes or participate in campus activities. Additionally, failure to disclose registration shall result in immediate expulsion and revocation of any privileges as a student.

Kimbel Library and Bryan Information Commons

Kimbel Library provides services and resources to assist students with their academic research and information needs. Whether you want to read a book, watch a movie, listen to music or find an article in a newspaper, journal or magazine, the library has the right resources for you. The library supports a collection of approximately 130,000 books, 55,000 e-books, 17,000 serial titles, 5,000 CDs and DVDs and 100 databases. The library circulates laptops, video cameras, digital cameras and other equipment that students may need to complete research projects. The reference librarians and staff can help you with the research you need to succeed in your college courses. Wireless internet is available throughout the buildings. The library supports PASCAL Delivers, and interlibrary loan services are available for materials not offered by Kimbel Library.

The library provides group study space, collaborative work areas, and individual and group computing areas. The study rooms provide large, wall-mounted monitors for watching movies, recording and previewing presentations, and even SKYPE-ing.

The Bryan Information Commons provides computing spaces, collaborative group work and study areas, and soft seating in a state-of-the-art facility with the latest technology to enhance the research and learning process.

The library is open 24/7 during the academic year.

Off Campus Student Services

Off Campus Student Services provides programs and services for students who reside off campus. The office maintains a database of rental listings in the Conway/Myrtle Beach

area and collaborates with other University departments to create opportunities for off campus students to engage in university life and learning. These experiences should enhance the off campus students' overall development and connection to the campus community. This office also serves as a conduit between off campus students and the Conway/Myrtle Beach community.

Office of International Programs and Services (OIPS)

The OIPS is the issuing office for I-20s and DS-2019s, the documents which support international students' and scholars' request for visas to study, teach or do research in the United States. In addition, the OIPS helps international students with other visa-related issues such as practical training and academic advising. The services offered by the OIPS includes welcoming new international students, providing orientation, facilitating the registration process, and serving as primary contact for these students throughout their stay at Coastal Carolina University. The office provides information on cultural issues; maintains applications and literature on how to obtain social security cards, drivers' licenses, health and automobile insurance; explains employment options; and serves as an on-going general information resource. Trips and a variety of activities are organized each semester.

OIPS actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in Australia, China, Ecuador, England, France, Germany, Lithuania, Spain, and Japan. These programs allow Coastal students to study abroad for a summer, semester, or longer time frame in a variety of disciplines, usually paying Coastal fees. In addition to completing academic coursework that can transfer back to satisfy required coursework at Coastal, students will also register for INTL 398 International Experiential Engagement. The list of partner institutions grows and changes. Please direct questions about other international opportunities to the Office of International Programs and Services (OIPS). There are many volunteer, work-abroad, and travel possibilities throughout the world, and these opportunities may also be explored by visiting the Office of International Programs and Services located in the Lib Jackson Student Center, room A-109, visiting our [website](#), or by e-mail at internationalprograms@coastal.edu.

In many cases financial aid may be used to help with study abroad expenses which would include: tuition, room and board, passport fees, personal and miscellaneous expenses and travel to and from the host country. The OIPS will provide students with an estimated cost of attendance for their study abroad destination. Please check with the Financial Aid Office for specifics regarding eligibility. Keep in mind that financial aid can only be used for coursework that is satisfying degree requirements.

Student Computing Services (SCS)

Striving to enhance the students' academic experience, SCS provides assistance to students on technical issues and technology-related projects. The SCS employees, who are mainly qualified student assistants, maintain the general-access computer labs, assist

with computer accounts and academic projects, support the residence hall computer operations, and advise on computer and software purchases. In addition, SCS assists with e-mail, Moodle, WebAdvisor, printing, and wireless access. Some majors may require students to have their own notebooks; refer to the SCS website for the latest recommended computer specifications and requirements.

Student Health Services

(843) 349-6543

Located across the street from Baxley Hall (east side of University Blvd.), Student Health Services offers all Coastal students quality primary medical care and health education services, with an emphasis on wellness and healthy lifestyles. We encourage you to make an appointment for non-emergencies, visit us to pick up health and wellness resources, or access our [website](#) for more information about hours and additional services.

Services Offered:

- Online Student Health Services
 - Online Appointment Scheduler
- Medical Prescriptions
 - Delivery Service Available
- Diagnostic Services
- Treatment of Minor Sprains and Strains
- Treatment of Minor Wounds and Lacerations
- STD Testing and Treatment
- Allergy Injections
- Gynecological Exams and Contraception
- Physical Exams
- Immunizations
- Referral Services
- After Hours' Consult-A-Nurse
- Other Health and Wellness Services

Emergency Contacts

Emergencies	911
Public Safety	(843) 349-2177
Counseling Services	(843) 349-2305

After Hours Care

Conway Medical Center	(843) 347-7111
Doctors Care Carolina Forest	(843) 903-6650
Doctors Care Conway	(843) 248-6269
Doctors Care Myrtle Beach	(843) 626-9379
Grand Strand Regional Medical Center	(843) 692-1000

Student Health Insurance

Student Accident Insurance Plan

At no cost to students, the Student Accident Insurance Plan, through AIG Student Insurance, offers a \$10,000 maximum yearly benefit for all full-time Coastal students. A full-time student is defined as any enrolled undergraduate student taking at least 12 credit hours or a graduate student taking at least nine credit hours. This plan also provides

coverage for participation in intercollegiate NCAA activities. For more information about the plan's benefits, how to enroll, and how to electronically file claims for qualifying medical expenses, please visit AIG's website at www.studentinsurance.com or call toll free: 888-622-6001.

Comprehensive Student Health Insurance (Voluntary Enrollment Plan)

For students who do not have comprehensive health insurance coverage, it is available for a reasonable cost through AIG Student Insurance. Students may obtain a health insurance brochure at Student Health Services, from the AIG website at www.studentinsurance.com or by calling toll free 1-888-622-6001.

- This plan has medical, dental, vision, mental health, pharmacy, and preventative health care coverages; it meets all Affordable Care Act requirements.

University Bookstore

The Bookstore has used and new textbooks, rentable titles, and digital books required for Coastal Carolina University courses. The Bookstore also carries all course-related supplies, and offers software at educationally discounted prices. You will also find the best brand names in Coastal Carolina clothing and gifts at the CCU Bookstore. Your entertainment needs are met here with a large selection in college music and general books. The Bookstore also offers discount movie tickets through Carmike Cinemas. The Bookstore invites all students to come in and shop or study; there are many reading and entertainment lounges located throughout the store.

University Dining Services

Aramark Dining Services provides a high quality experience to students in our dining facilities located all over the Coastal Carolina University campus. We offer customer-oriented eateries featuring a variety of menu choices. You can enjoy a leisurely cup of coffee with your friends, have late night pizza delivered to your resident hall, or enjoy all-you-care-to-eat in Hicks Dining Hall just to name a few. Aramark Dining Services accommodates residents with multiple meal plan options. Visit coastalcarolina.campusdish.com for more information on these options and find the answers to any of your dining questions.

The Fred W. Hicks III Dining Hall

This all-you-care-to-eat location offers a wide variety from which to choose. Featuring our new American Grill, Exhibition Bakery and revamped Deli. We also offer fresh grilled entrees, pizza, an abundant salad bar, homemade soups, amazing comfort foods and delicious desserts. Hicks Dining Hall serves three meals a day, Monday-Friday, and brunch and dinner Saturday and Sunday.

UP Café

UP Café is located in the University Place residential complex. This dining facility features a hot buffet, a plentiful salad bar, a grill station and a made-to-order deli. Open seven days a week, UP Café is a convenient option for University Place residents and will happily serve all students' late night needs.

You can purchase a meal with a meal swipe, cash, credit, Dining Dollars, and CINO Cash.

CINO Grille – Student Union

Conveniently located in the heart of campus, this dining facility features Subway, Chauncey’s Queso Corner, Chick-fil-A, Grille Works burgers and fries, soups, salads, Sushi (made on premise), and a wide variety of Grab ‘n Go items. CINO Grille is open seven days a week, accepting cash, credit, Dining Dollars, and CINO Cash. CINO is a great alternative for meal participants. Many hot and cold options are available.

Starbucks® – Library

You heard right, we have a **Starbucks®** *on campus!* Whether it’s a tall brewed coffee or a java chip frappuccino, you can get your favorite caffeine fix here. Don’t forget the baked goods and comfortable seating. Open seven days a week accepting cash, credit, Dining Dollars, and CINO Cash.

UP Convenience Store – University Place

Stock your in-room fridge or grab a snack at the on-campus market. The C-store provides everything from ice cold soft drinks, chips, candy, cereal, milk, health and beauty products and much more. The best part is you can use your Dining Dollars or CINO Cash! Open seven days a week.

Hackler Grill

Visit the Grill at The Hackler Golf Course after 18 holes or just after class. Featuring hot and cold sandwiches, fries and plenty of snacks and beverages, it’s a perfect pit stop. Open seven days a week, accepting cash, credit, Dining Dollars, CINO Cash; and you can also use a meal swipe for a variety of items.

Coastal Science Center Snack Bar

The Coastal Science Center Snack Bar is located across 501 on the East Campus. It offers Grab ‘n Go items, Chick-fil-A sandwiches, microwavable goodies, pastries, soup, assorted drinks, and hot coffee. Open Monday-Friday.

Pie By Night – HTC Center

Pie By Night is a late night pizza delivery place located in the HTC Center. They have a variety of specialty pizzas, wings, breadsticks, smoothies, and desserts. Open seven nights a week, accepting cash, credit, Dining Dollars, and CINO Cash.

Einstein Bros. Bagels – Brittain Hall

Einstein Bros. Bagels has a generous selection of fresh-baked bagels, made to order bagel sandwiches, premium coffee, salads, pastries, fresh fruit, blended drinks, and healthy snacks. Open Monday-Saturday. Closed on Sunday, accepting cash, credit, Dining Dollars, and CINO Cash.

Main Street P.O.D.

Located in the Lib Jackson Student Union, this upscale convenience store offers a wide variety of snacks, beverages and grab-and-go items, as well as grocery and cosmetic items. Need to do your weekly shopping, or just need a quick snack? Check out Main Street for everything you need. We accept cash, credit, Dining Dollars, and CINO Cash.

Road Rooster

Road Rooster is a quick service mobile food truck. With a rotating menu offering specialty items such as #theChaumpsey Burger and their Frippin' Out menu. Open late night and visits football games, concerts, and many other popular campus events. The Road Rooster moves from Prince Lawn to UP Café accepting cash, credit, Dining Dollars and CINO Cash.

107 T.T.

107 T.T. is our newest residential dining location. For breakfast and lunch it features three stations and seats 120 people. The menus focuses on the simple style and helps promote healthier eating by eliminating major temptations. We accommodate all the needs of our students and faculty/staff. Accepting cash, credit, Dining Dollars and CINO Cash.

Market P.O.D.

The Market P.O.D is in the new Elvington residential complex, in the main administration building. The Market P.O.D. offers a store experience that comes “fully loaded” with food and product offerings designed for every taste set in a store setting. The Market can satisfy students’ needs for selection, quality and value. Accepting cash, credit, Dining Dollars and CINO Cash.

University Housing

(843) 349-6400

Coastal Carolina University maintains campus residence halls which house approximately 3700 students. The types of residence halls range from apartment-style to traditional suite-style accommodations. A variety of programming and special interest housing communities are available to students. These efforts assist and encourage the residents to interact with faculty, staff and other students. All residence halls are staffed by professional and para-professional staff members who are thoroughly trained and educated in the development of students. All first- and second-year students are required to live in University Housing.

Tradition Hall and Chanticleer Hall

Opening Fall 2015, these three-story buildings are co-educational housing for first-year students. Units have five double-occupancy large bedrooms, with air conditioning, shared bath with multiple sinks, toilets and showers. Regular custodial services are provided for suite bathrooms. Beds are extra-long, twin-size

(36" x 80"), each resident has a desk and chair, chest of drawers, built-in closet space, cable television service and internet access. Each wing, which is inclusive of five units, share a study room and large TV lounge. There is a professional grade community kitchen in each building with a multipurpose program room in each building. The buildings are within walking distance to the HTC Student Recreation and Convocation Center. Also provided for the convenience of the residents are a convenience store, free laundry, drink and snack vending machines.

Ronald G. Eaglin and Ronald R. Ingle Halls

These two halls have a combined occupancy of approximately 850 students in more traditional semi-suite style units. Rooms are double-occupancy and are connected by a semi-private bathroom to a neighboring double-occupancy room; all four residents share the adjoining bathroom. Each double-occupancy semi-suite is furnished with two beds, two desks and chairs, two chest of drawers, and closet space.

Additionally, there are a limited number of suite style units in each building consisting of four individual bedrooms, a common living area, and one bathroom for the suite.

An all-you-care-to-eat dining facility, The Fred W. Hicks III Dining Hall, is located between Ronald R. Ingle Hall and Ronald G. Eaglin Hall. Both buildings have both wired and wireless high-speed internet access.

The Woods

Cypress Hall
Dogwood Hall
Elm Hall

Maple Hall
Oak Hall
Palmetto Hall

These halls are all suite-style living units, accommodating more than 400 first-year students. Each unit houses four students with individual bedrooms. In addition, each apartment is furnished with a refrigerator, sofa, kitchen-dining bar with stools, beds, desks and chairs, chest of drawers, and closet space. The four residents in each unit share one bathroom within the suite. All units are wired for high-speed internet access.

The Gardens

Azalea Hall
Magnolia Hall

Azalea and Magnolia Halls are efficiency apartment-style living units which accommodate almost 90 students, typically returning and transfer students. Each unit houses two students who share one large bedroom. Each apartment is furnished with a refrigerator, stove, sofa, kitchen counter, stools, beds, desks and chairs, chest of drawers, built-in closet space and a bathroom.

University Place

University Place is a 46-building apartment complex conveniently located 1/2 mile from campus. It houses approximately 2,300 students in one, two, three, and four bedroom apartments. The community provides an activity house equipped with an exercise and fitness center, outdoor pool, and community space. There are also pool tables, foosball tables, basketball and volleyball courts, outdoor grills and picnic tables throughout the community.

Summer Housing

Limited space is provided in the residence halls for those students wishing to take courses during the summer on a first-come, first-served basis. For more information, contact University Housing.

University Housing Application and License Agreement

Any student interested in living in the residence halls must first be admitted to the University. Upon admission to the University, a student may access the online housing application on the University Housing's website (www.coastal.edu/housing). The student must then submit the non-refundable application fee and non-refundable housing fee prepayment. Residence hall space will be assigned based on the date and time a student's complete application is received and the student's preference. University Housing cannot guarantee specific space.

Withdrawal or Removal from the Residence Halls

If a student desires to be released from the University Housing License Agreement, he or she must fill out a *Request for Release* form, which is available through the [Office of University Housing](#). Generally, a release from the contract will only be granted for those residents who graduate from the University, withdraw from the University, get married, or are called upon for military service. Other requests will be reviewed on an individual basis. Students who cancel or terminate the contract prior to the end of the contractual period will not receive a refund and will also be assessed a cancellation fee.

Student Complaint Policy and Procedure

Policy Summary

All Coastal Carolina University students will be provided an adequate opportunity to bring complaints to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. This policy guides the orderly procedure of complaints and attempts at resolution. The complete policy ([ACAD-132](#)) is available on the [University Policies](#) website.

Title IX Compliance

Title IX is a federal law that prohibits sex discrimination in educational programs and activities at most schools, colleges and universities. Title IX is commonly associated with the concept of gender equity in athletics – a goal that has supported the growth and strength of women's athletics programs. Title IX is far broader in its scope and

protections, including a prohibition on sexual harassment, sexual violence and all forms of sexual misconduct.

Under Title IX, the University, as a recipient of federal funding, must have a process in place for responding to allegations of sexual discrimination, harassment or sexual violence. Placing these responsibilities under the auspices of an educational institution is a sensitive subject, since many feel that such complaints should be handled exclusively by the police. Individuals are encouraged to report criminal behavior to local law enforcement. However, even when local law enforcement is involved, universities are required to provide an alternative process for resolving complaints within our community. Our processes are designed to provide the affected individuals with more support and resources than they might find in the criminal justice system.

Faculty and staff are obligated to report any information brought to their attention related to sexual assault, sexual harassment or sexual violence. For additional information about Title IX and contact information on reporting, go to <http://www.coastal.edu/titleix/>. The CCU Title IX Coordinator is **Denise Perez**, **Office phone: 843-349-2382**, **Title IX Cell: 843-333-6229**, **E-mail: titleix@coastal.edu** or denise@coastal.edu. The Coordinator will facilitate our efforts to improve the campus climate, ensure we have effective resources in place for students, faculty and staff who are affected by sexual harassment, discrimination or violence, and implement policies and practices that are prompt, equitable and in compliance with federal mandates including Title IX. Please know that we will be vigilant in addressing these issues and doing everything we can to maintain a safe educational and work environment for all members of the Coastal community.



ACADEMIC ADVISING

ACADEMIC ADVISING

Students are responsible for their own academic programs and for meeting the requirements of their major department and their minor as applicable. It is recommended that they meet with their faculty or professional adviser at least once each semester. It is recommended that students meet with their adviser multiple times each semester. Students must consult with their advisers concerning any change of enrollment, such as declaring a major, changing a major, dropping a course or taking a leave of absence. **All students must meet with a University College retention counselor, located in Kearns Hall, room 213, to discuss withdrawing from the University.**

At Coastal Carolina University, academic advising is viewed as a vital part of a student's educational experience. Effective advising helps students develop meaningful educational plans that are compatible with their personal and career goals. Professional and faculty advisers work with students to help them become engaged in a continuing process of communication that can influence a student's growth and success. Students learn to accept responsibility for their education through their advisers' guidance in curricular and professional choices, and in navigating Coastal Carolina University's policies and procedures.

When students are first accepted into the University, they are assigned an adviser. New freshmen are assigned a first-year adviser. Transfer students with over 30 credit hours are assigned an adviser within their academic discipline. Undeclared students will be assigned a first-year adviser who will work with them until they declare a major and complete two semesters of coursework. The Office of International Programs and Services (OIPS) helps international students with other visa-related issues such as practical training and academic advising.

The role of the first-year adviser is to assist students with the transition to the university community and to guide students as they develop their academic goals. Students are expected to meet regularly with their advisers to discuss any topics which affect their academic performance, to drop or add classes, to explore career options, and to select classes for the upcoming semester.

Second-year students who have declared a major will be assigned an academic adviser who is a faculty member within their chosen discipline in the College of Science and the College of Humanities and Fine Arts. In the Wall College of Business and in the Spadoni College of Education, they will be assigned a professional sophomore adviser. Advisers keep records of academic progress, but the Office of the Registrar maintains all official student records.

Students have the ability to monitor their academic progress electronically themselves, and are encouraged to use this ability to actively participate in the advisement process. Using the web-based Program Evaluation tool, students can see what courses in their degree program have been completed and plan for an upcoming semester's coursework prior to meeting with their adviser. Program Evaluation also allows students interested in

switching majors to see how much of their completed coursework would apply to any new major. For additional information on the Program Evaluation tool, please see the [Office of the Registrar's](#) website.

Information, advice, and interpretations of University regulations offered by advisers do not supersede the official statement of Academic Regulations described in the university catalog. Academic advisers cannot make exceptions to Academic Regulations. Any exceptions to the regulations set forth in the university catalog must be petitioned by the student to the appropriate committees (where applicable): College Petitions Committee, the University Suspensions Appeals Committee, or the Core Curriculum Committee. Petitions are forwarded by the committee to the appropriate college dean, who then forwards the petition to the Provost.

Students are academically and financially responsible for their own course registration, and as such, it is highly recommended that students consult with their advisers concerning any change of enrollment. Each student who receives federal financial aid is required to maintain satisfactory academic progress toward completion of his/her program of study, and will be evaluated on an annual basis. Students must terminate enrollment in classes which they do not intend to complete. To drop a course, the student must complete a Registration form available from their adviser.

Faculty responsibilities ([2015-2016 Faculty Manual](#)) include being available for student advisement during registration periods. Faculty must also keep current with curriculum changes that influence the advising process. In addition, faculty members are expected to maintain accurate files for each advisee.

e-Advising

e-Advising better prepares students for face-to-face meetings with their academic adviser. e-Advising is a supplement to a student's formal advising sessions, not a replacement for meeting with an adviser in the University College or in the student's major department. Students may access e-Advising through [WebAdvisor](#). Please follow the link to access a [tutorial](#) on e-advising.

e-Advising allows students to:

- Create and modify a plan of courses for an academic program using course planning worksheets;
- Select course sections for registration using a program evaluation as a search filter;
- Add courses to their course planning worksheet, using their program evaluation as a search filter;
- Indicate the planned term for taking courses and plan the number of credits for variable credit courses;
- E-mail their advisers without leaving the program;
- Run a program evaluation to check their progress in a current program, or run a "what-if" evaluation for another program the student is considering, to see what requirements of that program are met;

- Enter Public Worksheet Notes that are seen by their advisers, as well as enter Private Worksheet Notes that cannot be seen by advisers;
- See which courses and/or the Student Educational Plans that have been approved by their adviser.

e-Advising allows advisers to:

- Search for courses to add to the student's educational plan using the student's program evaluation and/or specified criteria as a search filter;
- Notify students by e-mail, see the suggested plan of courses for a program that a student has entered on the course planning worksheet and approve the courses, making them part of the student's educational plan;
- See the student's public comments about the plan.

Athletic Advising

During an athlete's first year, the athlete will be assigned an adviser in University College. Each athlete will meet with the assigned adviser at least three times per semester for the first year. During these sessions, the athlete and adviser will discuss an academic plan, academic resources and course scheduling. After completion of the student-athletes freshman year, he/she will be assigned an adviser by the academic department of the student athlete's major.

However, the ultimate responsibility for fulfilling all academic requirements and selecting the most appropriate courses to achieve academic goals rests with the individual student-athlete.

Athletic academic advisers coordinate student-athlete study hall and academic tutoring in specific subject areas as well as provide a mentoring program for at-risk students. Student-athletes have more demands, stricter requirements and more complex schedules than non-athletes. To help meet those demands, each student-athlete has access to an athletic academic adviser.

Athletic academic advisers perform a variety of functions which include:

- Provide academic, personal and career advising;
- Assist with class scheduling and major selection;
- Work with faculty advisers to track academic and degree progress of each student-athlete;
- Arrange for tutors and mentors;
- Monitor study hall attendance and productivity;
- Monitor NCAA continuing eligibility regulations.

Professional Program Advisement

In addition to advisement for degree programs, Coastal Carolina University also offers advisement regarding Professional Programs in Pre-Allied Health, Pre-Dental, Pre-

Engineering, Pre-Law, Pre-Medical, Pre-Nursing, Pre-Pharmacy, Pre-Theological, and Pre-Veterinary.

Pre-Allied Health

Adviser: Dr. Michael Pierce, College of Science

After completing an undergraduate degree, many students who participate in the program transfer to a school of allied health science for graduate degrees in physical therapy, occupational therapy, physician assistant, etc. In selecting electives within their degrees, students should consult with the allied health advisers and choose electives that best prepare them for the professional schools of their choice.

Pre-Dental, Pre-Medical

Adviser: Dr. Michael Pierce, College of Science

Coastal Carolina University offers pre-dental and pre-medical programs that prepare students for entrance into dental and medical schools. The adviser will advise students in developing a course of study, assist in placing students with dentists or physicians in mentoring/shadowing programs and provide information for the application to dental or medical school.

Pre-Engineering

Adviser: Dr. Varavut Limpasuvan, College of Science

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

Pre-Law

Advisers: Dr. Frederick Wood and Dr. Mikel Norris, College of Humanities and Fine Arts

Coastal Carolina University provides comprehensive pre-law advisement and information concerning law schools to any student interested in pursuing a graduate education in law. Although there is no prescribed pre-law degree at Coastal Carolina, the Department of Politics and Geography created a pre-law minor to assist students to be better prepared for the LSAT and law school. Students from any major can sign up for the minor. In choosing a major, students should consider that law schools admit new students mainly by combining the undergraduate grade point average and the Law School Admissions Test (LSAT) score.

Pre-Nursing

Adviser: Dr. Karen Aguirre, College of Science

Students who are interested in a B.S.N. degree can complete two years at Coastal before applying to a nursing school.

Pre-Pharmacy

Adviser: Dr. Michael Pierce, College of Science

After completing two years, many students who participate in the program designed for biology majors transfer to a school of pharmacy. In selecting electives within the biology degree, students should consult with their advisers and choose electives that best prepare them for the professional schools of their choice.

Pre-Theological

Adviser: Dr. Preston McKeever-Floyd, College of Humanities and Fine Arts

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

Pre-Veterinary

Adviser: Dr. Michael Pierce, College of Science

Coastal Carolina University offers a pre-veterinary science program with a strong background in biology, chemistry, math, physics and statistics. It is strongly recommended that undergraduate students also work with a veterinarian as an intern or as a part-time employee.



CORE CURRICULUM

CORE CURRICULUM

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

Goals, Student Learning Outcomes and Requirements

- 1. Knowledge of Effective Communication.** Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively. Educated persons should be skilled in reading, writing and thinking critically. (11-12 credit hours)

Student Learning Outcomes

1. Demonstrate the ability to comprehend and analyze language.
2. Demonstrate the ability to express oneself clearly and effectively.
3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

Part A:

ENGL 101 Composition (4)

AND

ENGL 102 Composition and Critical Reading (4)

Students may exempt (without credit) ENGL 101 under the following conditions:

Report a score of 600 or higher on the SAT *Writing* Test

Report a score of 24 or higher on the ACT *Writing* Test

Transfer students may satisfy Part A with 6-8 hours of transferable credit for English 101 and English 102.

All students are required to complete ENGL 101 with a grade of ‘C’ or better to progress to ENGL 102, which must be completed with a grade of ‘C’ or better in order to fulfill this core goal.

Part B:

Three (3) additional credit hours shall be taken in a course for communicating in the disciplines. This course may, but does not have to be discipline specific, i.e., it may be communicating in the social sciences or communicating in the natural sciences. All courses with this designation will apply to this core requirement.

BIOL 122/122L Biological Science II/Laboratory (4)
CBAD 290 Integrated Business Communication (3)
CHEM 150 Communication in Physical Science (3)
COMM 140 Modern Human Communication: Principles and Practices (3)
CSCI 101 Introduction to the Internet and the World Wide Web (3)
CSCI 130 Introduction to Computer Science (3)
ENGL 211 Introduction to Technical and Professional Writing (3)
ENGL 290 Introduction to Business Communication (3)
ENGR 101 Introduction to Engineering (3)
HIST 250 Historical Research and Writing (3)
MSCI 201 Scientific Communication (3)
MUS 254 History of Western Music II (3)
PHIL 271 Philosophical Writing (3)
POLI 200 Introduction to Political Science (3)
PSYC 202 Introduction to Scientific Communication: Psychological Perspectives (3)
SOC 201 Sociological Analysis (3)
THEA 149 Acting for Non-Majors (3)
THEA 150 Acting I (3)

- 2. Knowledge of Mathematical Concepts.** Educated persons should have the ability to solve numerical problems, understand and apply mathematical concepts, and develop quantitative skills. An understanding of these concepts is fundamental for living in a complex society. (3-4 credit hours)

Student Learning Outcomes

1. Demonstrate knowledge of fundamental mathematical concepts.
2. Demonstrate the ability to use quantitative skills to solve problems.
3. Demonstrate the ability to understand and apply mathematical concepts.
4. Demonstrate the ability to use logical and abstract thought and reasoning for problem solving.

MATH 132 Calculus for Business and Social Science (3)
MATH 139 Basic Concepts of Contemporary Mathematics (4)
MATH 160 Calculus I (4)
MATH 201 Mathematics for Early Childhood and Elementary Education Majors I (3)
POLI 205 Introductory Statistics for the Political and Social Sciences (3)
CBAD 291 Business Statistics (3)
STAT 201/201L Elementary Statistics/Laboratory (4)
PSYC 225/225L Psychological Statistics/Laboratory (4)

- 3. Knowledge of Scientific Concepts.** Educated persons should have the ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science to the natural world. These abilities provide a basis for understanding scientific concepts and the dynamic processes that shape and maintain the universe. (4 credit hours)

Student Learning Outcomes

1. Demonstrate knowledge of the basic laws of science.
2. Demonstrate the ability to identify scientific evidence.
3. Demonstrate the ability to collect scientific evidence.
4. Demonstrate the ability to interpret scientific evidence.
5. Demonstrate the ability to evaluate scientific evidence.

ANTH 101/101L Primates, People, and Prehistory/Laboratory (4)
ASTR 101/101L Conceptual Astronomy/Laboratory (4)
ASTR 111/111L Descriptive Astronomy I/Laboratory (4)
BIOL 101/101L The Science of Life/Laboratory (4)
BIOL 121/121L Introductory Biology I/Laboratory (4)
BIOL 232/232L Human Anatomy and Physiology/Laboratory (4)
CHEM 101/101L Introductory Chemistry/Laboratory (4)
CHEM 111/111L General Chemistry/Laboratory (4)
GEOL 102/102L Environmental Geology/Laboratory (4)
GEOL 111/111L Physical Geology/Laboratory (4)
MSCI 101/101L The Sea/Laboratory (4)
MSCI 102/102L Environmental Geology/Laboratory (4)
MSCI 111/111L Introduction to Marine Science/Laboratory (4)
PHYS 103/103L Science of the Physical World/Laboratory (4)
PHYS 137/137L Essentials of Physics I/Laboratory (4)
PHYS 201/201L General Physics/Laboratory (4)
SCIE 101/101L Introduction to Science/Laboratory (4)

- 4. Knowledge of Humanistic Concepts.** Educated persons should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural, and other humanistic concepts through which human beings interpret and judge themselves and their world.

Students must take two courses. Each course must come from a different discipline. (6 credit hours)

Student Learning Outcomes

1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which educated people interpret and judge themselves and their world.
2. Demonstrate the ability to recognize varieties of humanistic thought and expression.

3. Demonstrate the ability to interpret varieties of humanistic thought and expression.
4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.

COMM 150 Media, Self and the World (3)

ENGL 205 Literature and Culture (3)

ENGL 231 Film, New Media and Culture (3)

HIST 101 The Foundations of European Civilization to 1648 (3)

HIST 102 Introduction to European Civilization from 1648 to the present (3)

HIST 200 Introduction to Southern Studies (3)

HIST 202 History of the United States from Reconstruction to the Present
(Reconstruction to the present) (3)

HONR 201 Great Themes: Perspectives in the Humanities (3)

PHIL 101 Introduction to Philosophy (3)

PHIL 102 Introduction to Ethics (3)

THEA 130 Principles of Dramatic Analysis (3)

- 5. Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World.** Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and helps promote global citizenship. (See Part A and Part B requirements identified below; 6-9 credit hours.)

Student Learning Outcomes

1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

Part A:

Foreign Language (3-6 credit hours)

The foreign language requirement may be met by the successful completion of one of the following options:

- Five credit hours in a foreign language at the 115 level.
- Three credit hours in a foreign language at the 130 level or above.

- For transfer students:
 - Six credit hours of transferrable foreign language in sequence from previous institutions or three hours at the 130 level or above.
- For international students who are non-native speakers of English:
 - An acceptable TOEFL or IELTS score, or by successful completion of ELS Centers Academic English at level 112.

New students will be required to complete the foreign language at the 115 level, unless they elect to take a placement test in order to gain entry into a higher level.

Transfer students who have not successfully transferred in six credit hours of foreign language in sequence will be required to take the foreign language at the 115 level.

Continuing students, pursuing degrees under the previous catalog years of 2010-2011 through 2013-2014, may meet this requirement by successfully completing the foreign language at the 115 level (i.e. this supplements the requirements outlined in those previous academic catalogs).

Note: The options listed above have unique credit hours assigned. Students are required to complete (or transfer in) additional elective courses in order to make up for the difference in credits toward graduation.

Part B:

Global Studies Awareness (May be satisfied through any of the 4 options below.)
(3 credit hours)

1. Completion of an approved Global Studies Awareness Study Abroad course (at any level 100-400). Note that only study abroad courses that have been approved for inclusion in the core can be used to satisfy this requirement.
2. Completion of coursework (at any level 100-400) that is taken on-site at an institution of higher education outside the United States that is transferred to Coastal Carolina University and that is approved through post hoc transcript evaluation for transfer students to be worth three academic credits.
3. Completion of coursework (at any level 100-400) that is taken on-site at an institution of higher education outside the United States that is approved for transfer via a special enrollment request form for current Coastal Carolina University students to be worth three academic credits.
4. Completion of one of the following courses:
 - ANTH 102 Understanding Other Cultures (3)
 - ANTH 210 World Prehistory (3)
 - CBAD 120 Introduction to the Global Culture of Business (3)
 - CBAD 402 Study Abroad in International Business (3)
 - ECON 150 Global Issues in Economics (3)
 - ENGL 277 Literature Across Cultures (3)
 - GEOG 121 World Regional Geography (3)
 - HIST 111 World History to 1500 (3)

- HIST 112 World History from 1500 (3)
- HIST 125 The Middle East Since 610 CE (3)
- HIST 126 Modern East Asia (3)
- HONR 203 Great Themes: Global Perspectives (3)
- POLI 101 Introduction to World Politics (3)
- RELG 103 World Religions (3)

- 6. Knowledge of the Structure and Development of the United States.** Educated persons should become knowledgeable of the cultural and political heritage of the United States and its importance in contemporary events. An understanding of the basic frameworks of our society is crucial to civic responsibility and the responsibility/role of each individual within a diverse society. (3 credit hours)

Student Learning Outcomes

1. Demonstrate a basic knowledge of the cultural and political heritage of the United States and its importance in contemporary events.
2. Demonstrate an understanding of the basic frameworks of the United States government.

- HIST 201 History of the United States from Discovery to the Present
(Discovery through Reconstruction) (3)
- POLI 201 American National Government (3)

- 7. Knowledge of Human Health and Behavior.** Educated persons should gain a basic knowledge and understanding of human behavior on the individual and societal levels to facilitate quality of life and improve community and societal environments. (3 credit hours)

Student Learning Outcomes

1. Demonstrate a basic knowledge and understanding of human health or behavior.
2. Demonstrate a basic knowledge and understanding of human behavior in societies.
3. Demonstrate an ability to apply knowledge of human health and behavior to improve community and societal environments.

- ECON 110 Consumer Economics (3)
- EXSS 122 Lifetime Fitness and Physical Activity (3)
- HONR 202 Great Themes: Perspectives in the Social Sciences (3)
- HPRO 121 Personal and Community Health (3)
- PSYC 101 General Psychology (3)
- RSM 120 Leisure, Recreation and Wellness (3)
- SOC 101 Introductory Sociology (3)
- UNIV 122 Introduction to Sustainability (3)
- WGST 103 Introduction to Women's and Gender Studies (3)

- 8. Knowledge of Creative Expression.** Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture's highest aspirations. Students may fulfill this goal with a course from either Part A or Part B. (3 credit hours)

Part A:

Student Learning Outcomes

1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105	History of Western Art I: Ancient to Medieval (3)
ARTH 106	History of Western Art II: Renaissance to Modern (3)
ARTH 107	Art Outside the Western Tradition (3)
MUS 110	Introduction to Music (3)
MUS 257	American Popular Music (3)
MUS 258	Jazz and the American Experience (3)
THEA 101	Introduction to Theatre (3)
THEA 201	World Performance Traditions (3)

Part B:

Student Learning Outcomes

1. Demonstrate an understanding of historical movements and professional practices as they relate to creative projects.
2. Understand and apply formal principles to creative production and aesthetic evaluation.
3. Gain experience in the formation and implementation of the processes of creative production, including idea development, creative expression and responsive action.

ARTS 102	Visual Arts (3)
ENGL 201	Introduction to Creative Writing (3)
MUS 124A	Symphonic Band (0-1) (repeatable up to 3 credit hours for core)
MUS 125	Coastal Carolina Concert Choir (0-1) (repeatable up to 3 credit hours for core)
MUS 125C	Coastal Carolina Chamber Choir (0-1) (repeatable up to 3 credit hours for core)
MUS 134	Jazz After Hours (1) (repeatable up to 3 credit hours for core)
MUS 207	Introduction to World Music (3)



ACADEMIC COLLEGES

UNIVERSITY COLLEGE

MISSION STATEMENT

University College is dedicated to student learning and individual development. It is designed to aid students in their academic endeavors by facilitating developmental advising on the major programs and core curriculum, by providing a firm academic and social foundation through the First-Year Experience class, and by providing peer consulting and structured learning assistance through the Learning Assistance Centers. University College embraces the teacher-scholar model, placing primary emphasis on high quality teaching, engaged learning, mentoring and expert collaboration.

University College is the home of undeclared students until they declare a major, First-Year Academic Advising for undeclared students, First-year Experience, [Core Curriculum](#), Interdisciplinary Studies, University Honors Program, Environmental Studies Minor, Women's and Gender Studies Minor, and the BRIDGE program with Horry Georgetown Technical College. It also assists students who have concerns and questions about their academic pursuits while attending Coastal Carolina University. The office provides academic support to students who wish to excel at the University. These services include:

[Academic Advising for Undeclared and Interdisciplinary Studies Students](#)

At Coastal Carolina University academic advising is viewed as a vital part of education because it helps students develop meaningful educational plans that are compatible with their personal and career goals. Professional advisers work with students to help them become engaged in a continuing process of communication that can influence students' growth and success. Students learn to accept responsibility for their education through their advisers' guidance in curricular and professional choices.

When students are accepted into the University they are assigned an adviser. Transfer students with over 30 credit hours are assigned an adviser within their academic discipline, while new freshmen are assigned a professional adviser. The role of the professional adviser is to assist students with the transition to the university community and to guide students as they develop their academic goals. Students are expected to meet regularly with their advisers to discuss any topics which affect their academic performance, to drop or add classes, to explore career options, and to select classes for the upcoming semester. Undeclared students will be assigned a first-year adviser who will work with them until they declare a major and complete two semesters of coursework.

Students who have declared a major will be assigned an academic adviser who is within their chosen discipline in the College of Science, the College of Humanities and Fine Arts, the Wall College of Business, and the Spadoni College of Education. Advisers keep records of academic progress, but the Office of the Registrar maintains the official student records.

Students have the ability to monitor their academic progress electronically and are encouraged to use this ability to actively participate in the advisement process. Using the web-based Program Evaluation (Degree Audit) tool, students can see what portions of their degree program have been completed and plan for an upcoming semester's coursework prior to meeting with their adviser. Program Evaluation also allows students interested in switching majors to see how much of their completed coursework would apply to a new major. For additional information on the Program Evaluation tool, please see the [Office of the Registrar's](#) website.

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

First-Year Experience

The first year of college is a major period of adjustment for students. It is a time when students are presented with new experiences and opportunities to achieve academic success. It is also a period where they discover career interests, become involved in campus life, and meet people from diverse backgrounds. As part of an institutional commitment to improve student satisfaction and success, the University offers the First-Year Experience course that involves faculty and peer mentoring of first-year students.

The First-Year Experience course is a beneficial and interactive course designed to introduce students to college level academics as well as to the skills that can assist them in making a successful transition from high school to the University. The course specifically focuses on developing creative and critical thinking skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and strengthening good citizenship practices. Coastal Carolina University wants first-year students to know their classmates, learn to work in groups, and develop effective communication skills. The goal of the course is to create a comfortable learning environment where students are actively engaged while introducing material vital to student success in all academic courses. The course is a graduation requirement for all new entering freshmen and transfer students with fewer than 12 credit hours unless the transfer student has satisfactorily completed a college transition course. The course must be passed with a 'C' or better grade.

THE LEARNING ASSISTANCE CENTERS

The Foreign Language Instructional Center

The FLIC provides resources that support and enhance classroom instruction provided by the Department of Communication, Languages and Cultures for all students enrolled in a foreign language course. The instructional center features multimedia computers with internet access, and a variety of computer software and printing capabilities. The FLIC

also has instructional media resources, videos, CDs, and reference materials. The center offers tutoring services in French, German, Italian, and Spanish.

The Mathematics Learning Center

The Mathematics Learning Center provides free support for a variety of courses offered at Coastal, including, but not limited to, college algebra, trigonometry, pre-calculus, differential calculus, and integral calculus. The staff works to assist students in a relaxed non-threatening environment. Goals of any student/staff interaction in the center include an understanding of key concepts and a concise explanation of material. Students are encouraged to utilize the area to work through homework problems and assignments; appointments are not necessary. Computer software packages, reference books, and handouts dealing with mathematical topics supplement the available resources.

The Writing Center

The Writing Center provides one-on-one writing consultations to all students regardless of major or level of writing proficiency. From early brainstorming to the final stages of a writing assignment, undergraduate consultants are available to offer assistance to writers of any discipline at any stage of the composition process. The services are not limited to English papers; Writing Center consultants are from a wide range of academic majors and are prepared to assist with any writing assignment.

The Writing Center also offers various workshops throughout the academic year that cover many different writing issues. There are various handouts on composition and grammar available as well. Appointments are recommended.

Structured Learning Assistance

Structured Learning Assistance (SLA) is a peer-facilitated academic support program that targets historically difficult courses to improve student performance. The program utilizes regularly scheduled, out-of-class review sessions that are open to all members of the class in which SLA is offered.

UNIVERSITY HONORS PROGRAM

The University Honors Program at Coastal Carolina University aims to foster intellectual curiosity and creativity among highly-motivated and academically-gifted students. This goal is advanced through a challenging and well-structured Honors curriculum that incorporates disciplinary, cross-disciplinary, and interdisciplinary perspectives, and that encourages collaboration among members of the university community to support the academic, professional, and personal growth of Honors students. The program also promotes active involvement in the life of the University and service to the community.

University Honors Program Admission

Admission to the University Honors Program is by invitation of the director of the program in consultation with the Office of Admissions. University Honors Program invitations are extended to entering first-year students whose aptitude test scores and work in high school predict outstanding college-level achievement.

For freshmen, the minimum admission criteria for invitation into the program are:

- 1) SAT score of 1200 (critical reading and mathematics scores only) or an ACT score of 26 or higher;
- 2) High school GPA of 3.5 or higher;

For continuing or transfer students, the minimum admission criteria for invitation into the program are:

- 1) A cumulative college GPA of 3.7 or higher;
- 2) The completion of 30 academic credit hours;
- 3) Two letters of recommendations from college instructors;
- 4) Completion of a University Honors Program application form.

For international students who are non-native speakers of English, the minimum admission criteria for invitation into the program are:

- 1) TOEFL or IELTS exam results taken in the last three years with a TOEFL PBT score of 575, or TOEFL iBT of 89, or an International English Language Testing System (IELTS) score of 6.5 with no subscore lower than 5, or successful completion of ELS Language Centers Academic English Program level 112.
- 2) Submission of an application to the University Honors Program that will include an essay and a letter of recommendation from a high school teacher.
- 3) International students from English-speaking countries are required to submit SAT scores of at least 1200 or ACT scores of at least 26.

Continuing students or transfer students who are interested in joining the program should contact the University Honors Program Director for further information.

Academics

An enhanced academic curriculum includes Honors sections of core curriculum courses, enriched courses within majors, and advanced interdisciplinary courses and seminars for juniors and seniors. Reflecting the program's emphasis on research, Honors students complete a senior thesis project in their major field of study and present this work in a public forum.

University Honors Program students are required to demonstrate regular progress toward the successful completion of a minimum of 24 credits of Honors coursework, including HONR 101 (Honors Seminar) (students entering with 12 credit hours transferred from another college or university are exempted), three credits of HONR 300 level coursework, HONR 498 (Research Methods) or its equivalent (as determined by the University Honors Program Director) and HONR 499 (Honors Senior Thesis Project) or its equivalent (as determined by the University Honors Program Director). Only Honors classes for which students receive a grade of 'B' or better will count toward the completion of the program's 24 credit hour course requirement. To remain in good academic standing within the Honors program, students must maintain the following minimum cumulative GPA: a minimum 3.25 cumulative GPA until reaching 30 credit hours, thereafter a 3.33 cumulative GPA until reaching 60 credit hours, and finally a 3.50 cumulative GPA until graduation.

Honors program students are expected to engage in a more challenging curriculum through enrollment in Honors designated course sections. Only nine credit hours of 300 level and above regular section coursework may be requested for conversion to Honors level coursework through an "Honors by Special Arrangement" process. Restrictions and exemptions apply – please contact the University Honors Program Office for additional information.

Laptop Initiative

A laptop computer may be available for Honors program students for their personal and academic use while in the University Honors Program.

Recognition

All graduating students who successfully complete the requirements of the University Honors Program are recognized during Honors Convocation and at commencement. Honors students have the seal of the program affixed to their diploma. Additionally, the designation University Honors Program Graduate is placed on their official transcripts by the Registrar.

INTERDISCIPLINARY STUDIES MAJOR

DEGREES

Bachelor of Arts in Interdisciplinary Studies

Bachelor of Science in Interdisciplinary Studies

MISSION STATEMENT

The mission of the Interdisciplinary Studies is to provide a unique academic program that offers highly motivated and intellectually curious students the opportunity to develop an individualized, innovative and integrated major. As an alternative to a traditional major, self-directed students are engaged and mentored by faculty to build a concentration on the basis of a interrelated unifying issue, topic, theme, culture, or personal inquiry.

GOALS FOR PROGRAM

Goal 1:

To maintain and increase the number of students within the Interdisciplinary Studies major.

Objective 1:

To add 40 or more new INTS or INTSP majors during the academic year.

Objective 2:

The IDS program adviser and/or University College dean will schedule and hold at least three meetings with the chairs of and/or advisers of other departments to promote the program.

GOALS FOR STUDENT LEARNING

Goal 1:

Students should be able to apply the research methodologies of interdisciplinary studies.

Student Learning Outcome 1:

Students should be able to use criteria to evaluate potential sources of information.

Student Learning Outcome 2:

Students should be able to distinguish between generating new knowledge and summarizing existing knowledge.

Student Learning Outcome 3:

Students will be able to describe the interdisciplinary research process.

Student Learning Outcome 4:

Student will be able to recognize and describe interdisciplinary research questions.

Goal 2:

In a well-written short writing sample, students should be able to explain clearly and specifically their reasons for pursuing an interdisciplinary program of study and their unique goals for their individualized interdisciplinary programs.

Student Learning Outcome 1:

Students should be able to state in writing their reasons for pursuing an IDS degree, including a clear explanation of why a traditional major is/was not appropriate for their individual academic/professional goals.

Student Learning Outcome 2:

Students should be able to explain in writing how the academic courses they have taken coalesce into a unified program that helps them to achieve their individual academic and professional goals.

PROGRAM DESCRIPTION

Application procedures and guidelines for the Interdisciplinary Studies degree program may be obtained from the dean of University College. The completion of 15 semester credit hours is required and the completion of 30 semester credit hours is recommended before filing an application to the program. A minimum 2.0 GPA is required.

All applications for admission will be reviewed by the University Interdisciplinary Studies Committee. Consideration is given to previous coursework and suitability of the proposed curriculum. The student must demonstrate that an individualized course of study will be an educationally sound alternative to traditional degree programs currently being offered at Coastal Carolina University.

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

The Interdisciplinary Studies program may accept up to 60 semester credit hours from technical colleges and up to 30 semester credit hours of nontraditional credit, such as AP, IB and CLEP, provided that transcripts for such nontraditional activities are submitted. Transfer credit granted for technical and nontraditional studies apply as elective credit only. A maximum of 76 credit hours may be transferred for degree credits from any regionally accredited two-year college transfer program. A maximum of 90 credit hours may be transferred for degree credits from any regionally accredited four-year college or university.

The Interdisciplinary Studies program requires its graduates to earn 120 semester credit hours with a minimum 2.0 GPA.

The guidelines here apply to Bachelor of Arts degree programs. Bachelor of Science degree programs require a mathematics sequence which includes MATH 160 with a grade of ‘C’ or better and a minimum of 12 credit hours of upper division (300 level or above) credit hours in mathematics or the sciences.

Students must receive a grade of ‘C’ or better in all Foundation Courses and Major Requirements.

INTERDISCIPLINARY STUDIES: B.A.I.S., B.S.I.S. (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (6 Credits)	
Choose one from the following: (3 Credits)	3
ENGL 211 Introduction to Technical and Professional Writing (3)	
ENGL 290 Introduction to Business Communication (3)	
ENGL 390 Business and Professional Communication (3)	
IDS 310 Introduction to Interdisciplinary Studies	3
IV. MAJOR REQUIREMENTS (36 Credits)	
IDS 398 Research Methods in Interdisciplinary Studies	3
IDS 499 Capstone Research Project in Interdisciplinary Studies	3
Approved Program Courses*	30
*Thirty credit hours of 300 level or above coursework approved for the individual student program by the University Interdisciplinary Studies Committee. No more than 16 credit hours from any one discipline may be used to satisfy the program. A maximum of six credit hours for Directed Study and three to nine credit hours for Internship may be used to fulfill the degree requirements. The student’s completed program must reflect a minimum of 36 credit hours at the 300 level or above. At least 12 credit hours in major requirements and 30 total credit hours must be completed at Coastal Carolina University.	
V. ELECTIVES (39-52 Credits).....	39-52
TOTAL CREDITS REQUIRED.....	120

CERTIFICATE IN SUSTAINABILITY

The combination of awareness, skill sets, and applied experiences with sustainability cultivated through the certificate program, with the foundational skills from their majors, will provide students with greater opportunities for career and post-graduate development, as well as civic engagement in our communities. The Certificate in Sustainability program is designed to offer students an integrated interdisciplinary structure to develop diverse competencies and tools for fields in both public and private sectors, including energy, education, corporations, nongovernmental organizations, government, and international organizations. The Certificate in Sustainability program encourages students to critically analyze their chosen fields with an eye toward 21st century problem solving skills for a better tomorrow.

MISSION STATEMENT

The Certificate in Sustainability will enable students to gain and use knowledge and skills in the multi-disciplinary facets of sustainability to develop analytical and reflective tools for personal and professional development. Sustainability examines the economic, environmental, ethical, political, and social dimensions of developing a decent standard of living for everyone today without compromising the needs of future generations.

STUDENT LEARNING OUTCOMES

Upon receipt of the Sustainability Certificate, students will be able to:

1. Analyze sustainability through the lens of various disciplines.
2. Apply sustainability to their local and global surroundings.
3. Communicate the significance of sustainability within their major disciplines.
4. Apply sustainability perspectives and approaches to their major fields of study.
5. Critically examine sustainability issues through various perspectives and using multiple methods.

ADMISSION

Degree-seeking undergraduate and graduate students and non-degree seeking students at Coastal Carolina University are eligible for the certificate. Students must declare their intention to pursue the certificate with their academic adviser.

PROGRAM REQUIREMENTS AND POLICIES

- A minimum grade of 'C' in all courses applied to the certificate.
- No more than three courses may be taken from a single department.
- A maximum of six credit hours of transfer coursework may be counted toward the certificate.
- Certificate courses may not be taken as pass/non-pass.
- A course may not be used to satisfy more than one certificate requirement.

Course Substitution Guidelines:

All course substitution proposals must include the following:

- Name of student, ID number, major(s), and hours completed
- Name of credit granting institution (if course is a transfer course)
- Name of professor teaching the course (if course is a transfer course)

- Number of credit hours requested (if course is a transfer course)

A narrative that explains why the proposed course should be included in the plan of study. If the student is requesting the course as a substitute for an existing Sustainability Certificate course, he/she must specify how the two courses are equal. If the student is requesting that a course be added as a new choice, he/she must identify how the change will improve the student's academic goals.

- A syllabus of the proposed course.
- Any other material valuable to the Sustainability Certificate Advisory Committee in making their decision.

Any proposal that does not include the above requirements will not be reviewed.

Note:

- Certain programs and majors restrict registration in some of their courses to students who have been admitted to those programs or majors. Therefore, a student proposing a course substitution must first make sure they can in fact register for that course.
- While not required, a letter of support from a faculty member would be helpful to the Advisory Committee in their deliberations. This letter should reflect that it is the faculty member's opinion that the proposed course be viewed as an appropriate substitution for another course and/or matches a student's academic goals.

CERTIFICATE IN SUSTAINABILITY (15-17 Credits)

Required courses: (6 Credits)

UNIV 122 Introduction to Sustainability.....	3
UNIV 421 Sustainability Development (=POLI 421)	3

Recommended:

UNIV 315 Service in Sustainability	3
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Electives: (9-11 Credits) 9-11

Elective credit hours selected from a list provided by the program adviser.

TOTAL CREDITS REQUIRED..... 15-17

*No more than three certificate courses may be taken from a single department or program.

ENVIRONMENTAL STUDIES MINOR

The Environmental Studies Minor utilizes a multidisciplinary approach to help students develop their understanding of important environmental issues and potential solutions to these challenges. Students will develop a basic scientific understanding of how ecosystems function and how people interact with the natural environment. Students will also examine environmental issues from a variety of perspectives by taking courses about the natural environment in a variety of disciplines such as economics, philosophy, politics and geography, recreation and sports management, and sociology.

STUDENT LEARNING OUTCOMES

Students who complete an Environmental Studies Minor will be able to:

1. Explain how ecosystems function, how people depend on the natural environment, and how people affect the natural environment.
2. Identify and discuss various regional and global environmental challenges from a multidisciplinary perspective.
3. Create a synthesis amongst the different perspectives on the environment and provide a balanced opinion about environmental issues.
4. Explore solutions to environmental challenges by utilizing a multidisciplinary approach.

FOUNDATION COURSES (not counted as part of the minor) (7 Credits)

POLI 101 Introduction to World Politics.....	3
Choose one from the following: (4 Credits)	4
BIOL 121/121L Biological Science I/Laboratory (4)	
CHEM 111/111L General Chemistry I/Laboratory (4)	

RECOMMENDED COURSES

Choose one from the following: (3-6 Credits).....	3-6
ECON 101 Survey of Economics (3)	
OR	
ECON 201 Macroeconomics (3) AND	
ECON 202 Microeconomics (3)	
SOC 101 Introductory Sociology.....	3
CHEM 112/112L General Chemistry II/Laboratory.....	4
POLI 201 American National Government	3

REQUIRED COURSE (Science Foundation) (4 Credits)

ENVI 201/201L Introduction to Environmental Science/Laboratory.....	4
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MULTIDISCIPLINARY PERSPECTIVES (at least 14 additional Credit Hours)

ECON 320 Environmental and Natural Resource Economics	3
ECON 333 Economics of Energy	3
SOC 480 Environmental Sociology.....	3
POLI 420 Global Environmental Politics.....	3
POLI 453 Regulatory Policies	3

PHIL 319 Environmental Ethics	3
HPRO 333 Environmental Health	3
RSM 379 Principles of Ecotourism	3
ENVI 399* Independent Study/Internship.....	1-4

TOTAL CREDITS REQUIRED (outside of the University Core) 18*

*Students must complete a total of at least 18 credits outside of the University Core. Students can complete the minor by taking ECON 320, POLI 420, PHIL 319, RSM 379 and ENVI 399 with no additional prerequisites.

WOMEN'S AND GENDER STUDIES MINOR

The Women's and Gender Studies Program is dedicated to the interdisciplinary study of gender and sexuality as economic, political, and cultural constructs. Courses within the minor rigorously investigate the gendered nature of knowledge, institutional structures, and cultures to promote active learning and engaged citizenship among all CCU students—male and female—through various feminist theories and methodologies.

The Women's and Gender Studies minor is available to all undergraduates, in any major. Students pursuing a minor must consult with their major adviser and with the WGST Program Director to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the course prerequisites.

In addition to the two courses required for all WGST minors, students must select at least four additional courses from the electives list below. Other appropriate courses may be added to the minor at the discretion of the Program Director. Courses used to count toward the minor cannot be used to satisfy major requirements.

REQUIRED COURSES (6 Credits)

WGST 103 Introduction to Women's and Gender Studies	3
WGST 498 Capstone Seminar	3

ELECTIVES

Choose at least four courses from the following: (12 Credits)12

- ANTH 316 Sex, Gender & Culture (3)
- COMM 304 Gender Communication (3)
- ENGL 351 Language, Gender, and Power (3)
- ENGL 409 Theories of Gender and Sexuality (3)
- ENGL 443 Studies in Women Writers (3)
- ENGL 489 Gender and Sexuality in Literature (3)
- HIST 386 History of American Women (3)
- HIST 403 Gender and Sexuality in the Early Church, c. 30-600 CE (3)
- HPRO 310 Issues in Family Life and Sexuality (3)
- HPRO 480 Women's Health Issues (3)
- JOUR 365 Women and Media (3)

- PHIL 322 Philosophical Issues in Feminism (3)
- POLI 327 Women in the Middle East (3)
- POLI 372 Women and Public Policy (3)
- PSYC 300 Human Sexual Behavior (3)
- PSYC 301 Psychology of Marriage (3)
- PSYC 310 Psychology of Women (3)
- RELG 360 Women and World Religions (3)
- SOC 301 Gender and Society (3)
- SOC 305 Sociology of the Family (3)
- SOC 309 Social Inequality (3)
- SOC 450 Victimology (3)
- WGST 302 Special Topics in Cultural Studies (1-3)
- WGST 311 Women and Work (3)
- WGST 325 Civic Engagement (3)
- WGST 399 Independent Study (3)
- WGST 495 Women's and Gender Studies Internship (3)

TOTAL CREDITS REQUIRED18

**THE E. CRAIG WALL SR. COLLEGE OF BUSINESS
ADMINISTRATION**

Barbara Ritter, *Dean*
John Mortimer, *Associate Dean*
Kenneth Small, *Assistant Dean of Student Programs*
Yoav Wachsmann, *Director of International and Special Programs*
L. Taylor Damonte, *Director of the Clay Brittain, Jr. Center for Resort Tourism*
Gary M. Loftus, *Director of the Center for Economic and Community Development*
Gina Cummings, *Director of the Wall Fellows Program*
Peter Gasca, *Director of the Institute for Community and Business Engagement*
William Mann, *Director, PGA Golf Management*
Paige Cribb, *Director of Student Support, PGA Golf Management*
William Feagin, *Internship Director, PGA Golf Management*

DEPARTMENT OF ACCOUNTING

Arinola Adebayo, *Assistant Professor, Accounting*
Christopher Becker, *Assistant Professor, Accounting*
Melanie James, *Associate Professor, Accounting*
Gregory L. Krippel, *Professor, Accounting, and Department Chair*
Karen A. Maguire, *Associate Professor, Accounting*
David Mason, *Associate Professor, Accounting*
Sheila Mitchell, *Lecturer, Accounting*
John W. Mortimer, *Associate Professor, Accounting*

DEPARTMENT OF FINANCE AND ECONOMICS

Robert B. Burney, *Professor, Finance*
Dennis S. Edwards, *Professor, Economics*
Marvin A. Keene, *Professor, Finance, and Department Chair*
Kendrick Jordan, *Lecturer, Economics*
John G. Marcis, *Professor, Economics*
Robert Salvino, *Associate Professor, Economics, and Research Economist*
Thomas W. Secrest, *Professor, Finance*
Kenneth Small, *Professor, Finance*
Ellison M. Smith III, *Lecturer, Finance*
Yoav Wachsmann, *Professor, Economics, and Director of International and Special Programs*
Andrew Weinbach, *Professor, Economics*

DEPARTMENT OF MANAGEMENT AND DECISION SCIENCES

Janice Black, *Professor, Management*
Merrill Boyce, *Executive-in-Residence, Management*
Subhajit Charkraborty, *Assistant Professor, Management*
E. Mitchell Church, *Assistant Professor, Management*
David A. DeCenzo, *Professor, Management, and University President*
David Doerring, *Lecturer, Management*

Jessica Doll, *Assistant Professor, Management*
Darla J. Domke-Damonte, *Professor, Management*
Dick Drass, *Lecturer, Management*
Brenda Estep, *Lecturer, Management*
David Fink, *Lecturer, Management*
Kurt Hozak, *Assistant Professor, Management*
J. Kay Keels, *Professor, Management*
P. Richard Martin, *Professor, Management*
Arlise McKinney, *Associate Professor, Management*
Leann Mischel, *Assistant Professor, Management*
Nicholas Rhew, *Assistant Professor, Management*
Barbara A. Ritter, *Professor, Management*
Lee Shinaberger, *Lecturer, Management*
Erika Small, *Associate Professor, Management, and Department Chair*
Nicholas Twigg, *Professor, Management*
Samuel A. Wathen, *Professor, Management*

DEPARTMENT OF MARKETING, HOSPITALITY, AND RESORT TOURISM

Jennifer Calhoun, *Assistant Professor, Hospitality and Resort Tourism*
Jerome Christia, *Professor, Marketing*
Melissa Clark, *Associate Professor, Marketing*
Paul Clark, *Professor, Marketing*
L. Taylor Damonte, *Professor, Hospitality and Resort Tourism*
Monica Fine, *Assistant Professor, Marketing*
Andy E. Hendrick, *Associate Professor, Business Law*
Bomi Kang, *Associate Professor, Resort Tourism*
Michael Latta, *Professor, Marketing*
Henry Lowenstein, *Professor, Business Law*
Carol Megehee, *Professor, Marketing*
Mark Mitchell, *Professor, Marketing, and Department Chair*
Dennis A. Rauch, *Professor, Marketing*
Ellen E. Ryan, *Lecturer, Hospitality and Resort Tourism*
Karen Sauls, *Lecturer, Business Law*

DEGREES

Bachelor of Arts

Economics

Bachelor of Science in Business Administration

Accounting:

CMA Concentration

CPA Concentration

Economics:

Applied Economic Analysis Concentration

Economic Theory Concentration

Finance:

Banking and Consumer Finance Concentration
Financial Management Concentration
Wealth Management Concentration

Hospitality, Resort, and Tourism Management

Management:

Entrepreneurial Management Concentration
Human Resource Management Concentration
International Management Concentration
Operations and Technology Management Concentration
Organizational Leadership Concentration

Marketing

Minors

Actuarial Science and Risk Management
Business Administration
Economics
Hospitality, Resort, and Tourism Management
International Business Studies
Marketing

Programs

PGA Golf Management
Wall Fellows

WALL COLLEGE OF BUSINESS ADMINISTRATION

VISION

The Wall College of Business will be recognized as a school of choice for value added undergraduate and master's level business programs based in public universities in the Carolinas and mid-atlantic region of the United States.

MISSION STATEMENT

The mission of the E. Craig Wall Sr. College of Business Administration is to educate each student to have the qualities and attributes essential to his/her continuing development throughout a career in private, public, and non-profit organizations in a globally competitive and diverse environment. Inherent in this mission is our commitment to the following objectives:

1. Teaching: we teach core business functions through applied, experiential, and active learning strategies facilitated by appropriate technologies.
2. Intellectual contribution: we create and disseminate business knowledge through learning and pedagogical research, contributions to practice, and discipline-based scholarship.
3. Public service: we offer professional expertise to benefit the local, regional, national, and international community.

4. Stakeholder involvement: we promote an open and collegial environment that includes and considers input from students, staff, alumni, employers and other institutional stakeholders.

SHARED VALUES

As a community of educator scholars we value:

1. People;
2. Integrity;
3. Mutual respect;
4. Trust;
5. High quality educational processes;
6. Active and experiential learning;
7. Collaboration; and
8. Cultural diversity.

Bachelor of Science in Business Administration

Students are required to earn a grade of ‘C’ or better in each course used to satisfy the Wall College of Business foundation, core, and major requirements. Students must also successfully complete all components of the Building Your Business Portfolio program as part of their College of Business foundation requirements.

Transfer credit for 300 or 400 level business courses will be accepted, for degree requirements, only from AACSB accredited business programs. Exceptions to this policy must be approved through the dean’s office with consultation, as appropriate, with department heads. Transfer students will be required to take, at CCU, a minimum of 24 credit hours of 300 and 400 level courses from the Wall College of Business foundation, core, and major requirements. The 24 credit hours must include CBAD 478 Strategic Management.

Students must have the ability to bring a laptop or appropriate technology to class if required by the instructor. Computers should meet the minimum requirements specified by ITS – Student Computing Services and adhere to the General Computing policies.

ADMISSION TO THE WALL COLLEGE OF BUSINESS

A student begins in the Wall College of Business as a pre-business major (pre-accounting, pre-economics, pre-finance, pre-management, pre-marketing, or pre-hospitality, resort, and tourism management). In order to be fully admitted and eligible to take 300 and 400 level classes, the student must fulfill the requirements listed below:

1. Have a cumulative GPA of 2.25 after 45 earned credit hours.
2. Have a grade of ‘C’ or better in the following courses: CBAD 120, ENGL 101, CBAD 201, ECON 201 or ECON 202, MATH 132 (or MATH 160), and CSCI 110.
3. Complete a formal application for admission to the Wall College of Business and submit it to their academic adviser. The application can be found on the Wall

Center's [website](#). Incoming transfer students with more than 45 credit hours will be automatically evaluated for their admission to the Wall College of Business.

BUILDING YOUR BUSINESS PORTFOLIO PROGRAM

Program Overview

In 2012 the E. Craig Wall Sr. College of Business Administration instituted the Building Your Business Portfolio program. The goal of the program is for students to gain a heightened understanding of the majors and subsequent career options in business and to become more marketable post-graduation through acquiring additional business credentials, skills, knowledge, and practical experiences. The program is also designed to give students the opportunity to become more connected and engaged both on and off campus, to expand their professional network, and to gain an overall more fulfilling university experience. Successful completion of all components of the Building Your Business Portfolio program is a requirement for graduation within the Wall College of Business.

Program Requirements

In addition to completing the required coursework associated with each degree offered within the Wall College of Business Administration, students are required to do the following:

1. Earn a satisfactory grade in PDA 110B (Exploring Major and Career Options in Business), PDA 120B (Exploring Experiential Opportunities in Business), PDA 130B (Building a Professional Profile), and PDA 140B (Transitioning from Student to Professional).
2. Successfully complete 12 PDAs from a list of approved PDAs available through the Wall Center for Excellence.

PDA Schedule

Each semester, the Wall Center for Excellence establishes a calendar of approved PDAs available to students. These activities include professional development workshops that help students develop and improve specific skills, such as time management, personal finance, leadership, interpersonal management, delivering effective presentations, resume writing, and behavior-based interviewing techniques. A variety of additional activities may be offered including guest speakers, leadership programs, conferences, company visits, and field experiences. While some of the PDAs are useful to all Wall College students, other PDAs are targeted to students with more specific career interests. Consequently, students have the flexibility to select PDAs that are specific to their interests. Students may also request that alternative activities or events be included as a PDA by petitioning the Wall Center for Excellence showing relevance of the activity/event.

PDA Tracking and Recording

It is ultimately each student's responsibility to ensure the required number of Professional Development Activities (PDAs) is completed prior to graduation. The Wall Center for Excellence will track participation in PDAs; however, students must ensure that they bring their student ID to every PDA that they attend and sign attendance sheets with their correct information and/or swipe their student ID to receive credit. If a student's record does not reflect participation in a specific PDA, the student must bring the matter to the attention of the Wall Center for Excellence by submitting an appeal by the end of the semester following the activity in question.

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

STUDENT LEARNING OUTCOMES

The Wall College of Business Administration recognizes the importance of providing a high quality education for its majors. Further, we recognize that a part of our responsibility is to determine how successfully we have accomplished this. For our business majors, we have identified five learning outcomes that are incorporated across the business curriculum, assessed to monitor the effectiveness of the curriculum in delivering these goals, and reviewed for continuous improvement.

To demonstrate competency as a Wall College of Business graduate, a student should be able to:

1. Demonstrate competence in the core subjects of business administration: accounting, finance, management, marketing, economics, international issues, legal and social business issues, and quantitative analysis.
2. Demonstrate competence in solving complex problems by identifying and analyzing an issue, gathering, analyzing, and interpreting relevant information and proposing solutions or evaluating impacts.
3. Effectively express knowledge and ideas through written communication.
4. Effectively express knowledge and ideas through oral presentation skills.
5. Demonstrate competence in using basic information technology skills.
6. Demonstrate an understanding of ethical perspectives in business via enhanced awareness and recognition of ethical issues and an understanding of the importance of ethical issues in business decisions.
7. Work effectively as a team member in a business environment.

DEPARTMENT OF ACCOUNTING

ACCOUNTING MAJOR

Degree: Bachelor of Science in Business Administration

Accounting is the profession that provides financial information about businesses and other entities to managers, investors, creditors, regulators, and the public. Accounting is essential to the proper functioning of companies, governmental units and nonprofits. Accounting majors seeking the CPA or CMA designation will be prepared for careers in auditing, finance, tax, fraud detection, management, and government.

Students completing the accounting major will have competencies in both financial and cost accounting.

ACCOUNTING MAJOR (120 Credits)

I.	CORE CURRICULUM (39-44 Credits).....	39-44
II.	FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
	Minimum grade of 'C' is required.	
	UNIV 110 The First-Year Experience.....	0-3
	UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III.	FOUNDATION COURSES (6-12 Credits)*	
	Minimum grade of 'C' required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an 'S' grade.	
	PDA 110B Exploring Major and Career Options in Business.....	0
	PDA 120B Exploring Experiential Opportunities in Business.....	0
	PDA 130B Building a Professional Profile	0
	PDA 140B Transitioning from Student to Professional	0
	CSCI 110 Enterprise Business Applications.....	3
	Choose one from the following: (3 Credits)	3
	ENGL 290* Business and Professional Communication (3)	
	CBAD 290* Integrated Business Communication (3)	
	MATH 132*+ Calculus for Business and Social Science	3
	PHIL 318 Business Ethics	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of 'C' or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of 'C' required in all business core courses.

Lower Level Business Core (15-21 Credits)

CBAD 120* Introduction to the Global Culture of Business	3
CBAD 201 Financial Accounting	3
CBAD 202 Managerial Accounting.....	3
CBAD 291* Business Statistics.....	3
CBAD 292 Decision Analysis	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3

Upper Level Business Core (24 Credits)

ACCT 336 Accounting Systems and Data Processing	3
CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business.....	3
CBAD 350 Marketing.....	3
CBAD 364 Operations Management	3
CBAD 373 Business Integration and Application	3
CBAD 478 Strategic Management	3
FIN 301 Business Finance	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (24 Credits)

A minimum grade of 'C' is required in major requirements.

ACCT 330 Intermediate Accounting I.....	3
ACCT 331 Intermediate Accounting II	3
ACCT 333 Cost Accounting.....	3

CPA Concentration (15 Credits)

ACCT 332 Intermediate Accounting III	3
ACCT 339 Individual Income Taxation	3
ACCT 437 Auditing Theory	3
ACCT 439 Income Taxation for Business Entities.....	3
CBAD 345 Commercial Law.....	3

OR

CMA Concentration (15 Credits)

ACCT 434 Controllership.....	3
FIN 401 Corporate Finance	3
FIN 404 Business and Financial Analysis	3
FIN 421 Multinational Business Finance	3
FIN 491 Advanced Corporate Finance	3

VI. ELECTIVES (1-14 Credits) 1-14

TOTAL CREDITS REQUIRED.....120

DEPARTMENT OF FINANCE AND ECONOMICS

ECONOMICS MAJOR

Degree: Bachelor of Science in Business Administration

Economics is the study of how firms and countries make informed choices. Using tools of economic analysis, economists evaluate the costs and benefits of courses of action in order to choose among alternatives. Economics majors develop ways of thinking that are analytical and rigorous. A degree in economics prepares students for careers in financial services, business, health care, real estate, government and international organizations. Economics also provides an excellent preparation for graduate study in a variety of fields including economics, business law, public administration, and medicine. Coastal Carolina University offers two different degree programs in economics: a Bachelor of Science in business administration (B.S.B.A.) with a major in economics and a Bachelor of Arts (B.A.) in economics.

Students completing the economics B.S.B.A. program will have competencies in both micro and macro economics.

ECONOMICS MAJOR: B.S.B.A. (120 Credits)

I.	CORE CURRICULUM (39-44 Credits).....	39-44
II.	FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
	Minimum grade of 'C' is required.	
	UNIV 110 The First-Year Experience	0-3
	UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III.	FOUNDATION COURSES (6-12 Credits)*	
	Minimum grade of 'C' required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an 'S' grade.	
	PDA 110B Exploring Major and Career Options in Business.....	0
	PDA 120B Exploring Experiential Opportunities in Business	0
	PDA 130B Building a Professional Profile	0
	PDA 140B Transitioning from Student to Professional	0
	CSCI 110 Enterprise Business Applications.....	3
	Choose one from the following: (3 Credits)	3
	ENGL 290* Business and Professional Communication (3)	
	CBAD 290* Integrated Business Communication (3)	
	MATH 132*+ Calculus for Business and Social Science	3
	PHIL 318 Business Ethics	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of ‘C’ or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of ‘C’ required in all business core courses.

Lower Level Business Core (15-21 Credits)

CBAD 120* Introduction to the Global Culture of Business	3
CBAD 201 Financial Accounting	3
CBAD 202 Managerial Accounting.....	3
CBAD 291* Business Statistics.....	3
CBAD 292 Decision Analysis	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3

Upper Level Business Core (24 Credits)

CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business.....	3
CBAD 350 Marketing.....	3
CBAD 363 Business Finance.....	3
CBAD 364 Operations Management	3
CBAD 373 Business Integration and Application	3
CBAD 393 Management Information Systems	3
CBAD 478 Strategic Management	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (18 Credits)

Minimum average grade of ‘C’ is required in major courses.

ECON 301 Intermediate Macroeconomic Theory and Analysis	3
ECON 302 Intermediate Microeconomic Theory and Analysis.....	3
ECON 495 Advanced Economic Theory and Analysis (=ECON 490)	3

Choose one of the two concentrations:

Applied Economic Analysis Concentration (9 Credits)

ECON 331 Economic Analysis of Sports.....	3
ECON 340 Economics of Entrepreneurship.....	3
Choose one from the following: (3 Credits)	3
ECON 330 Economics of Tourism (3)	
ECON 351 International Economic Policy (3)	
ECON 352 Economics of Development (3)	
ECON 460 Introduction to Econometrics (3)	
ECON 497 Economics Internship (3)	

Additional courses may be selected with the approval of the department chair.

Economic Theory Concentration (9 Credits)

Choose one from the following: (3 Credits)3

ECON 332 Labor Economics (3)

ECON 333 Economics of Energy (3)

ECON 375 Economics and National Security3

Choose one from the following: (3 Credits)3

ECON 310 Money and Banking (3)

ECON 320 Environmental and Natural Resource Economics (3)

ECON 351 International Economic Policy (3)

ECON 460 Introduction to Econometrics (3)

ECON 497 Economics Internship (3)

Additional courses may be selected with the approval of the department chair.

Students intending to pursue full-time employment immediately after the baccalaureate degree are encouraged to choose the applied economic analysis concentration. Students intending to pursue graduate studies in law, economics, or other social sciences are encouraged to choose the economic theory concentration.

VI. ELECTIVES (7-20 Credits)..... 7-20

TOTAL CREDITS REQUIRED.....120

ECONOMICS MAJOR

Degree: Bachelor of Arts

ECONOMICS MAJOR: B.A. (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of 'C' is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (13-14 Credits)*

Minimum grade of 'C' is required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an 'S' grade.

PDA 110B Exploring Major and Career Options in Business.....0

PDA 120B Exploring Experiential Opportunities in Business0

PDA 130B Building a Professional Profile0

PDA 140B Transitioning from Student to Professional0

Choose one from the following: (3-4 Credits)..... 3-4

CBAD 291* Business Statistics (3)

STAT 201/201L* Elementary Statistics/Laboratory (4)

ECON 201 Macroeconomics3

ECON 202 Microeconomics.....	3
MATH 160*+ Calculus I	4

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+A grade of ‘C’ or better is required in MATH 131 Trigonometry or MATH 135 Precalculus or the Mathematics Placement Test.

IV. MAJOR REQUIREMENTS (24 Credits)

Minimum grade of ‘C’ is required in major requirements.

ECON 301 Intermediate Macroeconomic Theory and Analysis	3
ECON 302 Intermediate Microeconomic Theory and Analysis.....	3
Choose five ECON 300 or above courses (15 Credits)	15
ECON 495 Advanced Economic Theory and Analysis (=ECON 490).....	3

V. COGNATE REQUIREMENTS (12 Credits)12

The cognate requirement is designed to encourage students to enroll in courses outside the discipline that complement and support the major. Courses taken for the cognate must be chosen in consultation with the academic adviser. A minimum of 12 credits is required. Only courses at the 300 level or above are acceptable for cognate credit with the exception of MATH 161 Calculus II and MATH 260 Calculus III. Students may select courses from one or more disciplines and/or may choose a minor to satisfy the cognate requirement. A grade of ‘C’ or better is required in all cognate courses.

VI. ELECTIVES (26-34 Credits)..... 26-34

TOTAL CREDITS REQUIRED.....120

ECONOMICS MINOR (18 Credits)

Course credit may NOT count for both major and minor requirements.

Choose either option A or B (9 Credits)9

- A. ECON 101 Survey of Economics (3)
- ECON 301 Intermediate Macroeconomic Theory and Analysis (3)
- ECON 302 Intermediate Microeconomic Theory and Analysis (3)

OR

- B. ECON 201 Macroeconomics (3)
- ECON 202 Microeconomics (3)
- Choose one:
 - ECON 301 Intermediate Macroeconomic Theory and Analysis (3)
 - ECON 302 Intermediate Microeconomic Theory and Analysis (3)

Choose three economics electives at the 300 level (9 Credits).....9

TOTAL CREDITS REQUIRED.....18

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

FINANCE MAJOR

Degree: Bachelor of Science in Business Administration

Finance is the art and science of managing money in public and private enterprises. It encompasses a wide array of theory, concepts, applications, and analytical tools needed for effective decision-making. Finance majors will be prepared to enter careers in corporate finance, investments, portfolio analysis and management, and financial markets and institutions.

Students completing the finance major will have competencies in both corporate finance and investment analysis.

FINANCE MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (6-12 Credits)*

Minimum grade of ‘C’ required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an ‘S’ grade.

PDA 110B Exploring Major and Career Options in Business.....0

PDA 120B Exploring Experiential Opportunities in Business0

PDA 130B Building a Professional Profile0

PDA 140B Transitioning from Student to Professional0

CSCI 110 Enterprise Business Applications.....3

Choose one from the following: (3 Credits)3

ENGL 290* Business and Professional Communication (3)

CBAD 290* Integrated Business Communication (3)

MATH 132*+ Calculus for Business and Social Science3

PHIL 318 Business Ethics3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of ‘C’ or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of ‘C’ required in all business core courses.

Lower Level Business Core (15-21 Credits)

CBAD 120* Introduction to the Global Culture of Business	3
CBAD 201 Financial Accounting	3
CBAD 202 Managerial Accounting.....	3
CBAD 291* Business Statistics.....	3
CBAD 292 Decision Analysis	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3

Upper Level Business Core (24 Credits)

ACCT 336 Accounting Systems and Data Processing	3
CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business.....	3
CBAD 350 Marketing.....	3
CBAD 364 Operations Management	3
CBAD 373 Business Integration and Application	3
CBAD 478 Strategic Management	3
FIN 301 Business Finance	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (24 Credits)

Minimum grade of ‘C’ is required in major requirements.

REQUIRED COURSES (12 Credits)

FIN 401 Corporate Finance	3
FIN 402 Investment Analysis	3
FIN 403 Financial Institutions and Markets	3
FIN 404 Business and Financial Analysis	3

Choose one of the three concentrations:

Banking and Consumer Finance Concentration (12 Credits)

FIN 462 Real Estate Finance and Investment.....	3
FIN 493 Financial Institutions Management	3
Choose two from the following: (6 Credits).....	6
ECON 310 Money and Banking (3)	
FIN 421 Multinational Corporate Finance (3)	
FIN 441 Financial Derivatives (3)	
FIN 442 Retirement and Estate Planning (3)	

FIN 463 Risk Management and Insurance (3)
 FIN 497 Finance Internship (3)
 Additional courses may be selected with the approval of the department chair.

Financial Management Concentration (12 Credits)

ACCT 333 Cost Accounting.....3
 FIN 491 Advanced Corporate Finance3
 Choose two from the following: (6 Credits).....6
 ACCT 330 Intermediate Accounting I (3)
 ACCT 434 Controllership (3)
 FIN 421 Multinational Corporate Finance (3)
 FIN 441 Financial Derivatives (3)
 FIN 463 Risk Management and Insurance (3)
 FIN 497 Finance Internship (3)
 Additional courses may be selected with the approval of the department chair.

Wealth Management Concentration (12 Credits)

FIN 463 Risk Management and Insurance.....3
 FIN 492 Portfolio Management3
 Choose two from the following: (6 Credits).....6
 ACCT 339 Individual Income Taxation (3)
 ECON 460 Introduction to Econometrics (3)
 FIN 441 Financial Derivatives (3)
 FIN 442 Retirement and Estate Planning (3)
 FIN 497 Finance Internship (3)
 MATH 329 Introduction to Financial Mathematics (3)
 Additional courses may be selected with the approval of the department chair.

VI. ELECTIVES (1-14 Credits)..... 1-14

TOTAL CREDITS REQUIRED.....120

ACTUARIAL SCIENCE AND RISK MANAGEMENT MINOR

Actuarial science and risk management is a specialized program offered in the Department of Finance and Economics. The minor will expose students to advanced risk management techniques used in modern business transactions, financial derivative pricing, and prepare students for the Actuarial Science Financial Math (FM) exam. A second actuarial science minor, developed around the Actuarial Science Probability (P) exam, resides in the Department of Mathematics and Statistics.

ACTUARIAL SCIENCE AND RISK MANAGEMENT MINOR (19 Credits)

Course credit may **NOT** count for both major and minor requirements. This minor cannot be taken by business majors.

CBAD 201 Financial Accounting.....3
 CBAD 202 Managerial Accounting.....3

Coastal Carolina University 2015-2016 Undergraduate Catalog

CBAD 292 Decision Analysis	3
CBAD 363 Business Finance.....	3
CBAD 403 Actuarial Science Exam Preparation (=MATH 403).....	1
Choose one from the following: (3 Credits)	3
ECON 101 Survey of Economics (3)	
ECON 202 Microeconomics (3)	
FIN 441 Financial Derivatives.....	3
TOTAL CREDITS REQUIRED.....	19

DEPARTMENT OF MANAGEMENT AND DECISION SCIENCES

MANAGEMENT MAJOR

Degree: Bachelor of Science in Business Administration

Management is the art and science of directing the operations of both individuals and organizations to achieve desired marketplace outcomes. Specifically, the overall function of management is often broken down into four general categories: planning, leading, organizing, and controlling. The overall effectiveness and efficiency of operations is generally credited to the ability to manage various organizational stakeholders successfully.

Although students may choose to pursue a general management major, and all management students share a common core set of management classes, students pursuing the management major may focus their attention into one of five concentrations to support their personal and professional goals: entrepreneurial management, human resource management, international management, operations and technology management, or organizational leadership.

Entrepreneurial Management

This concentration enables students to gain the necessary knowledge and abilities to be innovative and take action in starting a new business, joining a family or existing business, or helping to run a funds-generating enterprise in a non-profit or governmental agency. The courses that constitute the entrepreneurial management curriculum cover four key areas; entrepreneurial/innovation mindsets, opportunity/innovation implementation, entrepreneurial/innovation action-taking and entrepreneurial/innovation personal skill development.

Human Resource Management

This concentration focuses on the skills and knowledge necessary to effectively utilize human capital to maximize organizational productivity, teaching students how to acquire, develop, and keep a talented, satisfied, and motivated workforce in small, medium, and large firms. Courses cover the fundamentals of employment law, staffing, training, leadership development, performance management, labor and employee relations, and total reward systems.

International Management

This concentration enables students to develop a broader understanding of the management of people, processes, and systems in a global economy. Students completing the international management concentration will be required to study abroad to complete program requirements. In addition, students completing this concentration will be ineligible to complete the international business studies minor. Students taking this concentration are encouraged, but not required, to complete a cognate within global studies, Asian studies, foreign language or other minor area of study to complement their learning.

Operations and Technology Management

This concentration focuses on the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. Students choosing the operations and technology management concentration learn the appropriate information technology (IT) and computing skills, along with operations and supply chain management modeling techniques, necessary to develop and implement sophisticated business-related computer decision support systems. It is designed to prepare students for careers in such fields as: business analyst, consultant, business consultant, systems analyst, systems developer, management analyst, project analyst, database developer, or operations manager, among others.

Organizational Leadership

Students that select this concentration will learn what it means to be a leader from a variety of perspectives in a variety of different organizational settings. Students will be exposed to essential concepts related to working with and leading others in small groups and teams. Students will reflect upon what it means to be an innovative and entrepreneurial leader and how this relates to their own abilities. In an experiential setting, students will lead both projects and people in an effort to develop personal leadership skills important to success in the diverse working environment that characterizes today’s workplace.

Students completing the management major will have competencies in basic management principles and concepts including understanding the effects of a diverse environment on management decisions and effectively managing relationships.

MANAGEMENT MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of ‘C’ is required.
UNIV 110 The First-Year Experience 0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (6-12 Credits)*
Minimum grade of ‘C’ is required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an ‘S’ grade.
PDA 110B Exploring Major and Career Options in Business.....0
PDA 120B Exploring Experiential Opportunities in Business0
PDA 130B Building a Professional Profile0
PDA 140B Transitioning from Student to Professional0
CSCI 110 Enterprise Business Applications.....3

Choose one from the following: (3 Credits)	3
ENGL 290* Business and Professional Communication (3)	
CBAD 290* Integrated Business Communication (3)	
MATH 132*+ Calculus for Business and Social Science	3
PHIL 318 Business Ethics	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of ‘C’ or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of ‘C’ is required in all business core courses.

Lower Level Business Core (15-21 Credits)

CBAD 120* Introduction to the Global Culture of Business	3
CBAD 201 Financial Accounting	3
CBAD 202 Managerial Accounting.....	3
CBAD 291* Business Statistics.....	3
CBAD 292 Decision Analysis	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3

Upper Level Business Core (24 Credits)

CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business.....	3
CBAD 350 Marketing.....	3
CBAD 363 Business Finance.....	3
CBAD 364 Operations Management	3
CBAD 373 Business Integration and Application	3
CBAD 393 Management Information Systems	3
CBAD 478 Strategic Management	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (18 Credits)

Minimum grade of ‘C’ is required in major requirements.

Management Major Requirements (if no concentration is selected) (18 Credits)

Choose one from the following: (3 Credits)	3
MGMT 306 Organizational Theory & Behavior (3)	
MGMT 309 Leading High Performance Teams (3)	
Choose one from the following: (3 Credits)	3
MGMT 307 Fundamentals of Human Resource Management (3)	
MGMT 308 Managing Human Capital (3)	
MGMT 480 Leadership in Project Management	3

MGMT International Selective (choose one from the following) (3 Credits) ...3
 CBAD 402* Study Abroad in International Business (3)
 MGMT 362 Global Leadership Development (3)
 MGMT 423 Study Abroad in Entrepreneurship & Innovation (3)
 MGMT 461 Cross-Cultural Management (3)
 MGMT 462 Organizational Growth and Development in a
 Globalized World (3)
 MGMT 482 Global Supply Chain Management (3)
 MGMT General Selectives (choose any two MGMT courses that are 300
 level or above and are not already used to satisfy degree requirements).....6

Concentration Requirements:

Entrepreneurial Management (EM) Concentration (18 Credits)

Choose one from the following: (3 Credits)3
 MGMT 306 Organizational Behavior (3)
 MGMT 309 Leading High Performance Teams (3)
 Choose one from the following: (3 Credits)3
 MGMT 307 Fundamentals of Human Resource Management (3)
 MGMT 308 Managing Human Capital (3)
 MGMT 320 Entrepreneurial Leadership3
 Choose one from the following: (3 Credits)3
 MGMT 421 Initiation and Management of New Business Enterprise (3)
 MGMT 422 Managing Family/Small Business Growth and Innovation (3)
 EM Selective (choose one from the following) (3 Credits).....3
 CBAD 497 Business Internship (3-12)
 MGMT 423 Study Abroad in Entrepreneurship and Innovation (3)
 MGMT 429 Practicum in Entrepreneurship and Innovation (3-6)
 EM Selective (choose one from the following) (3 Credits).....3
 MGMT 420 Current Topics in Entrepreneurship and Innovation (3)
or
 Any Wall College of Business course, 300 level or above, that is
 not already used to satisfy degree requirements *with the department
 chair's approval.*

Human Resource Management (HRM) Concentration (18 Credits)

Choose one from the following: (3 Credits)3
 MGMT 306 Organizational Theory & Behavior (3)
 MGMT 309 Leading High Performance Teams (3)
 Choose one from the following: (3 Credits)3
 MGMT 307 Fundamentals of Human Resource Management (3)
 MGMT 308 Managing Human Capital (3)
 MGMT 340 Attracting and Acquiring Talent.....3
 MGMT 341 Managing Talent and Developing 21st Century Leaders.....3
 MGMT 440 Retaining Talent and Maximizing the Value of Human Capital...3

HRM Selective (choose one from the following) (3 Credits).....3
 CBAD 402* Study Abroad in International Business (3)
 MGMT 362 Global Leadership Development (3)
 MGMT 461 Cross-Cultural Management (3)

International Management Concentration (18 Credits)*

Choose one from the following: (3 Credits)3
 MGMT 306 Organizational Theory & Behavior (3)
 MGMT 309 Leading High Performance Teams (3)
 Choose one from the following: (3 Credits)3
 MGMT 307 Fundamentals of Human Resource Management (3)
 MGMT 308 Managing Human Capital (3)
 CBAD 401 International Business.....3
 Choose one from the following: (3 Credits)3
 CBAD 402* Study Abroad in International Business (3)
or
 An approved course transferred from a study abroad experience
 in International Management.
 MGMT 482 Global Supply Chain Management3
 IM Selective (choose one from the following) (3 Credits)3
 MGMT 362 Global Leadership Development (3)
 MGMT 461 Cross-Cultural Management(3)
 MGMT 462 Organizational Growth and Development in a
 Globalized World (3)

*Note: This concentration requires students to study abroad.

Operations and Technology Management (OTM) Concentration (18 Credits)

Choose one from the following: (3 Credits)3
 MGMT 306 Organizational Theory & Behavior (3)
 MGMT 309 Leading High Performance Teams (3)
 Choose one from the following: (3 Credits)3
 MGMT 307 Fundamentals of Human Resource Management (3)
 MGMT 308 Managing Human Capital (3)
 MGMT 480 Leadership in Project Management3
 MGMT 481 Quality Process Management3
 MGMT 483 Business Process Management.....3
 OTM Selective (choose one from the following) (3 Credits)3
 MGMT 482 Global Supply Chain Management (3)
 MGMT 484 Business Decisions Support Systems (3)
 MGMT 485 Process Planning and Control (3)

Organizational Leadership Concentration (18 Credits)

Choose one from the following: (3 Credits)3

MGMT 306 Organizational Theory & Behavior (3)

MGMT 309 Leading High Performance Teams (3)

Choose one from the following: (3 Credits)3

MGMT 307 Fundamentals of Human Resource Management (3)

MGMT 308 Managing Human Capital (3)

MGMT 320 Entrepreneurial Leadership3

MGMT 341 Managing Talent and Developing 21st Century Leaders3

MGMT 362 Global Leadership Development3

MGMT 480 Leadership in Project Management3

VI. ELECTIVES (7-23 Credits)..... 7-23

TOTAL CREDITS REQUIRED.....120

**DEPARTMENT OF MARKETING, HOSPITALITY,
AND RESORT TOURISM**

HOSPITALITY, RESORT, AND TOURISM MANAGEMENT MAJOR
Degree: Bachelor of Science in Business Administration

Hospitality, resort, and tourism management (HRTM) students develop the skills necessary for managing hospitality or tourism service organizations in resort destination areas. The curriculum is designed to focus on the unique characteristics of the business environment in a resort destination (such as the Grand Strand). Such destinations are usually in relatively remote locations and have relatively seasonal demand. In addition to the standard business curriculum, the hospitality, resort, and tourism management (HRTM) curriculum includes internships and specialized coursework in the areas of quality process management, real estate finance investment, and resort planning.

Students completing the hospitality, resort, and tourism management (HRTM) major will have competencies in thinking critically about the tourism market in order to create an appropriate resort design that maximizes financial feasibility, fits with the community's comprehensive plan to improve the socio/cultural/natural environments, and enhances the economy of the host community, working effectively in a service setting, and evaluating how the customer feedback loop impacts the quality of a service experience.

HOSPITALITY, RESORT, AND TOURISM MANAGEMENT MAJOR (120 Credits)

I. CORE CURRICULUM (39-44)	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-12 Credits)*	
Minimum grade of 'C' is required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an 'S' grade.	
PDA 110B Exploring Major and Career Options in Business.....	0
PDA 120B Exploring Experiential Opportunities in Business	0
PDA 130B Building a Professional Profile	0
PDA 140B Transitioning from Student to Professional	0
CSCI 110 Enterprise Business Applications.....	3
Choose one from the following: (3 Credits)	3
ENGL 290* Business and Professional Communication (3)	
CBAD 290* Integrated Business Communication (3)	
MATH 132*+ Calculus for Business and Social Science	3
PHIL 318 Business Ethics	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of ‘C’ or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of ‘C’ is required in all business core courses.

Lower Level Business Core (15-21 credits)

CBAD 120* Introduction to the Global Culture of Business	3
CBAD 201 Financial Accounting	3
CBAD 202 Managerial Accounting.....	3
CBAD 291* Business Statistics.....	3
CBAD 292 Decision Analysis	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3

Upper Level Business Core (24 credits)

CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business	3
CBAD 350 Marketing.....	3
CBAD 363 Business Finance.....	3
CBAD 373 Business Integration and Application	3
CBAD 478 Strategic Management	3
HRTM 393 Management Information Systems.....	3
HRTM 475 Resort Operations Management	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (21 Credits)

Minimum grade of ‘C’ is required in major requirements.

HRTM 101 Introduction to Resort Tourism Management	3
HRTM 180 Guest Services I (=PGMP 180).....	1
HRTM 280 Guest Services II (=PGMP 280).....	1
HRTM 282 Survey of Food & Beverage Management (=PGMP 282)	3
HRTM 474 Quality Process Management (=MGMT 481).....	3
HRTM 480 Resort Management Training (=PGMP 380).....	1
HRTM 490 Seminar in Resort Tourism Planning (=CBAD 490)	3
Choose two from the following: (6 Credits).....	6
ECON 330 Economics of Tourism (3)	
HRTM 385 Current Issues in Resort Tourism (3)	
HRTM 386 Applied Tourism Research (3)	
HRTM 387 Conventions and Event Management (3)	
HRTM 467 Real Estate Finance and Investments (=FIN 462) (3)	

VI. ELECTIVES (4-17 Credits)..... 4-17

TOTAL CREDITS REQUIRED.....120

HOSPITALITY, RESORT, AND TOURISM MANAGEMENT MINOR

The minor in hospitality, resort, and tourism management will prepare students majoring in non-business degree programs for supervisory positions in the tourism industry. Emphasis is placed on management, marketing, and other special topics relevant to supervisors in resort destination areas.

Students completing the hospitality, resort, and tourism management minor will have competencies in the basic managerial, marketing, and information system application in hospitality and tourism businesses. Additionally, they will be able to respond to challenges facing hospitality and tourism business supervisors in a resort destination area.

HOSPITALITY, RESORT, AND TOURISM MANAGEMENT MINOR (18 Credits)

CBAD 301 Management and Organizations3

CBAD 350 Marketing.....3

HRTM 101 Introduction to Resort Tourism Management3

HRTM 393 Management Information Systems (=CBAD 393).....3

Choose two from the following: (6 Credits).....6

HRTM 230 Introductory Resort Tourism Internship (3)

HRTM 282 Survey of Food and Beverage Management (3) (=PGMP 282)

HRTM 385 Current Issues in Resort Tourism (3)

HRTM 387 Conventions and Event Management (3)

TOTAL CREDITS REQUIRED.....18

MARKETING MAJOR

Degree: Bachelor of Science in Business Administration

The marketing function exists to bring buyers and sellers together in the marketplace to allow each party to realize their desired outcomes. For buyers, this means solutions to their problems. For sellers, this typically means increasing market share, revenue, profitability, and other outcomes. Marketers create items of value (goods, services, ideas, etc.) that are priced, promoted, and distributed in a competitive and dynamic marketplace. Marketers must align marketing strategy with the needs of consumers in the marketplace.

Students completing the marketing major will have competencies in basic marketing knowledge including understanding the consumer decision-making process and its relevant influences, being able to design a research plan to collect information for marketing decision-makers, and developing solutions to marketing problems and opportunities.

MARKETING MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (6-12 Credits)*

Minimum grade of ‘C’ is required in all foundation courses, except for PDA 110B, PDA 120B, PDA 130B, and PDA 140B, which require an ‘S’ grade.

PDA 110B Exploring Major and Career Options in Business.....0

PDA 120B Exploring Experiential Opportunities in Business0

PDA 130B Building a Professional Profile0

PDA 140B Transitioning from Student to Professional0

CSCI 110 Enterprise Business Applications.....3

Choose one from the following: (3 Credits)3

 ENGL 290* Business and Professional Communication (3)

 CBAD 290* Integrated Business Communication (3)

MATH 132*+ Calculus for Business and Social Science3

PHIL 318 Business Ethics3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

+Placement into MATH 132 by the Mathematics Placement Test or successful completion of MATH 130 College Algebra or MATH 130I College Algebra Intensive Study with a grade of ‘C’ or better is required.

IV. BUSINESS CORE REQUIREMENTS (39-45 Credits)*

Minimum grade of ‘C’ is required in all business core courses.

Lower Level Business Core (15-21 credits)

 CBAD 120* Introduction to the Global Culture of Business3

 CBAD 201 Financial Accounting.....3

 CBAD 202 Managerial Accounting.....3

 CBAD 291* Business Statistics.....3

 CBAD 292 Decision Analysis3

 ECON 201 Macroeconomics3

 ECON 202 Microeconomics.....3

Upper Level Business Core (24 credits)

 CBAD 301 Management and Organizations3

 CBAD 344 Legal Environment of Business.....3

 CBAD 350 Marketing.....3

 CBAD 363 Business Finance.....3

CBAD 364 Operations Management	3
CBAD 373 Business Integration and Application	3
CBAD 393 Management Information Systems	3
CBAD 478 Strategic Management	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (18 Credits)

Minimum grade of 'C' is required in major requirements.

MKTG 351 Consumer Market Analysis	3
MKTG 357 Marketing Research	3
MKTG 458 Marketing Strategy	3
Choose three from the following: (9 Credits)	9
CBAD 401 International Business (3)	
MKTG 450 Advertising (3)	
MKTG 451 Retailing Management (3)	
MKTG 452 Social Media Marketing (3)	
MKTG 453 Integrated Marketing Communications (3)	
MKTG 454 International Marketing (3)	
MKTG 455 Personal Selling and Sales Management (3)	

VI. ELECTIVES (7-20 Credits)..... 7-20

TOTAL CREDITS REQUIRED.....120

MARKETING MINOR

The marketing minor provides students with a broad overview of practice of marketing and its role in various business settings. Students study both consumer and industrial decision processes and the psychological, social and economic influences on buying behavior. Additionally, a variety of courses are offered in a range of topics such as advertising, personal selling, international marketing, and event planning and marketing.

MARKETING MINOR (18 Credits)

CBAD 350 Marketing	3
MKTG 351 Consumer Market Analysis	3
Choose four from the following: (12 Credits)	12
HRTM 387 Conventions and Event Management (3)	
MKTG 357 Marketing Research (3)	
MKTG 450 Advertising (3)	
MKTG 451 Retailing Management (3)	
MKTG 452 Social Media Marketing (3)	
MKTG 453 Integrated Marketing Communications (3)	
MKTG 454 International Marketing (3)	
MKTG 455 Personal Selling and Sales Management (3)	

TOTAL CREDITS REQUIRED.....18

DOUBLE MAJOR REQUIREMENT

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

BUSINESS ADMINISTRATION MINOR (21Credits)

Course credit may NOT count for both major and minor requirements.

CBAD 201 Financial Accounting.....	3
Choose one from the following: (3 Credits)	3
CBAD 202 Managerial Accounting (3)	
CBAD 363 Business Finance (3)	
CBAD 301 Management and Organizations	3
CBAD 344 Legal Environment of Business.....	3
CBAD 350 Marketing.....	3
Business Administration Elective at 300 level or above*	3
Choose one from the following: (3 Credits)	3
ECON 101 Survey of Economics (3)	
ECON 201 Macroeconomics (3)	
TOTAL CREDITS REQUIRED.....	21

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

*Students who are planning to apply for an MBA program are strongly encouraged to enroll in CBAD 363 Business Finance for the Business Administration elective.

INTERNATIONAL BUSINESS STUDIES MINOR

Course credit may NOT count for both major and minor requirements.

Students completing the international management concentration in the management major may not also complete the international business minor.

INTERNATIONAL BUSINESS STUDIES MINOR (18 Credits)

CBAD 401 International Business.....	3
POLI 101 Introduction to World Politics.....	3
Choose one from the following: (3 Credits)	3
POLI 318 International Political Economy (3)	
POLI 435 Globalization (3)	
Choose two from the following: (6 Credits).....	6
CBAD 402 Study Abroad in International Business (3)	
(Note: CBAD 402 may be repeated for up to 6 credit hours only)	
ECON 351 International Economic Policy (3)	
FIN 421 Multinational Corporate Finance (3)	
MKTG 454 International Marketing (3)	

MGMT 461 Cross-Cultural Management (3)	
HRTM 381 International Internship (3)	
Foreign language at the 210 level or above, or one additional course from the following: (3 Credits).....	3
CBAD 402 Study Abroad in International Business (3)	
(Note: CBAD 402 may be repeated for up to six credit hours only)	
ECON 351 International Economic Policy (3)	
FIN 421 Multinational Corporate Finance (3)	
MKTG 454 International Marketing (3)	
MGMT 461 Cross-Cultural Management (3)	
HRTM 381 International Internship (3)	
TOTAL CREDITS REQUIRED	18

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

PGA Golf Management Program

The PGA of America/PGA Golf Management program is a specialization within the Wall College of Business and requires a separate application process. PGA students can major in any area (accounting, economics, finance, management, marketing, hospitality, resort, and tourism management) and receive the PGA designation when they have completed their academic and PGA membership requirements. The PGA membership requirements include passing the PGA's Playing Ability Test (PAT), completing 16 months of full-time internship work and completing all of the PGA's educational courses. Enrollment in the PGA golf management program is limited, and it takes 4 1/2 years to complete. Additionally, extra fees are associated with becoming a member of the PGA of America. Only United States citizens and resident aliens are eligible to become members of the PGA of America.

PGA GOLF MANAGEMENT PROGRAM (24 Credits)

PGMP 101 PGA/Golf Management Level 1, Seminar I.....	1
PGMP 102 PGA/Golf Management Level 1, Seminar II	1
PGMP 201 PGA/Golf Management Level 1, Seminar III.....	3
PGMP 202 PGA/Golf Management Level 1, Seminar IV	1
PGMP 301 PGA/Golf Management Level 2, Seminar I.....	1
PGMP 302 PGA/Golf Management Level 2, Seminar II	1
PGMP 401 PGA/Golf Management Level 3, Seminar I.....	1
PGMP 180 Internship in Golf Management I (=HRTM 180)	1
PGMP 280 Internship in Golf Management II (=HRTM 280).....	1
PGMP 380 Internship in Golf Management III (=HRTM 480).....	1
PGMP 480 Internship in Golf Management IV	3-12
PGMP 171 Introduction to Turf Management.....	3
PGMP 225 Golf Course Design.....	3
PGMP 282 Survey of Food and Beverage Management	3
TOTAL CREDITS REQUIRED	24

WALL FELLOWS PROGRAM

The Wall Fellows program is a unique universitywide program designed to prepare students for high-level careers in major U.S. and international organizations.

Students are selected for the Wall Fellows program through a rigorous application process in the second semester of their sophomore year. The selection process includes a detailed written application and personal interviews with three groups: current Wall Fellow students, faculty, and the Wall Fellows Executive Board.

The two-year program includes a required three credit hour course each semester that covers specific nontraditional areas including interpersonal and communication skills, ethics, business and social etiquette, and cross cultural skills. These skills prepare the Wall Fellows for a series of internships, including at least one required full time semester internship away from campus with a major organization, as well as the opportunity for international experiences.

In addition, the Wall Fellows interact with key outside leaders in workshops and mentoring experiences designed to broaden their classroom learning opportunities.

Finally, the Wall Fellows serve the University and local communities by working with various organization, and hosting visiting dignitaries and working at community development events on behalf of the University.

WILLIAM L. SPADONI COLLEGE OF EDUCATION

Edward Jadallah, *Dean and Vice President for Online Education and Teaching Excellence*

Janet Buckenmeyer, *Associate Dean*

Patricia Jones, *Director of Program Evaluation and Accreditation*

Tonya Kram, *Director of Clinical Experiences and Educator Licensure*

Zan Wiggins, *Director, The Biddle Center for Teaching, Learning and Community Engagement*

Amy Miller, *Coordinator, LIFE Program*

UNDERGRADUATE EDUCATION

Early Childhood Education, Elementary Education, Middle Level Education, Physical Education and Special Education

Jennifer Altieri, *Professor, Literacy Education*

Linda Anast-May, *Associate Professor, Educational Leadership*

Elena Andrei, *Assistant Professor, Literacy Education*

Janet Buckenmeyer, *Associate Professor, Instructional Technology*

Kimberly Carroll, *Assistant Professor, Early Childhood Education*

Todd Cherner, *Assistant Professor, English/Literacy Education*

Jeanne B. Cobb, *Professor, Literacy Education, and Director for Chanticleer Center for Literacy Education*

Howard Coleman, *Associate Professor, Educational Leadership*

Richard Costner, *Associate Professor, Elementary Education*

Kristal L. Curry, *Assistant Professor, Social Studies Education*

John Delpont, *Assistant Professor, Special Education*

Jeremy G. Dickerson, *Professor, Instructional Technology, and Coordinator of Instructional Technology*

Erin Donovan, *Assistant Professor, Middle Level Education*

Susan Flynn, *Assistant Professor, Special Education, and Coordinator of Special Education*

Gregory Geer, *Associate Professor, Educational Leadership*

Austin M. Hitt, *Associate Professor, Science Education*

Julie (Dodi) Hodges, *Associate Professor, Special Education, and Director of the Center for Teaching Excellence to Advance Learning (CeTEAL)*

Edward Jadallah, *Professor, Curriculum and Instruction*

Cathy R. Jones, *Associate Professor, Early Childhood Education*

Corey Lee, *Assistant Professor, Instructional Technology*

Dianne Mark, *Professor, Educational Foundations*

Sandra Nelson, *Associate Professor, Physical Education, and Coordinator of Physical Education*

Malvin Porter, *Assistant Professor, Human Development*

Lindsey Pritchard, *Lecturer, Early Childhood/Elementary Education*

Nancy Ratcliff, *Professor, Early Childhood Education, Coordinator of Early Childhood Education, and Department Chair of Early Childhood, Elementary, and Literacy Education*

Jamia T. Richmond, *Assistant Professor, Educational Foundations*

Emma Savage Davis, *Professor, Middle Level Education, Coordinator of Middle Level Education, Coordinator of Masters of Arts in Teaching, and Department Chair of Middle Level, Physical Education, and Special Education*

Catherine Scott, *Assistant Professor, Elementary Education, and Coordinator of Elementary Education*

Douglas W. Smith, *Professor, Elementary Education/Educational Foundations*

Debbie H. Stanley, *Instructor, Early Childhood Education*

Joseph Winslow, *Professor, Instructional Technology, and Director of the Coastal Office of Online Learning (COOL)*

DEGREES

Bachelor of Arts in Education

Early Childhood

Elementary

Middle Level

Special Education-Learning Disabilities (**Currently not accepting students**)

Special Education-Multi-categorical

Bachelor of Science in Physical Education

Physical Education

MISSION STATEMENT

The Mission of the Spadoni College of Education at Coastal Carolina University is to prepare educators who are reflective, innovative change agents committed to social justice.

This mission is accomplished by providing innovative undergraduate and graduate programs that focus on in-depth content and pedagogical knowledge, professional dispositions, diverse field experiences and internship placements, and the integration of contemporary technologies. We are also committed to continuous improvement by maintaining state and national recognition as well as receiving accreditation of the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP).

Shared Values

As a community of educator scholars we value:

- Continuous intellectual development
- Diversity
- Experiential Learning
- Integrity
- Respect

- Collaboration
- Advocacy
- Professional Commitment
- Research

CONCEPTUAL FRAMEWORK

The overarching theme of the conceptual framework for all educator preparation programs is "*The Educator as Reflective Practitioner.*" The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their programs. The conceptual framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The conceptual framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

The conceptual framework forms the basis for the goals for candidate proficiency in all professional educator preparation programs. Through performance assessments specific to each program, all education candidates should be able to demonstrate proficiency in the student learning outcomes associated with their individual programs. Individual program student learning outcomes are derived from the goals for candidate proficiency identified below.

Goals for Candidate Proficiency

1. Ability to apply content and pedagogical knowledge to the teaching and learning process.
2. Ability to integrate technology to improve teaching and learning.
3. Ability to work with diverse populations.
4. Ability to demonstrate professional behavior and dispositions.
5. Ability to engage in reflective practice to improve teaching and learning.

GENERAL DESCRIPTION

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

Field-based experiences and instruction, both sequential and incremental, are important components of each of the programs. Our local public schools work closely with the college to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the college to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers and

administrators. When the initial licensure program is successfully completed, candidates will have met requirements toward receiving a South Carolina teaching license. Verification must be made by the dean of the college that the candidate has achieved the minimum passing score on the Praxis I, Praxis II content and Praxis II PLT examinations. The South Carolina State Board of Education also requires candidates to undergo a fingerprint review and clearance by SLED and the FBI as part of the application process for the internship.

ADVISEMENT

Following full admission to Coastal Carolina University, students who wish to pursue a degree offered by the Spadoni College of Education will be assigned an adviser on the basis of their desired major and area of emphasis. Students desiring to transfer to the college should contact the college's Office of Academic Advisement for information and assistance.

PROGRAM PROGRESSION IN TEACHER EDUCATION

All programs in teacher education follow a specifically designed sequence of courses. Education majors, working with their advisers, select appropriate courses in the sequence each semester. Since there are specific grade requirements that are unique to each program, it is imperative that all teacher education majors meet with their assigned adviser no less than once each semester. Each program has identified performance criteria which must be mastered at designated "Portals." The following program progression sequence has been established.

PRE-PROFESSIONAL PROGRAM LEVEL (Years One and Two)

During the first two years of study (approximately 60 semester credit hours) students will be advised by their advisers and must complete the prescribed introductory courses for their respective programs which will include but not be limited to: Education 111, or Physical Education 131; Education 204; English 101 and the majority of their core curriculum coursework. In addition, pre-professional program education students will be required to ATTEMPT PRAXIS I by the end of their FRESHMAN year and pass ALL parts of PRAXIS I before being admitted to the professional program in teacher education.

PORTAL I – ADMISSION TO THE PROFESSIONAL PROGRAM IN TEACHER EDUCATION

Pre-professional program education majors will submit a formal application for admission to the professional program in teacher education by posted deadlines. All requirements on the current application to the professional program must be met before admission. The following evidence is required and reviewed before admission to the professional program in teacher education:

- Minimum GPA of 2.75
- 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102
- Grade of 'C' or better in EDUC 111
- Grade of 'C' or better in EDUC 204
- Grade of 'C' or better in all required education courses completed

- Passing scores on all three areas of Praxis I (Reading, Writing and Math) OR
 - Score of 1100 or higher on OLD SAT
 - 1650 or higher on NEW SAT (Verbal, Math, Writing)
 - 24 or higher on ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee

PRE-PROFESSIONAL PROGRAM CANDIDATE CLASSES BY PROGRAM AREAS

ALL students striving to enter the professional program MUST complete the following: ENGL 101, ENGL 102, EDUC 111, EDUC 204 (Livetext), and a grade of 'C' or better in all of their foundation courses.

Furthermore, the program coordinators want the following completed:

Early Childhood: EDUC 276, EDUC 215, MATH 201, MATH 202, two sciences, and foreign language. If students have at least four core/foundation courses left outside of the professional program, they would need to wait until the following semester to apply to the professional program.

Elementary Education: EDUC 215, MATH 201, MATH 202, two sciences, and foreign language. If students have at least four core/foundation courses left outside of the professional program, they would need to wait until the following semester to apply to the professional program.

Middle Level Education: EDUC 334, EDUC 215, EDUC 335, MSCI 102/102L (Fall 2015 for middle level science), two out of three specialization classes in each of their two content areas, and two out of three required courses in each of their two content areas that they are seeking licensure to teach.

Physical Education: EDPE 290 (spring only) and EDUC 215. Other important points; PALS courses: students need more diversity in their PALS courses. Repeating the same course twice is not a good practice...for example...two pilates and two yoga classes are not acceptable. Choose one personal fitness course (PALS 102-124), two lifetime sport courses (PALS 125-149), and two lifetime activity courses (PALS 150-180).

Special Education: EDSP 200, EDUC 215, EDUC 335, EDUC 336, MATH 201, MATH 202, and foreign language

PORTAL II – ADMISSION TO INTERNSHIP (STUDENT TEACHING)

During this semester long teaching field experience, interns observe the academic calendar of the public school to which they are assigned. Candidates complete an application and submit it to the college's Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.75
- Grade of 'C' or better in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II content exams
- All major coursework completed
- Composite dispositions: senior I methods faculty and senior I university supervisor
- Satisfactory completion and performance in a minimum of 100 hours in field experiences I, II, III, and IV
- Satisfactory completion of specialized professional association (SPA) assessments
- TB skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Approval of Portal II faculty committee

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the dean of the college.

PORTAL III – SUCCESSFUL COMPLETION OF INTERNSHIP

Candidates submit evidence of completing a minimum of 60 days participation in their assigned internship with documentation of the following:

- Minimum GPA of 2.75
- Summative evaluation ratings of three or higher on each performance dimension of the intern observation instrument
- Completion of all diversity requirements
- Successful completion of the Coastal Carolina University (CCU) ADEPT observation and summary
- Two additional dispositions ratings for the internship: cooperating teacher and internship university supervisor
- Satisfactory completion of a comprehensive teacher work sample (TWS) (TWS must be 80 percent accurate)

PORTAL IV – PROGRAM COMPLETION

Candidates must complete an application for graduation and an application for South Carolina teacher licensure that includes evidence that they have:

- Minimum GPA of 2.75
- Degree Certification form which is signed by adviser, department chair, and dean
- Passing score on appropriate Praxis II PLT exam*

*Candidates may graduate without passing Praxis II PLT (must at least have taken the test by date of graduation); however, they will not be considered a program completer. If the candidate is not a program completer, he or she will not be recommended to the South Carolina State Department of Education for initial licensure.

BACKGROUND CHECKS

All education candidates are required to complete a variety of off-campus clinical experiences. Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience. Additionally, all candidates for South Carolina teaching credentials must participate in a FBI fingerprint clearance/check and additional SLED check with the results of the check being considered as a part of the application process for the internship.

Clinical placements, called field experiences placements, are made at the discretion of area school districts and districts reserve the right to disapprove requests for placements for just cause as determined by the district.

Background criminal declarations are required of all students as a part of the admission process into *Portal I* in teacher education. Having been convicted of a crime or pleading no contest to or forfeiting bond for a crime may result in the disapproval of a clinical placement and the inability to obtain state teacher licensure. *Conviction of a felony prohibits a student from receiving a teaching license in the state of South Carolina; therefore, individuals with a conviction will be removed from the teacher education program.* Questions regarding background checks should be addressed to the director of clinical experiences.

EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, MIDDLE LEVEL EDUCATION, PHYSICAL EDUCATION, AND SPECIAL EDUCATION

EARLY CHILDHOOD EDUCATION (PREK-3) MAJOR

Degree: Bachelor of Arts in Education

This major satisfies the educational requirements for South Carolina certification in early childhood education in grades PreK-3. Students must earn a grade of 'C' or better in all early childhood foundation courses, major requirements; and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the education/early childhood prefix (EDEC) until after being admitted to the professional program in teacher education.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in early childhood education (PreK-3) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for students in the PreK-3 grades.
2. Provide early learning environments supported by technology.
3. Demonstrate through differentiated instruction fair treatment of students based on each child's educational needs.
4. Analyze student performance to improve instruction.

5. Demonstrate professional behaviors and dispositions.
6. Collaborate with families and communities to support the learning of all young children in the classroom.

EARLY CHILDHOOD EDUCATION MAJOR (120+ Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. EARLY CHILDHOOD FOUNDATION COURSES (38 Credits)*	
Minimum grade of 'C' is required	
<u>General Content</u>	
GEOG 121* World Regional Geography	3
<u>Humanistic Concepts</u>	
HIST 202* History of the United States from Reconstruction to the Present (Reconstruction to the present)	3
<u>Scientific Concepts</u>	
Choose two from the following: (8 Credits)	8
ASTR 101/101L* Conceptual Astronomy/Laboratory (4)	
ASTR 111/111L* Descriptive Astronomy I/Laboratory (4)	
BIOL 101/101L* The Science of Life-Biology for Non-Science Majors/Laboratory (4)	
BIOL 121/121L Biological Science I/Laboratory (4)	
BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)	
CHEM 101/101L* Introductory Chemistry/Laboratory (4)	
CHEM 111/111L* General Chemistry I/Laboratory (4)	
GEOL 102/102L* Environmental Geology/Laboratory (4)	
GEOL 111/111L* Physical Geology/Laboratory (4)	
MSCI 101/101L* The Sea/Laboratory (4)	
MSCI 102/102L* Environmental Geology/Laboratory (4)	
MSCI 111/111L* Introduction to Marine Science/Laboratory (4)	
PHYS 103/103L* Science of the Physical World/Laboratory (4)	
PHYS 201/201L* General Physics I/Laboratory (4)	
PHYS 211/211L Essentials of Physics I/Laboratory (4)	
<u>Mathematical Concepts</u>	
MATH 201* Mathematics for Early Childhood and Elementary Majors I.....	3
MATH 202 Mathematics for Early Childhood and Elementary Majors II.....	3

Education Concepts

EDUC 111 Exploring Teaching as a Profession.....3
 EDUC 204 Computer Technology and Instructional Media3
 EDUC 215 Schools and Diversity3
 EDUC 276 Foundations of Early Childhood Education.....3
 HPRO 331 Health Education for the Primary and Elementary School3
 EDPE 226 Developing Motor Behavior in Children
 (Pre-School through Elementary Levels).....3

*Courses taken may be used to meet core curriculum requirements.

IV. MAJOR REQUIREMENTS (54 Credits)

Minimum grade of ‘C’ is required

EDEC 300 Assessment, Evaluation, and Reporting Progress3
 EDEC 314 Language and Emergent Literacy.....3
 EDEC 325 Guiding Young Children’s Behavior and Class Management3
 EDEC 332 Child Development: The Young Child.....3
 EDEC 339 Early Childhood Programs and Curriculum3
 EDEC 340 Early Childhood: Field Experience: Pre-Kindergarten3
 EDEC 376 Integrated Math/Science/Social Studies I.....3
 EDEC 377 Strategies for Teaching and Learning with Literature.....3
 EDEC 379 Early Childhood: Field Experience: Kindergarten3
 EDEC 420 Integrated Math/Science/Social Studies II3
 EDEC 421 Child, Family, Community, Teacher Relations.....3
 EDEC 422 Early Literacy Assessment3
 EDEC 423 Early Childhood: Field Experience Primary (grades 1-3).....3
 EDEC 466 Internship in Elementary School (Early Childhood)9
 EDEC 496 Internship Seminar.....3
 EDSP 380 Current Trends in the Education of Individuals with
 Exceptionalities PK-123

V. ELECTIVES (0-4 Credits)..... 0-4

TOTAL CREDITS REQUIRED..... 120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

ELEMENTARY EDUCATION (2-6) MAJOR

Degree: Bachelor of Arts in Education

This major satisfies the educational requirements for South Carolina certification in elementary education in grades 2-6. Students must earn a grade of ‘C’ or better in all elementary foundation courses, major requirements, and all courses in English,

mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the education/elementary education prefix (EDEL) until after being admitted to the professional program in teacher education.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in elementary education (2-6) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for students in the 2-6 grades.
2. Provide learning environments supported by technology.
3. Demonstrate through differentiated instruction fair treatment of students based on each child’s educational needs.
4. Analyze student performance to improve instruction.
5. Demonstrate professional behaviors and dispositions.
6. Collaborate with families and communities to support the learning of all children in the classroom.

ELEMENTARY EDUCATION MAJOR (120+ Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (40-65 Credits)*	
Minimum grade of ‘C’ is required	
<u>General Content</u>	
GEOG 121* World Regional Geography	3
POLI 201* American National Government	3
<u>Mathematical Concepts</u>	
MATH 201* Mathematics for Early Childhood/Elementary Education	
Majors I.....	3
MATH 202 Mathematics for Early Childhood/Elementary Education	
Majors II.....	3
<u>Scientific Concepts</u>	
Any BIOL/Lab* (i.e. BIOL 101/101L*, BIOL 121/121L*, etc.).....	4
Any Science with Lab component*	3-4

Humanistic Concepts and Structure and Development of U.S.

Choose one from the following (3 Credits)	3
HIST 101* The Foundations of European Civilization to 1648 (3)	
HIST 111* World History to 1500 (3)	
Choose one from the following (3 Credits)	3
HIST 201* History of the United States from Discovery to the Present (Discovery through Reconstruction) (3)	
HIST 202* History of the United States from Discovery to the Present (Reconstruction to the present) (3)	

Education Concepts

ARTE 329 Art for Elementary Schools	3
EDUC 111 Exploring Teaching as a Profession.....	3
EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools and Diversity	3
EDUC 335 Introduction to Educational Psychology	3
EDUC 336 Introduction to Human Growth and Development	3
HPRO 331 Health Education for Primary and Elementary School	3
MUED 354 Music for Young Children	3
EDPE 226 Developing Motor Behavior in Children (Preschool-Elementary)	3

*Courses taken may be used to meet core curriculum requirements.

IV. MAJOR REQUIREMENTS (45 Credits)

Minimum grade of 'C' is required.

EDEL 314 Emergent Literacy Development.....	3
EDEL 341 Elementary School Curriculum and Organization.....	3
EDEL 343 Instructional Theory and Practice - Elementary Education.....	3
EDEL 385 Teaching English Language Arts.....	3
EDEL 414 Intermediate Literacy Development	3
EDEL 467 Internship in Elementary Education	9
EDEL 471 Assessment and Evaluation of Literacy.....	3
EDEL 472 Classroom Management for Diverse Settings	3
EDEL 481 Teaching Elementary Mathematics	3
EDEL 486 Teaching Social Studies.....	3
EDEL 488 Teaching Elementary Science.....	3
EDEL 496 Internship Seminar.....	3
EDLL 484 Instructional Strategies for Integrating Children's Literature across the Elementary School Curriculum.....	3

V. ELECTIVES (0-4 Credits)..... 0-4

TOTAL CREDITS REQUIRED..... 120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

MIDDLE LEVEL EDUCATION (5-8) MAJOR

Degree: Bachelor of Arts in Education

Middle level education is a program of study that leads to initial South Carolina teacher licensure for grades five through eight in two content areas. This program includes 1) a set of foundation courses that provide the framework for teaching young adolescents in today's society, 2) a set of education foundation courses that focus on the art and science of teaching middle level learners, and 3) a set of content area concentration courses that are defined according to the two chosen content areas. The content area concentration choices are: mathematics, science, social studies, and/or English/language arts. Since a number of these courses have prerequisites and are limited to specific semesters, students should take the time during their freshman year or first semester of their transfer year to carefully plan their program of study with their assigned advisers. This plan can be modified in future semesters, but serves as a template to help guide students in successfully and strategically identifying their course selections each semester. Students may not participate in courses designated with the education/middle level prefix (EDML) until after being admitted to the professional program in teacher education. Once admitted to the professional program, students are required to participate in planned and guided field experiences each semester in area public middle school classrooms, including a culminating internship in their final semester. Students should plan their schedule to allow for at least 2-3 days for 2-3 hours (between the hours of 8:00 a.m. and 3:30 p.m.) at the same time each day for these planned field experiences. Students are required to have field experiences in both of their selected licensure content areas.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in middle level education (5-8) will be able to:

1. Design and implement effective standards-based lessons that are built on their knowledge of students, curriculum, and best pedagogical practices.
2. Integrate technology to enhance their teaching, learning and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse young adolescent students.
4. Demonstrate leadership, skills, behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.

MIDDLE LEVEL EDUCATION MAJOR (120-125 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of ‘C’ is required.
UNIV 110 The First-Year Experience 0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (15 Credits)
Minimum grade of ‘C’ is required in all foundation courses.
EDUC 111 Exploring Teaching as a Profession.....3
EDUC 204 Computer Technology and Instructional Media3
EDUC 215 Schools and Diversity3
EDUC 334 Adolescent Growth & Development.....3
EDUC 335 Introduction to Educational Psychology3

IV. MIDDLE LEVEL MAJOR REQUIREMENTS (30 Credits)
Minimum grade of ‘C’ is required.
EDML 417 Literacy Across Content Areas in the Middle Level3
EDML 425 Classroom Organization and Management - Middle Level.....3
EDML 441 Middle Level Curriculum and Organization3
EDML 445 Middle Level Instructional Theory and Practice3
Choose two based on content concentration areas: (6 Credits)6
 EDML 489 Methods for Teaching English/Language Arts at the Middle Level (3)
 EDML 490 Methods for Teaching Social Studies at the Middle Level (3)
 EDML 491 Methods for Teaching Science at the Middle Level (3)
 EDML 492 Methods for Teaching Mathematics at the Middle Level (3)
EDML 458 Internship Seminar.....3
EDML 468 Internship in Middle Level Teaching9

V. MIDDLE LEVEL CONTENT CONCENTRATION AREAS (34-55 Credits)*
Minimum grade of ‘C’ is required.

Students choose TWO of the concentration areas. Total credit hours will depend on the chosen combination and courses taken in core curriculum.

English/Language Arts Concentration (22-35 Credits)*

ENGL 205* Literature and Culture3
ENGL 303 British Literature I.....3
ENGL 304 British Literature II.....3
ENGL 305 American Literature I.....3
ENGL 306 American Literature II.....3
ENGL 277* Literature Across Cultures3

Coastal Carolina University 2015-2016 Undergraduate Catalog

ENGL 101* Composition	4
ENGL 102* Composition and Critical Reading	4
ENGL 290* Introduction to Business Communication	3
ENGL 459 Advanced Composition and Rhetoric	3
ENGL 485 Adolescent Literature	3

Mathematics Concentration (16-20 Credits)*

Students who do not place in Math 160 must take the appropriate prerequisite course(s).

MATH 160* Calculus I	4
MATH 173 Discrete Mathematics for Middle School Teachers	3
MATH 205 Algebraic Thinking for Middle School Teachers.....	3
MATH 219 Problem Solving Strategies for Middle School Teachers	3
MATH 330 Geometry for Middle School	3
STAT 201/201L* Elementary Statistics/Laboratory	4

Science Concentration (20-28 Credits)*

ASTR 101/101L* Conceptual Astronomy/Laboratory.....	4
BIOL 121/121L* Biological Science I/Laboratory	4
BIOL 122/122L* Biological Science II/Laboratory	4
CHEM 111/111L* General Chemistry I/Laboratory	4
CHEM 112/112L General Chemistry II/Laboratory.....	4
MSCI 102/102L* Environmental Geology/Laboratory	4
PHYS 137/137L* Conceptual Physics/Laboratory	4

Social Studies Concentration (15-24 Credits)*

ECON 101 Survey of Economics	3
GEOG 121* World Regional Geography	3
Choose one from the following: (3 Credits)	3
HIST 383 History of the Colony and State of South Carolina (3)	
HIST 389 The New South (3)	
HIST 111* World History to 1500	3
HIST 112* World History Since 1500.....	3
POLI 201* American National Government	3
HIST 201* History of the United States from Discovery to the Present (Discovery through Reconstruction).....	3
HIST 202* History of the United States from Discover to the Present (Reconstruction to the Present).....	3

*Courses taken within content concentration area may be used to meet core curriculum requirements.

VI. ELECTIVES (0-6 Credits).....	0-6
TOTAL CREDITS REQUIRED.....	120-125

PHYSICAL EDUCATION TEACHER EDUCATION (PREK-12) MAJOR
Degree: Bachelor of Science in Physical Education

The physical education teacher education (PETE) program prepares candidates for a teaching career in school-based PreK-12 South Carolina licensure, provides a fundamental understanding of the science of movement, the development and analysis of motor skills, and the art of teaching a physically active lifestyle. The program provides sequential field experiences built on conceptual and theoretical knowledge and culminates in a full semester of teaching physical education under the supervision of university and school faculty. Nationally recognized and fully accredited by the National Association for Sport and Physical Education (NASPE), the curriculum produces graduates who have the necessary skills, knowledge, and dispositions to teach all children successfully.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in physical education teacher education (PreK-12) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for PreK-12 students in physical education.
2. Integrate technology to improve teaching and learning for students in physical education.
3. Demonstrate their ability to work with diverse populations across all grade levels.
4. Demonstrate professional behavior and dispositions in PreK-12 schools.
5. Engage in reflective practice to improve teaching and learning for PreK-12 students in physical education.

PHYSICAL EDUCATION TEACHER EDUCATION MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (36-43 Credits)*	
<u>Health and Behavior</u>	
EXSS 122* Lifetime Fitness and Physical Activity	3
HPRO 121* Personal and Community Health.....	3
HPRO 331 Health Education for the Primary and Elementary School	3
<u>Science</u>	
BIOL 232/232L* Human Anatomy and Physiology I/Laboratory	4
BIOL 242/242L Human Anatomy and Physiology II/Laboratory.....	4

EXSS 350/350L Exercise Physiology/Library/Laboratory	4
EXSS 360/360L Motor Behavior/Laboratory.....	4
EXSS 400 Biomechanics	3

Education

EDUC 111 Exploring Teaching as a Profession.....	3
EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools & Diversity	3
EDUC 335 Introduction to Educational Psychology	3
EDUC 336 Introduction to Human Growth and Development	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (47 Credits)

EDPE 290 Adapted Physical Activity	3
EDPE 303 Teaching Lifetime Fitness.....	3
EDPE 304 Teaching Team Sports	3
EDPE 305 Teaching Lifetime Activities	3
EDPE 320 Curriculum and Administration in Physical Education	3
EDPE 325 Assessment and Technology in Physical Education.....	3
EDPE 410 Elementary School Physical Education Pedagogy	4
EDPE 411 Middle School Physical Education Pedagogy	4
EDPE 412 High School Physical Education Pedagogy	4
EDPE 479 Internship (Physical Education).....	9
EDPE 496 Internship Seminar	3
Choose five different one-credit Physical Active Living Skills (PALS) courses from the following three specific categories: (5 Credits)	5

NOTE: A course may only be repeated with program coordinator approval.

- Choose one course from personal fitness (PALS 102-124)
- Choose two courses from lifetime sports (PALS 125-149)
- Choose two courses from lifetime activity (PALS 150-180)

V. ELECTIVES (0 Credits)0

TOTAL CREDITS REQUIRED.....120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation within 120 credit hours. If the student cannot or does not follow the required coursework and sequence, more than 120 credit hours will be necessary for meeting all program requirements.

SPECIAL EDUCATION-LEARNING DISABILITIES (PREK-12) MAJOR

Degree: Bachelor of Arts in Education

(Currently not accepting students)

The program of study in special education focuses on the preparation of teachers of students with specific learning disabilities. Candidates who complete the program will be certified/licensed in grades PreK-12 in the area of learning disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a ‘C’ or better in all foundation and major requirements courses. Students should plan carefully with their assigned advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the education/learning disabilities prefix (EDLD) until after being admitted to the professional program in teacher education.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in special education learning disabilities (PreK-12) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for PreK-12 students with learning disabilities.
2. Integrate technology to improve teaching and learning for students with learning disabilities.
3. Demonstrate their ability to work with diverse populations across all grade levels.
4. Demonstrate professional behavior and dispositions in PreK-12 schools.
5. Engage in reflective practice to improve teaching and learning for students with learning disabilities in grades PreK-12.

SPECIAL EDUCATION-LEARNING DISABILITIES MAJOR (120+ Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. SPECIAL EDUCATION FOUNDATION COURSES (18-31 Credits)*	
Minimum grade of ‘C’ is required.	
<u>General Content</u>	
Any biology and biology laboratory* course.....	4
GEOG 121* World Regional Geography	3
<u>Mathematical Concepts</u>	
MATH 201* Mathematics for Early Childhood & Elementary Majors I.....	3
MATH 202 Mathematics for Early Childhood & Elementary Majors II	3

Human Health and Behavior Content

PSYC 101* General Psychology3

Education Content

EDUC 111 Exploring Teaching as a Profession.....3
 EDUC 204 Computer Technology and Instructional Media3
 EDUC 215 Schools and Diversity3
 EDUC 335 Introduction to Educational Psychology3
 EDUC 336 Introduction to Human Growth and Development3

*Courses may be taken as part of core curriculum requirements.

IV. MAJOR REQUIREMENTS (54 Credits)

Minimum grade of 'C' is required.

EDLD 370 Foundations of Special Education.....3
 EDLD 381 Collaborative Practice & Communication for Special Education...3
 EDLD 388 Methods for Students with Language Learning Disabilities3
 EDLD 390 Characteristics of Specific Learning Disabilities3
 EDLD 400 Educational Assessment of Exceptional Learners3
 EDLD 417 Materials and Methods of Teaching Reading K-123
 EDLD 420 Elementary Curriculum & Methods for Teaching
 Students with Learning Disabilities3
 EDLD 422 Materials and Methods of Teaching Mathematics, K-12 LD.....3
 EDLD 430 Secondary Curriculum and Methods for Disabilities3
 EDLD 440 Managing the Learning Environment and Behavior3
 EDLD 459 Learning Disabilities Field Experience II3
 EDLD 469 Learning Disabilities Field Experience III (Elementary)3
 EDLD 477 Research, Trends and Issues in Learning Disabilities.....3
 EDLD 478 Internship in Learning Disabilities12
 EDLD 479 Learning Disabilities Field Experience IV (Secondary)3

V. ELECTIVES (0-11 Credits)..... 0-11

TOTAL CREDITS REQUIRED..... 120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

SPECIAL EDUCATION-MULTI-CATEGORICAL (PREK-12) MAJOR
Degree: Bachelor of Arts in Education

The program of study in special education focuses on the preparation of teachers of students with mild to moderate disabilities (e.g., autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury). Candidates who complete the program will be certified/licensed in grades PreK-12 in the area of multi-categorical disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a ‘C’ or better in all foundation and major requirements courses. Students should plan carefully with their assigned advisers since some courses have prerequisites and are limited to specific semesters. With the exception of EDSP 200: Foundations of Special Education, students may not participate in courses designated with the education/special education prefix (EDSP) until after being admitted to the professional program in teacher education.

STUDENT LEARNING OUTCOMES

With a strong emphasis on research-based and evidenced-based practices, candidates who complete the requirements for a degree in special education mild to moderate disabilities (PreK-12) will:

1. Exhibit foundational knowledge of laws, issues and processes related to serving PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
2. Apply content knowledge to the teaching and learning process for PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
3. Plan for appropriate instructions in a manner that provides for access to the general education curriculum;
4. Apply long-range planning skills and knowledge of norm-referenced and curriculum-based assessment results to develop a complete, appropriate individualized education programs;
5. Provide credible evidence of the impact of instruction on PreK-12 student learning and reflect on their own professional and ethical practices;
6. Plan and implement positive behavioral interventions and supports for students with challenging behavior;
7. Demonstrate professional behavior and dispositions in PreK-12 schools; and
8. Exhibit competencies expected of an entry-level special educator to teach students with mild to moderate disabilities.

SPECIAL EDUCATION MULTI-CATEGORICAL (PREK-12) MAJOR (120+ Credits)

I. CORE CURRICULUM 34-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. SPECIAL EDUCATION FOUNDATION COURSES (18-31 Credits)*

Minimum grade of 'C' is required.

General Content

Any biology and biology laboratory* course.....	4
GEOG 121* World Regional Geography	3

Mathematical Concepts

MATH 201* Mathematics for Early Childhood & Elementary Majors I.....	3
MATH 202 Mathematics for Early Childhood & Elementary Majors II	3

Human Health and Behavior Content

PSYC 101* General Psychology	3
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Education Content

EDUC 111 Exploring Teaching as a Profession.....	3
EDUC 204 Computer Technology and Instructional Media	3
EDUC 215 Schools and Diversity	3
EDUC 335 Introduction to Educational Psychology	3
EDUC 336 Introduction to Human Growth and Development	3

*Courses may be taken as part of core curriculum requirements.

IV. MAJOR REQUIREMENTS (60 Credits)

Minimum grade of 'C' is required.

EDEL 314 Emergent Literacy Development	3
Choose one from the following: (3 Credits)	3
EDEL 486 Teaching Social Studies (3)	
EDEL 488 Teaching Elem Science (3)	
Education elective with advisor approval	3
EDML elective with advisor approval	3
EDSP 200 Foundations of Special Education.....	3
EDSP 310 Theory to Practice: Field Experience	3
EDSP 311 Characteristics and Instruction of Learning Disabilities and Emotional Disorders.....	3
EDSP 312 Characteristics and Instruction of Intellectual Disabilities and Autism	3
EDSP 320 Measuring Student Progress: Field Experience	3
EDSP 321 Diagnostic Assessment in Special Education	3
EDSP 322 Secondary Practices and Transition	3
EDSP 323 Methods and Adaptations for Teaching Reading K-12.....	3
EDSP 410 Action Research: Practicum	3

Coastal Carolina University 2015-2016 Undergraduate Catalog

EDSP 411 Collaborative and Consultation in Special Education.....	3
EDSP 412 Applied Behavior Analysis for Teachers	3
EDSP 414 Instructional Planning	3
EDSP 420 Internship Seminar in Special Education	3
EDSP 450 Internship in Special Education	9
V. ELECTIVES (2-11 Credits).....	2-11
TOTAL CREDITS REQUIRED.....	120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

THE THOMAS W. AND ROBIN W. EDWARDS COLLEGE OF HUMANITIES & FINE ARTS

Daniel Ennis, *Dean and Vice President for Academic Outreach*
Steven Bleicher, *Associate Dean*
Carol Osborne, *Associate Dean*
Eldred Prince, Jr., *Director of the Waccamaw Center for Cultural and Historical Studies*
Nils Rauhut, *Director of the Jackson Family Center for Ethics and Values*
Virginia Norris, *Coordinator of the Dyer Institute for Leadership and Public Policy*

DEPARTMENT OF COMMUNICATION, LANGUAGES AND CULTURES

Andrea Bergstrom, <i>Lecturer</i>	José Luis Mireles, <i>Senior Instructor</i>
Christina Anderson, <i>Assistant Professor</i>	Mario Morales, <i>Senior Instructor</i>
Jonathan Bach, <i>Lecturer</i>	Alejandro Munoz-Garces, <i>Lecturer</i>
Deborah Breede, <i>Associate Professor</i>	Elizabeth Murkensturm, <i>Lecturer</i>
Craig Clay, <i>Assistant Professor</i>	Scott Nelson, <i>Lecturer</i>
Corinne Dalelio, <i>Assistant Professor</i>	Patricia H. O'Connor, <i>Media Executive-in-Residence</i>
James Everett, <i>Professor and Department Chair</i>	Jorge Alberto Pérez, <i>Associate Professor</i>
JoAnne Flanders, <i>Senior Instructor</i>	Brian Roessler, <i>Lecturer</i>
Mark Flynn, <i>Assistant Professor</i>	José H. Sanjinés, <i>Associate Professor</i>
Wesley E. Fondren, <i>Associate Professor</i>	Kimberly Schumacher, <i>Lecturer</i>
Gwendolyn R. Fowler, <i>Lecturer</i>	Jeanne Stewart, <i>Lecturer</i>
Kyle Holody, <i>Assistant Professor</i>	Maria Luisa Torres, <i>Associate Professor</i>
Yun Sil Jeon, <i>Associate Professor</i>	Monica Wappel, <i>Lecturer</i>
Lori Knox, <i>Lecturer</i>	Mary Weil, <i>Lecturer</i>
Linda P. Kuykendall, <i>Senior Instructor</i>	Wendy Weinhold, <i>Assistant Professor</i>
Steven Madden, <i>Professor</i>	

DEPARTMENT OF ENGLISH

Dan Albergetti, <i>Professor and Department Chair</i>	Daniel Hasty, <i>Assistant Professor</i>
Ellen Arnold, <i>Senior Lecturer</i>	Hastings Hensel, <i>Lecturer</i>
John Beard, <i>Professor</i>	Emma Howes, <i>Assistant Professor</i>
Jason Bordt, <i>Lecturer</i>	Roger Johansen, <i>Lecturer</i>
Jennifer Boyle, <i>Associate Professor</i>	David R. Kellogg, <i>Associate Professor</i>
Colin Foote Burch IV, <i>Lecturer</i>	Linda E. Martin, <i>Lecturer</i>
Michael Campbell, <i>Lecturer</i>	Steven McCartney, <i>Lecturer</i>
Rebecca Childs, <i>Associate Professor</i>	Ray R. Moye, <i>Associate Professor</i>
Mary Emery, <i>Lecturer</i>	Jason Ockert, <i>Professor</i>
Daniel Ennis, <i>Professor and Dean</i>	Joseph Oestreich, <i>Associate Professor</i>
Veronica D. Gerald, <i>Assistant Professor</i>	Kate Faber Oestreich, <i>Assistant Professor</i>
Amanda Grefski, <i>Lecturer</i>	Anna Oldfield, <i>Assistant Professor</i>
Steven L. Hamelman, <i>Professor</i>	Carol Osborne, <i>Professor</i>
Catherine Harrison, <i>Lecturer</i>	Denise Paster, <i>Assistant Professor</i>
	Tripti Pillai, <i>Assistant Professor</i>

Cynthia Port, *Associate Professor*
Alan Reid, *Assistant Professor*
Nelljean M. Rice, *Associate Professor*
and Dean of University College
Ryan Shelley, *Lecturer*
Christian Smith, *Assistant Professor*

Sara Sobota, *Senior Lecturer*
Shannon Stewart, *Senior Lecturer*
Daniel Cross Turner, *Associate*
Professor
Keaghan Turner, *Assistant Professor*

DEPARTMENT OF HISTORY

Aneilya Barnes, *Associate Professor*
Amanda M. Brian, *Associate Professor*
and Department Chair
Carolyn Dillian, *Associate Professor*
F. Eliza Glaze, *Professor*
Gillian Richards-Greaves, *Assistant*
Professor
Christopher Gunn, *Assistant Professor*
Lawrence J. Kent, *Senior Instructor*
Matthew McDonough, *Lecturer*
Maggi M. Morehouse, *Professor*

Brian K. Nance, *Professor*
John J. Navin, *Professor*
Robert T. Oliver, *Senior Instructor*
Brandon Palmer, *Professor*
David Palmer, *Assistant Professor*
Eldred Prince, Jr., *Professor*
Uri Rosenheck, *Assistant Professor*
Roy Talbert, Jr., *Professor*
Kenneth W. Townsend, *Professor*
Philip Whalen, *Professor*

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Stephen R. Bailey, *Artist in Residence*
David A. Bankston, *Professor*
Raul G. Barcenes, *Assistant Professor*
Ann P. Benson, *Artist in Residence*
Christopher Connolly, *Lecturer*
Eric S. Crawford, *Assistant Professor*
Patti Y. Edwards, *Associate Professor*
Richard L. Johnson, *Professor*
Jeffrey L. Jones, *Associate Professor*
Daniel O'Reilly, *Lecturer*
Philip M. Powell, *Professor and*
Department Chair

Tonya G. Propst, *Associate Professor*
Frances T. Sinclair, *Associate Professor*
and Director of Choral Activities
Donald S. Sloan, *Professor and Director*
of M.A. in Liberal Studies
Jill L. Trinkka, *Associate Professor*
Amy Hardison Tully, *Associate Professor*
James L. Tully, *Professor and Director*
of Bands
Matthew S. White, *Assistant Professor*
Jesse B. Willis, *Assistant Professor*

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Ronald Green, *Assistant Professor*
Jeffrey Halverson, *Assistant Professor*
Eva Kort, *Lecturer*
Preston L. McKeever-Floyd, *Associate*
Professor and Department Chair
Julinna Oxley, *Associate Professor and*
Director of Women and Gender
Studies Program

Nils Rauhut, *Professor and Director of*
Jackson Center
Michael S. Ruse, *Associate Professor,*
Associate Dean of University College,
and Director of the University Honors
Program
Renée Smith, *Professor*
Clifford Sosis, *Lecturer*
Jonathan Trerise, *Associate Professor*
Casey Woodling, *Lecturer*

DEPARTMENT OF POLITICS AND GEOGRAPHY

Jonathan Acuff, *Assistant Professor*

Richard Aidoo, *Assistant Professor*

Susan Bergeron, *Assistant Professor*

Adam Chamberlain, *Assistant Professor*

Suheir Daoud, *Associate Professor*

Mariam Dekanozishvili, *Assistant Professor*

Michael A. Julius, *Lecturer*

Richard Kilroy, *Assistant Professor*

Drew Kurlowski, *Assistant Professor*

Alan L. Little, *Senior Instructor*

Pamela Martin, *Professor*

Mikel Norris, *Assistant Professor*

Virginia Norris, *Lecturer*

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Kenneth Rogers, *Professor*

Kaitlin Sidorsky, *Assistant Professor*

Jonathan Smith, *Professor*

Holley Tankersley, *Associate Professor
and Department Chair*

Clayton J. Whitesides, *Assistant Professor*

Frederick Wood, *Associate Professor*

Min Ye, *Associate Professor*

DEPARTMENT OF THEATRE

Monica Bell, *Associate Professor and
Department Chair*

Gregg Buck, *Lecturer*

R. Stephen Earnest, *Professor*

Robin Edwards-Russell, *Associate Professor*

Michael Gribbin, *Assistant Professor*

Eric Hall, *Associate Professor*

Kenneth Martin, *Professor*

Adam Pelty, *Assistant Professor*

Gwendolyn Schwinke, *Assistant Professor*

Benjamin Sota, *Assistant Professor*

Becky Timms, *Assistant Professor*

John E. Woodson, *Visiting Assistant
Professor*

Todd Wren, *Assistant Professor*

DEPARTMENT OF VISUAL ARTS

James Arendt, *Assistant Professor and
Art Gallery Director*

Steven Bleicher, *Professor*

Larry Bunch, *Assistant Professor*

Jeffrey S. Case, *Associate Professor*

Charles Clary, *Assistant Professor*

Jacob Cotton, *Assistant Professor*

Elizabeth Howie, *Associate Professor*

Elizabeth F. Keller, *Professor*

Maura Kenny, *Professor*

Alexandra Knox, *Assistant Professor*

Treelee MacAnn, *Professor*

Scott Mann, *Associate Professor*

Armon Means, *Assistant Professor*

Stephanie Miller, *Assistant Professor*

Paul Olsen, *Professor*

Talbot Easton Selby, *Associate
Professor and Department Chair*

Leslie Wallace, *Assistant Professor*

Logan Woodle, *Assistant Professor*

Rob Wyeth, *Associate Professor and
Director of Visual Image*

DEGREES

Bachelor of Arts

Art Studio

Communication:

Communication Studies Concentration

Health Communication Concentration

Interactive Journalism Concentration

Public Relations/Integrated Communication Concentration

English
Graphic Design
History
Intelligence and National Security Studies
Music:
 Concentration in General Studies
 Concentration in Performance
 Concentration in Teacher Preparation Precertification
Philosophy
Political Science:
 Primary Concentration (Domestic or Global Politics)
 Secondary Concentration (Domestic or Global Politics)
Spanish
Theatre

Bachelor of Fine Arts

Theatre Arts:
 Acting Concentration
 Design and Technology Concentration
 Physical Theatre Concentration
Musical Theatre

Students majoring in certain disciplines within the Edwards College of Humanities and Fine Arts (art studio, English, history, music, and political science) may desire to earn teacher certification through a cooperative program with the Spadoni College of Education. Interested students should contact their advisers for detailed information.

Certificate Program

Geospatial Technologies Certificate (Distance Learning)

Minors

Anthropology
Art Education
Art History
Art Studio (for Graphic Design Majors)
Art Studio (for Non-Art Studio Majors)
Asian Studies
Communication
Creative Writing
Dramatic Arts
English
French
Geographic Information Systems
German
Global Studies
Graphic Design (for Art Studio Majors)

Graphic Design (for Non-Art Studio Majors)
History
Intelligence and Security Studies
Journalism
Latin American Studies
Linguistics
Medical Humanities
Middle Eastern Studies
Music
New Media and Digital Culture
Peace and Conflict Studies
Philosophy
Photography
Political Science
Pre-Law
Religious Studies
Southern Studies
Spanish

DEPARTMENT OF COMMUNICATION, LANGUAGES AND CULTURES

COMMUNICATION MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of Communication, Languages and Cultures at Coastal Carolina University is to provide opportunities for student success, career flexibility, and life-long learning through department programs. Our department offer a range of unique programs that focus on communication studies, health communication, interactive journalism and media, integrated/strategic communication, and world languages and cultures. All programs of study in the department unite theory and practice to provide students with backgrounds necessary to pursue careers in business, industry, government, journalism and media industries or to continue education in graduate programs of study. Because of the range of disciplines offered in the department, students can explore not only the cultural contexts of their interests but also deepen their understandings of such world languages as Spanish, French, German and Italian. Through their studies in the department, students gain the ability to integrate critical, cultural, theoretical, and ethical perspectives and apply those perspectives in their professional, personal and civic lives. Faculty in the department strongly embrace a teacher/scholar model and thus place particular emphasis on high quality teaching and engaged learning, discipline-based research, and collaboration with our community.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for degrees in one of the concentrations of the communication major will accomplish a variety of learning outcomes:

1. Identify communication problems and develop effective actions that to help resolve those problems,
2. Develop a theoretically informed thesis or practice oriented project in their capstone class,
3. Develop and refine professional, competency-based presentation and speaking skills,
4. Develop communication solutions that are based in an understanding of the cultural contexts of all communication problems, and
5. Develop and write effective and engaging material for a range of audiences.

Students who complete the requirements for one of the department's language minors accomplish a variety of learning outcomes including:

1. Produce and understand the sounds of the language accurately,
2. Communicate in the studied language as a non-native speaker,
3. Demonstrate knowledge of cultural products and practices of the language, and
4. Make intellectual connections to other disciplines based on the language and culture studied.

Admission to Degree Candidacy

Prior to being admitted, a student must:

1. See an adviser in the Department of Communication, Languages and Cultures for guidance.
2. Have obtained an overall grade point average of 2.25 and completed a minimum of 30 semester credit hours including the following:
 - a. English 101 and a core communication intensive course with a grade of 'C' or better in each course;
 - b. Communication 101 and Communication 140 with a grade of 'C' or better in each course;
 - c. Complete a departmental application.
3. For transfer students who have more than 24 transfer credit hours, a minimum GPA of 2.25 must be obtained after completing at least 12 credit hours in one semester at Coastal Carolina University before application to the major can be made.
4. Upon completion of these requirements, a student will be formally accepted as a candidate for the bachelor of arts in communication.

Students must earn a grade of 'C' or better in each of the courses used to satisfy the major requirements, including foundation courses. Final responsibility for satisfying degree requirements, as outlined in the university catalog, rests with the student.

COMMUNICATION MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (24 Credits)	
COMM 101 Introduction to Communication	3
COMM 140 Modern Human Communication: Principles and Practices	3
COMM 275 Communication Theory.....	3
COMM 276 Communication Research	3
JOUR 201 Foundations of Journalism and Mass Communication.....	3
Choose one from the following: (3 Credits)	3
COMM 491 Communication Capstone: Thesis (3)	
COMM 492 Communication Capstone: Project (3)	
Choose two COMM or JOUR courses at the 300-400 level: (6 Credits)	6

IV. MAJOR REQUIREMENTS (18 Credits)

Choose one of the four concentrations:

Communication Studies Concentration (18 Credits)

COMM 274 Organizational Communication3
 Choose five COMM designated courses.....15

Health Communication Concentration (18 Credits)

COMM 311 Health Communication3
 COMM 340 Media Effects3
 COMM 411 Health and the Media3
 COMM 412 Interpersonal Health Communication3
 JOUR 309 Introduction to Public Relations and Integrated Communication....3
 Select one COMM, JOUR or HPRO course at the 300-400 level3

Interactive Journalism Concentration (18 Credits)

COMM 330 Communication and Technology3
 COMM 340 Media Effects3
 JOUR 304 Writing for Interactive Journalism.....3
 JOUR 305 Journalism News Writing and Reporting for Media.....3
 Choose one from the following: (3 Credits)3
 JOUR 314 TV News Reporting (3)
 JOUR 489 Journalism Special Topics Seminar (3)
 JOUR 450 Senior Seminar.....3

Public Relations/Integrated Communication Concentration (18 Credits)

Choose one from the following: (3 Credits)3
 JOUR 304 Writing for Interactive Journalism(3)
 JOUR 200 Interactive Journalism Basics (3)
 JOUR 309 Introduction to Public Relations and Integrated Communication....3
 JOUR 311 Principles of Advertising3
 Choose three from the following: (9 Credits)9
 JOUR 312 Media Relations (3)
 JOUR 319 PR Practice and Events (3)
 JOUR 324 Media Planning (3)
 JOUR 326 Brand Strategy and Advertising (3)
 JOUR 419 Strategic Communication Campaigns (3)

V. MINOR REQUIREMENTS (18 Credits)18

Students will select a minor in consultation with their advisers. They will choose from any minors listed in the Coastal Carolina University catalog, including, but not limited to the following: art history, art studio, biology, business administration, chemistry, computer science, dramatic arts, economics, English, environmental science, fitness, French, German, graphic design, health promotion, history, global studies, journalism, Latin American studies, mathematics, marine science, music,

philosophy, physics, political science, pre-law, psychology, sociology, Spanish, statistics, women's and gender studies.

VI. ELECTIVES (13-21 Credits)..... 13-21

TOTAL CREDITS REQUIRED.....120

COMMUNICATION MINOR (21 Credits)

COMM 101 Introduction to Communication3

COMM 274 Organizational Communication3

COMM 302 Communication Law and Ethics3

COMM 334 Small Group Communication.....3

COMM 410 Special Topics in Communication3

Choose two from the following: (6 Credits).....6

 COMM 304 Gender Communication (3)

 COMM 341 Advanced Public Speaking (3)

 COMM 495 Communication Internship (3)

 ENGL 390 Business and Professional Communication (3)

 ENGL 462 Writing Workshop-Fiction (3)

 ENGL 465 Creative Nonfiction Workshop (3)

 JOUR 309 Introduction to Public Relations and Integrated Communication (3)

 JOUR 316 Entertainment Media (3)

 JOUR 365 Women and Media (3)

 PHIL 305 Contemporary Moral Issues (3)

 PHIL 319 Environmental Ethics (3)

TOTAL CREDITS REQUIRED.....21

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

Note: Upper-level courses often require prerequisites that must be met before enrolling. For example, COMM 341 Advanced Public Speaking requires that students first complete COMM 140 Modern Human Communication: Principles and Practices, or CBAD 350 Marketing has a prerequisite of completing either ECON 101 Survey of Economics or ECON 202 Microeconomics. Depending on the student's major, many prerequisites may be taken as core curriculum courses.

JOURNALISM MINOR (21 Credits)

Choose one from the following: (3 Credits)3

 JOUR 200 Interactive Journalism Basics (3)

 JOUR 201 Foundations of Journalism and Mass Communication (3)

JOUR 304 Writing for Interactive Journalism.....3

JOUR 305 Journalism News Writing and Reporting for Media.....3

JOUR 489 Journalism Special Topics Seminar3

Choose two journalism electives (JOUR 495 Journalism Internship may count as one elective) (6 Credits).....6

One elective in related field if approved by adviser3

TOTAL CREDITS REQUIRED.....21

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

LANGUAGES AT COASTAL

GENERAL INFORMATION

The foreign language requirement in all programs at Coastal Carolina University can be satisfied by successful completion of three credit hours at the 130 level or above, or five credit hours in a foreign language at the 115 level: Spanish 115, French 115, German 115 or Italian 115. French, German, Japanese, Portuguese and Spanish 350 courses (language study abroad) cannot be used to fulfill the foreign language requirement in the core curriculum. For complete information on placement and requirements, including Frequently Asked Questions, go to www.coastal.edu/lac/faq.html.

Starting a New Language

Students who wish to start a new language (i.e. different from a language they have studied before) should register for a 115 course.

Placement in French, German, or Spanish (for continuing students)

“Continuing students” refers to first-time college students who intend to continue to study the foreign language they studied in high school. The term does not apply to transfer students.

Continuing students who wish to continue with French, German, or Spanish must take the [Foreign Language Placement Test](#) that is administered on the web. Students should select the appropriate test; the username is **coastal** and the password is **teal**. The placement test determines the student’s entry level into a foreign language course. The test is a placement tool only; its result cannot be used to request academic credit. Any questions should be directed to the Foreign Language Instructional Center (FLIC) at 843-349-2478.

Students who place above the 130 level on the French, German, or Spanish placement test:

- And wish to enroll in a course numbered higher than 130, should contact the chair of the Department of Communication, Languages and Cultures for permission.
- And wish to receive credit for 130 or above, must take the College Level Examination Program (CLEP) that is administered at CCU's Academic Testing Center located in the Coastal Science Center (843-349-4004).

Spanish is a liberal arts major designed to give students knowledge (both information and skill-based) and understanding (both intellectual and intuitive) of Spanish and the diverse cultural environments where the language is relevant. Students successfully completing the undergraduate major will be competitive for positions in the private and public

sectors for which the Spanish B.A. degree is an entry level requirement. Students who complete the undergraduate program with a high level of success will be prepared for graduate work in Spanish.

Students who wish to pursue a degree in Spanish must conform to the following departmental regulations:

1. Students must register with the department by consulting the departmental administrative assistant and/or the chair of the department in order to be counseled and to be assigned an adviser.
2. To remain a major in the department, a student must maintain a 'C' average in all courses taken in the department. Students who fail to maintain this academic standard may be dropped from the department by the chair upon unanimous recommendation of the departmental faculty.

SPANISH MAJOR

Degree: Bachelor of Arts

SPANISH MAJOR (120 Credits)

- | | |
|---|-------|
| I. CORE CURRICULUM (39-44 Credits)..... | 39-44 |
| II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits) | |
| Minimum grade of 'C' is required. | |
| UNIV 110 The First-Year Experience | 0-3 |
| UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course. | |
| III. FOUNDATION COURSES (12 credits) | |
| SPAN 210 (Prerequisite for 300 level courses) | 3 |
| SPAN 211 (Recommended before higher level courses) | 3 |
| ENGL 322 Latin American Literature in Translation (=SPAN 322) | 3 |
| Choose one from the following: (3 Credits) | 3 |
| POLI 304 Latin America Through Film (3) | |
| HIST 355 Introduction to Latin America Civilization (=POLI 320) (3) | |
| HIST 356 State and Society in Modern Latin America (=POLI 321) (3) | |
| IV. MAJOR REQUIREMENTS (30 credits) | |
| A grade of 'C' or better is required in all Spanish courses. | |
| SPAN 315 Advanced Spanish Grammar | 3 |
| Choose one from the following: (3 Credits) | 3 |
| SPAN 320 Spanish for the Professions (3) | |
| SPAN 321 Conversations on Hispanic Current Events (3) | |
| SPAN 323 Spanish for Business and Tourism (3) | |

Choose one from the following: (3 Credits)	3
SPAN 330 Approaches to Literature and Culture (3)	
SPAN 333 Topics in Language, Literature, and Culture (3)	
SPAN 340 Hispanic Culture and Civilization	3
Choose one from the following: (3 Credits)	3
SPAN 350 Spanish Language Study Abroad (3-6)	
SPAN 495 Internship (3)	
Choose one from the following: (3 Credits)	3
SPAN 360 Studies in Hispanic Poetry (3)	
SPAN 380 Studies in World Film (=THEA 380) (3)	
SPAN 410 Spanish Peninsular Literature	3
SPAN 411 Spanish American Literature	3
Choose one from the following: (3 Credits)	3
SPAN 430 Spanish Linguistics (3)	
SPAN 431 Advanced Language Study (3)	
SPAN 480 Capstone: Advanced Topics in Literature and Culture.....	3
 V. COGNATE REQUIREMENTS (12 Credits)	 12
Cognate is a requirement designed to encourage the student to enroll in upper-division courses outside the major field; these will complement and enrich the student's work in the major. Courses taken for cognate credit must be approved in advance by the student's faculty adviser. These credits may be distributed over more than one subject area. Only courses numbered 300 or above are acceptable for cognate credit. A grade of 'C' or better is required in all cognate or courses.	
 VI. ELECTIVES (25-32 credits).....	 25-32
 TOTAL CREDITS REQUIRED.....	 120

FOREIGN LANGUAGE MINORS

The minor is intended for non-native speakers of the language in question. At least six credit hours of the minor courses must be taken at Coastal; some of the requirements for the minor may be met through study abroad. Students minoring in a foreign language must earn a grade of 'C' or better in each course to be applied toward the minor.

SPANISH MINOR (15-26 Credits)*

The Spanish minor at Coastal Carolina University requires a total of 12-15 credit hours above the 210 level. The following courses are required:

PREREQUISITES:

SPAN 115 Hispanic Studies I, or the equivalent (5 Credits).....	5
SPAN 130 Introductory Spanish III and SPAN 210 Conversation/ Composition I, or the equivalent (3-6 Credits)	3-6

SPANISH MINOR CORE

Choose 12-15 credits of advanced Spanish to include the following: (12-15 Credits)

SPAN 211 Conversation/Composition II.....	3
Choose one from the following: (3 Credits)	3
SPAN 320 Spanish for the Professions (3)	
SPAN 321 Conversations on Hispanic Current Events (3)	
SPAN 323 Spanish for Business and Tourism (3)	
SPAN 330 Approaches to Literature and Culture (3)	
SPAN 333 Topics in Language, Literature, and Culture (3)	
SPAN 340 Hispanic Culture and Civilization	3
Choose one to two Spanish electives above SPAN 329	3-6

(NOTE: SPAN 350 Spanish Language Study Abroad may be applied to the minor for 3-6 credit hours)

TOTAL CREDITS REQUIRED.....15-26*

*Depending on entry-level placement.

SPAN 399 Independent Study may **not** be used to satisfy the minor core.

FRENCH MINOR (18-23Credits)

The French minor at Coastal Carolina University requires a minimum of 18 credit hours above the 111/120 level. The following courses are required.

PREREQUISITES:

FREN 115 French Studies I, or the equivalent (5 Credits).....5

FRENCH MINOR CORE

FREN 130 Introductory French III	3
FREN 210 Intermediate French Language and Culture I	3
FREN 220 Intermediate French Language and Culture II.....	3

FRENCH MINOR ELECTIVES

9 hours of additional credits at the 200 level or above, including at least one 200 level elective and one 300 level elective. (9 Credits)9

TOTAL CREDITS REQUIRED..... 18-23

GERMAN MINOR (23 Credits)*

The German minor at Coastal Carolina University requires a minimum of 12-15 credit hours above the 210 level. The following courses are required.

PREREQUISITES:

GERM 115 German Studies I, or the equivalent (5 Credits).....	5
GERM 130 Introductory German III (3) and 210 Intermediate German I (3), or the equivalent (3-6 Credits)	3-6

GERMAN MINOR CORE

Choose 12 credits of advanced German above 210 to include: (12 Credits)

GERM 310 German Grammar and Composition	3
GERM 311 German Conversation.....	3
GERM 400 German Civilization or GERM 401 Contemporary Germany	3
One German elective above GERM 299	3

TOTAL CREDITS REQUIRED..... 23*

*Depending on entry-level placement

GERM 399 Independent Study may **not** be used to satisfy the German minor core.

DEPARTMENT OF ENGLISH

ENGLISH MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of English is to provide instruction and conduct research in writing, linguistics, and literature in order to promote better reading, writing and cultural literacy among Coastal Carolina University students as well as the larger university community.

The Coastal Carolina University Department of English is a dynamic student-centered learning environment made up of teachers, scholars, writers, and support staff who are dedicated to high quality teaching and engaged learning in the field of English studies.

To that end, we offer instruction in literature, creative writing, composition, professional and technical writing, critical theory and linguistics so as to help students acquire knowledge of literature and language and to develop the skills necessary for professional careers or graduate programs. In these courses we mentor students in collaborative research and creative opportunities.

In pursuit of our mission, the department is committed to promoting faculty development in the tradition of the teacher-scholar model, thereby allowing for faculty research, creative activities, and expert collaborations that contribute to the body of knowledge in our field and to the more effective development of an active learning community

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in English will be able to do the following:

1. Demonstrate a mastery of advanced reading, writing, analytical and interpretive techniques suitable for a variety of academic, creative, and professional settings.
2. Demonstrate an ability to analyze texts from major literary genres in various critical, theoretical, and cultural contexts.

A maximum of 51 credits may be applied toward satisfying the foundation courses and major requirements in English. Students majoring in English must earn a grade of 'C' or better in all English courses. All English majors will participate in the English department assessment.

ENGLISH MAJOR (120 Credits)

- I. CORE CURRICULUM (39-44 Credits)..... 39-44
- II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of 'C' is required.
UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSE (3 Credits)	
ENGL 300 Critical Conversations in English.....	3
IV. MAJOR REQUIREMENTS (48 Credits)	
Choose four of the following six literature surveys, taking at least one World, one British and one American: (12 Credits).....	12
ENGL 303 British Literature I (3)	
ENGL 304 British Literature II (3)	
ENGL 305 American Literature I (3)	
ENGL 306 American Literature II (3)	
ENGL 371 Topics in World Literature: East/West Intersections (3)	
ENGL 375 Special Topics in World and Anglophone Literature (3)	
Choose three from the following: (9 Credits).....	9
ENGL 451 Introduction to the Study of Language & Modern Grammar (3)	
ENGL 453 Development of the English Language (3)	
ENGL 457 Form and Style in Writing (3)	
ENGL 459 Advanced Composition and Rhetoric (3)	
ENGL 483 Theory of Literary Criticism (3)	
Choose eight upper-division (300-499) courses from a rotation of current offerings. (24 Credits).....	24
ENGL 411 English Capstone.....	3
V. COGNATE REQUIREMENT (9 Credits).....	9
Students are to take three courses at the 300 or 400 level outside their major, OR students are to pursue the minor of their choice.	
VI. ELECTIVES (13-21 Credits).....	13-21

Note: Transfer or adult students who are exempt from completing UNIV 110 must complete three additional credits of electives unless the student has earned a minimum of 120 total required credits.

TOTAL CREDITS REQUIRED.....	120
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CREATIVE WRITING MINOR

The creative writing minor is dedicated to helping students develop the skills necessary to write high-quality poetry, fiction, and creative nonfiction. Courses within the minor offer intensive study of the craft of poetry and prose writing, while focusing on the elements common to all literature, regardless of genre: specificity in detail and description, precision with regard to diction, clarity of thought, and the development of a strong and unique voice. Most classes are taught in a workshop setting, where students generate their own poems, stories, and essays in addition to reading and critiquing pieces written by

their peers and by published authors. By learning to make, discuss, and defend writing choices, students will become artful writers, analytical readers, and thoughtful critics.

In order to select courses that meet the program requirements, students pursuing the minor must consult with their major adviser and with the coordinator of creative writing in the English department. Only two courses from a student's major requirements may be applied to the creative writing minor requirements.

CREATIVE WRITING MINOR (18 Credits)

ENGL 301 Creative Writing Workshop	3
Choose five creative writing workshops at the 300 level and above:.....	15
ENGL 362 Reading and Writing Fiction (3)	
ENGL 365 Reading and Writing Creative Nonfiction (3)	
ENGL 368 Reading and Writing Poetry (3)	
ENGL 462 Writing Workshop-Fiction (3)	
ENGL 465 Creative Nonfiction Workshop (3)	
ENGL 468 Writing Workshop-Poetry (3)	
 TOTAL CREDITS REQUIRED.....	18

Note: A grade of 'C' or better is required in each course to be applied toward the minor. Only two courses from a student's major requirements may be applied to the creative writing minor requirements.

ENGLISH MINOR (18 Credits)

ENGL 459 Advanced Composition and Rhetoric	3
Choose five courses from ENGL 300- 499 (15 Credits)	15
 TOTAL CREDITS REQUIRED.....	18

A grade of 'C' or better is required in each course to be applied toward the minor. Only two courses from a student's major requirements may be applied to the English minor requirements.

INTERNATIONAL STUDY PROGRAMS

English majors may elect to spend either a semester or one year at one of Coastal's partner universities. Students are also welcomed to participate in programs through other study abroad providers. With the approval of the department chair and the dean, credits earned may be used to satisfy degree requirements or as cognates and/or electives. For further information, please contact the [Office of International Programs and Services](#).

LINGUISTICS MINOR

The linguistics minor program is dedicated to helping students understand the intricacies of the nature, structure, and function of language in diverse societies. The minor in linguistics will provide a general foundation in the field including general knowledge of the basic empirical findings and theories in the core areas of phonetics/phonology and

syntax, and knowledge of at least one subfield selected according to the student's interests.

In order to select courses that meet the program requirements, students pursuing the minor must consult with their major adviser and with the adviser of linguistics in the English department. Only two courses from a student's major requirements may be applied to the linguistics minor requirements.

LINGUISTICS MINOR (18 Credits)

ENGL 354 English Grammar and Syntax	3
ENGL 451 Introduction to the Study of Language and Modern Grammar	3
Choose four linguistics courses at the 300 level or above	12
ENGL 300 Critical Conversations in English-Linguistics (3)	
ENGL 350 Language Variation in North America (3)	
ENGL 351 Language, Gender and Power (3)	
ENGL 352 African American English (3)	
ENGL 399 Independent Study (3)	
ENGL 453 Development of the English Language (3)	
ENGL 496 Senior Thesis in English (3)	

TOTAL CREDITS REQUIRED.....18

Note: A grade of 'C' or better is required in each course to be applied toward the minor. Only two courses from a student's major requirements may be applied to the linguistics minor requirements.

NEW MEDIA AND DIGITAL CULTURE MINOR (18 Credits)

The minor in new media and digital culture at Coastal Carolina University seeks to encourage the academic study, critical analysis and creative application of new media, hypertext, database design, 3-D architectural and theatrical modeling, digital archiving, web design, data retrieval matrices, binary communication theory, graphic design, animation, laser scanning, Global Positioning System (GPS), Geographic Information Systems (GIS), location-aware software, and audio and video production, compression, mixing, and archiving. Commensurate with the growing integration of digital technologies with humanities and the arts worldwide, and an increasing reliance on digital resources in all walks of life, the interdisciplinary minor encourages coursework from multiple colleges across the university.

NEW MEDIA AND DIGITAL CULTURE MINOR (18 Credits)

ENGL 231 Film, New Media and Culture (=NMDC 231).....	3
Choose five courses from the following, two of which must be from different disciplines and at the 300 level or above: (15 Credits).....	15
ARTD 201 Graphic Design I (3)	
ARTD 202 Graphic Design II (3)	
ARTD 301 Graphic Design III (3)	
ARTD 302 Graphic Design IV (3)	

- ARTD 304 Motion Design I (3)
 - ARTD 205 Web Design I (3)
 - ARTD 305 Web Design II (3)
 - ARTD 306 Web Design III (3)
 - ARTD 308 Advanced Typography (3)
 - ARTD 309 Packaging Design (3)
 - ARTD 400 Publication Design (3)
 - ARTD 401 Advanced Graphic Design I (3)
 - ARTD 497 Graphic Design Senior Capstone (3)
 - ARTD 450 Ashes2Art: Digital Reconstructions of Ancient
Monuments (=ARTH 450) (3)
 - COMM 275 Communication Theory (3)
 - COMM 330 Communication and Technology (3)
 - CSCI 105 Introduction to Computer Applications (3)
 - CSCI 106 Advanced Computer Applications (3)
 - CSCI 120 Introduction to Web Applications (3)
 - CSCI 203 Introduction to Web Application Development (3)
 - CSCI 209 Programming in Java (3)
 - CSCI 408 Cryptography (3)
 - EDUC 204 Computer Technology and Instructional Media (3)
 - ENGL 211 Introduction to Technical and Professional Writing (3)
 - ENGL 331 Critical Approaches to New Media (=NMDC 331) (3)
 - ENGL 431 New Media and Literature (=NMDC 431) (3)
 - ENGL 390 Business and Professional Communication (3)
 - ENGL 454 Psycholinguistics (3)
 - ENGL 480 Special Topics in Technical Communications (3)
 - ENVI 331 Introduction to Geographic Information Systems (GIS)
and Remote Sensing (=MSCI 331) (3)
 - GEOG 200 Digital Earth (3)
 - GEOG 204 Introduction to Geographic Information Systems GIS (3)
 - IDS 310 Introduction to Interdisciplinary Studies (3)
 - JOUR 201 Foundations of Journalism and Mass Communication (3)
 - JOUR 304 Writing for Interactive Journalism (3)
 - JOUR 310 Writing for Broadcast (3)
 - JOUR 312 Media Relations (3)
 - JOUR 314 TV News Reporting (3)
 - MCJ 391 Recording Technology I (3)
 - MCJ 392 Recording Technology II (3)
 - PHIL 315 Technology and Human Values (3)
 - THEA 255 Computer Aided Drafting and Design (3)
 - THEA 359 Special Topics in Technical Theatre (3)
 - UNIV 200 Student Media Production (1)
- (Other appropriate courses may count towards the minor at the discretion
of the minor adviser.)

TOTAL CREDITS REQUIRED.....18

A grade of ‘C’ or better is required in each course to be applied toward the minor. Only two courses from a student’s major requirements may be applied to the new media and digital culture minor requirements.

SOUTHERN STUDIES MINOR

A minor in southern studies will immerse Coastal Carolina students in diverse perspectives on the American South, a key subject of interest on account of CCU’s location and resources. The minor will incorporate a range of disciplines and courses that respond to the region’s notably complex history: native settlements and European “discovery”/colonization, a plantation economy supported by chattel slavery, the upheavals of the Civil War and Reconstruction, the racial tensions of “Jim Crow” and the rise of the Civil Rights Movement, urban-industrial development and suburbanization, global capital and digital media. Through a spectrum of texts and media—e.g., literary, cinematic, historical, political, religious, anthropological, sociological—produced in and/or about the region, students who minor in southern studies will explore the region’s literary, historical, political, economic, and ethnic subcultures and the South’s continuing centrality to understandings of “Americanness” in an increasingly fluid, transnational world.

The southern studies minor will be interdisciplinary in scope and will draw mainly from faculty, courses, centers, and resources already in place at Coastal. The minor requires students to complete 18 credit hours of coursework drawn from three areas, choosing at least one course from each of the areas. The remaining nine credit hours would be electives, additional courses drawn from any one or more of the three areas. Special topics courses deemed appropriate by the minor adviser can also satisfy minor requirements.

SOUTHERN STUDIES MINOR (18 Credits)

Area I

Choose one from the following: (3 Credits)3

ENGL 209 Blue Ridge to Blue Sea: Cultures of the American South (3)

ENGL 352 African American English (3)

ENGL 427 Studies in Southern Literature (3)

ENGL 443 Topics in Women Writers (Topics in Southern Women Writers) (3)

HIST 200 Introduction to Southern Studies (3)

(Other appropriate courses may count towards the minor at the discretion of the minor adviser)

Area II

Choose one from the following: (3 Credits)3

HIST 361 Antebellum Period 1820-1850 (3)

HIST 362 Becoming American (3)

HIST 363 Black Atlantic and African Diaspora (3)

HIST 383 History of the Colony and State of South Carolina (3)

HIST 384 History of Horry and Georgetown Counties (3)

HIST 389 The New South (3)
ANTH 345 Archaeology of Plantations (3)
ANTH 380 Seminar in Archaeology (3)
ANTH 430 Southeastern Archeology (3)
(Other appropriate courses may count towards the minor at the discretion
of the minor adviser)

Area III

Choose one from the following: (3 Credits)3

POLI 309 African-American Political Thought (3)
POLI 363 Southern Politics (3)
POLI 365 State Government (3)
POLI 399 Independent Study (South Carolina State Legislative
Process) (3)
RELG 365 Religious Diversity in the South (3)
SOC 470 Sociology of the South (3)
(Other appropriate courses may count towards the minor at the discretion
of the minor adviser)

ELECTIVES: (9 Credits)9

Select three additional courses from any one or more of the three areas above.
(Special topics courses deemed appropriate by the minor adviser can also
satisfy minor requirements)

TOTAL CREDITS REQUIRED.....18

Note: A grade of 'C' or better is required in each course to be applied toward the minor.
Only two courses from a student's major requirements may be applied to the southern
studies minor requirements.

DEPARTMENT OF HISTORY

HISTORY MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of History is to facilitate student learning in the liberal arts tradition through the discipline of history by providing students with a sound and specific foundation of historical knowledge of the United States and of the history of complex societies worldwide. Upon this foundation, the department provides history students with the tools to investigate the complexity of human behavior, human institutions, and human history in a global context. These goals are met through traditional and innovative pedagogy, including student research, writing, and both artifactual and textual analysis. The department provides qualitative, individualized academic advisement, mentoring, internship opportunities, and travel-study opportunities. Moreover, the department promotes interdisciplinary programs of study to advance the department's global perspective.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in history will be able to:

1. Demonstrate a general knowledge of the history of the major continents;
2. Demonstrate understanding of the methods and presentation of historical research and writing; and;
3. Demonstrate an understanding of the principal historical arguments and central interpretations of major issues and events in the historiographical tradition.

Students majoring in history must earn a grade of 'C' or better in all history courses.

HISTORY MAJOR (120 Credits)

- I. CORE CURRICULUM (39-44 Credits)..... 39-44
- II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of 'C' is required.
UNIV 110 The First-Year Experience 0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.
- III. FOUNDATION COURSES (0-15 Credits)
Choose four 100-200 level history courses, including three from the following categories: (12 Credits)12
1. Choose at least one 100 level course below HIST 111 World History to 1500
 2. Choose at least one 100 level course at or above HIST 111 World History to 1500

3. Choose at least one 200 level course below HIST 250 Historical Research and Writing
4. Choose one additional 100-200 level history elective

Required:

HIST 250 Historical Research and Writing3

(History majors may not enroll in more than six hours of upper-level history courses without completing HIST 250 Historical Research and Writing with a grade of ‘C’ or better. Students may not enroll in HIST 498 Senior Seminar before having completed HIST 250 Historical Research and Writing with a grade of ‘C’ or better.)

IV. MAJOR REQUIREMENTS (30 credits)

HIST 498 Senior Seminar 3

Choose nine HIST 300 level or above courses: (27 Credits).....27

(Students must take at least two upper-level courses in United States, European, and Non-Western History. Students with a 3.50 or higher GPA in all history courses may elect to take HIST 499 Senior Thesis. This is recommended for students intending to pursue graduate study in history.)

V. COGNATE REQUIREMENT (12 credits)12

Cognate courses are upper-level courses numbered 300 or above in disciplines other than the student’s major, but that support the major. Cognate courses should be chosen in consultation with the student’s academic adviser, and at least one of them must be in anthropology. Alternatively, history majors may choose to minor in another discipline. Requirements for the minor are set by the minor department. The cognate requirement is subsumed by the minor.

VI. ELECTIVES (19-44 credits)..... 19-44

TOTAL CREDITS REQUIRED.....120

ANTHROPOLOGY MINOR

The anthropology minor is intended for undergraduate students across the campus, from humanities and fine arts to the sciences. Anthropology offers a framework for the study of human culture, human origins, and adaptation over time. Anthropologists use empirical and theoretical approaches to understand culture change and human diversity, past and present. Understanding what it means to be human and how culture helps each of us to adapt to challenging situations supports students majoring in a variety of fields.

An anthropology minor adds a holistic component to human biological sciences, social sciences, and humanities majors. In an applied context, anthropology adds depth to history, sociology, psychology, gerontology, geography, political science, business and communication, and world languages and cultures degrees. This minor is an asset to those entering an ever expanding global market, where students exposed to the dynamics

of human diversity and variation, past and present, have a competitive and functional edge. It also prepares students to undertake graduate work in anthropology.

The anthropology minor consists of 18 credit hours of coursework drawn from the existing anthropology curricular offerings. No course may satisfy both major and minor requirements, and students must earn a grade of ‘C’ or better in all 18 hours required by the anthropology minor.

In addition to introductory required courses and the accompanying laboratory courses, students will choose upper-level anthropology electives and may participate in field studies, laboratory analysis, seminars, advanced methods courses or internships. These have all been formally reviewed and approved for the anthropology minor.

ANTHROPOLOGY MINOR (18 Credits)

ANTH 101 Primates, People and Prehistory	3
ANTH 101L Primates, People and Prehistory Laboratory	1
ANTH 102 Understanding Other Cultures	3
ANTH 102L Understanding Other Cultures Laboratory	1
ELECTIVES: (10 Credits)	
Complete 10 ANTH credit hours at the 300 level or above	10
TOTAL CREDITS REQUIRED.....	18

HISTORY MINOR (21 Credits)

In order to earn a history minor, students are required to take the following courses, earning a grade of ‘C’ or better in each:

Choose one from the following: (3 Credits)	3
HIST 101 The Foundations of European Civilization to 1648	
HIST 102 Introduction to European Civilization from 1648 to the Present	
Choose one from the following: (3 Credits)	3
HIST 111 World History to 1500	
HIST 112 World History Since 1500	
Choose one from the following: (3 Credits)	3
HIST 201 History of the United States from Discovery to the Present (Discovery through Reconstruction)	
HIST 202 History of the United States from Discovery to the Present (Reconstruction to the present)	
HIST 250 Historical Research and Writing	3
Choose three history courses numbered 300 or above: (9 Credits)	9
(HIST 399 and internships may <u>not</u> be used to satisfy the History minor.)	
TOTAL CREDITS REQUIRED.....	21

PEACE AND CONFLICT STUDIES MINOR (18 Credits)

The minor in peace and conflict studies is an interdisciplinary academic program with a global focus and diverse perspectives to complement most majors offered by the University but especially those in the humanities and fine arts. The minor provides students with enhanced understanding of the varied causes and consequences of conflict, the history of peace promotion efforts internationally, visual and literary representations of conflict and peace, and strategies for conflict resolution promoted by and used by governments and non-government organizations. The minor in peace and conflict studies requires successful completion of 18 credit hours, with a minimum grade of ‘C’ in each course.

PEACE AND CONFLICT STUDIES MINOR (18 Credits)

HIST 461 The Pursuit of Peace	3
HIST 462 The Causes, Conduct, and Consequences of War.....	3
Related coursework in the arts or literature, approved by the minor adviser	3
Related coursework in philosophy and religious studies, approved by the minor adviser	3

For the remaining six hours, three hours must be taken from category A and three hours from category B. With permission of the minor adviser, the student may substitute a course offered by any department for one course in either category below, provided the substituted course meets the academic focus of the Center for Peace and Conflict Studies as presented in the center’s mission statement. Additional courses will be added to each category, as they are created and offered by supporting academic departments or programs.

Category A Electives in Conflict Studies (3 Credits)	3
HIST 308 World War I and the Twenty Years’ Truce (3)	
HIST 309 World War II and the Cold War (3)	
HIST 350 Vietnam: The American Experience, 1941-1982 (3)	
HIST 443 Modern Colonialism (3)	
HIST 357 Exploring Middle Eastern Conflict (3)	
HIST 492, 493, 494 Topics in History (3)	
INTEL 343 Terrorism and Political Violence (3)	
POLI 331 The Israeli-Palestinian Conflict (3)	
POLI 332 Conflict in the Persian Gulf (3)	
Category B Conflict Transformation and Resolution (3 Credits).....	3
COMM 345 Communication Activism (3)	
POLI 410 Q International Organizations (3)	
POLI 438 International Human Rights (3)	
ECON 375 Economics and National Security (3)	
TOTAL CREDITS REQUIRED.....	18

NOTE: All courses in the minor require a grade of ‘C’ or better. The director of the Center for Peace and Conflict Studies will advise students pursuing the minor.

DEPARTMENT OF MUSIC

MUSIC MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of Music at Coastal Carolina University is to provide quality music education for all students, excellent performances for the public and service to the university and community.

We believe that music has intrinsic value as a vital and indispensable part of the human experience and nurtures the artistic and creative impulse common to all societies. To that end, we seek to cultivate and sustain a student-centered learning community which supports superior professional and pedagogical training, provides a wide variety of excellent individual and ensemble performance opportunities for all students, and, as a unit in the Edwards College of Humanities and Fine Arts, is an integral part of a liberal arts education.

In our commitment to excellence, the department recruits and maintains an exceptional and diverse faculty, staff and student population in order to achieve departmental and institutional goals for both undergraduate and graduate education. Serving South Carolina and the broader region, we offer public concerts in a variety of styles and settings and provide music to enhance various university and community functions. Our highest purpose is to empower students with the knowledge, skills, core values and integrity that contribute to life-long learning and service in the arts, and active citizenship in a democratic society and interdependent world.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Demonstrate a familiarity with a wide selection of musical literature, principal eras, genres and cultural forces.
2. Understand common elements and organizational patterns of music and their interactions.
3. Understand compositional processes, aesthetic properties of style, and ways these are shaped by artistic and cultural forces.
4. Understand musical form, processes and structures, as demonstrated in actual performance and through analytical, scholarly and pedagogical applications.
5. Develop and defend musical judgments.
6. Hear, identify and work conceptually with the major elements of music: rhythm, melody, harmony and structure.
7. Demonstrate mastery of skills through one or more vocal or instrumental performance areas.
8. Sing in a musical and accurate manner.
9. Sight-read at the keyboard with fluency demonstrating both general musicianship and an appropriate level of skill.

Acceptance to the B.A. in music requires a successful audition with the department. Audition requirements and procedures are available on the department's [website](#) and from the department's office. Students who have not yet completed this requirement will be designated "pre-music", which will meet prerequisites for all music major courses listed at the 100 level.

MUSIC MAJOR - CONCENTRATION IN GENERAL STUDIES (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. MUSIC FOUNDATION COURSES (32 Credits)	
Ensemble (4 different semesters, 1 credit per semester).....	4
MUS 100 Recital Class (7 semesters required)	0
MUS 119 Basic Music Technology	2
MUS 115 Concepts and Elements of Music Theory	3
MUS 116 Principles of Harmony and Voice Leading	3
MUS 215 Chromatic Harmony and Modulation	3
MUS 216 Musical Structures.....	3
MUS 117 Ear Training and Sight Singing I.....	1
MUS 118 Ear Training and Sight Singing II	1
MUS 217 Ear Training and Sight Singing III.....	1
MUS 218 Ear Training and Sight Singing IV.....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II	1
MUS 272 Class Piano III	1
MUS 273 Class Piano IV	1
MUS 253 History of Western Music I.....	3
MUS 254 History of Western Music II.....	3
IV. MAJOR REQUIREMENTS (18-24 Credits)	
Applied Music (6 semesters, 1-2 credits per semester)	6-12
MUS 498 Senior Project	3
Music electives (any combination of MUS, MCJ, or MUED 300 or 400 level courses; permission of instructor required for MUED courses) (9 Credits).....	9
V. OTHER ELECTIVES (17-31 Credits)	17-31
TOTAL CREDITS REQUIRED.....	120

A diagnostic and advisory review of the student’s work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student’s eligibility for upper level (junior-senior) courses.

A grade of ‘C’ or better is required in all major courses.

MUSIC MAJOR - CONCENTRATION IN PERFORMANCE (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. MUSIC FOUNDATION COURSES (32 Credits)

Ensembles (4 different semesters, 1 credit per semester)4

MUS 100 Recital Class (7 semesters required)0

MUS 119 Basic Music Technology2

MUS 115 Concepts and Elements of Music Theory3

MUS 116 Principles of Harmony and Voice Leading3

MUS 215 Chromatic Harmony and Modulation3

MUS 216 Musical Structures.....3

MUS 117 Ear Training and Sight Singing I.....1

MUS 118 Ear Training and Sight Singing II1

MUS 217 Ear Training and Sight Singing III.....1

MUS 218 Ear Training and Sight Singing IV.....1

MUS 172 Class Piano I.....1

MUS 173 Class Piano II1

MUS 272 Class Piano III1

MUS 273 Class Piano IV1

MUS 253 History of Western Music I.....3

MUS 254 History of Western Music II.....3

IV. PERFORMANCE REQUIREMENTS (20 Credits)

Applied Music (8 semesters, 2 credits per semester).....16

MUS 300 Junior Recital.....0

MUS 400 Senior Recital0

Ensemble

Four additional semesters of ensemble participation are required, for a total of eight semesters. (All ensembles are one credit hour courses)4

V. SPECIALIZED BLOCK (9-12 Credits)

Choose one of the following areas:

Instrumental Studies (9 Credits)

MUED 165 Class Voice I	2
MUS 333 Conducting and Score Reading	2
MUS 334B Instrumental Conducting (<i>Piano/Guitar/Bass Studies</i> may substitute any 300 or 400 level music course not required elsewhere).....	2
(Wind, Brass, Percussion Studies only)	
MUS 339 Applied Instrumental Literature and Pedagogy	3

(Piano Studies only) (9 Credits)

MUS 414 Piano Literature	3
MUS 416 Elementary Piano Pedagogy.....	3

(Guitar or Bass Studies only)

Choose one from the following: (3 Credits)	3
MUS 339I Applied Instrumental Literature and Pedagogy (Guitar) (3)	
MUS 339J Applied Instrumental Literature and Pedagogy (Bass) (3)	

Vocal Studies (12 Credits)

MUS 135 English Diction for Singers	1
MUS 136 Italian Diction for Singers	1
MUS 137 German Diction for Singers	1
MUS 138 French Diction for Singers	1
Choose one from the following: (2 Credits)	2
MUS 333 Conducting and Score Reading (2)	
MUS 334 Choral Conducting (2)	
MUS 434 Vocal Literature.....	3
MUS 436 Elementary Vocal Pedagogy	3

VI. ELECTIVES (9-20 Credits) 9-20

TOTAL CREDITS REQUIRED.....120

A diagnostic and advisory review of the student's work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student's eligibility for upper level (junior-senior) courses.

A grade of 'C' or better is required in all major courses.

**MUSIC MAJOR - CONCENTRATION IN TEACHER PREPARATION
PRECERTIFICATION (131-138 Credits)**

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. MUSIC FOUNDATION COURSES (32 Credits)	
Ensembles (4 different semesters, 1 credit per semester).....	4
MUS 100 Recital Class (7 semesters required)	0
MUS 119 Basic Music Technology	2
MUS 115 Concepts and Elements of Music Theory	3
MUS 116 Principles of Harmony and Voice Leading	3
MUS 215 Chromatic Harmony and Modulation	3
MUS 216 Musical Structures.....	3
MUS 117 Ear Training and Sight Singing I.....	1
MUS 118 Ear Training and Sight Singing II	1
MUS 217 Ear Training and Sight Singing III.....	1
MUS 218 Ear Training and Sight Singing IV.....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II	1
MUS 272 Class Piano III	1
MUS 273 Class Piano IV	1
MUS 253 History of Western Music I.....	3
MUS 254 History of Western Music II.....	3
IV. PERFORMANCE REQUIREMENTS (20 Credits)	
Applied Music (8 semesters, 2 credits per semester).....	16
MUS 400 Senior Recital	0
Ensemble (Vocal Studies)	
(4 different semesters; all ensembles are one credit hour courses).....	4
MUS 125 Coastal Carolina Concert Choir OR	
MUS 125C Coastal Carolina Chamber Choir AND	
MUS 124S World Percussion (1 semester)	
Ensemble (Wind or Brass Studies)	
(4 different semesters; all ensembles are one credit hour courses).....	4
Combined music foundation ensembles and performance requirement ensembles to include:	
MUS 124A Symphonic Band (1) (4 semesters minimum) OR	
MUS 124W The Coastal Winds (1) (4 semesters minimum) AND	
MUS 124M Marching Band (1) (2 semesters minimum) AND	

MUS 124S World Percussion (1 semester minimum) AND
MUS 134 Jazz After Hours (1 semester minimum) OR
MUS 130 Ensemble
Ensemble appropriate to performance instrument (e.g., Flute Choir,
Sax Ensemble)
Ensemble (*Percussion Studies*)
(4 different semesters; all ensembles are one credit hour courses).....4
Combined music foundation ensembles and performance requirement
ensembles to include:
MUS 124E Percussion Ensemble (3 semesters minimum) AND
MUS 124D Drumline (2 semesters minimum) AND
MUS 124A Symphonic Band (2 semesters minimum) OR
MUS 124W Coastal Winds (2 semesters minimum) AND
MUS 124S World Percussion (1 semester minimum)
Ensemble (*Piano, Guitar or Bass Studies*)
MUS 125 Coastal Carolina Concert Choir or any ensembles or
chamber music using primary instrument (4 different semesters).....4

V. SPECIALIZED BLOCK (17 Credits)

Choose one of the following areas:

Instrumental Studies (17 Credits)

MUED 165 Class Voice I2
MUS 333 Conducting and Score Reading2
MUS 334B Instrumental Conducting2
MUS 343 American Music Traditions.....3
MUS 345 World Music Traditions3
MUS 420 Orchestration and Arranging2
(*Wind, Brass, Percussion Studies only*)
MUED 469B Applied Wind Band Literature3

Vocal Studies (17 Credits)

MUS 135 English Diction for Singers1
MUS 136 Italian Diction for Singers1
MUS 137 German Diction for Singers1
MUS 138 French Diction for Singers1
MUS 333 Conducting and Score Reading2
MUS 334 Choral Conducting2
MUS 343 American Music Traditions.....3
MUS 345 World Music Traditions3
MUED 469A Applied Choral Literature3

VI. TEACHER PREPARATION BLOCK (23-25 Credits)

MUED 101 Introduction to Music Education.....1
MUED 200 Mid-Program Review.....0
MUED 292 Fundamentals of String Instruments1

MUED 310 Musicianship Pedagogy for Music Educators.....	3
MUED 313 Music Literature for Grades Pre-K to 5	3
MUED 321 Music Methods for Grades Pre-K to 2	3
MUED 353 Secondary General Music Methods	3
MUED 421 Music Methods for Grades 3-5	3
MUED 491 Fundamentals of Percussion Instruments.....	1

Choose one of the following areas:

Instrumental Studies (7 Credits)

MUED 237 Choral Techniques for Instrumentalists	2
MUED 391 Fundamentals of Brass Instruments	1
MUED 392 Fundamentals of Woodwind Instruments	1
MUED 443 Beginning Instrumental Music Methods.....	3

Vocal Studies (5 Credits)

MUED 245 Brass and Wind Techniques for Vocalists	2
MUED 437 Secondary Choral Methods	3

TOTAL CREDITS REQUIRED..... 131-138

A diagnostic and advisory review of the student's work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student's eligibility for upper level (junior-senior) courses.

A grade of 'C' or better is required in all major courses.

MUSIC MINOR (24-28 Credits)

MUS 115 Concepts and Elements of Music Theory	3
MUS 116 Principles of Harmony and Voice Leading	3
MUS 117 Ear Training and Sight Singing I.....	1
MUS 118 Ear Training and Sight Singing II	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II	1
Applied Music (4 semesters, 1-2 credits per semester)	4-8
Ensembles (4 semesters, all ensembles are one credit hour courses)	4
Choose two from the following: (6 Credits).....	6
MUS 110 Introduction to Music (3)	
MUS 253 History of Western Music I (3)	
MUS 254 History of Western Music II (3)	
MUS 257 American Popular Music (3)	
MUS 258 Jazz and the American Experience (3)	

TOTAL CREDITS REQUIRED..... 24-28

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

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

MISSION STATEMENT

The Department of Philosophy and Religious Studies is dedicated to helping students acquire the skills which are central to a first-rate liberal arts education. The mission of the philosophy major is to provide students with skills in reasoning, evaluation, argumentation, and communication that will prepare them for their chosen profession; to encourage critical engagement with the major ideas, figures, and theories in philosophical traditions; and to provide extensive knowledge of the field of philosophy in preparation for further study on the graduate level. Through quality teaching and engaged learning, our majors acquire the ability to express ideas effectively, to appreciate great works in philosophy, and to make reasoned, thoughtful, and compassionate judgments in the complex and diverse world in which we live. The department encourages students to apply these skills to current issues relevant to their lives, and it is dedicated to creating a supportive learning environment that helps students to mature intellectually and emotionally so that they are prepared for life in our global society.

The Department of Philosophy and Religious Studies advances the mission of the University to promote personal integrity and responsible behavior in business, medicine, and interacting with the environment by offering applied ethics courses in these areas. Our course in business ethics is required of all business majors and aims to give future business leaders the ability to serve all of their stakeholders responsibly. Our religious studies courses prepare students for global citizenship by promoting understanding and tolerance for cultural and religious differences.

STUDENT LEARNING OUTCOMES

Students completing the requirements for a B.A. in philosophy will be able to:

1. Demonstrate an understanding of major philosophical issues and positions in the following fields:
 - a. the history of ancient and modern philosophy;
 - b. ethics (both theoretical and applied);
 - c. metaphysics and epistemology.
2. Demonstrate the ability to:
 - a. identify philosophical positions and arguments;
 - b. clearly present philosophical positions and arguments;
 - c. critically evaluate philosophical positions and arguments.
3. Demonstrate an understanding of formal logical systems, including those of sentential and quantificational logic.

PHILOSOPHY MAJOR

Degree: Bachelor of Arts

PHILOSOPHY MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (9-15 Credits)*	
Choose one from the following: (3 Credits)	3
PHIL 101* Introduction to Philosophy (3)	
PHIL 102* Introduction to Ethics (3)	
PHIL 110 Introduction to Logic and Critical Thinking	3
PHIL 271* Philosophical Writing	3
Choose one course from one of the following disciplines not counted in the core curriculum: ENGL, GEOG, HIST, POLI, RELG, and WGST (3 Credits)	3
Choose one course from one of the following disciplines not counted in the core curriculum: ASTR, BIOL, CHEM, ECON, MATH, MSCI, PHYS, PSYC, and SOC (3 Credits).....	3

* Credits hours for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (27 Credits)

History of Philosophy:

PHIL 300 Ancient Philosophy	3
PHIL 301 Modern Philosophy	3

Logic, Epistemology, and Metaphysics:

PHIL 321 Symbolic Logic	3
Choose one from the following: (3 Credits)	3
PHIL 306 20th Century Analytic Philosophy (3)	
PHIL 309 Philosophy of Mind (3)	
PHIL 340 Philosophy of Science (3)	
PHIL 419 Epistemology (3)	
PHIL 420 Metaphysics (3)	

Ethics Requirement:

PHIL 311 Ethical Theory	3
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Electives:

Choose 12 additional credit hours in philosophy, three credit hours at or above the 200 level (excluding PHIL 271 Philosophical Writing) and nine credit hours at or above the 300 level (12 Credits).....12

V. COGNATE REQUIREMENTS (12 Credits)12

Students who do not choose to have a minor in another discipline must fulfill the cognate requirement. Cognate courses are courses drawn from outside the major but are intended to support the major. Cognate courses must be at the 300 level or above, must be related to the student's major, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of 'C' or better is required in all cognate courses.

VI. ELECTIVES (22-35) 22-35

TOTAL CREDITS REQUIRED.....120

A grade of 'C' or better is required in each philosophy course to be applied toward the major or minor.

MEDICAL HUMANITIES MINOR

The medical humanities minor is intended for undergraduate students entering health care professions as well as traditional humanities students. It seeks to educate students on humanistic issues in the medical profession and healing arts from an ethical, literary, psychological, sociological, and historical perspective. Courses within the minor investigate the intellectual background of medicine and will teach students to recognize and understand the complexity of the interpersonal, cultural, bioethical, and political aspects of medicine, and to analyze and evaluate how contemporary health services are organized and delivered. The minor is open to future medical practitioners majoring in the sciences, humanities majors interested in cultural study of medicine, and any other students whose major or career would be enhanced by an interdisciplinary study of humanistic elements of the healing arts. Students pursuing the minor must consult with their major adviser and with the medical humanities adviser to select courses that meet the program requirements. In addition to PHIL 317 Biomedical Ethics, which is required, students will choose five different electives from two areas below. Other appropriate courses may count towards the minor at the discretion of the minor adviser.

MEDICAL HUMANITIES MINOR (18 Credits)

PHIL 317 Bio-Medical Ethics3

Choose three courses from at least two disciplines: (9 Credits)9

 COMM 311 Health Communication (3)

 HIST 447 History of Western Medicine from Antiquity to the Renaissance (3)

 HIST 448 Early Modern Science and Medicine (3)

 HIST 451 History of Modern Medicine and the Body (3)

 PHIL 305 Contemporary Moral Issues (3)

 PHIL 311 Ethical Theory (3)

PHIL 315 Technology and Human Values (3)	
PHIL 340 Philosophy of Science (3)	
POLI 371 Public Policy (3)	
Choose two courses from different disciplines: (6 Credits).....	6
HPRO 304 Nutrition (3)	
HPRO 310 Issues in Family Life and Sexuality (3)	
HPRO 320 Public Health Policy & Advocacy (3)	
HPRO 333 Environmental Health (3)	
HPRO 347 Consumer Health Education (3)	
HPRO 480 Women’s Health Issues (3)	
PSYC 333 Health Psychology (3)	
PSYC 410 Abnormal Psychology (3)	
SOC 360 Sociology of Medicine and Health (3)	
SOC 454 Sociology of Death and Dying (3)	
SOC 455 Sociology of Aging (3)	
SOC 457 Aging and Social Policy (3)	
SOC 460 Sociology of Mental Health (3)	
SOC 465 Sociology of AIDS (3)	
STAT 318 Applied Statistical Methods (3)	
TOTAL CREDITS REQUIRED.....	18

PHILOSOPHY MINOR (18 Credits)

Choose one from the following: (3 Credits)	3
PHIL 110 Introduction to Logic and Critical Thinking (3)	
PHIL 321 Symbolic Logic (3)	
Choose two from the following: (6 Credits).....	6
PHIL 300 Ancient Philosophy (3)	
PHIL 301 Modern Philosophy (3)	
PHIL 302 18th and 19th Century Philosophy (3)	
PHIL 303 Continental and American Philosophy (3)	
PHIL 306 20th Century Analytic Philosophy (3)	
PHIL 407 Medieval Philosophy (3)	
Choose nine additional credit hours in philosophy with at least three credit hours at the 300 level or above (9 Credits).....	9
TOTAL CREDITS REQUIRED.....	18

A grade of ‘C’ or better is required in each philosophy course to be applied toward the major or minor.

For information regarding interdisciplinary philosophy and religious studies at Coastal Carolina University, refer to the [Interdisciplinary Studies](#) section of this catalog.

RELIGIOUS STUDIES MINOR (15-18 Credits)*

RELG 103 World Religions.....	0-3*
Choose one from the following Asian religions courses: (3 Credits).....	3
RELG 104 Introduction to Asian Religions (3)	
RELG 320 Introduction to Buddhism (3)	
RELG 324 Hinduism (3)	
RELG 326 Buddhism in Literature and Film (3)	
RELG 350 Lives of Hindu and Buddhist Saints (3)	
RELG 351 Religion of India (3)	
RELG 352 Zen Buddhism (3)	
Choose one from the following Abrahamic religions courses: (3 Credits)	3
RELG 301 Old Testament (3)	
RELG 302 New Testament (3)	
RELG 311 Gospel Traditions (3)	
RELG 312 The Life and Letters of Paul (3)	
RELG 322 Introduction to Islam (3)	
RELG 330 Introduction to Judaism (3)	
RELG 363 Women and Gender in Islam (3)	
Choose three RELG electives from any of the above courses not taken previously, plus the following: (9 Credits)	9
RELG 325 Religion in Contemporary American Film (3)	
RELG 360 Women and World Religions (3)	
RELG 365 Religious Diversity in the South (3)	
RELG 366 Religions of the West African Diaspora (3)	
RELG 399 Independent Study (3)	
RELG 399H Interdisciplinary Independent Study (3)	
RELG 491 Special Topics in Religious Studies (3)	

TOTAL CREDITS REQUIRED..... 15-18*

*Students using RELG 103 World Religions to satisfy a core requirement or a foundation requirement will fulfill the minor requirement but will not have the three credit hours registered in the minor. The minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Philosophy and Religious Studies. A student must earn a grade of 'C' or better in all courses to be applied toward the minor in religious studies.

DEPARTMENT OF POLITICS AND GEOGRAPHY

MISSION STATEMENT

The mission of the Department of Politics and Geography is to enhance student understanding of the U.S. and other regions and countries of the world by providing high quality instruction to our students. Students will become knowledgeable citizens with a global perspective. This is achieved by learning the constitutional foundation, institutional structure, and processes of American government; analyzing organizational and managerial principles of the public sector and evaluating their impact on public policy; analyzing and evaluating the philosophic tradition of political science and the great thinkers; comparing and contrasting governments and political institutions of the world; and analyzing and evaluating the ways in which actors in the international system interact politically, diplomatically, economically, socio-culturally, and militarily.

STUDENT LEARNING OUTCOMES

Graduates will be able to:

1. Identify the various subfields of political science and be able to explain how scholars in these subfields study important issues.
2. Identify and describe the key concepts, major events, and famous political figures in American politics, comparative politics, international relations, political theory, and public policy.
3. Demonstrate mastery and deeper understanding of key concepts, theories, and approaches in the subfield of political science in which they concentrated their major studies.
4. Discuss, verbally and in writing, current and past political issues, events, theories, or trends by referencing scholarly work on the topic.
5. Compose and defend their own hypotheses and arguments, using relevant scholarly literature for support.
6. Gather, process, and integrate diverse sources of political information into a single, concise argument.

POLITICAL SCIENCE MAJOR

Degree: Bachelor of Arts

Political science is a liberal arts major designed to introduce students to the enduring questions of politics and the institutions and political life of America and other regions and countries of the world. Students successfully completing the undergraduate program in political science will be competitive for positions in the private and public sectors for which a general undergraduate baccalaureate degree is considered an entry level requirement. Students who complete the undergraduate program with a high degree of success will be prepared for graduate work in political science and related disciplines or law school.

Students majoring in political science must earn a grade of ‘C’ or better in each course used to satisfy requirements for the major, including the political science foundation courses.

Students who wish to pursue a degree in political science must conform to the following departmental regulations:

1. Students must register with the department by consulting the departmental administrative specialist and/or the chair of the department to be counseled and to be assigned an adviser.
2. Students with prior college work will not be accepted into the department unless, in the view of the chair, their previous work suggests the ability to perform at the standard demanded by the department. In general, this will mean at least a ‘C’ average in previous work.
3. To remain a member of the department, a student must maintain a ‘C’ average both in overall academic work and in all courses taken within the department itself. Students who fail to maintain this academic standard may be dropped from the department by the chair upon unanimous recommendation of the departmental faculty.

POLITICAL SCIENCE MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (0-12 Credits)*	
GEOG 121* World Regional Geography	3
POLI 101* Introduction to World Politics.....	3
POLI 200* Introduction to Political Science	3
POLI 201* American National Government	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (39 Credits)	
POLI 300 Introduction to Political Theory	3
POLI 307 The Scope of American Politics.....	3
POLI 315 International Relations	3
POLI 316 Comparative Politics	3
Choose one from the following: (3 Credits)	3
POLI 302 Political Thought of Thucydides (3)	

POLI 401 History of Political Thought I (3)
POLI 402 History of Political Thought II (3)
POLI 403 History of Political Thought III (3)
POLI 404 History of Political Thought IV (3)
POLI 497 The Discipline of Political Science3

Primary concentration: choose five upper-division courses from a rotation of current offerings in domestic or global politics. (15 Credits).....15

Secondary concentration: choose two upper-division courses from a rotation of current offerings in domestic or global politics. (6 Credits)6

Students who major in political science will choose a primary concentration in either domestic politics or global politics. Students will choose five courses from their primary concentration to satisfy major requirements. The remaining concentration will serve as the student's secondary concentration; the student will choose two courses from that area to satisfy requirements. Courses should be selected in consultation with the student's political science adviser.

V. COGNATE REQUIREMENTS (12 Credits)12

The cognate requirement is designed to encourage the student to enroll in advanced courses outside the major field which will complement and enrich the student's understanding of his/her major. Courses taken for cognate credit must be approved in advance by a student's faculty adviser. A minimum of 12 credits is required. These credits may be distributed over more than one subject area. Only courses numbered 300 or above are acceptable for cognate credit with the exception of Economics 201 and 202. Any two of the following courses offered by South Carolina technical colleges can be used towards satisfying the cognate requirement in the political science degree program: Criminology (CRJ 125), Seminar in Criminal Justice (CRJ 260), Torts (LEG 120), Introduction to Law and Ethics (LEG 135), and Property Law (LEG 214).

A grade of 'C' or better must be earned in each course to be applied toward the cognate requirements.

VI. ELECTIVES (13-20 Credits)..... 13-20

TOTAL CREDITS REQUIRED.....120

INTELLIGENCE AND NATIONAL SECURITY STUDIES MAJOR
Degree: Bachelor of Arts

The intelligence and national security studies major is designed to prepare students for entry-level positions in security-related career fields that involve research, analysis, planning and evaluation of policies and programs. The program works to this objective by utilizing a multi-disciplinary approach that emphasizes the liberal arts and

communications skills. The structure of the curriculum also prepares a student for graduate work in related areas of study.

STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in intelligence and national security studies will be able to:

1. Describe the principles of intelligence analysis and apply them to contemporary security issues in light of technical, legal and ethical constraints.
2. Apply critical thinking, reasoning and problem identification/solving skills – both as individuals and in group settings – to intelligence and national security policy issues.
3. Effectively communicate – in both written and oral formats – intelligence and security analysis in a manner that takes into account time, audience, and security considerations.
4. Assess the importance of language, history, culture, politics, geography and economics of a particular region of the world, as well as how that impacts intelligence and national security issues.
5. Demonstrate competencies in the concepts, theories, and contemporary issues in a functional area of intelligence/security policy in order to promote original student research.
6. Evaluate how the institutional and operational environment for an organization involved in security policy influences its objectives, processes, and conduct.

Students who wish to pursue a degree in intelligence and national security studies must conform to the following regulations:

1. Students must register for the major by consulting the program's administrative specialist and/or the director of the program in order to be counseled and to be assigned an adviser.
2. To remain a member of the major, a student must earn a grade of 'C' or better in each course used to satisfy requirements for the major, including foundation courses for the intelligence and national security studies major. Students who fail to maintain this academic standard may be dropped from the program by the director upon unanimous recommendation of the program's faculty.

The curriculum for this program will be interdisciplinary with most of the courses being housed in the Department of Politics and Geography. Students will complete the University core curriculum and a collection of foundation courses to establish a base-line level of knowledge in the relevant subject areas connected to the study of intelligence and national security. These early courses will also introduce students to core skills that are useful in the analysis, evaluation and communication of intelligence information. Students will then be positioned to expand their knowledge and skills in the realms of intelligence and national security, as well as the regional and occupational contexts that inform these issues.

INTELLIGENCE AND NATIONAL SECURITY STUDIES MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (12-22 Credits)	
ANTH 102* Understanding Other Cultures	3
ECON 150* Global Issues in Economics	3
PHIL 110 Introduction to Logic and Critical Thinking	3
POLI 101* Introduction to World Politics.....	3
POLI 201* American National Government	3
STAT 201/201L* Elementary Statistics/Laboratory	4
Choose one from the following: (3 Credits)	3
GEOG 121* World Regional Geography (3)	
GEOG 200 Digital Earth (3)	
*Courses may be taken as a part of the core curriculum.	
IV. INTELLIGENCE AND NATIONAL SECURITY STUDIES CORE (15 Credits)	
INTEL 300 Introduction to Intelligence Studies	3
INTEL 310 Intelligence Analysis	3
INTEL 311 Intelligence Communications.....	3
INTEL 312 Intelligence Operations.....	3
Choose one from the following: (3 Credits)	3
INTEL 330 Introduction to National Security (3)	
INTEL 335 Homeland Security (3)	
V. MAJOR ELECTIVES (6 Credits)	
Choose two from the following: (6 Credits).....	6
ECON 375 Economics and National Security (3)	
INTEL 340 National Security Strategy (3)	
INTEL 341 Intelligence and War (3)	
INTEL 343 Terrorism and Political Violence (3)	
INTEL 423 Terrorist Organizations: Al Qaeda (3)	
POLI 339 Diplomacy (3)	
POLI 340 International Negotiations (3)	
POLI 341 Contemporary American Foreign Policy (3)	
POLI 353 Comparative Security Issues (3)	
POLI 355 Foreign Policy Analysis (3)	

VI. REGIONAL FOCUS (6 Credits)

Choose two courses from one of the following geographic areas (6 Credits)...6

A. Africa

POLI 346 Contemporary African Politics (3)

POLI 347 Africa in a Global Economy (3)

POLI 348 Introduction to Africa (3)

B. East Asia

HIST 340 History of East Asia (3)

HIST 341 History of Modern Korea (3)

HIST 349 Modern China: Reform and Revolution in the Modern Age (3)

HIST 445 Postwar Japan: The Political Economy of Rapid Growth (3)

POLI 334 East Asian Politics (3)

POLI 335 Chinese Politics (3)

POLI 336 Chinese Foreign Policy and US-Chinese Relations (3)

RELG 320 Introduction to Buddhism (3)

C. Europe

GEOG 425 Geography of Europe (3)

HIST 314 The History of Modern Russia and the Soviet Union Since 1855 (3)

HIST 327 Eastern Europe and the Soviet Union: 1918 to the Present (3)

D. Latin America

GEOG 426 Geography of Latin America (3)

POLI 304 Latin America Through Film (3)

POLI 320 Introduction to Latin American Civilization (=HIST 355) (3)

POLI 321 State and Society in Modern Latin America (=HIST 356) (3)

POLI 488 Politics and Governments of Contemporary Latin America (3)

POLI 496 Topics in Latin American Politics and Culture (3)

E. Middle East

POLI 327 Women in the Middle East (3)

POLI 328 Political Islam (3)

POLI 329 Comparative Politics of the Middle East (3)

POLI 330 Introduction to the Middle East (3)

POLI 331 The Israeli-Palestinian Conflict (3)

POLI 332 Conflict in the Persian Gulf (3)

POLI 333 Islam and World Politics (3)

POLI 345 Politics and Governments of the Middle East (3)

POLI 425 The Arab Language, Media and Politics in the Middle East (3)

RELG 322 Introduction to Islam (3)

VII. OCCUPATIONAL CONTEXT (3 Credits)

Choose one from the following: (3 Credits)3

CBAD 371 Management and Organizations (3)

POLI 370 Introduction to Public Administration (3)

- POLI 371 Public Policy (3)
- POLI 376 The Bureaucracy (3)
- POLI 495 Internship in Political Science (3)
- PSYC 470 Industrial/Organizational Psychology (3)

VIII. CAPSTONE (3 Credits)

INTEL 494 Intelligence and National Security Studies Capstone.....3

IX. ELECTIVES (25-38 Credits) 25-38

TOTAL CREDITS REQUIRED.....120

GEOSPATIAL TECHNOLOGIES CERTIFICATE (DISTANCE-LEARNING)

A distance-learning certificate in geospatial technologies is designed to give students a broad understanding of the geographic concepts that underpin geographic information systems (GIS) and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address applications in a wide range of disciplines and domain areas. As a skills-based certificate, this program will focus on both ‘software knowledge’ and fundamental concepts related to spatial thinking and geographic information, and provide training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings.

STUDENT LEARNING OUTCOMES

The main objective of this certificate program is to enable students to develop a broad understanding of the concepts and applications of GIS and related geospatial technologies, and develop practical skill sets for the use of geospatial technologies in a wide range of fields. Following the completion of introductory courses, students will be able to explore selected advanced topics related to GIS and geospatial technologies in a number of disciplines. Students who undertake this certificate will:

1. Explore geographic concepts and spatial thinking skills that are a core of geography and geospatial technologies.
2. Explore the concepts and methods of maps and mapmaking, especially digital cartography.
3. Develop practical skills in designing and producing informative digital maps and other visualizations of geographic information.
4. Develop practical skills in the utilization of GIS and geospatial technologies in selected fields.

Students who complete the distance-learning certificate in geographic information systems will be able to:

1. Understand and explain the basic geographic and spatial concepts that underpin GIS and other geospatial technologies.
2. Explain and critique digital mapping techniques and how they present geographic information.

3. Apply practical digital cartography skills and knowledge to create well-designed and informative maps and other visualizations of geographic information.
4. Understand and explain the theories and concepts that underpin GIS and geospatial technologies.
5. Apply practical GIS and geospatial technology skills to applications within selected fields.

GIS CORE REQUIREMENTS (6 Credits)

GEOG 200 Digital Earth.....	3
GEOG 204 Introduction to Geographic Information Systems	3

GIS METHODS ELECTIVES (6 Credits)

Choose two from the following: (6 Credits).....	6
GEOG 310 Digital Cartography (3)	
GEOG 311 Earth Observation (3)	
GEOG 312 Spatial Analysis Using GIS (3)	
GEOG 399 Independent Study (3)	
GEOG 400 Geospatial Intelligence (3)	

TOTAL CREDITS REQUIRED.....	12
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ASIAN STUDIES MINOR

MISSION STATEMENT

The Asian studies minor is designated to augment students’ major fields of study by equipping them with wider perspectives in Asian humanities, engaging them in explicit East-West and inter-Asian dialogues, and helping them acquire cross-cultural literacy. It aims to improve students’ competitiveness when pursuing advanced degrees or careers related to the history, politics, culture, and religious traditions of one or more Asian country. Fundamental to the minor’s mission is cultivation of an academic autonomy that makes it possible to assemble a versatile ‘intellectual toolbox’ for understanding both inter-Asian and East-West relations. While pursuing their choice of major discipline, students will simultaneously learn about Asia through inter- and multi- disciplinary coursework, language training, study abroad, and internships. The Asian studies minor requires students to complete eighteen credit hours of coursework drawn from our four disciplines, choosing at least one course from each discipline. All or part of the six elective credit hours can be earned through study abroad; three elective credit hours can be earned through an internship. All internship and/or study abroad experiences must be approved for credit hours towards the minor by the Asian studies minor adviser. While the Asian studies minor does not have any foreign language requirements, students are strongly encouraged to acquire foreign language competency in Japanese or Chinese beyond the 120 level. Students must earn a grade of ‘C’ or better in all six required courses. Courses used for the minor cannot be used to satisfy major requirements.

ASIAN STUDIES MINOR (18 Credits)

AREA I

- Choose one from the following: (3 Credits)3
 - ENGL 371 Literature and the Absurd: East/West Intersections (3)
 - ENGL 475 Contemporary Asian Fiction (3)
 - ENGL 477 Asian Cinemas (3)

AREA II

- Choose one from the following: (3 Credits)3
 - HIST 340 History of East Asia (3)
 - HIST 341 History of Modern Korea (3)
 - HIST 347 Pre-modern Japan: The Rise and Fall of the Samurai (3)
 - HIST 348 Modern Japan: From the Last Samurai to the Pacific War (3)
 - HIST 349 Modern China: Reform and Revolution in the Modern Age (3)
 - HIST 440 Pacific Front of World War II (3)
 - HIST 445 Postwar Japan: The Political Economy of Rapid Growth (3)

AREA III

- Choose one from the following: (3 Credits)3
 - POLI 334 East Asian Politics (3)
 - POLI 335 Chinese Politics (3)
 - POLI 336 Chinese Foreign Policy and US-Chinese Relations (3)
 - POLI 340 International Negotiations (3)

AREA IV

- Choose one from the following: (3 Credits)3
 - RELG 104 Introduction to Asian Religions (3)
 - RELG 320 Introduction to Buddhism (3)
 - RELG 324 Hinduism (3)
 - RELG 326 Buddhism in Literature and Film (3)
 - RELG 351 Religion in India (3)

ELECTIVES (6 Credits)6

Select two additional courses from any one or more of the four areas above, internship, or transfer credit from study abroad courses in Asia. Students can use JAPN 120, JAPN 130, or CHIN 120 as three elective hours. Special topics courses deemed appropriate by the minor adviser can also satisfy minor requirements.

TOTAL CREDITS REQUIRED.....18

NOTE: All courses in the minor require a grade of ‘C’ or better.

GEOGRAPHIC INFORMATION SYSTEMS MINOR

A minor in geographic information systems (GIS) is designed to give students a broad understanding of the geographic concepts that underpin GIS and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address

applications in a wide range of disciplines and domain areas. The structure of this minor goes beyond ‘software knowledge’ and introduces students to fundamental theories related to spatial thinking and geographic information, and provides training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings. In addition, students will explore the social and cultural impacts of the increasing use of these technologies in both the public and private sectors.

GEOGRAPHIC INFORMATION SYSTEMS MINOR (18-21 Credits)

CORE REQUIREMENTS (6-7 Credits)

GEOG 200 Digital Earth.....3

Choose one from the following: (3-4 Credits)..... 3-4

 GEOG 204 Introduction to Geographic Information Systems GIS (3)

 MSCI 331/331L Introduction to Geographic Information Systems and Remote Sensing/Laboratory (=ENVI 331/331L) (4)

METHODS ELECTIVE

Choose one from the following: (3-4 Credits)..... 3-4

 GEOG 310 Digital Cartography (3)

 GEOG 311 Earth Observation (3)

 PHYS 432/432L Remote Sensing of the Environment/Laboratory (4)

ELECTIVES

Choose three from the following: (9-10 Credits)..... 9-10

 ARTD 201 Graphic Design I (3)

 CSCI 203 Introduction to Web Application Development (3)

 CSCI 225 Introduction to Relational Database and SQL (3)

 GEOG 310 Digital Cartography (3)

 GEOG 311 Earth Observation (3)

 GEOG 399 Independent Study (3)

 GEOG 400 Geospatial Intelligence (3)

 GEOG 450 Ashes2Art: Digital Reconstructions of Ancient Monuments (=ARTD 450) (=ARTH 450) (3)

 GEOG 491 Special Topics in Geography/GIS (3)

 PHIL 315 Technology and Human Values (3)

 PHYS 432/432L Remote Sensing of the Environment/Laboratory (4)

 POLI 495 Internship in Political Science (3)

TOTAL CREDITS REQUIRED..... 18-21

GLOBAL STUDIES MINOR

MISSION STATEMENT

The global studies minor offers students a rigorous and multifaceted approach to examine global issues, emphasizing the interactions and interconnections among the various global actors, peoples and their societies. The global studies minor provides a well-rounded instruction, which will help prepare students for a variety of careers in international affairs or allow for specialization in a specific region of interest. It will also

prepare students for further graduate study in international studies, international business, peace and world order studies, area studies, and the emergent global civil society.

REQUIREMENT

Students are expected to achieve a minimum of the 210 level of language proficiency either through coursework or examination. Students may also apply for study abroad language training at a 210 level or above. A grade of ‘C’ or better is required in each course to be applied toward the minor. Courses used in the minor cannot be used to satisfy major requirements.

GLOBAL STUDIES MINOR (18-21 Credits)

I. GLOBAL POLITICS

Choose one from the following: (3 Credits)3

POLI 318 International Political Economy (3)

POLI 340 International Negotiations (3)

POLI 410 International Organizations (3)

POLI 435 Globalization (3)

II. AREA REQUIREMENTS

Choose three from the following four areas: (9 Credits)9

Africa

POLI 346 Contemporary African Politics (3)

POLI 347 Africa in a Global Economy (3)

POLI 348 Introduction to Africa (3)

Asia

POLI 334 East Asian Politics (3)

POLI 335 Chinese Politics (3)

POLI 336 Chinese Foreign Policy and US-Chinese Relations (3)

POLI 355 Foreign Policy Analysis (3)

Latin America

POLI 304 Latin America Through Film (3)

POLI 320 Introduction to Latin American Civilization (3)

POLI 321 State and Society in Modern Latin America (3)

POLI 488 Politics and Governments of Contemporary Latin America (3)

POLI 496 Topics in Latin American Politics and Culture (3)

LATS 399 Independent Study in Latin America (3)

Middle East

POLI 327 Women in the Middle East (3)

POLI 328 Political Islam (3)

POLI 329 Comparative Politics of the Middle East (3)

POLI 330 Introduction to the Middle East (3)

POLI 331 The Israeli-Palestinian Conflict (3)

- POLI 333 Islam and World Politics (3)
- POLI 425 The Arabic Language, Media and Politics in the Middle East (3)

III. ELECTIVES

- Choose two from the following: (6 Credits).....6
 - CBAD 401 International Business (3)
 - MKTG 454 International Marketing (3)
 - MGMT 461 Cross-Cultural Management (3)
 - ECON 201 Macroeconomics (3)
 - ENGL 322 Latin American Literature in Translation (3)
 - ENGL 371 Literature and the Absurd: East/West Intersections (3)
 - ENGL 475 Contemporary Asian Fiction (3)
 - ENGL 477 Asian Cinemas (3)
 - GEOG 121 World Regional Geography (3)
 - GEOG 200 Digital Earth (3)
 - GEOG 426 Geography of Latin America (3)
 - HIST 331 Medieval Islamic World, c. 600-1258 (3)
 - HIST 340 History of East Asia (3)
 - HIST 347 Pre-modern Japan: The Rise and Fall of the Samurai (3)
 - HIST 348 Modern Japan: From the Last Samurai to the Pacific War (3)
 - HIST 349 Modern China: Reform and Revolution in the Modern Age (3)
 - HIST 355 Introduction to Latin America Civilization (3)
 - HIST 356 State and Society in Modern Latin America (3)
 - HIST 366 Comparative New World Empires (3)
 - HIST 367 Colonial America (3)
 - HIST 445 Postwar Japan: The Political Economy of Rapid Growth (3)
 - HIST 446 Age of Crusades (3)
 - HIST 496 The Byzantine Empire (c300-1453) (3)
 - LATS 399 Independent Study in Latin America (3)
 - MKTG 351 Consumer Market Analysis (3)
 - POLI 431 The Model United Nations (1)
 - RELG 320 Introduction to Buddhism (3)
 - RELG 326 Buddhism in Literature and Film (3)
 - RELG 360 Women and World Religions (3)

IV. FOREIGN LANGUAGE REQUIREMENT

- Foreign language (210 or above) or study abroad (0-3 Credits)..... 0-3

TOTAL CREDITS REQUIRED..... 18-21

NOTE: In addition to these courses, any relevant internship, study abroad course, or both, at or above the 300 level may be included for up to two courses (six credits) of abroad experiences and must be approved for credit toward the minor by the global studies minor adviser and must have specific and clear international and global objectives, placement, and/or training. Please be advised that no courses in this minor may apply simultaneously

to a major or other educational program. All courses in the minor require a grade of ‘C’ or better.

INTELLIGENCE AND SECURITY STUDIES MINOR

A minor in intelligence and security studies is designed to enable students to develop an understanding of the intelligence process, its effect on the policy-making process, and the legal and ethical considerations involved in the endeavor.

STUDENT LEARNING OBJECTIVES

The objective of the program is designed to enable students to develop an understanding of the intelligence process, its effect on the policy-making process, and the legal and ethical considerations involved.

1. Develop an understanding about the craft of intelligence and contemporary issues related to homeland and national security.
2. Develop an understanding about the complexities of the relationship between intelligence analysis and the policymaking process, as well as the implications for the broader system of governance.
3. Develop an understanding of the evolution of the field of intelligence by examining its historical evolution, particularly in the U.S. political system.
4. Develop an understanding of the variety of analytical tools and techniques that can be utilized to address security issues in both foreign and domestic contexts.
5. Appreciate the legal and ethical considerations of intelligence in national security policymaking.

STUDENT LEARNING OUTCOMES

Students who complete the intelligence and security studies minor will be able to:

1. Describe the elements of the intelligence process and how they are related.
2. Explain the role and potential impact of intelligence information on the policymaking process.
3. Analyze the development of the U.S. intelligence community in light of historical trends within American politics and international relations.
4. Identify and describe the major actors who influence the development, acquisition, analysis and dissemination of intelligence information.
5. Analyze and evaluate relevant information to produce intelligence assessments and forecast potential trends on security issues.
6. Evaluate the ethical and legal considerations of intelligence in the contexts of national and homeland security policymaking.

INTELLIGENCE AND SECURITY STUDIES MINOR (18 Credits)

FOUNDATION REQUIREMENTS (9 Credits)

POLI 201 American National Government	3
INTEL 300 Introduction to Intelligence Studies	3
INTEL 310 Intelligence Analysis	3

FOUNDATION ELECTIVE

Choose one from the following: (3 Credits)3

- INTEL 311 Intelligence Communications (3)
- INTEL 312 Intelligence Operations (3)
- INTEL 330 Introduction to Intelligence and National Security (3)
- INTEL 335 Homeland Security (3)

AREA SPECIALIZATION

Choose one from the following: (3 Credits)3

- GEOG 425 Geography of Europe (3)
- GEOG 426 Geography of Latin America (3)
- HIST 314 The History of Modern Russia and Soviet Union Since 1855 (3)
- HIST 327 Eastern Europe and the Soviet Union: 1918 to the Present (3)
- HIST 340 History of East Asia (3)
- HIST 341 History of Modern Korea (3)
- HIST 349 Modern China: Reform and Revolution in the Modern Age (3)
- HIST 445 Postwar Japan: The Political Economy of Rapid Growth (3)
- POLI 304 Latin America Through Film (3)
- POLI 320 Introduction to Latin American Civilization (=HIST 355) (3)
- POLI 321 State and Society in Modern Latin America (3)
- POLI 327 Women in the Middle East (3)
- POLI 328 Political Islam (3)
- POLI 329 Comparative Politics of the Middle East (3)
- POLI 330 Introduction to the Middle East (3)
- POLI 331 The Israeli-Palestinian Conflict (3)
- POLI 332 Conflict in the Persian Gulf (3)
- POLI 333 Islam and World Politics (3)
- POLI 334 East Asian Politics (3)
- POLI 335 Chinese Politics (3)
- POLI 336 Chinese Foreign Policy and US-Chinese Relations (3)
- POLI 345 Politics and Governments of the Middle East (3)
- POLI 346 Contemporary African Politics (3)
- POLI 347 Africa in a Global Economy (3)
- POLI 348 Introduction to Africa (3)
- POLI 425 The Arab Language, Media and Politics in the Middle East (3)
- POLI 488 Politics and Governments of Contemporary Latin America (3)
- POLI 496 Topics in Latin American Politics and Culture (3)
- RELG 320 Introduction to Buddhism (3)
- RELG 322 Introduction to Islam (3)
- SOC 353 Sociology of Crime (3)

ELECTIVES

Choose one from the following: (3 Credits)3

- CBAD 203 Fraud Detection (3)
- CSCI 385 Introduction to Information Systems Security (3)
- ECON 375 Economics and National Security (3)

- GEOG 400 Geospatial Intelligence (3)
- HPRO 382 Concepts of Disease (3)
- INTEL 340 National Security Strategy
- INTEL 341 Intelligence and War (3)
- INTEL 343 Terrorism and Political Violence (3)
- INTEL 423 Terrorist Organizations: Al Qaeda (3)
- MATH 408 Cryptography (3)
- POLI 315 International Relations (3)
- POLI 316 Comparative Politics (3)
- POLI 318 International Political Economy (3)
- POLI 339 Diplomacy (3)
- POLI 340 International Negotiations (3)
- POLI 341 Contemporary American Foreign Policy (=HIST 377) (3)
- POLI 353 Comparative Security Issues (3)
- POLI 355 Foreign Policy Analysis (3)
- POLI 435 Globalization (3)
- PSYC 440 Theories of Personality (3)

TOTAL CREDITS REQUIRED.....18

LATIN AMERICAN STUDIES MINOR (18 Credits)

Choose one from the following: (3 Credits)3

- HIST 355 Introduction to Latin America Civilization (=POLI 320) (3)
- HIST 356 State and Society in Modern Latin America (=POLI 321) (3)

Choose five from the following: (15 Credits).....15

- ENGL 322 Latin American Literature in Translation (=SPAN 322) (3)
- GEOG 426 Geography of Latin America (3)
- HIST 355 Introduction to Latin America Civilization (3)
- HIST 356 State and Society in Modern Latin America (=POLI 321) (3)
- HIST 366 Comparative New World Empires (3)
- LATS 399 Independent Study in Latin America (3)
- POLI 304 Latin America Through Film (3)
- POLI 488 Politics and Governments of Contemporary Latin America (3)
- POLI 496 Topics in Latin American Politics and Culture (3)
- SPAN 330 Approaches to Literature and Culture (3)
- SPAN 340 Hispanic Culture and Civilization (3)
- SPAN 350 Spanish Language Study Abroad (3-6)
- SPAN 380 Studies in World Film (=THEA 380) (3)
- SPAN 411 Spanish American Literature (3)

At least three of these courses (nine credit hours) must be outside the student's major field and fall in two additional disciplines. (For example, if a student is a Spanish major, then two of these five courses may be Spanish courses, but the other three must not be. Also, the other three must be split between at least two disciplines - such as history and politics, or English and geography, etc.)

TOTAL CREDITS REQUIRED.....18

All courses in the minor require a grade of ‘C’ or better. Courses used in the minor cannot be used to satisfy major requirements.

MIDDLE EASTERN STUDIES MINOR

The main purpose of this minor is to enable undergraduate students at Coastal Carolina University to establish deeper understanding of the range of complex issues in the Middle East—an important and rapidly changing part of the world. Moreover, it will provide students with a solid foundation for understanding the region’s cultural dynamics.

MIDDLE EASTERN STUDIES MINOR (18 Credits)

- POLI 330 Introduction to the Middle East3
- Choose one from the following: (3 Credits)3
 - POLI 331 The Israeli-Palestinian Conflict (3)
 - HIST 357 Exploring Middle Eastern Conflict (3)
- Choose one from the following: (3 Credits)3
 - POLI 328 Political Islam (3)
 - POLI 333 Islam and World Politics (3)

ELECTIVES

- Choose three from the following: (9 Credits)9
 - ENGL 375 Special Topics in World and Anglophone Literature (3)
 - HIST 331 Medieval Islamic World, c. 600-1258 (3)
 - HIST 352 Topics in the Modern Middle East (3)
 - HIST 354 The History of the Middle East from the Late Ottoman Period to the present (3)
 - HIST 446 Age of Crusades (3)
 - INTEL 343 Terrorism and Political Violence (3)
 - POLI 327 Women in the Middle East (3)
 - POLI 329 Comparative Politics of the Middle East (3)
 - POLI 332 Conflict in the Persian Gulf (3)
 - POLI 425 The Arabic Language, Media and Politics in the Middle East (3)
 - RELG 322 Introduction to Islam (3)
 - RELG 355 Islam, Ethics, and the Environment (3)
 - RELG 363 Women and Gender in Islam (3)
 - RELG 360 Women and World Religions (3)
 - Arabic language, relevant special topics courses, or relevant study abroad courses

TOTAL CREDITS REQUIRED.....18

NOTE: All courses in the minor require a minimum grade of ‘C’ or better. Courses in the minor cannot be used to satisfy major requirements.

POLITICAL SCIENCE MINOR (18 Credits)

- POLI 201 American National Government3
- Choose four POLI 300 level or above courses (12 Credits)12

Politics elective3

(POLI 399 may not be used to satisfy the minor requirement.)

TOTAL CREDITS REQUIRED.....18

The minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Politics and Geography.

NOTE: All courses in the minor require a 'C' or better. Courses used in the minor cannot be used to satisfy major requirements.

PRE-LAW MINOR (18 Credits)

PHIL 110 Introduction to Logic and Critical Thinking3

Choose one from the following: (3 Credits)3

 POLI 449 Constitutional Law I (3)

 POLI 450 Constitutional Law II (3)

Choose one from the following: (3 Credits)3

 POLI 451 The Supreme Court (3)

 POLI 452 The Judicial Process (3)

 POLI 455 American Jurisprudence (3)

Choose three (must cover at least two different disciplines):

 (9 Credits)9

 ANTH 303 Murder, Mayhem & Madness: Culture & Crime (3)

 ANTH 316 Sex, Gender & Culture (3)

 CBAD 344 Legal Environment of Business (3)

 CBAD 345 Commercial Law (3)

 CBAD 411 Law and Resort Tourism Management (3)

 CBAD 412 Marketing Law (3)

 COMM 302 Communication Law and Ethics (3)

 COMM 304 Gender Communication (3)

 ENGL 365 Reading and Writing Creative Nonfiction (3)

 ENGL 457 Form and Style in Writing (3)

 ENGL 459 Advanced Composition and Rhetoric (3)

 JOUR 306 Journalism Law and Ethics (3)

 PHIL 311 Ethical Theory (3)

 PHIL 314 Social and Political Philosophy (3)

 PHIL 316 Crime and Justice (3)

 PHIL 321 Symbolic Logic (3)

 PHIL 323 Philosophy of Law (3)

 POLI 439 International Law (3)

 POLI 447 Trial Advocacy (3)

 POLI 456 Administrative Law (3)

 PSYC 303 Interpersonal Communication Skills (3)

 PSYC 430 Social Psychology (3)

 PSYC 465 Psychology and the Law (3)

 PSYC 470 Industrial/Organizational Psychology (3)

- SOC 301 Gender and Society (3)
- SOC 309 Social Inequality (3)
- SOC 353 Sociology of Crime (3)
- SOC 355 Race and Ethnicity (3)

Additional courses may be selected in consultation with the student's pre-law minor adviser.

TOTAL CREDITS REQUIRED.....18

NOTE: All courses in the minor require a grade of 'C' or better. Courses used in the minor cannot be used to satisfy major requirements.

DEPARTMENT OF THEATRE

THEATRE MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The mission of the Department of Theatre is to prepare students to pursue lives as engaged professional theatre artists, to seek further advanced study in graduate programs and/or to apply their liberal arts/theatre studies to the career of their choice. The program does this by providing rigorous training in acting, musical theatre, physical theatre, and design and technology for our majors.

Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

In pursuit of this purpose, the program embraces the teacher-scholar model; it places primary emphasis on high quality teaching and engaged learning; and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

STUDENT LEARNING OUTCOMES

Students who earn the B.A. in theatre will be expected to:

1. Demonstrate foundational knowledge of theatre history, dramatic literature, performance and stagecraft.
2. Demonstrate technical skills and applied knowledge in one or more aspects of theatre (e.g. design/technology, acting, dramatic literature) appropriate to individual needs and interests.
3. Demonstrate the ability to think conceptually/analytically about works of theatre and to effectively communicate ideas.
4. Synthesize knowledge, skills and conceptual understanding in theatrical production, applied theatre, or scholarly work.

A grade of 'C' or better must be earned in each course within the major.

THEATRE MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of 'C' is required.

UNIV 110 The First-Year Experience 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (30 Credits)	
ENGL 425 World Dramatic Literature	3
THEA 130 Principles of Dramatic Analysis.....	3
THEA 142 The Speaking Voice	3
THEA 150 Acting I.....	3
THEA 154 Introduction to Costuming	3
THEA 155 Stagecraft.....	3
THEA 288 Directing I: The Director's Vision.....	3
THEA 361 Theatre History and Literature I.....	3
THEA 362 Theatre History and Literature II	3
THEA 462 Dramatic Theory and Criticism.....	3
IV. MAJOR REQUIREMENTS (18 Credits)	
Performance (Choose 6 Credits).....	6
THEA 174 Ballet I (2)	
THEA 175 Jazz I (2)	
THEA 176 Tap I (2)	
THEA 160 Acting I Studio (3)	
THEA 250 Acting II (3)	
THEA 322 Creative Dramatics (3)	
THEA 372 Movement for the Actor (3)	
Design, Technology and Production (Choose 6 Credits).....	6
THEA 329 Stage Management (3)	
THEA 351 Costume Construction (3)	
THEA 352 Costume Design (3)	
THEA 355 Scene Design (3)	
THEA 356 Lighting Design (3)	
THEA 357 Scene Painting (3)	
THEA 358 Properties Design and Construction (3)	
THEA 429 Theatre Management (3)	
THEA 452 Projects in Design (2)	
Theatre History and Literature (6 Credits)	
THEA 331 Introduction to Playwriting	3
THEA 363 Musical Theatre History.....	3
V. COGNATE OR MINOR REQUIREMENTS.....	
9	
Cognate courses are courses drawn from outside the major, but intended to support the major. Cognate courses must be upper level (junior-senior) courses, and must be approved by the student's adviser. Courses for cognate credit may be drawn from one	

or more departments. A grade of 'C' or better is required in all cognate or minor courses. Any minor will fulfill this requirement.

VI. ELECTIVES (15-22 Credits) 15-22

TOTAL CREDITS REQUIRED.....120

DRAMATIC ARTS MINOR (18 Credits)

THEA 101 Introduction to Theatre Art3

THEA 130 Principles of Dramatic Analysis.....3

THEA 150 Acting I.....3

THEA 154 Introduction to Costuming3

THEA 155 Stagecraft.....3

Choose one course from "performance/directing" or
"design/technical" concentration3

TOTAL CREDITS REQUIRED.....18

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

MUSICAL THEATRE MAJOR

Degree: Bachelor of Fine Arts

MISSION STATEMENT

The mission of the Bachelor of Fine Arts in musical theatre is to prepare students to pursue lives as engaged professional theatre artists, to seek further advanced study in graduate programs and/or to apply their liberal arts/theatre studies to the career of their choice. The program does this by providing rigorous training in acting, musical theatre, physical theatre, and design and technology for our majors.

Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

In pursuit of the purpose, the program embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

STUDENT LEARNING OUTCOMES

Students who earn the B.F.A. in musical theatre will be expected to:

1. Demonstrate foundational knowledge of theatre history, dramatic literature, performance and stagecraft. Demonstrate comprehension of essential concepts in the area of specialization (musical theatre).
2. Demonstrate technical skills and applied knowledge appropriate for entry to the profession in the area of specialization.
3. Demonstrate the ability to think conceptually/analytically about works of theatre and to effectively communicate ideas.
4. Synthesize knowledge, skills and conceptual understanding in theatrical production.

All musical theatre majors must participate in end of the year portfolio reviews and/or juries. All students will be given a written evaluation that clearly states their standing in the program. Should the student fail to achieve the standards as set forth in the review process the student may be asked to leave the Bachelor of Fine Arts in musical theatre major by the end of their sophomore year.

All musical theatre majors must audition for all departmental productions.

A grade of ‘C’ or better must be earned in each of the major requirements courses.

MUSICAL THEATRE MAJOR (127-138 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (39 Credits)	
THEA 100 Common Hour (required every semester).....	0
MUS 170 Basic Musicianship I	2
MUS 171 Basic Musicianship II.....	2
Applied Music (Voice) (2 Credits each).....	16
MUS 131, 132, 231, 232, 331, 332, 431, and 432	
THEA 130 Principles of Dramatic Analysis.....	3
THEA 150 Acting I.....	3
THEA 154 Introduction to Costuming	3
THEA 155 Stagecraft.....	3
THEA 171 Stage Auditions	1
THEA 174 Ballet I.....	2
THEA 175 Jazz I.....	2
THEA 176 Tap I	2

IV. MAJOR REQUIREMENTS (49-51 Credits)

ENGL 425 World Dramatic Literature	3
THEA 212 Music Skills for Actors	2
THEA 230 Complete Stage Makeup	3
THEA 242 Vocal Production for the Actor	3
THEA 250 Acting II	3
THEA 274 Ballet II.....	2
THEA 276 Jazz II	2
THEA 277 Tap Dance II.....	2
THEA 288 Directing I: The Director's Vision.....	3
THEA 295 Musical Theatre Scene Study.....	3
THEA 350 Acting III.....	3
THEA 361 Theatre History and Literature I.....	3
THEA 362 Theatre History and Literature II	3
THEA 363 Musical Theatre History.....	3
THEA 372 Movement for the Actor.....	3
THEA 377 Dance Company	1-3
THEA 450 Acting IV	3
THEA 462 Dramatic Theory and Criticism.....	3
THEA 498 Musical Theatre Capstone.....	1

V. ELECTIVES (0-2 Credits)..... 0-2

TOTAL CREDITS REQUIRED..... 127-138

THEATRE ARTS MAJOR

Degree: Bachelor of Fine Arts

Acting Concentration

Design and Technology Concentration

Physical Theatre Concentration

MISSION STATEMENT

The mission of the Department of Theatre is to prepare students to pursue lives as engaged professional theatre artists, to seek further advanced study in graduate programs and/or to apply their liberal arts/theatre studies to the career of their choice. The program does this by providing rigorous training in acting, musical theatre, physical theatre, and design and technology for our majors.

Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

In pursuit of the purpose, the program embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

STUDENT LEARNING OUTCOMES

Students who earn the B.F.A. in theatre arts will be expected to:

1. Demonstrate foundational knowledge of theatre history, dramatic literature, performance and stagecraft. Demonstrate comprehension of essential concepts in the area of specialization (e.g. design/technology, acting, physical theatre).
2. Demonstrate technical skills and applied knowledge appropriate for entry to the profession in the area of specialization.
3. Demonstrate the ability to think conceptually/analytically about works of theatre and to effectively communicate ideas.
4. Synthesize knowledge, skills and conceptual understanding in theatrical production.

All theatre majors must participate in end of the year portfolio reviews and/or juries. All students will be given a written evaluation that clearly states their standing in the program. Should the student fail to achieve the standards as set forth in the review process the student may be asked to leave the Bachelor of Fine Arts in theatre major by the end of their sophomore year.

All acting and physical theatre majors must audition for all departmental productions.

A grade of 'C' or better must be earned in each of the major requirements courses.

THEATRE ARTS MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. MAJOR REQUIREMENTS (27 Credits)	
ENGL 425 World Dramatic Literature	3
THEA 100 Common Hour (required every semester).....	0
THEA 130 Principles of Dramatic Analysis.....	3
THEA 150 Acting I.....	3
THEA 154 Introduction to Costuming	3

THEA 155 Stagecraft.....	3
THEA 230 Complete Stage Makeup	3
THEA 361 Theatre History and Literature I.....	3
THEA 362 Theatre History and Literature II	3
THEA 462 Dramatic Theory and Criticism.....	3

Choose one Concentration:

Acting Concentration (47 Credits)

THEA 160 Acting I Studio	3
THEA 171 Stage Auditions	1
THEA 242 Vocal Production for the Actor	3
THEA 245 Introduction to Physical Theatre	3
THEA 250 Acting II	3
THEA 260 Acting II Studio.....	3
THEA 288 Directing I: The Director's Vision.....	3
THEA 329 Stage Management	3
THEA 342 Voice and Speech.....	3
THEA 350 Acting III.....	3
THEA 364 Acting III Studio.....	3
THEA 372 Movement for the Actor	3
THEA 442 Actor's Voice Lab	3
THEA 450 Acting IV	3
THEA 460 Acting IV Studio	3
THEA 472 Movement for the Actor II	3
THEA 499 Theatre Capstone Project	1
 ELECTIVES	 5-13

Design and Technology Concentration (57 Credits)

ARTS 111 Drawing I.....	3
ARTS 112 Drawing II.....	3
ARTS 231 Life Drawing I	3
THEA 254 Rendering for the Theatre	3
THEA 255 Computer Aided Drafting and Design	3
THEA 288 Directing I: The Director's Vision.....	3
THEA 329 Stage Management	3
THEA 351 Costume Construction.....	3
THEA 352 Costume Design	3
THEA 353 Theatre Design I.....	3
THEA 355 Scene Design	3
THEA 356 Lighting Design.....	3
THEA 357 Scene Painting.....	3
THEA 358 Properties Design and Construction.....	3
THEA 359 Special Topics in Technical Theatre	3
THEA 429 Theatre Management.....	3

Coastal Carolina University 2015-2016 Undergraduate Catalog

THEA 451 Design Survey3
THEA 452 Projects in Design.....2
THEA 458 Theatre Design II.....3
THEA 497 Theatre Design and Technology Capstone.....1

ELECTIVES 0-6

Physical Theatre Concentration (36 Credits)

THEA 160 Acting I Studio3
THEA 174 Ballet I.....2
THEA 175 Jazz I.....2
THEA 176 Tap I2
THEA 245 Introduction to Physical Theatre3
THEA 250 Acting II3
THEA 260 Acting II Studio.....3
THEA 274 Ballet II.....2
THEA 276 Jazz II2
THEA 277 Tap Dance II.....2
THEA 350 Acting III.....3
THEA 372 Movement for the Actor3
THEA 472 Movement for the Actor II3
THEA 495 Theatre Internship up to 26
(Credits taken through approved internship partnership.)

TOTAL CREDITS REQUIRED.....120

DEPARTMENT OF VISUAL ARTS

MISSION STATEMENT

The mission of the Department of Visual Arts is to provide a strong foundation in art studio, graphic design, art history, and art education through quality instruction, rigorous review, and innovative curricula. Using the teacher-scholar model, we embrace engaged learning and encourage faculty research. Faculty and students seek collaboration with our community through public exhibitions, professional development, lectures, internships, and student mentoring programs. Students are trained to think critically and creatively, and to develop the skills necessary to pursue an active life of artistic expression.

STUDENT LEARNING OUTCOMES

Upon the completion of the B.A. in art studio or graphic design, the Department of Visual Arts graduate will be able to:

1. Demonstrate technical skills for making art in one or more art disciplines.
2. Demonstrate an understanding of the continuity of art history and become familiar with a broad spectrum of examples of contributions to the world of art from various cultures.
3. Demonstrate an understanding of the various theoretical bases of contemporary art and the standards by which contemporary art is judged.
4. Demonstrate creative growth and development in their artistic ability and personal style in the visual arts.

ART STUDIO MAJOR

Degree: Bachelor of Arts

A maximum of 52 credits may be applied toward satisfying the foundation courses and major requirements in art studio. Students must earn a grade of 'C' or better in each course used to satisfy foundation courses and major requirements. Students must submit portfolios for faculty review at the end of their sophomore year and participate in a senior exhibition at Coastal Carolina University.

ART STUDIO MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (21 Credits)	
ARTS 103 Fundamentals of Art I.....	3
ARTS 104 Fundamentals of Art II.....	3

ARTS 105 Introduction to Digital Image Making	3
ARTS 111 Drawing I.....	3
ARTS 112 Drawing II.....	3
ARTH 106 History of Western Art II.....	3
Choose one from the following: (3 Credits)	3
ARTH 105 History of Western Art I (3)	
ARTH 107 Art Outside the Western Tradition (3)	

IV. MAJOR REQUIREMENTS (36 Credits)

ARTS 231 Life Drawing I	3
ARTS 297 Sophomore Review.....	0
ARTS 298 Concepts in Artistic Process	3
ARTH 250 Concepts in Art History	3
Choose one ARTH 200 level or above course (3 Credits).....	3

ARTS courses:

Choose one ARTS 200 level course from the following 2D courses:
(3 Credits)

(Such as: ARTS 200 Introduction to Printmaking; ARTS 207 Silkscreen Printmaking; ARTS 209 Introduction to Monotype; ARTS 211 Painting with Water Media; ARTS 212 Painting with Opague Media; ARTS 232 Life Drawing II; ARTS 261 Introduction to Black and White Photography)

Choose one ARTS 200 level course from the following 3D courses:
(3 Credits)

(Either: ARTS 204 Ceramics (Pottery/Sculpture); ARTS 208 Sculpture)

Choose one ARTS 200 level course: (3 Credits)

Choose one ARTS 300 level course from the following 2D courses:
(3 Credits)

(Such as: ARTS 311 Intermediate Painting I; ARTS 312 Intermediate Painting II; ARTS 313 Painting the Portrait; ARTS 318 Advanced Color Theory; ARTS 331 Advanced Drawing I; ARTS 332 Advanced Drawing II; ARTS 361 Intermediate Black and White Photography; ARTS 362 Digital Photographic Techniques; ARTS 363 Experimental Photography; ARTS 370 Relief Printmaking; ARTS 373 Photopolymer Intaglio Printmaking; ARTS 374 Digital Photographic Techniques II; ARTS 385 Fine Arts Workshop: (Art Center); ARTS 399 Independent Study)

Choose one ARTS 300 level course from the following 3D courses:
(3 Credits)

(Such as: ARTS 321 The Functional Vessel; ARTS 322 The Sculptural Vessel; ARTS 380 Fine Arts Workshop: Brookgreen Gardens; ARTS 381 Sculptural Processes; ARTS 382 Objective Sculpture; ARTS 383 Multiples, Molding and Casting; ARTS 385 Fine Arts Workshop: (Art Center); ARTS 399 Independent Study)

Choose one ARTS 300 or above level course: (3 Credits)

Choose one ARTS 400 level course: (3 Credits)3
 ARTS 497 The Artist as a Professional3

Art studio majors must present a juried exhibition and portfolio of their work at Coastal prior to graduation.

V. COGNATE OR MINOR REQUIREMENTS (9 Credits)9
 Cognate courses are courses drawn from outside the major but intended to support the major. Cognate courses must be upper level (300 or 400 level) and must be approved by the student’s adviser. Courses for cognate credit may be drawn from one or more departments. A grade of ‘C’ or better is required in all cognate or minor courses.

VI. ELECTIVES (7-15 Credits)..... 7-15

TOTAL CREDITS REQUIRED.....120

ART STUDIO MINOR (for Non-Art Studio Majors) (18 Credits)

Choose any ARTH course (3 Credits)3
 ARTS 103 Fundamentals of Art I.....3
 ARTS 104 Fundamentals of Art II.....3
 ARTS 111 Drawing I.....3
 Choose two ARTS courses at the 200 level or above (6 Credits).....6

TOTAL CREDITS REQUIRED.....18

A grade of ‘C’ or better is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the art minor.

ART STUDIO MINOR (for Graphic Design Majors) (18 Credits)

ARTS 261 Introduction to Black and White Photography3
 Choose three ARTS courses at 200 level or above (9 Credits).....9
 Choose two ARTS courses at 300 level or above (6 Credits).....6

TOTAL CREDITS REQUIRED.....18

A grade of ‘C’ or better is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the art minor.

ART EDUCATION MINOR (18 Credits)

ARTE 329 Art for Elementary Schools3
 ARTE 379 Cultural Foundations of Art/Craft in Art Education.....3
 ARTH 250 Concepts in Art History3
 Choose three other art education courses (9 Credits)9

TOTAL CREDITS REQUIRED.....18

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

ART HISTORY MINOR (18 Credits)

ARTH 105* History of Western Art I	3
ARTH 106* History of Western Art II.....	3
ARTH 107* Art Outside the Western Tradition.....	3
ARTH 250 Concepts in Art History	3
Select six credits from any 200 or above level ARTH courses	6
TOTAL CREDITS REQUIRED.....	18

*ARTH 105 and ARTH 106 or ARTH 107 satisfies the foundation requirement for studio art majors and may also be used to fulfill the art history minor requirement for studio art majors.

These courses cannot be the same ones used to satisfy the core curriculum requirement.

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

PHOTOGRAPHY MINOR (18 Credits)

ARTH elective - <i>Recommended:</i> ARTH 308 History of Photography or ARTH 342 Post-Modern & Contemporary Art-1940 to the Present	3
ARTS 261 Introduction to Black and White Photography	3
ARTS 361 Intermediate Black and White Photography.....	3
Choose three photography courses at the 300 level or above.....	9
TOTAL CREDITS REQUIRED.....	18

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

GRAPHIC DESIGN MAJOR

Degree: Bachelor of Arts

All graphic design majors at Coastal Carolina University are required to have their own Macintosh laptop computer and Adobe Creative Cloud software. For information and specifications, please go to our website at <http://www.coastal.edu/art>.

A maximum of 52 credits may be applied toward satisfying the foundation courses and major requirements in graphic design. Students must earn a grade of ‘C’ or better in each course used to satisfy foundation courses and major requirements. Students must submit portfolios for faculty review at the end of their sophomore year and participate in a senior exhibition at Coastal Carolina University.

GRAPHIC DESIGN MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience 0-3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (21 Credits)

ARTS 103 Fundamentals of Art3
 ARTS 104 Fundamentals of Art II.....3
 ARTS 105 Introduction to Digital Image Making.....3
 ARTS 111 Drawing I.....3
 ARTS 112 Drawing II.....3
 ARTH 106 History of western Art II.....3
 ARTD 108 A Survey of Graphic Design3

IV. MAJOR REQUIREMENTS (36 Credits)

ARTS 231 Life Drawing I3
 ARTS 297 Sophomore Review.....0
 ARTS 298 Concepts in Artistic Process3
 ARTH 250 Concepts in Art History3
 Choose one ARTH 200 level or above course: (3 Credits)3
 ARTD 201 Graphic Design I3
 ARTD 202 Graphic Design II.....3
 ARTD 205 Web Design I3
 ARTD 301 Graphic Design III3
 ARTD 302 Graphic Design IV3
 Choose two ARTD electives: (6 Credits)6
 ARTD 497 Graphic Design Senior Capstone3

Graphic design majors must present a juried exhibition and portfolio of their work at Coastal prior to graduation.

V. COGNATES (9 Credits)9

Cognate courses are drawn from outside the major but intended to support the major. Cognate courses must be upper level (300 or 400 level) and must be approved by the student’s adviser. Courses for cognate credit may be drawn from one or more departments. A grade of ‘C’ or better is required in all cognate or minor courses.

VI. ELECTIVES (7-15 Credits)..... 7-15

TOTAL CREDITS REQUIRED.....120

GRAPHIC DESIGN MINOR (for Art Studio Majors) (18 Credits)

ARTS 261 Introduction to Black and White Photography3
 ARTD 201 Graphic Design I3
 ARTD 202 Graphic Design II.....3
 ARTD 205 Web Design I3

ARTD 301 Graphic Design III	3
ARTD 302 Graphic Design IV	3
TOTAL CREDITS REQUIRED.....	18

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

ARTD 399 may not be used to satisfy the graphic design minor.

GRAPHIC DESIGN MINOR (for Non-Art Studio Majors) (18 Credits)

Any ARTH course (3 Credits)	3
ARTS 103 Fundamentals of Art I.....	3
ARTS 104 Fundamentals of Art II.....	3
ARTD 201 Graphic Design I.....	3
ARTD 202 Graphic Design II.....	3
ARTD 301 I Graphic Design III.....	3
TOTAL CREDITS REQUIRED.....	18

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

ARTD 399 may not be used to satisfy the graphic design minor.

COLLEGE OF SCIENCE

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Karen Aguirre, *Associate Dean*

Paul T. Gayes, *Director of the School of Coastal and Marine Systems Science*

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and Coordinator

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J. Chadwick Smith, *Assistant Professor*

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Brooke C. Towner, *Lecturer*

Sandra A. Wilson, *Associate Professor*

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SSG Donald Prokopchuk

SFC Trent Sloane

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Marine Science

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Chair

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Eric Rosch, *Lecturer*

Zhixiong Shen, *Assistant Professor*

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David Duncan, *Associate Professor*
Menassie Ephrem, *Associate Professor*
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Eric Fu, *Lecturer*
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Victoria Hoffman, *Lecturer*
Andrew Incognito, *Associate Professor*
Nyeita Irish, *Senior Lecturer*

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Dale Quinn, *Senior Lecturer*
Kevin Reynolds, *Lecturer*
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Nyeita Schultz, *Lecturer*
James Solazzo, *Professor and
Department Chair*
Sarah Swartzel, *Lecturer*
Mary Wilkerson, *Assistant Professor*
Denise Williams, *Lecturer*
Perry J. Zeltner, *Senior Lecturer*

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William Hills, *Professor*
JongHan Kim, *Associate Professor*
William B. King, *Professor*
Megan McIlreavy, *Associate Professor*
Linda J. Palm, *Professor*

Terry F. Pettijohn II, *Professor and
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Joan F. Piroch, *Professor*
Emalee Quickel, *Assistant Professor*
Nicole Rushing, *Assistant Professor*
Kerry A. Schwanz, *Associate Professor*
Andrew Terranova, *Assistant Professor*

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Sara R. Brallier, *Professor*
Jason Eastman, *Associate Professor*
Robert Jenkot, *Associate Professor and
Department Chair*

Deborah Perkins, *Associate Professor*
Matthew Wilkinson, *Associate
Professor*
Lisa Winters, *Assistant Professor*

DEGREES

Bachelor of Arts

Sociology:

- Generalist Concentration
- Criminology Concentration
- Health and Aging Concentration
- Social Justice Concentration

Bachelor of Science

Biochemistry

Biology:

- Cellular, Molecular Biology, and Genetics Concentration
- Ecology, Evolution, and Conservation Biology Concentration
- Integrative Biology Concentration

Chemistry

Computer Science

Exercise and Sport Science

Health Administration (Completion Program)

Health Promotion

Information Systems

Information Technology

Marine Science

Mathematics, Applied

Nursing (Completion Program)

Physics, Applied:

- General Concentration
- Engineering Physics Concentration
- Environmental Physics Concentration

Psychology

- Behavioral Neuroscience Concentration

Recreation and Sport Management

Dual Degree Program

Biology/Master of Business Administration (MBA)

Engineering with Clemson University

Certificate Program

Gerontology

Minors

Actuarial Science (Probabilities)

Biology

Chemistry

Coastal Geology

Computer Science
Criminology
Environmental Science
Exercise Science
Health Promotion
Marine Science
Mathematics, Applied
Middle Grades Education Mathematics
Physics, Applied
Psychology
Scientific Computing
Sociology
Sport Coaching
Sport Studies
Statistics
Web Application Development

COLLEGE OF SCIENCE

MISSION STATEMENT

The primary mission of the College of Science is to educate our students in their chosen disciplines by providing them with excellent educational experiences in the classroom, and with research, internship, field experience, mentoring, and service learning opportunities. Further, the college is committed to preparing our majors to excel in graduate and professional programs and to be competitive in the job market.

In recognition of science as a foundation of modern society and of a comprehensive liberal arts education, our mission includes embracing the teacher-scholar model and providing quality science education for all students of the University so that they become scientifically literate and productive citizens.

Finally, the college recognizes its important role in the community and as the University's focal point for scientific scholarship and expertise, and as an active contributor to the advancement of science. Centers and Initiatives serve to facilitate basic and applied research in areas where college research directions and regional needs are well matched.

DEPARTMENT OF BIOLOGY

BIOLOGY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The Department of Biology includes individuals trained to study molecules, cells, organisms and ecosystems. The mission of our department is to enhance the scientific literacy of the CCU community in general, and the biological knowledge of our majors in particular. We ensure that majors graduate with the skills necessary to be productive in their chosen professional fields or graduate programs. This requires high quality teaching and engaged learning such that students reach an understanding of biology as a process and a body of knowledge; develop an ability to integrate biology with other disciplines; gain experience with inquiry, observation, data collection and analysis, critical thinking, and use of modern laboratory equipment; and develop written and oral communication skills. Our majors also come to recognize the role of scientists as responsible citizens. We adhere to the teacher-scholar model for our faculty, supporting professional development in both scholarship and teaching. Our faculty mentor both undergraduate and graduate students in collaborative research. We value service to the community by faculty and students.

STUDENT LEARNING OUTCOMES

Biology majors will be able to:

1. Recall or research historical biological information and integrate that with current biological information.
2. Demonstrate the ability to integrate and make connections between biology and other disciplines.
3. Think critically about their own or other's analyses.
4. Develop hypotheses, design valid experiments to test them, and collect and analyze data to evaluate their hypotheses.
5. Evaluate reports and presentations of others.
6. Generate quality presentations and papers communicating their own research or current topics in biology.

A major in biology prepares students for entrance into graduate school, medical school, dental school, veterinary school and many other health-oriented professions. In addition, completion of the first two years of the biology major prepares students for transfer to a school of pharmacy or to a school of allied health sciences. Those students interested in teaching high school biology can complete a degree in biology and then pursue the M.A.T. (Master of Arts in Teaching) offered by the Spadoni College of Education. Other career opportunities for Coastal graduates with a biology degree include jobs with government agencies, private industries, and public health services.

BIOLOGY MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (28-40 Credits)	
BIOL 121/121L* Biological Science I/Laboratory	4
BIOL 122/122L* Biological Science II/Laboratory	4
CHEM 111/111L* General Chemistry I/Laboratory.....	4
CHEM 112/112L General Chemistry II/Laboratory	4
CHEM 331/331L General Organic Chemistry I/Laboratory	4
CHEM 332/332L General Organic Chemistry II/Laboratory	4
MATH 160* Calculus I	4
PHYS 211/211L* Essentials of Physics I/Laboratory.....	4
PHYS 212/212L Essentials of Physics II/Laboratory	4
Choose one from the following: (4 Credits).....	4
STAT 201/201L* Elementary Statistics/Computer Laboratory (4)	
PSYC 225/225L* Psychological Statistics/Laboratory (4)	

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (38-39 Credits)

BIOL 340/340L Cell Biology/Laboratory	4
BIOL 350/350L Fundamentals of Genetics/Laboratory	4
BIOL 370/370L Principles of Ecology/Laboratory	4

Students are required to take an additional 26-27 credits as noted below. Following completion of BIOL 121 and BIOL 122, students need to select one of the following three concentrations in accordance with their career goals with assistance from their academic advisers.

A grade of ‘C’ or better is required in all major requirements, BIOL 121/121L, BIOL 122/122L, and additional biology electives. All biology electives must be selected from 300-400 level courses offered by the Department of Biology (prefix BIOL), except that a student may take up to eight credit hours of coursework from biology related courses offered by other departments (prefix other than BIOL) toward his/her biology electives. External courses that can be counted in this way include: (26-27 Credits)..... 26-27

CHEM 351/351L Biochemistry I/Laboratory (4)
CHEM 352/352L Biochemistry II/Laboratory (4)
PHIL 317 Bio-Medical Ethics (3)

- PHIL 340 Philosophy of Science (3)
- MSCI 302/302L Marine Biology/Laboratory (4)
- MSCI 331/331L Introduction to Geographic Information Systems (GIS) and Remote Sensing/Laboratory (4)
- MSCI 355/355L Introduction to Environmental Ecotoxicology/Laboratory (4)
- MSCI 376/376L Biology of Sea Turtles/Laboratory (3)
- MSCI 458/458L Fisheries Science/Laboratory (4)
- MSCI 471/471L Biology of Marine Mammals/Laboratory (4)
- MSCI 473/473L Biology of Sharks/Laboratory (4)
- MSCI 475/475L Marine Ecology/Laboratory (4)
- MSCI 476/476L Marine Plankton/Laboratory (4)
- MSCI 477 Ecology of Coral Reefs (3)
- MSCI 479/479L Marine Benthic Ecology/Laboratory (4)
- STAT 316 Experimental Design I (3)
- STAT 318 Applied Statistical Methods (3)

No other courses from departments outside of biology may be counted as biology electives.

CELLULAR, MOLECULAR BIOLOGY, AND GENETICS CONCENTRATION

Students are required to take Microbiology and Molecular Biology and Evolution. The remaining 18-19 credits must be any 300 or 400 level biology courses. Recommended choices are listed below.

REQUIRED COURSES: (8 Credits)

- BIOL 330/330L Microbiology/Laboratory4
- BIOL 450/450L Molecular Biology/Laboratory4

RECOMMENDED COURSES: (18-19 Credits) 18-19

Choose from the following:

- BIOL 315/315L* Comparative Vertebrate Anatomy/Laboratory (4)
- BIOL 320 Plants and Civilization (3)
- BIOL 328/328L Plant Pathology/Laboratory (4)
- BIOL 343/343L* Comparative Physiology/Laboratory (4)
- BIOL 345/345L Biology of Human Cancer/Laboratory (4)
- BIOL 349/349L Plant Physiology/Laboratory (4)
- BIOL 365/365L Evolution/Laboratory (4)
- BIOL 397 Selected Topics (1-4)
- BIOL 405/405L Immunology/Laboratory (4)
- BIOL 410/410L Developmental Biology/Laboratory (4)
- BIOL 411/411L Virology/Laboratory (4)
- BIOL 432/432L Parasitology/Laboratory (4)
- BIOL 442/442L Advanced Genetics/Laboratory (4)
- BIOL 451 Molecular Techniques (4)
- BIOL 470 Biology of Aging (3)
- BIOL 399/499 Independent Study/Directed Undergraduate Research (1-6)

CHEM 351/351L Biochemistry I/Laboratory (4)

CHEM 352/352L Biochemistry II/Laboratory (4)

ECOLOGY, EVOLUTION, AND CONSERVATION BIOLOGY CONCENTRATION

Students are required to take Evolution and Conservation Ecology. The remaining 18-19 credits must be any 300 or 400 level biology courses. Recommended choices are listed below and an EEC Field Experience is strongly recommended.

REQUIRED COURSES: (8 Credits)

BIOL 365/365L Evolution/Laboratory4

BIOL 484/484L Conservation Ecology/Laboratory4

RECOMMENDED COURSES: (18-19 Credits)

Choose from the following: (14-15 Credits) 14-15

BIOL 310/310L Invertebrate Zoology/Laboratory (4)

BIOL 321/321L Plant Form and Function/Laboratory (4)

BIOL 325/325L Systematic Botany/Laboratory (4)

BIOL 328/328L Plant Pathology/Laboratory (4)

BIOL 349/349L Plant Physiology/Laboratory (4)

BIOL 417/417L Herpetology/Laboratory (4)

BIOL 421 Microbial Ecology (3)

BIOL 423/423L General Entomology/Laboratory (4)

BIOL 426/426L Ichthyology: Fish Biology/Laboratory (4)

BIOL 429/429L Mycology/Laboratory (4)

BIOL 432/432L Parasitology/Laboratory (4)

BIOL 436/436L Animal Behavior/Laboratory (4)

BIOL 442/442L Advanced Genetics/Laboratory (4)

BIOL 461/461L Ornithology/Laboratory (4)

BIOL 481/481L Freshwater Ecology/Laboratory (4)

BIOL 399/499 Independent Study/Directed Undergraduate Research (1-6)

MSCI 331/331L Introduction to Geographic Information Systems (GIS)
and Remote Sensing/Laboratory (4)

EEC FIELD EXPERIENCE: (4 Credits).....4

This can be any approved field course including:

BIOL 390 Natural History of East Africa (4)

BIOL 391 Natural History of the Rainforest and Galapagos Islands (4)

BIOL 399 Independent Study (1-6)

BIOL 499 Directed Undergraduate Research (1-6)

MSCI 473/473L Biology of Sharks/Laboratory (4)

MSCI 477 Ecology of Coral Reefs (3)

INTEGRATIVE BIOLOGY CONCENTRATION

Students are required to take four credits of animal biology and four credits of plant biology. The remaining 18-19 credits must be any 300 or 400 level biology courses and must include at least one cellular/molecular and one ecology course.

REQUIRED COURSES:

ANIMAL BIOLOGY

Minimum four credits from the following: (4 Credits)4

- BIOL 310/310L Invertebrate Zoology/Laboratory (4)
- BIOL 315/315L* Comparative Vertebrate Anatomy/Laboratory (4)
- BIOL 343/343L* Comparative Physiology/Laboratory (4)
- BIOL 365/365L Evolution/Laboratory (4)
- BIOL 390 Natural History of East Africa (4)
- BIOL 391 Natural History of the Rainforest and Galapagos Islands (4)
- BIOL 417/417L Herpetology/Laboratory (4)
- BIOL 423/423L General Entomology/Laboratory (4)
- BIOL 426/426L Ichthyology: Fish Biology/Laboratory (4)
- BIOL 432/432L Parasitology/Laboratory (4)
- BIOL 436/436L Animal Behavior/Laboratory (4)
- BIOL 461/461L Ornithology/Laboratory (4)
- BIOL 485/485L Vertebrate Zoology (4)

PLANT BIOLOGY

Minimum four credits from the following: (4 Credits)4

- BIOL 321/321L Plant Form and Function/Laboratory (4)
- BIOL 325/325L Systematic Botany/Laboratory (4)
- BIOL 328/328L Plant Pathology/Laboratory (4)
- BIOL 349/349L Plant Physiology/Laboratory (4)
- BIOL 429/429L Mycology/Laboratory (4)
- BIOL 488/488L Wetland Plant Ecology/Laboratory (4)

RECOMMENDED COURSES: (18-19 Credits) 18-19

The remaining 18-19 credits must include at least 3-4 credits from each of these groups:

CELLULAR/MOLECULAR: (4-15 Credits)

- BIOL 328/328L Plant Pathology/Laboratory (4)
- BIOL 330/330L Microbiology/Laboratory (4)
- BIOL 345/345L Biology of Human Cancer/Laboratory (4)
- BIOL 349/349L Plant Physiology/Laboratory (4)
- BIOL 405/405L Immunology/Laboratory (4)
- BIOL 410/410L Developmental Biology/Laboratory (4)
- BIOL 411/411L Virology/Laboratory (4)
- BIOL 442/442L Advanced Genetics/Laboratory (4)
- BIOL 450/450L Molecular Biology/Laboratory (4)
- BIOL 451 Molecular Techniques (4)

ECOLOGY: (4-15 Credits)

- BIOL 390 Natural History of East Africa (4)
- BIOL 391 Natural History of the Rainforest and Galapagos Islands (4)
- BIOL 481/481L Freshwater Ecology/Laboratory (4)
- BIOL 482/482L Plant Ecology/Laboratory (4)

BIOL 488/488L Wetland Plant Ecology/Laboratory (4)
MSCI 331/331L Introduction to Geographic Information Systems (GIS)
and Remote Sensing/Laboratory (4)

The remaining 7-8 credits must be 300 or 400 level biology courses. Up to six credits of BIOL 399/499 Independent Study/Directed Undergraduate Research may be included.

*Denotes courses strongly recommended for pre-med or pre-health professional students. (See pre-health professional preparation below.)

V. ELECTIVES (0-16 Credits)..... 0-16

TOTAL CREDITS REQUIRED.....120

Pre-Health Professional Preparation

The pre-health professional recommendations are for students who intend to pursue careers in the following health professions:

- Medicine
- Dentistry
- Veterinary medicine
- Nursing
- Pharmacy
- Allied-health (physician's assistant, physical therapy, occupational therapy)

Note that these recommendations are for advising purposes only and the requirements for health professional programs vary both by school and by discipline. There is further information on the [biology](#) website, and students are encouraged to contact their targeted programs and schools directly.

The following four courses are strongly recommended by Coastal Carolina University's Pre-Health Advisory Committee:

BIOL 315/315L Comparative Vertebrate Anatomy/Laboratory (4)
BIOL 330/330L Microbiology/Laboratory (4)
BIOL 343/343L Comparative Physiology/Laboratory (4)
CHEM 351/351L Biochemistry I/Laboratory (4)

Also recommended: students should take eight credits from the following:

BIOL 345/345L Biology of Human Cancer/Laboratory (4)
BIOL 397 Selected Topics (1-4)
BIOL 405/405L Immunology/Laboratory (4)
BIOL 410/410L Developmental Biology/Laboratory (4)
BIOL 411/411L Virology/Laboratory (4)
BIOL 432/432L Parasitology/Laboratory (4)

BIOL 450/450L Molecular Biology/Laboratory (4)

BIOL 470 Biology of Aging (3)

CHEM 352/352L Biochemistry II/Laboratory (4)

PHIL 317 Bio-Medical Ethics (4)

PHIL 340 Philosophy of Science (3)

BIOLOGY/MASTER OF BUSINESS ADMINISTRATION DUAL DEGREE PROGRAM

In cooperation with the E. Craig Wall School of Business, the Department of Biology offers students a unique opportunity to complete both a Bachelor of Science in biology and a Master of Business Administration (MBA) in five years (including summer school). This dual degree program is designed to provide students with both a strong science background in the biological sciences and in business administration and will be beneficial to those interested in management level positions in the biomedical and biotechnical areas of the business sector. It will also be valuable to those wishing to become a medical doctor, doctor of dentistry, doctor of veterinary medicine and other related professionals who anticipate managing their own practices.

Admission: There are two points of entry for this program. Entering freshman who wish to complete the program in five years must specifically apply to the Department of Biology for this program. These students should have a high-school grade point average of 3.5 (on a scale of 4.0), earned an 1150 or better on the SAT and place in MATH 160 (Calculus I) on Coastal Carolina University's mathematics placement test. Currently enrolled Coastal Carolina University students may also apply to this program and must have a 3.5 overall GPA to be considered.

Program requirements: The program requires that the students complete all requirements for the Bachelor of Science in biology and the Master of Business Administration as outlined in the university catalog. Preparation for entry in the MBA program requires a grade of 'B' or better in each of the 24 credit hours of business courses (listed below) that are taken simultaneously with the requirements for the B.S. in biology.

Final entry into the MBA portion of the program: Final entry is contingent on successful completion of the B.S. in biology, completion of the business prerequisites with a grade of 'B' or better, and a score of at least 500 on the Graduate Management Admissions Test (GMAT), two letters of recommendation, submission of a resume and the approval of the MBA Admissions Committee.

Curriculum: The biology/MBA degree program requires successful completion of a B.S. in biology. The business courses listed below will constitute a minor in business administration and also satisfy the prerequisites for the MBA (with a grade of 'B' or better in each course).

MBA PREREQUISITE COURSES (25 Credits)

CBAD 201 Financial Accounting.....	3
CBAD 202 Managerial Accounting.....	3
CBAD 350 Marketing.....	3
CBAD 363 Business Finance.....	3
CBAD 301 Management and Organizations	3
ECON 201 Macroeconomics	3
ECON 202 Microeconomics.....	3
STAT 201/201L Elementary Statistics/Laboratory (included in Biology Degree).....	4

TOTAL CREDITS REQUIRED25

MINOR OPTION

Students majoring in biology may choose to minor in any one field. The College of Science encourages students to minor in one of the following fields: business administration, chemistry, computer science, marine science, mathematics or physics. A grade of ‘C’ or better must be earned in each minor course.

DOUBLE MAJORS

Students may double major in any program which offers a B.S. degree. To complete a double major, students must satisfy the major requirements for both degree programs and complete a minimum combined total of 48 upper-level credits in the two majors, all with a grade of ‘C’ or better.

BIOLOGY MINOR

The department offers a minor in biology. Students interested in minoring in biology should contact the department chairperson.

A grade of ‘C’ or better is required in all minor requirements, Biology 121/121L Biological Science I/Laboratory, BIOL 122/122L Biological Science II/Laboratory, and additional biology electives. All biology electives must be selected from 300 and 400 level courses offered by the Department of Biology (prefix BIOL), except that a student may take up to four credit hours of coursework from biology-related courses offered by other departments (prefix other than BIOL) toward his or her biology electives.

External courses that can be counted in this way include:

- CHEM 351/351L Biochemistry I/Laboratory (4)
- CHEM 352/352L Biochemistry II/Laboratory (4)
- MSCI 302/302L Marine Biology/Laboratory (4)
- MSCI 331/331L Introduction to Geographic Information Systems (GIS)
and Remote Sensing/Laboratory (4)
- MSCI 355/355L Introduction to Environmental Ecotoxicology/Laboratory (4)
- MSCI 376/376L Biology of Sea Turtles/Laboratory (4)
- MSCI 458/458L Fisheries Science/Laboratory (4)
- MSCI 471/471L Biology of Marine Mammals/Laboratory (4)
- MSCI 473/473L Biology of Sharks/Laboratory (4)

- MSCI 475/475L Marine Ecology/Laboratory (4)
- MSCI 476/476L Marine Plankton/Laboratory (4)
- MSCI 477 Ecology of Coral Reefs (3)
- MSCI 479/479L Marine Benthic Ecology/Laboratory (4)
- PHIL 317 Bio-Medical Ethics (3)
- PHIL 340 Philosophy of Science (3)
- STAT 316 Experimental Design I (3)
- STAT 318 Applied Statistical Methods (3)

No other courses from departments outside of biology may be counted as biology electives. No more than four credits of BIOL 399 or BIOL 499 Independent Study/ Directed Undergraduate Research may be applied to the minor.

PREREQUISITES (24 Credits)

BIOL 121/121L Biological Science I/Laboratory	4
BIOL 122/122L Biological Science II/Laboratory	4
Choose two from the following: (8 Credits)	8
BIOL 340/340L Cell Biology/Laboratory (4)	
BIOL 350/350L Fundamentals of Genetics/Laboratory (4)	
BIOL 370/370L Principles of Ecology/Laboratory (4)	
Biology courses numbered 300 and above (8 Credits)	8
TOTAL CREDITS REQUIRED	24

The Biology minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Biology.

DEPARTMENT OF CHEMISTRY AND PHYSICS

MISSION STATEMENT

The Department of Chemistry and Physics is a group of faculty and staff seeking to promote an atmosphere of scholarly endeavor that emphasizes the application of the scientific method in the generation of knowledge across its major and non-major curriculum in a liberal arts context. The faculty is committed to developing strong student competencies in physical science and its applications in a technology-rich, interactive, student-centered learning environment and to preparing students to successfully compete for employment or to succeed in graduate school.

The faculty of the department actively follows the teacher/scholar model through:

- High quality teaching using current pedagogic techniques.
- The use of scholarship to seek truth and produce greater understanding, providing meaningful undergraduate research experiences using appropriate state-of-the-art technologies.
- Proactive mentoring and advising of students and faculty in a caring and nurturing manner.
- Educational, professional and other outreach to the local community.
- Active participation and collaboration with regional and national scientific communities.

The department serves students seeking a degree in the physical sciences, engineering and related technical degrees, those who are interested in the application of physical sciences in other disciplines, other science majors, and those seeking to meet core curriculum requirements.

We strive to be a focal point for disciplinary scholarship and expertise within the college, and to collaborate with our colleagues in the college to actively contribute to the advancement of science. The faculty supports the goals of the University's core curriculum within a framework of ethical principles in order to prepare all students to be active and scientifically literate citizens in a modern society.

APPLIED PHYSICS MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The mission of the applied physics program is to develop strong student competencies in physics, with special focus areas in environmental physics and engineering, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in applied physics should be well prepared for either a career or graduate school in physics or a related discipline.

STUDENT LEARNING OUTCOMES

When students complete the program in applied physics, they will be able to:

1. Explain and apply the principles, concepts, and processes of physics.
2. Communicate and synthesize scientific knowledge through interactions with the scientific community and the public.
3. Analyze content, and identify and use appropriate tools to solve problems.
4. Use scientific reasoning to develop, test, analyze, and interpret models of physical systems.

The applied physics degree at CCU focuses on the application of physics to various problems in science and engineering. Students can easily merge their interest in physics with another subject at CCU such as chemistry, computer science, marine science or mathematics. Applied physics students can also pursue the dual-degree engineering program with Clemson University.

Three concentrations are available: general, environmental, and engineering. All of these concentrations have a common core of introductory study (Conceptual Physics, Essentials of Physics I, and Fundamentals of Physics I and II with a strong math core) followed by more advanced courses in physics, research, and independent study, coupled with applied courses like physical oceanography and/or electronics and computer interfacing. Refer to major requirements for the courses that apply to each concentration. Students must earn a grade of 'C' or better in all foundation courses and major requirements.

Applied physics majors will receive a strong technical background, which serves as a good foundation for careers in industry, manufacturing, government, medicine, research and development, quality control, and environmental monitoring. Students interested in teaching science at the secondary level should also consider an applied physics degree and then pursue the M.A.T. (Master of Arts in Teaching) through the Spadoni College of Education.

APPLIED PHYSICS MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (23-35 Credits)*	
PHYS 137/137L* Conceptual Physics/Laboratory	4
PHYS 211/211L Essentials of Physics I/Laboratory	4
PHYS 213/213L Fundamentals of Physics I/Laboratory	4

PHYS 214/214L Fundamentals of Physics II/Laboratory	4
MATH 160* Calculus I	4
MATH 161 Calculus II	4
MATH 260 Calculus III.....	4
MATH 320 Elementary Differential Equations.....	3
CHEM 111/111L* General Chemistry I/Laboratory	0-4

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (34-36 Credits)

PHYS 301 Analytical Mechanics	3
PHYS 302 Electricity and Magnetism.....	3
PHYS 310 Mathematical Methods in Physics	3
PHYS 351 Applied Physics Workshop I	3
PHYS 352 Applied Physics Workshop II.....	3
PHYS 398 Physics Seminar (=ENGR 398).....	1
PHYS 499 Applied Physics Capstone	3

Choose one Concentration: (15-17 Credits)

General Concentration (15-17 Credits)

PHYS 341 Thermodynamics and Statistical Mechanics	3
PHYS 303 Quantum Mechanics	3
Choose one from the following: (3 Credits)	3
MATH 344 Linear Algebra (3)	
MATH 452 Complex Analysis (3)	
Two 300 level or above science courses with prior approval from the department.....	6-8

Environmental Physics Concentration (15-17 Credits)

PHYS 341 Thermodynamics and Statistical Mechanics	3
Choose three from the following: (9-10 Credits).....	9-10
MSCI 301/301L Physical Oceanography/Laboratory (4)	
PHYS 430 Fluid Mechanics (=ENGR 430) (3)	
PHYS 431 Geophysical Fluid Dynamics (3)	
PHYS 432 Remote Sensing of the Environment (3)	
PHYS 434 Atmospheric Physics (3)	
One 300 level or above science course with prior approval from the department (3-4 Credits).....	3-4

Engineering Physics Concentration (15-16 Credits)

PHYS 234 Statics (=ENGR 234).....	3
PHYS 235 Electric Circuits (=ENGR 235)	3
MATH 344 Linear Algebra	3

- Choose one from the following: (3 Credits)3
 - PHYS 321 Electronics (=ENGR 321) (3)
 - PHYS 430 Fluid Mechanics (=ENGR 430) (3)
- One 300 level or above science course with prior approval from
the department (3-4 Credits) 3-4

Students planning on transferring as part of the dual-degree program are encouraged to also take ENGR 101 at Coastal Carolina University.

V. ELECTIVES (5-25 Credits)..... 5-25

TOTAL CREDITS REQUIRED120

APPLIED PHYSICS MINOR

Students interested in the applied physics minor should contact the department chair of chemistry and physics. A grade of ‘C’ or better is required in each course to be applied toward the minor.

PREREQUISITES

- PHYS 211/211L Essentials of Physics I/Laboratory4
- Choose from the following: (4-8 Credits)..... 4-8
 - PHYS 212/212L Essentials of Physics II /Laboratory (4)
 - OR**
 - PHYS 213/213L Essentials Fundamentals of Physics I/Laboratory (4) **AND**
 - PHYS 214/214L Fundamentals of Physics II/Laboratory (4)
- Choose two from the following: (6 Credits).....6
 - PHYS 301 Analytical Mechanics (3)
 - PHYS 302 Electricity and Magnetism (3)
 - PHYS 303 Quantum Mechanics (3)
 - PHYS 341 Thermodynamics and Statistical Mechanics (3)
- Choose two from the following: (6-8 Credits*)6-8*
 - Any 300 or above Physics course
 - CHEM 441/441L Physical Chemistry I/Laboratory (4)
 - CHEM 442/442L Physical Chemistry II/Laboratory (4)
 - MSCI 301/301L Physical Oceanography/Laboratory (4)

*(PHYS 399 Independent Study may be used for three credits only.)

TOTAL CREDITS REQUIRED 20-26

BIOCHEMISTRY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The biochemistry program at Coastal Carolina University is an interdisciplinary program housed within the Department of Chemistry and Physics. The mission of the biochemistry program is to develop strong student competencies in biochemistry through a selective blending of biology and chemistry coursework, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in biochemistry should be well prepared for entering a career, graduate school or medical school.

STUDENT LEARNING OUTCOMES

When students complete the program in biochemistry, they will be able to:

1. Explain the principles and application of biochemistry in a technology-rich, interactive environment that requires a multidisciplinary approach between chemistry and biology.
2. Analyze and interpret research data and scientific literature in pursuit of independent lines of inquiry in biochemistry.
3. Design their own experiments to solve scientific questions using applicable course content and laboratory skills.
4. Use biochemical concepts to explain the functional role of small biological molecules and complex processes such as metabolic pathways or diseases.
5. Use effective communication skills to transfer their scientific knowledge to peers and to the larger community to successfully compete in industry or succeed in medical/graduate school.

Students must earn a grade of 'C' or better in all foundation and major electives.

BIOCHEMISTRY MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (60 Credits)*	
Minimum grade of 'C' required for all foundation courses.	
BIOL 121/121L* Biological Science I/Laboratory	4
BIOL 122/122L* Biological Science II/Laboratory	4

BIOL 340/340L Cell Biology/Laboratory	4
BIOL 350/350L Fundamentals of Genetics/Laboratory	4
CHEM 111/111L* General Chemistry I/Laboratory	4
CHEM 112/112L General Chemistry II/Laboratory.....	4
CHEM 331/331L General Organic Chemistry I/Laboratory	4
CHEM 332/332L General Organic Chemistry II/Laboratory	4
CHEM 351/351L Biochemistry I/Laboratory	4
CHEM 352/352L Biochemistry II/Laboratory.....	4
CHEM 353/353L Physical Biochemistry/Laboratory.....	4
MATH 160* Calculus I	4
PHYS 211/211L Essentials of Physics I	4
PHYS 212/212L Essentials of Physics II.....	4
Choose one from the following: (4 Credits)	4
STAT 201/201L* Elementary Statistics/Laboratory (4)	
PSYC 225/225L* Psychological Statistics/Laboratory (4)	

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR ELECTIVES (12 Credits)12

Minimum grade of 'C' required for all major electives.

Select at least one course from each group:

BIOLOGY GROUP

- BIOL 330/330L Microbiology/Laboratory (4)
- BIOL 343/343L Comparative Physiology/Laboratory (4)
- BIOL 349/349L Plant Physiology/Laboratory (4)
- BIOL 405/405L Immunology/Laboratory (4)
- BIOL 410/410L Developmental Biology/Laboratory (4)
- BIOL 411/411L Virology/Laboratory (4)
- BIOL 432/432L Parasitology/Laboratory (4)
- BIOL 442/442L Advanced Genetics/Laboratory (4)
- BIOL 450/450L Molecular Biology/Laboratory (4)
- BIOL 451 Molecular Techniques (4)

CHEMISTRY GROUP

- CHEM 321/321L Quantitative Analysis/Laboratory (4)
- CHEM 422/422L Instrumental Analysis/Laboratory (4)
- CHEM 433/433L Advanced Organic Chemistry/Laboratory (4)
- CHEM 441/441L Physical Chemistry I/Laboratory (4)
- CHEM 442/442L Physical Chemistry II/Laboratory (4)
- MSCI 355/355L Introduction to Environmental Ecotoxicology/Laboratory (4)

V. GENERAL ELECTIVES (4-14 Credits) 4-14

TOTAL CREDITS REQUIRED.....120

CHEMISTRY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The mission of the chemistry program is to develop strong student competencies in chemistry, with special focus areas in analytical and environmental chemistry, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program's faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in chemistry should be well prepared for either a career or graduate school in chemistry or a related discipline.

STUDENT LEARNING OUTCOMES

Students who graduate with a B.S. in chemistry are expected to be able to:

1. Comprehend the fundamental principles of chemistry.
2. Design and conduct experiments to collect information related to chemical phenomena.
3. Analyze and evaluate chemical information.
4. Communicate chemical information both orally and in written form.

Chemistry is the science of all matter and its changes, and is therefore intimately linked to all the natural and applied sciences. Chemists work in diverse scientific, medical and engineering fields, so the curriculum of the Bachelor of Science degree in chemistry includes opportunities to take specialized coursework in biochemistry, environmental chemistry and other areas in addition to advanced courses in inorganic, organic, physical, and analytical chemistry. Students with specific career objectives should choose advanced coursework in consultation with their advisers. All majors are required to participate in one semester of faculty-directed laboratory research, and additional research experience is strongly encouraged.

Students must earn a grade of 'C' or better in all foundation and major requirement courses.

CHEMISTRY MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of 'C' is required.

UNIV 110 The First-Year Experience..... 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (16-27 Credits)*

Minimum grade of 'C' required for all foundation courses.

CHEM 111/111L* General Chemistry I/Laboratory	4
CHEM 112/112L General Chemistry II/Laboratory.....	4
CHEM 150* Communication in Physical Science	3
MATH 160* Calculus I	4
MATH 161 Calculus II.....	4
PHYS 211/211L Essentials of Physics I/Laboratory	4
PHYS 212/212L Essentials of Physics II/Laboratory.....	4

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (45-49 Credits)

Minimum grade of 'C' required for all major requirement courses.

CHEM 311 Inorganic Chemistry	3
CHEM 321/321L Quantitative Analysis/Laboratory	4
CHEM 331/331L General Organic Chemistry I/Laboratory	4
CHEM 332/332L General Organic Chemistry II/Laboratory.....	4
CHEM 351/351L Biochemistry I/Laboratory.....	4
CHEM 399 Independent Study	1-3
CHEM 422/422L Instrumental Analysis/Laboratory	4
CHEM 441/441L Physical Chemistry I/Laboratory	4
CHEM 442/442L Physical Chemistry II/Laboratory.....	4
CHEM 499 Directed Undergraduate Research.....	1-3

Students are required to choose an additional 12 credits in chemistry courses at the 300 level or above (or other courses approved by the department).

CHEM 301 Workshop Leader Training and CHEM 399 Independent Study are not acceptable. (12 Credits).....	12
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V. ELECTIVES (0-25 Credits)..... 0-25

TOTAL CREDITS REQUIRED120

CHEMISTRY MINOR (23-24 Credits)

A minor in chemistry is available. Students interested in minoring in chemistry should contact the department chair of chemistry and physics. A grade of 'C' or better is required in each course to be applied toward the minor.

PREREQUISITES

CHEM 111/111L General Chemistry I/Laboratory	4
CHEM 112/112L General Chemistry II/Laboratory.....	4
CHEM 331/331L General Organic Chemistry I/Laboratory.....	4
CHEM 332/332L General Organic Chemistry II/Laboratory	4

Choose seven or more credits at the 300 level or above from chemistry:

CHEM 301 Workshop Leader Training, CHEM 399 Independent Study,
and CHEM 499 Directed Undergraduate Research are not acceptable.

MSCI 401/401L Environmental Chemistry/Laboratory is acceptable
for this requirement (7-8 Credits)..... 7-8

TOTAL CREDITS REQUIRED 23-24

ENGINEERING DUAL DEGREE PROGRAM WITH CLEMSON UNIVERSITY

The engineering dual degree program offers students the opportunity to begin their academic career by pursuing a bachelor's degree at Coastal Carolina University while preparing for an engineering degree from Clemson University. The student will spend three years at Coastal Carolina University majoring in one of the five degrees listed below. The student will then transfer to Clemson University to complete one of eight engineering degrees listed below that is compatible with their major at Coastal Carolina University. While at Clemson University, the student will complete the remaining courses needed for their Coastal Carolina University degree.

Students interested in participating in this program should consult with the program director in the Department of Chemistry and Physics to plan their academic program. Course selection and course sequencing is critical for timely completion. A second adviser will be assigned from the major that is chosen at Coastal Carolina University. All students in this program should enroll for Engineering 101 as soon as possible. This engineering career exploration course introduces the diversity of engineering disciplines, gives students opportunities to design and test projects, and assesses the student's aptitude for engineering. Additional information about the program can be found on the following [website](#).

The following degrees are available within the engineering dual degree program:

<u>Coastal Carolina University Major</u>	<u>Clemson University Engineering Major</u>
Biology	Biosystems Engineering, (Biotechnology Emphasis Area)
Chemistry	Chemical Engineering Ceramic and Materials Engineering
Computer Science or Mathematics/Statistics or Physics	Civil Engineering Computer Engineering Electrical Engineering Industrial Engineering Mechanical Engineering

DEPARTMENT OF COMPUTING SCIENCES

MISSION STATEMENT

The Department of Computing Sciences serves students seeking degrees in computing-related fields, those who are interested in the application of computing to other fields, and other majors with computing-related educational needs. The faculty is committed to following the teacher-scholar model and providing high-quality educational experiences for students through dynamic classroom and laboratory experiences, collaborative research and scholarship opportunities, internship programs, and innovative course offerings, with the goal of preparing students to become knowledgeable, productive, responsible citizens. Graduates with a degree in computer science, information systems, or information technology will be prepared to excel in graduate studies and professional careers, conduct themselves ethically as professionals in the field of computing and consider the impacts of technology on society, and adapt to ongoing technological advances in the discipline. In addition to providing a high-quality, student-centered learning environment for its majors, the department will assist other departments as needed by providing computing education tailored to the needs of their majors.

STUDENT LEARNING GOALS

Graduating computer science and information systems students should be:

1. Contributing to society and/or economic development through the application of strong core competencies in the field.
2. Advancing in their careers and/or education by applying:
 - a. communication and collaboration skills,
 - b. problem solving abilities,
 - c. appreciation of, and commitment to, professional ethics, and
 - d. knowledge of computer science/information systems.
3. Successfully adapting to technical, societal, and environmental changes by building upon strong foundational competencies and continuing lifelong learning in computer science/information systems or related areas.

STUDENT LEARNING OUTCOMES

After completing the degree students should have:

Computer Science, Information Systems, and Information Technology

- a) An ability to apply fundamental principles of computing and mathematics.
- b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.
- c) An ability to design, implement, and evaluate a solution to meet specific requirements subject to a set of constraints.
- d) An ability to function effectively on multi-disciplinary teams to accomplish a common goal.
- e) An understanding of professional and ethical responsibilities.
- f) An ability to communicate effectively, both verbally and in writing.

- g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- h) Recognition of the need for and an ability to engage in life-long learning.
- i) An ability to use current techniques, skills and tools necessary for computing practice.

Computer Science

- j) An ability to apply mathematical foundations, algorithmic principles, computer science theory in the modeling and design of computer-based systems through the critical analysis of the trade-offs involved in design choices.
- k) An ability to apply design and development principles in the construction of complex software systems.

Information Systems

- l) An understanding of processes that support the development, deployment, and management of informational systems within an application environment.

Information Technology

- m) An ability to use and apply current technical concepts and practices in the core information technologies.
- n) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- o) An ability to effectively integrate IT-based solutions into the user environment.
- p) An understanding of best practices and standards and their application.
- q) An ability to assist in the creation of an effective project plan.

To achieve these educational goals, the Department of Computing Sciences offers three degrees.

1. The Bachelor of Science in computer science requires additional courses in computer science, mathematics, and the sciences. This degree is designed to prepare students for graduate work in computer science and for computer related careers in industry.

Note: The Bachelor of Science in computer science has been accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

2. The Bachelor of Science in information systems requires additional courses in computer science, information systems, and an application domain of the student's choice. This degree is designed to prepare students for graduate work in information systems and for related positions in business and industry.
3. The Bachelor of Science in information technology aims to provide high-quality training in the latest technologies to prepare graduates for both rewarding positions in technology and technology management, as well as for future

graduate work in the field. It requires additional courses in information systems, information technology, and an application domain of the student's choice.

INTERNSHIP EDUCATION

Internship education is a mutually-beneficial partnership among students, employers and the Department of Computing Sciences at Coastal Carolina University. Through internship education, computer science students can participate in full-time professional work experience related to their major while earning academic credit. Thus, internship education provides an excellent way to apply skills and information learned in the classroom to a real world setting while gaining invaluable experience.

Computer science and information systems students who have completed their first year may apply to participate in internship education by submitting a resume to the chair of the department. As in the marketplace, internship education positions are competitive. If the student's background matches the employer's needs, then the student is sent on a job interview with the prospective employer. When a student is selected, he/she registers for CSCI 497 Computer Science Internship. The internship experience may be repeated two times for a total of six credits.

NOTEBOOK COMPUTER REQUIREMENT

As an integral part of the University's goal to utilize and integrate technology into the teaching and learning experience, the Department of Computing Sciences requires all students enrolled in CSCI 130 Introduction to Computer Science, CSCI 131L Algorithmic Thinking, CSCI 140/140L Introduction to Algorithmic Design I/ Laboratory, or CSCI 150/150L Introduction to Algorithmic Design II/Laboratory to have their own personal notebook computers.

COMPUTER SCIENCE MAJOR

Degree: Bachelor of Science

Students must earn a grade of 'C' or better in all foundation and major requirement courses.

COMPUTER SCIENCE MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (44-52 Credits)*	
CSCI 130* Introduction to Computer Science	3
CSCI 131L Algorithmic Thinking.....	1

CSCI 140/140L Introduction to Algorithmic Design I/Laboratory	4
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory	4
CSCI 170 Ethics in Computer Science	1
CSCI 210 Computer Organization and Programming.....	3
CSCI 220 Data Structures.....	3
Choose one from the following: (3 Credits).....	3
CSCI 203 Introduction to Web Application Development (3)	
CSCI 207 Programming in C++ (3)	
CSCI 225 Introduction to Relational Database and SQL (3)	
Any CSCI course numbered 300 or above** (3)	
MATH 160* Calculus I	4
MATH 161 Calculus II	4
MATH 174 Introduction to Discrete Mathematics.....	3
STAT 201/201L* Elementary Statistics/Laboratory	4
Choose one from the following: (3-4 Credits).....	3-4
CSCI 360 Numerical Calculus (3)	
MATH 215 Introduction to Operations Research (3)	
MATH 220 Mathematical Proofs and Problem Solving (3)	
MATH 242/242L Modeling for Scientists I/Laboratory (4)	
MATH 260 Calculus III (4)	
MATH 320 Elementary Differential Equations (3)	
MATH 344 Linear Algebra (3)	
MATH 307 Combinatorics (3)	
MATH 308 Graph Theory (3)	
Choose one from the following:** (4 Credits).....	4
BIOL 121/121L* Biological Science I/Laboratory (4)	
CHEM 111/111L General Chemistry I/Laboratory (4)	
MSCI 111/111L Introduction to Marine Science/Laboratory (4)	
PHYS 137/137L Conceptual Physics/Laboratory (4)	
PHYS 201/201L General Physics I/Laboratory (4)	
PHYS 211/211L Essentials of Physics I/Laboratory (4)	
MATH 242/242L Modeling for Scientists I/Laboratory (4)	
MATH 260 Calculus III (4)	
MATH 342/342L Modeling for Scientist II/Laboratory (4)	
Choose one from the following: (4 Credits).....	4
BIOL 122/122L* Biological Science II/Laboratory (4)	
CHEM 112/112L General Chemistry II/Laboratory (4)	
MSCI 112/112L The Origin and Evolution of the Marine Environment/Laboratory (=GEOL 112/112L) (4)	
PHYS 202/202L General Physics II/Laboratory (4)	
PHYS 211/211L Essentials of Physics I/Laboratory (4)	
PHYS 212/212L Essentials of Physics II/Laboratory (4)	
Choose one from the following: (3 Credits).....	3
COMM 140* Modern Human Communication: Principles and Practices (3)	
ENGL 390 Business and Professional Communication (3)	

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

**Courses taken in the core and foundation may not be used to satisfy this requirement.

IV. MAJOR REQUIREMENTS (30 Credits)

CSCI 310 Introduction to Computer Architecture	3
CSCI 330 Systems Analysis & Software Engineering	3
CSCI 350 Organization of Programming Languages	3
CSCI 356 Operating Systems	3
CSCI 380 Introduction to the Analysis of Algorithms	3
CSCI 390 Theory of Computation.....	3
CSCI 450 Principles of Compiler Design.....	3
Choose three from the following: (9 Credits).....	9
CSCI 360 Numerical Calculus (3)	
CSCI 425 Database Systems Design (3)	
CSCI 440 Introduction to Computer Graphics (3)	
CSCI 445 Image Processing and Analysis (3)	
CSCI 460 Algorithms in Bioinformatics (3)	
CSCI 473 Introduction to Parallel Systems (3)	
CSCI 480 Introduction to Artificial Intelligence (3)	
CSCI 485 Introduction to Robotics (3)	
CSCI 490 Software Engineering II (3)	

V. ELECTIVES (0-9 Credits)..... 0-9

TOTAL CREDITS REQUIRED120

COMPUTER SCIENCE MINOR (24 Credits)

MATH 174 Introduction to Discrete Mathematics.....	3
CSCI 130 Introduction to Computer Science	3
CSCI 131L Algorithmic Thinking.....	1
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory	4
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory	4
CSCI 210 Computer Organization and Programming.....	3
CSCI 220 Data Structures.....	3
Choose one CSCI course numbered 300 or above	3

TOTAL CREDITS REQUIRED24

Additional Requirement

Computer science minor students must earn a grade of ‘C’ or better in each course taken that is applied toward the minor requirements.

SCIENTIFIC COMPUTING MINOR

Scientific computing is a field of applied computer science where computing theories and software techniques are used to serve and advance many diverse fields, including but not limited to business, science, engineering, and social science. The scientific computing minor program is designed to help students understand the development and use of scientific computing, as it relates to specific disciplines.

In order to select courses that meet the program requirements, students pursuing the minor must consult with both their major advisor and with the advisor of computational science in the Department of Computing Sciences.

SCIENTIFIC COMPUTING MINOR (21 Credits)

MATH 242/242L Modeling for Scientist I/Laboratory	4
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory	4
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory.....	4
Choose three approved courses at the 300 level or above in the area of interest (9 Credits)	9
TOTAL CREDITS REQUIRED.....	21

Additional Requirements

Scientific computing minor students must earn a grade of ‘C’ or better in each course taken that is applied toward the minor requirements, and the three approved cognate courses in the area of interest must be determined in advance by: the minor advisor, the chair(s) of the disciplines of the cognate courses in question, and by the chair of the Department of Computing Sciences.

INFORMATION SYSTEMS MAJOR

Degree: Bachelor of Science

INFORMATION SYSTEMS MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (50-64 Credits)*	
Choose one from the following: (3-4 Credits).....	3-4
ENGL 211* Introduction to Technical and Professional Writing (3)	
ENGL 102* Composition and Critical Reading (4)	

Communication

- Choose one from the following: (3 Credits)3
 ENGL 290* Introduction to Business Communication (3)
 ENGL 390 Business and Professional Communication (3)
 COMM 140* Modern Human Communication: Principles
 and Practices (3)

Statistics

- Choose one from the following: (3-4 Credits)..... 3-4
 CBAD 291* Business Statistics (3)
 STAT 201/201L* Elementary Statistics/Laboratory (4)
 PSYC 225/225L* Psychological Statistics/Laboratory (4)

Calculus

- Choose one from the following: (3-4 Credits)..... 3-4
 MATH 160* Calculus I (4)
 MATH 132* Calculus for Business and Social Science (3)
 MATH 174 Introduction to Discrete Mathematics.....3
 Choose one from the following: (3-4 Credits)..... 3-4
 MATH 215 Introduction to Operations Research (3)
 MATH 242/242L Modeling for Scientists/Laboratory (4)
 MATH 344 Linear Algebra (3)
 CSCI 130* Introduction to Computer Science3
 CSCI 131L Algorithmic Thinking.....1
 CSCI 140/CSCI 140L Introduction to Algorithmic Design I/Laboratory.....4
 CSCI 150/CSCI 150L Introduction to Algorithmic Design II/Laboratory.....4
 CSCI 170 Ethics in Computer Science.....1
 CSCI 203 Introduction to Web Application Development.....3
 CSCI 225 Introduction to Relational Database SQL.....3
 Choose one CSCI course numbered 200 or above (except CSCI 399)3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (24 Credits)

- CSCI 330 Systems Analysis & Software Engineering3
 CSCI 335 Software Project Management.....3
 CSCI 370 Data Communication Systems and Networks3
 Choose four CSCI courses numbered 300 or above (except CSCI 399
 Independent Study or CSCI 497 Computer Science Internship)
 (CSCI 499 may count for up to six credit hours in this category)12
 CSCI 495 Information Systems Capstone Course and Project.....3

V. Minor (18 Credits)18

(Web application development minor or computer science minor
 may not be used to satisfy this requirement. As an alternative to

the minor, students may do a computer science cognate option, outlined below.)

Computer science cognate option (15 Credits).....15

Choose 15 hours (in addition to any foundation or major requirements; courses counted here may not be used toward foundation or major requirements) from the following options:

- CSCI 210 Computer Organization and Programming (3)
- CSCI 220 Data Structures (3)
- CSCI 310 Introduction to Computer Architecture (3)
- CSCI 350 Organization of Programming Languages (3)
- CSCI 356 Operating Systems (3)
- CSCI 380 Introduction to the Analysis of Algorithms (3)
- CSCI 390 Theory of Computation (3)
- CSCI 440 Introduction to Computer Graphics (3)
- CSCI 445 Image Processing and Analysis (3)
- CSCI 450 Principles of Compiler Design (3)
- CSCI 460 Algorithms in Bioinformatics (3)
- CSCI 473 Introduction to Parallel Systems (3)
- CSCI 480 Introduction to Artificial Intelligence (3)
- CSCI 485 Introduction to Robotics (3)

VI. ELECTIVES (0-11 Credits)..... 0-11

TOTAL CREDITS REQUIRED120

WEB APPLICATION DEVELOPMENT MINOR (18 Credits)

The purpose of the minor in web application development is to provide programming-level training in the technology needed to develop database-driven web applications.

CSCI 120 Introduction to Web Page Applications.....3

CSCI 135 Introduction to Programming3

CSCI 203 Introduction to Web Application Development3

CSCI 225 Introduction to Relational Database and SQL.....3

CSCI 365 Advanced Topics in Web Development3

CSCI 409 Advanced Web Application Development3

TOTAL CREDITS REQUIRED18

INFORMATION TECHNOLOGY MAJOR

Degree: Bachelor of Science

Students must earn a grade of 'C' or better in all foundation and major requirement courses.

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (22-41 Credits)*	
Choose one from the following: (3 Credits)	3
COMM 140* Modern Human Communication: Principles and Practices (3)	
ENGL 290* Introduction to Business Communication (3)	
ENGL 390 Business and Professional Communication (3)	
Choose one of the following: (3 Credits)**	3
MATH 130 College Algebra (3)	
MATH 130I College Algebra Intensive Study (3)	
Choose one from the following: (3-4 Credits)	3-4
CBAD 291* Business Statistics (3)	
PSYC 225/225L* Psychological Statistics/Laboratory (4)	
STAT 201/201L* Elementary Statistics/Laboratory (4)	
Choose one from the following: (3-4 Credits)	3-4
MATH 132* Calculus for Business and Social Science (3)	
MATH 160* Calculus I (4)	
Choose one from the following: (3 Credits)	3
CSCI 101* Introduction to the Internet and World Wide Web (3)	
CSCI 130* Introduction to Computer Science (3)	
CSCI 110 Enterprise Business Applications.....	3
CSCI 120 Introduction to Web Page Applications.....	3
Choose one from the following: (3-4 Credits)	3-4
CSCI 135 Introduction to Programming (3)	
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory (4)	
Choose one from the following: (3-4 Credits)	3-4
CSCI 145 intermediate Programming (3)	
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory (4)	
CSCI 170 Ethics in Computer Science	1
CSCI 211 Computer Infrastructure.....	3
CSCI 225 Introduction to Relational Database and SQL	3
Choose one CSCI course numbered 200 or above (3 Credits)	3

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

Students may exempt (without credit) the college algebra requirement with a satisfactory score on the Coastal Carolina University Mathematics Placement Test, or with accepted transfer credit for **both statistics and calculus.

IV. MAJOR REQUIREMENTS (24 Credits)

CSCI 335 Software Project Management	3
CSCI 370 Data Communication Systems and Networks.....	3
CSCI 385 Introduction to Information Systems Security	3
CSCI 415 Windows System Administration	3
CSCI 416 Linux System Administration	3
CSCI 427 Systems Integration.....	3
CSCI 444 Human Computer Interaction.....	3
CSCI elective (300 level or above).....	3

V. MINOR (18-24 Credits)..... 18-24
 (Computer science minor or web application development minor may not be used to satisfy this requirement)

Students who transfer with an approved A.A.S. in computer technology from a South Carolina technical college may waive the minor requirement.

VI. ELECTIVES (0-17 Credits).....	0-17
TOTAL CREDITS REQUIRED	120

DEPARTMENT OF HEALTH SCIENCES

HEALTH PROMOTION MAJOR

Degree: Bachelor of Science

A major in health promotion offers students the opportunity to explore the art and science of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes may be facilitated by enhancing awareness, changing behavior, or creating environments which support better health practices. Students majoring in health promotion have the flexibility of choosing between one of three areas of study: cognate, communication option, or exercise science option.

Students completing the degree are prepared for advanced degree study in health science or for employment in a variety of health service-related settings such as local, state, national, international and voluntary health agencies, in wellness programs, in wellness programs within business and industry, in medical facilities, or in private consultation. The program is designed so that students desiring careers in allied health/medical fields may complete prerequisite courses within the major. Completion of the program qualifies students to apply for certification through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Comprehensive Health Education Specialist (CHES).

In 2008, the health promotion program became the 18th in the nation and the first health promotion-related program in South Carolina to achieve the SABPAC program approval award designation. This voluntary credential is granted by the Society of Public Health Education (SOPHE) and American Association for Health Education (AAHE). The designation is recognized by the profession as a measure of quality assurance for entry-level health education/promotion preparation programs.

The curriculum in the health promotion program is designed to address the seven areas of responsibility for the health education profession as recommended by NCHEC. This framework enhances students' professional preparation, credentialing, and professional development in the health education and promotion work setting.

MISSION STATEMENT

Health promotion faculty members strengthen the profession of health promotion by providing student-centered, experiential learning in a challenging, positive academic environment which is nationally recognized for excellence by the Society for Public Health Education and the American Association for Health Education. Our program integrates theoretical concepts, creative research activities, ethical perspectives, an appreciation for the richness of global diversity, and community health outreach opportunities to best prepare undergraduates who are ready for graduate study or professional careers. Through collaborative, engaged learning experiences in assessing community health needs as well as planning, implementing, conducting, and administering health education and promotion strategies, graduates are prepared to take leadership roles in protecting and improving the community's health.

STUDENT LEARNING OUTCOMES

Student learning outcomes for the major include, but are not limited to the following:

1. Assessing individual and community need for health education and promotion;
2. Planning health education and promotion strategies, interventions, and programs;
3. Implementing health education and promotion strategies, interventions, and programs;
4. Conducting evaluation and research related to health education and promotion;
5. Administering health education and promotion strategies, interventions, and programs;
6. Serving as a health education and promotion resource person;
7. Communicating and advocating for health, health education, and health promotion.

OPTION 1: HEALTH PROMOTION MAJOR WITH COGNATE

This selection provides students flexibility in planning a cognate or minor area of study. The fifteen-credit cognate will consist of 300-400 level courses outside of major or basic science credits (need faculty approval). Students desiring careers in allied health/medical fields might select the cognate area of study to complete recommended pre-requisite courses. This area might also be selected by students who wish to complete a minor.

OPTION 2: HEALTH PROMOTION MAJOR WITH COMMUNICATION OPTION

This option will introduce students to the growing discipline of health communication and prepare them for entry-level positions and graduate level education in the field. Health communication is beneficial to promoting and protecting the public's health in that it can increase knowledge and awareness of health issues, problems and solutions or influence perceptions, attitudes and beliefs that may affect social norms. Health communication is effective at demonstrating or illustrating healthy skills for behavior change and showing the benefit of that change. Additionally, health communication can prompt individuals and communities to act as well as serve as a venue for healthy policy advocacy.

OPTION 3: HEALTH PROMOTION MAJOR WITH EXERCISE SCIENCE OPTION

This option is designed for students who desire to work in the areas of corporate wellness, personal training, wellness centers, or nonprofit/municipal exercise science programs. The area of health and exercise science is a rapidly expanding area of work in both the public and private sectors. The health promotion degree with the exercise science option will provide specialized educational and practical experiences to those interested in the fitness industry. In addition, students are provided the theoretical framework and skills needed to be eligible to sit for professional certifications from national fitness and health education organizations.

POLICIES AND REQUIREMENTS

Students must earn a grade of 'C' or better in each course used to satisfy major requirements and cognate/option requirements. A grade of 'C' or better is also required in English 101, HPRO 121 Personal and Community Health and HPRO 201 Philosophy and

Principles of Health Promotion and Education. Students who intend to earn a degree in health promotion must be accepted as degree candidates pursuing a major course of study in health promotion.

All health promotion students are required to complete 320 internship hours at approved health promotion and education sites. A 30 hour pre-internship is completed as a portion of the course requirements for HPRO 201. The HPRO 485 Internship in Health Careers course requires the successful completion of a professional portfolio and a 290 hour, senior-level internship. An end-of-program exam is administered as part of HPRO 495 Senior Seminar-CHES Review. In order to evaluate student learning outcomes for the health promotion degree program, the following methods will be used: mastery of skills-based assignments in required health promotion classes, successful completion of the 320 hour internships, evidence of mastery of the health promotion and education competencies in the professional portfolio, and a grade of 'C' or better on the end-of-program exam.

ADMISSION TO DEGREE CANDIDACY

Admissions criteria for the program are consistent with the other pre-professional programs in the Department of Health Sciences.

Prior to being admitted, a student must:

- See an adviser in the health promotion program for guidance;
- Complete HPRO 121 and HPRO 201 with a grade of 'C' or better in each course;
- Have completed a minimum of 45 semester credit hours with an overall Coastal Carolina University grade point average of 2.25, to be maintained for admission to the following classes: HPRO 350, HPRO 410, HPRO 481, HPRO 485, HPRO 491, and HPRO 495; and
- Complete an application for admission into the health promotion program and receive notice of acceptance.

HEALTH PROMOTION MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience.....	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (17-28 Credits)*	
HPRO 121* Personal and Community Health.....	3
HPRO 201 Philosophy and Principles of Health Promotion and Education	3

Choose one from the following: (3 Credits)	3
PSYC 101* General Psychology (3)	
SOC 101* Introductory Sociology (3)	
MATH 130 College Algebra	3
Choose one from the following: (3-4 Credits).....	3-4
CBAD 291* Business Statistics (3)	
PSYC 225/225L* Psychological Statistics/Laboratory (4)	
STAT 201/201L* Elementary Statistics/Laboratory (4)	
BIOL 232/232L* Human Anatomy and Physiology I /Laboratory	4
BIOL 242/242L Human Anatomy and Physiology II/Laboratory.....	4
Choose one from the following: (4 Credits)	4
CHEM 101/101L* Introductory Chemistry/Laboratory (4)	
CHEM 111/111L* General Chemistry I/Laboratory (4)	

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (40 Credits)

HPRO 304 Nutrition	3
HPRO 310 Issues in Family Life and Sexuality	3
HPRO 333 Environmental Health	3
HPRO 350 Community Health Promotion Strategies	3
HPRO 403 Leadership in the Health Professions	3
HPRO 410 Epidemiology and Quantitative Research Methods.....	3
HPRO 481 Behavioral Foundations and Decision Making in Health Education.....	3
HPRO 485 Internship in Health Careers.....	9
HPRO 491 Needs Assessment, Planning and Evaluation Methods in Health Promotion.....	3
HPRO 495 Senior Seminar - CHES Review	1
Health promotion electives (6 Credits).....	6
Choose two 300-400 level HPRO courses not previously listed.	

V. COGNATE OR AREA FOCUS (15 Credits)..... 15

Choose **one** of the areas below:

COGNATE (15 Credits)

Choose 15 credit hours of 300-400 level courses outside of major or basic science credits (need adviser's approval).

AREA FOCUS:

Communication Option (15 Credits)

COMM 101 Introduction to Communication	3
COMM 274 Organizational Communication	3
COMM 311 Health Communication	3
COMM 410 Special Topics in Communication	3
JOUR 312 Media Relations	3

AREA FOCUS:

Exercise Science Option (15 Credits)

EXSS 122 Lifetime Fitness and Physical Activity	3
EXSS 350/350L Exercise Physiology/Laboratory.....	4
EXSS 385/385L Exercise Testing and Prescription/Laboratory	4
EXSS 398 Practicum in Fitness	1
EXSS 415 Personal Fitness Leadership.....	3

AREA FOCUS:

Health Services Leadership Option (15 Credits)

HPRO 320 Public Health Policy & Advocacy	3
HPRO 380 Essentials of the U.S. Health Care System.....	3
HPRO 401 Issues In Health Services and Public Health Practices	3
HPRO 403 Leadership in the Health Professions	3
PHIL 317 Bio-Medical Ethics	3

VI. ELECTIVES (0-12 Credits) 0-12

TOTAL CREDITS REQUIRED.....120

HEALTH PROMOTION MINOR

The health promotion minor provides students with an overview of the art and science of helping people change their lifestyle to move toward a state of optimal health. Students interested in pursuing teacher certification in health should contact the department chair or program coordinator for information regarding course requirements for health certification in South Carolina.

HEALTH PROMOTION MINOR (21-22 Credits)

HPRO 121 Personal and Community Health.....	3
HPRO 304 Nutrition	3
HPRO 310 Issues in Family Life and Sexuality	3
HPRO 382 Concepts of Disease	3

ELECTIVES

Choose three from the following: (9-10 Credits)..... 9-10

- HPRO 235 Advanced Emergency Care and First Aid (3)
- HPRO 331 Health Education for the Primary and Elementary School (3)
- HPRO 333 Environmental Health (3)
- HPRO 340 Drug Education (3)
- HPRO 347 Consumer Health Education (3)
- HPRO 480 Women's Health Issues (3)

One course may be chosen from the following:

- BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)
- BIOL 242/242L Human Anatomy and Physiology II/Laboratory (4)

One course may be chosen from the following:

- PSYC 333 Health Psychology (3)

PSYC 423 Psychology of Aging (3)
SOC 360 Sociology of Medicine and Health (3)
SOC 455 Sociology of Aging (3)
SOC 460 Sociology of Mental Health (3)

TOTAL CREDITS REQUIRED..... 21-22

HEALTH ADMINISTRATION (COMPLETION PROGRAM)

Degree: Bachelor of Science

Building on the knowledge learned in entry-level health professional program, the purpose of the Bachelor of Science in health administration completion program (BSHA) is to provide advanced knowledge, values and critical judgment skills needed to assume leadership and management roles in health care environments. This program will prepare graduates for advanced employment roles and for admission to advanced degree program such as Master's in business administration (MBA) or Master's in health administration (BHA).

STUDENT LEARNING OUTCOMES

By the end of this program, the student will be able to:

1. Apply theories of change and team leadership to management in health care.
2. Apply organizational theories, intellectual skills and competencies, and business principles when making decisions related to utilization of human and fiscal resources in health care.
3. Apply a structured process when making ethical decisions.
4. Analyze the leadership role within a selected health care organization.
5. Analyze research data and evaluate its application to best practice policies and procedures in health care.
6. Design, implement and evaluate evidence based services using market forces in health care.

CURRICULUM

There are 124-131 credits required for this degree. 45 credit hours are required courses for this program and must be completed at Coastal Carolina University. 34-41 credit hours are required core curriculum courses for Coastal Carolina University. Students with associate degrees in science and arts will be exempted from core curriculum requirements. 45 credit hours will be awarded for the courses completed in their technical discipline. Additional credits can be obtained through the selection of elective courses, depending upon the interests of the students and the availability of distant learning courses.

Students must earn a grade of 'C' or better in all courses under major requirements.

HEALTH ADMINISTRATION (COMPLETION PROGRAM) (124-131 Credits)

I. CORE CURRICULUM REQUIREMENTS (39-44 Credits).....	39-44
(must include statistics)	
II. HEALTH SCIENCE COURSES TRANSFERRED FROM TECHNICAL COLLEGES (45 Credits)	45
III. MAJOR REQUIREMENTS (45 Credits)	
BSHA 305 Health Care Marketing	3
BSHA 382 Budgeting and Finance in Health Care	3
BSHA 449 Leadership and Organizational Change in Health Care	3
BSHA 455 Managing Health Information	3
BSHA 456 Health Data Analysis.....	3
CBAD 201 Financial Accounting.....	3
CBAD 350 Marketing.....	3
CBAD 363 Business Finance.....	3
CBAD 301 Management and Organizations	3
MGMT 307 Fundamentals of Human Resource Management.....	3
ECON 101 Survey of Economics	3
ENGL 211 Introduction to Technical and Professional Writing	3
HPRO 320 Public Health Policy & Advocacy	3
HPRO 380 Essentials of the U.S. Health Care System.....	3
PHIL 317 Bio-Medical Ethics	3
IV. ELECTIVES (as needed) (0-12 Credits)	0-12*
TOTAL CREDITS REQUIRED.....	124-131

*Coastal Carolina University offers a wide variety of online courses each semester.

NURSING (COMPLETION PROGRAM)

Degree: Bachelor of Science

MISSION STATEMENT

The Bachelor of Science in nursing completion program is committed to advancing the education of registered nurses to meet the growing health care needs in the community, state, nation and the world. In recognition of the value of a comprehensive baccalaureate nursing education and sound liberal arts foundation, our mission is to prepare graduates who can provide evidence-based comprehensive nursing care that is scientifically based, caring and respectful of diverse individual needs.

Students completing this degree are prepared to implement roles in today’s health care environment that require commitment to evidence-based practice, professionalism and professional ethics, health promotion and disease prevention for individuals and population, leadership skills and knowledge that utilize health information technology, communication and collaboration to promote patient safety and quality care.

To this end, the faculty embraces quality teaching and engaged learning opportunities in the classroom, faculty-student mentoring, and multiple collaborative learning opportunities throughout the program.

The curriculum of the Bachelor of Science in nursing completion program is derived from this mission and the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Nursing for Professional Nursing Practice* (2008), the American Nurses Association (ANA) *Scope and Standards of Practice*, and the National League for Nursing Accrediting Commission (NLNAC) Standards for Baccalaureate Nursing Education (2008).

PROGRAM OBJECTIVES

Building on the acute care clinical knowledge and experience received in associate degree and diploma nursing programs, the following program objectives and outcomes were developed for this program.

The Bachelor of Science in nursing completion program will:

1. Prepare graduates who consistently apply professional standards, ethics, and values in their nursing practice.
2. Prepare graduates to assess, design and implement health promotion and disease prevention nursing programs for diverse individuals, groups and communities.
3. Prepare graduates to evaluate nursing research and apply the results to evidenced-based nursing practice.
4. Prepare graduates with the intellectual skills and competencies to provide leadership on health care management teams that promote patient safety and quality care in health care institutions and community settings.
5. Prepare graduates to take a leadership role in the profession of nursing and in health care issues in the state and nation.
6. Prepare graduates for advanced nursing education programs.

STUDENT LEARNING OUTCOMES

Upon completion of this program, the students will be able to:

1. Synthesize knowledge from the core curriculum, foundation courses and the nursing courses and apply to the provision of theoretical, ethical, evidence-based professional nursing practice.
2. Implement a complete health assessment for diverse individuals, families, groups and communities that focus on health promotion and disease prevention.
3. Design, plan, implement and evaluate a program for diverse client populations that reflects analysis of assessment data, strategies for health promotion, risk reduction and disease prevention/restoration/rehabilitation.
4. Apply critical thinking and complex communication skills when making judgments, when engaging in creative problem solving and when making decisions that ensures achievement of desired outcomes when leading a professional nursing group/department/practice.

5. Synthesize knowledge from global, social, economic, epidemiologic and political systems to understand and lead change in health care delivery systems in the community, state, and the nation.
6. Analyze research findings and apply them when making decisions, resolving problems, and evaluating outcomes in evidenced based professional nursing practice.

ADMISSION REQUIREMENTS

The admission requirements for this program are:

1. Active license as a registered nurse (RN);
2. Graduation from an accredited nursing program with a grade of ‘C’ or better in all nursing courses;
3. A degree plan showing how all required courses will be met before taking NUR 420 and NUR 420P;
4. Current BLS certification for infant, child and adult;
5. Clean seven year background and drug screen check at www.backgroundcheck.com;
6. Completion of the General Hospital Orientation at www.careLearning.com;
7. All immunizations required by the clinical agencies;
8. Current health insurance and professional liability insurance.

POLICIES AND REQUIREMENTS

Students must earn a grade of ‘C’ or better in each course used to satisfy the major course requirements. All students will be required to complete a practicum with a nurse in their community while taking Community Health Nursing and while taking Leadership/Management Nursing. All students must have an overall total of a minimum of 120 credit hours and a minimum of 30 credit hours must be taken at Coastal Carolina University to achieve a Bachelor of Science degree in nursing.

NURSING (COMPLETION PROGRAM) (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
(Transfer students with an earned A.A., A.S., B.A., or B.S. see page 25)	
II. FOUNDATION COURSES (14-22 Credits)	
BIOL 232/232L* Human Anatomy and Physiology I/Laboratory	4
BIOL 242/242L Human Anatomy and Physiology II/Laboratory	4
BIOL 330/330L Microbiology/Laboratory	4
HPRO 304 Nutrition	3
Choose one from the following: (3 Credits)	3
EDUC 336 Introduction to Human Growth and Development (3)	
PSYC 302 Developmental Psychology (3)	
STAT 201/201L* Elementary Statistics/Laboratory	4

*These courses may also meet core curriculum requirements

III. MAJOR REQUIREMENTS (60-65 Credits)

Transferred ADN nursing courses	35
NUR 301 Transition to Professional Nursing.....	3
NUR 305 Health Assessment.....	3
NUR 305L Health Assessment Laboratory	2*
NUR 401 Transcultural Concepts in Nursing.....	3
NUR 410 Community Health Nursing	3
NUR 410P Community Health Nursing Practicum	2*
NUR 420 Nursing Leadership and Management.....	3
NUR 420P Nursing Leadership and Management Practicum	2*
NUR 424 Nursing Research	3
NUR 430 Health Care Systems Policies and Policy.....	3
NUR 399 Independent Study in Nursing.....	1-6

* Note: 2 credit hours = 6 contact hours

IV. ELECTIVES (0-12 Credits).....0-12**

** Elective credits beyond this maximum may be needed to obtain a total of 120 credits, depending on individual transfer credits and exemptions.

TOTAL CREDITS REQUIRED.....120

This program is accredited by Accreditation Commission for Education in Nursing (ACEN).

Inquiries can be made to:

Accreditation Commission for Education in Nursing

3500 Peachtree Road NE, Suite 850

Atlanta GA 30326

Telephone: (404) 975-5000

Fax: (404) 975-5020

www.acenursing.org

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

MISSION STATEMENT

The Department of Kinesiology, Recreation, and Sport Studies is composed of a diverse collection of academic programs, faculty members, and outreach services that educate students in their chosen disciplines and prepare them for entry into graduate study and careers in the kinesiology professions.

Our academic programs provide students with contemporary, rigorous, nationally recognized curricula and capstone internships to effectively serve increasingly diverse populations and communities. Our faculty members embrace their roles as teachers, scholars, and mentors by engaging students in a wide variety of community outreach activities, collaborative and mentored research projects, and theory-to-practice experiential learning opportunities. In support of programs and faculty, our community-based outreach services provide meaningful hands-on experiences for students and faculty to meet local and regional needs.

Recognizing the centrality of physical activity, and leisure services to quality of life in our institution, region and society, we best advance these professions by preparing future leaders with the knowledge, skills and dispositions to provide and manage kinesiology-based services and programs that enrich communities.

EXERCISE AND SPORT SCIENCE MAJOR

Degree: Bachelor of Science

Through coursework, research, and practice, the Bachelor of Science in exercise and sport science (EXSS) prepares students for entry into this dynamic and growing field. Students in the EXSS program acquire the knowledge, skills, and abilities of effective beginning professionals. Students study scientific and foundational content of human movement, engage in scholarly inquiry, and apply knowledge and theory to practice.

Graduates of the EXSS major are trained to assess, design, and implement individual and group exercise programs for healthy individuals as well as those with chronic disease. They are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. The exercise and sport science professional has demonstrated competence as a leader in university, corporate, commercial, or community settings in which their clients participate in movement and fitness-related activities. They are also prepared for advanced study in allied health or medical-related fields (e.g. physical therapy, cardiac rehabilitation). Students will complete their undergraduate education with a full-time internship experience (9-12 credit hours) and will have the opportunity to sit for a nationally recognized certification exam (ACSM Health Fitness Specialist).

MISSION STATEMENT

Coastal Carolina University's exercise and sport science (EXSS) program is comprised of teacher-scholars trained to prepare students for successful entry into EXSS professions and related graduate study. The program provides a focal point for scientific scholarship and expertise through the development and dissemination of faculty-driven research and scholarship. EXSS provides students with multiple opportunities for active learning through laboratory-based activities, student-mentored research, service to local communities, and internship experiences. Through these activities, students acquire knowledge of scientifically-based health/fitness concepts and develop skills related to exercise programming and leadership with the ultimate goal of enhancing the quality of life for residents of Horry County and beyond.

STUDENT LEARNING OUTCOMES

At the completion of the exercise and sport science program, students will be able to:

1. Discuss the role and interaction of each of the disciplines that comprise the field of exercise and sport science such as exercise physiology, motor control/learning, biomechanics, nutrition, and exercise/sport psychology.
2. Describe and apply anatomical, physiological, biomechanical, biochemical, behavioral, and psychological concepts important to physical activity and exercise settings.
3. Properly conduct health appraisals and assessments using current technologies and scientifically-based methods for a variety of populations and settings.
4. Properly plan and evaluate individualized exercise prescriptions and programs using health/fitness appraisals and assessments, knowledge of risk factors, and individual health status.
5. Properly implement individualized and group exercise programs by using correct exercise techniques, methods, and programmatic variables.
6. Apply the skills of scientific inquiry, research, and evaluation in the field of exercise and sport science.
7. Monitor program administration including, but not limited to, management of emergency and safety procedures, risk management, facility design, and program evaluation/assessment.
8. Demonstrate the dispositions of an effective entry-level exercise science professional including, but not limited to, physical activity and exercise, working within specific community or agency goals, and serving as a resource person.

POLICIES AND REQUIREMENTS

Students must earn a grade of 'C' or better in each course used to satisfy a) EXSS major requirements and b) all EXSS foundation courses. A grade of 'C' or better is also required in ENGL 101. All EXSS students are required to complete a capstone 9-credit or 12-credit internship at an approved exercise and sport science site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. An end-of-program exam is required of all students prior to the beginning of the internship. Students will also have the opportunity to sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam as part of their

internship. The purpose of both exams are to determine how well students have mastered program content within the student learning outcomes. The ACSM HFS exam provides students with an opportunity to gain a valuable external credential/certification.

Admission requirements to the internship:

1. Demonstration of acceptable professional dispositions;
2. Passing score (70 percent or better) on end-of-program exit exam;
3. ‘C’ or better in all EXSS major requirements;
4. ‘C’ or better in all EXSS foundation requirements;
5. Successful completion of all undergraduate required coursework;
6. Current CPR certification.

EXERCISE AND SPORT SCIENCE (120 Credits)

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (24-36 Credits)*	
BIOL 121/121L* Biological Science I/Laboratory	4
BIOL 232/232L* Human Anatomy & Physiology I/Laboratory	4
BIOL 242/242L Human Anatomy & Physiology II/Laboratory	4
Choose one from the following: (4 Credits)	4
CHEM 101/101L* Introductory Chemistry/Laboratory (4)	
CHEM 111/111L* General Chemistry/Laboratory (4)	
PHYS 211/211L Essentials of Physics I/Laboratory (4)	
Choose one from the following: (3-4 Credits)	3-4
MATH 131 Trigonometry (3)	
MATH 132* Calculus (3)	
MATH 135* Precalculus (4)	
MATH 160* Calculus I (4)	
Choose one from the following: (4 Credits)	4
STAT 201/201L* Elementary Statistics/Laboratory (4)	
PSYC 225/225L* Psychological Statistics/Laboratory (4)	
EXSS 122* Lifetime Exercise Science and Physical Activity	3
HPRO 121* Personal and Community Health.....	3
KRSS 222 Functional Kinesiology and Sport Conditioning	3
Choose one from the following: (3 Credits)	3
PSYC 101* General Psychology (3)	
SOC 101* Introductory Sociology (3)	

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (43-46 Credits)

EXSS 205 Introduction to Exercise and Sport Science	3
EXSS 310 Exercise and Sport Nutrition.....	3
EXSS 330 Injury Management.....	3
EXSS 340 Sport and Exercise Behavior.....	3
EXSS 350/350L Exercise Physiology/Laboratory.....	4
EXSS 360/360L Motor Behavior/Laboratory.....	4
EXSS 385/385L Exercise Testing and Prescription/Laboratory	4
EXSS 400 Biomechanics	3
EXSS 415 Personal Fitness Leadership.....	3
Choose one from the following: (3 Credits).....	3
EXSS 390 Strength and Conditioning (3)	
EXSS 398 Practicum in Fitness (1)	
EXSS 399 Independent Study in Exercise and Sport Science (1-3)	
EXSS 405 Exercise Testing and Prescription for Diverse Populations (3)	
EXSS 410 Cardiopulmonary Rehabilitation (3)	
EXSS 420 Exercise and Aging (3)	
EXSS 450 Laboratory Skills in Exercise Science (3)	
EXSS 499 Directed Undergraduate Research in Exercise and Sport Science (1-6)	
EXSS 490 Seminar in Exercise and Sport Science.....	1
EXSS 495 Internship in Exercise and Sport Science.....	9-12

V. ELECTIVES (0-14 Credits)..... 0-14

TOTAL CREDITS REQUIRED.....120

EXERCISE SCIENCE MINOR

The exercise science minor provides students with essential skills and knowledge to successfully enter the growing fitness industry. The minor combines the scientific background with the hands-on experiential skills necessary to effectively lead fitness programs for individuals and groups in public, private, corporate, or commercial settings. Students are required to complete a practicum in the community fitness testing program. Students may be eligible for ACSM certification after completion of the minor. Some required courses may have prerequisites. The minor requires a grade of ‘C’ or better in all coursework applied to the minor.

EXERCISE SCIENCE MINOR (21 Credits)

EXSS 122 Lifetime Fitness and Physical Activity	3
EXSS 350/350L Exercise Physiology/Laboratory.....	4
EXSS 385/385L Exercise Testing and Prescription/Laboratory	4
EXSS 398 Practicum in Fitness	1
EXSS 415 Personal Fitness Leadership.....	3

ELECTIVES (6 Credits).....6

Choose from the following:

- EXSS 330 Injury Management (3)
- EXSS 340 Sport and Exercise Behavior (3)
- EXSS 390 Strength and Conditioning (3)
- EXSS 400 Biomechanics (3)
- EXSS 405 Exercise Testing and Prescription for Diverse Populations (3)
- EXSS 410 Cardiopulmonary Rehabilitation (3)
- EXSS 420 Exercise and Aging (3)
- HPRO 304 Nutrition (3)
- HPRO 347 Consumer Health Education (3)
- PSYC 423 Psychology of Aging (3)

TOTAL CREDITS REQUIRED.....21

RECREATION AND SPORT MANAGEMENT MAJOR

Degree: Bachelor of Science

Through coursework, practicum, internship, research, and scholarly activities, the Bachelor of Science in recreation and sport management (RSM) provides students with opportunities to study, analyze, evaluate, and successfully lead and implement programs in the fields of recreation and sport management.

The RSM program prepares students for professional employment in a variety of public, nonprofit, and private recreation and sport settings or graduate studies in the recreation and/or sport disciplines. The RSM major offers students a wide range of exciting career choices within many professional fields. Specialists in these areas manage recreation and/or sport activity facilities, supervise and plan indoor and outdoor recreation and sporting events, and develop recreation and sport services among diverse settings and populations.

The RSM curriculum responds to the growing number of students desiring to study management and leadership in either the recreation or sport fields. All RSM students complete a common core of study and through the use of program electives, have the ability to tailor their program of study around their career interests and goals. Program coursework aligns with the national standards and competencies of the National Recreation and Park Association (NRPA) and/or the North American Society of Sport Management (NASSM). The program culminates in a semester-long internship in the field.

MISSION STATEMENT

Coastal Carolina University's recreation and sport management faculty is composed of teachers/mentors who have a wide variety of professional and practical experiences in the discipline and profession. The program prepares knowledgeable and effective entry-level professionals in the recreation or sport industries through a variety of modalities including learning theoretical foundations in the classroom, community-based

experiential learning, applied and collaborative research, and a capstone internship. The active learning approach employed by the program prepares critically-thinking graduates who positively impact their community through the delivery of high quality recreation and sport services. Students and faculty work collaboratively to acquire the essential knowledge, skills, abilities and disposition to plan, promote, implement, and evaluate contemporary recreation and sport programs or events that serve society and enhance quality of life.

STUDENT LEARNING OUTCOMES

At the completion of the RSM program students will be able to:

1. Explain the principles and philosophies underlying the field of recreation and sport management.
2. Demonstrate managerial skills in the areas of personnel, scheduling, program evaluation, decision-making, goal setting, and problem solving.
3. Implement legal and risk management aspects of recreation and sport management.
4. Apply knowledge and skills of facilities and events planning.
5. Conduct appropriate needs assessment, marketing, and public relations necessary to promote and program recreational and sport events and activities.
6. Communicate with key constituencies in recreation or sport settings.
7. Apply the principles, techniques, and strategies of marketing to recreation or sport events.
8. Display the dispositions of an effective entry-level recreation and sport manager including, but not limited to communication, professionalism, and functioning within organizational goals.

POLICIES AND REQUIREMENTS

Students must earn a grade of 'C' or better in each course used to satisfy a) RSM major requirements, and b) RSM foundation requirements. A grade of 'C' or better is also required in English 101.

All recreation and sport management students are required to complete a capstone 12-week, 480 hour internship at an approved and supervised site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. End-of-program oral and written exit exams are required of all students to be admitted to the internship. The purpose of the exit exam is to determine how well the student has mastered program content within the student learning outcomes. All recreation and sport management students are required to be admitted to the internship.

Admission requirements to the internship:

1. Demonstration of acceptable professional dispositions;
2. Passing score (70 percent or better) on end-of-program exit exam;
3. Successful completion of oral exit interview;
4. 'C' or better in all RSM major requirements;

5. 'C' or better on all RSM foundation requirements;
6. Successful completion of all undergraduate required coursework.

RECREATION AND SPORT MANAGEMENT MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (12 Credits)	
ECON 101 Survey of Economics	3
RSM 242 Introduction to RSM.....	3
RSM 290 Fiscal Management in RSM	3
Choose one from the following: (3 Credits)	3
PHIL 318 Business Ethics (3)	
PHIL 319 Environmental Ethics (3)	
RSM 317 Moral and Ethical Reasoning in Recreation and Sport (3)	
IV. MAJOR REQUIREMENTS (37 Credits)	
RSM 337 Legal Issues in RSM.....	3
RSM 369 Sports Marketing and Promotion.....	3
RSM 389 Leadership in RSM.....	3
RSM 392 Field Experience in RSM	3
RSM 396 Orientation to Internship	1
RSM 432 Research & Evaluation in RSM	3
RSM 456 Recreation Administration.....	3
RSM 490 Program and Event Planning in Recreation and Sport	3
RSM 494 Area & Facility Management in RSM.....	3
RSM 496 Internship in RSM	12

RECREATION AND SPORT MANAGEMENT SELECTIVES:

Choose one each from groups 1-3 and 2 from group 4: (15 Credits)15

Group 1

- EXSS 340 Sport and Exercise Behavior (3)
- RSM 380 Recreation for People with Disabilities (3)
- RSM 400 Sport in Contemporary Society (=SOC 403) (3)
- RSM 438 Recreation for Active Aging (3)

Group 2

- RSM 352 Commercial Recreation (3)
- RSM 377 Sport Tourism (3)
- RSM 379 Principles of Ecotourism (3)
- RSM 410 Financing Sport and Sales (3)

Group 3

- RSM 301 Coaching Pedagogy and Management (=KRSS 301) (3)
- RSM 305 Sports Officiating (3)
- RSM 309 Youth Sport (3)
- RSM 310 Campus Recreation (3)
- RSM 315 Outdoor Recreation (3)
- RSM 393 Sport Media and Communication (3)
- RSM 394 Sport Technology (3)

Group 4

- RSM 210 Recreational Activities (3)
- RSM 301 Coaching Pedagogy and Management (=KRSS 301) (3)
- RSM 305 Sports Officiating (3)
- RSM 309 Youth Sport (3)
- RSM 310 Campus Recreation (3)
- RSM 315 Outdoor Recreation (3)
- RSM 352 Commercial Recreation (3)
- RSM 370 Outdoor Leadership (3)
- RSM 377 Sport Tourism (3)
- RSM 379 Principles of Ecotourism (3)
- RSM 380 Recreation for People with Disabilities (3)
- RSM 393 Sport Media and Communication (3)
- RSM 394 Sport Technology (3)
- RSM 399 Independent Study (1-3)
- RSM 400 Sport in Contemporary Society (=SOC 403) (3)
- RSM 410 Financing Sports and Sales (3)
- RSM 438 Recreation for Active Aging (3)
- RSM 482 Special Topics In Recreation and Sport (3)
- RSM 499 Directed Undergraduate Research (1-6)

V. ELECTIVES (15-19 Credits)..... 15-19

TOTAL CREDITS REQUIRED.....120

SPORT COACHING MINOR

The Department of Kinesiology, Recreation, and Sport Studies is committed to the education and development of amateur sport coaches who can lead a positive and quality athletic experience. The sport coaching minor prepares future coaches to make sound decisions in the development, implementation, and evaluation of sport programs commensurate with their competitive level. The curriculum consists of theoretical and practical experiences from a variety of disciplines, providing candidates the knowledge, skills and abilities to successfully guide athletes and programs.

The sport coaching minor prepares students for the coaching profession on the youth recreational, interscholastic and intercollegiate level by aligning with the national standards of the National Council for Accreditation of Coaching Education at Level 3,

intermediate coach. Evidence of current CPR/first aid certification must be presented prior to beginning the coaching practicum. To enroll in the KRSS 497 Practicum in Sport Coaching, all minor courses must be successfully completed with a minimum of a ‘C’ or better.

To successfully complete the sport coaching minor, students must:

1. Complete the American Sport Education Program (ASEP) Coaching Principles course and earn ASEP certification 80 percent and above (part of KRSS 497).
2. Earn a minimum grade of ‘C’ in each of the courses required in the minor.
3. Provide evidence of current CPR/first aid certification (part of EXSS 330), which is a prerequisite to KRSS 497.
4. Provide evidence of professional coaching disposition that align with effective coaching practices (part of KRSS 497).

SPORT COACHING MINOR (21-24 Credits)

KRSS 222 Functional Kinesiology and Sport Conditioning	3
EXSS 330 Injury Management	3
EXSS 340 Sport and Exercise Behavior	3
KRSS 301 Coaching Pedagogy and Management (=RSM 301)	3
RSM 456 Recreation Administration.....	3
KRSS 497 Practicum in Sport Coaching	3
Approved elective(s) (minor coordinator approval)	3-6
EXSS or RSM course(s) at the 300 or 400 level or additional courses(s) from the following: HPRO 340 Drug Education, EDPE 290 Adapted Physical Activity, PSYC 410 Optics, SOC 301 Gender and Society, and SOC 305 Sociology of the Family.	

TOTAL CREDITS REQUIRED..... 21-24

Note: To complete minor, 18 credit hours must be outside of the students’ major coursework.

SPORT STUDIES MINOR

The minor in sport studies will allow students to explore the dynamic and expanding world of sport and sport management. Coursework will allow the study of sport behavior, culture, organizational theory, and ethics/moral reasoning. Students also learn and apply administrative, managerial, and leadership concepts in educational, public, and commercial sport settings. Minor requirements include courses such as sport behavior/psychology, sport in society, sport ethics, sport event programming, and sport facility planning/management. The sport studies minor complements study in academic areas which may connect with sport, such as areas of business, education, communication, and the social sciences. The minor requires a grade of ‘C’ or better in all coursework applied to the minor.

SPORT STUDIES MINOR (21 Credits)

RSM 242 Introduction to Recreation and Sport Management.....3
 RSM 337 Legal Issues in Recreation and Sport3
 RSM 490 Program and Event Planning in Recreation and Sport3
 RSM 494 Area and Facility Management in Recreation and Sport.....3
 Choose one from the following: (3 Credits)3
 RSM 400 Sport in Contemporary Society (=SOC 403) (3)
 EXSS 340 Sport and Exercise Behavior(3)
 ELECTIVES (6 Credits)6
 Choose two from the following:
 RSM 301 Coaching Pedagogy and Management (=KRSS 301) (3)
 RSM 305 Sports Officiating (3)
 RSM 309 Youth Sport (3)
 RSM 317 Moral and Ethical Reasoning in Recreation and Sport (3)
 RSM 393 Sport Media and Communication (3)
 RSM 394 Sport Technology (3)
 RSM 377 Sport Tourism (3)
 RSM 410 Financing Sport and Sales (3)

TOTAL CREDITS REQUIRED.....21

PHYSICALLY ACTIVE LIVING SKILLS (PALS)

PALS 102 through 190 are part of the Physically Active Living Skills (PALS) courses in the Department of Kinesiology, Recreation, and Sport Studies. These half-semester courses (fall or spring I and II) are open to all Coastal Carolina University students for academic credit. **Unless otherwise noted in the catalog, each PALS course may be taken up to two times for academic credit.**

The PALS courses are designed to promote lifelong physical activity by developing the knowledge, skills, and attitudes for successful and safe participation. The courses seek to add value to the Coastal experience by increasing physical activity levels of students and through the transfer of knowledge, skills, and attitudes to the lifelong pursuit of a healthy lifestyle.

Specifically, PALS courses enable the student to:

1. Engage in structured physical activity at least twice weekly.
2. Improve physical activity skills that can be continued throughout the lifespan.
3. Develop personal skills and habits that modify sedentary or unhealthy behaviors.
4. Develop an appreciation of various forms of physical activity as it contributes to a wellness lifestyle.

Course offerings are divided into three categories:

- Personal Fitness Activities (PALS 102-124)
- Lifetime Sports (PALS 125-149)
- Lifetime Physical Activity Skills (PALS 150-180)

ARMY ROTC RESERVE OFFICERS' TRAINING CORPS (ROTC)

Army Reserve Officers' Training Corps (ROTC) is a coeducational program dedicated to developing college-educated men and women to serve in challenging positions of leadership, responsibility, and varied managerial positions both as officers in the U.S. Army and civilians in corporate America. Army ROTC requires from two to four years to complete, depending on student qualifications. This time is normally divided into a two-year basic program, comprising freshman and sophomore students and a two-year contractual advanced program for juniors and seniors.

Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program. At the beginning of the junior year, students with two years remaining before graduation may also qualify for the advanced program by attending Leadership Training Course (LTC), a four-week course offered during the summer at Fort Knox, Kentucky. All students participate in a regular program of physical fitness and field training.

MISSION AND OBJECTIVES OF ROTC

The primary objective of the Army Reserve Officers' Training Corps (ROTC) at Coastal Carolina University is to recruit, train, and retain students in order to commission quality officers for all components of America's Army. The ROTC incorporates classroom and practical training in leadership, organization, planning, decision-making, and military skills. Intermediate objectives are to provide cadets with an understanding of the fundamentals of responsibility, integrity, and self-discipline, as well as an appreciation of the citizen's role in national defense. The application of the decision-making process to a variety of situations is given major emphasis as a valuable aid in developing leadership potential. Army ROTC provides individuals with skills, experiences, and opportunities to develop their leadership skills. During classes and field training, cadets will learn first-hand what it takes to lead others, motivate groups, and how to conduct missions as an officer in the Army. Upon graduation from Army ROTC, cadets will earn the bar of a second lieutenant and be a commissioned officer.

ROTC REQUIREMENTS

ROTC objectives are achieved through a "program" normally covering four years. ROTC is not a degree-granting program, but a collection and sequence of eight courses that students choose to complete in addition to their chosen academic major. A two-year program is available for those who qualify. Students may use ROTC courses to satisfy available "electives" in their major. The program includes specific courses in military science, more general academic subjects that assure a well-rounded education, practical training in leadership through participation in the Corps of Cadets (including attendance at one four-week summer camp at an Army installation), and the opportunity to participate in a number of extracurricular activities. The typical student completes one basic ROTC course per semester during the freshman and sophomore year (100-200 level). At the start of their junior year, students have the option to pursue a commitment or a commission in the US Army. At this time, cadets would sign a contract with the U.S. Army. Students making this commitment would pursue the ROTC advanced courses (300-400 level).

ROTC CURRICULUM

ROTC Basic Courses (10 Credits)

The basic courses take place during the first two years in college as elective courses. These normally involve one elective class or lab each semester.

ROTC 101/101L Fundamentals of Military Science/Laboratory	2
ROTC 102/102L Introduction to the Army/Laboratory	2
ROTC 201/201L Fundamentals of Military Leadership/Laboratory	3
ROTC 202/202L Fundamental of Military Decision Making/Laboratory	3

ROTC Advanced Courses (16 Credits)

The advanced courses take place during the last two years in college as elective courses. They normally include one elective class or lab each semester, plus a summer leadership camp. As a prerequisite, all cadets must have completed either the basic courses or have attended the Leadership Training Course (LTC). Entering the advanced courses requires a commitment to serve as an officer in the U.S. Army after graduation.

ROTC 301/301L Laboratory Advanced Military Decision Making	4
ROTC 302/302L Laboratory Applied Military Leadership	4

Leader Development and Assessment course (Fort Lewis, Washington) Summer

ROTC 401 Leadership and Management Seminar I.....	4
ROTC 402 Leadership and Management Seminar II	4

TOTAL CREDITS REQUIRED.....26

ROTC SCHOLARSHIP PROGRAM

The Army ROTC scholarship program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. Applications for three-year and two-year ROTC scholarships are accepted year-round. Students do not have to be enrolled in ROTC to apply for three-year and two-year scholarships. The scholarship amount is applied to the cost of tuition. An additional amount of \$1,200 is awarded for books and supplies. The students also receive a tiered allowance of \$300, \$350, \$450, or \$500 per month for up to 10 months of each school year depending on their academic status, i.e., freshman, sophomore, junior, or senior. All students receive \$700 while attending the five-week Leader Development and Assessment course at Fort Lewis, Washington, after their junior year.

DEPARTMENT OF MARINE SCIENCE

MARINE SCIENCE MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The primary mission of the Department of Marine Science is to provide high quality education in the multidisciplinary field of marine science. With faculty actively involved in research, the department embraces the teacher-scholar model and provides active learning experiences in the classroom as well as in field and research opportunities. Research both engages students with current applications and ideas and trains students to evaluate scientific ideas and pursue scientific studies. Students completing the program will have an understanding of the major concepts and applications of marine science and skills in critical thinking, use of technology, and scientific communication. Graduates of the program will be well prepared for their pursuit of advanced degrees or employment in marine-science-related fields.

Within a liberal arts educational setting, the department emphasizes the active application of the scientific method and marine science concepts to produce scientifically literate citizens. At the graduate level, the department advises and mentors future scientists and professionals. In the broader community, the department undertakes basic and applied research to improve scientific understanding, serves as a source of scientific expertise, and enhances marine science education.

STUDENT LEARNING OUTCOMES

Students who graduate with a B. S. in marine science should be able to:

1. Explain the principles, concepts, applications, and inter-relations of biology, chemistry, geology, physics and mathematics as they apply to the marine environment,
2. Use the principles of scientific inquiry to describe, analyze and solve scientific problems involving marine science and related fields,
3. Exhibit proficiency in the use of technology, critical thinking, and quantitative tools used in marine-science applications,
4. Communicate effectively with peers, mentors, and the larger community, and
5. Successfully pursue entry-level jobs or enter graduate programs in various scientific fields.

The major in marine science integrates the study of biology, chemistry, geology, physics and mathematics and applies these to the marine environment. Major courses are selected from marine science, biology, chemistry, computer science, geography, geology, mathematics, statistics, or physics. Students are encouraged to select an area of emphasis in either marine biology, coastal geology, marine chemistry, atmosphere/ocean dynamics, or marine analytical technology. Lecture, laboratory, and field experiences are integrated to provide a well-rounded scientific program. The facilities available for marine science majors include a lecture and laboratory complex, computer research labs, ocean-going

and estuarine research vessels, and a full complement of oceanographic sampling equipment. Laboratories and research projects are conducted at various coastal habitats including Waties Island, a barrier island, marsh and upland complex owned by the University. Marine science graduates are employed as marine and environmental researchers for government agencies, universities, and private industry; as marine and environmental educators; as high school and middle school science teachers; and in the fields of marine and environmental management and policy. Outstanding students are encouraged to pursue graduate study.

Students must earn a grade of ‘C’ or better in major and upper-level science courses. Students who have not earned a grade of ‘C’ or better in a mathematics course within one year of enrollment at Coastal Carolina University are considered to be at risk for the marine science program.

MARINE SCIENCE MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
 Minimum grade of ‘C’ is required.
 UNIV 110 The First-Year Experience 0-3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (34-46 Credits)*

MSCI 111/111L* Introduction to Marine Science/Laboratory	4
MSCI 112/112L The Origin and Evolution of the Marine Environment/ Laboratory	4
BIOL 121* Biological Science I.....	3
BIOL 122* Biological Science II	3
Choose two from the following: (2-4 Credits).....	2-4
BIOL 121L* Biological Science I Laboratory (1)	
BIOL 122L* Biological Science II Laboratory (1)	
MSCI 201* Scientific Communication(3)	
CHEM 111/111L* General Chemistry I/Laboratory	4
CHEM 112/112L General Chemistry II/Laboratory.....	4
MATH 160* Calculus I	4
MATH 161 Calculus II.....	4
PHYS 211/211L Essentials of Physics I/Laboratory	4
PHYS 212/212L Essentials of Physics II/Laboratory.....	4
STAT 201/201L Elementary Statistics/Laboratory	4

A grade of ‘C’ or better is required in all foundation courses except BIOL 121, CHEM 111/111L, and MATH 161.

*BIOL 121/121L, BIOL 122/122L, MATH 160, MSCI 111/111L, and MSCI 201 also satisfies core curriculum math, science, and communication requirements. Though listed above under foundation courses, their credits are counted toward the total credits for the core curriculum and not toward the foundation total.

IV. MAJOR REQUIREMENTS (36 Credits)

MSCI 301/301L Physical Oceanography/Laboratory	4
MSCI 302/302L Marine Biology/Laboratory	4
MSCI 304/304L Marine Geology/Laboratory	4
MSCI 305 /305L Marine Chemistry/Laboratory	4
Choose marine science courses at the 300 level or above (8 Credits)	8
Choose science courses from the following: (12 Credits)	12
Marine science courses numbered 300 and above	
Biology courses from the following list:	
BIOL 310/310L Invertebrate Zoology/Laboratory (4)	
BIOL 315/315L Comparative Vertebrate Anatomy/Laboratory (4)	
BIOL 330/330L Microbiology/Laboratory (4)	
BIOL 340/340L Cell Biology/Laboratory (4)	
BIOL 343/343L Comparative Physiology/Laboratory (4)	
BIOL 350/350L Fundamentals of Genetics/Laboratory (4)	
BIOL 365/365L Evolution/Laboratory (4)	
BIOL 370/370L Principles of Ecology/Laboratory (4)	
BIOL 399 Independent Study (1-6)	
BIOL 410/410L Developmental Biology/Laboratory (4)	
BIOL 426/426L Ichthyology: Fish Biology/Laboratory (4)	
BIOL 436/436L Animal Behavior/Laboratory (4)	
BIOL 442/442L Advanced Genetics/Laboratory (4)	
BIOL 450/450L Molecular Biology/Laboratory (4)	
BIOL 451 Molecular Techniques (4)	
BIOL 455/455L Marine Botany (=MSCI 455/455L) /Laboratory (4)	
BIOL 461/461L Ornithology/Laboratory (4)	
BIOL 481/481L Freshwater Ecology/Laboratory (4)	
BIOL 484/484L Conservation Ecology/Laboratory (4)	
BIOL 485/485L Vertebrate Zoology/Laboratory (4)	
BIOL 488/488L Wetland Plant Ecology/Laboratory (4)	
BIOL 499 Directed Undergraduate Research (1-6)	
Chemistry courses at the 300 level or above	
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory (4)	
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory (4)	
Computer science courses at the 310 level or above	
GEOG 201 Introduction to Physical Geography (4)	
Geology courses numbered at the 300 level or above	
Mathematics courses numbered at 240 or above	
Physics courses numbered at the 300 level or above	
Statistics courses numbered at the 300 level or above	

A grade of 'C' or better is required for all major requirements. No more than six credit hours of independent study, internship, and/or directed undergraduate research and/or senior thesis may be used for major credit.

Recommended Areas of Study in Marine Science

Students may elect to intensively study an area of interest in marine science by selecting an area of emphasis. Each student will plan his or her academic plan in consultation with a marine science adviser. *The following areas of emphasis are recommendations only and do not represent required courses toward a degree program.*

ATMOSPHERE/OCEAN DYNAMICS *for students interested in pursuing graduate studies in physical oceanography, atmospheric science or other physical sciences.*

Recommended Major and/or Elective Courses:

MSCI 311/311L Hydrographic Techniques/Laboratory

MSCI 321/321L Atmospheric Science/Laboratory

MSCI 331/331L Geographic Information Systems and Remote Sensing/Laboratory

MSCI 445/445L Coastal Processes/Laboratory

MSCI 495/495L Marine Environmental Issues/Laboratory

Choose one from the following:

MSCI 398 Internship in Marine Science

MSCI 399 Independent Study

MSCI 497 Marine Science Senior Thesis

MSCI 498 Research Internship

MSCI 499 Directed Undergraduate Research

Graduate school bound students are strongly encouraged to pursue a math minor:

MATH 260 Calculus III

MATH 320 Elementary Differential Equations

MATH 465 Applied Math I

Computer Programming e.g., choose one from the following:

CSCI 207 Programming in C++

CSCI 208 Programming in Visual Basic

CSCI 209 Programming in Java

CSCI 210 Computer Organization and Programming

Additional recommended courses for students interested in graduate study:

MATH 242/242L Modeling for Scientists I/Laboratory

MATH 342/342L Modeling for Scientists II/Laboratory

MATH/STAT course 300 or above excluding:

MATH 329 Introduction to Financial Mathematics,

MATH 330 Geometry for Middle School, or

MATH 403 Actuarial Science Exam Preparation

CHEM 443 Atmospheric Chemistry

PHYS 410 Optics

PHYS 430 Fluid Mechanics (=ENGR 430)

PHYS 431 Geophysical Fluid Dynamics

PHYS 432 Remote Sensing of the Environment

PHYS 434 Atmospheric Physics

COASTAL GEOLOGY *for students interested in pursuing careers or graduate study in geologic processes that shape and change the coastal zone and the evolution of the coastline's unique environments.*

Recommended Major and/or Elective Courses:

MSCI 316/316L Sedimentary Geology/Laboratory

Choose at least eight credits from the following:

MSCI 416/416L Hydrogeology/Laboratory

MSCI 440/440L Applied Coastal Geophysics/Laboratory

MSCI 444/444L Long Term Climate and Landscape Change/Laboratory

MSCI 445/445L Coastal Processes/Laboratory

Choose one from the following:

MSCI 398 Internship in Marine Science

MSCI 399 Independent Study

MSCI 497 Marine Science Senior Thesis

MSCI 498 Research Internship

MSCI 499 Directed Undergraduate Research

GEOL 300 level or above

Additional recommended courses for students interested in graduate study:

MSCI 331/331L Geographic Information Systems and Remote Sensing/Laboratory

MSCI 401/401L Environmental Chemistry/Laboratory

PHYS 430 Fluid Mechanics (=ENGR 430)

PHYS 431 Geophysical Fluid Dynamics

PHYS 432 Remote Sensing of the Environment

MATH 242/242L Modeling for Scientists I/Laboratory

MATH 260 Calculus III

MATH 320 Elementary Differential Equations

Computer Programming e.g., choose one from the following:

CSCI 207 Programming in C++

CSCI 208 Programming in Visual Basic

CSCI 209 Programming in Java

CSCI 210 Computer Organization and Programming

MARINE ANALYTICAL TECHNOLOGY *for students interested in pursuing careers as field or lab technicians in the marine sciences.*

Recommended Major and/or Elective Courses:

MSCI 103 Navigation and Seamanship

MSCI 311/311L Hydrographic Techniques/Laboratory

MSCI 331/331L Geographic Information Systems and Remote Sensing/Laboratory

MSCI 402/402L Analytical and Field Methods in Environmental Chemistry/Laboratory

MSCI 440/440L Applied Coastal Geophysics/Laboratory

Choose one from the following:

- MSCI 398 Internship in Marine Science
- MSCI 399 Independent Study
- MSCI 497 Marine Science Senior Thesis
- MSCI 498 Research Internship
- MSCI 499 Directed Undergraduate Research
- BIOL 330/330L Microbiology/Laboratory
- BIOL 442/442L Advanced Genetics/Laboratory
- BIOL 450/450L Molecular Biology/Laboratory
- BIOL 451Molecular Techniques
- PHYS 321 Electronics (=ENGR 321)
- PHYS 330 Computer Interfacing and Instrumentation
- CHEM 422/422L Instrumental Analysis/Laboratory

MARINE BIOLOGY

Recommended Major and/or Elective Courses:

Marine Biology Core: choose from the following courses:

- MSCI 355/355L Introduction to Environmental Ecotoxicology/Laboratory
- MSCI 376/376L Biology of Sea Turtles/Laboratory—Costa Rica Maymester
- MSCI 420/420L Advanced Environmental Science/Laboratory
- MSCI 455/455L Marine Botany/Laboratory
- MSCI 457/457L Marine Zooplankton/Laboratory
- MSCI 458/458L Fisheries Science/Laboratory
- MSCI 466/466L Diseases and Parasites of Aquatic Organisms/Laboratory
- MSCI 471/471L Biology of Marine Mammals/Laboratory
- MSCI 472/472L Population Biology of Marine Organisms/Laboratory
- MSCI 473/473L Biology of Sharks/Laboratory—Bimini Maymester
- MSCI 474/474L Ecosystems Analysis/Laboratory
- MSCI 475/475L Marine Ecology/Laboratory
- MSCI 476/476L Marine Plankton/Laboratory
- MSCI 477/477L Ecology of Coral Reefs/Laboratory—Jamaica Maymester
- MSCI 478/478L Marine Invertebrate Zoology/Laboratory
- MSCI 479/479L Marine Benthic Ecology/Laboratory
- MSCI 495/495L Marine Environmental Issues/Laboratory

Choose one from the following:

- MSCI 398 Internship in Marine Science
- MSCI 399 Independent Study
- MSCI 497 Marine Science Senior Thesis
- MSCI 498 Research Internship
- MSCI 499 Directed Undergraduate Research
- BIOL 310/310L Invertebrate Zoology/Laboratory
- BIOL 426/426L Ichthyology/Laboratory
- BIOL 488/488L Wetland Plant Ecology/Laboratory

Graduate School bound students should take as many of the recommended courses as possible and either minor or double major in Biology.

Recommended Major and/or Elective Courses:

Marine Biology Core

Biology or marine science/biology courses including at least two of the following:

BIOL 340/340L Cell Biology/Laboratory

BIOL 350/350L Fundamentals of Genetics/Laboratory

BIOL 370/370L Principles of Ecology/Laboratory

In addition, many marine biology graduate programs require:

CHEM 331/331L General Organic Chemistry I/Laboratory

CHEM 332/332L General Organic Chemistry II/Laboratory

Additional recommended courses for students interested in graduate study:

MSCI 331/331L Geographic Information Systems and Remote Sensing/Laboratory

MATH 242/242L Modeling for Scientists I

Computer Programming e.g., choose one from the following:

CSCI 207 Programming in C++

CSCI 208 Programming in Visual Basic

CSCI 209 Programming in Java

CSCI 210 Computer Organization and Programming

STAT 316 Experimental Design I

STAT 318 Applied Statistical Methods

MARINE/ENVIRONMENTAL CHEMISTRY for students interested in pursuing careers or graduate study in marine and/or environmental chemistry.

Recommended Major and/or Elective Courses:

MSCI 355/355L Introduction to Environmental Ecotoxicology/Laboratory

MSCI 401/401L Environmental Chemistry/Laboratory

CHEM 331/331L General Organic Chemistry I/Laboratory

CHEM 332/332L General Organic Chemistry II/Laboratory

CHEM 321/321L Quantitative Analysis/Laboratory

Choose one from the following:

MSCI 398 Internship in Marine Science

MSCI 399 Independent Study

MSCI 497 Marine Science Senior Thesis

MSCI 498 Research Internship

MSCI 499 Directed Undergraduate Research

MARINE POLICY for students interested in pursuing public science policy careers with governmental agencies or non-profit foundations. *Students interested in policy should also consider a minor in environmental science or environmental studies.*

ENVI 201/201L Introduction to Environmental Science/Laboratory

MSCI 420/420L Advanced Environmental Science/Laboratory

MSCI 495/495L Marine Environmental Issues/Laboratory

V. COGNATE OR MINOR REQUIREMENTS (0 Credits)0

Students majoring in marine science are not required to complete a minor or cognate. However, they may elect to minor in any field in which Coastal Carolina offers a minor. If the minor includes courses which can be used for marine science major credit, then up to eight credit hours of those courses may also be applied toward the marine science major's upper level science requirement of 36 credit hours. Students seeking minors must have an adviser selected from the department offering the minor in addition to their marine science adviser.

VI. ELECTIVES 0-13

TOTAL CREDITS REQUIRED120

DOUBLE MAJORS

Students may double major in any program which offers a B.S. degree. To complete a double major, students must satisfy the major requirements for both programs and complete a minimum combined total of 48 upper-level credits in the two majors, all with a grade of 'C' or better.

COASTAL GEOLOGY MINOR

The curriculum in the coastal geology minor is designed to provide the student with a thorough education in geologic processes and features typical of coastal areas. The program provides rigorous education and practical field experience for students preparing for a career or graduate education in coastal geological studies.

Students interested in pursuing the coastal geology minor should consult with their major adviser and the coordinator of the geology minor to plan their program of study as early as possible. A student must earn a grade of 'C' or better in all courses to be applied toward the minor in coastal geology.

COASTAL GEOLOGY MINOR (20 Credits)

Choose one from the following: (4 Credits)4

 GEOL 102/102L Environmental Geology/Laboratory (=MSCI 102/102L) (4)

 GEOL 111/111L Physical Geology/Laboratory (4)

 GEOL 112/112L The Origin and Evolution of the Marine Environment/
 Laboratory (=MSCI 112/112L) (4)

GEOL 304/304L Marine Geology/Laboratory (=MSCI 304/304L)4

GEOL 316/316L Sedimentary Geology/Laboratory (=MSCI 316/316L)4

Choose two from the following: (8 Credits)8

 GEOL 300/300L or above

 MSCI 399 Independent Study/Internship (1-4)

 MSCI 416/416L Hydrogeology/Laboratory (=GEOL 416/416L) (4)

 MSCI 440/440L Applied Coastal Geophysics (4)

 MSCI 444/444L Long-term Climate and Landscape Change/Laboratory (4)

 MSCI 445/445L Coastal Processes/Laboratory (4)

 MSCI 497 Marine Science Senior Thesis (3)

MSCI 499 Directed Undergraduate Research (approved by the Geology
Minor coordinator) (3-6)

TOTAL CREDITS REQUIRED20

No more than four credit hours of independent study, internship, and/or directed undergraduate research and/or senior thesis may be used toward minor credit.

MARINE SCIENCE MINOR (20 Credits)

PREREQUISITES:

MSCI 111/111L Introduction to Marine Science/Laboratory4

MSCI 112/112L The Origin and Evolution of the Marine Environment/
Laboratory4

Choose two from the following: (8 Credits).....8

MSCI 301/301L Physical Oceanography/Laboratory (4)

MSCI 302/302L Marine Biology/Laboratory (4)

MSCI 304/304L Marine Geology/Laboratory (4)

MSCI 305/305L Marine Chemistry/Laboratory (4)

Marine science course at the 300 level or above4

(No more than four credit hours of MSCI 399, MSCI 497 and/or MSCI 499
may be included in the minor.)

TOTAL CREDITS REQUIRED20

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

DEPARTMENT OF MATHEMATICS AND STATISTICS

MISSION STATEMENT

We are a community of scholars specializing in mathematics and statistics whose primary mission is to provide a high quality, student-centered learning experience across the university curriculum. In particular, we provide an in-depth foundation in mathematics and statistics for Coastal's science students. As proponents of the teacher-scholar model, our faculty aspire to engage in curriculum development and both interdisciplinary and discipline specific research. We place emphasis on students whose academic interests lie in mathematics and statistics by offering them individualized education. This includes mentoring, undergraduate research, and preparation towards career development and graduate programs.

APPLIED MATHEMATICS MAJOR

Degree: Bachelor of Science

STUDENT LEARNING OUTCOMES

1. To demonstrate analytic and quantitative competency in core subject content.
2. To demonstrate a sound conceptual understanding of the theoretical foundations of mathematics.
3. To use problem solving skills, mathematical modeling techniques and technology to solve real world problems.
4. To demonstrate proficiency in oral and written communication of mathematics.

Students must earn a grade of 'C' or better in all major and cognate courses, including MATH 160 Calculus I, MATH 161 Calculus II, and MATH 242/242L Modeling for Scientists I/Laboratory.

The major in applied mathematics develops a high degree of mathematical proficiency and is designed to apply mathematical knowledge to the solution of real world problems. The major prepares students for a broad range of graduate programs. Students who successfully complete the applied mathematics degree will be competitive for careers in actuarial sciences, business, cryptology, government, industry, manufacturing and design, mathematical modeling, management, medicine, statistics, teaching, and space technology.

APPLIED MATHEMATICS MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of 'C' is required.

UNIV 110 The First-Year Experience..... 0-3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (15-29 Credits)*

MATH 160* Calculus I	4
MATH 161 Calculus II	4
MATH 190 Freshman Seminar in Mathematics	1
MATH 242/242L Modeling for Scientists I/Laboratory	4
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory	3-4
PHYS 211/211L Essentials of Physics I/Laboratory	4
Choose two additional science courses from either BIOL, CHEM, GEOL, MSCI, or PHYS with course numbers greater than 109	6-8

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (40 Credits)

MATH 220 Mathematical Proofs and Problem Solving.....	3
MATH 260 Calculus III.....	4
MATH 320 Elementary Differential Equations.....	3
MATH 344 Linear Algebra.....	3
MATH 450 Advanced Calculus I	3
MATH 490 Seminar in Mathematics.....	3
STAT 412 Statistical Inference I	3
Choose one from the following: (3 Credits)	3
MATH 446 Abstract Algebra (3)	
MATH 454 Analysis (3)	
Choose two courses (MATH or STAT) numbered 300 or above (except MATH 330 Geometry for Middle School)	6
Choose three courses (MATH or STAT) numbered 400 or above	9

V. COGNATE REQUIREMENT (9 Credits).....9

Mathematics majors will select an interdisciplinary cognate of upper level courses numbered 300 or above with the approval of their faculty adviser. A grade of 'C' or better is required in each course to be applied toward the cognate. A minor will fulfill this requirement.

VI. ELECTIVES (3-19 Credits)..... 3-19

TOTAL CREDITS REQUIRED120

Three minors are offered - mathematics, statistics, and actuarial science (probabilities). A minor in mathematics or statistics blended with another major strengthens employment opportunities as well as candidacy for graduate school. A grade of 'C' or better is required in each course to be applied toward a minor.

ACTUARIAL SCIENCE (PROBABILITIES) MINOR (18-19 Credits)

PREREQUISITES:

MATH 160 Calculus I	4
MATH 161 Calculus II.....	4
MATH 329 Introduction to Financial Mathematics	3
MATH 403 Actuarial Science Exam Preparation (=CBAD 403)	1
STAT 412 Statistical Inference I.....	3
Choose one from the following: (3-4 Credits).....	3-4
MATH 260 Calculus III (4)	
MATH 320 Elementary Differential Equations (3)	
MATH 344 Linear Algebra (3)	
STAT 315 Regression Analysis (3)	
STAT 320 Experimental Design II (3)	

TOTAL CREDITS REQUIRED 18-19

APPLIED MATHEMATICS MINOR (20-23 Credits)

PREREQUISITES:

MATH 160 Calculus I	4
MATH 161 Calculus II.....	4
Choose one from the following: (3-4 Credits).....	3-4
MATH 260 Calculus III (4)	
MATH 320 Elementary Differential Equations (3)	
MATH 344 Linear Algebra	3
Choose two electives* from the following with at least one being 300 level or above: (6-8 Credits)	6-8
MATH 220 Mathematical Proofs and Problem Solving (3)	
MATH 242/242L Modeling for Scientists I/Laboratory (4)	
MATH 260 Calculus III (4)	
STAT 201/201L Elementary Statistics/Laboratory (4)	
Any MATH/STAT course 300 level or above (excluding MATH 330 Geometry for Middle School)	

TOTAL CREDITS REQUIRED..... 20-23

*At least one of MATH 260 Calculus III and MATH 320 Elementary Differential Equations is required for the minor. The other course may count as an elective credit for the minor.

MIDDLE GRADES EDUCATION MATHEMATICS MINOR (23-25 Credits)

MATH 160 Calculus I	4
MATH 161 Calculus II.....	4
MATH 331 Foundation of Geometry	3
MATH 344 Linear Algebra	3

Choose one from the following:	3
MATH 348 Rubik’s Cube Mathematics (3)	
MATH 446 Abstract Algebra (3)	
Choose two from the following:	6-8
MATH 220 Mathematical Proofs and Problem Solving (3)	
MATH 242/242L Modeling for Scientists I/Laboratory (4)	
MATH 260 Calculus III (4)	
MATH 307 Combinatorics (3)	
MATH 308 Graph Theory (3)	
MATH 320 Elementary Differential Equations (3)	
MATH 348 Rubik’s Cube Mathematics (3)	
MATH 407 Coding Theory (3)	
MATH 408 Cryptography (3)	
MATH 446 Abstract Algebra (3)	
MATH 450 Advanced Calculus I (3)	
STAT 315 Regression Analysis (3)	
STAT 316 Experimental Design (3)	
STAT 317 Nonparametric Statistical Methods (3)	
STAT 318 Applied Statistical Methods (3)	
STAT 412 Statistical Inference I (3)	
STAT 413 Statistical Inference II (3)	

TOTAL CREDITS REQUIRED..... 23-25

*MATH 348 and MATH 446 can only be counted once for credit toward the minor.

STATISTICS MINOR (19 Credits)

PREREQUISITES:

STAT 201/201L Elementary Statistics/Laboratory	4
STAT 316 Experimental Design I.....	3
STAT 320 Experimental Design II.....	3
STAT 318 Applied Statistical Methods.....	3
Choose two from the following: (6 Credits).....	6
STAT 315 Regression Analysis (3)	
STAT 317 Nonparametric Statistical Methods (3)	
STAT 319 Categorical Data Analysis (3)	
STAT 420 Statistical Computing (3)	

TOTAL CREDITS REQUIRED19

GENERAL MATHEMATICS COURSES

- MATH 130 College Algebra or MATH 130I College Algebra Intensive Study, and MATH 132 Calculus for Business and Social Science comprise a one-year sequence for students in business and the social sciences or other programs which do not require knowledge of trigonometry.
- MATH 130 College Algebra or MATH 130I College Algebra Intensive Study, MATH 131 Trigonometry, and MATH 135 Precalculus are the basic precalculus courses for students who plan to take MATH 160 Calculus I and need a more thorough development in algebra and trigonometry before entering MATH 160 Calculus I.
- MATH 139 Basic Concepts of Contemporary Mathematics is a one semester course for students in the humanities and fine arts.
- MATH 160 Calculus I, MATH 161 Calculus II, and MATH 260 Calculus III constitute the normal calculus sequence for students majoring in engineering, mathematics, physics, or any science requiring the use of trigonometry.
- MATH 201 Mathematics for Early Childhood and Elementary Education Majors I and MATH 202 Mathematics for Early Childhood and Elementary Education Majors II constitute the normal sequence for students majoring in early childhood and elementary education.

FRESHMAN PLACEMENT IN MATHEMATICS

Placement in mathematics may require students to take the mathematics placement test.

DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY MAJOR

Degree: Bachelor of Science

MISSION STATEMENT

The psychology program at Coastal Carolina University is comprised of a group of highly qualified and motivated teacher-scholars dedicated to a comprehensive range of specialty areas within the field of psychology. Our mission is to provide a premier undergraduate psychology education for students from the region, state, nation, and world, by creating and disseminating information about human behavior, thought, and emotion. Consistent with the University's comprehensive orientation, our curriculum provides students with theoretical knowledge and practical skills necessary to investigate questions important to the human condition from a scientific perspective, emphasizing critical thinking and communication skills in a collaborative environment. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

STUDENT LEARNING OUTCOMES

Students will:

1. Develop an original research proposal, conduct a literature review, design methodology, gather, analyze, and interpret data, prepare a final research paper and present their research to an audience of peers and faculty.
2. Demonstrate knowledge of a specific area of psychology, and the appropriate scientific methods for conducting independent research in that area.
3. Learn to read and critically review psychological research.
4. Demonstrate knowledge of American Psychological Association (APA) writing styles.
5. Apply appropriate statistical analyses to data sets.
6. Describe and/or evaluate research relevant to a selected topic of investigation.
7. Present research and/or research proposals in a public forum.
8. Follow the APA Code of Ethics.
9. Communicate how psychological principles can be applied to explain issues, solve problems, and initiate change.

A major in psychology offers students a thorough foundation in research design/methodology and statistics. In addition, psychology majors will be exposed to the major content areas in psychology, specifically basic principles of learning and experimental psychology, developmental and social psychology, and areas in clinical assessment. Graduates of the program often seek employment with mental health and social service agencies, or pursue graduate degrees to prepare for careers in teaching, research, counseling, and consulting.

PSYCHOLOGY MAJOR: BACHELOR OF SCIENCE (120 Credits)

Students must earn a grade of ‘C’ or better in each course used to satisfy major requirements, cognate requirements, and minor requirements.

I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of ‘C’ is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (31-35 Credits)*	
PSYC 101* General Psychology	3
PSYC 225/225L* Psychological Statistics/Laboratory (or equivalent).....	3-4
PSYC 226/226L Research Methods in Psychology/Laboratory.....	4
Choose a scientific concept course and corresponding laboratory from the following*: (4 Credits).....	4
ANTH 101/101L Primates, People, and Prehistory/Laboratory (4)	
ASTR 101/101L Conceptual Astronomy/Laboratory (4)	
ASTR 111/111L Descriptive Astronomy I/Laboratory (4)	
BIOL 101/101L The Science of Life/Laboratory (4)	
BIOL 121/121L Biological Science I/Laboratory (4)	
BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)	
CHEM 101/101L Introductory Chemistry/Laboratory (4)	
CHEM 111/111L General Chemistry I/Laboratory (4)	
GEOL 102/102L Environmental Geology/Laboratory (4)	
GEOL 111/111L Physical Geology/Laboratory (4)	
MSCI 101/101L The Sea/Laboratory (4)	
MSCI 102/102L Environmental Geology/Laboratory (4)	
MSCI 111/111L Introduction to Marine Science/Laboratory (4)	
PHYS 103/103L Science of the Physical World/Laboratory (4)	
PHYS 137/137L Essentials of Physics I/Laboratory (4)	
PHYS 201/201L General Physics I/Laboratory (4)	
Or other course as designated by the department	
Choose an additional two course laboratory science sequence from the following*: (8 Credits).....	8
BIOL 121/121L Biological Science I/Laboratory (4)	
BIOL 122/122L Biological Science II/Laboratory (4)	
BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)	
BIOL 242/242L Human Anatomy and Physiology II/Laboratory (4)	
CHEM 111/111L General Chemistry I/Laboratory (4)	
CHEM 112/112L General Chemistry II/Laboratory (4)	
MSCI 111/111L Introduction to Marine Science/Laboratory (4)	

- MSCI 112/112L The Origin and Evolution of the Marine Environment/Laboratory (4)
- PHYS 201/201L General Physics I/Laboratory (4)
- PHYS 202/202L General Physics II/Laboratory (4)
- PHYS 205/205L Introductory Physics for Life Sciences I (4)
- PHYS 206/206L Introductory Physics for Life Sciences II (4)
- Or other sequence as designated by the department
- Choose three Mathematics/Statistics courses from the following: 9-12
- MATH 130 College Algebra (3)
- MATH 131 Trigonometry (3)
- MATH 132 Calculus for Business and Social Science (3)
- MATH 135 Precalculus (4)
- MATH 160 Calculus I (4)
- MATH 161 Calculus II (4)
- STAT 315 Regression Analysis (3)
- STAT 316 Experimental Design I (3)
- STAT 320 Experimental Design II (3)
- STAT 317 Nonparametric Statistical Methods (3)
- STAT 318 Applied Statistical Methods (3)
- STAT 319 Categorical Data Analysis (3)
- PSYC 480/480L Intermediate Statistics/Laboratory (4)**
- Or other courses as designated by the department

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

**PSYC 480/480L Intermediate Statistics/Laboratory may not be used for both foundation AND major requirements.

PLEASE NOTE: Students must earn grades of ‘C’ or better in PSYC 101, PSYC 225/225L (or approved substitute statistics class), and PSYC 226/226L because these courses are required for the major.

IV. MAJOR REQUIREMENTS (32 Credits)

- PSYC 484 History and Systems of Psychology3
- PSYC 497/497L Applied Research in Psychology/Laboratory4
- Choose one from the following Learning/Cognition Group: (3 Credits)3
- PSYC 400 Human Learning (3)
- PSYC 401 Cognitive Processes (3)
- PSYC 402 Psycholinguistics (3)
- PSYC 407 Principles of Learning (3)
- PSYC 462 Animal Behavior (3)
- Choose one from the following Clinical Group: (3 Credits)3
- PSYC 410 Abnormal Psychology (3)
- PSYC 411 Abnormal Behavior in Children (3)
- PSYC 428 School Psychology and Exceptional Children (3)
- PSYC 440 Theories of Personality (3)

Choose one from the following Developmental Group: (3 Credits).....3
 PSYC 302 Developmental Psychology (3)
 PSYC 420 Child Psychology (3)
 PSYC 421 Psychology of Adolescence (3)
 PSYC 423 Psychology of Aging (3)
 PSYC 425 Gerontology (3)
 Choose one from the following Biological Group: (3 Credits)3
 PSYC 415 Human Neuropsychology (3)
 PSYC 450 Sensation and Perception (3)
 PSYC 460 Physiological Psychology (3)
 PSYC 486 Substance Abuse (3)
 Choose one from the following Social/Applied Group: (3 Credits).....3
 PSYC 333 Health Psychology (3)
 PSYC 340 Sports Psychology (3)
 PSYC 430 Social Psychology (3)
 PSYC 465 Psychology and the Law (3)
 PSYC 470 Industrial/Organizational Psychology (3)
 Choose one from the following Quantitative Group: (4 Credits)4
 PSYC 480/480L Intermediate Statistics/Laboratory (4)
 PSYC 483/483L Principles of Psychological Testing (4)
 Choose two 300/400 level elective courses from PSYC courses not already
 selected (these courses may not include PSYC 399 Independent Study,
 PSYC 490 Internship, PSYC 495 Gerontology Internship, or PSYC 498/
 499 Individual Research) (6 Credits).....6

V. COGNATE REQUIREMENT (12 Credits).....12

Psychology majors will select an interdisciplinary cognate of upper level courses with the approval of their faculty adviser. A grade of ‘C’ or better is required in each course to be applied toward the cognate. Six credits from PSYC 399 Independent Study, PSYC 490 Internship, or PSYC 498/499 Individual Research can be used to fulfill the cognate requirement.

The cognate requirement can also be fulfilled by completion of a minor, the behavioral neuroscience concentration (see below), or the gerontology certificate program (see below).

VI. ELECTIVES (0-6 Credits)..... 0-6

TOTAL CREDITS REQUIRED120

BEHAVIORAL NEUROSCIENCE CONCENTRATION

Students are required to take Human Neuropsychology, Physiological Psychology, and Neuroscience Foundations. The remaining eight credits must be selected from the options listed below. PSYC 415 or PSYC 460 may be used to satisfy the psychology biological group major requirement, but not the psychology electives major requirement.

REQUIRED COURSES: (10 Credits)

PSYC 415 Human Neuropsychology	3
PSYC 460 Physiological Psychology	3
BIOL 420/420L Neuroscience Foundations/Laboratory	4

RECOMMENDED COURSES: (8 Credits).....8

Choose two from the following Biology Group:

- BIOL 340/340L Cell Biology/Laboratory (4)
- BIOL 343/343L Comparative Physiology/Laboratory (4)
- BIOL 350/350L Fundamentals of Genetics/Laboratory (4)
- BIOL 410/410L Developmental Biology/Laboratory (4)
- BIOL 442/442L Advanced Genetics/Laboratory (4)
- BIOL 450/450L Molecular Biology/Laboratory (4)
- CHEM 351/351L Biochemistry I/Laboratory (4)
- Or other courses as designated by the department

A grade of ‘C’ or better is required in each course to be applied toward the behavioral neuroscience concentration.

PSYCHOLOGY MINOR (21-23 Credits)

PREREQUISITE:

PSYC 101 General Psychology	3
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PSYC 225/225L Psychological Statistics/Laboratory (or equivalent).....	3-4
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Select four out of the five categories and then choose one course within each group (12 Credits)

Learning/Cognition Group: (3 Credits)	3
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- PSYC 400 Human Learning (3)
- PSYC 401 Cognitive Processes (3)
- PSYC 402 Psycholinguistics (3)
- PSYC 407 Principles of Learning (3)
- PSYC 462 Animal Behavior (3)

Clinical Group: (3 Credits)	3
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- PSYC 410 Abnormal Psychology (3)
- PSYC 411 Abnormal Behavior in Children (3)
- PSYC 428 School Psychology and Exceptional Children (3)
- PSYC 440 Theories of Personality (3)

Developmental Group: (3 Credits).....	3
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- PSYC 302 Developmental Psychology (3)
- PSYC 420 Child Psychology (3)
- PSYC 421 Psychology of Adolescence (3)
- PSYC 423 Psychology of Aging (3)
- PSYC 425 Gerontology (3)

Biological Group: (3 Credits)	3
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- PSYC 415 Human Neuropsychology (3)
- PSYC 450 Sensation and Perception (3)

PSYC 460 Physiological Psychology (3)	
PYSC 486 Substance Abuse (3)	
Social/Applied Group: (3 Credits)	3
PSYC 333 Health Psychology (3)	
PSYC 340 Sports Psychology (3)	
PSYC 430 Social Psychology (3)	
PSYC 465 Psychology and the Law (3)	
PSYC 470 Industrial/Organizational Psychology (3)	
Choose one additional 300/400 level psychology courses (selected by the student and the minor adviser) (3-4 Credits)	3-4
TOTAL CREDITS REQUIRED	21-23

A minimum grade of 'C' is required in psychology courses counted toward the minor.

GERONTOLOGY CERTIFICATE PROGRAM

MISSION STATEMENT

The mission of the gerontology certificate program is to provide students with knowledge and skills in the study of aging. Students will acquire information related to adult development and the influences of social and biological processes on individual aging. Students will be prepared for graduate studies and careers related to adult development and aging.

STUDENT LEARNING OUTCOMES

Students will critique an internship experience within the context of the practical application of current gerontological methodology and research.

PROGRAM DESCRIPTION

The gerontology certificate program, administered through the Department of Psychology, is designed to provide students with a foundation of knowledge and skills in the study of aging. The 22 credit hour (8 course) undergraduate certificate program is open to any degree-seeking student currently enrolled in a degree program at the University and individuals holding a baccalaureate degree who desire specialized studies. The multi-disciplinary program allows individuals of different interests and backgrounds to develop specializations in line with their unique needs and is applicable in a rapidly growing market segment.

All candidates for a gerontology certificate must file with the director of gerontology a formal application for gerontology certificate form during the first month of the semester of graduation. The application forms may be obtained from the director of gerontology or the Office of the Registrar. Applications for summer certification are to be submitted by June 15.

ADMISSION

Students become eligible for admission to the gerontology program upon submitting an application to the director of the program after demonstrating satisfactory completion of 30 or more credits of college-level studies including Psychology 101 or Sociology 101. Admission to the gerontology program must take place not later than one full fall or spring semester before an internship placement. An internship placement will occur only after admission to the program and satisfactory completion of at least four courses in the gerontology curriculum.

PROGRAM REQUIREMENTS

The program requirements are supplemental to a student's major field of study and may be taken along with the traditional degree requirements or after the degree is completed by individuals meeting the University's entrance requirements. Students pursuing a gerontology certificate while completing major field of study requirements should consult with an academic adviser in the major field of study to determine the status of gerontology program courses as electives, cognates, or major requirements. The certificate of program completion will be issued only concurrently with, or after, the accomplishment of a baccalaureate degree.

GERONTOLOGY CERTIFICATE REQUIREMENTS (22 Credits)

BIOL 470 Biology of Aging.....	3
PSYC 423 Psychology of Aging	3
PSYC 425 Gerontology	3
PSYC 495 Gerontology Internship (=SOC 495)	3
SOC 298 Careers and Professional Development in Gerontology	1
SOC 455 Sociology of Aging.....	3
Choose two from the following: (6 Credits).....	6
ECON 472 Economics of Aging (3)	
SOC 454 Sociology of Death and Dying (3)	
SOC 457 Aging and Social Policy (3)	
TOTAL CREDITS REQUIRED	22

Other courses may be substituted with permission of the gerontology certificate program director.

DEPARTMENT OF SOCIOLOGY

SOCIOLOGY MAJOR

Degree: Bachelor of Arts

MISSION STATEMENT

The sociology program at Coastal Carolina University is comprised of a group of highly qualified and motivated teacher-scholars dedicated to a comprehensive range of specialty areas within the field of sociology. Consistent with the University's comprehensive orientation, our mission is to provide students with theoretical knowledge and practical skills necessary to investigate questions important to the discipline of sociology from a scientific perspective, emphasizing critical thinking and communication skills in a collaborative environment. Students may elect to study a generalist course or more specialized training in criminology, health and aging, or social justice. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

STUDENT LEARNING OUTCOMES

Students will:

1. Develop and implement qualitative and/or quantitative investigative projects from the initial step of topic selection through literature review, data collection and analysis, and writing and presenting sociological research.
2. Demonstrate knowledge of a specific area of sociology, and appropriate scientific methods in conducting independent and group research.
3. Illustrate and communicate key sociological concepts and their interrelations.
4. Understand the substance and centrality of sociology theory as it relates to the science and application of sociology.
5. Demonstrate an understanding of how class, status, race, ethnicity, gender and/or sexuality steer the individual life processes.

The educational goals and objectives of the sociology program are as follows:

A major in sociology offers students a thorough foundation in sociological theory and research methods in the social sciences. There are multiple opportunities for research, service learning, and internships. Students may elect a general course of study in the field or more specialized training in criminology, health and aging, or social justice. The sociology program emphasizes public sociology, the application of sociological insights to a range of issues and endeavors. Students who earn a sociology degree may pursue advanced training in sociology, social work, criminal justice, business, education, law or other fields. Graduates with the Bachelor of Arts in sociology find employment in a variety of professions and occupations. Some of these include positions in human resources, social services, criminal justice, business and industry, research, planning, advocacy, education, and public service in governmental and nongovernmental organizations.

Students must earn a grade of 'C' or better in each course used to satisfy major requirements, cognate requirements, and minor requirements.

First semester seniors are strongly encouraged to meet with their adviser for a pre-graduation check.

SOCIOLOGY MAJOR - GENERALIST PROGRAM (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
 Minimum grade of 'C' is required.
 UNIV 110 The First-Year Experience 0-3
 UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (19-20 Credits)*
 SOC 101* Introductory Sociology3
 SOC 102 Social Problems3
 SOC 201* Sociological Analysis3
 Choose one from the following: (3-4 Credits)..... 3-4
 (MATH 130 College Algebra, is a prerequisite for statistics)
 PSYC 225/225L* Psychological Statistics/Laboratory (3-4)
 STAT 201/201L* Elementary Statistics/Laboratory (4)
 CBAD 291* Business Statistics (3)
 CSCI* (any computer science course).....3
 One laboratory science course*4

*Credits for courses taken as part of the core curriculum cannot be used to meet the foundation requirements in the major.

PLEASE NOTE: Students must earn grades of 'C' or better in SOC 101, SOC 102, SOC 201, and statistics course because these courses are required for the major.

IV. MAJOR REQUIREMENTS (38-44 Credits)*
 SOC 330 Sociological Theory3
 SOC 331/331L Methods in the Social Sciences/Laboratory4
 Choose two from the following social inequality courses: (6 Credits).....6
 SOC 300 Social Justice (3)
 SOC 301 Gender and Society (3)
 SOC 309 Social Inequality (3)
 SOC 355 Race and Ethnicity (3)
 Choose one from the following applied methods courses: (3 Credits).....3
 SOC 310 Social Demography (3)
 SOC 320 Individual and Society (3)

Choose six SOC 300 level and above courses (18-24 Credits)	18-24
*SOC 499 is recommended.	
SOC 497/497L Senior Thesis/Laboratory	4
V. ELECTIVES (15-29 Credits).....	15-29
Students are strongly encouraged to pursue a minor.	
TOTAL CREDITS REQUIRED	120
SOCIOLOGY MAJOR - CRIMINOLOGY CONCENTRATION (120 Credits)	
I. CORE CURRICULUM (39-44 Credits).....	39-44
II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
III. FOUNDATION COURSES (19-20 Credits)*	
SOC 101* Introductory Sociology.....	3
SOC 102 Social Problems.....	3
SOC 201* Sociological Analysis.....	3
Choose one from the following: (3-4 Credits).....	3-4
(MATH 130 College Algebra, is a prerequisite for statistics)	
PSYC 225/225L* Psychological Statistics/Laboratory (3-4)	
STAT 201/201L* Elementary Statistics/Laboratory (4)	
CBAD 291* Business Statistics (3)	
CSCI* (any computer science course).....	3
One laboratory science course*	4

*Credits for courses taken as part of the core curriculum cannot be used to meet the foundation requirements in the major.

PLEASE NOTE: Students must earn grades of 'C' or better in SOC 101, SOC 102, SOC 201, and statistics course because these courses are required for the major.

IV. MAJOR REQUIREMENTS (38-42 Credits)	
SOC 330 Sociological Theory	3
SOC 331/331L Methods in the Social Sciences/Laboratory	4
Choose two from the following social inequality courses: (6 Credits).....	6
SOC 300 Social Justice (3)	
SOC 301 Gender and Society (3)	
SOC 309 Social Inequality (3)	
SOC 355 Race and Ethnicity (3)	

Choose one from the following applied methods courses: (3 Credits).....	3
SOC 310 Social Demography (3)	
SOC 320 Individual and Society (3)	
Choose three from the following: (9-10 Credits).....	9-10
SOC 306 Religious Cults and Violence (3)	
SOC 340 The Sociology of Drugs and Drug Control Policy (3)	
SOC 341 Organized Crime (3)	
SOC 350 Juvenile Delinquency (3-4)	
SOC 351 Deviant Behavior (3)	
SOC 352 Comparative Policing (3)	
SOC 353 Criminology (3)	
SOC 401 Sociology of Corrections (3)	
SOC 450 Victimology (3)	
Choose three SOC 300 level and above courses (9-12 Credits).....	9-12
SOC 497/497L Senior Thesis/Laboratory	4
 V. ELECTIVES (17-29 Credits).....	 17-29
 Students are strongly encouraged to pursue a minor.	
 TOTAL CREDITS REQUIRED	 120
 SOCIOLOGY MAJOR - HEALTH AND AGING CONCENTRATION (120 Credits)	
I. CORE CURRICULUM (39-44 Credits).....	39-44
 II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)	
Minimum grade of 'C' is required.	
UNIV 110 The First-Year Experience	0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.	
 III. FOUNDATION COURSES (19-20 Credits)*	
SOC 101* Introductory Sociology.....	3
SOC 102 Social Problems.....	3
SOC 201* Sociological Analysis.....	3
Choose one from the following: (3-4 Credits).....	3-4
(MATH 130 College Algebra, is a prerequisite for statistics)	
PSYC 225/225L* Psychological Statistics/Laboratory (3-4)	
STAT 201/201L* Elementary Statistics/Laboratory (4)	
CBAD 291* Business Statistics (3)	
CSCI* (any computer science course).....	3
One laboratory science course*	4

*Credits for courses taken as part of the core curriculum cannot be used to meet the foundation requirements in the major.

PLEASE NOTE: Students must earn grades of ‘C’ or better in SOC 101, SOC 102, SOC 201, and statistics course because these courses are required for the major.

IV. MAJOR REQUIREMENTS (38-41 Credits)

SOC 330 Sociological Theory	3
SOC 331/331L Methods in the Social Sciences/Laboratory	4
Choose two from the following social inequality courses: (6 Credits).....	6
SOC 300 Social Justice (3)	
SOC 301 Gender and Society (3)	
SOC 309 Social Inequality (3)	
SOC 355 Race and Ethnicity (3)	
Choose one from the following applied methods courses: (3 Credits).....	3
SOC 310 Social Demography (3)	
SOC 320 Individual and Society (3)	
Choose three from the following: (9 Credits).....	9
SOC 360 Sociology of Medicine and Health (3)	
SOC 454 Death and Dying (3)	
SOC 455 Sociology of Aging (3)	
SOC 457 Aging and Social Policy (3)	
SOC 460 Sociology of Mental Health (3)	
SOC 465 Sociology of AIDS (3)	
Choose three SOC 300 level and above courses (9-12 Credits)	9-12
SOC 497/497L Senior Thesis/Laboratory	4

V. ELECTIVES (18-29 Credits)..... 18-29

Students are strongly encouraged to pursue a minor.

TOTAL CREDITS REQUIRED120

SOCIOLOGY MAJOR - SOCIAL JUSTICE CONCENTRATION (120 Credits)

I. CORE CURRICULUM (39-44 Credits)..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of ‘C’ is required.

UNIV 110 The First-Year Experience	0-3
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UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (19-20 Credits)*

SOC 101* Introductory Sociology.....	3
SOC 102 Social Problems.....	3
SOC 201* Sociological Analysis.....	3

Choose one from the following: (3-4 Credits).....	3-4
(MATH 130 College Algebra, is a prerequisite for statistics)	
PSYC 225/225L* Psychological Statistics/Laboratory (3-4)	
STAT 201/201L* Elementary Statistics/Laboratory (4)	
CBAD 291* Business Statistics (3)	
CSCI* (any computer science course).....	3
One laboratory science course*	4

*Credits for courses taken as part of the core curriculum cannot be used to meet the foundation requirements in the major.

PLEASE NOTE: Students must earn grades of ‘C’ or better in SOC 101, SOC 102, SOC 201, and statistics course because these courses are required for the major.

IV. MAJOR REQUIREMENTS (38-41 Credits)

SOC 330 Sociological Theory	3
SOC 331/331L Methods in the Social Sciences/Laboratory	4
Choose two from the following social inequality courses: (6 Credits).....	6
SOC 300 Social Justice (3)	
SOC 301 Gender and Society (3)	
SOC 309 Social Inequality (3)	
SOC 355 Race and Ethnicity (3)	
Choose one from the following applied method courses: (3 Credits)	3
SOC 310 Social Demography (3)	
SOC 320 Individual and Society (3)	
Choose three from the following: (9-10 Credits).....	9-10
SOC 308 Community Development and Social Change (3-4)	
SOC 311 Sociology of Poverty (3)	
SOC 313 Social Welfare and Social Work (3)	
SOC 380 Collective Action and Social Movement (3)	
SOC 470 Sociology of the South (3)	
SOC 480 Environmental Sociology (3)	
Choose three SOC 300 level and above courses (9-12 Credits)	9-12
SOC 497/497L Senior Thesis/Laboratory	4

V. ELECTIVES (17-29 Credits)..... 17-29

Students are strongly encouraged to pursue a minor.

TOTAL CREDITS REQUIRED120

CRIMINOLOGY MINOR

The criminology minor offers students majoring in other fields a foundation in core areas of criminology which are grounded in social theory and use scientific research methods to explore criminal behavior as well as the criminal justice system. Students examine current scholarship on social inequality and criminal behavior. Students will also consider

innovative means to alleviate disparate justice outcomes in diverse communities. A total of 18 credit hours in approved coursework is required to complete the minor.

MISSION STATEMENT

Consistent with the sociology program's mission at Coastal Carolina University, the mission of the criminology minor is to provide students with theoretical knowledge and practical skills necessary to scientifically investigate questions important to the discipline of criminology. Integral to our criminology minor is a focus on social inequality as it relates to crime and social control. We emphasize critical thinking and communication skills in a collaborative environment. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

STUDENT LEARNING OUTCOMES

1. Students will develop critical thinking skills by applying theoretical constructs to contemporary criminological phenomena.
2. Students will describe the major research methodologies used by criminologists and identify the strengths and weaknesses of the methodologies.
3. Students will be required to demonstrate how race, class, gender, ethnicity, and sexuality can affect individual life processes as related to criminological phenomena.

MINOR REQUIREMENTS

The criminology minor requires at least 18 credit hours of coursework in the following categories. Students must earn a 'C' or better in each course in order to complete the minor. Students who are also completing the criminology concentration within the sociology major must take unique courses to fulfill both sets of requirements.

PREREQUISITES

- 1.) Sociology 101 or 102 earning a grade of 'C' or better.
- 2) An accepted course in research methods earning a grade of 'C' or better. For non-sociology/psychology majors, research methods courses Sociology 331/331L or Psychology 226/226L are strongly suggested. The department may approve other research methods courses.

Additional prerequisites may be necessary for some courses, consult the university catalog for details. None of these prerequisites will count toward completion of the minor.

REQUIREMENTS

- I. Sociological Foundations of Criminology (9 Credits)
 - SOC 353 Sociology of Crime3
 - Choose two from the following: (6 Credits).....6
 - SOC 301 Gender and Society (3)
 - SOC 308 Community Development and Social Change (3)
 - SOC 309 Social Inequality (3)

SOC 311 Sociology of Poverty (3)	
SOC 320 Individual and Society (3)	
SOC 355 Race and Ethnicity (3)	
II. Electives in Criminology (9 Credits)	
In consultation with your minor adviser, choose three: (9 Credits).....	9
SOC 306 Religious Cults and Violence (3)	
SOC 340 The Sociology of Drugs and Drug Control Policy (3)	
SOC 341 Organized Crime (3)	
SOC 350 Juvenile Delinquency (3)	
SOC 351 Deviant Behavior (3)	
SOC 352 Comparative Policing (3)	
SOC 450 Victimology (3)	

Internships and independent study courses are encouraged, but must be approved by your minor adviser.

TOTAL CREDITS REQUIRED.....18

SOCIOLOGY MINOR (21-24 Credits)

PREREQUISITE

Choose one from the following: (3 Credits).....3

- SOC 101 Introductory Sociology(3)
- SOC 102 Social Problems (3)

SOC 330 Sociological Theory3

Choose one from the following: (3 Credits).....3

- SOC 301 Gender and Society (3)
- SOC 309 Social Inequality (3)
- SOC 310 Social Demography (3)
- SOC 320 Individual and Society (3)
- SOC 355 Race and Ethnicity (3)

Choose three sociology courses at the 300 level or above 9-12

TOTAL CREDITS REQUIRED 21-24

Students must earn a 'C' or better in all courses to be applied toward the minor in sociology.

The minor sociology sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Sociology.

OFFICE OF THE DEAN, COLLEGE OF SCIENCE

ENVIRONMENTAL SCIENCE MINOR

The curriculum in the environmental science minor is designed to provide students with a rigorous interdisciplinary education in environmental science so they will possess the skills and knowledge needed to find effective, informed and ethical solutions to problems that involve interactions between physical, chemical, biological, economic and social factors. The program is designed as preparation for students seeking environmental careers, including enrollment in graduate programs, in areas including environmental policy and management, environmental education, and environmental monitoring and assessment.

Students pursuing the environmental science minor must consult with their major adviser and the Office of the Dean of the College of Science which administers the minor. Students should enroll in ENVI 201 Introduction to Environmental Science during their sophomore or junior year and then enroll in ENVI 420 Advanced Environmental Science the following year. A grade of 'C' or better is required in all upper level courses and in ENVI 201 and ENVI 420.

ENVIRONMENTAL SCIENCE MINOR (49-50 Credits)

BIOL 121 Biological Science I.....	3
BIOL 122 Biological Science II.....	3
CHEM 111/111L General Chemistry I/Laboratory.....	4
CHEM 112/112L General Chemistry II/Laboratory	4
MATH 160 Calculus I.....	4
Choose from the following: (8 Credits).....	8

Either:

PHYS 201/201L General Physics I/Laboratory (4) **AND**

PHYS 202/202L General Physics I & II/Laboratory (4)

Or:

PHYS 211/211L Essentials of Physics I/Laboratory (4) **AND**

PHYS 212/212L Essentials of Physics II/Laboratory (4)

STAT 201/201L Elementary Statistics/Laboratory	4
ENVI 201/201L Introduction to Environmental Science/Laboratory	4
ENVI 420/420L Advanced Environmental Science/Laboratory	4
Choose three courses and the corresponding laboratories: (11-12 Credits)	11-12

BIOL 370/370L Principles of Ecology/Laboratory (4)

BIOL 481/481L Freshwater Ecology/Laboratory (4)

BIOL 484/484L Conservation Ecology/Laboratory (4)

BIOL 488/488L Wetland Plant Ecology/Laboratory (4)

ENVI 399* Independent Study/Internship (1-4)

ENVI 487* Selected Topics in Environmental Science (1-6)

ENVI 499* Directed Undergraduate Research (3-6)

MATH 242/242L Modeling for Scientists I/Laboratory (4)

MSCI 321/321L Atmospheric Science/Laboratory (4)

MSCI 331/331L Introduction to Geographic Information Systems
(GIS) and Remote Sensing/Laboratory (4)

MSCI 355/355L Introduction to Environmental Ecotoxicology/
Laboratory (4)

MSCI 401/401L Environmental Chemistry/Laboratory (4)

MSCI 402/402L Analytical and Field Methods in Environmental
Chemistry/Laboratory (4)

MSCI 474/474L Ecosystems Analysis/Laboratory (4)

MSCI 475/475L Marine Ecology/Laboratory (4)

MSCI 495/495L Marine Environmental Issues/Laboratory (4)

PHIL 319 Environmental Ethics (3)

TOTAL CREDITS REQUIRED 49-50

*A maximum of six credits from ENVI 399, ENVI 487 and ENVI 499 may be applied towards the minor.



**UNDERGRADUATE
COURSE DESCRIPTIONS**

UNDERGRADUATE COURSE DESCRIPTIONS

1. Courses are listed by department, in alphabetical order.
2. 300 and 400 level courses are designed for students of upper-division standing (junior or senior standing).
3. In the course description, the digit in parenthesis indicates the semester hours of credit for the course.
4. In planning schedules, students should be reminded that all courses are not offered each semester. In order that students may better plan their program of study, the semesters in which courses will be offered may be listed at the end of the course description. F denotes the course will be offered in the fall semester; S for the spring semester; May for the maymester; and Su for the summer semester. Contact the department chair for information regarding the offering of a course without semester designation.
5. Courses that are designated Experiential Learning will have the following:
(Q) All sections of Q designated courses will be experiential learning sections.
(Q*) Selected sections of Q* designated courses will be experiential learning sections.

ACCOUNTING (ACCT)

- 330 Intermediate Accounting I.** (3) (Prereq: A grade of 'C' or better in CBAD 201 and CBAD 202) Theoretical foundation of generally accepted accounting principles, review of the accounting cycle leading to preparation of financial statements, accounting recognition of assets with special emphasis on cash, receivables, inventories, property, plant and equipment, and the time value of money. F, S, May.
- 331 Intermediate Accounting II.** (3) (Prereq: A grade of 'C' or better in ACCT 330) Accounting recognition of depreciable assets, intangible assets, investments, current liabilities, long-term liabilities. Stockholders equity topics and accounting theory underlying revenue recognition. F, S, Su.
- 332 Intermediate Accounting III.** (3) (Prereq: A grade of 'C' or better in ACCT 331) Advanced financial accounting topics including earnings per share, leases, pensions, accounting for income taxes, preparation of cash flow statements, and financial statement analysis. Partnership accounting topics include formation, operation, and liquidation. F, S, Su.
- 333 Cost Accounting.** (3) (Prereq: A grade of 'C' or better in CBAD 202) Cost accounting for manufacturing operations topics include: cost-volume profit analysis; job-order, process, and standard costing; budgeting; and decision making under uncertainty. F, S, Su.
- 336 Accounting Systems and Data Processing.** (3) (Prereq: A grade of 'C' or better in CSCI 110 or equivalent). Accounting systems as collector and processor of data necessary for effective control of a business organization. Emphasis on electronic data processing and data base management. F, S, Su.

(Accounting)

- 339 Individual Income Taxation.** (3) (Prereq: Completion of 54 semester hours) Introduction to sources of income tax law, basic concepts, property transactions, and research with consideration of filing status, exemptions, gross income, deductions, and computations leading to preparation of individual tax returns. F, S, Su.
- 433 Governmental Accounting.** (3) (Prereq: A grade of 'C' or better in ACCT 330) Accounting techniques for governmental and not-for-profit entities; topics include accounting standards and procedures for governmental units, colleges and universities, and voluntary health and welfare organizations.
- 434 Controllership.** (3) (Prereq: ACCT 331, ACCT 333, and FIN 301) A capstone course designed primarily for accounting and finance majors who are interested in pursuing a career in industry. CMA/CFA examination topics include controller responsibilities, advanced cost techniques, strategic planning and budgeting, and tax issues other than income tax. S.
- 435 Advanced Accounting.** (3) (Prereq: A grade of 'C' or better in ACCT 332, or concurrent enrollment in ACCT 332) Financial accounting for investments in stock and consolidation, foreign currency transactions and translation of financial statements.
- 437 Auditing Theory.** (3) (Prereq: A grade of 'C' or better in CBAD 291 and ACCT 333) (Coreq: A grade of 'C' or better in ACCT 331 or concurrent enrollment in ACCT 331) Generally accepted auditing standards governing external financial audits, audit techniques and procedures, evaluation of internal control system and the audit opinion. F, S, Su.
- 439 Income Taxation for Business Entities.** (3) (Prereq: ACCT 339) Introduction to the income taxation of business entities, including sole proprietorships, partnerships, and corporations. Basic concepts of the federal income tax system...gross income, business deductions, property transactions, comparison of business entities...online tax research and tax return preparation. F,S, Su.
- 441 VITA Independent Study.** (1-2) (Prereq: A grade of 'B' or better in ACCT 339 or participant in prior year VITA program.) Emphasizes supervisory role in the Volunteer Income Tax Assistance program (VITA). Students will be involved in assisting student tax preparers and taxpayers with "real world" tax preparation issues providing a diverse learning experience.
- 483 Current CPA Topics.** (3) (Prereq: A grade of 'C' or better in ACCT 330, ACCT 331, ACCT 332, ACCT 333, ACCT 336, ACCT 339, ACCT 437, and ACCT 439) This course is designed to provide a review of the major topics on the CPA exam. Students will be involved in an intensive review of CPA exam topics and take a battery of diagnostic exams on the topics to measure their level of competency in each area.

(Accounting, Anthropology)

- 497 Accounting Internship.** (0-12) (Prereq: 54 or more hours, minimum GPA of 2.5, and approval of the department chair) The accounting internship is a supervised work experience in an accounting setting. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from 0-12 credit hours for the accounting internship course, which may be repeated up to three times for credit; however, students cannot earn more than a total of 12 accounting internship credit hours over the course of a single undergraduate program and only six credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.

ANTHROPOLOGY (ANTH)

- 101 Primates, People and Prehistory.** (3) (Coreq: ANTH 101L) An exploration of human origins, human evolution, human prehistory and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods and data of physical, biological and archaeological anthropology. May be taken with, or independently of, ANTH 102.
- 101L Primates, People and Prehistory Laboratory.** (1) (Coreq: ANTH 101) Through laboratory exercises, students will explore human biology and culture over a period of several million years. Students will question the nature of science, the use and analysis of scientific evidence, and how biocultural evolution worked in the past and how it works today. Focusing on the "how" aspect of these questions, students draw on scientific processes and knowledge to learn about what we are and how we came to be.
- 102 Understanding Other Cultures.** (3) (Coreq: ANTH 102L) An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods and data of sociocultural anthropology and anthropological linguistics. May be taken with, or independently of, ANTH 101.
- 102L Understanding Other Cultures Laboratory.** (1) (Coreq: ANTH 102) The laboratory must be taken in conjunction with ANTH 102: "Understanding Other Cultures" and is a mandatory component of the course. The lab will meet once per week; basic principles students will learn to use in application may include: interview methods, collecting oral histories/ traditions, and ethics in the interpretation and representation of others.

(Anthropology)

- 150 World's Greatest Shipwrecks.** (3) Excavation and exploration of ships and boats dating from 5,000 years ago in ancient Egypt to U.S.S. Yorktown of World War II provide an introduction to the fields of archaeology and anthropology for students with little background in archaeology. From Titanic to treasure ships, this global survey explores archaeology, economy, technology and society at an introductory level.
- 210 World Prehistory.** (3) This introduction to world prehistory covers nearly four million years of human biological and cultural change around the world, from a time when people depended on stone tools through development of complex societies that relied on bureaucrats to maintain and administer state policies. F, S, Su.
- 303 Murder, Mayhem & Madness: Culture & Crime.** (3) This course is an anthropological exploration of cultural attitudes and influences on homicide, public execution and/or torture of criminals and treatment of the “criminally insane.” This course will include the study of serial and mass murderers and may include case studies from the ancient world to modern society. Examples will be viewed through the lens of cultural and historical contexts, gender and age roles, class differentiation and utilize interdisciplinary sources for a holistic approach. Popular culture, media, and violence in identity formation will also be addressed. F.
- 310 Myth, Ritual and Magic.** (3) This is an anthropological course that will examine ancient & historical cultures’ supernatural beliefs, ritual practices, and mystical symbolism, and how these reflect societies’ values and world views about power, gender, and identity. Topics will include: “goddess” cults, witchcraft, spirits/demons, shamans, divination, sacrifice, magic, and cult objects. We will approach these topics through the study of folklore, mythology, historical, and archaeological evidence.
- 312 World Ethnography.** (3) (Prereq: ANTH 102 or permission of the instructor) This course defines ethnography from an anthropological perspective and presents the foundations for studying human cultures holistically, empirically, and historically. Ethnography is the study of a human culture and includes examination of social roles and relationship dynamics, subsistence/economy, customs, political climate, religion, etc. Discussions will also examine the use and misuse of ethnographic information. This course will explore various styles of ethnography through anthropological case studies and will draw from rural and urban communities and populations from around the world.
- 316 Sex, Gender & Culture.** (3) Sex, gender, and culture are closely interwoven in society and define the parameters of our identities. By taking a uniquely anthropological approach, this course examines how sex and gender are a part of human culture. This course uses anthropological case studies from around the world to explore the ways in which social conventions are maintained, manipulated, and challenged, and how they influence our perceptions of ourselves and others.

(Anthropology)

- 320 Archaeology and the Human Past.** (3) (Prereq: ANTH 101) An introduction to archaeological research. Archaeological theory and methods in the context of prehistoric data drawn from various world areas. Topics include hunter-gatherers, the development of food production, changing social and trade networks, and prehistoric urbanism in the rise of hierarchical societies.
- 333 Prehistory of North America.** (3) North America exhibits widespread archaeological diversity in the material culture and lifeways of ancient peoples. The goal of this course is to provide an overview of the prehistory of different regions in North America. We will consider trends in subsistence and settlement, as well as cultural patterns, exchange, social complexity, and culture contact. Discussions will cover theoretical and methodological underpinnings of contemporary archaeological thought in North America, and explore some of the hotly debated issues currently at the forefront of North American archaeology. Case studies will be used to provide in-depth examples and as material for classroom dialogue. Finally, we will discuss culture contact arising from European exploration and settlement in the New World. Issues to be covered include disease, environmental degradation, religion, and resistance to European influence. F, S.
- 345 Archaeology of Plantations.** (3) An archaeological analysis of antebellum plantations with an emphasis given to the significance of settlement patterns, spatial organization, architecture, lifeways, crop production, cemeteries, social and economic conditions, and how groups of artifacts speak to these varied topics and the complex relationships that existed between planters, overseers, and slaves.
- 371 Introduction to Forensic Archaeology & Anthropology.** (3) (Coreq: ANTH 371L) This course includes theoretical and applied forensic archaeological field methods, basic human osteology, and familiarization with medico-legal terms and concepts necessary for working with law enforcement and the medical community. This is an introductory course for students who desire a greater understanding of the applied aspects of anthropology as it engages with the criminal justice system.
- 371L Introduction to Forensic Archaeology & Anthropology Laboratory.** (1) (Coreq: ANTH 371) This course provides hands-on learning in forensic archaeological field methods, basic human osteology, and forensic facial sketching.
- 380 Seminar in Archaeology.** (3) (Prereq: ANTH 101/101L or permission of the instructor) The seminar format offers students an opportunity to explore specific topics in archaeology. It may be repeated when topics vary.
- 392 Special Topics in Anthropology and Archaeology.** (3) This course will include reading and research on selected anthropological or archaeological subjects. The course may be repeated for credit under different topics.

(Anthropology)

- 394 Koobi Fora Field School.** (8) (Prereq: ANTH 101/101L) This course will introduce students to archaeological field and laboratory methods. In the field, students will learn techniques of archaeological excavation, mapping, and survey. They will help excavate archaeological localities that were buried from a few thousand years ago to almost two million years ago, search for fossil remains of hominids, help in trying to interpret what they find in the context of human biological and behavioral evolution, and learn the fundamentals of savanna ecosystems. S.
- 395 Prehistoric Archaeology Field School.** (4-12) This course introduces students to prehistoric archaeological field and laboratory methods. In the field, students will learn techniques of archaeological excavation, mapping, and survey. Excavations are likely to recover evidence of historic and prehistoric habitation including tools, pottery, food remains, and hearths. During the field season, students will also spend time processing the collected artifacts at an archaeological laboratory. Processing will include washing, labeling, identifying, and analyzing archaeological materials. Students will have the opportunity to learn from professional archaeologists during demonstrations and guest lectures, and will compile their own artifact analyses. Discussions will also cover the practice of archaeology today, specifically addressing current state and federal laws dealing with the treatment and excavation of archaeological sites and museum collections. Assignments for this class may include textbook readings, a final paper, and a field journal. May, Su.
- 396 Historical Archaeology Field School.** (4-12) This course will introduce students to historical archaeology and will cover field and laboratory methods including excavation, mapping, survey and consultation of historical sources in the interpretative process. An ethnographic component, where applicable, will also incorporate oral history, interviews or other data from descendant communities for an ethno-historical approach. Although not the primary focus, excavations may uncover prehistoric material. Archaeological inquiry includes but is not limited to: the built environment, ritual practices, ethnicity/identity, childhood, socio-economic realities, and other topics through the lens of material culture. Students will learn to process artifacts by washing, labeling, identifying, and analyzing them on site and in a laboratory. Students will gather historical data from museums and other archival sources with which to compare archaeological findings. May, Su.
- 398 Archaeological Field Research.** (3) (Prereq: permission of the instructor) Students actively participate in prospecting, locating, excavating and evaluating a regional archaeological site. Students may register two times for this course, and are limited to a maximum of six hours credit.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the department chair and dean) Directed study and/or research on specific topics.

(Anthropology)

- 410 Q Advanced Archaeological Methods.** (3) (Prereq: ANTH 101/101L or permission of the instructor) This course will provide an overview of the methods used by practicing archaeologists in the field and the laboratory. Discussions will cover theoretical and methodological underpinnings of the practice of archaeology, and will explore some of the most recent, cutting-edge techniques and technologies used today. Finally, we will discuss how our data and analysis inform our understanding and interpretation of the past. S.
- 425 Maritime Archaeology of the Americas.** (3) (Prereq: ANTH 101/101L or permission of the instructor) This course focuses on the watercraft of the Americas, from native origins through the variety of ships and boats built by European explorers, colonists and their descendants.
- 427 African Prehistory.** (3) This course provides an introduction to the prehistory of Africa spanning the earliest emergence of humans until the period of early European contact. Among other topics, we will explore the rise and fall of some of the great African civilizations using an examination of material artifacts. This course takes a chronological approach, beginning with the archaeological evidence of our hominin ancestors, and will examine a range of case studies and archaeological examples. Topics covered may include subsistence and settlement, technology, exchange, social complexity, and culture contact.
- 430 Southeastern Archaeology.** (3) Prehistoric and historic archaeology of the Southeastern United States provide an introduction to the Native peoples of the region and to the impact of European contact. Topics covered will include subsistence and settlement, cultural patterns, exchange, social complexity, and culture contact. F, S.
- 432 Careers in Archaeology: Cultural Resource Management.** (3) This course provides important specialized knowledge for students who may seek careers in archaeology, history, or historic preservation. Cultural Resource Management (CRM) is the archaeology, history, and historic preservation research conducted in response to federal, state, and local laws. A large number of archaeologists work in CRM, and this course gives students the knowledge to understand the laws and practice for the treatment of archaeological sites and historic resources. The course takes a topical approach, and will explore how archaeologists, historians, and historic preservationists operate within the CRM industry.
- 495 Q Internship in Anthropology.** (1-12) (Prereq: permission of the instructor, 90 credit hours, 2.5 GPA, and 12 hours of Anthropology courses) Internship opportunities across a wide range of institutions, agencies, organizations and businesses are available to students.

(Art Curatorial Studies, Art Education)

ART CURATORIAL STUDIES (ARTC)

- 365 Practicum In Curatorial Studies I.** (3) Students will explore issues relating to the curatorial process through the planning, design and installation of exhibitions. Students will develop graphic and exhibition design proposals, publications, community outreach and public relations strategy for an exhibition. Sessions will include registration, art handling, condition reporting, professional art shipping and receiving, environmental standards for storage and exhibition and the professional responsibilities of the curator.

ART EDUCATION (ARTE)

- 310 Introduction to Art Education.** (3) Thematic approaches to art education will be discussed and applied through personal artmaking, lesson planning and experiences in community settings. Students will visit PK-12 schools and other educational sites and practice methods of digital documentation and reflective practice. Offered as needed.
- 329 Art for Elementary Schools.** (3) Methods of teaching art to elementary school children. Major emphasis will be given to relevant studio experiences. F, S.
- 339 Art for Middle Schools.** (3) (Prereq: ARTE 329 or permission of the instructor) Methods of teaching the visual arts to middle school students. Major emphasis will be given to the investigation and development of appropriate grade-level studio production, art in history, and aesthetic experiences. Offered as needed.
- 340 The School Art Program.** (3) (Prereq: ARTE 329 or permission of the instructor) An introduction to art education as a profession. Students will examine the historical development of art in education, current issues and trends in art education, and prominent rationales for art in the schools. Methods for evaluation of art programs and student art products will be explored.
- 349 Methods and Materials for Teaching Art.** (3) (Prereq: ARTE 329 or permission of the instructor) Students will develop art learning units with relevant teaching support materials organized around specific art concepts and art materials. Methods for evaluation of art programs and student art products will be explored. Emphasis is placed on secondary schools.
- 379 Cultural Foundations of Art/Craft in Art Education.** (3) Students will learn to create art using traditional and contemporary craft media and techniques as applicable to K-12 art instruction. Students will also develop an understanding of the forms and functions of non-Eurocentric art across world cultures. Method of instruction will include an examination of relevant researched supported materials and assessment methodologies.
- 399 Independent Study.** (1-3) (Prereq: ARTE 329) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit with different topics. F, S, Su.

(Art Education, Art Graphic Design)

- 499 Directed Undergraduate Research.** (1-3) (Prereq: permission of the instructor, approved course contract, and if applicable, field site permission obtained) Selected and structured undergraduate research projects conducted with faculty direction and possible participation. Course may be repeated for credit with different topics. F, S, Su.

ART GRAPHIC DESIGN (ARTD)

- 108 A Survey of Graphic Design.** (3) A comprehensive survey of graphic design from ancient history to the present. This course will look at significant movements, figures and technological advancements. It will include a basic introduction to the language, issues, and concerns of graphic artists and the various communication vehicles used. F, S.
- 201 Graphic Design I.** (3) (Prereq: ARTS 103) (Computer Usage) An introductory course addressing the role of the professional designer in visual communications. Strategies, techniques and software used in the electronic design process are addressed. Topics covered are layout, design, typography, illustration, web design and desktop publishing. F, S.
- 202 Graphic Design II.** (3) (Prereq: ARTS 103 and ARTD 201) (Computer Usage) A course exploring printing and reproduction methods. Projects focus on printing processes and the production of camera ready art. Extensive use of the computer as a graphic design tool. F, S.
- 205 Web Design I.** (3) (Prereq: ARTD 202) Beginning to intermediate-level studio work in web media, graphics and website structure. Graphic design software, website layout and HTML will be used to explore navigation, aesthetics, strategy, concept and organization with an emphasis on the user experience.
- 301 Graphic Design III.** (3) (Prereq: ARTD 202) A combined graphic design history and intermediate studio practice course focusing on process, creative problem solving, research, and design context. F, S.
- 302 Graphic Design IV.** (3) (Prereq: ARTD 301) Further study in graphic design processes, information formats and systems. Projects include catalogues, reports, magazines, signage, and corporate information systems. Extensive use of desktop publishing. F, S.
- 303 Illustration.** (3) (Prereq: ARTD 202) Introduction to the ideas and illustrative techniques used in visual communication. Students will explore traditional media including pen, pencil, wash, charcoal, Conte crayon and colored pencil. They will use an illustration program and image scanning extensively to produce topical illustrations for a variety of publications, ads and brochures.
- 304 Motion Design I.** (3) (Prereq: ARTD 202) A beginning exploration of design using animation, sound and design for TV, film and web with an emphasis on the viewer's experience. Students will gain knowledge of the design process for time-based media by developing storyboard concepts that will be turned into final movies. F.

(Art Graphic Design)

- 305 Web Design II.** (3) (Prereq: ARTD 205) A beginning to intermediate level exploration of Flash layout and animation design for the web with a continued emphasis on interface design and the user experience.
- 306 Web Design III.** (3) (Prereq: ARTD 305) Advanced use and exploration of both static and motion-based web design software and methods, with a particular interest in producing sites that use a hybrid of the two. Projects will focus on taking complex websites from concept to completion.
- 308 Advanced Typography.** (3) (Prereq: ARTD 202) A continuation of typography skills and techniques learned in ARTD 201 and ARTD 202, Advanced Typography addresses typographic history, systems, narrative and experiment within a framework of theoretical and real-world problems. The computer will be an important tool, along with alternative methods, such as hand-generated elements.
- 309 Packaging Design.** (3) (Prereq: ARTD 202) An introduction to the history and production of packaging. Students will explore printing processes associated with the production of packaging as well as branding, point of purchase, and use of color and typography. Folding, scoring, shelf space and market targeting will also be integrated into the projects. Students will design and produce everything from labels to complete packages for real world products.
- 399 Independent Study.** (1-3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit with different topics.
- 400 Publication Design.** (3) (Prereq: ARTD 302) Publication Design will focus on the history and purpose of different types of publications. Newspapers, books, magazines, annual reports, newsletters, blogs, Web pages, and e-newsletters will be among those investigated. Students will explore the production and design approach to each and how the use of color and typography affect the reception by the public.
- 401 Advanced Graphic Design I.** (3) (Prereq: ARTD 302) Advanced problems in advertising, promotion, packaging, and poster design. Projects include development of presentation techniques. Extensive use of digital technology and photography.
- 440 Q Pre-Professional Studio.** (3-6) (=ARTS 440) (Prereq: permission of the instructor) A pre-professional studio course providing graphic design and photography services to small businesses, non-profit organizations, and departments throughout the University. Students will gain first hand, real-world experiences through client driven projects. Participants will also learn how to maintain client relationships, time management, design and development, implementation and final production. This course may be repeated for a total of 6 credit hours. F, S.

(Art Graphic Design)

- 450 Q Ashes2Art: Digital Reconstructions of Ancient Monuments.** (3) (=ARTH 450) (Prereq: permission of the instructor) Ashes2Art combines cutting edge digital technologies, art history, graphic and web design, and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an extraordinary opportunity for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students then incorporate that research into a web-based project utilizing cutting edge technologies, including Adobe Photoshop, Google Earth, Sketch Up, Panoweaver, Tourweaver, Studio Max, Dreamweaver, Cinema 4D and Macromedia Flash animation. The course can be repeated for up to 6 credit hours. S.
- 495 Graphic Design Internship.** (1-3) (Prereq: ARTS 103, ARTS 104, ARTS 111, ARTS 112, ARTH 105, ARTH 106, ARTD 201, and ARTD 202) (Coreq: junior standing, 2.0 GPA or better, and permission of the department chair) Application for the internship cannot be obtained without first receiving permission from the chair of the department. Students are professionally supervised in an organization while working 120 hours during a semester. (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, chair of the department and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships.
- 496 Graphic Design Internship II.** (1-3) (Prereq: ARTD 495 and permission of the department chair) Application must be obtained from the chair of the department before applying. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, chair of the department and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships. This internship opportunity is open only to students who have already taken ARTD 495.

(Art Graphic Design, Art History)

- 497 Q Graphic Design Senior Capstone.** (3) (Prereq: ARTD 302) Advanced problems in both the print and web areas of graphic design, emphasizing a versatile, well-rounded and high-quality portfolio that will serve students as they pursue employment in the design field. Students will be expected to purchase a portfolio case for printed samples and also to produce a digital portfolio that will be displayed on the internet. F, S.
- 499 Special Topics in Graphic Design.** (1-3) (Prereq: permission of the instructor) In-depth investigation of specific topics and media not generally available in the curriculum. May be repeated for credit under different topics.

ART HISTORY (ARTH)

- 105 History of Western Art I.** (3) A survey of the visual arts and their relevance to their times from the Paleolithic period through the Gothic period. F, S.
- 106 History of Western Art II.** (3) A survey of the visual arts and their relevance to their times from the Renaissance to the present. F, S.
- 107 Art Outside the Western Tradition.** (3) A survey of Non-Western art from prehistory to the present, including but not limited to African, Asian, Islamic, and Oceanic art as well as art of the Americas, examining the cultural contexts of Non-Western art forms. F, S.
- 110 Introduction to American Film.** (3) This course presents an introduction to American film history, focusing on the aesthetic, technological, and social developments that shaped the medium and culture in the twentieth century. Emphasis will be placed on full length screenings, with dissection of formal content as well as historical context, and technical aspects of the medium. F, S.
- 219 Islamic Art and Architecture.** (3) This course serves an introduction to pre-modern Islamic artistic and architectural traditions in the Mediterranean, Middle East, Central Asia and India. Students will learn how Islamic beliefs have shaped these traditions and the importance of cultural exchange between the Islamic world and the rest of Africa, Asia, and Europe. F, S.
- 237 The Contemporary Graphic Novel.** (3) This course examines the historical, cultural, artistic, literary and theoretical underpinnings of book-length graphic novels. After examining the history of the sequential narrative in various media, the course will focus on the mechanics of visual/textual storytelling and analyze a wide range of approaches to the discipline. F, S.
- 240 American Art.** (3) A survey of the fine arts, popular arts, architecture, and material culture of the United States, taking into consideration important events in social, political, and economic history from the time of British colonies to the mid twentieth century. F.

(Art History)

- 250 Concepts in Art History.** (3) (Prereq: ARTH 106, and ARTH 105 or ARTH 107) This course provides an introduction to aesthetics, art theory, and art criticism, as well as a foundation in the practice of research and writing in the arts. We will read theoretical and critical writing on art and art history, explore questions about the nature of art, and work with a number of theories and methodologies by which to understand art. Students will be introduced to the skills necessary to think, research, and write clearly. F, S.
- 255 American Film.** (3) (Prereq: completion of an ARTH 100 level course with a grade of 'C' or better or permission of the instructor) This course will give students a criteria for interpreting film within an historical context while introducing major genres, significant directors and influential screen actors from the formative years of this art. F, S.
- 266 Arts of China.** (3) This course serves as an introduction to the visual and intellectual richness of Chinese art and architecture from the Neolithic period to the present. Some topics covered will include Shang and Zhou ritual bronze vessels, the Terracotta Army, Buddhism in China, Landscape Painting, the Forbidden City, Porcelain Production and Chinese Contemporary Art. F, S.
- 308 History of Photography.** (3) A survey of the history of photography from 1839 to the present. This course explores photography from pre-photographic visual technologies to the current revolution of digital visual media. In addition to fine art photography, we will consider a variety of photographic genres, for example, documentary and landscape photography, portraiture, and family snapshots.
- 311 Modern African Art and Culture.** (3) (Prereq: ARTH 105, ARTH 106 or ARTH 107) This course explores modern and contemporary African cultural expression through its visual arts. Specific investigations will include genres such as painting, sculpture, photography, fashion, film, and multimedia artworks that illustrate the intersection of art and life in African societies. F, S.
- 322 Medieval Art & Architecture.** (3) (=HIST 322) A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture in wood, stone, bronze, and gold will also be central to the course content.
- 323 Italian Renaissance Art & Architecture.** (3) (=HIST 323) This course surveys the painting, sculpture, and architecture of the Italian peninsula c. 1300 - 1550 and the revival of classical ideals and philosophies of visual representation focusing primarily on Florence, Venice, and Rome. The course examines the art and ideas of inspired, creative minds such as Giotto, Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian, Palladio, and many more.

(Art History)

- 324 Baroque Art & Architecture.** (3) (=HIST 324) The 17th Century was a period of remarkable exploration, experimentation, and change. Those events were embodied in the painting, sculpture, and architecture. Focusing on the Netherlands and Flanders (modern Holland and Belgium), Rome, France, and Spain, this course surveys the visionary ideas of Caravaggio, Carracci, Rembrandt, Rubens, Vermeer, Velasquez, Borromini, and Bernini among others.
- 326 Northern Renaissance Art.** (3) (Prereq: ARTH 105 and ARTH 106, or permission of the instructor) This course is an art historical survey of Northern European Renaissance art from c. 1350-1550, including art from the Low Countries, France, Germany, and Spain. Content introduces students to the works of major cultural trends and artists, primarily in painting and sculpture. S.
- 330 Rococo to Romanticism.** (3) (Prereq: sophomore standing or 30+ credits) This course explores European art from 1700 to the 1840s. Major artistic trends and artists from the Rococo, Enlightenment, Neoclassical, and Romantic periods will be covered. S.
- 341 Modern Art 1840-1940.** (3) This course follows the development of a modern consciousness within the art of Europe and the United States from 1840 to 1940. The progressive advance of stylistic movements during a time of industrial change and colonial expansion includes realism, impressionism, post-impressionism, expressionism, cubism, dada, surrealism, and others. The impact of non-European traditions on the growth of a modern aesthetic will be explored. S.
- 342 Post-Modern and Contemporary Art - 1940 to the Present.** (3) Study of the major trends in art and visual practices within the United States and Europe, since 1940 to the present, in order to understand how artists engage a personal vision, political point of view, or intellectual goal in their interaction with the world.
- 345 African American Art.** (3) An overview of the African-American presence in the fine arts, popular arts, architecture and material culture produced in the United States from the time of the transatlantic slave trade to the present. Study includes both the art created by African descendent Americans as well as the representation of African-Americans by Euro-Americans.
- 349 Representations of Peace and Conflict in the Arts.** (3) This is an in-depth examination of the representation of peace and conflict in the arts and popular media with particular attention to works of fine art, photography, graphic arts, or film. F, odd years.
- 350 Art and Ideas.** (3) (Prereq: ARTS 102, ARTH 105, or ARTH 106, or permission of the instructor) An introduction to aesthetics, art theory, and art criticism. Students will read and discuss a variety of philosophical and critical writings that relate to the visual arts.

(Art History)

- 360 Gender and Ethnicity in Art.** (3) (Prereq: completion of an ARTH 100 level course with a grade of 'C' or better or permission of the instructor) A critical examination of how gender and ethnicity have been represented in visual culture within the Western tradition.
- 392 Critiquing the Museum.** (3) This course involves travel to museums and galleries in order to broaden our understanding about how viewers perceive and interact with art in various settings. We will consider how our responses are influenced by the manner of display, and the environment within which an exhibition is mounted. Travel destinations have included New York, Oxford, London, Rome, Florence, Athens and Paris, and may vary each time the course is offered.
- 425 Art and the City.** (3) (Prereq: completion of ARTH 105 and ARTH 106, or permission of the instructor) Explores a single city and its architectural and artistic developments from its origins to the present. The course considers cultural and artistic influences and advancements from the perspective of location and geography rather than exclusively chronological conditions. The city to be explored will vary from semester to semester. Course is repeatable up to 3 credit hours only when the focus is on a different city. F, S
- 450 Q Ashes2Art: Digital Reconstructions of Ancient Monuments.** (3) (=ARTD 450) (Prereq: permission of the instructor) Ashes2Art combines cutting edge digital technologies, art history, graphic and web design, and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an opportunity for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students then incorporate that research into a web-based project utilizing cutting edge technologies, including Adobe Photoshop, Google Earth, Sketch Up, Panoweaver, Tourweaver, Studio Max, Dreamweaver, Cinema 4D and Macromedia Flash animation. The course can be repeated for up to 6 credit hours. S.
- 497 Art History Senior Capstone.** (3) (Prereq: ARTH 250 and senior status) The Senior Capstone in Art History exposes students to the most pervasive and important varieties of art historical interpretation and the methodologies employed by art historians through the centuries. A research thesis is required. F, S.
- 499 Special Topics in Visual Culture.** (1-3) (Prereq: ARTH 105, ARTH 106, or permission of the instructor) Topics in visual culture of special interests but which are too specific to be served by an established course. Topics may include but are not limited to more diverse imagery than traditionally offered in an art history survey course. May be taken more than once as the topic changes. Course fulfills upper level course requirement for ARTS majors.

(Art Studio)**ART STUDIO (ARTS)**

- 102 Visual Arts and Culture.** (3) An introductory course in visual language and literacy. The course will include a brief history and overview of art and design and will also examine the cultural, political and social aspects of art.
- 103 Fundamentals of Art I.** (3) An introduction to the basic principles of two-dimensional design and color.
- 104 Fundamentals of Art II.** (3) An introduction to the basic principles of three-dimensional design and form.
- 105 Introduction to Digital Image Making.** (3) (Prereq: ARTS 103) Basic introduction to the use of the computer as a creative medium for art and design. Addresses basic skills and concepts relevant to contemporary theories and practices. Provides a hands-on introduction to fundamentals of typography, page layout, image acquisition and manipulation and time based media. Technical knowledge is applied to problems from both individual and group assigned projects. F, S.
- 111 Drawing I.** (3) A basic course in the materials and techniques of drawing.
- 112 Drawing II.** (3) (Prereq: A grade of 'C' or better in ARTS 111) A basic course in the materials and techniques of drawing. F, S.
- 200 Introduction to Printmaking.** (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) An introduction to a broad range of fine art printmaking methods, materials, and vocabulary, including monotype, collagraph, photo-polymer intaglio, linocut, and embossing. Dry and wet paper printing methods are covered using relief, intaglio, and planographic processes. Students will use oil or water soluble printing inks as prescribed by the process. Emphasis will be placed on design, technique, and individual creative expression. Studio experiences are supported by readings and presentations to provide a historical and contemporary context for the mediums. F, S.
- 204 Ceramics (Pottery/Sculpture).** (3) (Prereq: ARTS 104 or permission of the instructor) An introductory course to explore ceramic processes involved with pottery and sculpture. Concentration is on hand building techniques of pinch, coil, and slab construction. Experiences will include decorating techniques, several glaze technologies and kiln loading and firing.
- 207 Silkscreen Printmaking.** (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) Introduction to the silkscreen printmaking processes. F, S.
- 208 Sculpture.** (3) (Prereq: ARTS 104 or permission of the instructor) This course introduces the materials and techniques of sculpture, including plaster modeling, cold casting, carving, and assembling.
- 209 Introduction to Monotype.** (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) An introduction to fine art monotype and monoprinting techniques. This is a basic level printmaking course that will serve students interested in printmaking, drawing, and painting. F, S.

(Art Studio)

- 211 Painting with Water Media.** (3) (Prereq: ARTS 103 and ARTS 111, ARTS 112, or permission of the instructor) Introduction to the concepts and materials of water-based painting. Included will be dry and wet paper techniques, resists, various supports and grounds; traditional and contemporary usages.
- 212 Painting with Opaque Media.** (3) (Prereq: ARTS 103 and ARTS 111, ARTS 112 or permission of the instructor) Introduction to the concepts and materials of painting with an opaque medium (oil or acrylic at instructor's discretion). Included will be alla prima, wet on wet, underpainting, glazing, palette knife techniques, various supports and grounds; traditional and contemporary usages.
- 214 Book Arts.** (3) (Prereq: ARTS 103 and ARTS 104, or permission of the instructor) An introduction to various traditional bookmaking techniques within the context of the development of book structures and exploration of contemporary book arts concepts. F.
- 231, 232 Life Drawing I and II.** (3 each) (Prereq for 231: ARTS 111 and ARTS 112; for 232: ARTS 231 or permission of the instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.
- 261 Introduction to Black and White Photography.** (3) An introduction to the use of the camera, light as a creative tool, darkroom practices, film developing, and printing. Emphasis on photography as a creative medium for personal expression.
- 297 Sophomore Review.** (0) (Prereq: ARTS 103, ARTS 104, ARTS 105, ARTS 111 and ARTS 112) (Coreq: ARTS 298*) This course is designed as a diagnostic and advisory review of the student's work at the end of the sophomore year, conducted in conference with an art faculty committee. Sophomore Review is a portfolio review process that takes place during the sophomore year of an art studio/graphic designer major's program. This course must be taken concurrently with ARTS 298. (*ARTS 112 can be taken concurrently with special permission by the instructor.) F, S.
- 298 Concepts in the Artistic Process.** (3) (Prereq: ARTS 103, ARTS 104, ARTS 105, ARTS 111, and ARTS 112) (Coreq: ARTS 297*) This course is an introduction to conceptual art-making through the evaluation of the collaborative art process, analysis of visual culture, and the preparation of life as a creative professional. Students of this course will be expected to create conceptually driven collaborative works, learn and incorporate advanced critiquing skills, and create a professional identity. This course must be taken concurrently with ARTS 297. (*ARTS 112 can be taken concurrently with special permission by the instructor.) F, S.
- 311, 312 Intermediate Painting I and II.** (3 each) (Prereq: ARTS 211 or ARTS 212) Further explorations of materials and techniques of painting with emphasis on individual creative expression.

(Art Studio)

- 313** **Painting the Portrait.** (3) (Prereq: ARTS 211 or ARTS 212 with a grade of 'C' or better or permission of the instructor) Painting the Portrait is an intermediate level painting course. Portrait painting is a genre that expresses essence in the physical, psychological and spiritual aspects of the sitter. The challenge is to express the portrait in the language of the 21st century making it relevant to contemporary art and life. Paint media selection for this course will be an individual choice. Knowledge of the chosen paint medium is essential for successful portrait results. Technical and skill development will include anatomical studies, proportions of the face and figure, color studies, observations of skull and plaster casts and compositional strategies through direct observation of the model. F.
- 318** **Advanced Color Theory.** (3) (Prereq: ARTS 297) An advanced course in the principles of color theory and color usage. F.
- 321** **The Functional Vessel.** (3) (Prereq: ARTS 204 or permission of the instructor) This ceramic course concentrates upon wheel throwing techniques to include basic forms, lidded vessels and composite vessels of a functional purpose, including the teapot.
- 322** **The Sculptural Vessel.** (3) (Prereq: ARTS 204 or permission of the instructor) This ceramic course combines wheel throwing and hand building processes in pursuit of a sculptural approach to the vessel tradition. Presentations and readings on contemporary developments within the ceramic vessel tradition will be explored. Review and refinement of wheel throwing and hand building skills are incorporated to extend the student's range of options in pursuit of a personal vocabulary of the sculptural vessel.
- 331, 332** **Advanced Drawing I and II.** (3 each) (Prereq: ARTS 231 and ARTS 232) Advanced methods of graphic representation and expression. Emphasis is on traditional and non-traditional methods and developing individual creative expression.
- 361** **Intermediate Black and White Photography.** (3) (Prereq: ARTS 261) An intermediate course continuing the investigation into photographic techniques. Panning, zooming, multiple exposure, and the creative use of different developers, films, and papers will be stressed as well as darkroom manipulation of the image.
- 362** **Digital Photographic Techniques.** (3) (Prereq: ARTS 261 and ARTS 361) The students taking this class should have a firm understanding of the photographic medium. This is an introductory course to color photography in a digital photographic environment. Through the use of Adobe Photoshop, archival printing, and their own personal digital camera, the students of this class will learn to treat the computer as if it were a darkroom both creatively and technically. Students should come into this class already having an understanding of camera basics and photography as a medium.

(Art Studio)

- 363 Experimental Photography.** (3) (Prereq: ARTS 261 and ARTS 361) Students who take this course should have a firm understanding of the photographic medium. Advanced photography course that emphasizes the experimental nature that photography possesses. Students will work with non-traditional materials, alternative photographic technique, as well as experiment with various types of films and papers. Experimental Photography is about learning the limits of your photographic materials and thinking outside the typical photographic frame.
- 370 Relief Printmaking.** (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) This course combines review and refinement of existing cutting and printing processes leading to the extension of skill acquisitions. Single block and multiple block print editions will be produced in black and white and color. Complex registration and printing methods will be covered. Emphasis will be on technique, design, and developing personal expression and meaning. Studio experiences are supported by presentations and readings to provide an historical and contemporary context for relief printmaking. F, S.
- 373 Photopolymer Intaglio Printmaking.** (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) An introduction to non-toxic photopolymer printmaking processes. This course offers the student the opportunity to investigate a process that creates an original matrix from which multiples can be made. Photopolymer intaglio enables the artist to make prints that have qualities of both traditional intaglio and lithography, without exposure to toxic chemicals. The process is relatively direct and prints are achieved much faster than through traditional printmaking methods. Students will use both two-dimensional design and drawing skills to expand their drawing and design abilities and conceptual thinking. F, S.
- 374 Digital Photographic Techniques II.** (3) (Prereq: ARTS 362) Students should have a firm understanding of both digital and color photography. This is a continuation course in digital color photography. ARTS 374 will focus on the development of the photographer's creative eye by examining contemporary color photography and completing more complex digital photographic exercises.
- 380 Fine Arts Workshop: Brookgreen Gardens.** (1-3) (Prereq: ARTS 104 and permission of the instructor) Off-campus hands-on workshop to be taken at Brookgreen Gardens. Workshops are typically one week in length. Subjects vary by workshop offerings. Majority of studio instruction will take place at Brookgreen Garden's Sculpture Facility under the tutelage of a qualified professional artist. Participation in specific workshop to be pre-approved by Art Department Faculty for credit. Additional requirements for credit include reflection and research papers. Su.

(Art Studio)

- 381** **Sculptural Processes.** (3) (Prereq: ARTS 208 or permission of the instructor) This course encourages sculptural exploration through the use of the subtractive and additive methods in metal, plaster, stone, or wood. Emphasis will be placed on the mastery of techniques that are integral to making and understanding subtractive and additive sculpture. Carving as well as the assembly of steel, plaster, stone, cement, and wood will be explored.
- 382** **Objective Sculpture.** (3) (Prereq: ARTS 208 or permission of the instructor) This course investigates sculpture as object making. Students experiment with a wide range of scale, format, materials, and media options, with emphasis on the creation of meaning in personal objects. Presentations and readings provide historical and contemporary context for a better understanding of sculpture as object.
- 383** **Multiples, Molding and Casting.** (3) (Prereq: ARTS 208) This course will investigate multiplicity, both in terms of quantity and variety. Students will experiment with scale, format, materials and media options, with an emphasis on the creation of multiples. Investigations involving mold-making and casting will play a significant role in this course. F, S.
- 385** **Fine Arts Workshop: (Art Center).** (1-3) (Restricted to ART majors and minors) (Prereq: ARTS 103, ARTS 104, and permission of the instructor) Off-campus workshop at pre-approved art or craft facility. Workshops are typically one to two weeks in length. Subjects vary by workshop offerings. Majority of studio instruction will take place at workshop facility (off-campus) under the tutelage of qualified professional artist. Additional requirements for credit include reflection and research papers. Su.
- 399** **Independent Study.** (1-3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit with different topics.
- 408** **Studio Lighting.** (3) (Prereq: ARTS 362) An intensive studio course in photographic lighting techniques. Through demonstrations and lectures will learn how to use artificial lighting within the context of commercial and artistic application. The course will include, but is not limited to, techniques in location lighting, portrait, still life, editorial, and fine art photography. This course emphasizes creative visual communication through commercial and technical application. F.
- 411, 412** **Advanced Painting I and II.** (3 each) (Prereq: ARTS 312) Upper level courses for students with substantial backgrounds in painting. The choice of medium will be left to the student. Emphasis is on design, developing personal expression and style.

(Art Studio)

- 421 Objective Approaches in Ceramics.** (3) (Prereq: ARTS 204 or permission of the instructor) This course combines review and refinement of existing wheel and hand building processes leading to the extension of skill acquisitions. The focus is on personal design and construction of the clay object, whether functional and/or sculptural in purpose. Issues with the craft/fine art debate are addressed by presentations and reading to provide historical and contemporary context for students to explore design and meaning for the clay object today. Further glaze and surface resolutions are explored and mixed media options are addressed.
- 422 Narratives in Clay.** (3) (Prereq: ARTS 204 or permission of the instructor) This course focuses primarily on combining various sculptural processes with the intent to examine a variety of strategies for developing personal narratives in clay. Studio experiences are supported by readings on and analysis of rapidly developing trends in contemporary ceramic sculpture to discern creative strategies, historical appropriations and cross cultural influences available to the ceramic artist today. Student work may range from tile, relief to sectional sculptures and may include mixed media solutions as a further means to extend sculptural options.
- 424 Photographic Theory and Practice.** (3) (Prereq: ARTS 362) Students will study historic and contemporary critical photographic theory and its relationship to current artistic practices in the photographic medium. The coursework will be supported by the exploration of contemporary photographic practices such as methods of production, presentation, new possibilities within the “tradition of exhibition,” and the development of an individual body of work. S.
- 425 Ceramic Sculptural Forms.** (3) (Prereq: ARTS 204; ARTS 322 or permission of the instructor) This course combines review and refinement of existing wheel and/or hand building processes leading to the extension of ceramic skill acquisitions. The focus is on personal design and construction of the sculptural clay object. Issues first addressed in the survey of postmodern ceramic trends are reviewed, and students will select a specific trend to expand upon. Further glaze and surface resolutions are explored and mixed media options are addressed. F, even years.
- 426 Functional Forms.** (3) (Prereq: ARTS 204; ARTS 321 or ARTS 322) This ceramics course is intended to expand on the student's abilities to design and construct functionally based ceramic forms. Emphasis is on individual creative expression and craftsmanship in relationship to the potter’s wheel and/or hand-built functional forms. S, even years.

(Art Studio)

- 440 Q Pre-Professional Studio.** (3-6) (=ARTD 440) (Prereq: permission of the instructor) A pre-professional studio course providing graphic design and photography services to small businesses, non-profit organizations, and departments throughout the University. Students will gain first hand, real-world experiences through client driven projects. Participants will also learn facets such as maintaining client relationships, time management, design and development, implementation and final production. This course may be repeated for a total of 6 credit hours. F, S.
- 471, 472 Advanced Printmaking I and II.** (3 each) (Prereq: ARTS 206, ARTS 207, or ARTS 371) Advanced work on an individual basis in one or more printmaking media. Emphasis placed on experimentation and development of personal imagery and direction.
- 481 Experimental Sculpture.** (3) (Prereq: ARTS 208 or permission of the instructor) This course explores the theory and practice of sculptural site activation. Students will work in the extended mediums of site, space, light, sound, motion, and time-based technologies that may include digital imaging and video, investigating sculpture as active experience. An installation space will be available for student use and cooperative interaction will be encouraged.
- 482 Advanced Sculptural Processes.** (3) (Prereq: ARTS 380, ARTS 381, ARTS 382, ARTS 385, or ARTS 387; or permission of the instructor) This course encourages sculptural exploration by allowing students to work with media and content of their choice, and encourages the exploring of some material new to them. Emphasis will be placed on the mastery of techniques that are integral to developing and understanding personal sculptural expression. F, S.
- 487 Concepts in Sculpture.** (3) (Prereq: ARTS 208 or permission of the instructor) This course will explore concepts utilized in the contemporary sculpture, such as movement, installation, scale, function and material. Each concept will be explored through exercises, with the intent to better understand how they can be useful in self-expression. Additionally, investigation into how contemporary artists utilize these techniques will give context to the work being done in class. F, S.

(Art Studio)

- 495 Art Studio Internship I.** (1-3) (Prereq: ARTS 103, ARTS 104, ARTS 111, ARTS 112, ARTH 105, ARTH 106, plus junior standing, and 2.0 GPA or better. Students must have permission of the department chair before applying for internship) Application for the internship can be obtained without first receiving permission from the chair of the department. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, chair of the department and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships.
- 496 Art Studio Internship II.** (1-3) (Prereq: ARTS 495) Application must be obtained from the chair of the department before applying. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties: the student faculty supervisor, chair of the department and the dean of the Edward College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio. Interim and final reports are sent to the organization during the semester by the coordinator of internships. This internship opportunity is open only to students who have already taken ARTS 495.
- 497 Q The Artist as a Professional.** (3) (Computer Usage) (Prereq: second semester Senior majoring in studio art or permission of adviser) The range of topics covered in this course includes the development of an Artist statement, a biographic statement, resume writing, and portfolio development culminating in a Senior thesis show and professional presentation. Instruction will be given on how to prepare work for presentation orally, as well as in digital format. Students will use the computer extensively in preparing a CD on which they place their entire portfolio (artist statement, bio, resume and digital images). They will also learn how to format their art images for insertion onto the Visual Arts website.
- 499 Special Topics in Art.** (1-3) (Prereq: permission of the instructor) In-depth investigation of specific topics and media not generally available in the curriculum. May be repeated for credit under different topics.

(Astronomy)

ASTRONOMY (ASTR)

- 101** **Conceptual Astronomy.** (3) (Coreq: ASTR 101L) An introduction to contemporary astronomy that explores our current understanding of the Cosmos and the unique methods employed to study astronomical objects. Topics include history of astronomy, observed motions of celestial objects, the solar system, stellar evolution, galaxies, and cosmology. The course material is designed primarily, but not exclusively, for non-science majors. F, S, Su.
- 101L** **Conceptual Astronomy Laboratory.** (1) (Coreq: ASTR 101) Using laboratory equipment and exercises, students will investigate subtopics in astronomy. The labs will be a combination of indoor activities and the occasional nighttime sky viewing. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected. F, S, Su.
- 111** **Descriptive Astronomy I.** (3) An introduction to basic astronomical principles and their historical development, with emphasis on some of the major objects in the solar system. A description of physical processes, and the methods used by astronomers, will be presented. A combination of three hours of lecture and demonstration designed primarily, but not exclusively, for non-science majors. Offered as needed.
- 111L** **Descriptive Astronomy I Laboratory.** (1) (Coreq: ASTR 111 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany ASTR 111. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Phases of the Moon, the sky in Autumn, comparative planetology, rotation of the rings of Saturn, etc. No college mathematic prerequisite, but competency in high school algebra and geometry is expected. Offered as needed.
- 112** **Descriptive Astronomy II.** (3) (Prereq: ASTR 111) An introduction to basic astronomical principles and their development, with emphasis on stars and stellar systems; stellar evolution; interstellar matter, dust, and nebulae; galaxies; cosmology and cosmogony; and life in the universe. A combination of three hours of lecture and demonstration designed primarily, but not exclusively, for non-science majors. Offered as needed.
- 112L** **Descriptive Astronomy II Laboratory.** (1) (Coreq: ASTR 112 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany Astronomy 112. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Spectral classification, the Spring sky, distance to stars, the Andromeda galaxy, the rate of expansion of our Universe, etc. No college mathematic prerequisite, but competency in high school algebra and geometry is expected. Offered as needed.

(Bioinformatics, Biology)

BIOINFORMATICS (BINF)

- 101 Introduction to Bioinformatics.** (3) (Prereq: MATH 130) (Coreq: BINF 101L) An introduction to bioinformatics, the use of computational techniques to extract and analyze information from genomic and biological databases. F, S.
- 101L Introduction to Bioinformatics Laboratory.** (1) (Prereq: MATH 130) (Coreq: BINF 101) The laboratory involves the use of computerized bioinformatics methodologies for the extraction and analysis of genomic and biological information. F, S.

BIOLOGY (BIOL)

- 101 The Science of Life - Biology for Non-Science Majors.** (3) (Prereq: SCIE 101/101L) (Coreq: BIOL 101L) A non-technical introduction to biology for non-science majors. This course will introduce students to basic biological processes and relate them to everyday life. F, S.
- 101L The Science of Life - Laboratory for Non-Science Majors.** (1) (Prereq: SCIE 101/101L) (Coreq: BIOL 101) A non-technical introduction to Biology for non-science majors. This course will introduce students to basic biological processes using a series of hands-on laboratory exercises. F, S.
- 121 Biological Science I.** (3) (Prereq: Placement into MATH 131 or above, or have a 'C' or better in MATH 130) (Coreq: BIOL 121L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include scientific method, chemistry of life, macromolecules, cell structure and function, mendelian and molecular genetics. F, S, Su.
- 121L Biological Science I Laboratory.** (1) (Coreq: BIOL 121) Experiments, related to topics in Biology 121. Exercise topics include evolution, experimental design, data analysis, photosynthesis, cellular respiration and macromolecules. F, S, Su.
- 122 Biological Science II.** (3) (Prereq: BIOL 121/121L) (Coreq: BIOL 122L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include evolution, origin of life, plant and animal development, ecology. F, S.
- 122L Biological Science II Laboratory.** (1) (Prereq: BIOL 121/121L) (Coreq: BIOL 122) Experiments, exercises and demonstrations emphasizing topics covered in Biology 122 with an oral communications component. F, S.
- 232 Human Anatomy and Physiology I.** (3) (Coreq: BIOL 232L) An introduction to the structure and function of cells, tissues, organs, and the muscular-skeletal systems of the body. Required of students in nursing, pre-pharmacy, and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S, Su.
- 232L Human Anatomy and Physiology I Laboratory.** (1) (Coreq: BIOL 232) A practical approach to the study of the structure and function of cells, tissues and organs. The systems which are covered in Biology 232 are emphasized in this lab. Three laboratory hours per week. F, S, Su.

(Biology)

- 242 Human Anatomy and Physiology II.** (3) (Prereq: BIOL 121 or BIOL 232) (Coreq: BIOL 242L) A continuation of Biology 232 covering the nervous, endocrine, circulatory, respiratory, digestive, excretory and reproductive systems. Required of students in nursing, pre-pharmacy and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S, Su.
- 242L Human Anatomy and Physiology II Laboratory.** (1) (Coreq: BIOL 242) A practical approach to the study of the structure and function of the systems covered in Biology 242. Three laboratory hours per week. F, S, Su.
- 300 Biology Seminar.** (1) Opportunity for students to study, discuss and present papers on topics of historic and/or contemporary biologic importance. Offered as needed.
- 310 Invertebrate Zoology.** (3) (Prereq: BIOL 122 or MSCI 302) (Coreq: BIOL 310L) Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture hours per week. Offered as needed.
- 310L Invertebrate Zoology Laboratory.** (1) (Coreq: BIOL 310) Laboratory exercises to accompany BIOL 310. Three laboratory hours per week. Offered as needed.
- 315 Comparative Vertebrate Anatomy.** (3) (Prereq: BIOL 121 or MSCI 302) (Coreq: BIOL 315L) A comparative and embryological approach to the structure of vertebrate systems. Three lecture hours per week. F.
- 315L Comparative Vertebrate Anatomy Laboratory.** (1) (Coreq: BIOL 315) A practical, comparative approach to the study of the structure of vertebrates. The dogfish shark and domestic cat are the emphasized laboratory specimens. Three laboratory hours per week. F.
- 320 Plants and Civilization.** (3) Topics included are: the relationship of plants to human history and contemporary needs; botanic and economic uses of plants as sources of foods, rugs, woods, oils, and other products important to human civilization and daily life. Origin of cultivated plants will also be discussed. Three lecture hours per week. Offered as needed.
- 321 Plant Form and Function.** (3) (Prereq: BIOL 121/121L and BIOL 122/122L) (Coreq: BIOL 321L) Anatomy, diversity, life cycles, and functional morphology of plants. Three lecture hours per week. S.
- 321L Plant Form and Function Laboratory.** (1) (Prereq: BIOL 121/121L and BIOL 122/122L) (Coreq: BIOL 321) Laboratory exercises to accompany BIOL 321. Three hours per week. S.
- 322 Physiological Ecology.** (3) (Prereq: BIOL 122 and CHEM 111) (Coreq: BIOL 322L) A study of physiological mechanisms and evolutionary adaptations which allow animals to function in their environment. Emphasis will be placed on examining physiological adaptations of animals in extreme environments. F.

(Biology)

- 322L Q*** **Physiological Ecology Laboratory.** (1) (Prereq: BIOL 122 and CHEM 111) (Coreq: BIOL 322) A laboratory course to complement BIOL 322 lecture that introduces students to some of the basic experimental questions and techniques commonly used in physiological ecology. F.
- 325** **Systematic Botany.** (3) (Prereq: BIOL 121 and BIOL 122) (Coreq: BIOL 325L) Identification, classification, nomenclature, distribution and systematic relationship of vascular plants with emphasis on local flora. Three lecture hours per week. S.
- 325L** **Systematic Botany Laboratory.** (1) (Coreq: BIOL 325) Field experience including trips to maritime, riverine and upland habitats. Three laboratory hours per week. S.
- 328** **Plant Pathology.** (3) (Prereq: BIOL 121 and BIOL 122; BIOL 330 recommended) (Coreq: BIOL 328L) A study of plant diseases. Topics include parasitism and disease development, interaction of pathogens and host plants, genetics of plant disease, epidemiology, control of diseases and a survey of specific plant diseases. S, even years.
- 328L** **Plant Pathology Laboratory.** (1) (Coreq: BIOL 328) Laboratory exercises to accompany lecture. Three laboratory hours per week. S, even years.
- 330** **Microbiology.** (3) (Prereq: BIOL 121 and BIOL 122) (Coreq: BIOL 330L) An introduction to bacteria and viruses, emphasizing morphology, ultrastructure, metabolism, and growth. Discussion of pathogenic microbes, antigen-antibody relationships and antimicrobial agents in chemotherapy. Three lecture hours per week. F, S.
- 330L** **Microbiology Laboratory.** (1) (Coreq: BIOL 330) Laboratory exercises to accompany Biology 330. Three laboratory hours per week. F, S.
- 340** **Cell Biology.** (3) (Prereq: BIOL 121, BIOL 122 and CHEM 112) (Coreq: BIOL 340L; CHEM 331 is recommended) An integrated approach to the structure and function of cells. Cytology and fine structure of cell organelles, membranes, and extracellular structures will be discussed, as well as the techniques available to cell biologists. Three lecture hours per week. F, S.
- 340L** **Cell Biology Laboratory.** (1) (Writing Intensive) (Coreq: BIOL 340) Laboratory exercises to accompany Biology 340. Three laboratory hours per week. F, S.
- 343** **Comparative Physiology.** (3) (Prereq: BIOL 122 or MSCI 302 and CHEM 331 or permission of the instructor) (Coreq: BIOL 343L) The comparative study of the origins, relationships, and functions of physiological mechanisms in vertebrate animals. Three lecture hours per week. S.
- 343L** **Comparative Physiology Laboratory.** (1) (Coreq: BIOL 343) Laboratory exercises to accompany BIOL 343. Three laboratory hours per week. S.
- 345** **Biology of Human Cancer.** (3) (Prereq: BIOL 121) Topics covered in this course will include: the nature and cause of cancer, cancer at the cellular and molecular levels, cancer prevention and treatment, and overview of major types of cancer, and prospects for the future. Three hours of lecture per week. Offered as needed.

(Biology)

- 345L** **Biology of Human Cancer Laboratory.** (1) (Coreq: BIOL 345) Laboratory exercises to accompany BIOL 345. Three laboratory hours per week. Offered as needed.
- 349** **Plant Physiology.** (3) (Prereq: BIOL 121, BIOL 122, and CHEM 112; CHEM 331 is recommended) (Coreq: BIOL 349L) A study of plant function. Topics include: water relations, mineral nutrition, photosynthesis, plant metabolism, plant growth and development, and environmental physiology. Laboratory exercises will demonstrate principles in lecture topics. Three lecture hours per week. S, odd years.
- 349L** **Plant Physiology Laboratory.** (1) (Coreq: BIOL 349) Laboratory exercises to accompany BIOL 349. Three laboratory hours per week. S, odd years.
- 350** **Fundamentals of Genetics.** (3) (Prereq: BIOL 121, BIOL 122, or MSCI 302) (Coreq: BIOL 350L) Basic principles of transmission and molecular genetics; quantitative inheritance, recombination; biochemical aspects of gene function and regulations; developmental genetics and population genetics. Three lecture hours per week. F, S.
- 350L** **Fundamentals of Genetics Laboratory.** (1) (Coreq: BIOL 350) Laboratory exercises to accompany BIOL 350. Three laboratory hours per week. F, S.
- 362** **Rain Forest Biology.** (3) (Prereq: BIOL 121 or permission of the instructor) An examination of rain forest biology, with an emphasis on the evolution and ecology of tropical lowland forests. Topics include the natural heritage of forest organisms, and the origins, patterns, processes, and future of rain forests. Su.
- 365** **Evolution.** (3) (Prereq: BIOL 121 and BIOL 122, or permission of the instructor) (Coreq: BIOL 365L) This course will provide students with a comprehensive framework of evolutionary theory. Topics include population genetics, speciation, systematics, and macroevolution. Three lecture hours per week. S.
- 365L** **Evolution Laboratory.** (1) (Coreq: BIOL 365) This laboratory gives students the opportunity to further their knowledge of evolution through hands-on, field and laboratory-based exercises. Three laboratory hours per week. S.
- 370** **Principles of Ecology.** (3) (Writing Intensive) (Prereq: BIOL 122 or MSCI 302) (Coreq: BIOL 370L) Interactions of organisms and their environments. Ecosystem structure and function. Three lecture hours per week. F, S.
- 370L** **Principles of Ecology Laboratory.** (1) (Prereq: BIOL 122L or MSCI 302L) (Coreq: BIOL 370) Applications of principles and techniques used in the study of ecology, both in the lab and in the field. Three laboratory hours per week. F, S.

(Biology)

- 390** **Natural History of East Africa.** (4) (Prereq: BIOL 121, BIOL 122, and/or permission of the instructor) A survey of the flora and fauna of the major biomes of East Africa, including the coral reef. Students will study the interrelation of the organisms with their environment and the stresses caused by population, climate, tourism, and habitat destruction. Three weeks field experience in east Africa will be supplemented with lectures at various stages of the trip. Students will be required to maintain journal entries of identified plant and animal species. Offered as needed.
- 391** **Natural History of the Rainforest and Galapagos Islands.** (4) (Prereq: BIOL 121 or BIOL 122) A survey of the flora and fauna of the rain forest in the Amazon Basin and the Galapagos Islands. A two-week field experience will be supplemented with lectures at various stages of the trip. Offered as needed.
- 395** **Internship Experience in Biology.** (0) (Prereq: Permission of the instructor and an approved contract) Supervised and evaluated study in the laboratory or the field. May, Su.
- 397** **Selected Topics.** (1-4) (Prereq: permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of biology. Offered as needed. F, S, Su.
- 399 Q*** **Independent Study.** (1-6) (Prereq: permission of the instructor and approved contract) Directed study on specific topics. F, S.
- 405** **Immunology.** (3) (Prereq: BIOL 340 and BIOL 350) (Coreq: BIOL 405L) This course will cover the organs and cells of the immune system, mechanisms of innate and acquired immunity, immune system homeostasis, infectious disease, transplant and tumor immunology, autoimmunity, and vaccines. S.
- 405L** **Immunology Laboratory.** (1) (Prereq: BIOL 340 and BIOL 350) (Coreq: BIOL 405) This course provides practical experiences to support the ideas learned in immunology lecture, and includes exposure to many techniques used in modern immunology and medical laboratories. S.
- 410** **Developmental Biology.** (3) (Prereq: BIOL 340 or BIOL 350 or permission of the instructor) (Coreq: BIOL 410L) The course provides an understanding of modern developmental biology and considers classical embryology as well as the molecular basis of development. Topics include gametogenesis and fertilization, embryogenesis, cell differentiation, pattern formation and organogenesis, and cell cycle regulation. Discussion of emerging areas of developmental biology such as cloning, stem cell research, cancer genetics and genomics. F.
- 410L** **Developmental Biology Laboratory.** (1) (Prereq: BIOL 340 or BIOL 350 or permission of the instructor) (Coreq: BIOL 410) A laboratory course to complement Biology 410 that will introduce students to some of the basic experimental questions and techniques of developmental biology. F.

(Biology)

- 411 Virology.** (3) (Prereq: BIOL 350/350L) (Coreq: BIOL 411L) The class is designed to introduce students to the field of virology with particular attention paid to the medically significant viruses. The course will cover the basic mechanisms of viral replication, transmission, host evasion, and the clinical/epidemiological aspects of viruses. S.
- 411L Virology Laboratory.** (1) (Prereq: BIOL 350/350L) (Coreq: BIOL 411) Students will be introduced to basic virology techniques. The class will isolate and characterize bacteriophages from the water and soil in the local community. The students will also follow the pathogenesis and characterize plant viruses. The class will also study some epidemiological cases that have happened in the past to get an understanding of viral outbreaks. S, odd years.
- 417 Herpetology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 417L) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conservation. Three lecture hours per week. S.
- 417L Herpetology Laboratory.** (1) (Prereq: BIOL 122) (Coreq: BIOL 417) The study of reptiles and amphibians Field experience and laboratory exercises to accompany BIOL 417. Three laboratory hours per week. S.
- 420 Neuroscience Foundations.** (3) (Prereq: BIOL 340 or BIOL 350) (Coreq: BIOL 420L) This course provides an introduction to neuroscience with an emphasis on the cellular, electrochemical, and molecular properties of neurons that are fundamental for further study in neuroscience. Topics include the excitable nature of neurons and ionic basis of action potentials, synaptic neurotransmission, sensory and motor systems, as well as complex brain functions such as attention, motivation and sleep. S.
- 420L Q* Neuroscience Foundations Laboratory.** (1) (Prereq: BIOL 340L or BIOL 350L) (Coreq: BIOL 420) The laboratory component of Neuroscience Foundations is designed to develop laboratory skills and increase neuroscience understanding by functioning as a practicing neuroscientist. During this course, students will propose and complete experiments to characterize specific neurological defects present in mutant strains of experimental animals. S.
- 421 Microbial Ecology.** (3) (Prereq: BIOL 330 or BIOL 370 or permission of the instructor) This course is designed to introduce students to the vital roles that microorganisms play in various environments and in sustaining life on Earth. Some topics that will be covered include: microbial metabolic diversity; the role of microorganisms in biogeochemical cycles; microbial diversity, activity and importance in the functioning of aquatic and terrestrial ecosystems; microbial bioremediation. S, odd years.
- 423 General Entomology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 423L) A general study of insects, closely related arthropods and insects of medical importance; morphology, physiology, ecology, taxonomy and life cycles. Three lecture hours per week. Offered as needed.

(Biology)

- 423L General Entomology Laboratory.** (1) (Coreq: BIOL 423) Includes field experience and an insect collection. Three laboratory hours per week. Offered as needed.
- 426 Ichthyology.** (3) (Prereq: BIOL 122 or MSCI 302 and/or permission of the instructor) (Coreq: BIOL 426L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species. Three lecture hours per week. F, odd years.
- 426L Ichthyology Laboratory.** (1) (Coreq: BIOL 426) Laboratory and field exercises emphasizing the topics covered in Biology 426. Students will be required to make a collection of preserved fish specimens. Three laboratory hours per week. F, odd years.
- 429 Mycology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 429L) An introduction to the understanding of the taxonomic relationships of the various fungal groups, as well as an introduction to the understanding of fungal growth, reproduction, metabolism, ecological relationships, and the utilization by and effects on human beings. Three lecture hours per week. F.
- 429L Mycology Laboratory.** (1) (Coreq: BIOL 429) An applied approach to the study of fungi, focusing on isolation and identification. Three laboratory hours per week. F.
- 432 Parasitology.** (3) (Prereq: BIOL 122) (Coreq: BIOL 432L) A detailed study of the parasites of medical importance to humans with emphasis on the morphology, life cycles and the effects of these parasites on the human body. Three lecture hours per week. F.
- 432L Parasitology Laboratory.** (1) (Coreq: BIOL 432) A practical approach to the study of parasites of medical importance to humans. The recognition of selected species of parasitic protozoa and helminths and their structural detail is emphasized. Three laboratory hours per week. F.
- 436 Animal Behavior.** (3) (Prereq: BIOL 370) (Coreq: BIOL 436L) This course traces historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, and physiological determinants of behavior. Three lecture hours per week. F.
- 436L Animal Behavior Laboratory.** (1) (Coreq: BIOL 436) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises. Three laboratory hours per week. F.
- 442 Advanced Genetics.** (3) (Prereq: BIOL 350 or permission of the instructor) (Coreq: BIOL 442L) This course will cover the molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Furthermore, students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms. Three lecture hours per week. S, odd years.

(Biology)

- 442L Advanced Genetics Laboratory.** (1) (Coreq: BIOL 442) Laboratory exercises to accompany Biology 442. Three laboratory hours per week. S, odd years.
- 450 Molecular Biology.** (3) (Prereq: BIOL 350/350L) (Coreq: BIOL 450L) This course is a single semester course that will focus on the molecular mechanisms of in vivo and in vitro gene expression. The course will introduce students to the techniques used for the isolation, manipulation and expression of recombinant DNA as well as the control of gene expression in prokaryotes and eukaryotes. Subjects to be discussed will include (but are not limited to): DNA cloning, genome sequencing and genomics, recombinant protein expression and the application of molecular biology to modern medicine and agriculture. S.
- 450L Molecular Biology Laboratory.** (1) (Prereq: BIOL 350/350L) (Coreq: BIOL 450) This course is a hands on instructional laboratory course that complements BIOL450 lecture, Molecular Biology. Students will perform experiments routinely used to investigate the structure and function of genes. These include: the purification of DNA from cells, the isolation, cloning, disruption and overexpression of genes as well as the analysis and comparison of DNA and protein sequences. S.
- 451 Molecular Techniques.** (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning. Offered as needed.
- 455 Marine Botany.** (3) (=MSCI 455) (Prereq: BIOL 122 or MSCI 302 or permission of the instructor) (Coreq: BIOL 455L) A field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities. Three lecture hours per week. Offered as needed.
- 455L Marine Botany Laboratory.** (1) (=MSCI 455L) (Coreq: BIOL 455) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 461 Ornithology.** (3) (Prereq: BIOL 121 and BIOL 122) (Coreq: BIOL 461L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species, morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities. Three lecture hours per week..
- 461L Ornithology Laboratory.** (1) (Coreq: BIOL 461) Field experience and exercises to accompany BIOL 461. Three laboratory hours per week. S, odd years.

(Biology)

- 470** **Biology of Aging.** (3) (Prereq: BIOL 121, PSYC 423, or SOC 455) A study of aging in cells, organ systems and organisms with emphasis on the human aging process. Topics include biological changes associated with aging and factors that affect the rate of aging. Three lecture hours per week. Offered as needed.
- 481** **Freshwater Ecology.** (3) (Prereq: BIOL 370 or permission of the instructor) (Coreq: BIOL 481L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams.) Three lecture hours per week. F, even years.
- 481L** **Freshwater Ecology Laboratory.** (1) (Prereq: BIOL 370L or permission of the instructor) (Coreq: BIOL 481) Laboratory and field exercises devoted to understanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three laboratory hours per week. F, even years.
- 482** **Plant Ecology.** (3) (Prereq: BIOL 121 and BIOL 122) (Coreq: BIOL 482L) A survey of natural plant communities and theories of plant ecology including the interrelationships between plants and their environment. Three lecture hours per week. Offered as needed.
- 482L** **Plant Ecology Laboratory.** (1) (Prereq: BIOL 121L and BIOL 122L) (Coreq: BIOL 482) Applications of principles and techniques used in the study of plants and their ecology, both in the lab and in the field. Three laboratory hours per week. Offered as needed.
- 484** **Conservation Ecology.** (3) (Prereq: BIOL 370) (Coreq: BIOL 484L) This course will provide students with a comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology. Three lecture hours per week. S.
- 484L** **Conservation Ecology Laboratory.** (1) (Coreq: BIOL 484) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises. Three laboratory hours per week. S.
- 485** **Vertebrate Zoology.** (3) (Prereq: BIOL 122 or permission of the instructor) (Coreq: BIOL 485L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals. Three lecture hours per week. Offered as needed.
- 485L** **Vertebrate Zoology Laboratory.** (1) (Coreq: BIOL 485 or permission of the instructor) Laboratory and field experiences emphasizing the topics covered in Biology 485. Laboratories will be centered around field observations of local vertebrates and may include field trips at "unusual" times - nights, early mornings and weekends. Four laboratory hours per week. Offered as needed.

(Biology, Business Administration)

- 488 Wetland Plant Ecology.** (3) (Prereq: BIOL 121, BIOL 122 or MSCI 302) (Coreq: BIOL 488L) (BIOL 370 is recommended) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered will include hydrology, biogeochemistry, and biological adaptation. Wetland management topics will include wetland definitions, classification, evaluation, manipulation, creation, and protection. Three lecture hours per week. F.
- 488L Wetland Plant Ecology Laboratory.** (1) (Prereq: BIOL 113L or MSCI 302L) (Coreq: BIOL 488) (BIOL 370L is recommended) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field. Three laboratory hours per week. F.
- 492 Phylogenomics.** (3) (Prereq: BIOL 350/350L) This course introduces students to the basic principles of how genomic data is used to interpret phylogenetic relationships among taxa. Students review aspects of both evolutionary processes and phylogenetic theory to develop an understanding of how genomic data can be applied to answer questions in these fields using the available software tools. S.
- 499 Q* Directed Undergraduate Research.** (1-6) (Prereq: permission of the instructor and approved contract) Selected and structured undergraduate research projects conducted with faculty direction and participation. Projects will involve the exploration of biological problems with the scientific method. One conference and at least 5 laboratory or field research hours per week. F, S.

BUSINESS ADMINISTRATION (CBAD)

- 119 Introduction to Business.** (3) Open to all students interested in a survey of the variety of activities that occur in a business organization, designed to acquaint the student with various types and forms of business organizations, operations of our economic system, and social and economic institutions which relate directly to business. Careers in business are also surveyed. Open only to freshmen or by permission of the dean.
- 120 Q Introduction to the Global Culture of Business.** (3) This course provides a foundation of basic business concepts in the context of current issues and trends in a global organizational setting. All content areas of the College of Business are surveyed with an emphasis on the impacts of cultural differences on finance, accounting, management, and marketing practices. Differences in cultural norms and values are considered along with basic global social and economic institutions and the global economic and legal systems in which businesses operate. This course emphasizes thinking critically about ethics and sustainability as applied to global problems and communicating about these issues both in written and oral formats. F, S.

(Business Administration)

- 201 Financial Accounting.** (3) (Prereq: A grade of ‘C’ or better in UNIV 110) The financial accounting cycle with emphasis on using financial statements and budgets to initiate and assess business operation, preparation of financial statements, budgets, and business plan for a service and manufacturing company. F, S.
- 202 Managerial Accounting.** (3) (Prereq: A grade of ‘C’ or better in CBAD 201) Continuation of CBAD 201. Accounting for and reporting revenue and expense cycles; accounting for operations in a corporate environment, including job-order and standard costing of inventories; accounting for noncurrent assets, capital expenditure decisions, long-term debt, and capital stock. F, S.
- 203 Fraud Detection.** (3) Fraud Detection provides an introduction to the behavioral and social factors that motivate occupational offenders. It provides an analysis and taxonomy of the three main categories of occupational fraud and abuse: asset misappropriation, corruption, and fraudulent financial reporting. It includes the various ways fraud and occupational abuse occur, methods to identify exposures to loss, and appropriate prevention, detection, and investigation approaches.
- 290 Integrated Business Communication.** (3) The course examines methods of business communication with key stakeholders and provides practical applications for written, oral, and interpersonal communications.
- 291 Business Statistics.** (3) (Prereq: A grade of ‘C’ or better in UNIV 110, CSCI 110, and MATH 130) Basic methods of descriptive statistics and statistical inference; probability, hypothesis testing, and linear regression with an emphasis on decision making in business. Students who complete CBAD 291 may not receive credit for Psychology 225 or Statistics 201. F, S.
- 292 Decision Analysis.** (3) (Prereq: A grade of ‘C’ or better in CBAD 291) Emphasis on logical/rational decision making using Microsoft Excel to implement decision support models and techniques to solve real world problems. Topics include modeling of risk and uncertainty, forecasting, and constrained resource optimization. F, S.
- 297 Q Internship Experience.** (0-12) (Prereq: CBAD 120) The Internship Experience is a supervised work experience in a business setting. The specific work environment and student’s job responsibilities must be approved, in advance, by supervising faculty. Students will be required to establish specific learning goals, keep track of their hours and/or activities, complete a final project or reflective essay regarding the experience, and will have their performance evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0 – 12) credit hours for the Internship Experience course. The course may be repeated up to three times. F, S, Su.

(Business Administration)

- 301 Management and Organizations.** (3) Survey of the basic principles of management with emphasis on social and behavioral issues, provides the basis for thinking about complex business situations in the framework of the management process. F, S.
- 344 Legal Environment of Business.** (3) The legal and judicial system, the law and business (tort, contracts, agency, business organizations), government and regulations, and government protection. F, S.
- 345 Commercial Law.** (3) The law of contracts and the Uniform Commercial Code, including the sale of goods, commercial paper, bank deposits and collections, secured transactions, debtor and creditor rights, bailments and bankruptcy. F, S.
- 350 Marketing.** (3) A study of the marketing of goods and services, including legal, social, economic, and technological considerations; consumer behavior and target markets; product; pricing; promotion; channels of distribution, and development of marketing strategy. F, S.
- 360 Stock Market Challenge.** (1) Offers participation in a realistic stock market simulation. Students compete in managing a portfolio of stocks. Open to all students in the University. Pass/Fail grading only. May be repeated for credit.
- 363 Business Finance.** (3) (Prereq: A grade of 'C' or better in CBAD 201, CBAD 291 or STAT 201, ECON 101 or ECON 201, and MATH 132) Theoretical foundation of optimal financial policy with an emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S, Su.
- 364 Operations Management.** (3) (=HRTM 475) (Prereq: A grade of 'C' or better in CBAD 292 and CBAD 301) (Coreq or prereq: CBAD 350 and CBAD 363) An introduction to the design, operation, and improvement of service, manufacturing, and distribution processes. The integration of operations management with other organizational functions to achieve strategic goals is discussed throughout the course. F, S.
- 366 Introduction to Real Estate.** (3) An overview of legal, governmental, and market forces which combine with land and materials to form the unique commodity called real estate. Introduces career opportunities, decision methodologies, and market dynamics in the areas of finance, appraisal, market analyses, brokerage, and property management.

(Business Administration)

- 373 Business Integration and Application.** (3) (Prereq: ECON 202, CBAD 202, CBAD 291, and CBAD 292) (Coreq or prereq: CBAD 301, CBAD 350, and CBAD 363) This course reviews key concepts from the pre-core courses in financial and managerial accounting, micro and macro economics and expands understanding of core courses in marketing, finance, and management. This course provides an appreciation for how accounting, finance, management and marketing principles work together in a business environment. A simulation will be used to assist in the application of basic concepts to a real world work environment. In this course, we emphasize thinking critically and ethically about complex problems and effective oral and written communication. F, S.
- 393 Management Information Systems.** (3) (=HRTM 393) (Prereq: A grade of 'C' or better in CSCI 110 or equivalent and CBAD 301) A study of the use of information systems in business, emphasis is on the identification of practical, managerial, and ethical dilemmas related to the development, implementation, and use of information systems. F, S.
- 399 Independent Study.** Written contract between the student and the instructor, and approved by the dean. A maximum of 15 credit hours of Business Administration 399 and 499 combined may be taken. May repeat up to three times for credit.
- 401 International Business.** (3) Prereq: A grade of 'C' or better in CBAD 120, CBAD 301, and CBAD 350) A study of the significant aspects of international business operations, including historical development of foreign trade policy and operative problems of international business operations, principle areas of study are: international business and the nation-state, assessing and forecasting the international business environment, and managing the multinational enterprise. F, S.
- 402 Q Study Abroad in International Business.** (3) (Prereq: A grade of 'C' or better in CBAD 301 or approval of instructor) A course requiring travel to a foreign country that prepares students to better understand and evaluate the different approaches taken by companies and organizations from different national backgrounds. Focus will be on the economic, sociocultural, and political-legal environments of a foreign country, including how business practices differ from those used by companies here in the United States. (Requires travel abroad) May be repeated for up to 6 credit hours with the approval from the dean. May
- 403 Actuarial Science Exam Preparation.** (1) (=MATH 403) This course is required for a minor. Serves as a testing and preparation opportunity for students planning to sit for the three associate level Actuarial Science exams.

(Business Administration)

- 411 Law and Resort Tourism Management.** (3) (Prereq: A grade of 'C' or better in CBAD 344 ; HRTM majors must have also completed HRTM 180 with a grade of 'C' or better) This course enables managers to understand the law and particular legal aspects as they relate to the hospitality industry, to appreciate the unique legal and regulatory structures & processes confronted in the industry, to be better able to engage effectively with legal counsel, regulatory agencies, courts, and to identify strategic management initiatives for prevention of situations which lead to legal actions and liability in the industry. Offered as needed.
- 412 Marketing Law.** (3) (Prereq: A grade of 'C' or better in CBAD 344) The course provides students with an overview of legal issues related to the marketing function of organizations, the legal structures and regulatory processes that govern marketing at the federal, state and local levels. Specific legal topics include protection of intellectual property; law of sales of goods, product liability and warranties; anti-trust law; consumer protection, regulation of unfair and deceptive acts in commerce, commercial free speech, and trends in the law of marketing. The course focuses on the role of managers and tools in making decisions that comply with legal expectations, leverage marketing law to strategic advantage, prevent legal disputes and effectively manage marketing legal processes. The course goal is to educate future managers on making more informed decisions when confronted with potential legal issues regarding the marketing function and to effectively deal with legal counsel in their resolution. Offered as needed.
- 426 Managerial Economics.** (3) (=ECON 326) (Prereq: A grade of 'C' or better in CBAD 301) Study of the theory of the firm, elasticity, product and cost, market concentration and integration. Topics include differing market environments, market power, pricing strategies, market failure, and subsequent government intervention.
- 460 Capital Budgeting.** (3) (Prereq: A grade of 'C' or better in CBAD 363) Financial theory and techniques for the analysis and solution of financial problems dealing with asset management. Major emphasis is on the management of long-term assets; however, working capital management will also be covered. F, S.
- 478 Q Strategic Management.** (3) (Prereq: A grade of 'C' or better in CBAD 301, CBAD 350, CBAD 363, and CBAD 373) Analysis of case problems dealing with the formulation and implementation of organizational strategy and policy, including appraisal of the external environment, top management, marketing, finance, operations, human resources, and the organizational structure. F, S.

(Business Administration, Chemistry)

- 490 Seminar in Resort Tourism Planning.** (3) (=HRTM 490) (Prereq: Completion of 84 semester hours) This course examines public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism information systems, tourism goods and services and tourism host communities. Students develop plans for a proposed tourism site.
- 497 Q Business Internship.** (3-12) (Prereq: junior standing, minimum GPA of 2.5, and approval of the Director of the Wall Center for Excellence) The Business Internship is a supervised work experience in a business setting. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from three to twelve (3-12) credit hours for the Business Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) business internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.
- 498 Industry Field Study.** (3) (Prereq: permission of the dean) Structured around visits to selected corporations and organizations where management officials will discuss matters confronting today's businessmen, this course is designed to bridge the gap between the classroom and the real world of business. An honors course consisting of students selected by the Wall College of Business Administration on the basis of academic achievement.
- 499 Selected Topics in Business.** (3) Provides Business Administration majors an opportunity to study in small groups, selected topics in business/economics under the guidance of a faculty member. A maximum of 15 credit hours of CBAD 399 and 499 combined may be taken. May repeat up to three times for credit.

CHEMISTRY (CHEM)

- 101 Introductory Chemistry.** (3) (Coreq: CHEM 101L) A one semester survey course in chemistry designed primarily for non-science majors. Engineering, science, pre-med, and other majors requiring more than one semester of chemistry should not enroll in this course. Three lecture hours per week. F, S, Su.
- 101L Introductory Chemistry Laboratory.** (1) (Coreq: CHEM 101) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. F, S, Su.

(Chemistry)

- 109 Problem Solving in Chemistry.** (3) This course focuses on the development of problem solving skills necessary to successfully solve problems in general chemistry. The course looks at various methods of problem solving pertaining to topics including dimensional analysis, stoichiometry, titrations, calorimetry and various others topics related to general chemistry. F, S.
- 111 General Chemistry I.** (3) (Prereq: A grade of 'C' or better in MATH 130 or equivalent) (Coreq: CHEM 111L) A survey of chemical structure, reactivity and physical properties. Topics include dimensional analysis, atomic theory, chemical nomenclature, gas laws, and thermodynamics. Three lectures per week. F, S, Su.
- 111L General Chemistry Laboratory I.** (1) (Coreq or Prereq: CHEM 111) This course is an introduction to qualitative inorganic reaction chemistry and quantitative methods of chemical analysis, three hours per week. F, S, Su.
- 112 General Chemistry II.** (3) (Prereq: CHEM 111/111L) (Coreq: CHEM 112L) A continuation of Chemistry 111 to include intra- and intermolecular bonding theory, quantitative treatment of chemical kinetics, aqueous solution equilibria, and electrochemistry. Three lectures per week. F, S, Su.
- 112L General Chemistry Laboratory II.** (1) (Coreq or Prereq: CHEM 112) This course consists of laboratory methods of quantitative study of chemical kinetics, equilibria, thermodynamics and electrochemistry. F, S, Su.
- 150 Communication in Physical Science.** (3) (Prereq: CHEM 111 or PHYS 137) This course is a basic introduction to various forms of communication of scientific information in the physical sciences. The utilization of library resources, electronic resources and journals in research, project development and presentation is reviewed. Search techniques as well as critical evaluation of the material retrieved are discussed as they relate to developing a new project, or reviewing the current status of research in a given topic. Students are expected to present findings and research in both oral and written forms. Exposure to ongoing research projects within the department is integral to this course. S.
- 299 Introduction to Research.** (1) (Prereq: CHEM 112/112L) This course is a basic introduction to the utilization of library resources, electronic resources and journals in research. Search techniques as well as critical evaluation of the material obtained are discussed as it relates to developing a new project, or reviewing the current status of research in a given topic. Exposure to ongoing research projects within the department is integral to this course. Offered as needed.
- 301 Workshop Leader Training.** (1) (Prereq: permission of the instructor and acceptance into the department of chemistry workshop leader program) This course focuses on the preparation of leaders for workshops in chemistry. Learning theory, group dynamics, pedagogy, and student development as they apply to chemistry workshops are covered. The course is also used to review workshop and related course materials. Enrollment in this course at least once is a requirement for all chemistry workshop leaders. S.

(Chemistry)

- 311 Inorganic Chemistry.** (3) (Prereq: CHEM 112) This course deals with concepts and models of inorganic chemistry including electronic structure, the periodic table, bonding, thermodynamics, solvent systems, oxidation and reduction, periodic trends of the chemistry of main group elements, and an overview of transition metal chemistry. S.
- 321 Quantitative Analysis.** (3) (Prereq: CHEM 112/112L) (Coreq: CHEM 321L) Theory and practice of "wet" analytical methods including statistics, volumetric analysis, simple and coupled aqueous equilibria, including spreadsheet analysis and simulation methods. Fundamentals of spectrophotometry and potentiometry. F.
- 321L Quantitative Analysis Laboratory.** (1) (Coreq: CHEM 321) The practice and application of "wet" analytical methods including solution preparation, volumetric, spectrophotometric and potentiometric methods. F.
- 331 General Organic Chemistry I.** (3) (Prereq: CHEM 112/112L) (Coreq: CHEM 331L) Nomenclature, synthesis, and reactions of carbon compounds. Three lecture hours per week. F, S, Su.
- 331L General Organic Chemistry Laboratory I.** (1) (Coreq: CHEM 331) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. F, S, Su.
- 332 General Organic Chemistry II.** (3) (Prereq: CHEM 331/331L) (Coreq: CHEM 332L) A continuation of Chemistry 331. Three lecture hours per week. F, S, Su.
- 332L General Organic Chemistry Laboratory II.** (1) (Prereq: CHEM 331L) (Coreq: CHEM 332) Laboratory exercises to accompany Chemistry 332. Three laboratory hours per week. F, S, Su.
- 341 Introduction to Statistical Thermodynamics.** (3) (Prereq: PHYS 212 and MATH 161) Students may not take both CHEM 341 and PHYS 341 for credit. Statistical thermodynamics provides a link between the microscopic and bulk properties of matter. The course begins with the derivation of the Boltzmann distribution and the partition function followed by the use of the partition function to obtain thermodynamic information about various systems. The partition function is further developed to investigate the translational, rotational and vibrational modes of motion. Finally, the equations developed are applied to the energies of modes of motion, the heat capacities of substances, residual entropies, and the equilibrium constant of a reaction and its variation with temperature.
- 351 Biochemistry I.** (3) (Prereq: CHEM 332/332L) (Coreq: CHEM 351L) Three 1-hour lectures. Structure and function of amino acids, peptides, and proteins. Enzyme kinetics and mechanisms. Membrane structure and function. Metabolism principles glycolysis, tricarboxylic acid cycle, electron transport, and oxidative phosphorylation. Carbohydrates and fatty acid metabolisms. Photosynthesis. F.

(Chemistry)

- 351L Biochemistry Laboratory I.** (1) (Coreq: CHEM 351) This course covers experiments designed to reinforce those topics covered in the lecture. Protein analysis and purification, enzyme activity determination, lipid extraction and analysis, and electrophoretic analyses. F.
- 352 Biochemistry II.** (3) (Prereq: CHEM 351/351L) (Coreq: CHEM 352L) Three 1-hour lectures. Structure and function of mononucleotides, amino acid and nucleotide metabolism. Lipid and amino acid synthesis. Organization, replication, repair and expression of DNA. Viruses, receptors and information transfer. Biotechnology methods and applications of DNA restriction, sequencing, cloning and probing. S.
- 352L Biochemistry Laboratory II.** (1) (Prereq: CHEM 351/351L) (Coreq: CHEM 352) This course covers experiments designed to reinforce those topics covered in the lecture: protein synthesis, nucleic acid extractions, and electrophoretic analyses. S.
- 353 Physical Biochemistry.** (3) (Prereq: PHYS 211, MATH 160, CHEM 351, and CHEM 351L) (Coreq: CHEM 353L) This course develops mathematically the physical principles in chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. Topics include laws of thermodynamics applied to biological molecules, kinetics of life processes, including the rate of reactions, and applying the laws to complex biological processes, the dynamics of microscopic systems, and general features of spectroscopy with applications to biological systems in the area of photobiology. S, alternate years.
- 353L Physical Biochemistry Laboratory.** (1) (Prereq: MATH 160, PHYS 211, CHEM 351, and CHEM 351L) (Coreq: CHEM 353) This course will focus on experiments that will provide insight into the physical principles of chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. We will spend time on spectroscopic techniques including UV-VIS, fluorescence and NMR techniques, data collection, data manipulation and scientific writing. We will also familiarize ourselves with software used for theoretical quantum calculations of biological molecules. S, alternate years.
- 354 Techniques in Biotechnology and Biochemistry.** (4) (Prereq: CHEM 112/112L) This course is designed to give student laboratory experience to better prepare them for graduate school and the job market. The techniques students can anticipate learning are: basic spectrophotometry, enzymology, protein purification from a crude tissue sample, ELISA, Western Blot, macromolecular synthesis, molecular cloning, SDS-PAGE and DNA electrophoresis. The lecture is designed to present the theory of each laboratory exercise, new technologies, science ethics and job preparation skills. F.

(Chemistry)

- 361 Chemical Reaction Kinetics.** (3) (Prereq: CHEM 332/332L and MATH 161) This course introduces the principle of chemical kinetics, the study of reaction rates and how these rates may be measured and interpreted. This leads reaction mechanisms and the analysis of elementary steps of reactions. Following this, complex reactions such as, chain reactions, polymerization and photochemical reactions are studied. Lastly, a discussion of diffusion-controlled and activation-controlled reactions is presented. F.
- 398 Junior Chemistry Seminar.** (1) (Prereq: CHEM 299) This course covers oral and written presentations of literature research papers. Review of library and online searching in bibliography development. Critical review of peer manuscripts and presentations. Career planning and management. Offered as needed.
- 399 Independent Study.** (1-6) (Prereq: permission of the instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.
- 405 Principles of Physical Chemistry.** (3) (Prereq: CHEM 112, PHYS 202 or PHYS 212, and MATH 160) This course covers the fundamental principles of chemical and physical changes as related to bulk properties and molecular structure, especially as they are related to biochemical processes. Topics are: gas properties, kinetics, thermodynamics, equilibrium quantum chemistry, spectroscopy and statistical thermodynamics. Offered as needed.
- 411 Advanced Inorganic Chemistry.** (3) (Prereq: CHEM 332/332L or permission of the instructor) (Coreq: CHEM 411L) Concepts and models in inorganic chemistry. Topics include atomic structure and the periodic table, bonding and symmetry requirements, transition metal compounds, crystal theory, and spectroscopic methods for inorganic compound identification. S, alternate years.
- 411L Advanced Inorganic Laboratory.** (1) (Coreq: CHEM 411) Synthesis and characterization of selected inorganic compounds. This experimental work supplements the theoretical material presented in Chemistry 411. S, alternate years.
- 422 Instrumental Analysis.** (2) (Prereq: CHEM 321/321L and CHEM 331) (Coreq: CHEM 422L) Two lectures per week. Theory and applications of instrumental methods of analysis. Electrochemical methods, spectroscopy, chromatographic methods, resonance methods and mass spectroscopy are studied. The experiments to be performed are tailored to fulfill the needs of the different areas of emphasis within the chemistry program. S.
- 422L Instrumental Analysis Laboratory.** (2) (Prereq: CHEM 321/321L) (Coreq: CHEM 422) (Writing Intensive) Experiments are performed that are project-based. Successful completion of these projects generally involves the use and mastery of several instruments discussed in lecture. Two three-hour laboratories per week. S.

(Chemistry)

- 433** **Advanced Organic Chemistry.** (2) (Prereq: CHEM 332/332L) The course supplements and extends the knowledge base of Organic Chemistry 331-332. The subject matter includes a look at some general methods used to study mechanistic pathways and how the data obtained can be interpreted to deduce the accepted mechanisms for selected types of reactions. Also included is a study of synthetic organic reactions and their applications as well as a look at methods for determining the structures of unknown organic compounds. F, alternate years.
- 433L** **Advanced Organic Chemistry Laboratory.** (2) (Coreq: CHEM 433) The experiments and assignments supplement the materials presented in Chemistry 433 and include the study of mechanisms, syntheses, and identification of unknown compounds and mixtures. F, alternate years.
- 441** **Physical Chemistry I.** (3) (Prereq: MATH 161, PHYS 202 or PHYS 212, and CHEM 112) (Coreq: CHEM 441L) Theories and laws relating to chemical and physical changes including gas properties, thermodynamics, kinetic theory of gases and kinetics of chemical reactions. F.
- 441L** **Physical Chemistry I Laboratory.** (1) (Prereq: CHEM 321) (Coreq: CHEM 441) Applications of physical chemistry techniques. F.
- 442** **Physical Chemistry II.** (3) (Prereq: CHEM 441) (Coreq: CHEM 442L) Theories and laws relating to molecular structure including quantum chemistry, statistical thermodynamics, determination of molecular structure and electric and magnetic properties of molecules. S.
- 442L** **Physical Chemistry II Laboratory.** (1) (Prereq: CHEM 441L) (Coreq: CHEM 442) Application of physical chemistry techniques for the determination of molecular structure. S.
- 443** **Atmospheric Chemistry.** (3) (Prereq: A grade of 'C' or better in CHEM 112 or a grade of 'C' or better in MATH 160) This course is designed to introduce students to the fundamental chemistry of the atmosphere. The emphasis of the first third of the semester will be laying a foundation of understanding the chemistry of the natural atmosphere. The second two thirds will focus on current issues. Indoor air pollution is also addressed. Offered as needed.
- 450** **Principles of Biochemistry.** (3) (Prereq: CHEM 331 and permission of the instructor) (Coreq: CHEM 450L) A survey of the fundamental principles of biochemistry. Three hours of lecture per week. Offered as needed.
- 450L** **Principles of Biochemistry Laboratory.** (1) (Prereq: CHEM 331/331L and permission of the instructor) (Coreq: CHEM 450) The laboratory demonstrates the topics and principles presented in the lecture. Three hours laboratory per week. Offered as needed.
- 499** **Directed Undergraduate Research.** (1-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation. Projects explore chemical or related problems using the scientific method. One conference and no less than five lab research hours per week. F, S, Su.

(Chinese, Communication)

CHINESE (CHIN)

- 110** **Introductory Chinese I.** (3) Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 120** **Introductory Chinese II.** (3) (Prereq: CHIN 110 or permission of the instructor) A continuation of CHIN 110. Fundamentals of the language through aural comprehension, listening, reading and writing.
- 350** **Chinese Language Study Abroad.** (3-6) (Prereq: Approval of the chair of the Department of Communication, Languages and Cultures) Language study abroad with instruction by native speaking instructors. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Department of Communication, Languages and Cultures is mandatory before enrollment. F, S, Su.

COMMUNICATION (COMM)

- 101** **Introduction to Communication.** (3) This course introduces students to the study of communication, its history, theories and principles and serves to improve critical thinking, perception and communicative awareness.
- 140** **Modern Human Communication: Principles and Practices.** (3) Communication is the study of human interaction. This course provides students with an overview of the practical applications and theoretical approaches to the study of communication through an exploration of four key areas: interpersonal, intercultural, group, and public communication. F, S.
- 150** **Media, Self and the World.** (3) This course examines the many ways media systems and mediated communication shape our understanding of ourselves and our world. How various media (e.g., television, internet, newspapers) interact and deliver content (e.g., entertainment, news, advertising) that influence the "real world" will be studied. The course will also look at how new technologies allow easier direct access to content. Special attention will be given to how students can apply media literacy skills to their academic and personal lives. F, S, Su.
- 274** **Organizational Communication.** (3) (Prereq: COMM 101) Examines communication systems and communication flow in formal organizations and deals with communication climate, leadership, work control systems networks and performance enhancement and evaluation.
- 275** **Communication Theory.** (3) (Prereq: COMM 101) This course provides an in-depth survey of theories and relevant criticism in communication and prepares students for theoretical application in research and thesis preparation.
- 276** **Communication Research.** (3) (Prereq: COMM 101) This course prepares students early for research; how to isolate problem statements, distinguish independent and dependent variables, criticize and evaluate definitions, define theories, understand how to apply methods of sound research (qualitative and quantitative), collect data and analyze scholarly articles.

(Communication)

- 302** **Communication Law and Ethics.** (3) (Prereq: COMM 101) This is a course in legal cases and ethical issues as they apply to communication problems, precedents and negligence or oversight in corporations and organizations.
- 304** **Gender Communication.** (3) Gender Communication inquiries into the connections among four areas of study: gender, identity, culture, and communication. Students explore the multiple ways that gender roles are created and sustained through communication in such contexts as families, schools, the workplace, and the media.
- 311** **Health Communication.** (3) This course provides students with an overview of the various areas of study within the health communication field. Students will explore multiple communication issues relevant to health including language, information processing, the social construction of health and illness, patient-doctor communication, and the mutually influential relationships among health care professionals, patients, friends and family members, and cultural institutions.
- 323** **Imagery of Advertising.** (3) (Prereq: COMM 101 or JOUR 201) This course is a study of the communicative power of advertisements. Students will be introduced to the concepts and techniques used by advertisers to create, target, and place advertisements through various media. Through critical inquiry and rhetorical analysis, students will be able to look beyond the surface of an advertisement and recognize what it is saying to the consumer and about our culture. F, S, Su.
- 330** **Communication and Technology.** (3) (Prereq: COMM 101 or JOUR 201) This course offers a broad survey of communication and technology with an emphasis on the relationship between the medium and the message. Topics covered are the diffusion of technologies, theoretical and historical and philosophical perspectives on the use of communication tools, and the implications for individuals and society. F, S.
- 334** **Small Group Communication.** (3) (=THEA 334) (Prereq: COMM 140 or ENGL 390) The study and practice of small group communication through creative approaches to problem solving.
- 340** **Media Effects.** (3) (Prereq: JOUR 201) This course examines the use and effects of media for individuals and societies. It will cover topics such as: what media content affects people, the types of people who are affected by media content, what those effects are and how they occur, and what situations makes effects more or less likely to occur. F, S.
- 341** **Advanced Public Speaking.** (3) (Prereq: COMM 140) Analysis and advanced applications of public discourse and discursive strategies with emphasis on speech structure and delivery methods.

(Communication)

- 345 Communication Activism.** (3) (Prereq: juniors and seniors only and successful completion of 60 credit hours) This seminar requires students to work with non-governmental, governmental and/or grass roots advocacy groups engaging in public service, social justice, and/or other applied communication projects often now collectively referred to as Communication Activism. Utilizing a variety of communication skills - including but not limited to message design for foundational, educational, and/or preventive campaigns - students will research, publicize, advocate against, and/or intervene in a social justice project with a community service organization. This is an active, intensive course that combines service learning with perspectives and practices from communication, health promotion, social science, and journalism. As such, this course is designed for students committed to social activism. F, S.
- 350 Interpersonal Communication Foundations.** (3) (Prereq: COMM 101) This course will cover the basic principles of interpersonal communication which includes -but is not limited to- communicating with friends, co-workers, fellows students, and various general publics. Discussions will cover general communication theories and topics such as communication and self-concept, perceptions, language and culture, nonverbal communication, conflict management, and listening. Students will work on deepening their understanding of communication and on improving their communication skills. F, S.
- 373 Organizational Media Design.** (3) (Prereq: COMM 101) This course examines a variety of preproduction and project management elements inherent in creating video and other media in an organizational setting. Through a series of small assignments students will finish the course with a finished proposal for an internal media project within an organization. F, S.
- 374 Organizational Communication Simulation.** (3) (Prereq: COMM 274) This course is designed to help students develop and apply organizational communication skills that will be useful in a variety of professional settings. These skills involve conducting human resource training sessions, taking and conducting employment interviews, group decision making, organizational consulting, and written/oral reporting. In a larger sense, this course is about how communication functions to create and sustain organizations. This course continues the study of organizational communication start in the introductory course COMM 274 is more application based.
- 399 Independent Study in Communication.** (3) Designed for advanced and self-motivated students. Communication 399, Independent Study in Communication, allows students to conduct scholarly work in an academic area not offered in the traditional course format. The course will result in a document, performance, or body of work that reflects the student's research or summarizes the knowledge synthesized during a structured, sequenced order of study.

(Communication)

- 410 Special Topics in Communication.** (3) Special topics in communication is an active, intensive seminar that allows students to explore, on an advanced level, a special topic within communication. Special topics include community, communication and health; rhetoric, culture and social change; and gender, performance and identity; among others.
- 411 Health and the Media.** (3) (Prereq: COMM 311) This course emphasizes media-based health messages, focusing specifically on messages depicted in television dramas, films/movies, news, and the internet. The course focuses on health communication campaigns, as well as the application of health communication theory and strategy to campaign messages in order to maximize message effectiveness. This course is intended for a future health care professional, health communication professional, or health care consumer. F, S.
- 412 Interpersonal Health Communication.** (3) (Prereq: COMM 311) This course explores the interpersonal contexts of health communication, including patient-provider communication, social support, communication in illness, family communication about health, interpersonal communication and technology, and everyday talk about health. It is appropriate for the future health care professional, health communication student, or health care consumer. F, S.
- 421 Social Media in Health Contexts.** (3) (Prereq: 60 credit hours) This course combines theoretical and hands-on approaches to health issues in social media. Students in this course will explore multiple social media technologies, recognize how social media can affect our health and health behavior, and learn how to use social media for health promotion. Due to the nature of this media, the course will be highly social. Meaning, outside of class students will use social media to discuss course topics and interact with classmates. In class, students will continue the online discussions, and share perspectives on social media use in health contexts. F, S, Su.
- 470 Communication & Conflict Management.** (3) (Prereq: COMM 101 or permission of the instructor) This is an upper-level undergraduate course designed to explore conflict management, the underlying causes of conflict, and the available communication strategies for handling them. This course introduces positive conflict management processes, including active listening, principle negotiation, mediation, and nonviolent direct action. We will be looking at conflict literature from a communicative perspective. The class will be conducted in a lecture/simulation/seminar format. The simulation and seminar part of the class is designed to encourage exploration of various conflict situations such as friendship, business, multicultural, experiential learning so numerous in-class simulations will allow students to experiment with conflict techniques and strategies.

**(Communication,
Communication, Languages and Cultures,
Computer Science and Information Systems)**

- 491** **Communication Capstone: Thesis.** (3) (Prereq: COMM 275 and COMM 276) Students synthesize coursework previously conducted within the major; apply their knowledge and education to a significant research topic; and produce a thesis. They gain an understanding of how to compose/construct a theoretically driven thesis; refine their research library skills; and understand how to use proper documentation style.
- 492** **Communication Capstone: Project.** (3) (Prereq: COMM 275 and COMM 276) Students apply their knowledge and education to a significant research project involving the student's communication research interest. The course project can be an external (community) or internal (within the University) project. Each project is outlined in a customized course syllabus with an outline of the work to be completed by the student.
- 495** **Communication Internship.** (3) (Prereq: COMM 101 and COMM 274 and at least 90 credit hours) The guided internship requires 120 hours of on-site work, a journal, and a final paper. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking opportunities.

COMMUNICATION, LANGUAGES AND CULTURES (CLC)

- 301** **Intercultural Communication.** (3) This course focuses on the dynamics of how culture influences the communication process. This course will navigate through unique topics, such as the roles of rituals and social dramas, and provide an extensive and relevant discussion of different worldviews and gaining "cultural competency." F, S.

COMPUTER SCIENCE AND INFORMATION SYSTEMS (CSCI)

- 101** **Introduction to the Internet and World Wide Web.** (3) This course will provide an introduction to the internet and the World Wide Web. Topics include the internet interface, Web 2.0, basics of networking, introduction to HTML and Web page development, locating information on the WWW, social networking, privacy and digital security. F, S, Su.
- 105** **Introduction to Computer Applications.** (3) (Computer Usage) A survey course that includes an emphasis on scientific data research, presentation, organization and analysis through web development, presentation software, and spreadsheets. F, S, Su.
- 106** **Advanced Computer Applications.** (3) (Computer Usage) (Prereq: CSCI 105 or permission of the instructor) Advanced computer applications with emphasis on integrating and linking user software applications. This course also includes online collaboration skills, advanced e-mail concepts and internet. F, S.

(Computer Science and Information Systems)

- 110 Enterprise Business Applications.** (3) (Prereq: Business or Computer Science majors, or permission of the instructor) A survey course designed for Business or Computer Science majors. The course focuses on business applications involving beginning and intermediate spreadsheets and presentation software. F, S, Su.
- 111 Programming in BASIC.** (3) (Computer Usage) Computer programming in the BASIC language. F, Su.
- 120 Introduction to Web Page Applications.** (3) This course is an introductory course in web design that provides a technical foundation for communicating ideas across the internet. Topics include the utilization of graphic editing and web development software, coding in XHTML, simple graphics editing, Cascading StyleSheets, JavaScript, XML, RSS feeds and content management systems. F, S, Su.
- 130 Introduction to Computer Science.** (3) (Computer Usage) Designed as a communication intensive introduction to Computer Science; provides a comprehensive overview of the field of Computer Science in areas such as machine architecture, data storage, data manipulation, operating systems, algorithms, programming languages, data structures, database structures, computational complexity, and artificial intelligence; includes a brief introduction to programming. Students will demonstrate mastery of the course materials through both written and oral assignments appropriate to a Communication Intensive course. (Communication Intensive Core Course) F, S, Su.
- 131L Algorithmic Thinking.** (1) An introduction to algorithmic thinking, problem solving, and computing environments. F, S, Su.
- 135 Introduction to Programming.** (3) (Students are required to have a personal notebook computer for this course) This course provides an introduction to computer programming using a dynamically typed language. Topics include algorithm development, input/output, conditional statements, loops, functions, and use of basic data structures. F, S.
- 140 Introduction to Algorithmic Design I.** (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: MATH 242/242L OR CSCI 130 and CSCI 131L, AND the choice of MATH 129L, MATH 130, MATH 130I, MATH 131, MATH 132, MATH 135, MATH 160, or MATH 161; all with a grade of 'C' or better) (Coreq: CSCI 140L) An introduction to problem solving and algorithmic design methodology using a high-level programming language. Topics include problem solving techniques; subprograms and modularity; fundamental data types and structures; flow of control statements; and file input/output. Three lecture hours per week. F, S, Su.

(Computer Science and Information Systems)

- 140L Introduction to Algorithmic Design I Laboratory.** (1) (Prereq: MATH 242/242L OR CSCI 130 and CSCI 131L, AND the choice of MATH 129L, MATH 130, MATH 130I, MATH 131, MATH 132, MATH 135, MATH 160, or MATH 161; all with a grade of ‘C’ or better) (Coreq: CSCI 140) Laboratory demonstrates the topics and principles presented in the lecture. F, S, Su.
- 145 Intermediate Programming.** (3) (Students are required to have a personal notebook computer for this course) (Prereq: CSCI 135 with a grade of ‘C’ or better, or CSCI 140/140L, both with a grade of ‘C’ or better) This course continues the study of programming in a dynamically typed language. Topics include object-oriented development, user-defined data types, debugging, testing, and elementary distributed computing. F, S.
- 150 Introduction to Algorithmic Design II.** (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: CSCI 140/140L AND the choice of MATH 130, MATH 130I, MATH 131, MATH 132, MATH 135, MATH 160, or MATH 161; all with a grade of ‘C’ or better) (Coreq: CSCI 150L) A continuation of CSCI 140. Continued development of discipline in program design, style and expression, debugging and testing. Topics include object oriented programming and algorithm design; elementary data structures; user-defined data types, inheritance, and encapsulation. Three lecture hours per week. F, S, Su.
- 150L Introduction to Algorithmic Design II Laboratory.** (1) (Prereq: CSCI 140/140L AND the choice of MATH 130, MATH 130I, MATH 131, MATH 132, MATH 135, MATH 160, or MATH 161; all with a grade of ‘C’ or better) (Coreq: CSCI 150) Laboratory demonstrates the topics and principles presented in the lecture. F, S, Su.
- 170 Ethics in Computer Science.** (1) Provides real-world experiences that stimulate discussion of ethical issues in the technical work place. Topics include: ACM Code of Ethics, general moral responsibilities, privacy security, copyright and ownership agreements, computer crimes, and personal ethics. Class format presents case studies of current news events regarding computer ethics. F, S.
- 203 Introduction to Web Application Development.** (3) (Prereq: CSCI 135 or CSCI 140/140L with a grade of ‘C’ or better) A thorough introduction to development and deployment of web-based applications. Topics include middleware programming concepts, client server architecture, and database access. Students will write a number of web applications. F, S.
- 207 Programming in C++.** (3) (Prereq: CSCI 150/150L with a grade of ‘C’ or better) Computer programming in the C ++ language. Offered as needed.
- 208 Programming in Visual Basic.** (3) (Prereq: CSCI 150/150L with a grade of ‘C’ or better) An introduction to programming with Visual Basic including Windows interface controls, Active X controls, and database access using Active X objects. Offered as needed.

(Computer Science and Information Systems)

- 209 Programming in Java.** (3) (Prereq: CSCI 150/150L with a grade of ‘C’ or better) Students will learn to program in the Java programming language. Topics include inheritance, threads, graphics, network programming, and Web-programming. Offered as needed.
- 210 Computer Organization and Programming.** (3) (Prereq: A grade of ‘C’ or better in CSCI 140/140L and MATH 174) Logical basis of computer structure, machine representation of information, flow of control, instruction codes, arithmetic and logical operations, indexing, indirect addressing, input-output, sub-routines, linkages, macros. Interpretive and assembly systems, and pushdown stacks. F.
- 211 Computer Infrastructure.** (3) This course covers core computer hardware, including the relationships between components of a computer system. Software components are also introduced, including the fundamentals of the computer operating system and an introduction to virtualization systems. F.
- 220 Data Structures.** (3) (Prereq: A grade of ‘C’ or better in CSCI 150/150L and MATH 174) A continuation of CSCI 150 and 150L, topics include analysis of algorithms, with emphasis on computational complexity and advanced algorithms including self-adjusting trees, hashing, graphs, sorting, searching, hashing methods, and greedy algorithms. F, S.
- 225 Introduction to Relational Database and SQL.** (3) (Prereq: A grade of ‘C’ or better in CSCI 135 or CSCI 140/140L) This course will provide an introduction to relational database concepts and the design of relational databases. It will also provide a thorough introduction to SQL, the Structured Query Language, used to extract data from relational databases. F, S.
- 255 Topics in Web Development.** (3) (Prereq: A grade of ‘C’ or better in both CSCI 120 and CSCI 135 or permission of the instructor) This course focuses on the use of middleware (PHP) for development of dynamic web application development. The primary focus is on web-based database management system interaction for data collection, data management and data retrieval. The course also provides an introduction to ecommerce. F, S, Su.
- 280 Strategies in Problem Solving.** (1) (Prereq: CSCI 150/150L with a grade of ‘C’ or better) The focus of this course is on practical problem solving in both individual and team settings. A variety of problems that require different types of solutions and algorithms will be presented, as well as problems to be solved. Students will also develop programming and teamwork techniques in a competition setting while gaining proficiency in applying a systematic approach to problem solving. Offered as needed.
- 310 Introduction to Computer Architecture.** (3) (Writing Intensive) (Prereq: A grade of ‘C’ or better in CSCI 150, CSCI 210, and MATH 174) An introduction to the fundamental aspects of a computer system's structure and behavior; binary arithmetic, combinational logic, circuit design, instruction sets, register operations and flip-flops, control system functions, memories, interrupt structures, processors, and performance measures will be covered. S.

(Computer Science and Information Systems)

- 330 Systems Analysis & Software Engineering.** (3) (Prereq: CSCI 150/150L with a grade of 'C' or better) A thorough introduction to requirements management, and best practices in eliciting, documenting, and verifying requirements for programming systems. Topics include writing effective use cases, constructing UML-compliant models (including class, state, and activity diagrams), specification of user interface and data layers, testing, and integration. S.
- 335 Software Project Management.** (3) (Prereq: CSCI 203 with a grade of 'C' or better) (Writing Intensive) This course will cover techniques in software project management based on the Project Management Body of Knowledge from the Project Management Institute. S.
- 350 Organization of Programming Languages.** (3) (Prereq: CSCI 220 with a grade of 'C' or better) Formal language concepts, statement types, control structures, compilation vs. interpretation, list processing and string manipulation languages. F.
- 356 Operating Systems.** (3) (Prereq: CSCI 220 with a grade of 'C' or better) Basic concepts and terminology of operating systems, I/O and interrupt structures, system structures, processor scheduling, processes and process synchronization, deadlocks, memory management, and other concepts. F.
- 360 Numerical Calculus.** (3) (Prereq or Coreq: MATH 260 and a working knowledge of programming language) Introduction to numerical methods, interpolation, quadrature, solution of linear and nonlinear systems or equations, error analysis. Two lectures and two laboratories per week. S.
- 365 Advanced Topics in Web Development.** (3) (Prereq: A grade of 'C' or better in either CSCI 203 or CSCI 255) This course focuses on advanced topics in web development including SEO (Search Engine Optimization), web analytics, social media and e-marketing, writing scannable text for presenting web-based content, and creating website graphics. S.
- 370 Data Communication Systems and Networks.** (3) (Prereq: 12 hours of CSCI courses numbered 120 or above, all with a grade of 'C' or better) Fundamentals of data communications, including hardware, basic components of communications, configurations, networks and applications, protocols and software are discussed. F.
- 375 Introduction to Multimedia Applications.** (3) (Prereq: CSCI 203 with a grade of 'C' or better) Concepts of multimedia applications are introduced with a focus on multimedia representation, processing, storage, and implementation. Topic areas include audio, image, video, animation, compression technologies, and standards. Tools and techniques for appropriate design and implementation of multimedia applications will be explored. Offered as needed.

(Computer Science and Information Systems)

- 380 Introduction to the Analysis of Algorithms.** (3) (Prereq: CSCI 220 and MATH 160 with a grade of 'C' or better) An introductory course in the analysis of algorithms, with emphasis on computational complexity including practical applications and the analysis of specific problems and algorithms, course investigates most commonly used algorithm design techniques and also introduces the notion of "hard" problems and approximate solutions. F.
- 385 Introduction to Information Systems Security.** (3) (Prereq: CSCI 203 with a grade of 'C' or better) Comprehensive survey of security policies, models and mechanisms for confidentiality, integrity, management and legal and ethical issues. F.
- 390 Theory of Computation.** (3) (Prereq: CSCI 220 with a grade of 'C' or better) General models of computation, formal languages and automata theory and algorithmic unsolvability. S.
- 399 Independent Study.** (1-3) (Prereq: permission of the instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.
- 400 Senior Assessment.** (1) (Prereq: Senior status and permission of the instructor) This course provides various resources to graduating Seniors including strategies for job searching and/or entry to graduate school. Students will complete all final assessments required to maintain currency and quality of the program. It is intended for computer science majors in their majors in their last semester prior to graduation. Grading is S or U.
- 407 Coding Theory.** (3) (=MATH 407) This course covers the issues involved in designing efficient codes, including error detection/correction. Topics to be covered include distance, nearest neighbor decoding, hamming codes and linear codes. Other topics which may be covered are Golay codes, Reed-Muller codes, cyclic codes, and spherical codes.
- 408 Cryptography.** (3) (=MATH 408) This course introduces students to the fundamentals of cryptography and cryptanalysis, primarily focusing on data encryption and decryption. Topics will include: modular arithmetic, classical encryption schemes, modern encryption schemes, password security, and digital signatures, secret sharing.
- 409 Advanced Web Application Development.** (3) (Prereq: CSCI 203 and CSCI 225 with a grade of 'C' or better) Advanced topics in the development and deployment of web-based applications. Topics include advanced middleware programming concepts and development of dynamic websites. Students will write a full-scale web application as their final project. S.
- 414 Introduction to Web Engineering.** (3) This course covers topics necessary for the development of database-driven information systems on the internet. Topics and technologies covered include a practical introduction to XHTML, Cascading StyleSheets, JavaScript, PHP, theory and design of relational database management systems, search engine optimization, social network marketing and website analytics. F, S, Su.

(Computer Science and Information Systems)

- 415 Windows System Administration.** (3) (Prereq: A grade of ‘C’ or better in CSCI 211 or CSCI 225) Topics in systems administration include application server management, deployment of websites, domain name service, web services, security, backup and recovery, and e-mail management. F.
- 416 Linux System Administration.** (3) (Prereq: A grade of ‘C’ or better in CSCI 211 or CSCI 225) This course provides an introduction to Linux system administration, including open-source software applications. Topics include managing software installations, configuring hardware drivers, implementing authentication and authorization systems, automating management tasks, and configuring services. Students will gain hands-on experience managing actual Linux systems. S.
- 418 Q Financial Technology.** (3) (Prereq: A grade of ‘C’ or better in CSCI 203) This course will provide an introduction to financial concepts and algorithms. Students will develop online applications to gather real-time data and use financial algorithms for pricing and monitoring of financial products. F.
- 425 Database Systems Design.** (3) (Prereq: A grade of ‘C’ or better in CSCI 225) An exploration of advanced database topics will be covered. Topics may include the efficiency of advanced queries, indexing structures, database and SQL optimizations, backup and recovery, NoSQL and big data concepts. F.
- 427 Systems Integration.** (3) (Prereq: A grade of ‘C’ or better in CSCI 370) Introduction to, and practice of, designing and integrating large-scale information processing systems, with a focus on selecting and implementing hardware and software systems to develop an appropriate IT solution. Topics include systems provisioning, software integration, hardware management, availability, scalability, and disaster recovery capability. Students will design an integrated information system to implement a solution to a case study problem. S.
- 434 Digital Forensics.** (3) (Prereq: junior standing) This course introduces students to the collection, preservation, presentation and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. These activities define the central roles of computer forensic practitioners involved in investigating computer crime scenes and torts involving computers. Students will be prepared to assist in the formulation and implementation of organizational computer forensics preparedness policies, to determine the necessity for forensic procedures, extend governance processes to allow for proper future forensic investigations, and to be contributing members of computer forensics investigation teams. S.
- 440 Introduction to Computer Graphics.** (3) (Prereq: CSCI 220 with a grade of ‘C’ or better) An overview of the elements of 2D and 3D graphics, includes topics on raster graphics, geometrical transformations, parallel and perspective projections for 3D viewing, interaction techniques, representation of curves and surfaces, solid modeling and topics on visual realism. S, odd years.

(Computer Science and Information Systems)

- 444 Human Computer Interaction.** (3) (Prereq: A grade of 'C' or better in CSCI 203) A large percentage of the world's software is devoted to the interface between computers and their users, and usability is one of the key factors deciding whether a software project succeeds or fails. This course explores the requirements analysis, design and evaluation of the User Interface in the context of Software Engineering Processes. Specific methods and design problems will be illustrated with real world examples in information technology, the internet, communications, mobility, multimedia and speech technologies. S.
- 445 Q* Image Processing and Analysis.** (3) (Prereq: A grade of 'C' or better in CSCI 150/150L and MATH 160, or MATH 242/242L) This course introduces the theoretical foundations and methodologies of digital image processing and analysis. Topics include intensity transformations, contrast enhancement, filtering in the spatial and frequency domains, restoration and reconstruction, edge detection, feature extraction, morphological operations, image segmentation, object recognition, and color image processing. S, odd years.
- 450 Principles of Compiler Design.** (3) (Prereq: CSCI 210 and CSCI 350 with a grade of 'C' or better) Introduction to programming language structure, lexical analysis, syntax analysis, code generations, error repair, and optimization. S.
- 460 Algorithms in Bioinformatics.** (3) (Prereq: Senior level status or permission of the instructor) (Coreq: basic knowledge of Linear Algebra in Calculus. Solid background in Programming, Data Structures, and design of Algorithms.) Introduction to the main algorithms used in Data Mining of Genomic sequences and evaluation of gene expression data from Micro Arrays. Topics include Dynamic programming, Hidden Markov Models, Support Vector Machines, Clustering algorithms, and Singular Value Decomposition. Offered as needed.
- 473 Introduction to Parallel Systems.** (3) (Prereq: CSCI 220, CSCI 356, and MATH 160; all with a grade of 'C' or better) This course introduces parallel computer architectures and their programming. It includes an introduction to MPI and OpenMP and a number of engineering problems, including numerical simulations. It also provides an Introduction to performance evaluation and modeling as well as scalability analysis. F, S, Su.
- 475 Decision Support Systems.** (3) (Prereq: CSCI 225 and CSCI 330 with a grade of 'C' or better) A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling, and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. Offered as needed.

(**Computer Science and Information Systems,
Criminal Justice**)

- 480 Introduction to Artificial Intelligence.** (3) (Prereq: CSCI 220) Covers the fundamentals of Artificial Intelligence (AI); topics and techniques for analyzing and developing intelligent systems; programming in an AI language. Coverage may include applications in areas such as expert systems, neural networks, fuzzy logic, robotics, etc. F, even years.
- 485 Introduction to Robotics.** (3) (Prereq: CSCI 220) An introduction to the fundamentals of mobile robotics including robot hardware, sensors, obstacle avoidance, navigation, mapping, path planning and robot architectures. F, odd years.
- 490 Software Engineering II.** (3) (Prereq: CSCI 330 with a grade of 'C' or better) This course is a continuation of the software engineering design principles introduced in Computer Science 330. Topics include project requirements, design specifications, testing, project management and group dynamics. Student will design, code, test and implement an information system as part of a team project. F.
- 495 Information Systems Capstone Course and Project.** (3) (Prereq: A grade of 'C' or better in CSCI 225 and CSCI 330) This senior capstone course integrates and synthesizes the material covered in the field of Information Systems, including Systems Analysis, Project Management, System Development and Deployment, and Security. Students will develop a practical solution to an information systems problem. Presentation will be both oral and written. Lecture topics may vary from semester to semester. S.
- 497 Computer Science Internship.** (1-3) (Prereq: junior level status, GPA of 2.5 in CSCI, and CSCI 220 with a grade of 'C' or better) Supervised work experience of at least 15 hours per week for 12 weeks. Program format is approved by the area director. A written final paper is required. F, S, Su.
- 498 Cooperative Education.** (1-3) (Prereq: CSCI major with at least sophomore level status) Cooperative full-time work study arrangement among the University, the business or industry and the student. Arrangements are made in consultation with the department chair. May be repeated for a total of six credit hours. F, S, Su.
- 499 Topics in Computer Science.** (1-3) (Prereq: permission of the instructor) Special projects and recent developments in Computer Science selected to meet current faculty and student interest. Offered as needed.

CRIMINAL JUSTICE (CRMJ)

- 341 Sociology of Crime.** (3) (=SOC 353) Social factors in the development, identification and treatment of criminals.
- 351 Sociology of Juvenile Delinquency.** (3) (=SOC 350) Social factors in the development, identification and treatment of delinquents.

(Criminal Justice, Digital Content Development)

- 421 The Judicial Process.** (3) A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

DIGITAL CONTENT DEVELOPMENT (DCD)

- 100 Technology and Humanity.** (3) Technologies play a central role in our culture, in the decisions we make, in our social relationships, in our health, in our safety, in conflict resolution, in the careers we pursue, in the way we work, play, and live. Given this, part of what it means to be human is to be a user of technology. Gaining a clearer and more well-articulated understanding of the moral and social-political implications of technologies thus allows for a more considered view of our place in the world and our progress as a human civilization (scientifically, ethically, and socially). The course considers technologies from different human perspectives. F, S.
- 101 Humanities in the Digital Age.** (3) The first half of this course provides a critical overview of methods, tools, and projects in the Digital Humanities; the second half of the course is devoted to a very basic introduction to building and using such tools in digital humanities projects. Students will leave the course with both a practical introduction to computational methods and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. F, S, Su.
- 102 Information Design.** (3) An introductory course that provides students with an overview of the concepts and methods of information design, the process of presenting information in a clear and effective way. This course focuses on information design in the humanities, and covers topics ranging from an introduction to the basic principles of visual information representation to hands-on applications of those concepts in creating digital documents. Students will explore a wide variety of free and professional software applications used in information design, including online mapping applications such as Google Maps and ArcGIS Online, infographics applications such as Piktochart, and interactive presentation applications such as Prezi. F, S, Su.
- 200 Introduction to Digital Humanities.** (3) An introductory course that provides students with a broad overview of the history, concepts, and methods of computing in the humanities. This course focuses not only on how use of computer technology has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques in digital humanities through the examination of existing projects and hands-on exercises that allow students to build practical skill sets. F, S, Su.

(Digital Content Development)

- 201** **Coding for Humanists.** (3) This course provides a basic knowledge of how computers operate and are operated, as well as the computational and procedural logics, media, and languages employed in the Digital Humanities. Students will also achieve a basic understanding of the principles of coding. The course also serves as an introduction to modes of collaboration between those who work conceptually with the Digital Humanities and those who are assigned the tasks of implementing the technical side of such projects. F, S, Su.
- 202** **Introduction to Digital Sources.** (3) An introductory course that provides students with an overview of digital sources in the humanities. This course focuses not only on how the creation and use of digital sources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these sources through a critical examination of existing projects that utilize digital images, texts, maps, audio, and other digital media. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. F, S, Su.
- 301 Q** **Text Methods.** (3) (Prereq: DCD 345) This methods course provides an in depth overview and history of text technologies and the mediation of literary texts. Students are introduced to concepts of textual mediation, digitalization and archiving, as well as critical debates surrounding intellectual property in digital environments, text interface design, and the politics of reading and translation across modalities. Practically, students gain exposure and facility with text encoding systems and languages including TEI, XML, and metadata platforms (Omeka). F, S, Su.
- 302** **Visual Methods.** (3) (Prereq: DCD 345) An intermediate course that provides students with an in-depth exploration of the theories and practicum of visual and verbal elements used by visual communicators. This course will build on the issues found in relation to cultural shifts in aesthetic trends and consumer behavior while also discussing solutions created by visual communicators and the software tools used. F, S, Su.
- 303 Q** **Sound and Motion Methods.** (3) (Prereq: DCD 345) An intermediate course that provides students both an overview of digital video and audio technologies in humanities projects, and an opportunity to build practical skill sets in utilizing these technologies. This course focuses not only on how the use of digital audio and video has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques for creating digital audio and video in humanities projects that will allow students to build practical skill sets. F, S, Su.

(Digital Content Development)

- 304 Q** **Interactive Methods.** (3) (Prereq: DCD 345) This methods course provides an in depth overview of interactivity and interactive methods within new media and digital culture (this course is meant to be in dialogue with the histories and theories of interactivity explored in DCD 309 of the Digital Humanities sequence; though 309 is not a required prerequisite). Students are introduced to concepts of interactivity, immersion, and virtuality. Practically, students gain exposure and facility with interactive programs, loops and interfaces in code environments or languages such as Processing, HTML 5, and/or Flash. F, S, Su.
- 309** **Interactivity and Culture.** (3) The first half of this course provides a critical overview of concepts of interactivity and immersion, historically and within new media and digital culture; the second half of the course is devoted to a very basic introduction to building and using interactive structures, drawing on and developing skills and methods taught in earlier courses in the sequence. Students will leave the course with both a practical introduction to computational methods across humanities disciplines, and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. F, S, Su.
- 312** **Social Media.** (3) This course provides a critical overview of concepts and best practices surrounding social media, historically and within new media and digital culture. Topics addressed will include new research on attention and cognition within digital culture, perceptions and skills necessary for critical consumption of information, best practices of digital participation and collective participatory culture, and the use of collaborative media and methodologies within networked environments. Students will get practice employing social media tools for projects on social media critique, analysis, and development. F, S, Su.
- 316** **Digital Resources in the Humanities.** (3) (Prereq: DCD 200 and DCD 202) An intermediate course that provides students both an overview of digital resources in humanities projects, and an opportunity to build practical skill sets in utilizing these resources. This course focuses not only on how digital resources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these resources through the examination of existing projects, including interdisciplinary databases, electronic texts, mapping and digital history projects, and New Media projects. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. F, S, Su.

(Digital Content Development, Economics)

- 345 Knowledge Production and Digital Representation.** (3) (Prereq: DCD 100, DCD 101, DCD 102, DCD 200, DCD 201, and DCD 202) Theories of knowledge representation can facilitate our ability to express how we are modeling information in digital and mediated environments. This course is meant to give students foundation knowledge in advanced digital methods and theory. Topics addressed will include: integrated media theory; digital media and meaning making; disciplinary digital knowledge; and symbolic cognition and human meaning making. F, S, Su.
- 488 Q Capstone Course.** (3) (Prereq: DCD 495 or DCD 496) This course serves as a culminating experience for the program of study in this degree, allowing the student to bring together all the skills and knowledge acquired in the courses to produce and publish online a project of his/her own design. May be repeated one time for credit. F, S.
- 495 Q Internship.** (3) (Prereq: DCD 345) The guided internship requires 120 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking and collaboration opportunities. Students are professionally supervised in an organization while working 12 weeks at 10 hours per week. May be repeated one time for credit. F, S.
- 496 Q Practicum.** (3) (Prereq: DCD 345) The practicum requires 60 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills within a closely supervised work environment. By working on digital projects within the campus community, students also enhance their skills of collaboration and their understanding of project development and work flow. May be repeated one time for credit. F, S.

ECONOMICS (ECON)

- 101 Survey of Economics.** (3) Designed to familiarize non-business majors with basic macro- and microeconomics models and selected economic problems. Not open to majors in Business Administration and Economics.
- 110 Consumer Economics.** (3) Designed to acquaint the student with the money management concepts necessary to exercise intelligent control over income and expenditures, topics considered include: budgeting, consumer protection, taxes, credit sources, types of insurance, real estate, stocks, bonds, estate planning and other uses of funds. Not open to students who have received credit for Business Administration 110.
- 150 Global Issues in Economics.** (3) This course will explore the roles of global institutions such as the IMF, UN and the World Bank and discuss global issues such as globalization, economic environment, and the economies of various regions.

(Economics)

- 201 Macroeconomics.** (3) (Prereq: UNIV 110, MATH 130, and completion of 24 semester hours) Macroeconomic analysis, basic definitions and concepts, mechanics of pricing fundamentals of American capitalism, national income economics, income and employment theory, and monetary and fiscal policy. F, S.
- 202 Microeconomics.** (3) (Prereq: UNIV 110, MATH 130, and completion of 24 semester hours) Microeconomic analysis, theory of the firm, cost and output determination, marketing pricing, income distribution, and international economics. F, S, Su.
- 301 Intermediate Macroeconomic Theory and Analysis.** (3) (Prereq: A grade of 'C' or better in ECON 201 and ECON 202, or a grade of 'C' or better in ECON 101) An advanced view of the macroeconomy. Role of inputs and technology in economic growth, study of differing schools of thought with respect to macroeconomic behavior. F.
- 302 Intermediate Microeconomic Theory and Analysis.** (3) (Prereq: A grade of 'C' or better in ECON 201 and ECON 202, or a grade of 'C' or better in ECON 101) Microeconomic study of how consumers and firms make choices. Consumer theory is used to derive market demand, theory of the firm to derive market supply, and game theory to analyze interaction among agents. S.
- 310 Money and Banking.** (3) (Prereq: A grade of 'C' or better in ECON 202) An examination of the long-run profit motive in banking, the movements of interest rates, the history of U.S. central banking, and how money and credit influence the macroeconomy. S.
- 313 History of Economic Thought.** (3) (Prereq: A grade of 'C' or better in ECON 101 or ECON 202) Development of economic thought over time; comparison of theories of great economists from Adam Smith to John Maynard Keynes and their schools of thought, including classical economics, neoclassical economics, and heterodox economic thought. F.
- 320 Environmental and Natural Resource Economics.** (3) (Prereq: A grade of 'C' or better in ECON 101 or ECON 202 or permission of the instructor) Interrelationships between the economy and the environment. Study of how economic activities affect the environment, why we may allow more environmental harm than is optimal and how such environmentally harmful activities can be regulated. Resource economics, environmental regulations, monitoring and enforcement, clean technology and global agreements. S.
- 321 Government and Business.** (3) (Prereq: A grade of 'C' or better in ECON 101 or ECON 202) Examination of issues that confront government and business, allowing students to take sides and defend their positions in debate/discussion format. Topics include: social security privatization, social responsibility of businesses, the minimum wage, double taxation of dividends, and the government's role in the regulation of business. S.

(Economics)

- 326 Managerial Economics.** (3) (=CBAD 426) (Prereq: A grade of 'C' or better in ECON 101 or ECON 201, and ECON 202) Study of the theory of the firm, elasticity, product and cost, market concentration and integration. Topics include differing market environments, market power, pricing strategies, market failure, and subsequent government intervention. Non-economics majors only. S.
- 330 Economics of Tourism.** (3) (Prereq: A grade of 'C' or better in ECON 101 or ECON 202) Economic theory is used to explain the demand for leisure and how people make decisions regarding leisure. Economic fundamentals of the tourism industry, development of tourist destinations, tourism in the Grand Strand area and tourism in the global economy. S.
- 331 Economics Analysis of Sports.** (3) (Prereq: A grade of 'C' or better in ECON 201 and ECON 202, or a grade of 'C' or better in ECON 101) An economic analysis of participatory sports and amateur and professional team sports. Topics include professional sports franchises as business enterprises, economics of sports stadiums, economics of professional sports labor markets, impact of Title IX on collegiate athletic programs, and economic impact of professional team sports and participatory sports on the Grand Strand economy. F.
- 332 Labor Economics.** (3) (Prereq: A grade of 'C' or better in ECON 101 or ECON 202) Economic analysis of the strategic aspects of human resource management at the firm and public policy levels. Focus on economic forces that influence hiring standards, employment, worker productivity, training programs, wages, and working conditions in the United States. Topics include the decline of job security, rise in educational and training requirements, managerial compensation and the use of incentive packages, impact of technology, trade, and unionization on employment and wages. Public policy issues include income inequality, safety and health, labor market discrimination, and the minimum wage. F.
- 333 Economics of Energy.** (3) (Prereq: ECON 201 and ECON 202 or ECON 101) This course examines markets for various extractive energy sources (such as oil, coal and natural gas,) as well as renewable energy sources (such as wind and solar). The course will: 1) investigate why energy markets have historically been subject to extensive governmental intervention; 2) analyze the effects of traditional policy measures such as price controls and regulation; and 3) examine current policy issues arising from the relationships among energy use, economic growth and the environment.
- 340 Economics of Entrepreneurship.** (3) (Prereq: junior level status) Entrepreneurship can be thought of as capitalizing on a situation. An entrepreneur is someone who recognizes opportunity and through creative endeavor acts to satisfy a need or desire of businesses or individuals. In broad terms, an entrepreneur combines resources in such a way that the resulting product is more valuable than the sum of its parts. In this course students will produce, examine, develop, and evaluate entrepreneurial endeavors.

(Economics)

- 351 International Economic Policy.** (3) (Prereq: A grade of ‘C’ or better in ECON 101 or ECON 202) Study of international trade issues and policy and their impact on workers, firms, and governments; role of international investment, foreign exchange markets, and international migration. F.
- 352 Economics of Development.** (3) (Prereq: A grade of ‘C’ or better in ECON 101 or ECON 202) Applies economic models to development and developing countries; study of institutions and international organizations that aid or hamper development; the role of poverty, education, and the environment in development. S.
- 361 U.S. Fiscal Policy.** (3) (Prereq: ECON 201 and ECON 202 or ECON 101) This course will provide students with an in-depth understanding of economic policy during various presidencies and periods of war. Emphasis will be given to Hamiltonian finance, the Jeffersonian approach to the debt as well as taxation and borrowing during wartime.
- 375 Economics and National Security.** (3) (Prereq: ECON 201 and ECON 202 or ECON 101) This course will explore the relationship between economics and the new environment of heightened national security in the post-9/11 world. Emphasis will be given to how the global War on Terror (WOT) differs from past conflicts, economic attempts to diminish terrorism, intelligence gathering, economic sanctions, third-world debt relief, possible economic causes of terrorism, weapons of mass destruction (WMD) proliferation, and weapons procurement.
- 399 Independent Study.** (3) (Prereq: 54 or more hours) Written contract between student and instructor, approved by the dean. A maximum of 15 hours may be taken.
- 460 Introduction to Econometrics.** (3) (Prereq: A grade of ‘C’ or better in ECON 301 and ECON 302) Mathematical modeling used to understand and explain economic relationships and theory. Topics include econometric, mathematical modeling, economic forecasting, generalized linear models, and categorical data analysis. S.
- 472 Economics of Aging.** (3) (Prereq: Enrollment in Certificate of Gerontology Program and permission of the instructor) The economic determinants of population aging and the challenges it creates for public policies. Topics include trends in retirement, retirement planning, the major provisions of the Social Security Act, various types of pension plans provided by employers, aging and gender, and various health, disability, and economic well-being issues of older Americans. S.
- 490 Senior Research Seminar.** (3) (=ECON 495) (Prereq: A grade of ‘C’ or better in ECON 301 and ECON 302) Capstone course intended to teach students how to conduct original research in economics. Guidance and practice in formulating economic hypotheses, gathering data, analyzing the data, and effectively communicating the results orally and in writing. S.

(Economics, Education)

- 495** **Advanced Economic Theory and Analysis.** (3) (=ECON 490) (Prereq: A grade of 'C' or better in ECON 301 and ECON 302) Capstone course intended to teach students how to conduct original research in economics. Guidance and practice in formulating economic hypotheses, gathering data, analyzing the data, and effectively communicating the results orally and in writing. F, S.
- 497** **Economics Internship.** (0-12) (Prereq: 54 or more hours, minimum GPA of 2.5, and approval of the department chair) The Economics Internship is a supervised work experience in the field of economics. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Economics Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) economics internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.

EDUCATION (EDUC)

- 111** **Exploring Teaching as a Profession.** (3) Provides opportunities for student to explore teaching and learning and to begin the process of professional development as educators. Broadens students' perspectives of the educational process and of the multiple roles of educators and helps them build a framework for participation in teacher preparation programs at Coastal Carolina University, as well as provides experiences to assist students in making decisions regarding careers in education. Completion of a field experience is required for successful completion of this course. F.
- 204** **Computer Technology and Instructional Media.** (3) (Computer Usage) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction. F, S.

(Education, Early Childhood Education)

- 215 Schools & Diversity.** (3) To be required for majors in Early Childhood Education, Elementary Education, Middle Level Education, and Special Education. This course is designed to acquaint pre-service teachers with diversity issues in today's classrooms. In addition to investigating the needs of students with disabilities and specific health issues, the roles that such factors as race, class, gender, language proficiency, and cultural background play in the educational process will be explored. Methods of instruction and evaluation designed to meet the needs of a diverse student population will be addressed. The main goal of the course is to help future teachers discover their own attitudes and values as they pertain to diversity and develop the knowledge and skills that will enable them to create inclusive classroom environments and to provide equal educational opportunities for all students. F, S.
- 276 Early Childhood Foundations.** (3) An overview of the historical, philosophical, legal and practical aspects of early childhood education. F, May.
- 334 Adolescent Growth and Development.** (3) (Writing Intensive) An investigation of the various patterns and theories related to intellectual, social, emotional, and physical growth and development of preadolescent and adolescent learners with a focus on developmental applications in education settings. S.
- 335 Introduction to Educational Psychology.** (3) Psychology of learning, learning theories, stages of development as applied to the learner in the classroom, with attention given to research into learning problems, management, as well as measurement of learning and least restrictive environments for learning. F, S.
- 336 Introduction to Human Growth and Development.** (3) (Writing Intensive) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adult periods with a focus on developmental applications in educational settings. F, S, Su.
- 399 Independent Study.** (1-3)
- 402 Special Topics.** (1-3)

EDUCATION - EARLY CHILDHOOD (EDEC)

- 300 Assessment, Evaluation, and Reporting Progress.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course is designed to prepare early childhood candidates to use appropriate assessments to evaluate students' progress and guide instructional planning, and interpret and report assessment results to families. A variety of assessment techniques will be emphasized. F, S.

(Early Childhood Education)

- 314 Language and Emergent Literacy.** (3) (Prereq: EDEC 332, EDEC 339, and EDEC 340) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with main focus on children from birth through grade three. Practicum experiences required. F, S.
- 325 Guiding Young Children’s Behavior and Classroom Management.** (3) (Prereq: Admission to the Professional Program in Teacher Education) Study of appropriate, effective principles and techniques for guiding behavior and managing early childhood classrooms. F, S.
- 332 Child Development: The Young Child.** (3) (Prereq: Admission to the Professional Program in Teacher Education) The study of intellectual, physical, social and emotional development for the total human life span with a special emphasis on prenatal through grade three, within an ecological context. Critical thinking, creative expression and diagnosis/assessment are emphasized. F, S.
- 339 Early Childhood Programs and Curriculum.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course is designed to develop an understanding of early childhood programs and curriculum, philosophical orientations that guide program and curriculum development in early childhood education - Pre-kindergarten through grade 3 - and developmentally appropriate practice. F, S.
- 340 Early Childhood: Field Experience II.** (3) (Prereq: Admission to the Professional Program in Teacher Education) Field placement in a pre-kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.
- 376 Integrated Math/Science/Social Studies I.** (3) (Prereq: EDEC 340) This course will include theoretical and practical aspects of cognitive and social development for pre-kindergarten and kindergarten children emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies. F, S.
- 377 Strategies for Teaching and Learning with Literature.** (3) (Prereq: EDEC 340) This methods course focuses on developing appropriate instructional strategies for utilizing literature to integrate the curriculum. F, S.
- 379 Early Childhood: Field Experience III.** (3) (Prereq: EDEC 340) Field placement in a kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an increased understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.

(Early Childhood Education, Elementary Education)

- 420 Integrated Math/Science/Social Studies II.** (3) (Prereq: EDEC 379) This course will include theoretical and practical aspects of cognitive development for children in grades 1 through 3 emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies. F, S.
- 421 Child, Family, Community, Teacher Relations.** (3) (Prereq: EDEC 379) This course will prepare teacher candidates to work effectively in building relations with children, families, and communities through family and community involvement, conferencing, formal and informal communications, and knowledge of families and community served. F, S.
- 422 Early Literacy Assessment.** (3) (Prereq: EDEC 300, EDEC 376, EDEC 377, and EDEC 379) This course will emphasize specific literacy assessments that can be used for early literacy assessment. Emphasis is in administering, interpreting, reporting, and using assessment as a guide for literacy instruction planning. F, S.
- 423 Early Childhood: Field Experience IV.** (3) (Prereq: EDEC 300, EDEC 376, EDEC 377, and EDEC 379) Field placement in a primary grade (1-3) classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.
- 466 Q Internship in Elementary School (Early Childhood).** (9) The internship experience is comprised of supervised teaching experiences in a pre-kindergarten, kindergarten, first, second or third grade classroom. F, S.
- 496 Internship Seminar.** (3) (Coreq: EDEC 466) Course provides Teacher Candidates with focused content related to the successful completion of the internship process and requirements. F, S.

EDUCATION - ELEMENTARY (EDEL)

- 314 Emergent Literacy Development.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with a focus on children from birth through grade three. Practicum experiences required. Concurrent enrollment in EDEL 341 is required. F, S.
- 341 Elementary School Curriculum and Organization.** (3) (Prereq: Admission to the Professional Program in Teacher Education) A study of elementary education in America, (2-6). This course addresses the history and organization of elementary schools and their curriculum. Other topics include classroom management and organization, and assessment/evaluation of student learning. Practicum required. Requires concurrent enrollment in EDEL 314. F, S.

(Elementary Education)

- 343 Instructional Theory and Practice-Elementary Education.** (3) (Writing Intensive) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDEL 341) Application of general teaching models as they apply to subject matter in the elementary school. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Practicum experiences in public schools are required. Requires concurrent enrollment in EDEL 386 and EDEL 388. F, S.
- 385 Teaching English Language Arts.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) An interdisciplinary and integrated approach to the study of constructivist, research-based methods for teaching English Language Arts to elementary students. Particular attention is directed toward preparing candidates to analyze young students' writing and to plan instruction that will foster students' growth and improve their skills in writing. F, S.
- 386 Teaching of Language Arts and Social Studies - Elementary Education.** (6) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary and integrated approach to the study of language arts and social studies methods and materials in the elementary grades focusing on inquiry-based approaches and utilizing multicultural children's literature. Special emphasis on teaching in diverse classroom settings. Concurrent enrollment in EDEL 343 and EDEL 388 is required. F, S.
- 388 Teaching of Science and Mathematics - Elementary Education.** (6) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary, integrated approach to the study of mathematics and science instruction in the elementary grades focusing on inquiry-based approaches. The focus will be on methods and materials for engaging students in interactive learning and on appropriate strategies for assessing diverse needs of students. Requires concurrent enrollment in EDEL 343 and EDEL 386. F, S.
- 414 Intermediate Literacy Development.** (3) This course will introduce candidates to literacy processes, strategies and materials for teaching in the intermediate grades three – six. The course addresses the teaching of literacy to diverse populations, critical literacy and social justice issues, and the integration of children's literature throughout all curriculum content areas. Practicum required. Requires concurrent enrollment in EDEL 471. F, S.
- 467 Q Internship in Elementary School (Elementary).** (9) (Coreq: EDEL 496) The Elementary Education Internship remains the culminating field experience for Elementary Education candidates. The internship requires candidates to assume most or all of the responsibilities of an Elementary Teacher (grades 2-6) for at least 60 continuous days. F, S.

(Elementary Education)

- 471 Assessment and Evaluation of Literacy.** (3) Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on authentic, naturalistic, classroom-based strategies for assessing and evaluating children's literacy behaviors. Practicum with elementary students is required. F, S.
- 472 Classroom Management for Diverse Settings.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course addresses the management and diversity issues in current elementary school classrooms. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgments based on appropriate management philosophies. A field experience is included. Requires concurrent enrollment in EDEL 414. F, S.
- 481 Teaching Elementary Mathematics.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 486, and EDEL 488) EDEL 481 is the study of instructional mathematical strategies that promotes candidates' development of critical thinking, problem solving, and performance skills in mathematics. This course will focus on the constructivist approach to teaching and learning mathematics and teaching strategies that encourage elementary students to think mathematically. Throughout the course, class work will be connected to the field experience. F, S.
- 486 Teaching Social Studies.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) A constructivist approach to the study of research-based social studies teaching methods for the elementary grades. Particular attention is given to integrating the social studies with other content areas. Concurrent enrollment in EDEL 343, EDEL 388, and EDEL 471 is required. F, S.
- 488 Teaching Elementary Science.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 481, and EDEL 486) EDEL 488 focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy and understanding science inquiry. A broad range of science content will be explored in the context of the NSES strands Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Candidates will be exposed to a variety of science teaching models with an emphasis on constructivism and integrated instruction in a community context. Throughout the course, class work will be connected to the field experience. F, S.

**(Elementary Education, Language and Learning Education,
Middle Level Education)**

- 496 Internship Seminar.** (3) (Coreq: EDEL 467) The Elementary Education Seminar provides candidates with the content and support required for successful completion of the Elementary Internship and induction into the profession. F, S.

EDUCATION - LANGUAGE AND LEARNING (EDLL)

- 300 Teaching English Language Learners.** (3) (Restricted to pre-service teachers in the professional program) This course prepares candidates to teach and assess English Language Learners (ELLs) using differentiated strategies and sheltered instruction that address ELLs' language proficiency levels and instructional needs. The candidates plan and teach Sheltered Instruction Observation Protocol (SIOP) lessons. S.
- 484 Instructional Strategies for Integrating Children's Literature across the Elementary School Curriculum.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDEL 314 and EDEL 341) This methods course focuses on the study of contemporary literature for children, birth through grade six, with an emphasis on selecting and integrating a wide variety of genres into the curriculum across all content areas. Instructional strategies for enhancing reading comprehension of narrative and expository text will be emphasized. F, S.

EDUCATION - MIDDLE LEVEL (EDML)

- 417 Literacy Across Content Areas in the Middle Level.** (3) (Prereq: EDUC 334) (Coreq: EDML 441) A study of the reading and writing processes and readiness to read and write as related to the teaching of academic content areas found in public middle schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. A clinical field experience at a middle school site is required and included in this course. F.
- 425 Middle Level Classroom Organization and Management.** (3) (Prereq: Admission to the Professional Program in Teacher Education, EDML 417, and EDML 441) (Coreq: EDML 445) Study of effective principles and techniques of management in middle level classrooms today. Attention is given to strategies and theories of management of students as well as classroom organization to facilitate developmentally appropriate practices in the areas of motivation and management of middle level students. A clinical field experience at a middle school site is required and included in this course. S.
- 441 Middle Level Curriculum and Organization.** (3) (Prereq: EDUC 334) (Coreq: EDML 417) Study of the middle level program including the grouping, scheduling, grading, and placement of students; school organization, curriculum and teaching techniques are included. A clinical field experience at a middle school site is required and included in this course. F.

(Middle Level Education)

- 445 Middle Level Instructional Theory and Practice.** (3) (Prereq: EDML 417 and EDML 441) (Coreq: EDML 425) Application of general teaching models as they apply to subject matter in the middle school. The student will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in stimulated situations as well as in school classrooms. A significant portion of the course will address proactive and reactive classroom management strategies. A clinical field experience at a middle school site is required and included in this course. S.
- 458 Internship Seminar.** (3) (Coreq: EDML 468) This is a seminar for Middle Level candidates as they participate in their Internship experience. This seminar is designed to offer support, allow all candidates to come together and discuss practical issues, as well as prepare them for the job search. F, S.
- 468 Q Internship in Middle Level Teaching.** (9) (Coreq: EDML 458) Supervised teaching experience in the middle grades classroom. Interns will be assigned to field placements for a period of no fewer than 60 instructional days. F, S.
- 489 Methods for Teaching English/Language Arts at the Middle Level.** (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 490, EDML 491, or EDML 492) The development of knowledge, skills, and attitudes necessary for instruction in English/Language Arts in the middle grades and for the integration of the areas of the curricular concentration. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course. F.
- 490 Methods for Teaching Social Studies at the Middle Level.** (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 491, or EDML 492) Study of methods, techniques, and materials appropriate to the teaching of social studies at the middle school level. Standards-based instructional planning and strategies for effective teaching in the social studies will be analyzed and evaluated using current research. Emphasis will be placed on but not limited to such topics as the cultural approach to the study of history, reciprocal reinforcement among the disciplines, values classification, controversial issues, citizenship education, and the roles of the social studies as a mirror of society or as a change agent for society. A clinical field experience at a middle school site is required and included in this course. F.

(Middle Level Education, Physical Education)

- 491 Methods for Teaching Science at the Middle Level.** (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 490, or EDML 492) Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle level. Students will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course. F.
- 492 Methods for Teaching Mathematics at the Middle Level.** (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 490, or EDML 491) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle school level. The student will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course. F.

EDUCATION - PHYSICAL EDUCATION (EDPE)

- 131 Orientation to Physical Education Teacher Education.** (1) (Prereq: Restricted to Physical Education Teacher Education majors; or permission of department chair) This course provides the student with an introduction to the PETE Program, the Professional Program in Teacher Education (PPTE), field experiences in teacher education, and current professional practice in the field. Special emphasis is placed on understanding the mission of the program. F, S.
- 226 Developing Motor Behavior in Children (Pre-School Through Elementary Levels).** (3) Foundations and practices in perceptual motor learning; behavioral factors in efficient motor performance, and the effects of growth and development are studied in depth. Materials and methods in the selection and teaching of appropriate activities designed for the primary and elementary level child. Opportunities provided for teaching experiences. F, S, May.
- 232 History and Philosophy of Physical Education.** (3) (Prereq: EDPE 131 or permission of department chair) Students will be provided with insight into the historical and philosophical basis of physical education and sport. This course covers physical education and sport from the ancient world, through the medieval and early modern Europe, the development of American physical education and sport to today's practices. Other topics addressed will be ethics, integrity, and problems in the profession, ancient and modern Olympics, international participation, current issues, technological advances, and future directions in the profession. F, S.

(Physical Education)

- 290 Adapted Physical Activity.** (3) (Prereq: EDPE 131 or permission of department chair) Methods of working with students with special needs within regular physical education classes. Planning, organizing, and implementing adapted physical education learning experiences to meet the needs of special populations. The course has a lab experience. F, S.
- 303 Teaching Lifetime Fitness.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 410) Course provides the teacher candidate with current best practice in teaching personal fitness to students in K-12 schools. Course requires the development of personal fitness skills and pedagogical skills including peer teaching, lesson and unit planning, and the use of assessment and technology. F.
- 304 Teaching Team Sports.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 411) Course provides the teacher candidate with current best practice in teaching team sports to students in K-12 schools. Course requires the development of personal competence in select team sports/skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. S.
- 305 Teaching Lifetime Activities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 412) Course provides the teacher candidate with current best practice in teaching lifetime physical activities to students in K-12 schools. Course requires the development of personal competence in select team lifetime activities and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. F.
- 320 Curriculum and Administration in Physical Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 305 and EDPE 412) Course provides the teacher candidate with an introduction to K-12 physical education curriculum models, standards-based curriculum development, and a variety of administrative issues essential for a beginning teacher. Course includes the impact of current local, state, and national issues and legislation important to developing, delivering, and assessing the physical education curriculum. F.
- 325 Assessment and Technology in Physical Education.** (3) (Prereq: EDPE 131 and EDUC 204) (Coreq: EDPE 303 and EDPE 410) To provide the skills and knowledge for students in physical education utilizing a variety of current technologies and authentic assessment tools available and emerging in the field. To develop a working knowledge of the statistical techniques used in scoring, assessment, and interpretation of student performance and learning. F.

(Physical Education)

- 410 Elementary School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 303 and EDPE 325) Foundations and practices in teaching elementary school physical education. Course studies the development and assessment of fundamental movement patterns/skills, curriculum development, and planning and implementing instruction at the elementary level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the elementary schools. F.
- 411 Middle School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education and EDPE 410) (Coreq: EDPE 304) Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools. S.
- 412 High School Physical Education Pedagogy.** (4) (Prereq: Admission to the Professional Program in Teacher Education and EDPE 411) (Coreq: EDPE 305 and EDPE 320) Foundations and practices in teaching high school physical education. Course studies the development and assessment of motor and fitness skills for late adolescent students, curriculum development, and planning and implementing instruction at the high school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the high schools. F.
- 431 Internship Seminar in Physical Education Teacher Education.** (1) Course provides Teacher Candidate with focused content related to the successful completion of internship process and requirements. F, S.
- 479 Q Internship (Physical Education).** (9) (Coreq: EDPE 496) The physical education internship is comprised of supervised teaching experiences at either the elementary, middle or high school grade level. Internship requires candidates to assume the responsibilities of a Physical Education Teacher for a period of no fewer than 60 instructional days. Pass/Fail grading only. F, S.
- 496 Internship Seminar.** (3) (Prereq: Acceptance into the Internship through Portal II) (Coreq: EDPE 479) The Physical Education Internship Seminar provides candidates with the content and support required for successful completion of the internship and induction into the profession. Seminar topics include but are not limited to: student motivation/behavior; teachers' legal obligations/concerns; program advocacy; grant writing; technology usage; resumes/cover letters; and interview skills. F, S.

(Secondary Education, Special Education)

EDUCATION - SECONDARY (EDSC)

- 410 Secondary Adolescent Development and Management in the Classroom.** (3) This course addresses the management of the classroom environment and learning processes as applied to secondary adolescent development. Attention is given to theories and best practices and includes a clinical experience. S.
- 415 Teaching Diverse Learners.** (3) Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture. S.

EDUCATION - SPECIAL EDUCATION (EDSP)

- 200 Foundations of Special Education.** (3) (Prereq: EDUC 111) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, support services for individuals with disabilities at varied degrees of severity, and the impact of disabilities on academic and social/emotional performances. S, Su.
- 310 Theory to Practice: Field Experience.** (3) (Prereq: EDSP 200) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the elementary level. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models of service delivery, professional and ethical practice, collaboration skills, and research/evidence-based practices. The link between theory and practice is emphasized. F.
- 311 Characteristics and Instruction of Learning Disabilities & Emotional Disorders.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an in-depth study of definitions, etiology, prevalence, and characteristics associated with learning disabilities (LD) and emotional/behavioral disorders (EBD). Techniques used in identifying and teaching learners with LD or EBD, as well as service delivery models, roles of various professionals, legal issues, ethics, and philosophies related to persons with LD or EBD. The selection and implementation of evidence-based instructional methods related to affective and learning behaviors and procedures for adapting materials to support students with LD and EBD in a variety of educational settings are addressed. F.

(Special Education)

- 312 Characteristics and Instruction of Intellectual Disabilities and Autism.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course introduces teacher candidates to students with a label of intellectual disability (ID) and/or autism. The course includes definitions, etiology, prevalence, and characteristics of individuals with ID and/or autism. Additionally, candidates in this course investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with ID and/or autism. Learning characteristics, evidence-based teaching strategies, instructional settings, legal issues, ethics, and assessment regarding individuals with ID and/or autism are addressed. F.
- 320 Measuring Student Progress: Field Experience.** (3) (Prereq: EDSP 310) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the middle level. An in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and developing research proposals using single-subject methodology is addressed. Knowledge and skills developed in the prior field experience and current coursework are reinforced. S.
- 321 Diagnostic Assessment in Special Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an overview of assessment terminology, data collection procedures, and the theoretical, legal, and ethical issues related to referral and educational planning. Skills focus on application and interpretation of standardized and curriculum-based assessment data for eligibility, program and progress monitoring decisions in service of individualized education programs. Candidates write individual education programs, develop strategies to modify assessments to accommodate the unique needs of students with disabilities, and communicate assessment information to solicit parent understanding. S.
- 322 Secondary Practices and Transition.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course applies research on teacher effectiveness, teacher accountability, and instructional approaches at the secondary level. Strategies in self-regulation, study skills, attention, memory, and motivation; curriculum adaptations, peer mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. F.
- 323 Methods and Adaptations for Teaching Reading (K-12).** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates in the area of reading development and effective instructional methodologies specific to students with disabilities with an emphasis on reading practices as they relate to individual learners, readiness activities, phonemic awareness and decoding skills, phonics, fluency, vocabulary development, and comprehension. S.

(Special Education)

- 380 Current Trends in the Education of Individuals with Exceptionalities PreK-12.** (3) This course is a study of individuals with exceptionalities including learners with mild to severe disabilities, as well as those identified as gifted/talented. Current trends, legal issues, adaptations, and vocational aspects of learners with exceptionalities across the lifespan are addressed. F, S, Su.
- 410 Action Research: Practicum.** (3) (Prereq: EDSP 320) This course is a supervised practicum that extends to internship. This practicum requires three full school days per week with students with mild to moderate disabilities. Candidates are given the opportunity to analyze pedagogical competencies and to build personal strategies for teaching. Knowledge and skills developed in the prior field experience and current coursework are reinforced. The research proposal developed in the prior field experience is used to implement an intervention with a student in a classroom. Candidates continue in this placement for their internship. S.
- 411 Collaboration and Consultation in Special Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates to serve the needs of individuals with disabilities through effective communication and collaboration with other educators, families, related service providers, paraprofessionals, and personnel from community agencies. Models and strategies for effective collaborative consultation in schools and communities are addressed, including skills for effective communication with families of individuals with exceptional learning needs from diverse backgrounds. F.
- 412 Applied Behavior Analysis for Teachers.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course equips candidates with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on “positive behavior interventions and supports” (PBIS), a research-based approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course also prepares candidates to conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. F.
- 414 Instructional Planning.** (3) (Restricted to Special Education majors only) (Prereq: Admission to the Professional Program in Teacher Education) This course focuses on acquiring the basic knowledge and skills required for the development of IEPs and ongoing monitoring of students’ progress toward their IEP goals and objectives/ benchmarks. In addition, subsequent development of instructional lessons based on the student’s learning needs as they relate to their academic/social/behavioral success within the general education curriculum are addressed. F.

(Special Education, Special Education/Learning Disabilities)

- 420 Internship Seminar in Special Education.** (3) (Prereq: EDSP 410) (Coreq: EDSP 450) This seminar corresponds with the culminating internship in special education. The course meets regularly in order to provide candidates with the content and support required for successful completion of the internship and induction into the profession. S.
- 450 Internship in Special Education.** (9) (Prereq: EDSP 410) (Coreq: EDSP 420) This internship is a full-time supervised field placement. Candidates are assigned to two (2) eight week clinical placements requiring no fewer than 60 instructional days at the elementary, middle and/or secondary levels working with students with learning disabilities, emotional/behavioral disorders, and/or mild intellectual disabilities. A critical component of the internship course is the corresponding internship seminar. S.

EDUCATION - SPECIAL EDUCATION/LEARNING DISABILITIES (EDLD)

- 370 Foundations of Special Education.** (3) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, and support services for individuals with disabilities at varied degrees of severity and the impact of disabilities on academic and social/emotional performance. F.
- 381 Collaborative Practice and Communication for Special Education.** (3) Study of the design and implementation of curriculum programs for individuals with learning disabilities with emphasis on managing and enhancing the instructional environment in both resource and classroom settings; special attention given to working collaboratively with other professionals and parents; the development and use of IEPs, accountability procedures, and documentation requirements are addressed. Field experiences in schools are included. F.
- 388 Methods for Students with Language Learning Disabilities.** (3) An investigation of various elements in the language and social development of individuals with learning disabilities; special focus given to the implementation of effective strategies to address language and social learning disabilities. Field experiences in schools are included. S.
- 390 Characteristics of Specific Learning Disabilities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) Study of current definitions of individuals with specific learning disabilities, etiology, identification criteria and characteristics, labeling issues, and incidence and prevalence; content also includes the evolution of the term learning disabilities, the psychological, medical, social and emotional, and behavioral characteristics, and the historical foundations and classic studies that undergird the field. Field experiences in schools are required. F.

(Special Education/Learning Disabilities)

- 400 Educational Assessment of Exceptional Learners.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides students with knowledge and experiential learning activities in psycho-educational assessment procedures used in special education with an emphasis on writing reports and developing individualized Education Programs for exceptional learners. Field experience in schools are required. S.
- 417 Materials and Methods for Teaching Reading, PreK-12 LD.** (3) Study of reading development and effective instructional methodologies used in reading instruction specific to students with learning disabilities; emphasis given to reading practices as they relate to individual learners, readiness activities, decoding skills, vocabulary development and comprehension. Field experiences in schools are included. F.
- 420 Elementary Curriculum and Methods for Teaching Students with Learning Disabilities.** (3) (Prereq: Admission to Professional Program in Teacher Education, ELDL 390) This course provides knowledge and skills to teach elementary grade students with specific learning disabilities (SLD). Course applies research on teacher effectiveness, instructional approaches, and curriculum design with emphasis on instructional planning; curriculum and instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Field experiences required. S.
- 422 Materials and Methods of Teaching Mathematics, PreK-12 LD.** (3) Basic study of methods and materials for the teaching of mathematics to students with learning disabilities through the K-12 grade span. F.
- 430 Secondary Curriculum and Methods for Disabilities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course applies research on teacher effectiveness, teacher accountability and instructional approaches at the secondary level. Cognitive strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. Field experiences required. F.
- 440 Managing the Learning Environment and Behavior.** (3) Study of curriculum and management practices through the K-12 grade span specific to working with students with learning disabilities; special attention given to issues of classroom management strategies. Field experiences in schools are included. S.

(Special Education/Learning Disabilities, Engineering)

- 459 Learning Disabilities: Field Experience II.** (3) (Prereq: Admission to Professional Program in Teacher Education) Supervised field experience with children or youth with specific learning disabilities at the elementary and middle or high school levels. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models for service delivery, professional and ethical practice, and collaboration skills. Students apply knowledge and skills from coursework in characteristics of learning disabilities, collaborative practice and communication, and teaching methods for language learning disabilities. F.
- 469 Learning Disabilities: Field Experience III.** (3) (Prereq: 2.5 GPA, EDLD 459, or permission of the instructor) Supervised field experience requiring a minimum of 60 hours of direct instruction of elementary students with specific learning disabilities. Students apply knowledge and skills from coursework in reading instruction, behavior management, and teaching methods for students with learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom, effective instructional planning and implementation; and managing the learning environment and behavior for students with disabilities. Knowledge and skills developed in Field Experience II are reinforced. S.
- 477 Research, Trends and Issues in Learning Disabilities.** (3) Investigation of current research, trends and issues that impact the planning and performance of programs and instruction for individuals with learning disabilities. F.
- 478 Q Internship in Learning Disabilities.** (12) Supervised teaching experience with learning disabilities students. Interns will be assigned to clinical placements for a period of no fewer than 60 instructional days. S.
- 479 Learning Disabilities: Field Experience IV.** (3) (Prereq: 2.5 GPA, admission to PPTE, EDLD 469, or permission of the instructor) Supervised field experience requiring a minimum of 60 hours of special education services provided to middle grades or high school students with specific learning disabilities. Students apply knowledge and skills related to basic academic skills instruction, educational assessment, and secondary level teaching methods and procedures for students with specific learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom; and community resources. Knowledge and skills developed in Field Experience II and III are reinforced. F.

ENGINEERING (ENGR)

- 101 Introduction to Engineering.** (3) Students are introduced to the engineering profession and various engineering specialists. The course teaches students about engineering teamwork and general design concepts through mini-design projects, and enhances students' communication skills (through several written and oral reports) that are crucial in engineering. Professional ethics are emphasized. Communication Intensive. S.

(Engineering)

- 201 Engineering Problem Solving.** (3) (Prereq: ENGR 101) In this course, students work in multi-disciplinary teams to formulate and solve engineering problems using robotics systems and MATLAB. The course covers reading, interpreting, and writing programs, debugging, loops, and conditional statements. Project management principles are also introduced as the framework in which group members cooperate. The course culminates in a design challenge that requires teams to devise a system, component, or process to meet desired needs with given constraints. S.
- 202 Engineering Graphics.** (3) (Prereq: ENGR 101) This course is a project-based introduction to engineering graphics using SolidWorks. Topics include sketching, 3D part and assembly creation, and documented drawings. Students will utilize the principles of engineering graphics to visualize, communicate, and analyze solutions to engineering problems. S.
- 234 Statics.** (3) (=PHYS 234) (Prereq: PHYS 211) This course deals with systems of forces acting on particles and rigid bodies at rest. The course addresses the finding of resultant forces and torques for various bodies. The covered topics include concentrated and distributed forces, equilibrium in two-- and three-dimensions, moments, couples, and other key principals used in engineering design of structures that must remain static while bearing stress or performing a task. F.
- 235 Electric Circuits.** (3) (=PHYS 235) (Prereq: PHYS 137 and MATH 160, or PHYS 212) This course is an introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include: Kirchhoff's laws, fundamental principles of network theorems, transient and steady-state response of RC, RL and RLC circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. F.
- 321 Electronics.** (3) (=PHYS 321) (Prereq: ENGR 235 or PHYS 235) This course covers the analysis, modeling and design of electrical circuits that contain electronic devices. Topics include: properties of electronic materials, behavior of devices such as p-n junction diodes, field effect transistors and bipolar junction transistors, operational amplifiers, and transistors in digital circuits. Electronics design principles via a systems approach is emphasized. S.
- 398 Project Management and Communication.** (1) (=PHYS 398) (Prereq: ENGR 201) This course focuses on effective participation, communication, and collaboration in engineering and other applied science fields. The professional and ethical responsibilities of applied scientists and engineers will be discussed, along with project management principles and current topics of importance in the field. S.

(Engineering, English)

- 399 Integrated Science and Design.** (1-3) (Prereq: permission of the instructor and approved contract) In this independent study course, students take concepts of their choosing learned in advanced applied science elective courses and use an engineering approach to either design a solution to a problem integrating those science principles, or study in depth an existing engineering solution. This student experience serves as a bridge between mathematics, the basic sciences and engineering practice. May be repeated for up to three credit hours. F, S, Su.
- 430 Fluid Mechanics.** (3) (=PHYS 430) (Prereq: PHYS 212 or PHYS 213) (Coreq: MATH 320) This course is an introduction to fluid mechanics, and emphasizes fundamental concepts and problem-solving techniques. Topics to be covered include fluid properties, fluid statics, fluid kinematics, control volume analysis, Reynolds Transport Theorem, momentum theorem, differential analysis and exact solutions, dimensional analysis and an introduction to turbulence. Applications of fluid mechanics will be highlighted. S.
- 499 Senior Design.** (3) (Prereq: permission of the instructor) Students will engage in a structured project either under the direction of a faculty member, via an external internship, or through a project of their own design with instructor permission. This major design experience serves to integrate the knowledge and skills that students have developed in earlier course work through the completion of an original project. Students will be required to utilize project management principles throughout the experience and develop a detailed report to be presented both orally in a public forum and in written form. F, S, Su.

ENGLISH (ENGL)

- 101 Composition.** (4) In ENGL 101, students focus on the writing process, paying special attention to prewriting, writing, and revising strategies. The course also introduces elements of academic writing as well as the research process. This class prompts students to hone their critical reading and writing skills as they consider the rhetorical situations that shape all writing tasks. As a hybrid course, ENGL 101 includes a parallel online component, Coastal Composition Commons, which provides uniform and digitally delivered content reinforcing a common set of student learning outcomes. F, S, Su.
- 101B Composition. (English as a Second Language).** (3) A variation of English 101 for students who speak English as a second language. F.

(English)

- 102** **Composition and Critical Reading.** (4) (Prereq: A grade of ‘C’ or better in ENGL 101) In ENGL 102, students read and respond to a variety of texts written across disciplinary lines. As they interpret and evaluate these texts by composing functional, rhetorical, and critical analyses, students extend their understanding of the writing process, consider the importance of context, and refine their approaches to research. This hybrid course includes a parallel online component, Coastal Composition Commons, which builds upon the content taught in ENGL 101 and continues to digitally deliver uniform content that stresses an ongoing set of common student learning outcomes. F, S, Su.
- 102B** **Composition and Literature. (English as a Second Language).** (3) (Prereq: Completion of an ENGL 101 course with a grade of ‘C’ or better). A variation of English 102 for students who speak English as a second language. S.
- 199** **Film Screening Lab** (0-1) Required weekly or biweekly screenings of selected films which facilitate understanding and analysis of cinematic expression and its capacity to produce artistic and social influence. Offered in conjunction with a first-year, sophomore, or upper-division English courses. May be repeated if accompanying different courses.
- 201** **Introduction to Creative Writing.** (3) (Prereq: ENGL 101 with a grade of ‘C’ or better) A course that introduces the fundamental elements of craft involved in composing poetry, fiction, creative nonfiction, and drama using a combination of example readings and writing workshops. Students are encouraged, though not required, to complete a college-level literature course before enrolling in ENGL 201. F, S, Su.
- 205** **Literature and Culture.** (3) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better). This course is designed to provoke and cultivate students’ imaginative and critical understanding of literature in various cultural contexts. Text (in poetry, drama, fiction, and/or creative nonfiction) will vary by section. Each section will examine compelling themes, styles, and cultural arguments within their literary, historical, and philosophical contexts. F, S, Su.
- 209 Q*** **Blue Ridge to Blue Sea: Cultures of the American South.** (3) (Prereq: ENGL 101) This course will immerse students in diverse perspectives on the American South by investigating the ways in which the multifaceted cultural spaces and histories from “Blue Ridge” to “Blue Sea” are reflected in literature and other media. Alternating F, S.
- 211** **Introduction to Technical and Professional Writing.** (3) (Prereq: ENGL 101 with a grade of ‘C’ or better) Students read and analyze examples of technical, scientific, and professional writing. Writing assignments may include formal and informal reports, sets of instructions, research papers, annotated bibliographies, literature reviews, process analyses, position papers, or mechanism descriptions. Revising and editing skills are taught. F, S, Su.

(English)

- 231 Film, New Media and Culture.** (3) (=NMDC 231) (Prereq: ENGL 101) This course is designed to provoke and cultivate students' imaginative and critical understanding of film and new media in various cultural contexts. The course promotes an active and critical engagement with film, new media texts, and media innovations as a means for analysis and critique within the broader framework of humanistic inquiry. Texts and films will vary by section. F, S.
- 277 Literature Across Cultures.** (3) (Prereq: Completion of (1) ENGL 101 and (2) ENGL 102 or ENGL 211) This course is designed to introduce students to works of literature in translation from the Eastern and/or Western literary and intellectual traditions. Drawing from a variety of texts, genres, and formats, each section will examine issues of cultural interaction and translation, emphasizing the significance of cross-cultural dialogue and transfer of ideas between world cultures, historical periods, and/or literary movements.
- 287 Major Writers of American Literature.** (3) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better). Extensive reading in the works of the major writers of American literature. Writers are studied with reference to background, school, technique, and philosophy. Some research is required. F, S, Su.
- 288 Major Writers of British Literature.** (3) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better). Selected readings in the works of major authors of Great Britain and Ireland. The works represent a variety of eras. Students write primarily analytical essays. Some research is required. F, S, Su.
- 290 Introduction to Business Communication.** (3) (Prereq: ENGL 101 with a grade of 'C' or better) Students will gain valuable experience with some of the most important types of written and oral communication required in a business and professional context. F, S, Su.
- 300 Critical Conversations in English.** (3) (Writing Intensive) (Prereq: Completion of (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course) A research-intensive course that offers English majors the opportunity to examine a critical issue current in the discipline of English studies and to participate in a rigorous exchange about this issue with their peers. Depending on the demonstrated scholarly expertise and active research agenda of the instructor, the course will explore a range of theoretical and historical models of reading and reception. English majors should take the course in the first semester of their junior year (or for more advanced majors, during the second semester of their sophomore year). Sections of the course will be offered in both fall and spring semesters and enrollment will be limited to 20 students. May be repeated for credit once under a different instructor. F, S.
- 301 Creative Writing Workshop.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better). A course that introduces the fundamentals of composing poetry, fiction, creative nonfiction and other types of creative writing using a combination of example readings and writing workshops. F, S.

(English)

- 302 The Renaissance.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of English literature of the Sixteenth Century from Thomas More's *Utopia* to William Shakespeare's comedies and histories.
- 303 British Literature I.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course) A survey of representative works illustrating the development of British literature from its beginning through the eighteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. F.
- 304 British Literature II.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course) A survey of representative works illustrating the development of British literature from the late eighteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. S.
- 305 American Literature I.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of representative works illustrating the development of American literature from its beginnings through the mid-nineteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. F.
- 306 American Literature II.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of representative works illustrating the development of American literature from the mid-nineteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. S.
- 307 The Age of Chaucer.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) Masterpieces of fourteenth-century poetry and drama, including Pearl, Sir Gawain and the Green Knight, and works of the Wakefield Master. About one-third of the course is devoted to works of Chaucer not read in English 401.
- 308 Seventeenth-Century British Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of the major English poets, dramatists, and prose writers of the Seventeenth Century.

(English)

- 311 Topics in Shakespeare.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, or any ENGL course at the 200 level or above) In this course students will be familiarized with plays that represent the spectrum of Shakespeare's drama, including comedies, tragedies, histories, romances, and problem plays. We may approach these texts from cultural, theatrical, socio-historical, and literary perspectives, and read each play closely as an artistic construction, a script for popular consumption, and a commentary on the political atmosphere of a period both similar to and different from our own. We may also consider the present place of Shakespeare's drama in diverse cultures around the world. F.
- 314 Eighteenth-Century British Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A historical and critical study of the prose and poetry of the principal Eighteenth-Century writers. Emphasis on the works of Dryden, Defoe, Pope, Swift, and others.
- 315 The British Novel I.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of the British novel from the beginning through the early Victorian era.
- 316 The British Novel II.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of the British novel from the mid-Victorian era to the present.
- 317 The Romantic Age.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of the Eighteenth-Century transition from Classicism to Romanticism and of major Romantic writers.
- 318 The Victorian Age.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of major mid-and late-Nineteenth-Century British writers, including Hardy, George Eliot, Dickens, Tennyson, the Brownings, and others.
- 320 Writing Tutor Training.** (1) (=UNIV 320) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, or any ENGL course at the 200 level or above) This course introduces students to both theoretical and practical concerns, issues, and questions central to the work of a writing center. As they investigate current trends in writing center scholarship, a variety of writing center models, and their own practices as tutors, students will question the practice of tutoring as they develop their own reflective stances. As it models effective center practices, this course will benefit current tutors, student hoping to tutor, students interested in education, or those considering graduate school. S.

(English)

- 322 Latin American Literature in Translation.** (3) (=SPAN 322) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) Selected readings of Latin American Literature in translation. Students write primary critical essays. All readings are in English. Even years.
- 323 Modern British and Irish Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of the works of British and Irish writers from the turn of the Twentieth Century to 1945.
- 325 Colonial and Revolutionary American Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of early American literature with emphasis on the religious, philosophical, social, and political aspects.
- 326 American Literature 1800-1865.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A reading of representative works of Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and other writers of the period.
- 327 American Literature 1860-1910.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of American literature from the Civil War to the early Twentieth Century. Emphasis on the changing attitudes reflected in the works of writers of this period.
- 328 Modern American Writers.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of the works of American writers in the first half of the Twentieth Century.
- 329 Autobiographies, Journals, and Memoirs.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of selected Eighteenth-, Nineteenth-, and Twentieth-Century autobiographical writing in English. Students read selected Eighteenth- and Nineteenth-Century autobiographies, journals, and memoirs and explore the ways in which recent writers (in particular women and minorities) have challenged and revised the conventions of this genre. Students are required to produce some autobiographical writing.
- 330 Realism and Naturalism.** (3) (Writing Intensive) (Prereq: ENGL 101, ENGL 102/ENGL 211 and one other 200 level ENGL class) A course that offers an intensive study of the historical phenomenon of literary realism and naturalism as it emerged in nineteenth-century France literature and its subsequent development in and influence on British and American Literature and drama.

(English)

- 331 Critical Approaches to New Media.** (3) (=NMDC 331) (Writing Intensive) (Prereq: ENGL 231 or NMDC 231) This course is required for a minor. This course introduces students to the criticism and theory defining the field of New Media studies. The class will explore some of the major historical, cultural, sociopolitical, philosophical, and critical trends in this field.
- 333 The American Novel.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of selected American novels.
- 336 Contemporary American Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of the literary trends in America from 1945 to the present.
- 339 Popular Fiction.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class) What makes popular fiction popular? Why do we find pleasure in reading these texts? How are the various genres (detective, hard-boiled crime, western romance, horror, fantasy, science fiction, and thriller) structured and what cultural viewpoints do these formulas reinforce? As we read and discuss sample of each genre, including works by Agatha Christie, Raymond Chandler, Louis L'Amour, Stephen King, J.R.R. Tolkein, and Octavia Bulter, we will be looking at the texts through the critical lenses of literary theory, including psychoanalytic, feminist, Marxist, and structuralist approaches. We will also use this study of popular fiction to raise questions about authorship, readership, literary value, and the mass marketing strategies used to sell these texts.
- 341 African-American Literature, 1750-present.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A survey of Nineteenth and Twentieth-Century literature. Emphasis on the classic works of Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Toni Morrison, and Ralph Ellison.
- 350 Language Variation in North America.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) Language variation in North America is considered from a contemporary sociolinguistic perspective. The course covers social, regional, ethnic, gender and style-related language variation among (English) speakers in the United States and Canada. The course will also explore issues of perception and attitude as reflected in evaluations of language varieties and the speakers of those varieties.
- 351 Language, Gender and Power.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class) The course investigates language structure and usage patterns in the context of gender to achieve a better understanding of the way language references, and the perceptions, attitudes and behaviors related to these differences are examined.

(English)

- 352 African American English.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class) A course that explores African American English from a linguistics and social perspective. Course content will focus on hypotheses of the development of African American English, linguistic theory as applied to African American English, and social/cultural dimensions of African American English.
- 353 Sounds of English.** (3) (Writing Intensive) (Prereq: Completion of ENGL 101 and ENGL 102 with a grade of ‘C’ or better) This course introduces the systematic study of the sounds of the English language. Beginning with descriptions of the articulation of sounds through discussions of the acoustic properties of sounds and ending with the ways in which sounds work together to form the words that we have in the English language, the course examines all elements of the English sound. English vowel and consonant sounds are not static entities and we examine the variation in such sounds across English dialects. Application of phonetic and phonological methods in “real world” situations is also highlighted. This course is ideal for students interested in linguistics, speech language pathology, foreign languages, English as a second language, and education. F, S.
- 354 English Grammar and Syntax.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better and ENGL 287, ENGL 288, or ENGL 205) This course examines individual components of modern English grammar from a formal perspective in the formation of phrases, clauses, and sentences. Students will analyze the patterned, rule governed nature of language through a study of syntax in standard and nonstandard varieties of English, especially in examples of written texts, and will apply grammar concepts to their own writing.
- 362 Reading and Writing Fiction.** (3) (Writing Intensive) (Prereq: ENGL 201 or ENGL 301) A literature and workshop course designed to study published contemporary short stories and creates original works of short fiction. Students will read and critique both published and student work. F.
- 365 Reading and Writing Creative Nonfiction.** (3) (Writing Intensive) (Prereq: ENGL 201 or ENGL 301) Literature and workshop course designed to study published contemporary creative nonfiction and create original work of creative nonfiction. Students will read and critique both published and student work. S.
- 368 Reading and Writing Poetry.** (3) (Writing Intensive) (Prereq: ENGL 201 or ENGL 301) A course designed to improve the students’ abilities to read and write poetry. The first half of the course focuses on reading poetry in order to understand the craft of its author. The second half of the course is a poetry workshop in which students develop their abilities writing in the genre. S.

(English)

- 371 Topics in World Literature: East/West Intersections.** (3) (Writing Intensive) (Prereq: (1) ENGL 101 (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course) This course extends students' understanding of and experiences in different cultures of the world by examining issues of cross-cultural interaction and transfer of ideas between and within world cultures, historical periods, and/or literary movements. The course will also introduce students to some strategies of literary criticism and research on world authors through examination of critical texts appropriate to the topic. In particular, this course will sharpen awareness of the various intersections between traditions of the East and West. Alternating F, S.
- 375 Special Topics in World and Anglophone Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) This course extends students' understanding of and experiences in different cultures of the world by examining issues of cross-cultural interaction and transfer of ideas between and within world cultures, historical periods, and/or literary movements. The course will also introduce students to some strategies of literary criticism and research on world authors through examination of critical texts appropriate to the topic. S.
- 379 Topics in Film Studies.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course.) Drawing from a variety of genres and styles, historical movements and production contexts, themes and national traditions, this course explores major concepts in film studies as academic discipline. Course content may privilege the work of a particular director, a movement or theme. The course consists of a 75-minute lecture/discussion session and a mandatory 2-hour screening lab each week.
- 382 Contemporary Fiction.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288, or ENGL 205) A study of new fiction in English and other languages (in translation).
- 386 Topics in Contemporary Poetry.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course) A study of the poetry of a variety of contemporary American and British poets.
- 390 Business and Professional Communication.** (3) (Writing Intensive) (Prereq: ENGL 101 or ENGL 101B; and ENGL 102 or ENGL 102B; or ENGL 290. All with a minimum grade of 'C') Designed to improve practical communication, both written and oral. Students learn business style and formats (the letter, memo, resume, and report), as well as strategies for presenting neutral, negative, and persuasive messages. Students will speak on business or professional topics. F, S.

(English)

- 399 Independent Study.** (3) (Writing Intensive) (Prereq: written contract between student and instructor, approved by adviser, chair of the English Department, and associate dean of Humanities and Fine Arts. Approval must be gained by the end of the semester that precedes the semester in which the independent study is undertaken.) A maximum of 12 credit hours of 399 may be applied to a B.A. degree. Courses numbered 399 may not be used to fulfill requirements for core curriculum or English core (Major). May be repeated for credit under different topics.
- 401 Chaucer.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) A study of Chaucer's *Canterbury Tales*, with some attention to his other major works.
- 404 Topics in Non-Shakespearean Renaissance Literature.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, or any ENGL course at the 200 level or above) This course will focus on the study of Renaissance texts in various genres, with emphasis on non-Shakespearean literatures. Readings and themes will vary by semester, but our analysis will include: the construction and representation of high and low cultures of Renaissance literature; the relationship of the literature to the specific political, intellectual, and social environments within which it was produced; the relationship of gender and authorship; and the transhistorical and transcultural influences of Renaissance literature. F, S.
- 409 Theories of Gender and Sexuality.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102/ENGL 211 and one other 200 level ENGL class). In this course, we will explore theories that have contributed to current debates about representations of men and women, constructions of femininity and masculinity, and the implications of sexuality. The first half of the course will focus on several key essays in feminist theory. In the second half of the semester, we will explore other developments in gender and sexuality studies, including the origins of queer theory and transgender studies. The study of theoretical works will be interspersed with the application of those theories to works of literature and film. Over the course of the semester we will consider the intersections of gender with race, class, age and nationality as we examine the relevance of reading, writing, and filmmaking to our understanding of gender and sexuality.
- 411 English Capstone Seminar.** (3) (Writing Intensive) (Prereq: ENGL 300 and Senior standing) This class provides a forum for both reflection upon and assessment of the student's experience in the major. Readings and writing assignments will focus on the discipline of English in a postgraduate context, the professional potential of the English degree, portfolio construction, and revision of existing writings for publications. The course will also include activities designed to help the department assess its program as well as the opportunity for an exit interview. F.

(English)

- 424 Studies in British Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair. May be repeated for credit under different topics.
- 425 World Dramatic Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing) A critical and historical survey of the cardinal works of dramatic literature across the epochs of theatrical performance. The course accents analysis and interpretation.
- 427 Studies in Southern Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing) A critical study of the Twentieth-Century Southern literary tradition. The course examines regional interests shaping the emergence of a Southern literature and the distinctive characteristics of the literature, focusing especially on the writings of William Faulkner, Flannery O’Connor, Tennessee Williams, Robert Penn Warren, and Walker Percy.
- 431 New Media and Literature.** (3) (=NMDC 431) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL course) This course is required for a minor. This class will explore the future (and past) of literature in the digital age. We will begin with some historical examples of hypertext (that is, in its original meaning, text that goes “beyond” or “above” limitations of the written word) from Heraclitus, Dante, early modern broadsides, Blake and Woolf. The second part of the class will be dedicated to encounters with the literature and criticism of New Media. We will continue with some pre-professional preparation designed to make English majors aware of the changing textual landscape of their discipline.
- 443 Topics in Women Writers.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course.) A study of selected works of Western and non-Western women writers.
- 451 Introduction to the Study of Language and Modern Grammar.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing) An introduction to the general principles concerning the design and function of human language, and an overview of the history of grammar with emphasis upon modern grammatical theory. Illustrative material is drawn from the English language, modern European languages, and others. F.
- 453 Development of the English Language.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing) A study of the origins and development of languages in general, and of English and related languages in particular. No previous knowledge of Old and Middle English necessary. S.

(English)

- 454 Psycholinguistics.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction.
- 457 Form and Style in Writing.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) A writing intensive course that focuses on the essential processes of research and writing. The course covers the details of format and matters of style for MLA, APA, and Chicago. Students receive help with every step of the process in completing their writing projects.
- 459 Advanced Composition and Rhetoric.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) Writing that involves different aims, types, and audiences. Students learn theory about composition, rhetoric, and reading. Students also read examples, do library research, and review grammar, punctuation, and editing. F, S, Su.
- 462 Writing Workshop-Fiction.** (3) (Writing Intensive) (Prereq: ENGL 362 or permission of the instructor) A workshop course in the writing of prose fiction. Students have the opportunity to have their works read and criticized by a group of fellow writers. F.
- 465 Creative Nonfiction Workshop.** (3) (Writing Intensive) (Prereq: ENGL 365 or permission of the instructor) A workshop course in the writing of creative nonfiction. Students learn the craft of this "fourth genre," developing skills in memoir, personal essay, nature writing, and/or other subgenres of creative nonfiction. F.
- 468 Writing Workshop-Poetry.** (3) (Writing Intensive) (Prereq: ENGL 201 or ENGL 301) A workshop course in the writing of poetry. Students learn the craft of poetry, have their poems discussed in a workshop setting, and are guided in the preparation and submission of manuscripts for publication. F.
- 472 Topics in Dramatic Literature.** (3) (Writing Intensive) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course) This course offers an intensive study of dramatic literature, drawing from a variety of styles, periods, themes, historical movements and contexts, and national traditions. Topics and themes vary by semester. F, S, Su.

(English)

- 475 Contemporary Asian Fiction.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) A critical study of works by modern and contemporary Asian fiction writers in translation in their literary, social, historical, and philosophical contexts. Drawing from one or more Asian literary traditions, this course explores issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture, among others.
- 477 Asian Cinemas.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) This course comparatively examines Asia's cinematic traditions from the point of view of shared themes, aesthetics and cultural concerns, and in the context of past and current socio-political and cultural transformations and border-crossings. Drawing from a variety of genres and styles, historical movements and production contexts, this course may explore issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture. The course consists of a 75-minute lecture/discussion session and a mandatory 2-hour screening lab each week.
- 479 Studies in Modern and Contemporary British and Anglophone Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211, and one other 200 level ENGL class) This course will explore the impact of globalization on literature and film of the late twentieth and twenty-first centuries. We will read contemporary Anglophone and British novels and view some films, each of which has gained prominence by winning prizes, selling widely, or achieving critical acclaim. Together we will investigate how these narratives from diverse cultures respond to and participate in increasingly globalized international system. Are different cultural traditions and narratives being homogenized into a standard format, or is new diversity being introduced through evolving uses of the English language, unfamiliar themes, and new ways of telling stories?
- 480 Special Topics in Technical Communications.** (3) (Writing Intensive) (Prereq: Completion of ENGL 210 and ENGL 211 with a grade of 'B' or better, and ENGL 212 and ARTD 201; junior standing) An intensive workshop focusing on a specific topic in technical communication. Topics will vary and may include Computer Documentation (hardware and software, including user guides, reference manuals, quick reference guides, tutorials, and online documentation); Grant/Proposal Writing; Scientific/Medical Writing; Hypermedia authoring. May be repeated for academic credit. F.

(English)

- 483 Theory of Literary Criticism.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) A study of various theories of literary criticism as applied to the major genres (fiction, poetry, and drama) with the aim of establishing standards of judgment.
- 484 Children's Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 or ENGL 101B and ENGL 102 with a grade of 'C' or better and ENGL 287, ENGL 288 or ENGL 205 with a grade of 'C' or better) This course is designed to introduce you to the study of works appropriate for the elementary and middle school child.
- 485 Adolescent Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) An extensive study of works appropriate for the adolescent. Required of all Secondary English Education students.
- 487 Literary Studies in Health, Illness, and Aging.** (3) (Writing Intensive) (Prereq: one literature class at the 200 level or above or permission of the instructor) This course will offer students an opportunity to read, think, and write about literary texts that engage with the implications of human embodiment. Readings and thematic focus will vary by semester, and may incorporate a range of geographical locations, historical periods, and literary genres. Through reading and discussion students will consider how categories like health and illness, youth and age, or ability and disability are depicted and sometimes challenged in literary texts, and will examine how illness or disability might affect the constitution of identity, enabling new kinds of stories and new ways of telling them. Alternating F, S.
- 488 Studies in World Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) Intensive study of topics selected by the professor teaching this course. May be repeated and used for English credit with approval of the department chair.
- 489 Gender and Sexuality in Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing). Course employs feminist principles, philosophies, and pedagogies, to examine literary and/or theoretical treatments of gender and sexuality. Topics vary from semester to semester and may include issues such as sexual identity, queer theory, feminist criticism, and masculinity studies.
- 495 Internship for English Majors.** (3-12) (Writing Intensive) (Prereq: A grade of 'C' or better in ENGL 101 and ENGL 102, a grade of 'C' or better in one other ENGL course, and junior standing) Three credit hours may be applied toward the English major. Students will receive instruction and gain professional experience in an internship while working at least 10 hours per week with a local business or organization. Course contract must be approved prior to registration.

(English, Environmental Science)

- 496 Senior Thesis in English.** (3) (Writing Intensive) (Prereq: ENGL 300 A, B) Students will design and execute an original research project with the guidance, support and oversight of the class instructor. Students are encouraged to choose a research mentor from among the full-time faculty in the Department of English, but the final evaluation of the project is the responsibility of the course instructor. Students will publicly present their projects at the conclusion of the course.
- 497 Special Topics: Literature, Language, Location.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) Course Restrictions: Students will take course as part of approved Coastal Carolina University travel/study programs. Course is a selective. Students will undertake the study of literature and/or the English language in the context of significant national or international travel. Under the guidance of faculty experienced in external study, and taking advantage of site-specific resources, students will explore how direct knowledge of place can lead to insight into the literary and cultural productions of a civilization. Most often, students will study primary texts before travel, and the most common itineraries will include visits to libraries, museums, historic landmarks and locations of cultural significance.
- 499 Studies in American Literature.** (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course, and junior standing) Intensive study of topics selected by the professor teaching the course. May be repeated with the approval of the department chair.

ENVIRONMENTAL SCIENCE (ENVI)

- 201 Introduction to Environmental Science.** (3) (Prereq: BIOL 121, BIOL 122, CHEM 112, or MSCI 112) (Coreq: ENVI 201L) The course brings together fundamental scientific disciplines (biology, chemistry, physics, geology and oceanography) in a cogent, multidisciplinary approach to investigate the interaction of human activity and the environment. The lab consists of two 7-week modules that focus on the environment of a specific geographic region. Each week a different component of that system is examined. Three lecture hours per week. S.
- 201L Introduction to Environmental Science Laboratory.** (1) (Coreq: ENVI 201) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S.

(Environmental Science)

- 331 Introduction to Geographic Information Systems (GIS) and Remote Sensing.** (3) (=MSCI 331) (Prereq: One Computer course and one Statistics course and MATH 160) (Coreq: ENVI 331L) An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This course discusses input methods, data storage, data accuracy, data models, types of query and analysis, and map output. Each student designs, conducts and presents a semester research project. Three lecture hours per week. F.
- 331L Introduction to Geographic information Systems Laboratory.** (1) (=MSCI 331L) (Coreq: ENVI 331) This laboratory demonstrates the techniques and principles presented in Environmental Science 331. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data. Three laboratory hours per week. F.
- 399 Independent Study/Internship.** (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Directed study of specific topics or supervised work as part of an approved off-campus internship. F, S, Su.
- 420 Advanced Environmental Science.** (3) (=MSCI 420) (Prereq: BIOL 122, MATH 160, CHEM 112 and PHYS 201 or PHYS 211) (Coreq: ENVI 420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study. Three lecture hours per week. S.
- 420L Advanced Environmental Science Laboratory.** (1) (=MSCI 420L) (Coreq: ENVI 420) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. S.
- 487 Selected Topics in Environmental Science.** (1-6) (Prereq: ENVI 201 and permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of environmental science. Offered as needed.
- 499 Directed Undergraduate Research.** (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore environmental problems using the scientific method. One conference and no less than five laboratory or field research hours per week. F, S, Su.

(Exercise and Sport Science)**EXERCISE AND SPORT SCIENCE (EXSS)**

- 122** **Lifetime Fitness and Physical Activity.** (3) Basic concepts, components, and skills of lifetime personal fitness and physical activity. Emphasis placed on behavior change through participation in all physical fitness components, utilization of fitness tools/technology, and the application of essential concepts. Provides the knowledge and skills to plan, evaluate, and achieve and adhere to a personalized program of fitness. Course includes topics of nutrition, weight and stress management, and disease prevention related to lifetime fitness and health.
- 205** **Introduction to Exercise and Sport Science.** (3) Course provides an introduction and overview of the multidisciplinary field of exercise and sport science. The importance of specialized areas of study such as exercise physiology, biomechanics, exercise/sport psychology, motor behavior, fitness management, and nutrition for optimal health and physical performance will be highlighted. Course also provides an overview of the exercise and sport science program as well as career perspectives within the field.
- 310** **Exercise and Sport Nutrition.** (3) (Prereq: A grade of 'C' or better in HPRO 121 or EXSS 122) Investigates the basic, scientific, and applied concepts of nutrition and substrate utilization as they apply to energy production for exercise, body composition, weight control and thermoregulation. Emphasis given to analyzing nutritional behaviors for enhanced exercise and sport performance. F, S, Su.
- 330** **Injury Management.** (3) (Prereq: A grade of 'C' or better in KRSS 222) Modern fundamental principles and practices in the prevention, treatment, and care of fitness and sport-related injuries. Administrative and legal issues related to injury management also covered. Course also provides emergency first aid and adult cardiopulmonary resuscitation certification. F, S.
- 340** **Sport and Exercise Behavior.** (3) (=PSYC 340) (Prereq: sophomore standing) An overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of sport performance enhancement and mental skills, exercise behavior and motivation, sociological factors, and health and well-being. Applications are made to future practitioners of coaching, teaching, sports medicine, counseling, sport management, and fitness instruction. F, S, Su.
- 350** **Exercise Physiology.** (3) (Prereq: A grade of 'C' or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350L) This course provides an overview of exercise physiology theory and principles and an examination of the physiological responses to both acute and chronic physical activity. The impact of environment, supplements, detraining and overtraining on physiological responses to exercise will also be highlighted. Finally, various techniques utilized to assess physiological responses to exercise will also be discussed. F, S, Su.

(Exercise and Sport Science)

- 350L Laboratory in Exercise Physiology.** (1) (Prereq: A grade of ‘C’ or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350) An applied course that reinforces the basic principles and skills learned in exercise physiology lecture (Physical Education 350). Emphasis placed on the collection of real data and the generation of scientific lab reports. F, S, Su.
- 360 Motor Behavior.** (3) (Prereq: A grade of ‘C’ or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360L) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology. F, S, Su.
- 360L Laboratory in Motor Behavior.** (1) (Prereq: A grade of ‘C’ or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360) An applied course that reinforces the basic concepts, principles, and research learned in motor behavior lecture (EXSS 360). The course includes participation in laboratory and field-based experiments, collection and analysis of data, the generation of scientific lab reports, and applications to real-world instructional settings. F, S, Su.
- 385 Exercise Testing and Prescription.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L) (Coreq: EXSS 385L) An overview of methods utilized to assess health-related components of physical fitness and develop basic exercise prescriptions. This course will cover aspects such as obtaining health histories and informed consent, selecting and conducting proper fitness assessments, and utilizing results to develop appropriate exercise prescriptions. F, S, Su.
- 385L Laboratory in Exercise Testing and Prescription.** (1) (Prereq: A grade of ‘C’ or better in EXSS 350/350L) (Coreq: EXSS 385) An applied course that reinforces the basic principles and skills learned in Exercise Testing and Prescription (EXSS 385). Emphasis placed on the proper techniques associated with assessing health-related components of physical fitness for the development of appropriate exercise prescriptions for individuals/clients. Course may be taken two times for academic credit. F, S, Su.
- 390 Strength and Conditioning.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L) Course provides an overview of concepts and techniques utilized to enhance muscle strength and endurance. Basic muscle function and anatomy is reviewed, as well as how muscle responds to training, detraining, and overtraining. Emphasis placed on the enhancement of sport performance and the bridging of theory to practice. Course also covers the risks associated with various forms of resistance training as well as how to reduce these risks. Certification opportunities provided.

(Exercise and Sport Science)

- 398 Q Practicum in Fitness.** (1) (Prereq: A grade of ‘C’ or better in EXSS 350/350L and EXSS 385/385L) A faculty-supervised practicum within the Community Fitness Testing Program in the Smith Exercise Science Laboratory. Students apply the theoretical and conceptual knowledge gained in the Fitness Minor by conducting physical fitness testing and physical activity/exercise prescription for members of the Coastal Carolina University community.
- 399 Independent Study in Exercise and Sport Science.** (1-3) (Prereq: EXSS 205 and approved written contract between student, instructor, and department chair) A faculty-supervised learning experience within the Smith Exercise Science Laboratory. Students will apply foundational knowledge and develop skills and abilities through individualized coursework. Examples of activities include assisting faculty members with on-going research projects or completing in-depth study of exercise science-related special topics.
- 400 Biomechanics.** (3) (Prereq: BIOL 232/232L) Examines the anatomical and mechanical bases for human movement as they relate to exercise, physical activity, and sport.
- 405 Exercise Testing and Prescription for Diverse Populations.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L and EXSS 385/385L) Course covers exercise testing procedures and exercise prescription for a diverse range of populations including children, adolescents, older individuals, and individuals with chronic conditions such as cancer, human immunodeficiency virus, and osteoarthritis. An emphasis is placed on screening individuals for abnormal responses and contraindications to exercise as well as methods for modifying exercise prescriptions based on individual needs.
- 410 Cardiopulmonary Rehabilitation.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L) Course covers the underlying mechanisms of prevalent cardiopulmonary diseases such as coronary artery disease, peripheral vascular disease, asthma, and emphysema, as well as the impact conditions such as these have on overall functional capacity. The importance of physical activity in the prevention and treatment of these conditions is highlighted. Current medical and surgical techniques utilized to treat cardiopulmonary diseases are also discussed.
- 415 Personal Fitness Leadership.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L and EXSS 385/385L) Course builds on foundational content to develop the knowledge, skills and abilities related to prescribing exercise and demonstrating proper utilization of exercise equipment and techniques for enhancement of cardiovascular and musculoskeletal fitness. The course provides a focus on leadership and communication principles and administrative issues related to personal training and group fitness leadership.
- 420 Exercise and Aging.** (3) (Prereq: A grade of ‘C’ or better in EXSS 350/350L) The physiological and structural changes that occur as a result of aging, and how these changes may impact one’s ability to perform physical activity. The benefits of physical activity for older populations will also be examined, as well as psychosocial issues related to exercise for the elderly.

(Exercise and Sport Science, Finance)

- 450 Laboratory Skills in Exercise Science.** (3) (Prereq: A grade of 'C' or better in EXSS 350/350L) Designed for students with at least one course in exercise physiology. Students become proficient in the use of the laboratory equipment currently available in the field and in the Exercise Science Laboratory. Students gain experience with data collection in a wide variety of pilot research experiments.
- 490 Seminar in Exercise and Sport Science.** (1) (Prereq: EXSS Major and Senior Standing) Course prepares the EXSS major for internship in exercise and sport science. Students analyze career placement opportunities; seek and communicate with potential internship sites, explore the internship process, and complete associated program and professional development requirements. F, S.
- 495 Internship in Exercise and Sport Science.** (9-12) (Prereq: Admission to Internship: 1, 'C' or better in all exercise and sport science major requirements, 2.25 cumulative GPA or higher at Coastal Carolina University, completion of all required Exercise and Sport Science coursework, and Adviser/Program Approval) Students gain opportunities to apply and further develop their knowledge, skills, and abilities through full-time, supervised experiences (350-450 hours). Students will perform full-time internships in approved exercise or sport science-related facilities such as hospitals, fitness centers, or physical therapy/rehabilitation clinics.
- 499 Directed Undergraduate Research in Exercise and Sport Science.** (1-6) (Prereq: EXSS 205 and approved written contract between student, instructor, and department chair) A faculty-supervised research project within exercise and sport science. Students develop skills and abilities of research through the completion of an approved project. Projects are developed with a faculty member and approved with a written contract and specific requirements.

FINANCE (FIN)

- 301 Business Finance.** (3) (Prereq: ECON 201, CBAD 201, CBAD 291 or STAT 201, MATH 131 or MATH 132) Theoretical foundation of optimal financial policy with an emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S, Su.
- 400 Financial Industry Exam Preparation.** (0-3) This is an exam preparation course covering topics related to the General Securities Registered Representative Exam (Series 7). This course will expose students to topics currently covered by the Series 7 examination including (but not limited to) corporate, equity/fixed-income securities, local/state/federal government, securities, derivative securities, and investment company products. This course is not affiliated with FINRA, the Series 7, exam provider, and does not exempt students from the examination eligibility requirements. May be repeated for up to 6 credits. Pass/Fail grading only. F, S.

(Finance)

- 401 Corporate Finance.** (3) (Prereq: A grade of 'C' or better in FIN 301) Financial theory and techniques for the analysis and solution of financial problems dealing with acquisition of funds, topics include capital structure, cost of capital, dividend policy, and valuation. The case method and computer simulation is utilized. F, S.
- 402 Investment Analysis.** (3) (Prereq: FIN 301 and MATH 160) Financial theory and techniques for overall investment analysis. Conceptual and analytical framework for formulating investment policies and analyzing securities. F, S.
- 403 Financial Institutions and Markets.** (3) (Prereq: A grade of 'C' or better in FIN 301) Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation; interrelationships between domestic and international financial markets; government policy objectives and regulations as influences on the financial system. F, S.
- 404 Business and Financial Analysis.** (3) (Prereq: A grade of 'C' or better in FIN 301) The analysis of the profitability and viability of a commercial enterprise. Primary focus given to the analysis of a firm's accounting practices and financial statements from the framework of overall business analysis. F, S.
- 421 Multinational Corporate Finance.** (3) (Prereq: A grade of 'C' or better in FIN 301 or CBAD 363) Analysis of institutions and practices unique to the financial management of multinational business enterprises. All aspects of international financial management are covered with a concentration on the corporate form and the increasing importance of global integration of money and capital markets. S.
- 441 Financial Derivatives.** (3) (Prereq: MATH 160 and FIN 301) This course is designed as an introduction to risk management and derivatives. The course employs practical applications to introduce students to the risk management process. The course will provide an introduction to the following topics: option and futures basics, derivatives securities markets, valuation of derivatives, derivative trading strategies, the management of corporate risk, and an overview of the use of derivatives in accounting. F.
- 442 Retirement and Estate Planning.** (3) (Prereq: A grade of 'C' or better in FIN 301) In-depth coverage of money management concepts and practices necessary for intelligent control over personal income and expenditures, topics include introduction to financial planning, risk management, investment management, tax planning and management, retirement planning and employee benefits, and estate planning. Utilizes case analyses. S.
- 462 Real Estate Finance and Investment.** (3) (=HRTM 467) (Prereq: A grade of 'C' or better in FIN 301 or CBAD 363) Principles and practices in real estate finance focusing on institutions, instruments, and determinants of terms and availability of credit, topics include interest and yield mechanics, cash flow analysis, risk analysis, and various loan strategies or packages.

(Finance, French)

- 463 Risk Management and Insurance.** (3) (Prereq: A grade of ‘C’ or better in FIN 301) Introduction to the concepts of risk and its management through the use of insurance. The student will become familiar with different types of risks and the solutions that are delivered by various organizations. S.
- 491 Advanced Corporate Finance.** (3) (Prereq: CBAD 460 and FIN 401) In-depth coverage of advanced topics in corporate financial management using computer simulations and dynamic multi period case studies. Long-and short-term corporate financial policy formation is examined against the backdrop of firm value maximization and the market for corporate control. Special consideration is given to mergers, acquisitions, and corporate restructuring. SEC reporting requirements and formats are integrated throughout. F.
- 492 Portfolio Management.** (3) (Prereq: A grade of ‘C’ or better in FIN 402) Conceptual and analytical framework for formulating investment policies and constructing portfolios. This is the capstone course for the Wealth Management Concentration. Special topics may be introduced. F, S.
- 493 Financial Institutions Management.** (3) (Prereq: FIN 403) In-depth coverage of financial institutions management with an emphasis on depository institutions. A bank management computer simulation is integrated throughout the course as a dynamic multi-period case. The simulation provides a unique opportunity for students to practice depository institutions management techniques in an environment in which earlier decisions impact latter decisions. In addition to managing a simulated bank, the student will conduct financial analysis on other banks in the simulation industry. The course material includes current readings from various business publications. S.
- 497 Finance Internship.** (0-12) (Prereq: 54 or more hours, minimum GPA of 2.5, and approval of the department chair) The Finance Internship is a supervised work experience in a financial setting. The specific work environment and student’s job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Finance Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) finance internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.

FRENCH (FREN)

- 110 Introductory French I.** (3) Fundamentals of the language through aural comprehension, speaking, reading and writing. F, S.

(French)

- 111** **Introductory French I-II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. Equivalent to French 110-120. Intended for students with two years of high school French with an average grade of 'B' or better, or by placement.
- 115** **French Studies I.** (5) This class introduces students to the French language and the many facets of French culture. This course also helps students develop the basic skills of speaking, listening, and communicating in everyday situations in French culture. As a hybrid course, this course will deliver three credit hours face-to-face and two hours via a distance learning format. F, S.
- 120** **Introductory French II.** (3) (Prereq: FREN 110 or by placement) A continuation of French 110. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 130** **Introductory French III.** (3) (Prereq: FREN 115, FREN 120, FREN 111 or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S.
- 210** **Intermediate French Language and Culture I.** (3) (Prereq: FREN 130 or equivalent) Intensive review of fundamental language skills in preparation for advanced-level coursework, with particular emphasis on reading. S.
- 220** **Intermediate French Language and Culture II.** (3) (Prereq: FREN 210) Intensive review of fundamental language skills and preview of advanced level skills in preparation for advanced-level coursework, with particular emphasis on reading.
- 225** **French Conversation I.** (1) (Prereq: FREN 130 or equivalent) Intensive practice in intermediate spoken French.
- 250** **French Literature in Translation.** (3) (Prereq: A grade of 'C' or better in ENGL 101) Selected readings of French literature from the Middle Ages to the Modern Era in Translation. Discussion and analysis of a variety of texts, including prose, drama, and poetry, and consideration of their cultural and historical backgrounds. Work for the class includes reading assignments, short critical essays, and comparative studies of the works read.
- 270** **Introduction to French and Francophone Culture.** (3) (Prereq: FREN 130 or by placement) A general introduction to French and Francophone society and culture for intermediate level students. Intensive practice in spoken and written French with special emphasis on increased cultural understanding. F.
- 280** **Cinema for French Conversation.** (3) (Prereq: FREN 130 or by placement) A practice of intermediate French conversation focused on French cinema. Intensive practice in spoken and written French with special emphasis on increased cultural understanding through cinematic representations of French culture. S.
- 310** **French Grammar and Composition.** (3) (Prereq: FREN 220 or equivalent) Intensive practice in French grammar and composition. Students should also register for FREN 325.
- 311** **French Conversation.** (3) (Prereq: FREN 210 or equivalent) Intensive practice in spoken French.

(French)

- 316 French Phonetics.** (3) (Prereq: FREN 210 or equivalent) A course in pronunciation of French with attention to correction of difficulties encountered by English speakers. Students will make regular use of the language laboratory.
- 325 French Conversation II.** (1) (Prereq: FREN 220 or equivalent) Intensive practice in advanced spoken French.
- 350 French Language Study Abroad.** (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program, students must furnish a certificate and/or examination results. Prior consultation with the chair of the Department of Communication, Languages and Cultures is mandatory before enrollment.
- 390 Introduction to French Literature I.** (3) (Prereq: FREN 310 or equivalent) A survey of French literature from the Middle Ages through the 18th century.
- 391 Introduction to French Literature II.** (3) (Prereq: FREN 310 or equivalent) A survey of French literature of the 19th century and 20th century.
- 399 Independent Study.** (3) (Prereq: A written contract between the student and instructor for a special topic dealing with French language or culture, and approved by the dean of the Edwards College of Humanities and Fine Arts) May not be used to satisfy the French Minor Core. May be repeated for credits under different topics.
- 400 French Civilization.** (3) (Prereq: FREN 310 or equivalent) Practice in oral and written French through a study of the culture, history and development of France from its beginnings to the present day. Students should also register for FREN 425.
- 401 La France Contemporaine.** (3) (Prereq: FREN 310 or equivalent) Reading and discussions on the culture of contemporary France.
- 415 French Linguistics.** (3) (Prereq: FREN 210 or equivalent) Presentation and evaluation of various linguistic models and their application to the teaching of French.
- 425 Advanced Composition in French.** (1) (Prereq: FREN 310) Development of advanced writing skills in French.
- 448 Teaching of French.** (3) (Prereq: permission of the department chair) Study of the latest methodologies, theories, and materials for teaching modern languages.

(French, Geography)

- 495 Internship.** (3) (Prereq: FREN 350 or special permission) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the department chair before applying for internship. Application for the internship can be obtained without receiving permission from the department chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student faculty supervisor, chair of the department, and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

GEOGRAPHY (GEOG)

- 121 World Regional Geography.** (3) An introduction to basic geographical concepts used by geographers in examining the fundamental contrasts between various countries of the world. Analysis of regions of the world, western and non-western, with respect to physical, cultural (both majority and minority), political and economic orientation.
- 200 Digital Earth.** (3) An introductory course that will provide students with an overview of existing and emerging geospatial technologies and their increasing role in shaping our daily lives and the ways in which we interact with the environment and with each other. Students will be introduced to geospatial technologies including Geographic Information Systems (GIS), Global Positioning Systems (GPS), mainstream internet mapping applications such as Google Maps and Google Earth, and location-driven social media. F, S.
- 201 Introduction to Physical Geography.** (4) The spatial significance of land forms, water bodies and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three lectures and one two-hour laboratory per week.
- 202 Introduction to Weather and Climate.** (4) The interrelationship of weather elements and controls and the spatial distributions of climate and vegetation. Three lectures and one two-hour laboratory a week.
- 204 Introduction to Geographic Information Systems GIS.** (3) A survey course that provides an introduction to the display, manipulation and management of geographic information systems. Topics include geographical data input, storage, maintenance, analysis and retrieval. S.

(Geography)

- 310 Digital Cartography.** (3) (Prereq: GEOG 200 or GEOG 204, or permission of the instructor) An introductory course that will provide students with an overview of maps, mapmaking (cartography), and the tools and techniques of digital cartography. Students will be introduced to geospatial technologies utilized in cartography, including Geographic Information Systems (GIS). Through a combination of lectures, discussions, and hands-on exercises, students will explore the design and production of digital maps and cartographic visualizations, and develop an understanding of the ethical and social issues involved in the mapmaking process. F, S.
- 311 Earth Observation.** (3) (Prereq: GEOG 200 or permission of the instructor) An introductory course that will provide students with an overview of earth observation through remote sensing. Students will be introduced to basic concepts such as the origin of remote sensing and earth observation programs, as well as remote sensing technologies such as aerial and satellite imaging systems and related geospatial technologies such as GIS that are utilized in processing, analyzing and presenting data gathering from earth observation sensors. Through a combination of lectures, discussions, and hands-on exercises, students will explore the remote sensing process and how it is used for earth observation, types of remotely-sensed data, analysis methods, and applications of earth observation techniques. F, S.
- 312 Spatial Analysis Using GIS.** (3) (Prereq: GEOG 204) An intermediate course that builds on students' Geographic Information Systems (GIS) skills to explore the use of GIS in spatial analysis and modeling. Topics covered include types of GIS analysis functionality, developing models to perform spatial analysis, introduction to specialized spatial analysis techniques such as terrain analysis and network analysis, and presentation of spatial analysis results using appropriate cartographic and geovisualization techniques. F, S.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor) May be repeated for credit under different topics.
- 400 Geospatial Intelligence.** (3) (Prereq: GEOG 200 or permission of the instructor) This course provides students with an introduction to existing and emerging geospatial technologies and their application across a wide range of disciplines dealing with intelligence, security, and decision making. Students will explore the geospatial technologies utilized in intelligence analysis, including Geographic Information Systems (GIS), Global Positioning Systems (GPS), and 3D visualization, develop hands-on skills in digital mapping and explore applications of geospatial intelligence in a number of fields, including defense intelligence, law enforcement, and emergency management. F, S.
- 424 Geography of North America.** (3) Physical and cultural geography of North America with emphasis on the United States.
- 425 Geography of Europe.** (3) Physical and cultural geography of Europe.
- 426 Geography of Latin America.** (3) Physical, cultural, and economic geography of Latin America.

(Geography, Geology)

- 450** **Ashes2Art: Digital Reconstructions of Ancient Monuments.** (3) (=ARTD 450) (=ARTH450) (Prereq: Permission of the instructor) Ashes2Art combines cutting edge digital technologies, art history, graphic and web design, and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an opportunity for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students then incorporate that research into a web-based project utilizing cutting edge technologies, including Adobe Photoshop, Google Earth, SketchUp, Panoweaver, Tourweaver, Studio Max, Dreamweaver, Cinema 4D and Macromedia Flash animation. The course can be repeated for up to 6 credit hours. S.
- 491** **Special Topics in Geography/GIS.** (3) (Prereq: GEOG 121 or GEOG 200, AND permission of the instructor) An advanced course that will allow students who have already completed introductory courses in GIS and Geography to explore focused applications and research problems within the field. Topics can range from geography areas of interest such as urban geography or historical geography to specialized areas of inquiry in geospatial technologies, including urban planning, disaster management, historical GIS, 3D geovisualization, etc. Students will explore each topic in depth through a combination of lectures, discussions, readings, and hands-on projects or research papers. The course may be repeated for up to six (6) hours of credit under different topics. F, S.

GEOLOGY (GEOL)

- 102** **Environmental Geology.** (3) (=MSCI 102) (Coreq: GEOL 102L) The geologic processes and features that affect human usage and development of Earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground waters, soils, and the coastal zone as well as contamination control. Three lecture hours per week. F, Su.
- 102L** **Environmental Geology Laboratory.** (1) (=MSCI 102L) (Coreq: GEOL 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of Earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Three laboratory hours per week. F, Su.

(Geology)

- 111 Physical Geology.** (3) (Coreq: GEOL 111L) This course illustrates the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter is concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course emphasizes the interplay between hypothesis, experiment, and observable fact that characterizes productive physical science. Three lecture hours per week. Offered as needed.
- 111L Physical Geology Laboratory.** (1) (Coreq: GEOL 111) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 112 The Origin and Evolution of the Marine Environment.** (3) (=MSCI 112) (Prereq: GEOL 111, MSCI 111/111L) (Coreq: GEOL 112L) Concepts concerning the origin and evolution of the earth and seas, with ecological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.
- 112L Marine Environment Laboratory.** (1) (=MSCI 112L) (Coreq: GEOL 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.
- 304 Marine Geology.** (3) (=MSCI 304) (Prereq: GEOL 112/112L) (Coreq: GEOL 304L) A comprehensive study of the origin and development of the major structural features of the ocean basin and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, volcanism and the stratigraphy of the ocean basins. Three lecture hours per week. F, S.
- 304L Marine Geology Laboratory.** (1) (=MSCI 304L) (Coreq: GEOL 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 316 Sedimentary Geology.** (3) (=MSCI 316) (Prereq: GEOL 102, GEOL 111, GEOL 112, or MSCI 112) (Coreq: GEOL 316L) Introduction to concepts and practices in the field of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student is required to give an oral presentation. Three lecture hours per week. S, odd years.
- 316L Sedimentary Geology Laboratory.** (1) (=MSCI 316L) (Coreq: GEOL 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S, odd years.
- 318 Physical Analysis of Sediments.** (3) (=MSCI 318) (Prereq: permission of the instructor) (Coreq: GEOL 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. Offered as needed.

(Geology, German)

- 318L Physical Analysis of Sediments Laboratory.** (1) (=MSCI 318L) (Coreq: GEOL 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 399 Independent Study.** (1-6) (Prereq: permission of the instructor and approved contract) Directed study and/or research on specific topics. F, S, Su.
- 416 Hydrogeology.** (3) (=MSCI 416) (Prereq: MSCI 304 or permission of the instructor) This course will cover the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics will include hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Three lecture hours per week. Offered as needed.
- 416L Hydrogeology Laboratory.** (1) (=MSCI 416L) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 487 Selected Topics in Coastal Geology.** (1-4) (Prereq: permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of coastal geology.
- 499 Directed Undergraduate Research.** (1-4) (Prereq: A contract must be approved by the instructor and geology minor coordinator by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore geological problems using the scientific method. One conference and no less than five laboratory hours or field research per week. F, S, Su.

GERMAN (GERM)

- 110 Introductory German I.** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 111 Introductory German I -II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing, Equivalent to German 110-120. Intended for students with two years of high school German with an average grade of 'B' or better, or by placement.
- 115 German Studies I.** (5) This class introduces students to the German language and the many facets of German culture. This course also helps students develop the basic language skills of speaking, listening, and communicating in everyday situations in German-speaking cultures. As a hybrid course, three credit hours are delivered face-to-face and two hours via distance learning format. F, S.
- 120 Introductory German II.** (3) (Prereq: GERM 110 or by placement) A continuation of German 110. Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.

(German)

- 130** **Introductory German III.** (3) (Prereq: GERM 115, GERM 120, GERM 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F.
- 210** **Intermediate German I.** (3) (Prereq: GERM 130 or by placement) Intensive review of fundamental language skills in preparation for advanced-level coursework, with particular emphasis on reading. S.
- 310** **German Grammar and Composition.** (3) (Writing Intensive) (Prereq: GERM 210 or equivalent; permission of the Department) Intensive practice in German grammar and composition.
- 311** **German Conversation.** (3) (Prereq: GERM 210 and permission of the Department) Intensive practice in spoken German.
- 350** **German Language Study Abroad.** (3-6) (Prereq: Approval by Foreign Language faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the chair of the Department of Communication, Languages and Cultures is mandatory before enrollment.
- 390** **Introduction to German Literature I.** (3) (Prereq: GERM 210 or equivalent; permission of the Department) Reading and discussion of representative works of German prose, drama, and lyric poetry from Germanic times through the late eighteenth century.
- 391** **Introduction to German Literature II.** (3) (Prereq: GERM 210 or equivalent; permission of the department chair) Reading and discussion of representative works of German prose, drama, and lyric poetry from the nineteenth and twentieth centuries.
- 398** **Selected Topics in Translation.** (3) (Prereq: permission of the department) Selected topics in German literature and culture. Readings in English; topics announced in advance. May be repeated for credit under different topics.
- 399** **Independent Study.** (3) (Prereq: A written contract between the student and the instructor for a special topic dealing with German language or culture, and approved by the dean of the Edwards College of Humanities and Fine Arts) May not be used to satisfy the German Minor Core. May be repeated for credit under different topics.
- 400** **German Civilization.** (3) (Prereq: GERM 210 or equivalent; permission of the department) A broad survey of German civilization and cultural history from the Germanic origins through the Third Reich/World War II.
- 401** **Contemporary Germany.** (3) (Prereq: GERM 210 or equivalent; permission of the department) An in-depth examination of the civilization and cultural life of post-war Germany with additional consideration of Austria and Switzerland.

(German, Health Administration)

- 405 Topics in German.** (3) (Prereq: GERM 210 or equivalent; permission of the department) Reading and discussion on selected topics in German language, literature, and culture. May be repeated for credit under different topics.
- 415 German Linguistics and Phonology.** (3) (Prereq: GERM 210 or equivalent; permission of the department) An overview of the history of the German language and introduction to German phonology, with an emphasis on teaching applications.
- 448 Teaching of German.** (3) (Prereq: permission of the department) Study of the latest methodologies, theories, and materials for teaching modern languages.
- 495 Internship.** (3) (Prereq: GERM 350 or special permission) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the department chair before applying for internship. Application for the internship can be obtained without receiving permission from the department chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student faculty supervisor, chair of the department, and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

HEALTH ADMINISTRATION (BSHA)

- 305 Health Care Marketing.** (3) (Prereq: CBAD 350) This course is an introduction to the principles and practices associated with marketing in a health care setting. The course will cover the major topics surrounding health care marketing in the current dynamic health care environment. Topics will include, but not be limited to, developing a market orientation; organizing a marketing operation; consumer behavior; market research; market segmentation; elements of a marketing plan; development of a marketing plan. F, S, Su.
- 380 Human Resource Management in Health Care.** (3) (Prereq: HPRO 380) This course will introduce students to the various personnel functions in health services organizations, including recruitment, selection, job analysis, performance appraisal, compensation/ benefits, employee health, grievance, discipline, discharge and organizational development. In addition, students will gain an understanding of current social, behavioral, legal and ethical issues from a human resources planning and management perspective in health care. F, S, Su.

(Health Administration)

- 382 Budgeting and Finance in Health Care.** (3) (Prereq: CBAD 201) Students will study accounting and financial management principles and their application to operational problems in health care. In addition, students will study budgeting and gain skills in developing budgets in different healthcare units. Students will gain competence in the techniques of forecasting financial results for individual projects and the organization. In addition, major reimbursement systems will be covered, such as Medicare, Medicaid, and third-party payment systems. F, S, Su.
- 398 Special Topics in Health Administration.** (3) (Prereq: permission of the instructor) This course is designed as a seminar that will focus on a specialty area of Health Administration. Examples may be: Medical Informatics, Medical Insurance and Quality Improvement. May be repeated for credit with different topics. F, S, Su.
- 399 Independent Study in Health Administration.** (2-6) (Prereq: permission of the instructor) Students may select a special topic in health care administration that they wish to learn more about. The faculty member most qualified will direct the independent study with the individual student. The student and the faculty member will jointly write the course objectives and the student learning outcomes for the course. A plan of study will be developed jointly and the method of evaluation will be determined by the faculty. Independent studies may be taken more than once as the topic changes. F, S, Su.
- 449 Leadership and Organizational Change in Health Care.** (3) (Prereq: CBAD 301) This course is designed to prepare students to assume leadership roles in a changing health care environment. It examines the change process and the impact of leadership, organizational structure, and organizational culture on change. Through assessments and interactive experiences, students gain insight into their own leadership and change management skills. They also design leadership development and change management plans. F.
- 455 Managing Health Information.** (3) (Prereq: Statistics) This course is an introduction to health information management from the perspective of control and management of information resources. It includes strategic information systems planning, integration and maintenance of organizational information technologies and coordination of policies and procedure for technology acquisition implementation and operations. This course is also designed to develop skills in problem identification, assessment of needs, and evaluation of objectives. Emphasis is on collection, organization, and evaluation of health care programs. F, S, Su.
- 456 Health Data Analysis.** (3) (Prereq: BSHA 455 and Statistics) This course is designed to give students experience in analyzing and completing health information projects including; data design and collection, clinical performance measurement, data presentation, and reading and understanding professional statistical publications. Qualitative and quantitative data analysis and inferential analysis are included in class activities. F, S, Su.

(Health Promotion)

HEALTH PROMOTION (HPRO)

- 121 Personal and Community Health.** (3) An investigation of issues related to improving personal and community health. Emphasis will be on physical fitness, mental health, nutrition, stress management, sexuality, relationships, diseases, and complementary medicine for health-care.
- 201 Philosophy and Principles of Health Promotion and Education.** (3) (Prereq: HPRO 121) An exploration of underlying philosophies of health education and promotion. An overview of social, cultural, and physical environmental factors which influence perceptions and valuation of health, and condition responses to health related knowledge
- 235 Advanced Emergency Care and First Aid.** (3) This course is designed to prepare the student to respond appropriately when faced with an emergency situation. Emergency Response certification may be earned with a score of 80 percent or better. Physical activity to perform various skills in CPR and First Aid is required.
- 304 Nutrition.** (3) (Prereq: HPRO 121) A study of the metabolic mechanisms and requirements of food groups and nutrients as related to health, various age groups, and physical activity. Special attention is given to risk reduction of chronic disease through proper nutritional health and individual eating practices along with the evaluation of these habits against the guidelines that support good health. F, S, Su.
- 310 Issues in Family Life and Sexuality.** (3) (Prereq: HPRO 121) An overview of problems and questions relative to family life and sex education. Topics include: communication, relationships, intimacy, marriage, parenting, male/female sexual anatomy, sexually transmitted diseases, contraceptives and childbirth.
- 320 Public Health Policy & Advocacy.** (3) (Prereq: junior standing) This course will provide an overview of health policy issues and policy making in the United States. Reports indicate that health problems are heavily influenced by societal policies and environments that in some way either sustain the behaviors and practices that contribute to the problem or fail to foster healthier choices that could prevent the problem. Therefore, this course will provide insight and political competencies needed to analyze the public policy environment for changing policies, systems and built environments. The course will examine contemporary health policy issues and consider reform options and new directions. F, S, Su.
- 331 Health Education for the Primary and Elementary School.** (3) An exploration of the major health problems that affect school age children and have implications for learning. Special emphasis will be placed upon how the teacher may influence the health knowledge, attitudes and beliefs of children in preschool through grade eight.

(Health Promotion)

- 333 Environmental Health.** (3) (Prereq: HPRO 121) Study to provide students with an understanding and appreciation of the complex interaction of humans and the environment, the multi-disciplinary areas of the environmental health sciences and the impact degradation of the environment may have on the health of living organisms. Environmental pollution, its sources, modes of transport and transformation, and methods of prevention are addressed.
- 340 Drug Education.** (3) (Prereq: HPRO 121) The nature of drug actions, motivational factors that influence the use of drugs, and evaluation of procedures to provide effective drug education.
- 347 Consumer Health Education.** (3) (Prereq: HPRO 121) Responsibility of individuals and families for the proper evaluation of medical information as it relates to the adequate and proper utilization of health practices and services.
- 349 Peer Educator Training.** (3) (Prereq: HPRO 121) A course designed to educate students to be peer educators so they may educate others about prevention and risk reduction of health problems.
- 350 Community Health Promotion Strategies.** (3) (Prereq: Admission to the Health Promotion Program, HPRO 121, HPRO 201, and junior standing) (Writing Intensive) Overview of the skills necessary for excellence and quality in the implementation of health promotion programs. Topics include coalition building, presentation skills, program planning, health communication, legislative involvement, and promoting multicultural diversity.
- 370 Principles and Practices of Patient Education.** (3) (Prereq: HPRO 121) This course is designed to enable a student to develop skills in teaching, communicating health advice, and assessing patient needs. Other areas such as ethical issues, patient compliance, informed consent, and the use of educational materials will be explored. F.
- 375 Global Health Perspectives.** (3) (Prereq: HPRO 121) The course provides an overview of the multi-dimensional and inter-sectoral aspects of health of the global south (developing nations). The course explores how the determinants of health, population spread, disease burden, environmental health, international policy, grassroots advocacy endeavors, civil society, government, and the international sector impact health care delivery and health access. S.
- 380 Essentials of the U.S. Health Care System.** (3) (Prereq: sophomore standing) This course is an introduction to the basic structures and operations of the United States health system and focuses on the major core challenges of the delivery of health care. The foundation and history of United States health care; the health care workforce, philosophy, nature, and scope of health organizations including hospitals, primary, ambulatory and long-term care facilities; administration and financing of health care; and government in the health care system will be discussed.

(Health Promotion)

- 382 Concepts of Disease.** (3) (Prereq: HPRO 121) The epidemiology of chronic and communicable diseases to include a study of their causes and progressions, departures from normal body functioning, relationships of disease to functional ability, and preventative and curative aspects. Su.
- 399 Independent Study.** (1-3)
- 401 Issues In Health Services and Public Health Practices.** (3) (Prereq: junior standing) This course explores contemporary issues in health services delivery and public health practices for eliminating health disparities and improving population health in the United States. Course content will be framed around the determinants of health and will be germane to trends in today's society. S.
- 403 Leadership in the Health Professions.** (3) (Prereq: junior standing) To introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Assessments will focus on helping students understand their own and others' leadership styles. Content areas will include leadership theory; personal leadership; leadership in organizations; leadership in communities and leadership in research. Emphasis will be placed on the application of the course material to real life public health problems and issues in the development of public health careers.
- 410 Epidemiology and Quantitative Research Methods.** (3) (Prereq: admission to the Health Promotion Program, HPRO 201, and STAT 201 or the equivalent) An overview of epidemiological models and quantitative research methods used by public health agencies and health care providers to analyze patterns of acute and chronic diseases. F, S.
- 480 Women's Health Issues.** (3) (Prereq: HPRO 121) An overview of current health concerns related to women throughout their life-span. Current diagnostic, technological and other medical/scientific advances will be discussed. Open to men and women.
- 481 Behavioral Foundations and Decision Making in Health Education.** (3) (Writing Intensive) (Prereq: Admission to the Health Promotion Program, HPRO 350 and Senior standing) A study of the interaction between health education and the applied behavioral sciences to effect positive health behavior change in persons, institutions, and communities. Included is the study and identification of theoretical foundations to plan effective promotion and health education programs.
- 485 Q Internship in Health Careers.** (6-9) (Prereq: Admission to the Health Promotion program, Senior standing, and HPRO 350) Supervised work experience through health-related agencies for a minimum of 290 hours. The internship requires 90 or more hours of collegiate credit with a Coastal Carolina University GPA of 2.25 or greater; formal application with a resume by stipulated deadline; and a contract with the internship agency, the student, and the department. A journal detailing work activities and portfolio will also be required. F, S, Su.

(Health Promotion, History)

- 491 Needs Assessment, Planning and Evaluation Methods in Health Promotion.** (3) (Prereq: Admission to the Health Promotion Program, HPRO 350, STAT 201 or the equivalent, and Senior standing) Needs assessment and evaluation models will be reviewed with practical applications in the classroom, laboratory, and field settings. Major emphasis on qualitative design and analysis, but an application of quantitative design and instruments will be provided.
- 495 Senior Seminar - CHES Review.** (1) (Prereq: Admission to the Health Promotion Program, Senior standing, and HPRO 350) (Coreq: HPRO 485) A review of the skills and processes of health education which will assist in the preparation to certify as a Certified Health Education Specialist (CHES). Pass/Fail grading only.
- 499 Directed Undergraduate Research.** (1-6) (Prereq: permission of the instructor and approved contract) Directed undergraduate research on a topic to be developed by the student and instructor.

HISTORY (HIST)

- 100L History in Film.** (1-2) (Coreq: HIST 101, HIST 102, HIST 111, HIST 112, HIST 201, or HIST 202) This course will examine select topics in history through the analysis of films. May be repeated for up to 6 credit hours under different topics. F, S, May, Su.
- 101 The Foundations of European Civilization to 1648.** (3) An introduction to the foundations of European Civilization, beginning with the early civilizations of Egypt and Mesopotamia, followed by a survey of the history of ancient Greece and Rome, the rise of Christianity, the transmission of this heritage to Europe, the Middle Ages, the Renaissance, and the Reformation.
- 102 Introduction to European Civilization from 1648 to the Present.** (3) A survey of the rise of European civilization from the end of the Thirty Years' War to the present.
- 111 World History to 1500.** (3) World History to 1500 examining the emergence of key civilization in India, China, Africa and Europe.
- 112 World History Since 1500.** (3) World History since 1500 examines the nature and interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from the "voyages of oceanic discovery" through the ages of democratic and industrial revolutions and into the era of contemporary global developments.
- 125 The Middle East Since 610 CE.** (3) This course will expose students to the major events, leaders, civilizations and themes in the history of the Middle East between the 7th and 21st centuries. It will cover such topics as the origins of Islam, the rise and fall of the Ottoman Empire, the rise of nationalism, the World Wars, the struggles for independence, political and cultural developments, and the armed conflicts of the late 20th century. F, S, Su.

(History)

- 126 Modern East Asia.** (3) This course examines the historical foundations of the social, political, and cultural evolution of China, Korea, and Japan with a focus on the 19th and early 20th century experience. F, S.
- 200 Introduction to Southern Studies.** (3) This survey course will take an interdisciplinary approach to the idea of southern identity by specifically investigating the history of the geographic region. We may explore the South as a way of life, investigating the cultural practices and traditions that have given the region its distinctive identity. We will ask: “what is the South,” “where is the South,” and “who are Southerners” looking at how these identities and realities have evolved over time. This course introduces students to the craft and concepts involved in interdisciplinary knowledge production, and will serve as an introductory course to the Southern Studies minor. Students will be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art. F.
- 201, 202 History of the United States from Discovery to the Present.** (3 each) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments. **201:** Discovery through Reconstruction. **202:** Reconstruction to the Present.
- 250 Historical Research and Writing.** (3) A course designed to teach both written and oral communication in history. Topics include compiling a scholarly bibliography on a historical topic, interpreting primary and secondary sources, developing a clear thesis, ensuring academic integrity, using Chicago-style documentation, and presenting work in a scholarly fashion. A minimum of twelve pages of graded, written work, with substantial opportunities for revision, and at least one graded oral presentation required. Topics chosen by the Professor. For History majors, HIST 250 is a corequisite or prerequisite for all upper-level courses.
- 275 Introduction to Oral History.** (3) A course designed to introduce students to the importance and use of oral history, the process of conducting and archiving interviews, and the production of scholarly papers or documentaries based on the “voice” of witness to history.
- 288 History Beyond the Classroom.** (1) Students commit to attending at least six approved cultural events, exhibitions, lectures, seminars, workshops, and/or other events on campus over the course of a semester, participating in the creative/intellectual life of the campus community. Follow-up discussions will focus on student response papers to the event and a paired, complementary reading selected by the instructor. This course may be repeated for up to 3 credit hours. F, S.

(History)

289L Q* History Lab: Careers. (1) This laboratory introduces students to various fields of historical work and potential career opportunities in history through a possible combination of hands-on projects, readings, discussions, field trips, and invited speakers. It assists students in understanding their personal academic and career goals and helps to train students in the skills necessary to navigate their goals.

The following courses require sophomore standing or higher or permission of the instructor. For History majors, HIST 250 is a prerequisite or corequisite for all upper-level courses.

- 300 Historical Methods.** (3) (Writing Intensive) A seminar in the principles and practice of historical research, including an introduction to historiography, the interpretation of historical documents, proper documentation, and clarity of expression. Should be among the first upper-level courses taken by majors.
- 302 The Middle Ages (500-1250).** (3) A study of the causes and course of the split of the Roman world into Western European, Eastern Orthodox and Islamic culture, followed by a discussion of the civilization of the High Middle Ages and the problems of cultural change in the late medieval period.
- 303 Renaissance and Reformation (1250-1648).** (3) A consideration of the decline of the medieval world and the dawn of modern civilization as exemplified by the emergence of the modern state, the Renaissance, the Reformation, the New Science, the Age of Exploration and the secularization of society.
- 307 European History (1848-1914).** (3) A study of the main currents of European thought, from the Revolutions of 1848 to the rise of industrial power, imperialism, diplomatic realignment, nationalism, and the road to World War I.
- 308 World War I and the Twenty Years' Truce.** (3) An inquiry into the causes and conduct of the First World War; the peace settlement of 1919-1923; the rise of totalitarianism and the struggle of the European democracies; the road to the Second World War.
- 309 World War II and the Cold War.** (3) An inquiry into the conduct of the Second World War and the problems of planning and implementing the peace; origins and the development of the Cold War; the demise of colonialism and the integration of Europe; the rise of the superpowers.
- 310 History of Berlin: Landscape and Memory.** (3) This course examines both the dynamic transformation of Berlin's growth and the historical memories embedded in its urban landscapes. We may focus as well on how civic and national officials have worked to preserve the past in the city as a way for Germans to work through the legacies of the modern era.
- 311 Modern Environmental World History.** (3) An interdisciplinary introduction to modern environmental world history through regional, national, trans-regional, and global case studies. F, S.

(History)

- 312** **Patterns in World History.** (3) This course examines how people, political regimes and mobile capital created the modern world. Students will study the interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from early-modern oceanic voyages through the ages of revolution, modernization, nationalism, and decolonization.
- 313** **The History of Russia to 1855.** (3) An introduction to the civilization of the Russian and Slavic peoples. The historical traditions and culture of the people who occupied the Russian plains from the eighth century A.D. to the mid 19th century.
- 314** **The History of Modern Russia and the Soviet Union Since 1855.** (3) The decline of Imperial Russia, the Revolution of 1917, and the development of the Soviet Union.
- 316** **Roman Republic and Empire.** (3) An examination of the political history of the Roman state, from its foundation by the legendary Romulus to its destruction by barbarian invaders. Special emphasis upon the failure of Republican government and the disappearance of personal freedom as one family of unparalleled ability and wealth fights for victory in a bloody civil war. Imperialism, militarism, bureaucratization and the advent of Christianity highlighted. Colorful personalities, such as those of Marc Antony and Cleopatra, examined in some detail.
- 317** **Comparative Revolutions.** (3) (Writing Intensive) (=POLI 317) Case studies of the classic revolutions (English, American, French, and Russian) and analyses of these and other revolutions as political phenomena. Attention will be given to the political philosophy of revolution.
- 322** **Medieval Art & Architecture.** (3) (=ARTH 322) A survey of the cultural and artistic trends from c. 300 to 1300, this course will focus on France, England, Germany, and Italy, but also examine important post-classical innovations in what are now Norway, Greece, Turkey, Israel, Egypt, and Syria. Much of the discussion will concern religious architecture, culminating in High Gothic cathedrals. Decorative arts such as illuminated manuscripts, mosaics, stained glass, and sculpture in wood, stone, bronze, and gold will also be central to the course content.
- 323** **Italian Renaissance Art & Architecture.** (3) (=ARTH 323) This course surveys the painting, sculpture, and architecture of the Italian peninsula c. 1300-1550 and the revival of classical ideals and philosophies of visual representation focusing primarily on Florence, Venice, and Rome. The course examines the art and ideas of inspired, creative minds such as Giotto, Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian, Palladio, and many more.

(History)

- 324 Baroque Art & Architecture.** (3) (=ARTH 324) The 17th Century was a period of remarkable exploration, experimentation, and change. Those events were embodied in the painting, sculpture, and architecture of this Gilded Age. Focusing on the Netherlands and Flanders (modern Holland and Belgium), Rome, France, and Spain, this course surveys the visionary ideas of Caravaggio, Carracci, Rembrandt, Rubens, Vermeer, Velasquez, Borromini, and Bernini among others.
- 326 History of Germany Since 1870.** (3) A critical study of the creation of the German Empire, Bismarck, Wilhelmian Germany, the First World War, the Weimar Republic, the Third Reich, the Second World War, and the fate of German speaking peoples since then.
- 327 Eastern Europe and the Soviet Union: 1918 to the Present.** (3) History of the new East European states and the Soviet Union from the end of World War I to the present. Emphasis on their domestic and foreign problems during the interwar period, the Russian expansion and domination of Eastern Europe since 1945, the establishment of the "People's Democratic Republics" in Poland, East Germany, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, and Albania, and the revolutionary upheavals in the 1980's leading to the fall and collapse of the Communist system and ideology in Eastern Europe and the Soviet Union.
- 328 Renaissance Europe, 1250-1517.** (3) A survey of Renaissance culture as it emerged in the northern Italian city-states. Topics include republican and despotic governments, war and diplomacy, humanism, art, individualism, religion, the growth of secularism, gender, the family, and the Northern Renaissance.
- 329 Reformation Europe, 1517-1648.** (3) An examination of the Protestant Reformation and its European context. Topics include the Renaissance background, Luther's break with Rome, the major reformed traditions, the Catholic response, the nation-state, warfare and diplomacy, colonialism, the new science, and the rise of toleration and individualism.
- 330 Enlightenment: Europe (1648-1789).** (3) A survey of the main currents of European thought, cultural development, and politics between the Thirty Years' War and the French Revolution.
- 331 Medieval Islamic World, c. 600-1258.** (3) This course examines the rise of the Islamic Empire from Muhammad to the Mongol conquest of Baghdad in 1258. In so doing, it may focus on topics such as the rise of Islam, the Arab conquests, the development of the Umayyad and Abbasid dynasties, and the sources of social, cultural, and religious power structures that developed throughout the Medieval Islamic World.

(History)

- 332 Age of Alexander and The Roman Republic.** (3) This course may examine the political, social, religious, economic, intellectual, and military developments of the Hellenistic Mediterranean, c. 350-30 BCE. Topics of focus will include the Classical Greek legacy, the conquests of Alexander the Great, the spread of Greek civilization throughout the Mediterranean, and the development of the Roman Republic through the death of Julius Caesar in 44 BCE.
- 333 Modern France: 1715 to the Present.** (3) A political and social history of the French nation from the end of Louis XIV's reign, and the Revolutions of 1789 and 1792, to modern-day France.
- 334 Paris as Text and Context.** (3) This course examines themes and topics concerning the history of Paris from 1600 to the present.
- 335 History of England: 1485-1714.** (3) The development of Modern England from the beginning of the Tudor dynasty, through the Elizabethan period, the Civil War, Cromwell, to the end of the Stuart line.
- 336 Ancien Regime and French Revolution.** (3) This course provides an overview of the political, social, economic, and cultural history of France from the early seventeenth century through the French Revolution.
- 337 The History of Britain: 1714 to the Present.** (3) The social, intellectual, economic, and political history of the British Isles from the beginning of the Hanoverian dynasty, through the Age of Victoria, the decline of the Empire, the catastrophe of two world wars, to the present time.
- 338 Modern Ireland.** (3) This course examines the political, economic, cultural, social and regional struggles for identity, unity, partition, and independence in Hibernia from the era of Union to the present. Themes and topics addressed may include: early English colonization; the rising of 1798 and the Act of Union; Georgian Ireland; the Potato Famine of the 1840s; Home Rule movements; Gaelic revival; the Easter Rising; political partition, "the Struggles," and contemporary developments.
- 339 The Great War.** (3) An interdisciplinary examination of the conflicts of 1914-1918, which may emphasize private memoirs, combat narratives, professional histories, public forms of remembrance, and representations of violence. F, S.
- 340 Topics in East Asian History.** (3) This course introduces students to selected subjects in East Asian History. Topics may include the early Chinese imperium; feudal rule; commercial and social conditions; arrival of Western imperialists; and the rise of anti-imperialist, nationalist, and de-colonization movements. May be repeated for up to six credit hours under different topics. Offered as needed.
- 341 History of Modern Korea.** (3) This course provides an introduction to the major, political, social, intellectual, and economic developments in Korean history from the 18th Century to the present. Of primary interest will be the transformation of traditional Korea into a Japanese colony and eventually a divided nation.

(History)

- 345 Intellectual History of Early Modern Europe.** (3) "Great books" from the High Middle Ages to the Romantic era, set within the broader social, economic, and political context. Topics include scholasticism, humanism, Renaissance Platonism, Reformation and Counter-Reformation theology, skepticism, the new science, British empiricism, the Enlightenment, and the Romantic reaction.
- 346 Modern European Intellectual History.** (3) Overview of Western intellectual history from the French Revolution through the late twentieth century. Includes an examination of political, cultural, literary, imaginative, popular, and intellectual traditions that informed various European traditions.
- 347 Pre-modern Japan: The Rise and Fall of the Samurai.** (3) An introductory survey of the society and culture of pre-modern Japan, this course examines the formation of the early Japanese imperial state, the disposition of Japan's feudal rule by military elite, and the commercial and social conditions that characterized the early modern era in Japan. Particular attention is directed to the transformation of the samurai from proud and able warriors into what was by the nineteenth century in all practice little more than a class of inflexible bureaucrats and raucous brigands.
- 348 Modern Japan: From the Last Samurai to the Pacific War.** (3) Together students and instructor consider the ideas, principles, and values that underpinned Japan's traditional culture and society even as Japan's selective absorption of Western paradigms and cultural forms is studied. Students learn to build for themselves a better understanding of the role values-traditional and modern, Japanese and non-Japanese-played in the historical process of national integration and rapid industrialization that marked Japan's emergence as a twentieth century power.
- 349 Modern China: Reform and Revolution in the Modern Age.** (3) A survey of Modern China from the rise of the Qing Dynasty in 1644 to the economic boom of the post-Deng 1990's. Students examine China's experience of Western incursions since the 1830's, through the course gives primacy to the impact of domestic-born institutional and cultural innovations that presaged the arrival of the Western Powers. An investigation of China's inner-history of reform and revolution enables students to appreciate the way in which Modern China was as much the product of domestic processes as it was the result of changes wrought by the West.
- 350 Vietnam: The American Experience, 1941-1982.** (3) The French colonial experience in Vietnam, the development of Vietnamese nationalism, the rise to power of Ho Chi minh; the deepening American commitment, the anguish of the American experience, the collapse of a peace that never was, the end of the American backed regime of Nguyen Van Thieu in 1975, and the aftermath of the War in the United States.

(History)

- 351 The Ottoman Empire, 1281-1923.** (3) This course will explore the major events and themes of the Ottoman Empire from the late 13th to the early 20th century. It will look at the empire's origins, expansion, stagnation, decline, reformation attempts, World War I, the War of Independence and the creation of the Turkish Republic, and, finally, the Ottoman legacy in the Balkans and the Middle East. F, S.
- 352 Topics in the Modern Middle East.** (3) This course will focus on a variety of selected topics in 19th and 20th century Middle Eastern history. It may explore a number of themes related to the late Ottoman Empire, the Arab World, Iran, Israel and Turkey.
- 353 The History of India.** (3) An examination of the historical development of India from the time of the Mughal Empire, including the period of British dominion culminating with independence in 1947, and democratic India under the Nehru dynasty from independence to the present.
- 354 The History of the Middle East from the Late Ottoman Period to the Present.** (3) This course provides a broad survey of the social, economic and political history of the Middle East from the late Ottoman period to the Arab Spring and its aftermath. The impact of developments during the Ottoman reform period, the European colonial era and the years of political independence may be examined. The course may also explore a number of topics such as the Arab-Israeli conflict, the rise of nationalism, the role of oil, the resurgence of political Islam, direct American intervention in the region and the events of the "Arab Spring."
- 355 Introduction to Latin America Civilization.** (3) (=POLI 320) A broadly based study of life in Central and South America that will include a preliminary study of the historical and geographical dimensions of the area, lifestyles and folkways, politics and political movements, and economic conditions.
- 356 State and Society in Modern Latin America.** (3) (=POLI 321) A survey of the social, economic, cultural, and political development of Latin American states from the achievement of independence (the early national period) to the present time, employing case studies to illustrate the connection between the Latin American experience and that of the world of developing nations at large.
- 357 Exploring Middle Eastern Conflict.** (3) This course examines the history of the Middle Eastern conflict from the late 19th century to the present. It may consider such topics as Zionism, the movement of populations into and between areas of the Middle East, Arab nationalism, the establishment of the State of Israel, the Arab-Israeli Wars, the regional impact of this conflict, the Iran-Iraq War, the Lebanese Civil War and the rise of Islamic fundamentalism. The course may require students to engage a wide-ranging selection of primary and secondary texts from different political perspectives. F, S.

(History)

- 360 The Early Republic 1783-1820.** (3) This course examines the emerging nation in the wake of the American Revolution. Topics include the Confederation period, the Constitutional Convention, the battle over ratification, and the presidencies of Washington, Adams, Jefferson, Madison and Monroe.
- 361 Antebellum Period 1820-1850.** (3) This course examines the political, social, and economic forces that enlarged, enriched, and empowered the United States while simultaneously hastening the nation toward civil war.
- 362 Becoming American.** (3) This history course will take a holistic approach to the theme “Becoming American,” a process at times called “Americanization.” We may explore the ideas of American Identity, Regionalism, Immigration and Migration, the American Dream, Citizenship and the Nation, Diversity and Multiculturalism. This course introduces students to the craft and concepts involved in interdisciplinary knowledge production within the Humanities. Students may be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art. F, S, Su.
- 363 Black Atlantic & African Diaspora.** (3) In this course, students investigate the meanings of the Black Atlantic and the African Diaspora concepts generally studying the migrations of black people through the four Atlantic continents from the 17th century forward. Students explore several themes, such as: Slavery and the Laws in the Black Atlantic, Emancipation and Freedom, Transatlantic Voyagers, Black Cultural Unity, Resistance, and Citizenship. Primary sources are analyzed to investigate the continuity and change of themes over time, and to understand from a participant’s point of view. In addition, secondary sources are used for insights into the time period and for current historiography. F, S, Su.
- 366 Comparative New World Empires.** (3) A topical study of the colonial empires of the Spanish, Portuguese, French, Dutch, and English in the New World from 1492 to the mid-1700's. Emphasis is placed on the cultural interactions between Europeans and natives, the growth of creole societies, and the development of political and economic institutions, including slavery.
- 367 Colonial America.** (3) An examination of the history of the American colonies from their beginnings through their evolution into mature provincial societies. Emphasis is placed on the interactions among colonists, native Americans, and African slaves, as well as the development of distinctive regions.
- 368 The Frontier in U.S. History.** (3) A thorough examination of America’s westward expansion and the impact of a frontier on the social, political, and economic development of the United States. Included will be a study of frontier life, myths, and legends.

(History)

- 369 Native American History.** (3) A detailed examination of North American Indian cultures and history from early colonization to the present including Indian wars, federal Indian policy, and the contemporary ethnocentric movement.
- 370 Revolutionary America.** (3) Study of the American Revolution era: the social and political causes of the rebellion, the war, the turbulent decade of the 1780's and the ratification of the Constitution. Emphasis is placed on the political debates of the period and the lives of ordinary Americans during these times.
- 371 Civil War and Reconstruction.** (3) Analysis of major problems of American history from the sectional conflict over slavery and secession through the war years and the reconstruction of the nation.
- 372 U.S. History 1876-1917.** (3) From the end of the Reconstruction to the First World War; Industrialization, Imperialism, and Reform.
- 373 U.S. History 1917-1945.** (3) Political, economic, social and cultural development during World War I, the "Roaring Twenties," the Depression, and the Second World War.
- 374 U.S. History 1945 to the Present.** (3) A study of the political, economic, social, and cultural development of the United States since the end of World War II, the "Cold War," and the global confrontation between the United States and the communist world.
- 376, 377 The Foreign Policy of the United States.** (3 each semester) (HIST 377=POLI 341) First semester: From the establishment of the foundations in the Colonial Period and Revolution to the background of World War I. Second semester: From World War I to the present.
- 383 History of the Colony and State of South Carolina.** (3) A study of South Carolina's origins and development and a survey of recent South Carolina history with emphasis on social and institutional development.
- 384 History of Horry and Georgetown Counties.** (3) Insights into regional and local developments since the settlement of this area.
- 385 Regional Studies in American History.** (3) This course will focus on selected regions of the Americas and may emphasize the development of the political, social, and cultural history of the instructor's chosen region of study through a variety of lenses. The course may be repeated for credit under different topics for up to six credit hours. F, S.
- 386 History of American Women.** (3) The social, political and economic roles and changing status of women in America.
- 387 Black Americans.** (3) A survey of the historical development of African Americans in the Western Hemisphere.
- 388 Hollywood's America.** (3) An examination of selected topics in American political, social and cultural history through the medium of Hollywood-produced films. Topics may include the filmed presentation of World War II, gender and race issues, Cold War American culture, and "American Memory" through film.

(History)

- 389 The New South.** (3) (Writing Intensive) The Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of the Depression, New Deal, and two world wars.
- 390 History of American Business.** (3) (Prereq: HIST 201 or HIST 202) The course will survey the American economy from colonial times to the late twentieth century. The development of agriculture, commerce, manufacturing, and finance will be explored. Emphasis will be given the roles of technology and innovation concurrent with territorial expansion. Students will review government policies regarding taxation, currency, labor, and banking.
- 393 Crime and Punishment in Early America.** (3) This course examines criminal behavior (or actions defined as such) and its consequences in Early America. Themes and topics may include the development of systems of law in the colonies, modes of punishment, methods and theories of deterrence, legal and judicial inequities in the new nation, the emergence of penitentiaries and prison systems, attempts at rehabilitation of convicts and the philosophies or rationale behind those efforts. F, S, May.
- 396 Manuscripts and Archives: An Introduction.** (3) This course introduces students to a range of important issues concerning the source of the raw materials that most professional historians work with: archival documents and manuscripts. Students learn to locate, read, describe, transcribe, and digitize a variety of original archival materials that have never been published before. We also trace the broad history of libraries and archives, evaluate a wide range of digital archives, and consider the effects of the digital revolution on archival studies. This course includes an examination of the historiography and theorizing of archives and manuscripts. F, S.
- 397 Digital History.** (3) This history course investigates how the past has been rapidly digitized and explores the debates in the field of digital humanities knowledge production. From debates in the field, to theoretical approaches, to methodological practices, to technological tools, this course explores how the past has been preserved and presented in a digital format. Students critically analyze digital materials and evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art. Offered as needed.
- 399 Independent Study.** (1-6) (Prereq: Written contract between student and instructor, approved by the department chair and dean). May be repeated for credit under different topics.
- 401 Rome: The Imperial City.** (3) This course examines the development of the Roman Empire from the age of Augustus through the fifth century, focusing on the political, economic, social, religious, and cultural realms of the Empire, particularly through the lens of the built environment.

(History)

- 402 History of Early Christianity.** (3) This course explores the political, economic, social, theological, and cultural developments of Christianity in the Mediterranean, situating the early Christian movement within the historical context of its Jewish roots through its westward expansion, c. 4 BCE-600 CE.
- 403 Gender and Sexuality in the Early Church, c. 30-600 CE.** (3) Using the lens of gender, this course explores the political, economic, social, theological, and cultural developments of the Christianity in the Mediterranean, c. 30-600 CE, situating the early Christian movement within the historical context of Roman gender constructs and the shifting power structures of the Roman Empire.
- 404 Topics in Late Antiquity.** (3) This course will examine a variety of historical developments that took place in late antiquity (c. 200-800 CE) through such lenses as the political, social, religious, cultural, economic, intellectual, and military changes of the period. Topics may include sport and entertainment; barbarian migrations, ethnicity, and identity; the transformations of Mediterranean powers, shifts in late-antique art, architecture, and urbanization, or other topics as determined by the instructor. This course may be repeated for credit under different topics for up to six credit hours. F.
- 440 Pacific Front of World War II.** (3) This course can be used as an elective or cognate. This course examines the rise, fall and collapse of the Japanese empire from 1931 to 1945. The course explores the influence of domestic and international factors that led to the war, the conduct of the war from a strategic and operational level, as well as the decision to bring the war to a halt.
- 442 Sexuality and Gender in Medieval Europe.** (3) (Prereq: HIST 101) This course introduces students to the application of gender theory in explicating a crucial era in Western history's development, the Middle Ages. Students will examine literary, artistic, and medical-philosophical ideas that reveal the ways sectors of medieval society defined femininity, masculinity, non-gendered and transgendered bodies and behaviors as it constructed a social and biological order that proved an important foundation of modern European understandings.
- 443 Modern Colonialism.** (3) European colonial and imperial practices from approximately 1830 to the present. Course will explore settler colonialism, informal empire, cultural hegemony, "civilizing missions", under-development, independence movements, and post-colonialism.
- 444 The Norman Conquests of England, Sicily and South Italy.** (3) (Prereq: HIST 101) This course introduces students to the complexities and consequences of military action undertaken by the newly-Christianized Normans as they conquered the kingdoms of Anglo-Saxon England and Byzantine/Muslim Sicily and South Italy. The Normans, only minor nobles of little consequence at the outset, soon became the dominant feudal monarchs of Western Europe. Their acculturation in their new lands, and their political, artistic, textual and legal strategies introduced Western Europe to new expressions of individual power and state authority.

(History)

- 445 Postwar Japan: The Political Economy of Rapid Growth.** (3) This course surveys the development of Japan's political economy since 1945. The study runs against a tide of neo-nationalist (and perhaps neo-liberalist) literature that depicts postwar Japan as homogeneously pro-capitalist, masculine, and comprised of the peoples and culture(s) of just one island group. Through a selection of monographs, interlaced with lecture and guided discussion, students will use the analytical frameworks of ethnicity, social class, work, and gender to re-engage the common perception that postwar Japan is a nation driven by an interventionist state in league with vertically integrated marketing and banking systems.
- 446 Age of Crusades.** (3) (Prereq: HIST 101 or HIST 111) This class examines the origins of crusading ideals, as well as the evolution of their religious, economic and military expressions. Particular attention is paid to the many variant perspectives expressed in documents of the period; these include Byzantine critiques of Western crusaders, Muslim depictions of Christian opponents, Jewish protestation of anti-Semitic acts, Christian rhetoric promoting crusade, and gendered responses to crusade.
- 447 History of Western Medicine from Antiquity to the Renaissance.** (3) This course examines the development of rational medicine and its alternatives from classical Greece and the emergence of the Hippocratic tradition (5th century BCE) through the Black Death (14th century CE). Students will study the social and economic dynamics that support and fuel medico-scientific development; will consider medical competition between educated scholars and unlettered empirics; will evaluate the interactions between scientific medicine and religion, and between medicine and economics.
- 448 Early Modern Science and Medicine.** (3) A survey of Science (Natural Philosophy) and Medicine from the Renaissance through the Enlightenment, c. 1400-1800 CE, including such topics as the recovery of ancient authorities such as Aristotle, Galen, and Hippocrates, the new heliocentric astronomy, the new anatomy of Vesalius, the rise of experimental and mathematical science, Harvey and the circulation of the Blood, Baconian, and Cartesian philosophies of science, new scientific societies, chemical medicine, the rise of mechanism, and the cultural, religious, rhetorical, and political context of science, health, and healing.
- 450 The City in European History.** (3) This course provides an overview European urbanization from antiquity through the present era in terms of multiple case studies.
- 451 History of Modern Medicine and the Body.** (3) This course examines the development of scientific medicine as well as medical and scientific approaches to the body in the West from 1800 to the present. The course may focus on the making of modern physicians and patients, transformations in public health and epidemiology, and the roles of gender and race in treating "unhealthy" bodies.

(History)

- 460 American Military History.** (3) A study of principal military strategies and their imprint on American military strategy and tactics; the causes of selected wars in American history and the conduct of war by the nation's armed forces; war's impact on America's political, economic, and military systems; and the lasting imprint of war on America's military personnel and civilian population.
- 461 The Pursuit of Peace.** (3) This course examines the evolution of pacifist thought since the late eighteenth century, the advancement of pacifism globally and its response to global crises historically, the expansion of peace and conflict studies programs within the United States and worldwide since World War II, and efforts by pacifists and supporting organizations to secure and sustain peace in contemporary crises. F.
- 462 The Causes, Conduct, and Consequences of War.** (3) The Causes, Conduct, and Consequences of War (3). This course is a detailed examination of the fundamental causes of modern war from the late eighteenth century to the present; the modernization of war in purpose, scope, and conduct; and the imprint of war on individuals, societies, and governments. S.
- 485 Topics in the Medieval Middle East.** (3) This course will examine a variety of historical developments that took place in the medieval Middle East through such lenses as the political, social, religious, cultural, economic, intellectual, and military changes of the period. Topics may include Mongols and Mamluks; gender in the early Islamic world, orientalism and identity in the Islamic world; the Spanish caliphate, shifts in classical Islamic art, architecture, and urbanization, or other topics as determined by the instructor. This course may be repeated for credit under different topics for up to six credit hours. S.
- 492 Topics in History.** (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.
- 493 Topics in History.** (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.
- 494 Topics in History.** (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.
- 495 Q Internship in History.** (3-12) (Prereq: permission of the department chair required) Open to Senior History majors with a minimum 3.00 GPA and subject to availability. The supervised internship requires between 120 and 480 hours of on-site employment, a reflective journal, and a research paper. The purpose of the internship is to provide students with practical training and experience in history-related work and to introduce them to local, regional and national employers in fields of applied history. F, S, Su.
- 496 The Byzantine Empire (c300-1453).** (3) A study of the eastern half of the Roman Empire, from the inauguration of Constantinople c.330, through the development of the Byzantine Empire as a distinct Medieval civilization, and ending with the Turkish conquest of 1453.

(History, Honors)

- 498 Senior Seminar.** (3) (Prereq: completion of HIST 250 with a grade of 'C' or better) A seminar designed to expose students to the most important varieties of historical interpretation and the methodologies employed by historians through the centuries. While the focus will be on historiography and methodology in the modern world, some consideration will be given to examples from earlier periods. To provide continuity and coherence, professors may elect to focus a significant part of the course on the historiography and methodology of a particular topic in their area of expertise. A minimum of fifteen pages of graded, written work, and at least one graded oral presentation is required. Any departmental exit exam(s) will be administered in this course.
- 499 Senior Thesis.** (3) A course designed to introduce the student to the principles of historical research and writing. History majors may apply during their junior year through the department chair. Only selected seniors will be admitted. Primary criteria are an outstanding academic record and a genuine interest in graduate school.

HONORS (HONR)

The University Honors Program is an enhanced academic curriculum including honors sections of core curriculum courses, enriched courses within majors, and advanced Interdisciplinary courses for juniors and seniors.

See the schedule of classes for additional course offerings each semester.

- 101 Honors Seminar.** (3) This course is a University Honors Program graduation requirement. A humanities-based interdisciplinary course designed to introduce students to important themes and topics from different traditions and in multiple engagements.

In their second and third years, Honors program students take electives and courses in their major arranged with the instructor and the University Honors Program Director for honors credit.

- 201 Great Themes: Perspectives in the Humanities.** (3) (Restricted to students in the University Honors Program. Students cannot register for HONR 202 or HONR 203 in the same semester as HONR 201) This course is an interdisciplinary exploration of a significant theme chosen as part of the honors curriculum. Students enrolled in HONR 201 will concentrate on one or more disciplines in the Humanities from which to approach the theme. Students from HONR 202 Great Themes: Perspectives in the Social Sciences and HONR 203 Great Themes: Global Perspectives will share the classroom experience with those enrolled in this class. S.

(Honors)

- 202** **Great Themes: Perspectives in the Social Sciences.** (3) (Restricted to students in the University Honors Program. Students cannot register for HONR 201 or HONR 203 in the same semester as HONR 202.) This course is an interdisciplinary exploration of a significant theme chosen as part of the honors curriculum. Students enrolled in HONR 202 will concentrate on one or more disciplines in the Social Sciences from which to approach the theme. Students from HONR 201 Great Themes: Perspectives in the Humanities and HONR 203 Great Themes: Global Perspectives will share the classroom experience with those enrolled in this class. S.
- 203** **Great Themes: Global Perspectives.** (3) (Restricted to students in the University Honors Program. Students cannot register for HONR 201 or HONR 202 in the same semester as HONR 203) This course is an interdisciplinary exploration of a significant theme chosen as part of the honors curriculum. Students enrolled in HONR 203 will concentrate on one or more global perspectives from which to approach the theme. Students from HONR 201 Great Themes: Perspectives in the Humanities and HONR 202 Great Themes: Perspectives in the Social Sciences will share the classroom experience with those enrolled in this class. S.
- 301** **Special Topics in Global Studies.** (1-3) (Prereq: Enrollment in the Honor's Program or permission of the instructor) An interdisciplinary examination of selected themes and topics that shed light on a broad range of cultural, economic, political, social, and cultural vectors that link nations and societies. Offered as needed.
- 302** **Special Topics in Cultural Studies.** (1-3) (Prereq: Enrollment in the Honor's Program or permission of the instructor) An interdisciplinary examination of selected themes and topics that shed light on the ways in which cultural meaning is generated, disseminated, and produced through various practices, beliefs and institutions. Offered as needed.
- 304** **Special Topics in Environmental Studies.** (1-3) (Prereq: Enrollment in the Honor's Program or permission of the instructor) An interdisciplinary course on environmental topics such as biodiversity, sustainability, conservation, pollution, climate change, and human ecology. Offered as needed.
- 305** **Special Topics in Social Justice.** (1-3) (Prereq: Enrollment in the Honor's Program or permission of the instructor) An examination of themes and topics related to the realities of conflict, environmental degradation, poverty, the sex trades, sweatshops, and militarism viewed in terms of theories of social justice and strategies for social change. Offered as needed.
- 325 Q*** **Service Learning.** (3) Students participate in public service with local agencies in order to understand the relationship between civic responsibility and higher education. In the classroom, students reflect upon the function and necessity of their service as well as on its limitations in responding to specific community needs and general social problems.
- 399** **Independent Study.** (1-6) This course will be offered as an elective to satisfy a junior level University Honors Program requirement.

(Honors, Hospitality, Resort, and Tourism Management)

- 498 Honors Capstone Seminar.** (3) Reading and writing on a selected theme. Class presentations will be provided by faculty from a variety of disciplines.
- 499 Honors Senior Thesis/Project.** (3) (Prereq: HONR 498) Each student undertakes an original research project under the supervision of a faculty member in the student's major area of study.

HOSPITALITY, RESORT, AND TOURISM MANAGEMENT (HRTM)

- 101 Introduction to Resort Tourism Management.** (3) Provides an introduction to various careers in the hospitality and tourism industry in the context of resort destination areas. Through both classroom lectures and off-campus industry site visits students are introduced to internship and career opportunities in hospitality and tourism industry in the context of resort areas. F, S.
- 180 Q Guest Services I.** (1) (=PGMP 180) (Prereq: HRTM 101) The Guest Services I internship is a supervised work experience in which students are employed in a “heart-of-the-house” or support function within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. F, S, Su.
- 230 Q Introductory Resort Tourism Internship.** (3) (Prereq: HRTM 101) The Introductory Resort Tourism Internship is a supervised work experience, for non-resort tourism management majors, in which students are employed in an entry-level position within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. May be repeated one time for additional credit (6 credits maximum); however, the experience must vary in some substantive way (e.g. gaining experience with a different employer or with a different job description); repeat enrollment must be approved in advance by the Director of the Wall Center for Excellence. F, S, Su.

(Hospitality, Resort, and Tourism Management)

- 280 Q Guest Services II.** (1) (=PGMP 280) (Prereq: HRTM 101) The Guest Services II internship is a supervised work experience in which students are employed in a high guest or customer contact capacity within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. F, S, Su.
- 282 Survey of Food & Beverage Management.** (3) (=PGMP 282) (Prereq: not recommended at the Freshman level) Provides students with an opportunity to learn concepts and skills related to food and beverage service operations. Class time will be used to present concepts and base knowledge, while lab time will be used to develop actual food preparation skills and food and beverage costing techniques. F, S.
- 364 Resort Operations Management.** (3) (=CBAD 364) (Prereq: CBAD 292 and CBAD 301) (Coreq: CBAD 350 and CBAD 363) A study of the interactions among organizational resources used in some combination to provide resort-tourism products and services. Special attention is given to decision making using conventional and quantitative tools and techniques within the context of a resort-tourism setting. F, S.
- 380 Tourism Sales.** (1) (Prereq: HRTM 180 and HRTM 280) A six month internship experience in resort tourism sales, i.e. conference and meeting sales, room sales, banquet sales, tour/travel sales. This course includes biweekly instruction from faculty and management on sales techniques.
- 381 International Internship.** (3) (Prereq: completion of 54 semester hours) Internship experience in a tourism-related field conducted in a country other than that in which the majority of the student's academic coursework is completed. S.
- 385 Current Issues in Resort Tourism.** (3) This course provides future tourism industry leaders with an in-depth understanding of the critical issues currently affecting the tourism businesses operation in resort destinations. Students become familiar with trade literature in the tourism industry.
- 386 Applied Tourism Research.** (3) (Prereq: completion of 54 semester hours) Cases and projects in tourism management, marketing, and tourism destination planning. This course will include both classroom instruction and field research. F.
- 387 Conventions and Event Management.** (3) The course provides information on systems, technologies, and organizations in the meetings, expositions, events, and convention (MEEC) industry. S.
- 393 Management Information Systems.** (3) (=CBAD 393) (Prereq: A grade of 'C' or better in CSCI 110 or equivalent, and CBAD 301) A study of the use of information systems in business, emphasis is on the identification of practical, managerial, and ethical dilemmas related to the development, implementation, and use of information systems. F, S.

**(Hospitality, Resort, and Tourism Management,
Humanities and Fine Arts,)**

- 467 Real Estate Finance and Investments.** (3) (=FIN 462) (Prereq: A grade of 'C' or better in CBAD 363) Principles and practices in real estate finance focusing on institutions, instruments, and determinants of terms and availability of credit, topic include interest and yield mechanics, cash flow analysis, risk analysis, and various loan strategies or packages.
- 474 Quality Process Management.** (3) (=MGMT 481) (Prereq: A grade of 'C' or better in CBAD 301 and completion of 84 semester hours) The systematic process through which managers regulate organizational activities to meet planned goals and standards of quality. Topics will include different types of quality control processes, total quality management, product and service quality techniques, and the uses of information technology for insuring quality. S.
- 480 Q Resort Management Internship.** (1) (=PGMP 380) (Prereq: HRTM 180 and HRTM 280) The Resort Management Internship is a supervised work experience in a resort tourism setting, preferably in a supervisory or management capacity. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must also complete a problem-solving project for the participating firm or organization. Students must work a minimum of 480 hours in the internship environment. F, S, Su.
- 490 Seminar in Resort Tourism Planning.** (3) (=CBAD 490) (Prereq: A grade of 'C' or better in CBAD 301, CBAD 350, and CBAD 363) This course examines resort design and public policy in tourism destinations. Special emphasis is placed on the interrelationships between tourist demand, tourism goods and services, and tourist host communities. Students develop plans for a proposed tourism site. F, S.

HUMANITIES AND FINE ARTS (HFA)

- 391 Q Press Project Workshop.** (1-3) This course introduces students to and involves them in the hands-on work of a university press. Students will help to develop press projects and will work on a variety of print and digital components. Participants will learn and practice various steps in the publication process and the production of multimedia content. Activities and themes will change based on current press projects. This course may be repeated for up to 9 credit hours. S.

(Intelligence and National Securities Studies)

INTELLIGENCE AND NATIONAL SECURITIES STUDIES (INTEL)

- 300 Introduction to Intelligence Studies.** (3) (Prereq: POLI 201 or permission of the instructor) This course is an introduction into the field of intelligence and its impact on policy areas related to security. Specifically, it will examine the role of strategic intelligence and intelligence agencies as a tool of United States foreign policy since 1945. F, S.
- 310 Intelligence Analysis.** (3) (Prereq: INTEL 300 or permission of the instructor) An in-depth exploration of various intelligence issues with a focus on building analysis skills for the purpose of intelligence analysis. F.
- 311 Intelligence Communications.** (3) (Prereq: INTEL 300 or permission of the instructor) This course is an examination of how intelligence information is communicated on both the organizational and individual levels. At the level of the organization, the course examines how intelligence is shared with various governmental and non-governmental actors. At the individual level, the course emphasizes the practical delivery of intelligence information in oral and written formats. S.
- 312 Intelligence Operations.** (3) (Prereq: INTEL 300 or permission of the instructor) This course is a survey of the limits, possibilities, and ethical dilemmas for the conduct of operations in support of the intelligence community. The course examines operations related to the collection of intelligence information including espionage, interrogation, imagery analysis, communications intelligence, and counterintelligence. Operations that are designed to have a direct policy effect – covert operations, direct action, and information operations are also considered. F.
- 330 Introduction to National Security.** (3) (Prereq: POLI 201 or permission of the instructor) A survey of U.S. national security and intelligence issues, organizations, roles and processes at the international, national, state, and local levels. It includes an examination of the roles of the executive and legislative branches and other elected officials, as well as legal and ethical issues associated with national security and intelligence. S.
- 335 Homeland Security.** (3) (Prereq: POLI 201 or permission of the instructor) This course is a survey of the actors, issues and processes involved in areas that support homeland security, including anti-terrorism, emergency management, and all-hazards analysis. It will also consider the benefits and problems of intelligence support to homeland security policy in the United States. S.
- 340 National Security Strategy.** (3) (Prereq: POLI 201 or permission of the instructor) This course is an examination of classic and modern strategic theory and its applicability on the use of modern warfare by democratic societies. Topics for the course will include counter-insurgency warfare, the role of non-state actors, and the impact of the global context on strategic decision-making. S.

**(Intelligence and National Securities Studies,
Interdisciplinary Studies)**

- 341 Intelligence and War.** (3) (Prereq: POLI 201 or permission of the instructor) This course explores the role of intelligence in the preparation, conduct, and cessation of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by and for US warfighters are also discussed. S.
- 343 Terrorism and Political Violence.** (3) (Prereq: POLI 101 or permission of the instructor) A survey of the historical and ideological origins of selected revolutionary and/or terrorist movements with a consideration of the role played by political violence in modern society.
- 423 Terrorist Organizations: Al Qaeda.** (3) (Prereq: POLI 201 or permission of the instructor) This course will focus on the development and operations of terrorist organizations with a specific examination of al-Qaeda and its place in the broader Islamic revival movement. Topics include its origins, history, ideology, organization, strategy, and tactics. Students will also be introduced to several points of view and analytical approaches to answering the question: What is al-Qaeda? F.
- 494 Intelligence and National Security Studies Capstone.** (3) (Prereq: completion of INTEL 310, INTEL 311, INTEL 312, and 90 credit hours; or permission of the instructor) This course is designed to be a culminating experience in the study of intelligence and national security studies at the undergraduate level. Beyond a study of the contemporary issues and challenges in the field, students will utilize their accumulated knowledge and skills in the production and presentation of a piece of original research. F, S.

INTERDISCIPLINARY STUDIES (IDS)

- 302 Special Topics in Interdisciplinary Studies.** (3) This course is an interdisciplinary examination of selected themes relating to topics involving multiple approaches to learning and cultural analysis. This course may be applied to the Interdisciplinary Studies major only one time. Offered as needed.
- 310 Introduction to Interdisciplinary Studies.** (3) This course examines both theoretical approaches and practical applications of interdisciplinarity in today's world, with special emphasis on the interdisciplinary research process. F, S.

(Interdisciplinary Studies)

- 333 Interdisciplinary Nature of Careers.** (3) (=UNIV 333) IDS/UNIV 333 will provide the student the opportunity to explore the fundamentals of operating in a consumer based economy. It will expose the student to a further understanding of the overall business environment and explore the student's role as employee/ employer and consumer. The topics covered in the course will include a brief overview organizational, management and motivational theory, personal ethics as it applies to decision making, selecting a major and planning a career, managing change in organizations and on an individual level, innovation and creativity affecting all individuals in all organizations. F, S.
- 398 Research Methods in Interdisciplinary Studies.** (3) (Restricted to Interdisciplinary Studies Majors) The purpose of this course is to introduce students to principles and characteristics of approaches and methodologies relevant to research in Interdisciplinary Studies. Students will begin designing their capstone research project for IDS 499.
- 399 Directed Study.** (3) (Prereq: written contract between the professor and student and approved by the adviser and the dean of University College) Study of specific topics related to student's proposed program of study as outlined in application for admission to IDS program. May be repeated on different topic only.
- 495 Q Experiential Internship.** (3-12) The purpose of this experiential internship is designed to provide students the opportunity to gain valuable work experience that complements their interdisciplinary concentration. This course offers individuals educational experiences that bridge academic disciplines and the work place. The guided internship requires 120-480 hours of on-site work depending on the number of credits enrolled (3-12 credits). Students must work through the Internship Process established by the CCU Career Services Guidelines. This course is designed to be variable credit based on the needs of the student. Permission of adviser is necessary to enroll.
- 499 Capstone Research Project in Interdisciplinary Studies.** (3) (Prereq: IDS 398) Capstone course required of all Interdisciplinary Studies students for graduation. Students plan and complete an original research project under the guidance and supervision of the instructor. The topic selected must be related to the student's Interdisciplinary Studies area of emphasis. Seminar sessions focus on the principles, procedures, and problems of executing a senior-level research project. Students present project results in both written and oral form. F, S, Su.

(International Engagement, Italian, Japanese)

INTERNATIONAL ENGAGEMENT (INTL)

398 Q International Experiential Engagement. (0) (Coreq: Participation in a Study Abroad Program) This course exposes students to learning about different cultures, social institutions and languages, as well as about themselves as a member of the global community through their personalized experience in participating in a study abroad program. Students participating in this course will explore their expectations and objectives for studying abroad before departure and complete post-reflection assignments assessing their expected versus actual learning upon completion of the program. May be repeated.

ITALIAN (ITAL)

110 Introductory Italian. (3) For students with no or very limited background in Italian. Emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Development of reading and writing skills.

115 Italian Studies I. (5) This class introduces students to the Italian language and the many facets of Italian cultures. This course also helps students develop the basic language skills of speaking, listening, and communicating in everyday situations in Italian cultures. As a hybrid course, three credit hours are delivered face-to-face and two hours via distance learning format. F, S.

120 Introductory Italian II. (3) (Prereq: ITAL 110 or equivalent) Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture.

130 Introductory Italian III. (3) (Prereq: ITAL 115 or ITAL 120 or equivalent) Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture. F, S.

210 Intermediate Italian I. (3) (Prereq: ITAL 130 or permission of the instructor) Intensive review of fundamental language skills in preparation for advanced-level coursework.

350 Italian Language Study Abroad. (3-6) (Prereq: Approval of the chair of the Department of Communication, Languages and Cultures) Language study abroad with instruction by native speaking instructors. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Department of Communication, Languages and Cultures is mandatory before enrollment. F, S, Su.

JAPANESE (JAPN)

110 Introductory Japanese I. (3) For students with no or very limited background in Japanese. Emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice development of reading and writing skills. Introduction to Japanese culture.

(Japanese, Journalism)

- 120** **Introductory Japanese II.** (3) (Prereq: JAPN 110 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture.
- 130** **Introductory Japanese III.** (3) (Prereq: JAPN 120 or by placement) Continued emphasis on the mastery of the basic structure of Japanese through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Japanese culture.
- 350** **Japanese Language Study Abroad.** (3-6) (Prereq: JAPN 130) (Coreq: approval of the chair of Communication, Languages and Cultures) Language study abroad with instruction by native speakers. Credit hours dependent on the number of hours taken. Upon successful completion of an approved program, students must furnish a certificate and/or examination results. Prior consultation with the chair of the Department of Communication, Languages and Cultures is mandatory before enrollment.

JOURNALISM (JOUR)

- 200** **Interactive Journalism Basics.** (3) This course covers the basics of journalism writing and video production. This course will cover the AP Stylebook and the basics of shooting and editing video. F, S.
- 201** **Foundations of Journalism and Mass Communication.** (3) (Prereq: ENGL 101 and ENGL 102) Survey of the history and principles of print journalism and the broadcast communications industry, concentrating on their development, philosophical foundations, processes, economics, influences on society, and directions for the future.
- 304** **Writing for Interactive Journalism.** (3) (Prereq: JOUR 200 and JOUR 201) (Writing Intensive) This course builds on the basic journalism writing skills acquired in JOUR 200 through the addition of specialty reporting skills and the knowledge of interactive tools. Students will practice and refine their writing skills. Students will also learn the basic use of online reporting tools including social media video shooting, and editing basics. Classroom exercises will emphasize proper grammar, quality writing, and multi-media storytelling. F, S.
- 305** **Journalism News Writing and Reporting for Media (Print and Online).** (3) (Prereq: JOUR 304) Workshop on news media (both in paper and web format). Emphasis placed on writing news features, hard vs. soft news pieces and profiles for audiences of both newspapers and web news venues that include photography or video links. F, S.
- 306** **Journalism Law and Ethics.** (3) (Prereq: JOUR 201) The legal history and philosophy of the media in light of the First Amendment, including discussion of libel and slander laws, shield laws, the Freedom of Information Act, privacy laws, and other issues affecting the rights and responsibilities of the media.

(Journalism)

- 307 Copy Editing.** (3) (Prereq: JOUR 201 and JOUR 304) A rigorous workshop designed to develop editing skills. Students learn to catch fact, style, and grammar errors in copy; tighten and rewrite stories, create headlines, and manage deadlines.
- 308 Public Opinion and Propaganda.** (3) (Prereq: JOUR 201) This course offers historical analyses of propaganda as persuasive communication and explores how public opinion and propaganda impact each other and society. S, odd years.
- 309 Introduction to Public Relations and Integrated Communication.** (3) (Prereq: JOUR 201) A survey course in the concepts, strategies, and tactics of public relations as a career field and as it relates to journalism, advertising, and marketing. F, S.
- 310 Writing for Broadcast.** (3) (Prereq: JOUR 304) This course offers students an introduction to broadcast media as well as reporting. Students learn components of script writing, videotape editing and the impact of broadcast. F, S.
- 311 Principles of Advertising.** (3) (Prereq: JOUR 201) An overview of the broad field of advertising including concepts, strategies, and tactics. Informs students about the role of advertising in the American economy and the procedures involved in planning advertising campaigns. F, S.
- 312 Media Relations.** (3) (Prereq: JOUR 309 and JOUR 311) This course is a comprehensive study of media relations from the perspective of both proactive and reactive public relations practice. Particular emphasis is placed on writing for media, interacting with journalists, holding news conferences, understanding the role of the internet and interactive media, responding to organizational crises, and evaluating media relations effectiveness. Student will gain proficiency in strategic writing and message composition and will refine their skills in making oral presentations. F, S.
- 314 TV News Reporting.** (3) (Prereq: JOUR 304 and JOUR 310) This course introduces students to television news reporting, from newsgathering in the field to the final edited product for broadcast. Students are exposed to working in reporter/photographer teams similar to the broadcast news industry. F, S.
- 316 Entertainment Media.** (3) This course examines the entertainment and network industry in Hollywood, New York, New Jersey, North Carolina and countries around the world. Entertainment industry includes television networks as well as movie studios. Topics and fields of study include casting, development, script coverage and script analysis. Also, the course may cover location shooting, career choices in the industry and comparison of the biographies of writers, directors, and producers in the media entertainment industry. Moreover, students leave the course with a thorough understanding of the operation and management of the entertainment (network) industry.

(Journalism)

- 317 Television Studio Production.** (3) (Prereq: JOUR 200 or JOUR 201 or permission of the instructor) This course introduces students to the practice of television studio production with a special emphasis on the roles of producing and directing. Set designs and lighting plot plans are thoroughly examined and determined for each production whether for broadcast, cable, corporate media, community media productions or not-for-profit organizations. Studio crew positions including assistant director, floor director, camera operator, switcher, video recorder, audio engineer and graphics operator are rotated for each assignment to make students aware of their specific techniques. Projects are completed in a real-time environment. Post-production is not considered for this class.
- 319 PR Practice and Events.** (3) (Prereq: JOUR 309 and JOUR 311) This course is a study of best practices in public relations that provides a comprehensive overview of strategic principles applied by various organizations. Students will create targeted messages and learn event planning practices. F, S.
- 320 Evolution of Broadcast News.** (3) (Prereq: JOUR 201) Students will study the evolution and impact of broadcast news through critical examination of broadcast news coverage of key historical events. Pioneers in the field will also be examined. F, S.
- 324 Media Planning.** (3) (Prereq: JOUR 309 and JOUR 311) This applied study of various media utilized in communication campaigns provides students with knowledge of the use of media, methods of determining appropriate audiences and media, and the skills and background required for media buying. F, S.
- 326 Brand Strategy and Advertising.** (3) (Prereq: JOUR 309 and JOUR 311) This course offers an overview of brand strategy and advertising from a communication perspective, with emphasis on strategies for developing a brand and skills needed to create advertisements. Topics covered include how to communicate a brand identity, advertising design and copywriting, and creating advertising executions. F, S.
- 340 Radio News and Entertainment.** (3) (Prereq: JOUR 200 or JOUR 201) This course offers a broad survey of radio journalism and entertainment. Students will have the opportunity to use WCCU Radio, the Department's internet radio station, as a workshop to complete classwork and assignments. F, S.
- 350 Interactive Media and Society.** (3) This course offers an overview of interactive media, with an emphasis on participatory and social practices surrounding information and entertainment. The material covered reflects sustained trends in journalism, media and society. Topics may include the history and evolution of media from analog to digital formats; new models for journalism, news, creativity, production and consumption; and the outcomes, implications and consequences for culture and organizations. F, S, Su.
- 365 Women and Media.** (3) This is a survey course about the history of women's roles in the media, their contributions, employment, and media effects on women.

(Journalism, Kinesiology, Recreation, and Sport Studies)

- 419 Strategic Communication Campaigns.** (3) (Prereq: JOUR 309 and JOUR 311) This is an in-depth and applied study of the strategic communication process, including research, planning, implementation, and evaluation. The course is designed specifically to provide experiential learning opportunities as students work in teams to develop a campaign. F, S.
- 450 Senior Seminar.** (3) (Prereq: completion of 90 credit hours) This course is a narrow, but in-depth examination of a topic in media studies. The topic should be one either not covered in other courses or only surveyed. Course material will focus on relevant research and theory. F, S.
- 489 Journalism Special Topics Seminar.** (3) (Prereq: JOUR 200 and JOUR 201; or permission of the instructor) Exact topics will vary, but each will be an interdisciplinary seminar emphasizing the relationships between journalism, mass media, and various aspects of society. The course may be repeated for Journalism elective credit. Topics may include broadcast radio, sports journalism, international journalism and web design. F, S.
- 495 Journalism Internship.** (3) (Prereq: JOUR 201, JOUR 304, and either JOUR 305 or JOUR 310) Students will receive professional experience and instruction in a substantial internship while working 10 hours per week with a local media organization. Contracts outlining content, supervision and grading criteria must be approved in advance by the dean of the Edwards College of Humanities and Fine Arts. F, S.

KINESIOLOGY, RECREATION, AND SPORT STUDIES (KRSS)

- 181 Lifeguard Training.** (3) (Prereq: permission of the instructor based on a preliminary swimming assessment during initial class meeting) Study designed to enable students to become certified through the American Red Cross in Lifeguard Training, Adult CPR, and Standard First Aid. S, Su.
- 182 Water Safety Instructor Training.** (3) (Prereq: permission of the instructor based on a preliminary swimming assessment during initial class meeting) Study designed to certify the student as an American Red Cross Water Safety Instructor. Teaching methodology and strategies are developed to enhance instructional abilities. S, Su.
- 222 Functional Kinesiology and Sport Conditioning.** (3) An introduction to the study of the anatomical basis of human movement, with emphasis on bone, muscle, their growth and development, joint structure and movement, and major physiological principles. In addition, the application of those scientific underpinnings to sport conditioning will be covered. F, S, Su.
- 301 Coaching Pedagogy and Management.** (3) (=RSM 301) (Prereq: KRSS 222 or permission of the instructor) This course provides an introduction to the philosophy, principles and techniques of effective coaching with emphasis on the pedagogical and psychosocial aspects of preparing amateur athletes for competition. Course includes the art and science of coaching in areas such as group/team development, practice planning, teaching sport skills and game tactics, and team assessment and evaluation. F, S, Su.

**(Kinesiology, Recreation, and Sport Studies, Latin,
Latin American Studies, Library)**

- 497 Practicum in Sport Coaching.** (3) (Prereq: A grade of 'C' or better in KRSS 301 and EXSS 330) Supervised field experience coaching a team in a recreational, amateur or educational setting. Students required to accumulate at least 100 approved and supervised contact hours. Course also requires self-study and successful completion of a national, external coaching certification. F, S, Su.

LATIN (LATN)

- 110 Introductory Latin I.** (3) Fundamentals of the language. Practice in listening, speaking, reading, sentence analysis, and writing. Readings familiarize student with Roman culture.
- 120 Introductory Latin II.** (3) (Prereq: LATN 110 or by placement) A continuation of Latin 101 with the introduction of additional vocabulary and grammatical constructions.
- 130 Introductory Latin III.** (3) (Prereq: LATN 120 or by placement) Mastery of complex constructions and English translation. Emphasis on composition and oral/silent reading skills.

LATIN AMERICAN STUDIES (LATS)

- 326 Cuban Literature in Translation.** (1-3) (= SPAN 326) (Prereq: permission of the instructor) (Coreq: Travel study in Cuba) Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration.
- 399 Independent Study in Latin America.** (3) An independent study course conducted under faculty supervision in Latin America. The course may be conducted through any university department. It is normally taken by students enrolled in SPAN 350, Study Abroad.

LIBRARY (LIBR)

- 103 Research Strategies for Transfer Students.** (1) This course will introduce and reinforce search skills that will assist students in finding sources suitable to college, professional, and personal research questions. Students will learn the research process and skills needed to conduct advanced research in a variety of disciplines. In addition to readings and class activities, students will have hands-on practice in the classroom to further develop their skills in recognizing when information is needed and developing or strengthening the ability to find, evaluate, and use the needed information responsibly. Focusing on advanced research strategies and the process of research will help students navigate the complex world of information and enable students to locate better quality sources more efficiently. F, S.

(Library, Management)

- 113** **Research Strategies for Education Students.** (1) This course will introduce and reinforce search skills that will assist students in finding sources suitable to college, professional, and personal research questions. Students will learn the research process and skills needed to conduct advanced research in education. In addition to readings and class activities, students will have hands-on practice in the classroom to further develop their skills in recognizing when information is needed and developing or strengthening the ability to find, evaluate, and use the needed information responsibly. Focusing on advanced research strategies and the process of research will help students navigate the complex world of information and enable students to locate better quality sources more efficiently. F, S.
- 123** **Research Strategies for Business Students.** (1) This course will introduce and reinforce search skills that will assist students in finding sources suitable to college, professional, and personal research questions. Students will learn the research process and skills needed to conduct advanced research in business. In addition to readings and class activities, students will have hands-on practice in the classroom to further develop their skills in recognizing when information is needed and developing or strengthening the ability to find, evaluate, and use the needed information responsibly. Focusing on advanced research strategies and the process of research will help students navigate the complex world of information and enable students to locate better quality sources more efficiently. F, S.

MANAGEMENT (MGMT)

- 306** **Organizational Theory & Behavior.** (3) (Prereq: A grade of ‘C’ or better in CBAD 301) A study of the organization, focusing on interactions between organizational designs and people within an ethical framework. The dynamics and links between individuals, groups, and the national and international environment are analyzed to highlight the determinants of organizational effectiveness. A major focus is on the development of positive interpersonal relations. F, S.
- 307** **Fundamentals of Human Resource Management.** (3) (Prereq: A grade of ‘C’ or better in CBAD 301) Develops an understanding of personnel administration as a staff function through a study of modern-day concepts and practices such as research and standards, employment, training and education, safety and health, employee services and industrial relations. F, S.
- 308** **Managing Human Capital.** (3) (Prereq: CBAD 301) This course presents how human resources contribute to organizational performance. The course examines how human behavior theories about personality, perception, conflict management, and motivation influence the development of human resource systems for staffing, evaluating, and rewarding people. Students will develop interpersonal and technical competencies to improve their workforce readiness. F, S.

(Management)

- 309** **Leading High Performance Teams.** (3) (Prereq: CBAD 301) This course provides exposure to essential concepts related to working with and leading others in small groups and teams. The course will explore aspects of interpersonal dynamics including power, communication, trust, team decision making, and conflict. Students will practice organizing, leading, and collaborating in a team environment. As a result, this course will devote significant time to personal leadership development and the improvement of interpersonal skills, such as conflict management, active listening, and supportive communication. F, S.
- 320** **Entrepreneurial Leadership.** (3) (Prereq: junior standing) This course focuses on explaining the roles of entrepreneurs, intrapreneurs and innovation leaders in organizations and their potential impact on the larger world. The general ethic of the innovative and creative orientation of entrepreneurial leadership will be detailed. Practice in basic entrepreneurial leadership concepts are supported by hands-on projects and exercises. Students will be helped in integrating into their own lives the entrepreneurial ethic for long-run success in business and life. F, S.
- 340** **Attracting and Acquiring Talent.** (3) (Prereq: CBAD 301 and MGMT 307) Examines the processes necessary for the effective recruitment, selection, and orientation of employees in an organizational setting. The course will focus on human resources planning to meet organizational goals; job analysis and design; developing valid and reliable selection systems; ensuring legal compliance of selection systems; and facilitating the entry of new employees into the organization. F, S.
- 341** **Managing Talent and Developing 21st Century Leaders.** (3) (Prereq: CBAD 301 and MGMT 307) Extends the study of human resource management with a focus on developing employees and managing employee performance. Topics include the development, implementation and evaluation of training programs and performance appraisal systems, as well as career planning and employee relations issues. This course provides an analysis of effective approaches to training and development, with an emphasis on leadership development, and an illustration of performance feedback. F, S.
- 362** **Global Leadership Development.** (3) (Prereq: CBAD 301) This course provides an introduction to global leadership and focuses on personal skill development as a leader in today's diverse work environment. The course includes exposure to content related to the increasingly diverse nature of the global work environment, effective management of human capital in that environment, and how one's personal skill level can be improved to maximize leadership potential. Through interactive assignments and exercises, students will be encouraged to develop a global diversity mindset that will enhance one's ability to emerge as a leader in their field. F, S.

(Management)

- 420 Current Topics in Entrepreneurship & Innovation.** (3) (Prereq: A grade of 'C' or better in CBAD 301) (Coreq: MGMT 320 or permission of the instructor) This course enables a student to study emerging or important topics in entrepreneurship and innovation not covered in depth elsewhere. This includes areas of special interest to faculty or in an area of expertise. This can include but is not limited to service entrepreneurship, minority entrepreneurship, new venture fundraising, scientific product commercialization, and creative enterprise management. Offered as needed.
- 421 Initiation of a New Business Enterprise.** (3) (Prereq: A grade of 'C' or better in CBAD 301) This course enables students to consider the full set of business issues that exist in a business start-up and the appropriate analyses to complete a business plan proposal. Students will learn the tools and processes needed to create a business plan, what needs to be included in the business plan, why, and for whom. Students will evaluate the feasibility of an opportunity, determine preliminary marketing and financial management plans and design an organization to fit its business model. As part of building the business plan, this class will focus on communicating new ideas to a professional audience that may include potential investors, lenders, and customers. F, S.
- 422 Managing Family/Small Business Growth & Innovation.** (3) (Prereq: A grade of 'C' or better in CBAD 301) This course will enable a student to consider a full set of growth and innovation issues along with change implementation issues that exist in family and small businesses. The course surveys the unique aspects of family and small businesses and addresses sources of change initiatives ranging from simple growth, transitions of leadership, and implementation of innovations. Topics include transfer of power from founder/family member to non-founder/non-family member, hiring and acquiring additional resources, managing networks, international opportunity identification and issues, advanced internet technology and the small/family business. F, S.
- 423 Study Abroad in Entrepreneurship & Innovation.** (3) (Prereq: A grade of 'C' or better in CBAD 301 and MGMT 320) One aspect of entrepreneurial and innovation activities is that entrepreneurs, intrepeneurs, and innovation leaders must learn to take action and learn from others no matter where they are in the world. This course requires the student to engage in an entrepreneurial, or innovation research activity that combines field experiences from a study abroad trip to another country with secondary research. Experiential engagement to shift among the countries of the world with an average of two countries being experienced. The student reflects on and shares the learning from the work done for the class. May, Su.

(Management)

- 429** **Practicum in Entrepreneurship & Innovation.** (3-6) (Prereq: A grade of 'C' or better in MGMT 421 or MGMT 422) One aspect of entrepreneurial and innovation activities is that entrepreneurs, entrepreneurs, and innovation leaders must learn to take action. This course requires the student to engage in an entrepreneurial, or innovation/growth implementation activity. Experiential engagement may include activities such as: Competing in business plan competitions; participating in 'Students in Free Enterprise' competitions; starting a business and demonstrating successful implementation (virtually or in real life); or doing a consulting project with a small business owner. A maximum of six (6) credit hours may be taken. F, S, Su.
- 440** **Retaining Talent and Maximizing the Value of Human Capital.** (3) (Prereq: CBAD 301, MGMT 306, and MGMT 307) This course examines processes and practices associated with retaining employees in light of an organization's strategic goals and objectives, including development and implementation of a total rewards system ensuring workplace safety and managing employee rights. Topics addressed include compensation, benefits, workplace safety, workplace violence, employee relations and labor relations. S.
- 461** **Cross-Cultural Management.** (3) (Prereq: A grade of 'C' or better in CBAD 301) This course involves an analysis of how cultural, economic, and societal influences affect the practices of management. Concepts and practices of planning, organizing, leading employees, and other concerns are examined across different national settings. The human effect in the managerial process is emphasized, and situational influences are identified and examined. F.
- 462** **Organizational Growth and Development in a Globalized World.** (3) (Prereq: CBAD 301) This course focuses on providing students with a conceptual and practical understanding of the challenges of multinational corporate management. Organizational decisions and actions to balance the impact of local context with the desire for global efficiency and organizational learning will be addressed. F.
- 480** **Leadership in Project Management.** (3) (Prereq: A grade of 'C' or better in CBAD 301) Skills and techniques for effective project management. Topics include project development, budget management, scheduling, quality control, and team building. F, S.
- 481** **Quality Process Management.** (3) (=HRTM 474) (Prereq: A grade of 'C' or better in CBAD 301) The systematic process through which managers regulate organizational activities to meet planned goals and standards of quality. Topics will include different types of quality control processes, total quality management, product and service quality techniques, and the uses of information technology for insuring quality. S.

(Management)

- 482 Global Supply Chain Management.** (3) (Prereq: CBAD 364) This course covers supply chain management from a global perspective. Topics include supply chain strategy, global sourcing, procurement strategies, purchasing, outsourcing, offshoring, global logistics, warehouse management, inventory management, risk pooling, global supply chain integration, and supply chain information technologies. F.
- 483 Business Process Management.** (3) (Prereq: CBAD 364) This course covers the concepts and techniques of business process analysis and improvement as they relate to operations. Topics include process mapping, process modeling, lean systems, six-sigma, business process reengineering, and quantitative total quality management techniques. S.
- 484 Business Decisions Support Systems.** (3) (Prereq: CBAD 364) This course provides an introduction to Decision Support Systems as they pertain to business and managerial decision-making through the use of computer-based systems for creating business intelligence. Visual Basic for Applications is used in this course to create, analyze, and automate business decisions. Topics include DSS definitions and terminology, DSS creation using Excel, the Excel Object Model, introduction to VBA and macros, custom user interface creation, and VBA interface components. Integration of other business data representations such as web data and other external databases will also be included in this course. S.
- 485 Process Planning and Control.** (3) (Prereq: CBAD 364) This course provides an introduction to process planning and control systems for business and industry. Topics include manufacturing planning and control (MPC) systems, demand management, master production scheduling (MPS), material requirements planning (MRP), capacity management, production activity control (PAC), and Just-in-Time manufacturing and production. S.
- 497 Management Internship.** (0-12) (Prereq: Admission to the Wall College of Business or permission from the assistant dean of students) The Management Internship is a supervised work experience within an organization's management function. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. The specific work environment and student's job responsibilities must be approved in advance by the supervising faculty member. Students may receive from zero to twelve (0-12) credit hours for the Management Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) management internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. Only three (3) credit hours can be applied toward the Management Major requirements. F, S, Su.

(Marine Science)**MARINE SCIENCE (MSCI)**

- 101 The Sea.** (3) (Coreq: MSCI 101L) A non-technical introduction to oceanography for non-majors. Stresses basics of marine science and their relationship to people. Students may not receive credit for both MSCI 101 and MSCI 111. Three lecture hours per week. F, S, Su.
- 101L Laboratory for The Sea.** (1) (Coreq: MSCI 101) Laboratory exercises to accompany Marine Science 101. Three laboratory hours per week. F, S, Su.
- 102 Environmental Geology.** (3) (=GEOL 102) (Coreq: MSCI 102L) The geologic processes and features that affect human usage and development of the earth's resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground water, soils and the coastal zone and contamination control. Three lecture hours and three laboratory hours per week. Offered as needed.
- 102L Environmental Geology Laboratory.** (1) (=GEOL 102L) (Coreq: MSCI 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of earth's inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Offered as needed.
- 103 Navigation and Seamanship.** (3) An introduction to the theory of electronic, celestial and dead reckoning navigation with each applied to practical problems in the laboratory and at sea. Boat safety, boat handling at sea and in harbor, rules of the road, minor repairs, first aid and use of a boat as a marine sampling platform are presented and applied. One lecture and three laboratory hours per week. Offered as needed.
- 111 Introduction to Marine Science.** (3) (Prereq or Coreq: completion of or concurrent enrollment in MATH 131 or above, OR an SAT math score of 550 or higher, OR an ACT math score of 24 or higher) (Coreq: MSCI 111L) An introduction to the general theory and principles of marine science covering the physical, biological, geological, and chemical characteristics of seawater and sediments. Three lecture hours per week. F, S.
- 111L The Present-Day Marine Environment Laboratory.** (1) (Coreq: MSCI 111) Laboratory and field experiences to demonstrate the functioning of the marine environment. Three laboratory hours per week. F, S.
- 112 The Origin and Evolution of the Marine Environment.** (3) (=GEOL 112) (Prereq or Coreq: completion of or concurrent enrollment in MATH 131 or above, OR an SAT math score of 550 or higher, OR an ACT math score of 24 or higher) (Coreq: MSCI 112L) Concepts concerning the origin and evolution of the earth and seas, with geological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.

(Marine Science)

- 112L Marine Environment Laboratory.** (1) (=GEOL 112L) (Coreq: MSCI 112) Laboratory and field experiences to illustrate the process of evolution in the oceans and associated marine life. Three laboratory hours per week. F, S.
- 201 Scientific Communication.** (3) Prereq: A grade of 'C' or better in MSCI 111/111L or MSCI 112/112L) Multidisciplinary training in the art of scientific communication, including the ability to critically interpret quantitative data and to disseminate the significance and meaning of those data through multiple media, including graphic representation, written explanation, and oral presentation. F, S.
- 301 Physical Oceanography.** (3) (Prereq: Students must earn a grade of 'C' or better in MSCI 112, MATH 160 and PHYS 211) (Coreq: MSCI 301L) A comprehensive study of the field of physical oceanography. Topics include physical properties of the ocean, ocean dynamics, air-sea interactions, waves, tides, and the ocean's role in climate. In the lab, students analyze real-time global ocean data and quantitative analysis skills are developed. Three lecture hours per week. F, S.
- 301L Physical Oceanography Laboratory.** (1) (Coreq: MSCI 301) The laboratory will demonstrate the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 302 Marine Biology.** (3) (Writing Intensive) (=BIOL 302) (Prereq: MSCI 111 and BIOL 122) (Coreq: MSCI 302L) Study of the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats. The evolutionary development of the diversity of marine organisms. Three lecture per week. F, S.
- 302L Marine Biology Laboratory.** (1) (Writing Intensive) (=BIOL 302L) (Coreq: MSCI 302) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 303 Aquaculture.** (3) (Prereq: MSCI 112 and BIOL 122) A general introduction to the principles of culturing organisms, including types of culture, water quality, feeding, breeding, and diseases of common species. Three lecture hours per week. Each student will be required to give an oral presentation. Offered as needed.
- 304 Marine Geology.** (3) (=GEOL 304) (Prereq: MSCI 112) (Coreq: MSCI 304L) A comprehensive study of the origin and development of the major structural features of ocean basins and the continental margins. Discussion of the techniques used in obtaining geological data and the interpretation of processes, vulcanism and the stratigraphy of ocean basins. Three lecture hours per week. F, S.
- 304L Marine Geology Laboratory.** (1) (=GEOL 304L) (Coreq: MSCI 304) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.

(Marine Science)

- 305 Marine Chemistry.** (3) (Writing Intensive) (Prereq: MATH 131 or above and a grade of 'C' or better in MSCI 111 and MSCI 112) (Coreq: MSCI 305L and CHEM 112/112L) An introduction to the chemistry of seawater, marine organisms and sediments. The impact of humans on the biogeochemistry of the ocean is emphasized. Laboratories involve the collection and chemical analysis of sea water. Techniques of solving word problems are developed during recitation. F, S.
- 305L Marine Chemistry Laboratory.** (1) (Writing Intensive) (Coreq: MSCI 305) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, S.
- 311 Hydrographic Techniques.** (3) (Prereq: MSCI 111) (Coreq: MSCI 311L) Basic electrical and mechanical skills needed to operate standard shipboard oceanographic equipment. Maintenance and troubleshooting techniques will also be covered Each student will be required to give an oral presentation. Three lecture hours per week. F.
- 311L Hydrographic Techniques Laboratory.** (1) (Coreq: MSCI 311) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 316 Sedimentary Geology.** (3) (=GEOL 316) (Prereq: GEOL 102, GEOL 111, GEOL 112, or MSCI 112) (Coreq: MSCI 316L) Introduction to concepts and practices in the field of sedimentary geology including classical stratigraphic concepts, elementary sedimentary petrology and depositional environments. Each student will be required to give an oral presentation. Three lecture hours per week. S, odd years.
- 316L Sedimentary Geology Laboratory.** (1) (=GEOL 316L) (Coreq: MSCI 316) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S, odd years.
- 318 Physical Analysis of Sediments.** (3) (=GEOL 318) (Prereq: permission of the instructor) (Coreq: MSCI 318L) Detailed treatment of modern approaches to sedimentary analysis including textural and structural studies, mineral separation, beneficiation, and suspended sediment treatment of unconsolidated laboratory materials. Each student is required to give an oral presentation. Three lecture hours per week. Offered as needed.
- 318L Physical Analysis of Sediments Laboratory.** (1) (=GEOL 318L) (Coreq: MSCI 318) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 321 Atmospheric Science.** (3) (Prereq: A grade of 'C' or better in PHYS 211) (Coreq: MSCI 321L) An introduction to the fundamentals of atmospheric physics, meteorology, and climatology. All scales of atmospheric phenomena are examined from the global circulation to hurricanes. Emphasis is placed on current concerns such as ozone depletion, acid rain, and global warming. Three lecture hours per week. S, odd years.

(Marine Science)

- 321L Atmospheric Science Laboratory.** (1) (Coreq: MSCI 321) The laboratory demonstrates the topics and principles presented in lecture, and students analyze real-time global data available on the internet. Three laboratory hours per week. S, odd years.
- 331 Introduction to Geographic Information Systems (GIS) and Remote Sensing.** (3) (=ENVI 331) (Prereq: One Statistics course) (Coreq: MSCI 331L) An introduction to the fundamental concepts of Geographic Information Systems (GIS) and remote sensing. Using a database tied to particular geographic coordinates, a GIS is an automated system for storing, transforming, analyzing and displaying spatial data. This course discusses input methods, data storage, data accuracy, data models, types of query and analysis, and map output. Each student designs, conducts and presents a semester research project. Three lecture hours per week. Offered as needed.
- 331L Introduction to Geographic Information Systems Laboratory.** (1) (=ENVI 331L) (Coreq: MSCI 331) The laboratory demonstrates the topics and principles presented in lecture. It introduces students to GIS computer software and the collection, entry, storage, query, analysis and presentation of spatial data. Three laboratory hours per week. Offered as needed.
- 355 Introduction to Environmental Ecotoxicology.** (3) (Prereq: CHEM 111/111L, CHEM 112/112L, BIOL 121, and MATH 160) (Coreq: MSCI 355L) Introduction to the impacts of pollutants upon ecological systems from a molecular to global perspective, the fate and transformation of chemical contaminants in the biosphere. Emphasis is placed on the integration and assimilation of chemical, biological and mathematical principles as they relate to the field of ecotoxicology. S, even years.
- 355L Introduction to Environmental Ecotoxicology Laboratory.** (1) (Coreq: MSCI 355) The lab focuses on quantitative inquiry-based exercises as well as an introduction to the techniques and analytical instrumentation used to detect and quantify contaminants in the environmental matrices. S, even years.
- 376 Biology of Sea Turtles.** (2) (Prereq: MSCI 302, BIOL 122 or permission of the instructor) A comprehensive investigation of the evolution, biology, and ecology of sea turtles (order Chelonia) will be covered in this course. Topics to be focused on include: phylogeny, molecular evolution, anatomy, reproduction, ontogenetic changes, sensory capabilities, navigation, feeding behaviors, diving physiology, thermal biology, ecological roles, and matters of conservation. Eight lecture hours per week during the summer. Su, even years.
- 376L Biology of Sea Turtles Laboratory.** (1) (Coreq: MSCI 376) The laboratory demonstrates the topics and principles presented in lecture, involves field research, and conservation and regulatory interest site visitation. Eight to ten hours per week. Su, even years.

(Marine Science)

- 395 Internship Experience in Marine Science.** (0) (Prereq: permission of the instructor and approved contract) Supervised and evaluated study in the laboratory or field. If desired, a student may register for MSCI 398 or MSCI 399 in subsequent semesters, and be awarded credit at the rate of 1 credit for every 50 hours of supervised study in the laboratory or field. Pass/Fail grading only. F, S, May, Su.
- 396 Practical Experience in Marine Science.** (0) (Prereq: permission of the instructor and approved contract) Practical experience through observing and assisting in the conduct of field or laboratory research related to marine science. F, S, May, Su.
- 398 Q* Internship in Marine Science.** (1-12) (Prereq: minimum cumulative GPA of 2.5 and at least one marine science course at the 300 level or above. A contract must be approved by the instructor/faculty coordinator, off-campus supervisor, and the department chair by the time of registration) Work experience related to marine science or a related field, as part of an approved internship with primary supervision by a non-faculty member. Requires a minimum of 50 hours of on-site, supervised, and evaluated student work experience per credit. The course may be taken for up to 12 credits, but no more than 6 total credits of MSCI 398, MSCI 399, MSCI 497, MSCI 498, and MSCI 499 may be used for major credit. F, S, Su.
- 399 Q* Independent Study.** (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Directed study of specific topics related to marine science. No more than 6 total credit hours of MSCI 398, MSCI 399, MSCI 497, MSCI 498, and MSCI 499 may be used for major credit. F, S, Su.
- 401 Environmental Chemistry.** (3) (Prereq: BIOL 121 and CHEM 112/112L) (Coreq: MSCI 401L) An introduction to the chemistry of natural and industrial processes. Current governmental approaches to regulation, treatment and storage of human wastes are also covered. Each student is required to give an oral presentation. Three lecture hours per week. Offered as needed.
- 401L Environmental Chemistry Laboratory.** (1) (Coreq: MSCI 401) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 402 Analytical and Field Methods in Environmental Chemistry.** (3) (Prereq: MSCI 305 or CHEM 321 or by permission of the instructor) (Coreq: MSCI 402L) Laboratory analysis and field sampling skills needed to conduct measurements of chemical and physical characteristics of water, soils, organisms, and the atmosphere. EPA methods including statistical techniques for quality control and assurance are taught, as well as techniques for computerized data recording, calculation, graphical presentation, and library researching. Students are given a background in instrumental theory for all equipment used. Each student is required to give an oral presentation. Three lecture hours per week. Offered as needed.

(Marine Science)

- 402L Analytical and Field Methods in Environmental Chemistry Laboratory.** (1) (Coreq: MSCI 402) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 416 Hydrogeology.** (3) (=GEOL 416) (Prereq: MSCI 304 or permission of the instructor) This course will cover the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics will include hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Three lecture hours per week. Offered as needed.
- 416L Hydrogeology Laboratory.** (1) (=GEOL 416L) (Coreq: MSCI 416) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 420 Advanced Environmental Science.** (3) (=ENVI 420) (Prereq: BIOL 122, MATH 160, CHEM 112 and PHYS 201 or PHYS 211) (Coreq: MSCI 420L) Students actively investigate the earth system along with current environmental issues. Emphasis is placed on the integration of the many subsystems that comprise the earth system. Environmental issues are scientifically explored in an effort to develop sustainable solutions. The lab is project oriented, including both a local environmental study and a global remote sensing study. Three lecture hours per week. S, even years.
- 420L Advanced Environmental Science Laboratory.** (1) (=ENVI 420L) (Coreq: MSCI 420) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S, even years.
- 440 Applied Coastal Geophysics.** (3) (Prereq: MSCI 304/304L). (Coreq: MSCI 440L) A major discipline of the geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Three lecture hours per week. F, even years.
- 440L Applied Coastal Geophysics Laboratory.** (1) (Coreq: MSCI 440). The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F, even years.
- 444 Long-Term Climate and Landscape Change.** (3) (Prereq: MSCI 304) (Coreq: MSCI 444L) This multidisciplinary course will examine climate change and its effect on earth systems over varying time scales. It will explore climatic response to atmospheric and oceanic changes and the resulting change on the landscape and biota. F, odd years.

(Marine Science)

- 444L Long-Term Climate and Landscape Change Laboratory.** (1) (Coreq: MSCI 444) The laboratory demonstrates principles and topics presented in lecture. Field trips will highlight changes to the regional landscape and biota in response to longer term climatic change. F, odd years.
- 445 Coastal Processes.** (3) (Prereq: MSCI 304 and MATH 161 or permission of the instructor) (Coreq: MSCI 445L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within the coastal ocean. Beach, estuarine and shelf processes and environments are examined in detail. The importance of these processes to coastal management and protection is addressed. The course includes a laboratory where students will undertake a field study examining coastal processes and respond to, as well as discuss, relevant papers from the literature. Three lecture per week. S, even years.
- 445L Coastal Processes Laboratory.** (1) (Coreq: MSCI 445) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. S, even years.
- 455 Marine Botany.** (3) (=BIOL 455) (Prereq: BIOL 122 or MSCI 302, or permission of the instructor) (Coreq: MSCI 455L) A field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae and angiosperms in coastal marine communities. Three lecture per week. Offered as needed.
- 455L Marine Botany Laboratory.** (1) (=BIOL 455L) (Coreq: MSCI 455) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 457 Marine Zooplankton.** (3) (Prereq: MSCI 302 or BIOL 310) (Coreq: MSCI 457L) An introduction to the zooplankton populations found in coastal and oceanic waters. History of the field, sampling, ecological relationships, feeding, reproduction, and predator-prey interactions. Laboratory deals with the morphology and taxonomy of the major groups. Three lecture hours per week. Offered as needed.
- 457L Marine Zooplankton Laboratory.** (1) (Coreq: MSCI 457) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 458 Fisheries Science.** (3) (Prereq: MSCI 302 and MATH 160) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries. F, even years.
- 458L Fisheries Science Laboratory.** (1) (Coreq: MSCI 458) The laboratory demonstrates the topics and principles presented in lecture. F, even years.

(Marine Science)

- 461 Marine Biological Invasions.** (3) (Prereq: permission of the instructor, and MSCI 302/302L or BIOL 370/370L) An integrated overview of background, theory, natural history, biogeography, physiological ecology, and current status of biological invasions in marine habitats. Proven and potential impacts to estuarine and marine communities, ecosystems, fisheries, and conservation will be discussed and integrated with current models. Life history traits and vectors will be evaluated and related to control strategies, resource management, and policy as well as global climate change, biodiversity, and aquaculture using the primary literature as a foundation. Three lecture hours per week. S, odd years.
- 466 Diseases and Parasites of Aquatic Organisms.** (3) (Prereq: MSCI 302) (Coreq: MSCI 466L) A comprehensive survey of the diversity of diseases and parasites affecting aquatic organisms. Particular focus will be placed on marine fishes and shellfishes in aquaculture environments. Major topics include identification of parasites and pathogens, life histories, host defenses, pathology and ecological or economic impacts. Pathogens and parasites will include viruses, bacteria, protozoans, helminthes and arthropods. Three lecture hours per week. F, odd years.
- 466L Diseases and Parasites of Aquatic Organisms Laboratory.** (1) (Prereq: MSCI 302) (Coreq: MSCI 466) This course involves group work in both the field and lab culminating with an oral presentation. Three laboratory hours per week. F, odd years.
- 471 Biology of Marine Mammals.** (3) (Prereq: MSCI 302 or BIOL 370) (Coreq: MSCI 471L) A comprehensive of the biology and ecology of marine mammals, including the cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification, anatomy and physiology, sensory biology, communication, feeding, ecology and energetics, social and reproductive behavior, and life history. Three lecture hours per week. S.
- 471L Biology of Marine Mammals Laboratory.** (1) (Coreq: MSCI 471) The laboratory demonstrates the topics and principles presented in lecture. Each student will be required to give an oral presentation. Three laboratory hours per week. S.
- 472 Population Biology of Marine Organisms.** (3) (Prereq: MSCI 302/302L or permission of the instructor) (Coreq: MATH 160 and MSCI 472L) The course will cover principles of population Biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation, and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology. Offered as needed.

(Marine Science)

- 472L Population Biology of Marine Organisms Laboratory.** (1) (Prereq: MSCI 302/302L or permission of the instructor) (Coreq: MSCI 472) Laboratory accompanying MSCI 472. Offered as needed.
- 473 Biology of Sharks.** (3) (Prereq: BIOL 122 and permission of the instructor) (Coreq: MSCI 473L) An introduction to the biology of sharks. Lecture component covers evolution, anatomy, behavior, natural history, physiology, conservation, and ecology. Classes will be held on campus and/or at a Field Station. Su.
- 473L Biology of Sharks Laboratory.** (1) (Coreq: MSCI 473) Lab topics will include taxonomy, diversity, anatomy, and physiology. Field activities will include capture, identification, work-up, and tagging of sharks; telemetry tracking; and observation of shark behavior in both their natural habitat and captivity. This laboratory will be held on campus, in local waters, and/or at a Field Station. Su.
- 474 Ecosystems Analysis.** (3) (Prereq: permission of the instructor) (Coreq: MSCI 474L) The formulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains and energy flow. Analog and digital simulation techniques investigating ecosystem stability, sensitivity, organization structure and diversity. Three lecture hours per week. Offered as needed.
- 474L Ecosystems Analysis Laboratory.** (1) (Coreq: MSCI 474) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 475 Marine Ecology.** (3) (Prereq: MSCI 302) (Coreq: MSCI 475L) Principles of organismic environmental interactions in various marine habitats. Emphasis on marshes, estuaries, and coastal waters. Each student is required to give an oral presentation. Three lecture hours per week. F.
- 475L Marine Ecology Laboratory.** (1) (Coreq: MSCI 475) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. F.
- 476 Marine Plankton.** (3) (Prereq: MSCI 302) (Coreq: MSCI 476L) This course explores the structure and function of planktonic communities. The role of phytoplankton, zooplankton and bacteria are examined in detail. Concepts such as: mineral cycling, energy flow, predator/prey relationships, trophic interactions as well as spatial and temporal dynamics are investigated in lecture, discussion, and an integrated laboratory setting. Three lecture hours per week. S, odd years.
- 476L Marine Plankton Laboratory.** (1) (Coreq: MSCI 476) The laboratory will demonstrate the topics and principles presented in lecture. The laboratory consists of field studies conducted in estuarine and marine environments and may require weekend commitments. Three laboratory hours per week. S, odd years.

(Marine Science)

- 477 Ecology of Coral Reefs.** (3) (Prereq: permission of the instructor) Principles of organization, structure, productivity and biological diversity of coral reef ecosystem, with emphasis on their sensitivity and stability. Three-week Maymester field experience on a tropical coral reef plus preparatory meetings, assignments, and lectures during the previous spring semester. May.
- 478 Marine Invertebrate Zoology.** (3) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 478L) A comprehensive survey of the functional morphology, life history, ecology, and relationships between marine invertebrate taxa. Focus will be on the Porifera, Cnidaria, Ctenophora, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata, and invertebrate members of Chordata. Global issues related to invertebrates and their roles in food webs, fisheries, and aquaculture will also be discussed. Three lecture hours per week. F.
- 478L Marine Invertebrate Zoology Laboratory.** (1) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 478) The laboratory demonstrates the topics and principles presented in lecture. Field and laboratory activities will emphasize observational skills for analyses of the structural adaptations of live marine and estuarine invertebrates. Three laboratory hours per week. Some field trips may extend beyond the class period. F.
- 479 Marine Benthic Ecology.** (3) (Prereq: MSCI 302) (Coreq: MSCI 479L) This course presents a comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Ecological predation, cryptic coloration, diversity, benthic pelagic coupling and more. Three lecture hours per week. S, even years.
- 479L Marine Benthic Ecology Laboratory.** (1) (Coreq: MSCI 479) The laboratory demonstrates the topics and principles presented in lecture. The lab involves group work in the field and laboratory culminating with oral presentations at the end of the course. Three laboratory hours per week. S, even years.
- 487, 488, 489 Selected Topics in Marine Science.** (1-4) (Prereq: permission of the instructor) These topics are designed to allow the development of seminars and courses in special areas of marine science. Offered as needed.
- 495 Marine Environmental Issues.** (3) (Prereq: MSCI 301 or MSCI 302 or MSCI 304 or MSCI 305 or by permission of the instructor) (Coreq: MSCI 495L) Theoretical and applied approaches to present day environmental problems are presented and critically discussed. Emphasis is placed on the solutions and future impacts. Students are presented overviews of several environmental issues and will generate a comprehensive analysis of the associated technical, economic, social and political issues and proposed solutions. The class meets with several state and federal agencies involved in present day environmental issues providing students with exposure to "real world" applications. Each student will be required to give an oral presentation. Three lecture hours per week. Offered as needed.

(**Marine Science, Marketing**)

- 495L Marine Environmental Issues Laboratory.** (1) (Coreq: MSCI 495) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.
- 497 Q* Marine Science Senior Thesis.** (3) (Prereq: completion of the marine science core or permission of the department chair. A contract must be approved by the instructor and the department chair by the time of registration.) Each student plans and executes an original research project with guidance and supervision of a marine science faculty member. Results are presented in written and oral form. Senior thesis is strongly suggested for students intending to pursue graduate studies. No more than 6 total credit hours of MSCI 398, MSCI 399, MSCI 497, MSCI 498, and MSCI 499 may be used for major credit. F, S, Su.
- 498 Q* Research Internship.** (1-12) (Prereq: minimum cumulative GPA of 2.5 and at least one marine science course at the 300 level or above. A contract must be approved by the instructor/faculty coordinator, off-campus supervisor, and the department chair by the time of registration) Research experience related to marine science or a related field, as part of an approved internship with primary supervision by a non-faculty member. The student must complete a directed research project and a research paper or summary presentation as part of the internship. Requires a minimum of 50 hours of on-site, supervised, and evaluated student work experience per credit. The course may be taken for up to 12 credits, but no more than 6 total credits of MSCI 398, MSCI 399, MSCI 497, MSCI 498, and MSCI 499 may be used for major credit. F, S, Su.
- 499 Q* Directed Undergraduate Research.** (3-6) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Structured undergraduate research projects conducted with faculty direction and participation. Projects explore marine or related problems using the scientific method. One conference and no less than five laboratory or field research hours are expected per week. No more than 6 total credit hours of MSCI 398, MSCI 399, MSCI 497, MSCI 498, and MSCI 499 may be used for major credit. F, S, Su.

MARKETING (MKTG)

- 351 Consumer Market Analysis.** (3) (Prereq: A grade of 'C' or better in CBAD 350) A study of buying behavior, both consumer and industrial, and the marketing research process...includes psychological, social and economic influences on buying behavior, along with basic market research methods for analyzing those influences. F, S.
- 357 Marketing Research.** (3) (Prereq: A grade of 'C' or better in CBAD 291 and CBAD 350) Case problems and field projects in the application of marketing research methodology, topics include problem diagnosis, research design, questionnaire preparation, sampling plans, and the collection, analysis, and interpretation of data. F, S.

(Marketing)

- 450 Advertising.** (3) (Prereq: A grade of ‘C’ or better in CBAD 350, COMM 101, JOUR 201, HPRO 350, ARTD 201 or BSHA 305) This course provides a basic introduction to the planning and execution of advertising and promotion in the context of marketing goals and objectives. It offers a clear and comprehensive examination of the roles that marketing practitioners play from three perspectives including: 1) from a firm's marketing/advertising/ public relations department; 2) the firm's advertising agency of record, and 3) from the perspective of the media executives who provide the bridge from the company's products to its target audience via its selling propositions. It combines information from marketing communications, psychology, sociology, anthropology, and other social science research as it relates to the practice of advertising. F, S.
- 451 Retailing Management.** (3) (Prereq: A grade of ‘C’ or better in CBAD 350) Emphasizes the specific activities required of managing a retail outlet such as research, store location, organization, merchandise planning and management, promotion and advertising, pricing policies, and creating, integrating and controlling the retail strategy. S.
- 452 Social Media Marketing.** (3) (Prereq: CBAD 350) The course provides a thorough understanding of social media channels including social networking sites, online communities, forums, blogs, video-sharing sites, etc. Emphasis is placed on the use of these channels as part of an overall marketing communication strategy. Specific topics addressed include targeting online customers through social media channels, effectiveness of social media marketing, and evaluation methods. F, S.
- 453 Integrated Marketing Communications.** (3) (Prereq: A grade of ‘C’ or better in CBAD 350) The study of advertising and promotion from an integrated marketing communications perspective. Emphasis is given to advertising, sales promotion, direct marketing, personal selling, and public relations/ publicity. F.
- 454 International Marketing.** (3) (Prereq: A grade of ‘C’ or better in CBAD 350) The study of planning and conducting transactions across national borders for the purpose of satisfying a target market, including environmental factors such as law, politics, society, economy, and technology, as well as the development of international marketing strategy. S.
- 455 Personal Selling & Sales Management.** (3) (Prereq: A grade of ‘C’ or better in CBAD 350) The principles of salesmanship and their relationship to the management of a sales force in recruiting, selecting, training, compensating, controlling, evaluating, and motivating sales personnel. S.
- 458 Marketing Strategy.** (3) (Prereq: completion of CBAD 351 and CBAD 357) Analysis of case problems dealing with the development of strategies and plans for marketing consumer and industrial products. Topics include marketing organization, product, price, promotion, distribution, industry and sales forecasting and analysis of marketing costs. F, S.

(Marketing, Mathematics)

- 497 Marketing Internship.** (0-12) (Prereq: junior standing, minimum GPA of 2.5, and approval of the Director of the Wall Center for Excellence) The Marketing Internship is a supervised work experience within an organization's marketing function. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Marketing Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) business internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.

MATHEMATICS (MATH)

- 129L Introduction to College Algebra Laboratory.** (1) This course covers properties of real numbers, algebraic operations, linear equations and inequalities, introduction to functions and graphs. F, S.
- 130 College Algebra.** (3) (Prereq: Mathematics Placement Test) Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.
- 130I College Algebra Intensive Study.** (3) (Prereq: Mathematics Placement Test) Review of Intermediate Algebra, properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. F, S, Su.
- 131 Trigonometry.** (3) (Prereq: A grade of 'C' or better in MATH 130 or MATH 130I) Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S, Su.
- 132 Calculus for Business and Social Science.** (3) (Prereq: A grade of 'C' or better in MATH 130 or MATH 130I or Mathematics Placement Test) Limits, derivatives of algebraic, exponential, and logarithmic functions, curve sketching, applications to optimizing, and antidifferentiation. F, S, Su.
- 135 Precalculus.** (4) (Prereq: Mathematics Placement Test) Topics covered include complex numbers, concepts and properties of functions, inverse functions, right triangle trigonometry, proving trigonometric identities, solving trigonometric equations, properties and graphs of polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. F, S.

(Mathematics)

- 139 Basic Concepts of Contemporary Mathematics.** (4) (Prereq: MATH 129L with a passing grade or the Mathematics Placement Test) This course is designed for students not intending to take an advanced course in mathematics. Selected topics include set theory, logic, statistics, probability, and consumer mathematics, with emphasis on critical thinking and problem solving. F, S, Su.
- 159 Calculus Calisthenics.** (1) This course reviews the mathematics required in Calculus.
- 160 Calculus I.** (4) (Prereq: MATH 130 or MATH 130I and a grade of 'C' or better in MATH 131, or a grade of 'C' or better in MATH 135, or Mathematics Placement Test) Limits, continuity, differentiation and integration of algebraic and transcendental functions, applications of the derivative to curve sketching, optimization and related rates. F, S, Su.
- 161 Calculus II.** (4) (Prereq: A grade of 'C' or better in MATH 160) Applications of integration, techniques of integration, sequences and series, Taylor polynomials, and elementary differential equations.. F, S, Su.
- 173 Discrete Mathematics for Middle School Teachers.** (3) (Prereq: MATH 160) Develop the number systems used in mathematics, with special focus on discrete systems and fundamental ideas of number theory. Introduce the basic ideas of discrete mathematics: graphs, trees, combinatorics, and basic probability. S.
- 174 Introduction to Discrete Mathematics.** (3) (Prereq: A grade of 'C' or better in MATH 130 or MATH 130I) Set theory, logic divisibility, induction, combinatorics, relations, functions, graphs, digraphs, and Boolean algebra. F, S.
- 190 Freshman Seminar in Mathematics.** (1) Problems from various areas of mathematics will be discussed with emphasis placed on introducing students to mathematical ideas beyond computation. Writing in mathematics will also be covered. S.
- 201 Mathematics for Early Childhood and Elementary Education Majors I.** (3) (Prereq: A grade of 'C' or better in MATH 130 or the Mathematics Placement Test) Set theory, the meaning of number and the structure of the real number system, algorithms, elementary number theory, and problem solving. F, S, Su.
- 202 Mathematics for Early Childhood and Elementary Education Majors II.** (3) (Prereq: MATH 201) Informal geometry and basic concepts of algebra. Open only to students in early childhood and elementary education. F, S, Su.
- 205 Algebraic Thinking for Middle School Teachers.** (3) (Prereq: A grade of 'C' or better in MATH 160) An exploration into algebraic thinking for pre-service middle school students through connecting algebra to other areas of mathematics. Problem solving, matrix logic, recursive relationships, functions, statistics, proportional reasoning, geometry, and graphing will be examined. Graphing calculators will be used. F.

(Mathematics)

- 215 Introduction to Operations Research.** (3) (Prereq: A grade of 'C' or better in MATH 174) Introductory course in deterministic operations research, elementary linear algebra, the linear programming model and graphing, simplex and software methods of solution, duality and sensitivity analysis, transportation and assignment problems. Emphasis is on modeling and problem solving. S.
- 219 Problem Solving Strategies for Middle School Teachers.** (3) (Prereq: A grade of 'C' or better in MATH 160) Methods of problem solving used for middle school students. Includes pattern recognition, diagrams, matrix logic, and the study of special cases. Major emphasis on explanation and reflection of the problem solving process. S.
- 220 Mathematical Proofs and Problem Solving.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in MATH 160) (Coreq: MATH 161) Detailed investigation of the methods of mathematical proof: direct, indirect, induction, contradiction, case analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and problem solving. S.
- 242 Modeling for Scientists I.** (3) (Writing Intensive) (Computer Usage) (Prereq: A grade of 'C' or better in MATH 160) (Coreq: MATH 242L) The class is designed to introduce students to concepts in mathematical modeling and scientific computing. The course is project based, and Computer Software will be used extensively to implement models, solve problems, and visualize results. Topics include counting by enumeration, population dynamics, Newton's method for finding roots of equations, and fractal generation. F, S.
- 242L Modeling for Scientists I Laboratory.** (1) (Coreq: MATH 242) Students are introduced to using a computer modeling software package. Lab assignments help students utilize software to implement models, solve problems, and visualize results. F, S.
- 260 Calculus III.** (4) (Prereq: A grade of 'C' or better in MATH 161) Lines, planes and surfaces in space; spherical and cylindrical coordinate systems; vector valued functions; differentiation of functions of several variables; multiple integration and applications; topics in vector analysis. F, S.
- 307 Combinatorics.** (3) (Prereq: A grade of 'C' or better in MATH 220 or MATH 174) This course covers the basics of combinatorics: enumeration, recurrence, generating functions, as well as some applications to probability. S, odd years.
- 308 Graph Theory.** (3) (Prereq: A grade of 'C' or better in MATH 220 or MATH 174) This course will introduce students to the basic concepts and applications of graph theory. This will be achieved via examples, algorithms and proofs. F, odd years.

(Mathematics)

- 320 Elementary Differential Equations.** (3) (Prereq: A grade of 'C' or better in MATH 161) This course represents a systematic introduction to ordinary differential equations. Topics may include first order equations, linear equations with constant coefficients, techniques for higher order equations, variation of parameter, systems of equations, and numerical solutions. F, S.
- 329 Introduction to Financial Mathematics.** (3) (Prereq: MATH 161) Required for a minor. This course aims to introduce students to three major areas of mathematical finance that all have an enormous impact on the way modern financial markets operate. In particular, two Nobel Prize winning theories: Black-Scholes' arbitrage pricing of options and other derivative securities, and Markowitz portfolio optimization theory and the Capital Asset Pricing Model. Time permitting students will study interest rates and their term structures. F.
- 330 Geometry for Middle School.** (3) (Prereq: MATH 160) Geometry taught from varying viewpoints. Includes basic geometric topics, taxicab geometry, and proof by pictures, and compass and straightedge constructions. May include a component involving technology. Other topics which may be covered include convex sets and the geometry of transformations. F.
- 331 Foundation of Geometry.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in MATH 220 or permission of the instructor) A rigorous development of Euclidean and Non-Euclidean geometries. May additionally cover the Theory of Isometries. F, even years.
- 332 Modern Geometry.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in MATH 220) Projective geometry, theorem of Desargues and Pappus, transformations, convexity, and topology. Offered as needed.
- 342 Modeling for Scientist II.** (3) (Prereq: A grade of 'C' or better in MATH 320 and MATH 242) (Coreq: MATH 342L) This course is a continuation of Math 242 and will continue to develop student's ability to use mathematical modeling and scientific computing to solve real world problems. This course is project based and will extensively use computer software. F.
- 342L Modeling for Scientist II Laboratory.** (1) (Prereq: A grade of 'C' or better in MATH 320 and MATH 242L) (Coreq: MATH 342) Students continue developing their skills with a computer modeling software package. Lab assignments help students utilize software to implement models, solve problems, and visualize results. F.
- 344 Linear Algebra.** (3) (Prereq: A grade of 'C' or better in MATH 161) Vector spaces, linear transformations, matrices, systems of equations, determinants, eigenvectors and eigenvalues. F, S.
- 348 Rubik's Cube Mathematics.** (3) (Prereq: MATH 161) This course introduces the tools of mathematical logic and group theory, and uses them to solve mathematical puzzles including the Rubik's cube. F, even years.

(Mathematics)

- 349 Nonlinear Dynamics with Applications.** (3) (Prereq: A grade of 'C' or better in MATH 320) (Coreq: MATH 161) The basics of linear and non-linear difference equations and their relationship to linear and non-linear differential equations. Stability for first order equations and an introduction to chaos theory. Phase plane analysis, cobweb diagrams, and time series analysis. Emphasis on applications to real life scientific data. Offered as needed.
- 396 Independent Study with Computational Emphasis.** (3) (Prereq: MATH 242 or CSCI 140) (Coreq: BIOL 420) Directed study of specific topics related to mathematics and computation. This course may be repeated provided it is on a different topic. F, S.
- 399 Independent Study/Internship.** (1-4) (Prereq: A contract must be approved by the instructor and the department chair by the time of registration) Directed study of specific topics or supervised work as part of an approved internship. F, S, Su.
- 403 Actuarial Science Exam Preparation.** (1) (=CBAD 403) (Coreq: STAT 412) This course serves as a testing and preparation opportunity for students planning to sit for the Society of Actuaries exam P/1. Offered as needed.
- 407 Coding Theory.** (3) (=CSCI 407) (Prereq: A grade of 'C' or better in MATH 344 or permission of the instructor) This course covers the issues involved in designing efficient codes, including error detection/correction. Topics to be covered include distance, nearest neighbor decoding, hamming codes and linear codes. Other topics which may be covered are Golay codes, Reed-Muller codes, cyclic codes, and spherical codes. S, even years.
- 408 Cryptography.** (3) (=CSCI 408) (Prereq: A grade of 'C' or better in MATH 220 or MATH 174) This course introduces students to the fundamentals of cryptography and cryptanalysis, primarily focusing on data encryption and decryption. Topics will include: modular arithmetic, classical encryption schemes, modern encryption schemes, password security, and digital signatures, secret sharing. F, even years.
- 434 Elements of General Topology.** (3) (Prereq: A grade of 'C' or better in MATH 220) Properties of sets, functions, spaces, maps, separation axioms, compactness, convergence, connectedness, metric spaces, and compactification. F, odd years.
- 446 Abstract Algebra.** (3) (Prereq: A grade of 'C' or better in MATH 220 and MATH 344) Fundamental properties of groups, rings, and fields. S.
- 446L Abstract Algebra Laboratory.** (1) (Coreq: Math 446) This laboratory uses GAP (Groups, Algorithms and Programming) software to explore the concepts introduced and developed in Math 446. S.
- 450 Advanced Calculus I.** (3) (Prereq: A grade of 'C' or better in MATH 220 and MATH 260) This course covers the theory behind most of the concepts introduced in an introductory calculus course. Topics covered include the Completeness axiom and the theory of sequences, continuity, differentiation, and integration of functions of one variable. F.

(Mathematics, Music)

- 452 Complex Variables.** (3) (Prereq: A grade of ‘C’ or better in MATH 260) Complex numbers and functions (trigonometric, exponential, logarithmic, hyperbolic, inverse, analytic, and harmonic), and complex limits, continuity, differentiation, integration, sequences and series. F, even years.
- 454 Advanced Calculus II.** (3) (Prereq: A grade of ‘C’ or better in MATH 450) This course is a continuation of Math 450. Topics covered include infinite series, sequences and series of functions, continuity and convergence in n-dimensional euclidean space. Selected topics from Taylor series and differentiation of functions of more than one variable will also be covered at the discretion of the instructor. S.
- 460 Numerical Calculus.** (3) (Prereq: Working knowledge of Matlab or a programming language) (Coreq: MATH 344) Introduction to numerical methods of interpolation, polynomial approximation, solving equations in one variable, solving linear systems of equations, numerical differentiation, numerical integration and error analysis. S.
- 465 Applied Mathematics I.** (3) (Prereq: A grade of ‘C’ or better in MATH 320 and MATH 242) Orthogonal sets of functions and the Sturm-Liouville eigenvalue problem; Fourier series and integrals, and solution of partial differential equations by separation of variables; boundary value problems in polar, cylindrical, and spherical coordinate systems, Bessel functions. F, odd years.
- 490 Seminar in Mathematics.** (3) (Writing Intensive) (Prereq: completion of 21 hours in mathematics in courses numbered 150 or above) This is a course on communicating mathematics. Students will be expected to explore mathematical ideas with a faculty mentor, and present these ideas to an audience of faculty and students. F. F.
- 499 Directed Undergraduate Research.** (1-3) Topics in pure and applied Mathematics and/or selected to meet current faculty and student interest. F, S, Su.

MUSIC (MUS)

A description of Applied Music courses follows the course descriptions of all other music courses.

- 100 Recital Class.** (0) Required attendance for all students enrolled in applied lessons. Attendance and participation in student performances, recitals, and seminars. Graded S or U.
- 110 Introduction to Music.** (3) A course open to all students who are interested in gaining a comprehensive appreciation of music through intelligent listening. Representative masterpieces of the various periods of musical composition are studied. Emphasis on correlation of music to other arts. No previous study of music is required. F, S.

(Music)

- 115 Concepts and Elements of Music Theory.** (3) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 171 or successful completion of entry examination) (Coreq: MUS 117 and MUS 172) This course is designed to study basic concepts of counterpoint and phrase structure, including simple embellishments of melodic lines, use of primary triads in phrases and an introduction to voice leading. F.
- 116 Principles of Harmony and Voice Leading.** (3) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 115) (Coreq: MUS 118 and MUS 173) This course is designed to study both basic and advanced phrase structure, including chord progressions, advanced embellishments of melodic lines and voice leading techniques. S.
- 117 Ear Training and Sight Singing I.** (1) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 171 or successful completion of entry examination) (Coreq: MUS 115 and MUS 172) Intermediate musicianship skills include sight-singing, melodic dictation, simple harmonic dictation, common rhythmic patterns in simple and compound meters, introduction to C-clefs reading. F.
- 118 Ear Training and Sight Singing II.** (1) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 117) (Coreq: MUS 116 and MUS 173) This is a continuation of musicianship skills, incorporating hearing and singing all diatonic chords, 2-part dictations and simple harmonic dictation, and additional C-clef reading. S.
- 119 Introduction to Music Technology.** (2) (Restricted to music majors, minor, or permission of the instructor) This course provides an introduction to technology for musicians, including music notation software, simple recording technology, web-based music resources and music business issues. F, S.
- 124A Symphonic Band.** (0-1) Study, rehearsal and performance of wind band music written for large instrumental ensembles. Includes several performances and concerts. Emphasis on attaining high musical standards. Up to three credit hours can be counted for core credit. F, S.
- 124C Marching Band Auxiliaries.** (1) Marching Band Auxiliaries include the dancers, twirlers, & colorguard components of the university band program. Course is open to all majors. F.
- 124D Drumline.** (1) Examination of percussion performing techniques in an ensemble setting. Students participate in a drumline setting on percussion instruments. This is an ensemble experience designed to allow prospective teachers and performers to implement proper techniques used in school bands and professional performance.

(Music)

- 124E Percussion Ensemble.** (0-1) The CCU Percussion Ensemble provides the opportunity for students to perform both classic and contemporary literature for percussion ensemble, with an emphasis on achieving high musical standards. The class is open to both percussion majors and non-percussion majors (by audition only). Members of the class will perform in ensembles of various size from duos to large percussion orchestras of ten to fifteen players. F, S.
- 124F University Flute Choir.** (1) University Flute Choir is designed for flutists, majors and non-majors, who desire experience in chamber ensemble performing. Weekly rehearsals will lead to at least two public performances throughout the semester.
- 124M Marching Band.** (1) Marching Band serves as a creative and performing outlet for university students. Additionally, music education majors gain valuable pedagogical experience.
- 124P Band/Pep.** (0-1) (Prereq: The equivalent of three years of high school ensemble playing plus audition and/or permission of the instructor) Rehearsal and performance of typical pep band music, with required participation in off-campus and on-campus events including athletics and public relations events. Open to all qualified students at Coastal Carolina University and all qualified members of the local community. May be repeated; students should check with their major department regarding applicable degree credit. F, S.
- 124S World Percussion.** (0-1) This course is designed to provide an opportunity for students to study and perform music of various cultures from around the world. Over the course of the semester students will analyze and discuss aspects of traditional performance practice as well as receive hands on training playing non-western percussion instruments. Each semester the class will give several public performances, both on and off campus, with an emphasis on achieving high musical standards. F, S.
- 124W The Coastal Winds.** (1) (Prereq: Audition and permission of the instructor) The Coastal Winds is a small group of wind and percussion instrumentalists selected by audition and is open to students in any major. The course focuses on rehearsal and study of a full variety of wind band music for smaller ensemble culminating in students having their work in public performances. This course may be repeated for credit.
- 125 Coastal Carolina Concert Choir.** (0-1) A mixed choral ensemble that is open to any CCU student without an audition. This group gives four major concerts each year as part of the CCU Department of Music concert series. They perform varied and challenging repertoire that is representative of all styles of western music history, with an intentional effort to incorporate music of living American composers. A major work for chorus and orchestra or instrumental ensemble is presented each year, and collaborative projects/concerts with other choral ensembles are actively solicited. Up to three credit hours can be counted for core credit. Course may be taken for 0-1 credit hours. F, S.

(Music)

- 125C Coastal Carolina Chamber Choir.** (0-1) Coastal Carolina Chamber Choir is a select mixed choral ensemble that is open to any Coastal Carolina student upon successful completion of an audition. This group serves as the choral ambassadors for the Coastal Carolina music department, maintaining an active performance schedule and participating each spring in a recruitment tour in conjunction with the Coastal Carolina Concert Choir and Symphonic Band. They perform repertoire of all styles and periods that is appropriate for a chamber choir, with emphasis placed on a cappella music from the Renaissance period. Students who are selected for Chamber Choir are encouraged to also participate in Concert Choir, and priority for membership is given to students who can commit to participate for the entire academic year. Up to three credit hours can be counted for core credit. Course may be taken for 0-1 credit hours. F, S.
- 126 University Orchestra.** (1) (Prereq: permission of the instructor) A course consisting of rehearsals and performances with the Long Bay Symphonic Society, playing standard orchestral literature with a renowned conductor. May be repeated; students should check with their major department regarding applicable degree credit.
- 129 University Gospel Choir.** (1) A course offering students an opportunity to learn gospel music and to sing at gospel gatherings across the state. May be repeated; students should check with their major department regarding applicable degree credit.
- 130 Ensemble.** (1) (Prereq: Performing ability in the applied music area concerned) The study and performance of literature, and/or ensemble works for piano, organ, voice, strings, woodwinds, and brasses. Two class meetings per week. May be repeated; students should check with their major department regarding applicable degree credit. F, S.
- 130B Bass Ensemble.** (1) (Prereq: Proficiency in playing bass and reading bass clef and permission of the instructor) An ensemble dedicated to the electric bass, and the upright bass. Focus is on creating basslines, chordal accompaniment, and soloing, all in the context of a chamber ensemble. Jazz, Rock, Classical, and other styles of music will be arranged to suit this instrumentation.
- 130C Pop 101.** (1) (Prereq: individual audition) A contemporary music ensemble dedicated to performing popular music styles since 1950's with an emphasis on Rock and Roll. May be repeated for credit; students should check with their major departments regarding applicable degree credit.
- 130O Opera Scenes.** (1) (Prereq: permission of the instructor) The study of elements and techniques used to perform operatic, musical theater and acting scenes for the actor. Students will develop performance skills by emphasizing the portrayals of simple and complex emotions, character development, solo and ensemble performance, music and dialogue analysis, and body awareness. The course will culminate in a public presentation of the class work. F, S.

(Music)

- 130P Ensemble-Piano Accompaniment.** (1) (Prereq: Piano performance ability and permission of the instructor) The study and performance of solo and ensemble works with piano accompaniments, including works for voice, strings, woodwinds, brasses, etc. Two meetings per week. Times to be arranged. May be repeated; students should check with their major department regarding applicable degree credit.
- 134 Jazz After Hours.** (0-1) (Prereq: Audition and/or permission of the instructor) Rehearsal and performance of jazz and dance band music, with possible participation in off-campus and on-campus events. Open to all qualified students at Coastal Carolina University and all qualified members of the local community. Up to three credit hours can be counted for core credit. F, S.
- 135 English Diction for Singers.** (1) (Restricted to music majors and music minors) A study of pronunciation in the English language as applied to singing using phonetics and the International Phonetic Alphabet. F.
- 136 Italian Diction for Singers.** (1) (Prereq: MUS 135) A study of pronunciation and basic dictionary translation skills in the Italian language as applied to singing using phonetics and the International Phonetic Alphabet. F.
- 137 German Diction for Singers.** (1) (Prereq: MUS 136) A study of pronunciation and basic dictionary translation skills in the German language as applied to singing using phonetics and the International Phonetic Alphabet. S.
- 138 French Diction for Singers.** (1) (Prereq: MUS 137) A study of pronunciation and basic dictionary translation skills in the French language as applied to singing using phonetics and the International Phonetic Alphabet. S.
- 167 Class Guitar I.** (2) This class is designed for non-major beginning guitar students who are interested in incorporating active musical participation into their daily life experience. Students will develop competency in functional acoustic guitar techniques, basic music theory fundamentals, and the use of the guitar as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. F.
- 168 Class Guitar II.** (2) (Prereq: MUS 167 or permission of the instructor) This course is a continuation of Music 167, and it is designed to help students develop increased competency in acoustical guitar techniques. Students will develop musicianship through the use of the guitar as a solo instrument and as an accompaniment to the voice. Students are responsible for providing their own acoustic or classical guitar. S.
- 170 Basic Musicianship I.** (2) (Restricted to music majors, minors, musical theatre majors, or permission of the instructor) This course is designed primarily to serve music majors and minors through the study of the foundations of music fundamentals, aural training and sight singing. F.

(Music)

- 171 Basic Musicianship II.** (2) (Restricted to music majors, minors, musical theatre majors or permission of the instructor) (Prereq: MUS 170) This course is designed primarily to serve music majors and minors through the continued study of the foundations of music fundamentals, aural training and sight singing. S.
- 172 Class Piano I.** (1) (Coreq: MUS 115 and MUS 117, or permission of the instructor) The first course in a four-course sequence that leads to successful completion of the music departmental piano proficiency requirement. Offered in a multi-keyboard lab for students pursuing a major or minor in music. This course will emphasize the development of functional keyboard techniques, which work in tandem with Music Theory and Ear Training, in fostering solid, basic musicianship skills. F.
- 173 Class Piano II.** (1) (Prereq: MUS 172, MUS 115, and MUS 117; or permission of the instructor) (Coreq: MUS 116 and MUS 118, or permission of the instructor) The second course in a four-course sequence that leads to successful completion of the music departmental piano proficiency requirement. Offered in a multi-keyboard lab for students pursuing a major or minor in music. This course will emphasize the development of functional keyboard techniques, which work in tandem with Music Theory and Ear Training, in fostering solid, basic musicianship skills. S.
- 207 Introduction to World Music.** (3) This course introduces the fundamentals of music to the non-music major through a survey of world music traditions. Music making within specific cultural settings that give context and meaning to performance will be examined. This course draws upon the broad interdisciplinary field of ethnomusicology, which provides insights into music's role as a rich form of human creative expression. Experience in music is not required. F, S.
- 215 Chromatic Harmony and Modulation.** (3) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 116) (Coreq: MUS 217 and MUS 272) This course is designed to study the uses and techniques of chromatic harmonic devices and principles of modulation. F.
- 216 Musical Structures.** (3) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 215) (Coreq: MUS 218 and MUS 273) This course is designed to study the structure of Classical musical forms, as well as the principles of 20th-century styles. Forms studied include binary and ternary forms, sonata form, rondo form and a variety of 20th-century techniques through analysis of characteristic works. S.
- 217 Ear Training and Sight Singing III.** (1) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 118) (Coreq: MUS 215 and MUS 272) This is a continuation of musicianship skills, incorporating hearing and singing basic chromaticism in melodies, chords and modulations, 2-part dictations of increasing complexity, and additional C-clef reading. F.

(Music)

- 218 Ear Training and Sight Singing IV.** (1) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUS 217) (Coreq: MUS 216 and MUS 273) This is a continuation of advanced musicianship skills, incorporating hearing and singing complex chromaticism, some modality and some modern elements in melodies, chords and modulations, 2-part dictations of increasing complexity, and additional C-clef reading. S.
- 253, 254 History of Western Music I, II.** (3 each) (Prereq: for MUS 253, at least two semesters of college-level music theory. MUS 253 is prerequisite to MUS 254.) A study of music and its place in Western civilization from the Middle Ages to the Baroque (first semester) and from the Eighteenth Century to the Twentieth Century (second semester).
- 257 American Popular Music.** (3) A survey of American popular music from the 19th Century to the present. This music is explored regarding its musical characteristics, its relationship to the European classical tradition, and where appropriate, its role as social commentary. F.
- 258 Jazz and the American Experience.** (3) This course explores the development of jazz music in the 20th century and its relationship to the American experience. Students will develop an understanding and appreciation of the art of jazz, learn to recognize various styles of music, and become aware of the significance of innovative figures such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and others. Students in this class will make connections between jazz itself and the culture that gave birth to and shaped this unique American art form. S.
- 272 Class Piano III.** (1) (Prereq: MUS 173, MUS 116, and MUS 118; or permission of the instructor) (Coreq: MUS 215 and MUS 217, or permission of the instructor) The third course in a four-course sequence that leads to successful completion of the music departmental piano proficiency requirement. Offered in a multi-keyboard lab for students pursuing a major or minor in music. This course will emphasize the development of functional keyboard techniques, which work in tandem with Music Theory and Ear Training, in fostering solid, basic musicianship skills. F.
- 273 Class Piano IV.** (1) (Prereq: MUS 272, MUS 215, and MUS 217; or permission of the instructor) (Coreq: MUS 216 and MUS 218, or permission of the instructor) The final course in a four-course sequence that leads to successful completion of the music departmental piano proficiency requirement. Offered in a multi-keyboard lab for students pursuing a major or minor in music. This course will emphasize the development of functional keyboard techniques, which work in tandem with Music Theory and Ear Training, in fostering solid, basic musicianship skills. S.

(Music)

- 275** **Advanced Class Piano.** (2) (Prereq: MUS 171 or permission of the instructor) A continuation of piano skills from MUS 171, designed for more intensive development of basic keyboard skills. Emphasis on the continued development of reading skills and performance from memory, reading of open instrumental and choral scores, reading of various combinations of clefs and transposing/non-transposing instruments, playing of dominant 7th and diminished 7th arpeggios, performance of vocal/instrumental accompaniments and the transposition of grand staff notation to different keys. F, S.
- 300** **Junior Recital.** (0) Minimum 30-minute solo recital. Repertoire to be selected in consultation with applied teacher.
- 333** **Conducting and Score Reading.** (2) (Prereq: two semesters of college level music theory) Application of basic conducting techniques requisite for expressing style, patterns, dynamics and tempi; analysis of conductor's score and rehearsal practices common to both choral and instrumental music.
- 334** **Choral Conducting.** (2) (Prereq: MUS 333) A study of the problems and techniques of choral conducting, principles of group tone production, and interpretive factors involved. Practical experience with college music organizations.
- 334B** **Instrumental Conducting.** (2) A study of the problems and techniques of instrumental conducting, principles of group tone production, and interpretive factors involved. Practical experience with college music organizations.
- 339** **Applied Instrumental Literature and Pedagogy.** (3) (Prereq: Successful completion of Sophomore Barrier Jury or permission of the instructor) A survey of the solo literature, methods, and concepts needed to teach applied instruments. Each section will cover a single instrument or family of instruments. May be repeated for credit for different instruments. The different sections are: MUS 339A Flute, MUS 339B Oboe, MUS 339C Clarinet, MUS 339D Bassoon, MUS 339E Trumpet, MUS 339F Horn, MUS 339G Low Brass, MUS 339H Percussion, MUS 339I Guitar, MUS 339J Bass, MUS 339K Violin, MUS 339L Viola, MUS 339M Cello, and MUS 339N Saxophone. The course may be repeatable for credit on different instruments for up to 12 credit hours. F, S.
- 343** **American Music Traditions.** (3) (Restricted to music majors) (Prereq: MUS 116 and MUS 118) This survey course in American music examines historical and present-day oral and written music traditions in the United States. Study of secular and sacred music of folk and ethnic, popular, and art music traditions. F.

(Music)

- 345 World Music Traditions.** (3) (Restricted to music majors) (Prereq: MUS 116 and MUS 118) This survey course in music traditions of the world examines diverse oral and written traditions using ethnomusicological perspectives through assigned readings, audio and video recordings, and music performance. Examination of ways music is created, performed, understood, and consumed as expressions, interpretations, and rejections of the cultures within which they emerge allow students to gain a more profound understanding of the role of music in their own lives and in the lives of cultural “Others.” S.
- 386 20th Century Music Theory.** (3) A survey course intended to acquaint the students with the changes in music's language and vocabulary that occurred during the twentieth century. Starting with the increased chromaticism of the later nineteenth century, the course will explore th1e changes in harmony, melody, rhythm, and form found in representative European and American composers.
- 387 Basic Studies in Composition.** (2) (Prereq: permission of the instructor) This is the study of writing basic elements of the tonal style. Emphasis will be on construction of melody, accompaniment figures, harmonies and simple forms, using models and examples from western art music. F, S.
- 399 Independent Study.** (1-3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credits under different topics. F, S.
- 400 Senior Recital.** (0) Minimum 45-minute solo recital. Repertoire to be selected in consultation with applied teacher.
- 414 Piano Literature.** (3) (Prereq: permission of the instructor) Study of evolution and development of the instrument and its effects upon the repertoire illustrated by the major works of the various periods of piano composition. F.
- 415 Piano Pedagogy Internship.** (1) (Prereq: junior level and permission of the instructor) (Coreq: MUS 416) Piano Pedagogy and its application to the beginning piano student. Directed teaching of individual and group lessons.
- 416 Elementary Piano Pedagogy.** (3) (Prereq: permission of the instructor) Introduction to basic concepts, techniques, and materials for teaching elementary piano and intermediate piano. S.

(Music, Applied Music)

- 420 Orchestration and Arranging.** (2) (Technology Intensive) To be able to write functional arrangements using current technology, with emphasis on the needs of the typical public school choral and instrumental ensemble. This course will introduce students to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging will be covered as will the practical rearranging which is always required of school and church music directors (i.e. the CCU choir has no tenors at present). The aim is to give students the practical musical skill and technical knowledge needed to produce clean and correct scores and parts for performances by wind, brass, string, vocal, jazz, rock, and mixed ensembles.
- 434 Vocal Literature.** (3) (Prereq: junior level and permission of the instructor) A survey of solo literature for voice from the seventeenth century to the present.
- 435 Vocal Pedagogy Internship.** (1) (Prereq: junior level and permission of the instructor) (Coreq: MUED 336) Study of the voice production, quality, classification, registration, range, anatomy and physiology. Directed teaching of individual lessons and ensemble rehearsals.
- 436 Elementary Voice Pedagogy.** (3) (Prereq: junior level and permission of the instructor) (Coreq: MUED 335) Introduction to basic concepts, techniques, and materials for teaching elementary and intermediate voice.
- 453 Music and Musicians Since 1900.** (3) A study of the impact of western music and musicians on contemporary American and European Life. Special attention will be paid to the increasing role of women in composition and performance of music.
- 498 Senior Project.** (3) (Restricted to music majors) (Prereq: senior standing) The Senior Project is a capstone project, typically a music composition, a research paper, analysis paper, recording project or other project required of those students seeking a B.A. in Music with emphasis in General Studies. One faculty member should serve as the project adviser.

APPLIED MUSIC (1-2 credit hours each) (Coreq: MUS 100)

Piano	MUS 101
Organ.....	MUS 102
Percussion	MUS 101B
Voice.....	MUS 103
String Instruments (Violin, Guitar, Cello, Bass).....	MUS 104
Woodwind Instruments (Flute, Clarinet, Oboe, Saxophone).....	MUS 105
Brass Instruments (Trumpet, Trombone, French Horn, Euphonium, Tuba)	MUS 106

(Applied Music, Music Commercial/Jazz)

APPLIED MUSIC (2 credit hours each) (Coreq: MUS 100)

Piano	MUS 111, 112, 211, 212, 311, 312, 411, 412
Organ.....	MUS 121, 122, 221, 222, 321, 322, 421, 422
Voice.....	MUS 131, 132, 231, 232, 331, 332, 431, 432
String Instruments.....	MUS 141, 142, 241, 242, 341, 342, 441, 442
Woodwind Instruments	
(Flute, Clarinet).....	MUS 151, 152, 251, 252, 351, 352, 451, 452
Brass Instruments	
(Trumpet, Trombone, French Horn)	MUS 161, 162, 261, 262, 361, 362, 461, 462

MUSIC COMMERCIAL/JAZZ (MCJ)

- 310 Careers in Music.** (2) A course open to all musicians who are considering a career in the music business. Course surveys many of the professional, performance, and educational options, as well as offers an overview of music publishing, copyright law, and the recording industry. F.
- 381 Improvisation and Jazz/Pop Theory.** (3) (Prereq: MUS 116 and MUS 118) A course open to all musicians interested in improvising in a jazz or popular music context. Course includes an introduction to jazz/pop chord symbols, modes, chord-scale relationships, rhythmic styles, and basic repertoire associated with the jazz performance tradition. Additional components include voice-leading, transcription and analysis, self-transcription and analysis, formal structures, and repertoire building (a tune list). F.
- 382 Commercial Performance Styles.** (2) (Prereq: Successfully pass the Sophomore Barrier) A course open to all students interested in a career in commercial music. Course focuses on performing various commercial styles required of the contemporary 'gigging' musician in an historical context and building a repertoire of style specific songs. S.
- 385 Improvisation and Jazz/Pop Theory II.** (3) (Prereq: MCJ 381, MUS 116, and MUS 118) A course open to all musicians interested in continuing studies in improvising in a jazz or popular music context. Course includes study in jazz/pop harmony and forms, voice-leading, modal theory, advanced improvisational approaches, and intermediate/advanced repertoire associated with the jazz performance tradition. S.
- 391 Recording Technology I.** (3) This course provides an introduction to the fundamentals of audio recording, including traditional analog techniques as well as digital hard-disk recording. Topics covered will be: (1) DAW (digital audio workstation) function; (2) microphone placement; (3) mixing principles; (4) production concepts; (5) project workflow; and (6) implementation of basic MIDI principles utilizing hardware and software (virtual instruments). S.

(Music Commercial/Jazz, Music Education)

- 392 Recording Technology II.** (3) (Prereq: MCJ 391 or permission of the instructor after evaluation) A continuation of MCJ 391. Advanced DAW (digital audio workstation) operation, emphasizing keyboard shortcuts, with emphasis on a more comprehensive study of production workflow, including multi-track recording and mixing. A comprehensive view of professional recording will be provided by (1) location/mobile recording projects (individual and group); (2) field trips to local studios; and (3) guest lecturers. F, odd years.
- 421 Contemporary Jazz/Commercial Arranging.** (3) (Prereq: MUS 216 and MUS 218) A course open to all students interested in arranging for small jazz and commercial ensembles. This includes study in instrumental and technical information, melodic and harmonic development, musical density, ensemble combinations, and arranging styles. Preparation of arrangements for studio use and live performance is also included. S.

MUSIC EDUCATION (MUED)

- 101 Introduction to Music Education.** (1) (Restricted to music majors in the teacher preparation concentration) This course is designed to serve freshman music education majors by providing students with an overview of the field of music education. Students can assess their career choice and structure their own professional development plan by taking this course at the beginning of the music education sequence. Includes an introduction to teaching techniques for music at all levels (K-12) through observations of school music programs. F.
- 163 Diction I.** (2) Introduction to International Phonetic Alphabet and to the basic fundamentals of enunciation and articulation in singing English, Latin, Italian, German, and French.
- 164 Diction II.** (2) (Prereq: MUED 163) Continuation of Music Education 163.
- 165, 166 Class Voice I, II.** (2 each) (Prereq: for MUED 165, permission of the instructor. MUED 165 or permission of the instructor is prerequisite to MUED 166) Elementary course in singing in which both group and individual techniques are employed. Emphasis on the study of voice production and principles of singing. Two class meetings per week. MUED 165 F., MUED 166 S.
- 171 English Diction and Literature for Singers.** (2) (Restricted to music majors, minors, or permission of the instructor) This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing standard English through the study and use of the international phonetic alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the standard English vocal literature. F.

(Music Education)

- 172 Italian Diction and Literature for Singers.** (2) (Restricted to music majors, minors, or permission of the instructor) This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in Italian and liturgical Latin through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical Italian vocal literature. S.
- 200 Mid-Program Review.** (0) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUS 216, MUS 218, MUS 273, MUS 333, 4 semesters of applied lessons, and 4 semesters of ensembles) (Coreq: concurrent enrollment in MUED 292) Diagnostic and advisory review of student work, skills, and dispositions upon completion of 60 semester credit hours. This benchmark assessment tool assesses student progress in music performance (primary instrument and ensembles) and keyboard, aural, and sight-reading skills prior to entering upper division courses in the teacher preparation track. Pass/Fail grading only. S.
- 237 Choral Techniques for Instrumentalists.** (2) (Prereq: MUS 216 and MUS 218) Rehearsal techniques, repertoire, and administration of secondary (middle and high school) choral programs. Includes mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Field work is required. Two contact hours. F.
- 245 Brass and Wind Techniques for Vocalists.** (2) (Restricted to music majors in the teacher preparation concentration) This course is designed for undergraduate music majors in the teacher preparation track who are vocal majors to prepare them for teaching secondary students in the instrumental classroom. They will study and practice instrumental rehearsal techniques and strategies, lesson planning, evaluative procedures, and standard instrumental repertoire. S.
- 271 German Diction and Literature for Singers.** (2) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUED 172) This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in German through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical German vocal literature. F.

(Music Education)

- 272 French Diction and Literature for Singers.** (2) (Restricted to music majors, minors, or permission of the instructor) (Prereq: MUED 271) This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in French through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical French vocal literature. S.
- 292 Fundamentals of String Instruments.** (1) (Restricted to music majors in the teacher preparation concentration) The primary objective of this class is to give students who will eventually be teaching string players a general working knowledge of the string family of instruments. Students will have hands-on experience playing each of the instruments and will be presented with concise information regarding every facet of string playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the string instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her string students. S.
- 310 Musicianship Pedagogy for Music Educators.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUS 216 and MUS 218) This course is the study and practical application of historical pedagogic systems for teaching melody, rhythm, form, and harmony to children in group instructional settings using moveable-do tonic solfa and rhythm syllables. These pedagogic tools are taught through analysis and performance of music in small forms in diatonic, pentatonic, and modal systems. Rhythmic and melodic improvisation and composition within developmentally appropriate structural forms is emphasized. F.
- 313 Music Literature for Grades Pre-K to 5.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUS 216 and MUS 218) This course examines child development characteristics and developmentally appropriate music literature for teaching music to children in Grades Pre-Kindergarten through 5. Students are engaged in collecting, analyzing, classifying, and performing vocal repertoire – including non-English language songs – and listening examples appropriate for children ages 4 through 10. Special emphases are ethnically diverse songs and listening examples as well as developmentally appropriate ways of performing and teaching literature examined. F.

(Music Education)

- 321 Music Methods for Grades Pre-K to 2.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUED 310) This course examines contemporary music pedagogy for children ages Pre-Kindergarten through Grade 2. Students are engaged in the study and artistic application of developmentally appropriate goals, objectives, content and skills, repertoire, strategies, materials, and methods in a music literacy-based spiral curriculum. Learning styles, lesson plan designs, classroom management, and national and state music education standards relevant to Grades Pre-K to 2 music curricula are also examined. Students learn to play the soprano recorder and lap dulcimer. S.
- 353 Secondary General Music Methods.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUED 292) Examines the philosophy, techniques, and materials needed to teach a required general music course in middle and high school settings. The course emphasizes teaching skill development, musical characteristics, needs of early adolescents, & young adults, performance-based assessment, technology, classroom management, continued portfolio development, and field experiences at the upper two development levels. F.
- 354 Music for Young Children.** (3) Emphasis on such topics as the place of music in the education of young children, free and dramatic interpretation of music, listening and rhythmic activity, and rhythm instruments. Designed for students in early childhood and elementary education. Three meetings and one laboratory period each week. F, S.
- 391 Fundamentals of Brass Instruments.** (1) (Restricted to music majors in the teacher preparation concentration) The primary objective of this class is to give students who will be teaching brass players a general working knowledge of the brass family of instruments. Students will have hands-on experience playing each of the brass instruments and will be presented with concise information regarding every facet of brass playing. At the completion of this course, students will perform competently at the beginner level on each of the brass instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her brass students. F.
- 392 Fundamentals of Woodwind Instruments.** (1) (Restricted to music majors in the teacher preparation concentration) The primary objective of this class is to give students who will be teaching flute and single reed instruments a general working knowledge of the woodwind family of instruments. Students will have hands-on experience playing each of the woodwind instruments and will be presented with concise information regarding every facet of woodwind playing. At the completion of this course, students will perform competently at the beginner level on each of the woodwind instruments and will possess a strong working knowledge of the technical aspects of playing. S.

(Music Education)

- 421 Music Methods Grades 3 to 5.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUED 310 and MUED 321) This course examines contemporary music pedagogy for children in Grades 3 to 5. Students are engaged in the study and artistic application of developmentally appropriate goals, objectives, content and skills, repertoire, strategies, materials, and methods in a music literacy-based spiral curriculum. Learning styles, lesson plan designs, classroom management, and national and state music education standards relevant to Grades 3 to 5 music curricula are also examined. F.
- 437 Secondary Choral Methods.** (3) (Prereq: MUS 216 and MUS 218) Rehearsal techniques, repertoire, and administration of junior and senior high school choral groups. Includes mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Field work is required. Three contact hours. F.
- 443 Beginning Instrumental Music Methods.** (3) (Restricted to music majors in the teacher preparation concentration) (Prereq: MUED 292, MUED 391, MUED 392, and MUED 491) Examines issues related to the teaching of instrumental music. Special emphasis on program goals and curriculum development, instructional planning, and materials and techniques designed for teaching musical concepts in a performance class. This course will also acquaint the student with effective ways to develop, organize and maintain a successful instrumental program, based on a comprehensive instrumental music education model. F.
- 469A Applied Choral Literature.** (3) (Prereq: MUS333) This course is a comprehensive study of choral literature from all periods of western music history. There is an applied focus on repertoire appropriate for use in public school settings for beginning to advanced choirs of different ages and voicings, incorporating representative composers, compositional styles, programming, and score study and preparation. F, S.
- 469B Applied Wind Band Literature.** (3) (Prereq: MUS 333) This course is a comprehensive study of wind band literature with emphasis on historically significant works from the earliest beginnings to the present. There is an applied focus on graded works for beginning band to advanced repertoire, incorporating representative composers, compositional styles, programming, and score study and preparation. F, S.

(Music Education, New Media and Digital Culture)

- 491 Fundamentals of Percussion Instruments.** (1) (Restricted to music majors in the teacher preparation concentration) The primary objective of this class is to give students who will eventually be teaching percussion players a general working knowledge of the percussion family of instruments. Students will have hands-on experience playing both pitched and non-pitched percussion instruments. At the completion of this course, students will be able to perform competently at the beginner level on mallet, auxiliary, and snare drum percussion instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her percussion students. F.

NEW MEDIA AND DIGITAL CULTURE (NMDC)

- 231 Film, New Media and Culture.** (3) (=ENGL 231) (Prereq: ENGL 101) An introductory survey of the history, theory, and practice of new media that promotes the development of a critical interdisciplinary framework for approaching New Media studies. The texts and tools for the course build upon critical conversation in literature, art, history, film and media studies to analyze what is “new” about new media and how they compare with, transform, and remediate earlier media practices. The course promotes a hands-on, active engagement with digital technologies and texts as a means for analysis and critique of new media innovations in contemporary academic research.
- 331 Critical Approaches to New Media.** (3) (=ENGL 331) (Prereq: NMDC 231 or ENGL 231) This course introduces students to the criticism and theory defining the field of New Media studies. The class will explore some of the major historical, cultural, sociopolitical, and critical trends in this field.
- 431 New Media and Literature.** (3) (=ENGL 431) (Prereq: ENGL 101 and ENGL 102, or ENGL 211 and one other 200 level ENGL course) This class will explore the future (and past) of literature in the digital age. We will begin with some historical examples of hypertext, (that is, in its original meaning, text that goes “beyond” or “above” the limitations of the written word) from Heraclitus, Dante, early modern broadsides, Blake, and Woolf. The second part of the class will be dedicated to encounters with the literature and criticism of New Media. We will conclude with some pre-professional preparation designed to make English majors aware of the changing textual landscape of their discipline.

(Nursing)

NURSING (NUR)

- 301 Transition to Professional Nursing.** (3) (Prereq: admission to the BSN Completion Program) Overview of the historical aspects of professional nursing with emphasis on the development of nursing theories, nursing research, legal, ethical principles and their impact on current nursing practice. The role of communication and teaching/learning in nursing practice will be emphasized. Designed to develop the critical reading, thinking and writing skills necessary for a successful university-level study.
- 305 Health Assessment.** (3) (Prereq: admission to the BSN Completion Program) (Coreq: NUR 305L) Provides the knowledge to perform a comprehensive health assessment on adults and on overview of health assessment of special age groups. Emphasis is on identification of normal and abnormal findings with consideration for cultural and ethnic variations and developmental changes across the life span. Designed to develop critical thinking skills necessary to analyze assessment findings and apply to professional nursing practice.
- 305L Health Assessment Laboratory.** (2) (6 contact hours) (Prereq: admission to the BSN Completion Program) (Coreq: NUR 305) Provides the student with the opportunity to practice the concepts and skills used when conducting a comprehensive health assessment including a health history, systems review and a complete physical exam.
- 398 Special Topics in Nursing.** (3) (Prereq: permission of the instructor) This course is designed as a seminar that will focus on a specialty area of professional nursing practice. Examples may be: Multicultural Nursing, Oncology Nursing, Gerontology Nursing, Cardiopulmonary Nursing, and Hospice Nursing. May be repeated for credit with different topics. F, S.
- 399 Independent Study in Nursing.** (1-6) Students may select a special topic in nursing or a special area of practice in nursing that they wish to learn more about. The Faculty member most qualified will direct the independent study with the individual student. The student and the faculty member will jointly write the course objectives and the student learning outcomes for the course. A plan of study will be developed jointly and the method of evaluation will be determined by the faculty. Independent studies may be repeated as the topic changes. F, S, Su.
- 401 Transcultural Concepts in Nursing Care.** (3) This course is designed to introduce the students to transcultural nursing in health care today. Different cultural health and healing practices will be explored. Students will examine their own cultural health practices and compare these healing practices to other culture groups. Students will examine various ways in which transcultural nursing facilitates nurses' knowledge and skill in communicating with and caring for people from diverse cultures. May be repeated. F, S.

(Nursing)

- 408 Primary Nursing Across the Life Span.** (3) (Prereq: NUR 301, NUR 305, and NUR 305L) Introduces major concepts and theories applied to nursing care of groups, families and communities. Growth and development stages throughout the life span provide the framework for this course with emphasis placed on normal development as well as specific health issues and disease complications common to each stage.
- 410 Community Health Nursing.** (3) (Prereq: NUR 301, NUR 305, and NUR 305L) (Coreq: NUR 410P) Provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/ learning principles in working with populations in the community. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs in the community.
- 410P Community Health Nursing Practicum.** (2) (6 contact hours) (Coreq: NUR 410) Provide the student with the opportunity to observe nurses practicing in roles outside the hospital: such as home health nurses, school nurses, community health nurses, hospice nurses or parish nurses. Students will assess, plan and implement a health promotion or disease complication prevention program for a selected aggregate.
- 420 Nursing Leadership and Management.** (3) (Prereq: NUR 301, NUR 305, and NUR 305L) (Coreq: NUR 420P) This course introduces concepts in leadership, management and fellowship as they relate to the role of professional nursing in the sociopolitical health care environment. Cost containment and cost effective financial management of human, and material resources is emphasized. Group dynamics, change process, crisis management and the role of quality improvement in professional nursing leadership will be included in this course.
- 420P Nursing Leadership and Management Practicum.** (2) (6 contact hours) (Prereq: NUR 301, NUR 305, and NUR 305L) (Coreq: NUR 420) Provide the student with the opportunity to observe nurses practicing in management roles in various health care agencies. Students will get practice experiences in managing costs and budgets, scheduling, quality improvement, and conflict management.
- 424 Nursing Research.** (3) (Prereq: STAT 201/201L) Provides the student with an overview of the research methods commonly used in nursing research. Ethical/legal issues in health care research are discussed. Emphasis is on evaluating current nursing research for application to evidence-based nursing practice.

(Nursing, PGA Golf Management Program)

- 430 Health Care Systems Policies and Policy.** (3) (Prereq: admission to the BSN Completion Program) This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the U.S. health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed. Designed to encourage the students to take an active role as a professional nurse in the political process and policy development process that defines health care in the U.S.

PGA GOLF MANAGEMENT PROGRAM (PGMP)

- 101 PGA/Golf Management Level 1, Seminar I.** (1) (Prereq: Acceptance into the PGA Golf Management Program) This course introduces the concepts of golf management for the future member of the PGA of America. In-depth discussion of specific core information of the PGA of America's PGA Golf Management Program and completion of related assignments will constitute the majority of this course structure.
- 102 PGA/Golf Management Level 1, Seminar II.** (1) (Prereq: Acceptance into the PGA Golf Management Program) The second in a series of seminars and classes supporting the required learning objectives of the PGA of America's PGA Golf Management Program. This seminar will include discussion on the objectives of the following areas: PGA Constitution, Golf Car Fleet Management, Rules of Golf, Tournament Operations, Golfer Development Programs, Golf Club Design and Repair, and introduction to Teaching. These discussion of principles will prepare students for the work experience activities required in PGMP 180. For this preparation, completion of several components of the competency assignments involved in the PGA's Level I education Program will be required for this class.
- 171 Introduction to Turf Management.** (3) (Prereq: Acceptance into the PGA Golf Management Program) Designed to introduce principles of turfgrass management to the student interested in pursuing a career as a general manager or golf professional at a golf course. Topics include turfgrass selection, mowing, fertilization, irrigation, supplementary cultural practices, and management of turfgrass pests. (Course to be taken through Horry Georgetown Technical College.)
- 180 Internship in Golf Management I.** (1) (=HRTM 180) (Prereq: Acceptance into the PGA Golf Management Program) Three month full-time co-op work experience meeting the eligible employment guidelines outlined in the PGA of America's Constitution. Pass/Fail grading only.

(PGA Golf Management Program)

- 201 PGA/Golf Management Level 1, Seminar III.** (3) (Prereq: Acceptance into the PGA Golf Management Program and successful completion of PGMP 102) This course continues the concepts of golf management developed in PGMP 101 and PGMP 102. In-depth discussion of principles will be applied to assignments as the core of this course examines work experience activities from PGMP 180. Completion of portions of the eight core competency assignments required for the PGA's Level I Education Program will be a component of this course. Topics covered in this course will include: The PGA Constitution, the rules of golf, golf car fleet management, tournament operations, golfer development programs, golf club design and repair, introduction to teaching, and career enhancement.
- 202 PGA/Golf Management Level 1, Seminar IV.** (1) (Prereq: Acceptance into the PGA Golf Management Program and successful completion of PGMP 201) This course explores the Pre-Seminar work required for completion of the PGA's Level I Education Program. Concepts of material for business planning, customer relations, and analysis of the swing and the respective assignments required for completion of these portions of the Level I PGA Work Experience Kit will be the components of this course. Case studies will be used to connect theory with practical application.
- 225 Golf Course Design.** (3) (Prereq: Acceptance into the PGA Golf Management Program and PGMP 202) Designed to introduce PGMP students to the fundamentals of golf course design. Subject areas studied include golf course architecture history, golf course site selection, environmental considerations associated with golf course construction, golf hole routing selection techniques, development of golf greens complexes, basics of golf course construction, and maintenance factors associated with golf course construction. (Course to be taken through Horry Georgetown Technical College.)
- 280 Internship in Golf Management II.** (1) (=HRTM 280) (Prereq: PGMP 180) Three month co-op internship that is a continuation of PGMP 180. Pass/Fail grading only.
- 282 Survey of Food and Beverage Management.** (3) (=HRTM 282) (Prereq: not recommended at the freshman level) Provides students with an opportunity to learn concepts and skills related to food and beverage service operations. Class time will be used to present concepts and base knowledge, while lab time will be used to develop actual food preparation skills and food and beverage costing techniques. F, S.
- 301 PGA/Golf Management Level 2, Seminar I.** (1) (Prereq: Acceptance into the PGA Golf Management Program and successful completion of PGMP 202) This seminar will focus on the material contained in the PGA's Level 2 educational program. Specific core competencies addressed include Business Planning and Operations, Customer Relations, Business communications, and Analysis of the Swing.

(PGA Golf Management Program, Philosophy)

- 302 PGA/Golf Management Level 2, Seminar II.** (1) (Prereq: Acceptance into the PGA Golf Management Program and successful completion of PGMP 301) This seminar will focus on the material contained in the PGA's Level 2 educational program. Specific core competencies addressed include Turf grass Management, Merchandise and Inventory Management, Supervising and Delegating. Philosophy and Swing Concepts, and Analysis of the Swing.
- 380 Internship in Golf Management III.** (1) (=HRTM 480) (Prereq: PGMP 280) Three month co-op internship that is a continuation of PGMP 280. Pass/Fail grading only.
- 401 PGA/Golf Management Level 3, Seminar I.** (1) (Prereq: Acceptance into the PGA Golf Management Program) This course will focus on the material contained in the PGA's Level 3 educational program. Specific core competencies addressed include Merchandise and Inventory Management, Supervising and Delegating, and Philosophy and Swing concepts.
- 402 PGA/Golf Management Level 3, Seminar II.** (1) (Restricted to PGA Golf students) (Prereq: PGMP 401) This course fulfills the learning objectives outlined in the PGA's Level 3 curriculum. This course builds on Level 1 and Level 2 courses and emphasizes the integration of learning, teaching, and the performance elements of the game of golf. Topics include Career Enhancement, Supervising and Delegating, Human Resources, Food and Beverage Control, Advanced Teaching, and Player Development Programs. S.
- 480 Internship in Golf Management IV.** (3-12) (Prereq: PGMP 380) Seven month co-op internship that is conducted over an academic semester that is a continuation of PGMP 380. Pass/Fail grading only.

PHILOSOPHY (PHIL)

- 100 Introductory Philosophy Seminar.** (0) This course will be an elective. This course is a general introduction to the study of philosophy. It introduces newly declared philosophy majors to the program, courses, and the faculty in the philosophy department at Coastal Carolina University.
- 101 Introduction to Philosophy.** (3) This course is an introduction to the most central problems of philosophy. Topics include logic, God, mind, justice, personal identity, freedom and determinism, knowledge, skepticism, morality and responsibility. The course provides an introduction to argumentation, critical thinking, conceptual analysis, and problem solving skills.
- 102 Introduction to Ethics.** (3) This course introduces students to the three main areas of philosophical ethics, metaethics, normative ethics and applied ethics. Students will explore metaethical issues such as ethical subjectivism and objectivism, moral skepticism, free will and responsibility, major normative theories such as consequentialism and deontology; and applied ethical issues such as animal rights, war, and cloning. The overarching goal will be for students to develop the skills necessary for thinking, writing, and speaking about ethical theories and problems while acquiring a basic understanding of these theories and problems.

(Philosophy)

- 110 Introduction to Logic and Critical Thinking.** (3) This course provides an introduction to the essential elements in critical thinking, including the role of arguments and definitions, recognition of linguistic fallacies, and syllogistic and propositional techniques of deductive inferences. Extensive practical application will be examined, including specific examples for professional and graduate school admissions tests.
- 214 Philosophy of Sex and Love.** (3) This course explores and critically examines various philosophical and scientific theories concerning the nature of love and sexuality which have been important in the Western world. Plato's "Symposium," Hegel's "Phenomenology of Spirit," and Freud's "Three Essays on Sexuality" may be considered. Course topics will include philosophical and theological conceptions of sex and love, and ethical issues related to these topics, including monogamy, same-sex marriage, pornography, and adultery. S.
- 220 Science and Pseudoscience.** (3) This course is an introduction to critical reasoning skills useful in practical contexts involved with scientific and pseudoscientific claims. Cases analyzed may include typical examples of pseudoscience such as miracle cures, medical quackery, superstition, precognition, repressed memories, and conspiracy theories. The course may also examine popular representations and misrepresentations of science and its results. Critical thinking tools introduced may include techniques for evaluating inductive reasoning, identifying logical fallacies, evaluating statistical claims, and for recognizing and resisting perceptual and cognitive biases. F, odd years.
- 271 Philosophical Writing.** (3) (Prereq: ENGL 101 and a grade of 'C' or better in any other PHIL course, or permission of the instructor) A first course in philosophical methods, the aim of this course is to introduce students to the skills necessary to communicate in philosophy. The course will focus on techniques of active reading; summarizing arguments both in writing and orally; preparing abstracts, summaries, and responses to readings; writing argumentative and critical essays; presenting philosophical arguments, positions, problems and papers; thinking critically and creatively about philosophical problems, formulating original philosophical responses to problems, and using appropriate reference materials and methods. Classroom time will be organized around small and large group discussion, peer review sessions, and minimal lecture. The content employed to convey these essentials of philosophical discourse will vary by instructor.

The following courses require sophomore standing or higher, or permission of the instructor.

(Philosophy)

- 300 Ancient Philosophy.** (3) This course is a survey of the history of ancient Greek philosophy from the Milesians through Aristotle. It traces the development of philosophical themes among the Pre-Socratics and proceeds to their development in the works of Plato and Aristotle. The emphasis throughout will be on understanding, analyzing, and evaluating the arguments of the philosophers.
- 301 Modern Philosophy.** (3) This course is a survey of Western philosophical thought from the early Renaissance through Hume. The chief emphasis is on the 17th and 18th Century, including Bacon, Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley and Hume. This course may be taken prior to PHIL 300.
- 302 18th and 19th Century Philosophy.** (3) (Prereq: PHIL 101 and one PHIL course on the 300 level, or permission of the instructor) This course centers upon philosophical developments after the Enlightenment period. The critical philosophy of Immanuel Kant (especially his *Critique of Pure Reason*), the dialectical thought of G.W.F. Hegel and his anti-systemic critics are the focus of the course.
- 303 Continental and American Philosophy.** (3) The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 18th and 19th centuries.
- 305 Contemporary Moral Issues.** (3) This is a course in the application of ethical theory through the examination of moral issues confronting people in contemporary society. Topics vary but may include discussion of ethical problems related to abortion, drug use and laws, euthanasia, war and terrorism, homosexuality, violence, animal rights, the environment, and punishment.
- 306 20th Century Analytic Philosophy.** (3) This course is a survey of the development of analytic philosophy in the Twentieth Century, with emphasis on both the works of prominent analytic philosophers and the methods now typical of contemporary analytic philosophy. The works of Frege, Russell, Moore, Wittgenstein, Ayer, Quine, and Kripke may be considered. Topics may include the role of analysis and common sense in philosophy, theories of linguistic meaning, the relation language has with the world, the relationship between science and philosophy, and the nature of necessity and possibility.
- 309 Philosophy of Mind.** (3) (Prereq: PHIL 101 or permission of the instructor) This course is an introduction to the fundamental questions, concepts and problems of contemporary philosophy of mind, including those concerning the nature of mind, the relationship between mind and world, and understanding consciousness. Readings from Ryle, Armstrong, Lewis, Block, Churchland, Dennett, Jackson, Shoemaker, Tye, Dretske, et al.
- 310 Philosophical Themes in Literature.** (3) Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them are read and discussed.

(Philosophy)

- 311 Ethical Theory.** (3) (Prereq: PHIL 101 or PHIL 102, or permission of the instructor) A study of moral principles and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. Using original source readings from both classical and contemporary moral philosophy, this course develops an understanding of the philosophical foundations of various ethical theories.
- 313 Sports Ethics.** (3) This course is an attempt to clarify and explore general as well as specific ethical issues in sports. Topics the course investigates may include the moral significance of sport and concepts such as sportspersonship, as well as more specific issues such as the use of steroids, equal opportunity, payment for college athletes, and more. No background in ethics is required. The course may include a brief introduction to ethical reasoning and theory before exploring particular issues, applying ethical principles to real world situations in and involving sports. F, odd years.
- 314 Social and Political Philosophy.** (3) An examination of modern political philosophers, their responses to political, social, economic and legal concepts, and issues concerning liberties and rights in the authority-individual relationship.
- 315 Technology and Human Values.** (3) (Prereq: 3 hours in PHIL or permission of the instructor) Technology has come to play an increasingly dominant role in human life. This course analyzes modern technology from several perspectives, including: the ethical implications of employing information systems, the neutrality or non-neutrality of technology, the individual, social, and cultural impact of technology transfer, and the impact of technology upon the environment. The works of both critics and proponents of technology are explored.
- 316 Crime and Justice.** (3) The fundamental concepts of a criminal justice system, and their philosophical bases. Rights, privacy, responsibility, and the problem of justification of state control of private behavior through punishment and theory.
- 317 Bio-Medical Ethics.** (3) Ethical problems in medicine and biological research and the application of ethical principles to real-life situations involving patient autonomy, health care professionals, the beginning of life, the end of life, and human genetic experimentation.
- 318 Business Ethics.** (3) Ethical theory is presented and applied to business cases involving individual, corporate, and governmental rights and responsibilities.
- 319 Environmental Ethics.** (3) Ethical problems concerning the environment and the application of ethical principles to real-life situations involving development vs. preservation, humans and nature, animals, bio-diversity, bio- and eco-centrism, deep ecology, and social and public policy.
- 320 Existentialism.** (3) An introduction to existential themes in contemporary philosophy, literature, psychology and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May, and Binswanger will be read and discussed.

(Philosophy)

- 321 Symbolic Logic.** (3) (Prereq: PHIL 110 or permission of the instructor) This course explains the development, application, and theoretical properties of an artificial symbolic language designed to provide a clear representation of the logical structure of deductive arguments. The course might also explore first-order calculus with identity and function symbols and some metatheorems about consistency, soundness, completeness and compactness.
- 322 Philosophical Issues in Feminism.** (3) This course explores and critically examines philosophical topics in feminist thought, with a particular emphasis on one or more of the following: feminist ethics, feminist epistemology, feminist political philosophy, and feminist philosophy of science. Issues may include the nature of feminist theorizing and varieties of feminist theories; feminist perspectives on the self and the social world; moral agency, knowledge, and reason, the family, motherhood, and sexuality; liberty, justice, and the state.
- 323 Philosophy of Law.** (3) This course is an introduction to philosophical problems in the law. Topics may include the nature of law (including legal positivism, natural law theory, and legal realism), the relationship between law and morality, the aims and limits of law, judicial reasoning, and issues in constitutional law, criminal law, and tort law. Readings include Supreme Court cases, as well as a variety of classical and contemporary texts.
- 325 Philosophy of Religion.** (3) This course focuses on some central questions in philosophy of religion. Is religious faith rational? Can God's existence be proven? Can religious experience provide knowledge? Is there life after death? This course subjects the claims of religious faith to rational scrutiny and critical evaluation.
- 333 Q* Doing Philosophy with Children.** (3) (Prereq: any PHIL course (except PHIL 110), or permission of the instructor) An exploration of methods for introducing philosophy to K-12 students and creating a "Community of Inquiry." This course will focus on the theoretical background related to philosophy for children, the practical issues related to engaging children in philosophical discussion using children's literature, and the experience of facilitating philosophical discussions with area school children in after-school programs. S.
- 340 Philosophy of Science.** (3) (Prereq: PHIL 101 or permission of the instructor) A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
- 390 Topics in Applied Ethics.** (1-3) This variable-unit course explores specific current issues in a philosophically and ethically rigorous way. After a possible introduction to ethical principles and theories, students will apply said theoretical information to particular subject areas (which will identify the topic explored). Possible topics include: intellectual property rights, ethics of war, race and racism, gender and sexism, media ethics, and more. F, S.

(Philosophy)

- 398 Special Topics.** (3) (Prereq: permission of the instructor) This course is designed as a seminar that will focus on a broad ranging philosophical topic that involves other disciplines as well as philosophy.
- 399 Independent Study.** (3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit under different topics.
- 399H Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments. For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit under different topics.
- 407 Medieval Philosophy.** (3) (Prereq: PHIL 101 or permission of the instructor) This course is a survey of Western philosophical thought during the Middle Ages, roughly from Late Antiquity to the Renaissance. Topics may include the question of the nature and existence of God, whether humans are free, the nature of time and whether the world is eternal, identity and difference, necessity and possibility, medieval logic, and skepticism about philosophical and scientific knowledge. Significant figures discussed may include Augustine, Boethius, Avicenna, Abelard, Anselm, Averroes, Aquinas, Duns Scotus, and Ockham, as well as the classical background from Aristotle and Plato. F, odd years.
- 419 Epistemology.** (3) (Prereq: PHIL 101 and one PHIL course on the 300 level, or permission of the instructor) This course is an introduction to the problems and methods of modern epistemology. It explores central questions such as “What is it to know something?” and “What is it about some beliefs that make them more highly justified than others?” The central focus of the course is the study of the relationship between justification and knowledge. It pays careful attention to the skeptic who claims that no one ever knows anything and that no one is ever justified in believing anything.
- 420 Metaphysics.** (3) (Prereq: PHIL 101 and one PHIL course on the 300 level or permission of the instructor) This course focuses on issues that center around such notions as substance, causality, essential properties, individuation, time, possible but nonactual states of affairs, and identity. Among the questions considered are: “Do any of the things there are endure through time?” “How should we understand possible but nonactual states of affairs?” “Are subjects of consciousness just complexes of subatomic particles?” “Are material objects like tables and chairs ultimately made up of things that have no parts?”
- 490 Capstone Seminar.** (3) (Prereq: PHIL 311) This seminar engages philosophy majors in advanced research and discussion involving ethical theories, their philosophical foundations, and their application. Based upon the philosophy major's choice, the seminar will result in a written product either suited for submission to a scholarly journal or as a comprehensive final report for an applied ethics project.

**(Philosophy, Physical Education,
Physically Active Living Skills)**

- 495 Internship for Philosophy.** (3) Students will receive instruction and gain professional experience in an internship while working 10 hours per week for 12 weeks with a local business. Course contract must be approved prior to registration.
- 498 Advanced Research in Philosophy.** (3) (Prereq: 3.00 GPA, PHIL 271, and at least two courses in philosophy at the 300 level or above) Students will explore philosophical writing relating to an intended thesis topic, in an area of philosophy that they have previously studied. They will acquire knowledge of research methods in philosophy, synthesize readings in identifying a thesis topic, and prepare a thesis prospectus. Students will present their thesis prospectus to a committee of no less than three members of the philosophy faculty and one outside reviewer. Offered as needed.
- 499 Senior Thesis in Philosophy.** (3) (Prereq: PHIL 498 with a grade of 'C' or better, or permission of the instructor) Students will plan, execute, and write an original philosophy paper under the direction of a thesis advisor in philosophy. The thesis shall reflect a mastery of philosophical writing, research skills, and content knowledge. Students will defend their thesis to a committee of no less than three members of the philosophy faculty and one outside reviewer. Offered as needed.

PHYSICAL EDUCATION (PHED)

- 360 Motor Behavior.** (4) (=EXSS 360) (Prereq: EXSS 205 or EDPE 131) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology.
- 399 Independent Study.** (1-3) F, S.

PHYSICALLY ACTIVE LIVING SKILLS (PALS)

Personal Fitness Courses (102-124)

- 102 Fitness Walking.** (1) Introduction to low-impact, cardiovascular endurance activity of walking. Proper techniques of walking, warm-up, and cool down are practiced. Topics include benefits, injury prevention, weight management, and goal setting relative to a personal fitness program.
- 103 Tai Chi.** (1) Provides a fundamental understanding and practice of the Tai Chi philosophy, principles, applications and benefits. Emphasis on basic practices of Chi-Gung.
- 104 Group Fitness.** (1) Provides a variety of exercise class formats to improve cardiovascular fitness. Formats include, but not limited to kickboxing, step aerobics, water exercise, yoga, circuit training, interval training, and hi-lo aerobics.

(Physically Active Living Skills)

- 105** **Yoga.** (1) Introduction to the basic physical and mental skills of yoga. Development of improved levels of somatic awareness, joint flexibility, muscle function, energy, stress management, mental focus, and injury prevention.
- 106** **Step Aerobics.** (1) Introduction of the step form of aerobics as a cardiovascular workout. Basic step patters, routines, progression, and choreography are practiced. Topics also include basic exercise science and nutrition.
- 107** **Pilates.** (1) Emphasis on the development of strength, flexibility and endurance. Body awareness skills include core stability and balance in areas such as pelvis, back, and shoulder girdle, neutral alignment, and patterned breathing.
- 108** **Fitness Kickboxing.** (1) Introduction to kickboxing for cardiovascular and muscular fitness. Emphasis on basic kicking and boxing patterns, techniques, safe kicks, punches, and combinations. Topics also include concepts of improved aerobic endurance, muscular flexibility, balance, strength and tone, and nutrition.
- 109** **Aquatic Fitness.** (1) Provides a safe and effective form of non- or low-impact progressive resistance exercise to develop muscular strength and endurance, improve cardiovascular fitness and increase flexibility. No swimming skills are needed for this aquatic class.
- 110** **Indoor Cycling.** (1) Stationary cycling methods emphasizing aerobic and anaerobic endurance at all fitness levels. Topics include exercise science concepts, fitness principles and technology.
- 111** **Jogging.** (1) Overview of the preparation, training principles, and suggested programs for jogging as exercise. Emphasis given to progression of fitness, techniques, fitness principles, safety and injury prevention, and personalizing program.
- 112** **Personal Fitness Assessment.** (1) Provides assessment and prescription of the components of personal fitness. Emphasis on using current technology and assessment techniques to plan and monitor fitness activities to meet personal goals.
- 113** **Triathlon Training.** (1) Provides training concepts and practice in the three elements of a triathlon: swimming, biking, and running. Students must know how to swim and provide their own bicycle and helmet. Some training activities may be held off campus.
- 114** **Fitness Swimming.** (1) Emphasis on the refinement of swim strokes, wall turns, endurance swimming, and swimming for cardiovascular and muscular fitness. Students must first demonstrate competence in the four basic swimming strokes.

(Physically Active Living Skills)

- 117 Beginning Strength Training and Conditioning.** (1) Introduction to resistance training to improve muscle strength and function. Emphasis placed on orientation to facilities and equipment, planning an effective program, fundamental principles and techniques of safe and effective muscular conditioning.
- 118 Intermediate Strength Training and Conditioning.** (1) Intermediate/advanced skills associated with strength training for fitness and muscle function. Strength training experience is expected, and topics include concepts such as muscle physiology, advanced training programs, and individualized goal setting.
- 119 Personal Fitness Vehicles.** (1) Introduction to the skills and knowledge necessary to safely and effectively ride human powered vehicles (such as a Trikke carving vehicle) for improved fitness and recreation.
- 120 Personal Fitness and Technology.** (1) Exploring, implementing, and evaluating current technologies as a tool for understanding, developing, and maintaining personal fitness and a healthy lifestyle. Students participate in a variety of health-enhancing physical activities across all components of personal fitness and wellness.
- 124 Army Physical Fitness.** (1) Introduction to the components of fitness. Emphasis is given to the fundamentals of training principles and physical conditioning and the improvement of personal fitness levels. Course includes exercise testing, exercise leadership and team competitions. F, S.

Lifetime Sports Courses (125-149)

- 125 Beginning Golf.** (1) Fundamentals of golf for the beginning participant. Emphasis placed on essential techniques, concepts, rules and etiquette for successful participation. Course meets at Coastal's Quail Creek Golf Course.
- 126 Intermediate Golf.** (1) Fundamentals of golf for the experienced participant. Emphasis placed on practice and mastery of golf shots, strategy, rules and etiquette.
- 127 Beginning Tennis.** (1) Fundamentals of tennis for the beginning participant. Emphasis on basic tennis skills and techniques, rules, scoring and etiquette to participate successfully.
- 128 Intermediate Tennis.** (1) For the experienced participant, emphasis on mastery of strokes and shots, advanced strategies, match play and etiquette.
- 129 Indoor Racquet Sports.** (1) Introduction to the fundamentals of indoor racquet sports including but not limited to: racquetball, pickleball, and badminton. Emphasis on basic skills, scoring, rules, etiquette and strategy.
- 130 Lacrosse.** (1) Introduction to the basic skills and techniques for successful participation in the sport of lacrosse. Emphasis on skill progressions, rules, strategies and game play.
- 133 Beginning Bowling.** (1) For beginning participants, topics include basic technique, grip, approaches, releases, spot bowling techniques, rules, equipment, scoring and safety procedures. Course meets off campus.

(Physically Active Living Skills)

- 134 Intermediate Bowling.** (1) Emphasis on skill development for students with prior bowling knowledge and experience. Topics include strategy, accuracy, and scientific concepts. Course meets off campus.
- 135 Flag Football.** (1) Introduction to the basic skills, safety, history, rules and game strategies/variations, and fitness principles to participate successfully in flag football (co-ed).
- 136 Soccer.** (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.
- 137 Basketball.** (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations.
- 138 Volleyball.** (1) Study designed to introduce beginning and intermediate level skills instruction and strategies leading to active participation in game situations.
- 139 Softball.** (1) Designed to teach fundamental skills for game performance, history, rules and game strategy.
- 140 Fencing.** (1) Introduction to the basics of the sport of fencing. Emphasis on safety, equipment, techniques, strategic concepts, scoring and rules, physical and mental preparation, and a progression toward competition.
- 141 Rugby.** (1) Introduction to the rules and techniques for successful participation in rugby. Includes modified and international games and the development of basic game skills and tactical game situations.
- 142 Sand Volleyball.** (1) Skill instruction, knowledge, and strategies leading to successful participation in sand volleyball.

Lifetime Activities Courses (150-180)

- 150 Ropes Course.** (1) An introduction to the use and benefits of a ropes course using the Challenge Course at Coastal Carolina University as a laboratory. Participation focuses on accepted terminology, concept development, and skill acquisition.
- 151 Sailboarding.** (1) Instruction in the art and skill of sailboarding. The student develops the necessary basic techniques to perform the activity.
- 152 Angling.** (1) Instruction in the proper techniques of bait casting, fly casting, and spin casting. Opportunities are provided for practicing each technique.
- 153 Canoeing and Kayaking.** (1) Introduction to canoeing/kayaking as a leisure activity. Emphasis on learning and practicing strokes mechanics, safety procedures, and trip planning on flat water. Some off-campus experiences required.
- 154 Horseback Riding.** (1) An introduction to the various aspects of horseback riding. The student develops the physical skills and the knowledge of safe practices and proper use of equipment.
- 156 Beginning Rock Climbing.** (1) Introduction to the activity and development of basic rock climbing skills and techniques. Topics include safety, equipment, belay, fitness requirements, and climb variety.

(Physically Active Living Skills)

- 157** **Cycling.** (1) Students develop a knowledge of the types and uses of different bicycles. Safety equipment and safe riding techniques are stressed along with the different levels of intensity of training and use of cycles. (Students are responsible for furnishing their own bicycle.)
- 158** **Snow Skiing.** (1) An introduction to the various aspects of snow skiing. Focus of the course is on skill and safety, correct attire and equipment, and skiing techniques prior to completing a ski trip. (Students are responsible for costs associated with the ski trip.)
- 159** **In-line Skating.** (1) Techniques and concepts of in-line skating. Topics include safety principles, physical conditioning and fitness concepts, and equipment care. Skates provided if needed.
- 160** **Wilderness Camping.** (1) Exposure to and study of the wilderness environment. Emphasis is on conservation of the natural environment and camping without a trace. Students develop skills in various aspects of campcraft. (Students are responsible for costs associated with the trip.)
- 161** **Backpacking.** (1) Instruction in the fundamentals of backpacking for those students who have had previous camping experience and are interested in learning basic wilderness and survival skills, to include basic first aid, low impact camping methods, physical conditioning and environmental living skills. (Students are responsible for food costs for trip.)
- 162** **Beginning Social Dance.** (1) For the beginning participant, emphasis on basic steps, patterns, and progressions of modern forms of social dance such as shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. Topics include social elements, etiquette, and fitness principles.
- 163** **Advanced Social Dance.** (1) (Prereq: PALS 162) For the experienced participant; practice and mastery of advanced dance patterns and forms including but not limited to: shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha.
- 164** **Modern Dance.** (1) Introduction of fundamental skills, techniques, and concepts as applied to various forms of contemporary dance
- 165** **Ballet.** (1) Study designed to introduce fundamental skills and terminology as they apply to ballet.
- 166** **Jazz.** (1) Study designed to introduce fundamental skills and terminology as they apply to jazz dance.
- 167** **Ocean Board Sports.** (1) Basic knowledge and skills to enjoy a variety of ocean-based board sports. Course includes an introduction to basic ocean, water, and equipment safety, and introductory instruction and practice in several water board sports (e.g. skim boarding, boogie boarding, and paddle boarding). F, S, Su.
- 169** **Beginning Swimming.** (1) For the beginning or non-swimmer. Emphasis on the basic swim strokes, water survival skills, and principles of swimming and water safety.

(Physically Active Living Skills)

- 170 Introduction to Snorkeling and Kayaking.** (1) An introduction to breath-hold diving using surface support (snorkeling) systems and the basics of flat-water, wash-deck kayaking.
- 171 Beginning Scuba Diving.** (1) Concepts and practice of SCUBA life support systems and preparation for the SCUBA certification. Academic topics include safety, equipment, dive analysis, physics, physiology, health, and environment. Water skills include buoyancy control, communication, emergency procedures, breathing techniques, equipment management, and rescue skills. Certification and dive costs are required. May only be taken once for credit.
- 172 Advanced Scuba Diving.** (1) (Prereq: PALS 171 or equivalent certification) Theory and practice of NAUI advanced SCUBA diving techniques, skills and experience.
- 173 Introduction to Surfing.** (1) Basic knowledge, skills and enjoyment of surfing and a general understanding of ocean safety. Focus is on learning the local surf areas, different style of waves, and conditions.
- 174 Scuba Rescue.** (1) (Prereq: PALS 172 or equivalent certification) To prepare divers to prevent or handle problems or emergencies. CPR and first aid training also covered.
- 175 Beginning Karate.** (1) An introduction to the fundamentals and basics of Karate. Emphasis on blocks, strikes, kicks, footwork, and fitness principles.
- 176 Intermediate Karate.** (1) An extension of karate fundamentals and basics. Emphasis on advanced blocks, strikes, kicks, and footwork to expand concepts of this martial art.
- 177 Self-Defense.** (1) An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection.
- 178 Women's Self-Defense.** (1) An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection for personal safety and protection for women and women's issues.
- 179 Outdoor Adventure Activities.** (1) Course provides an introductory sampling of outdoor adventure activities. Activities may include but are not limited to: hiking, paddling, biking, wilderness camping, orienteering, ropes course, and rock climbing. Course includes active participation and technical skills, risk management, trip planning, first aid, and equipment care. Lab fee covers equipment usage. Students are separately responsible for costs associated with required trip (identified in class syllabus). F, S.

(Physics)

PHYSICS (PHYS)

- 101 Introduction to Physical Science I.** (3) (Prereq: A grade of 'C' or better in six credit hours in mathematics or statistics, or permission of the instructor) (Coreq: PHYS 101L) The course teaches physical principles as they relate to the societal use of energy. The following energy technologies with their associated pollution problems are examined: fossil fuels, heat engines, hydroelectric power, nuclear power, solar power, energy conservation, and small scale energy systems. Three hours lecture per week. Offered as needed.
- 101L Introduction to Physical Science I Laboratory.** (1) (Coreq: PHYS 101) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week. Offered as needed.
- 102 Introduction to Physical Science II.** (3) (Prereq: A grade of 'C' or better in six credit hours in mathematics or statistics, or permission of the instructor) (Coreq: PHYS 102L) An introduction to physical science including physics, chemistry, geology, and astronomy. Three hours lecture per week. Offered as needed.
- 102L Introduction to Physical Science II Laboratory.** (1) (Coreq: PHYS 102) The laboratory will demonstrate the topics and principles presented in the lecture. Problem sessions and three laboratory hours per week. Offered as needed.
- 103 Science of the Physical World.** (3) (=SCIE 101) (Coreq: PHYS 103L) This course is designed specifically for non-science majors that have an interest in a general science course. It focuses on physical science principles while addressing relevant topics like environmental issues, and how the universe was created and evolved. Students would leave this course with a good understanding of the process of science and have the critical thinking skills needed to make informed decisions based on scientific evidence. This course cannot be used in conjunction with SCIE 101 and SCIE 101L to satisfy science core curriculum requirements under the 2006-2007 and prior catalogs. F, S, Su.
- 103L Science of the Physical World Laboratory.** (1) (=SCIE 101L) (Coreq: PHYS 103) This course demonstrates the scientific principles taught in PHYS 103. The emphasis is on the scientific process using hands-on active learning techniques. F, S, Su.
- 137 Conceptual Physics.** (3) (Coreq: PHYS 137L) This introductory survey course explores the physical principles behind everyday phenomenon such as motion, electricity and magnetism, thermodynamical processes, and quantum effects. The course material is designed to develop a student's conceptual understanding of the physical world and how the scientific method is employed as a structured approach for studying nature. F.
- 137L Conceptual Physics Laboratory.** (1) (Coreq: PHYS 137) Using laboratory equipment and exercises, students will investigate selected topics discussed in the accompanying lecture. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected.

(Physics)

- 201** **General Physics I.** (3) (Prereq: A grade of 'C' or better in MATH 131) (Coreq: PHYS 201L) An introductory course for students not preparing for graduate work in physics. Includes a study of mechanics, thermodynamics and acoustics. Three hours lecture per week. Offered as needed.
- 201L** **General Physics I Laboratory.** (1) (Coreq: PHYS 201) The laboratory demonstrates the topics and principles presented in the lecture. Offered as needed.
- 202** **General Physics II.** (3) (Prereq: MATH 131 with a grade of 'C' or better; PHYS 201) (Coreq: PHYS 202L) A continuation of PHYS 201 which includes acoustics, wave motion, electromagnetic theory, optics, relativity, atomic and nuclear physics. Three hours lecture per week. Offered as needed.
- 202L** **General Physics II Laboratory.** (1) (Coreq: PHYS 202) The laboratory demonstrates the topics and principles presented in the lecture. Offered as needed.
- 203** **General Physics III.** (4) (Prereq: PHYS 202) A continuation of PHYS 202 which includes optics, relativity, quantum mechanics, atomic physics and nuclear physics. Six hours lecture, problem sessions and laboratory per week. Offered as needed.
- 205** **Introductory Physics for Life Sciences I.** (3) (Prereq: MATH 131 or MATH 135 or Mathematics Placement Test) (Coreq: PHYS 205L) The first of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Mechanics, Energy, Fluids and Waves. This three-credit lecture and one-credit lab combine for six hours of in-class work each week. F, S.
- 205L** **Introductory Physics for Life Sciences I Laboratory.** (1) (Prereq: MATH 131 or MATH 135 or Mathematics Placement Test) (Coreq: PHYS 205) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.
- 206** **Introductory Physics for Life Sciences II.** (3) (Prereq: PHYS 205/205L) (Coreq: PHYS 206L) The second of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Waves & Optics, Electricity & Magnetism, Energy and Atomic Physics. This three-credit lecture and one-credit lab combine for six hours of in-class work each week. F, S.
- 206L** **Introductory Physics for Life Sciences II Laboratory.** (1) (Prereq: PHYS 205/205L) (Coreq: PHYS 206) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.

(Physics)

- 210** **Physics for High School Teachers.** (4) (Prereq or Coreq: one year of college physics; be under contract to teach in Horry, Georgetown, or Williamsburg County; and hold a valid South Carolina teaching certificate.) The course centers on mechanics, thermodynamics, wave motion, sound, light, electricity and magnetism, and nuclear physics. Applications emphasize problem-solving techniques. Mathematical concepts are taught on an algebra and simple trigonometry level. Appropriate computer programs are reviewed. Available for teacher recertification credit only. Offered as needed.
- 211** **Essentials of Physics I.** (3) (Prereq: MATH 160 with a grade of 'C' or better, or PHYS 137 with a grade of 'C' or better and co-requisite MATH 160) (Coreq: PHYS 211L) An introductory course for scientists and engineers. Topics covered include kinematics, dynamics, energy, and rotational mechanics. Three hours of lecture per week. F, S, Su.
- 211L** **Essentials of Physics I Laboratory.** (1) (Coreq: PHYS 211) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S, Su.
- 212** **Essentials of Physics II.** (3) (Prereq: PHYS 211/211L with a grade of 'C' or better) (Coreq: PHYS 212L) A continuation of PHYS 211 for science majors. Topics covered include fluids, thermodynamics, wave motion, electricity, and magnetism. Three hours per week. F, S, Su.
- 212L** **Essentials of Physics II Laboratory.** (1) (Coreq: PHYS 212) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S, Su.
- 213** **Fundamentals of Physics I.** (3) (Prereq: PHYS 211/211L with a grade of 'C' or better) (Coreq: PHYS 213L) A continuation of PHYS 211 for physics, engineering, and other interested science students. Topics covered include oscillation, fluids, thermodynamics, wave motion, and optics. Three hours per week. F.
- 213L** **Fundamentals of Physics I Laboratory.** (1) (Coreq: PHYS 213) The laboratory will demonstrate the topics and principles presented in the lecture. Three hours per week. F.
- 214** **Fundamentals of Physics II.** (3) (Prereq: PHYS 211/211L with a grade of 'C' or better) (Coreq: PHYS 214L) A continuation of PHYS 213 for physics, engineering, and other interested science students. Topics covered include electricity, magnetism, circuits, and relativity. Three hours per week. S.
- 214L** **Fundamentals of Physics II Laboratory.** (1) (Coreq: PHYS 214) The laboratory will demonstrate the topics and principles presented in the lecture. S.

(Physics)

- 234 Statics.** (3) (=ENGR 234) (Prereq: A grade of 'C' or better in PHYS 212 or PHYS 214, and a grade of 'C' or better in MATH 161) Deals with system of forces acting on rigid bodies at rest. The course addresses the finding of resultant forces and torques for various bodies. The covered topics include concentrated and distributed forces, centers of gravity and centroids, moments of inertia, and key principals used in engineering. Special attention is directed to forces in frames, structures, beams, and cables in engineering applications. In mechanical or civil engineering, knowledge of statics is key in the design/analysis of structures that must hold their shape while bearing stress or performing a task. F.
- 235 Electric Circuits.** (3) (=ENGR 235) (Prereq: A grade of 'C' or better in PHYS 212 or PHYS 214) This course is an introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include: Kirchhoff's laws, fundamental principles of network theorems, transient and steady-state response of RC, RL and RLC circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. F.
- 301 Analytical Mechanics.** (3) (Prereq: PHYS 212 or PHYS 213, and MATH 161) A rigorous treatment of classical mechanics, including conservation of energy and momentum, rotating reference frames, physics of continuous media and wave motion. Three hours lecture per week. F.
- 302 Electricity and Magnetism.** (3) (Prereq: PHYS 212 or PHYS 214, and MATH 260) (Coreq: MATH 320) A more advanced treatment of the concepts of electricity and magnetism. Electrostatics, magnetostatics, dielectrics, Maxwell's Equations with applications, radiation, reflection, and dispersion. Three hours lecture per week. S.
- 303 Quantum Mechanics.** (3) (Prereq: PHYS 212 or PHYS 214) (Coreq: MATH 320) Principles of quantum mechanics, including operators in Hilbert space, matrix mechanics, angular momentum, spin, perturbation theory, and application. Three hour lecture per week. F.
- 310 Mathematical Methods in Physics.** (3) (Prereq: PHYS 212 or PHYS 213, and MATH 161) Physics applications of vector calculus, infinite series, complex analysis, differential equations, orthogonal functions, integral equations, linear algebra, and calculus of variations. Three hours lecture per week. S.
- 321 Electronics.** (3) (ENGR 321) (Prereq: PHYS 212 or PHYS 214) A lab-based class for the study of both analog and digital circuit elements, solid state devices, integrated circuits, and basic circuit design. S.
- 330 Computer Interfacing and Instrumentation.** (3) (Prereq: PHYS 212 or PHYS 214, and MATH 161) Applications of computers as integrated to scientific instruments, with emphasis on hardware and instrumentation, online data acquisition, and computer control of experiments. Students learn and use Labview to interface equipment and control experiments. One three hour class per week. Offered as needed.

(Physics)

- 340 Intermediate Astronomy.** (3) Survey of diverse astronomical objects and the physical principles used in modeling them. Emphasis is placed on the observational basis and foundations of astrophysics. Stellar magnitudes, colors and spectra, the HR diagram, solar and stellar activity, binary stars, and stellar evolution will be examined.
- 341 Thermodynamics and Statistical Mechanics.** (3) (Prereq: MATH 161, PHYS 214, and PHYS 212 or PHYS 213) An introduction to thermal physics and statistical mechanics, covering entropy, heat, temperature, the Carnot Cycle, free energy, thermodynamic potential, phase equilibria, and the laws of thermodynamics. The connection between the interactions of single particles and the bulk properties of matter will be developed. Three hours lecture per week. S.
- 351 Applied Physics Workshop I.** (3) (Prereq: PHYS 214) (Coreq: PHYS 310) A project based course that develops the computational techniques of modeling physical systems in order to produce realistic simulations. Students will use mathematical software packages to study concepts learned in previous courses. One three-hour class per week. F.
- 352 Applied Physics Workshop II.** (3) (Prereq: PHYS 351) A continuation of PHYS 351, with the focus shifting towards construction of a tangible apparatus that demonstrates a physical principle. Students will also be instructed in the proper use of workshop tools. One three hour class per week. S.
- 398 Physics Seminar.** (1) (=ENGR 398) This course focuses on the presentation and discussion of current research topics and other issues of importance in physics or related fields. S.
- 399 Independent Study.** (1-6) (Prereq: permission of the instructor and approved contract) Directed study and/or research on specific topic. F, S, Su.
- 410 Optics.** (3) (Prereq: PHYS 212 or PHYS 214) A study of the topics of the wave nature of light, geometrical optics, polarization, diffraction, interference and other optical phenomena, and methods of optical design. Three hours per week. S.
- 420 Solid State Physics.** (3) (Prereq: MATH 161, PHYS 214, and PHYS 212 or PHYS 213) A study of the fundamental properties of solids, especially semi-conductors and metals, such as structure, conductivity, and models of solids. Applications of quantum and statistical mechanics to the thermal and electrical properties of various types of solids are made. Three hours lecture per week. F.
- 430 Fluid Mechanics.** (3) (=ENGR 430) (Prereq: PHYS 212 or PHYS 213) (Coreq: MATH 320) This course offers a comprehensive examination of the development of the Navier-Stokes equation in fluid motion. At the instructor's discretion, topics include theorems of energy, potential flow, elements of airfoil theory, and similarity parameters as well as the introduction to environmental fluid dynamics. Three lecture hours per week. F, alternate years.

(Physics)

- 431 Geophysical Fluid Dynamics.** (3) (Prereq: PHYS 212 or PHYS 213, and MATH 161) Development of the fundamental fluid dynamics used in analyzing and interpreting flows in the ocean and atmosphere. Fundamentals of vorticity dynamics and geostrophy, wave dynamics at various scales, general circulation, vorticity, numerical modeling, and dynamics of other planets. F, alternate years.
- 431L Geophysical Fluid Dynamics Laboratory.** (1) This laboratory will concentrate on acquiring and processing atmospheric and oceanic data, in support of the concepts and applications studies in the lecture. F, alternate years.
- 432 Remote Sensing of the Environment.** (3) (Prereq: PHYS 212 or PHYS 213) Detection and mapping of land and ocean resources with optical, infrared and microwave sensors. Digital analysis of images using multispectral and spatial analysis techniques and correlation with ground/ship data. Application to oceanography, coastal processes, geology, land use, geography, agriculture, climate and pollution studies. S, alternate years.
- 432L Remote Sensing of the Environment Laboratory.** (1) Students will learn to acquire, process and analyze digital remote sensing data from a variety of sources, using current computer technology. Students will also learn to take field measurements of spectral signatures to develop algorithms and to ground-truth remotely acquired data. S, alternate years.
- 434 Atmospheric Physics.** (3) (Prereq: PHYS 212 or PHYS 213, and MATH 260) Principles of fluid dynamics, thermo-dynamics and mathematics are used to develop an understanding of the atmosphere's dynamic (mid-latitude weather systems to planetary scale motions), radiative processes, and general circulation. Focus will also be placed on current problems in Atmospheric Science through reading and reviewing current publications. Three lecture hours per week. S, alternate years.
- 499 Applied Physics Capstone.** (3) (Prereq: Senior standing or permission of the instructor) This course is a capstone experience for applied physics majors and serves to integrate the knowledge and skills that students have developed over a college career. Specifically, students will demonstrate throughout the course the ability to apply the principles, concepts, and processes of physics; communicate and synthesize scientific knowledge; identify and use appropriate tools to solve problems; and develop, test, analyze, and interpret models of physical systems. To accomplish this, each student will complete and report on an independent research project and solve a series of open-ended problems in the context of applied physics. F, S.

(Politics)**POLITICS (POLI)**

- 101 Introduction to World Politics.** (3) An introduction to global politics connecting the ideas, cultures, and policies of individual countries to the international level. Students will examine conflict and cooperation on the planet in the areas of security, the environment, economic development, financial institutions, and human rights toward a better understanding of global citizenship in the 21st Century. F, S.
- 110 The American Criminal Justice System.** (3) An introduction to the structure of the law enforcement systems in the United States, from the local and state levels to the federal level. A consideration of the principal issues in law enforcement: arms control, internal security, organized crime and other problems of criminality.
- 200 Introduction to Political Science.** (3) An introduction to the discipline of political science with an emphasis on researching, writing, and communicating orally.
- 201 American National Government.** (3) The formation and development of the national government, its organizations and powers.
- 205 Introductory Statistics for the Political and Social Sciences.** (3) An introduction to the application of statistical analysis in contemporary political and social science. Particular attention will be paid to the use of quantitative methods in the study of public opinion, voting behavior, public policy, and other subject areas. Topics include: measurement theory, measures of central tendency, dispersion, probability, sampling distributions, correlation, and hypothesis testing with bivariate and multivariate models. F, S.
- 300 Introduction to Political Theory.** (3) (Writing Intensive) A survey of the major themes and the great ideas in the history of political theory. The student will acquire a broad understanding of the history of political thought from its origins in classical political philosophy and its development in modern and contemporary political theory.
- 302 Political Thought of Thucydides.** (3) (Writing Intensive) A study of the political thought of Thucydides through an intensive reading of *The War of the Peloponnesians and the Athenians*.
- 303 American Government Through Literature and Film.** (3) A survey of the various actors, institutions, and processes in the American political system by the use of fiction (motion pictures, novels, and plays). The roles of legislators, the judiciary, chief executives, and the press at the national, state, and local levels of government are included.
- 304 Latin America Through Film.** (3) (Prereq: POLI 101 or permission of the instructor) An examination of major topics in Latin American civilization through lecture, reading and writing, and the viewing and critical analysis of feature-length film.

(Politics)

- 305 Introduction to Empirical Political Inquiry.** (3) An introduction to modern empirical methodology in political inquiry. A survey of the theoretical foundations of the modern quantitative approach to political inquiry; an introduction to theory building, data gathering, data analysis, data evaluation, and to the writing of a written report. S.
- 307 The Scope of American Politics.** (3) (Prereq: POLI 201 or permission of the instructor) An in-depth exploration of the two major fields of study in American politics: political institutions and political behavior. Topics covered include the executive, legislative, and judicial branches of government in addition to political parties, voting behavior, public opinion, and interest groups.
- 309 African-American Political Thought.** (3) (Prereq: POLI 201 or permission of the instructor) A survey of the issues and major figures in the African-American political tradition. Primary writings of selected thinkers, statesmen, or activists such as Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X will be the major focus of the course.
- 311 Introduction to Game Theory.** (3) Game theory is a theory of decision-making in situations where payoffs to agents depend on the behavior of other agents. It typically involves the analysis of conflict, cooperation, and communication. In recent years, game theory has been widely applied in the analysis of economic and political issues. This course will offer an introduction to basic concepts, methods, and application of game theory. It also advances students' ability to think strategically in interactive situations. S.
- 315 International Relations.** (3) (Prereq: POLI 101 or permission of the instructor) International political behavior and institutions.
- 316 Comparative Politics.** (3) (Prereq: POLI 101 or permission of the instructor) Comparative approaches to political systems, behavior and institutions.
- 318 International Political Economy.** (3) (Prereq: POLI 101 or permission of the instructor) Examines the interaction between international politics and international economics.
- 320 Introduction to Latin American Civilization.** (3) (=HIST 355) (Prereq: POLI 101 or permission of the instructor) A survey of Latin American civilization from earliest times through the wars for independence.
- 321 State and Society in Modern Latin America.** (3) (=HIST 356) (Prereq: POLI 101 or permission of the instructor) A survey of social, economic, political, and cultural development in Latin America during the nineteenth and twentieth centuries.
- 326 Politics and Government of Contemporary Cuba.** (3) (Prereq: POLI 101 or POLI 102) (Coreq: Travel/study in Cuba) A writing/research seminar in which students write on a selected topic in contemporary Cuban politics. Travel to Cuba is required. A non-refundable deposit and instructor's permission are required upon registration.

(Politics)

- 327 Women in the Middle East.** (3) (Prereq: POLI 101 or permission of the instructor) This course examines women and gender relations in early Islam and the post-colonial era focusing on recent developments of the status of women in the Middle East. Based on the analysis of theories of patriarchy, socialization, Feminism/Islamic Feminism and of "Orientalism," the course aims to explore the contemporary struggle of women in the Middle East for economic, political, and civic equality.
- 328 Political Islam.** (3) (Prereq: POLI 101 or permission of the instructor) This course will offer students an opportunity to analyze and discuss some of the most significant issues of political Islam in the 20th and 21st centuries. Students will analyze the emergence of Islam as a political force and explore how Islam has been used as a tool to both legitimize governmental power and challenge the legitimacy of existing systems.
- 329 Comparative Politics of the Middle East.** (3) (Prereq: POLI 101 or permission of the instructor) This course examines the domestic politics of various Middle Eastern countries. It focuses on issues of citizenship, the process of democratization, social and political movements, role of opposition; and the impact of Western ideologies, militarism, conflict and foreign policy.
- 330 Introduction to the Middle East.** (3) (Prereq: POLI 101 or permission of the instructor) An introductory survey of the Middle East including a study of the Islamic religion, the historical and geographical background of the region, the problems of Arab North Africa, the Israeli-Palestinian conflict, the petroleum issue, instability in the Persian Gulf, and the problem of violent religious extremism.
- 331 The Israeli-Palestinian Conflict.** (3) (Prereq: POLI 101 or permission of the instructor) A consideration of the historical background and contemporary status of the Israeli-Palestinian conflict, covering the geographic, cultural, religious, economic, and political aspect of the crisis.
- 332 Conflict in the Persian Gulf.** (3) (Prereq: POLI 101 or permission of the instructor) This course examines the political, cultural, economic and military aspects of the Persian Gulf Region with particular attention to problems in Iran, Iraq, and Saudi Arabia. The region's status as a major source of crude oil will also be examined.
- 333 Islam and World Politics.** (3) (Prereq: POLI 101 or permission of the instructor) An examination of the Islamic religion as it relates to Middle Eastern and world politics. Topics include the Sunni-Shi'ite divide, traditionalist or fundamentalist variants of Islam, political movements challenging regional governments, and violent groups like al-Qaeda, Iraqi insurgent groups, and the Taliban.
- 334 East Asian Politics.** (3) (Prereq: POLI 101) An introduction to how changes in the post-WWII international political system have influenced the strategic, political, and economic situations in East Asia.

(Politics)

- 335 Chinese Politics.** (3) (Prereq: POLI 101 or permission of the instructor) A study of the politics of mainland China with an emphasis on the politics of the post-Mao era (after 1978).
- 336 Chinese Foreign Policy and US-Chinese Relations.** (3) (Prereq: POLI 101 or permission of the instructor) This course consists of two major parts. The first part focuses on the development of the U.S.-Chinese relations in the past century. The second part surveys major topics on China's foreign policy. We also discuss basic theories and methods of foreign policy analysis. Finally students may use the knowledge to conduct independent research on a topic on Chinese foreign policy or U.S.-Chinese relations. F, odd years.
- 338 Introduction to Political Linguistics.** (3) (Prereq: POLI 101 or permission of the instructor) An introductory survey of the role played in contemporary world politics by the multi-lingual character of individual countries and the global community, with special focus on the connection between languages and conflict.
- 339 Diplomacy.** (3) An examination of the role of diplomacy in advancing national interest, with a particular emphasis on the role of the diplomat.
- 340 International Negotiations.** (3) (Prereq: POLI 101 or permission of the instructor) A study of the theory and practice of international negotiation. Special emphasis will be paid to the various styles of decision making and negotiation associated with different cultures and countries. In addition, the various stages of the negotiation process will be analyzed.
- 341 Contemporary American Foreign Policy.** (3) (=HIST 377) (Prereq: POLI 101 or permission of the instructor) A historical and political analysis of twentieth century American foreign policy.
- 342 European Union Institutions and Policymaking.** (3) (Prereq: POLI 101) Surveys the origins, institutional development and functioning of the European Union (EU) – a key player in global coordination and governance in the areas of security, economics, development, environment, and human rights. Special emphasis is placed on governance and policy making in the European Union, its role in the international arena and challenges facing the EU in the 21st century. F, S.
- 344 Politics and Society in the United Kingdom.** (3) (Prereq: POLI 101 or permission of the instructor) A consideration of political and social structures in England, Scotland, Wales, and Northern Ireland (Ulster).
- 345 Politics and Governments of the Middle East.** (3) (Prereq: POLI 101 or permission of the instructor) Politics, religion, and conflict in the contemporary Middle East, with emphasis upon the Israeli-Palestinian conflict and the Persian Gulf situation.

(Politics)

- 346 Contemporary African Politics.** (3) (Prereq: POLI 101 or permission of the instructor) This course introduces students to the contemporary political issues of the African continent. It provides understanding(s) of pre-colonial and contemporary governance structures, effects of colonialism, the post-colonial state – the military in politics, “democratization” and Africa in the global economy. Emphasis is also placed on several key issues and analytical approaches to the study of Africa e.g. feminist, environmentalism and modernization theories of conflict and change.
- 347 Africa in a Global Economy.** (3) (Prereq: POLI 101 or permission of the instructor) This course explores Africa’s position and role within the global political-economy. Also, it looks at how sub-Saharan African countries have fared within the global economic system of exchange, and the impact that international policies have had in structuring state economic options and decisions. The course will also examine the relationship(s) between domestic African economies and the global economy as related to inequality and political conflict. F, S.
- 348 Introduction to Africa.** (3) (Prereq: POLI 101 or permission of the instructor) This is a course designed to introduce students to the continent of Africa. It focuses on African geography and environment, political and economic histories, and its rich and varied cultures. The course approaches the study of the continent from a historical, interdisciplinary and comparative perspective. F, S.
- 349 Comparative African Politics.** (3) (Prereq: POLI 101 or permission of the instructor) This course explores the development of various political systems in Africa. It attempts to compare and draw from critical case studies from different regions/countries on the African continent. F, S.
- 353 Comparative Security Issues.** (3) (Prereq: POLI 101 or permission of the instructor) This course will engage students in the comparative analysis of security issues confronting both developing and developed states in the international community. It explores core questions about security in the contemporary international system, and also, the relationship among national, international and human security. F, S.
- 355 Foreign Policy Analysis.** (3) (Prereq: POLI 101 or permission of the instructor) An introduction to basic theories, models and typical cases of foreign policy decision making.
- 360 American Political Parties.** (3) (Prereq: POLI 201 or permission of the instructor) A survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the parties as an organization, the party as an electorate, and the party as a governing elite.

(Politics)

- 361 American Politics: Interest Groups.** (3) (Prereq: POLI 201 or permission of the instructor) An examination of the role of interest groups in the operation of the American political system, with a particular emphasis on pluralist and elitist theories of democracy.
- 362 Mass Media and American Politics.** (3) (Prereq: POLI 201 or permission of the instructor) The development and nature of the mass media; the influence of the media on American culture, politics, and government.
- 363 Southern Politics.** (3) (Prereq: POLI 201 or permission of the instructor) Selected political patterns and trends in the eleven states of the American South, focusing on the post-1950 period.
- 365 State Government.** (3) (Prereq: POLI 201 or permission of the instructor) A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.
- 366 Public Opinion.** (3) (Prereq: POLI 201 or permission of the instructor) This course will survey important topics in American public opinion. Topics covered will include the formation of opinions, political socialization, how to read and interpret political polls, and how public opinion influences the course of politics in this country.
- 370 Introduction to Public Administration.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the basic principles and theory of administrative structure, responsibility, and control in relation to governmental management.
- 371 Public Policy.** (3) (Prereq: POLI 201 or permission of the instructor) This course is an introduction to the nature of public policy in the U.S. Topics include theories and models of policy making, policy formation and implementation by political institutions, and the formation of the policy agenda. A significant focus is placed on the content and design of policy in selected areas, including health, education, welfare, criminal justice, and environmental policy.
- 372 Women and Public Policy.** (3) (Prereq: POLI 201 or permission of the instructor) This course examines the expanding role of women in political life. Students will study women as emerging political players in society, with a particular focus on strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S.
- 375 Government and the Economy.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the historical and theoretical relationship between questions of economic policy and the character of the American political order.

(Politics)

- 376 The Bureaucracy.** (3) (Prereq: POLI 201 or permission of the instructor) A study of how the branches of government function (political control, the political-bureaucratic adaptation, bureaucratic accountability, reasoning, their clients, networks) and what government agencies do and why they do it. Interrelationships among the various entities in government will be explored through case studies.
- 396 Explorations in Political Science.** (1-4) An in-depth exploration of topics in political science, including topics in American politics, international relations, comparative politics, public policy and administration, and political theory. May be repeated for credit under different topics for up to 9 credits. F, S.
- 399 Independent Study.** (1-6) (Prereq: Written contract between the student and the instructor, approved by the associate dean, Edwards College of Humanities and Fine Arts. May be repeated for credit under different topics.
- 401 History of Political Thought I.** (3) (Writing Intensive) A study of the history of political thought from Socrates through Aristotle.
- 402 History of Political Thought II.** (3) (Writing Intensive) A study of the history of political thought from St. Augustine through Hooker.
- 403 History of Political Thought III.** (3) (Writing Intensive) A study of the history of political thought from Hobbes through Rousseau.
- 404 History of Political Thought IV.** (3) (Writing Intensive) A study of the history of political thought from Hegel through Nietzsche.

NOTE: Any course in the HISTORY OF POLITICAL THOUGHT SEQUENCE (Politics 401-404) may be taken independently of the others.

- 406 American Political Thought.** (3) An analysis of the chief American political theories from the colonial period to the end of the 19th century. F, even years.
- 410 Q International Organizations.** (3) (Prereq: POLI 101 or permission of the instructor) This course surveys the international organizations that are key players in global coordination and conflict in the areas of security, economics, development, human rights, and the environment. It includes an examination of intergovernmental organizations, such as the United Nations and the European Union, as well as nongovernmental organizations. This course is also a prerequisite for participation in the Model United Nations.
- 420 Global Environmental Politics.** (3) (Prereq: POLI 101 or permission of the instructor) A comparative study of environmental politics and policy in industrialized countries (with special attention to the U.S.) and developing countries.
- 421 Sustainable Development.** (3) (=UNIV 421) This class examines important questions surrounding the term “sustainable development” and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. F, S.

(Politics)

- 425 The Arabic Language, Media and Politics in the Middle East.** (3) (Prereq: POLI 101 or permission of the instructor). Understanding basic terms in the Arabic Language is a key to understanding politics, media, culture and Islam in the Middle East. In this course students will gain the basic tools to enable them to understand current political discourse through main sources of Arabic media, gain basic elements and terms of modern Arabic language, and facilitate their studies of the Middle East.
- 430 Q Model European Union.** (1) (Prereq: POLI 101 or permission of the instructor) A brief survey of the history, institutional structure, policies, procedures and functioning of the European Union (EU) – a key player in global governance. The course is designed to prepare students for competitive participation in the annual Model European Union conference. The Model European Union gives students an opportunity to hone their skills at negotiation, public speaking, critical thinking, expository writing, team-building, leadership, and problem-solving. The course is offered during spring semester. The course may be repeated up to three times for credit. F, S.
- 431 Q The Model United Nations.** (1) (Prereq: POLI 101 or permission of the instructor) A brief study of the history, mission, policies, and procedures of the United Nations designed to prepare students for competitive participation in the annual Southern Regional Model United Nations conference in Atlanta. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F.
- 435 Globalization.** (3) (Prereq: POLI 101 or permission of the instructor) This course will survey the various theories and issues surrounding the process of Globalization and anti-Globalization within the study of International Relations. It will draw on historical, economical, financial, cultural, and political issues-areas of Globalization in a multitude of regions.
- 438 International Human Rights.** (3) (Prereq: POLI 101 or permission of the instructor) Development of the promotion and protection of international human rights and fundamental freedoms.
- 439 International Law.** (3) (Prereq: POLI 101 or permission of the instructor) The origin, development and principles of the international law of peace and the enforcement of these principles. The law of war and pacific settlement disputes.
- 440 Q South Carolina State Legislative Process.** (1) (Prereq: POLI 201 or permission of the instructor) An introduction to the practice of state legislative procedures. Students are required to participate in the South Carolina Student Legislature activity. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F, S.
- 441 Legal Reasoning.** (1) A laboratory course on test taking techniques and strategies for the Law School Admission Test (LSAT). Pass/Fail grading only. F, S.

(Politics)

- 447 Q Trial Advocacy.** (3) (Prereq: POLI 201 or permission of the instructor) The focus of this course is the art and science of trial advocacy and litigation, with concentration on basic evidence and trial procedure. This course will prepare the student for practice litigation with an emphasis on the art of trying a case from inception to conclusion. This course will also include mock trial practice.
- 448 Q Mock Trial.** (1) Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a fictitious case. Mock trial gives undergraduate students an opportunity to learn firsthand about the work of trial attorneys, understand the judicial system, develop critical thinking, increase self-confidence, and develop the ability to work well with others. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F, S.
- 449 Constitutional Law I.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the Supreme Court decisions that have shaped the institutional powers, constraints, and interactions of the legislative, executive, and judicial branches of the federal government. Selected covered topics include the constitutional powers of Congress, the President, and the Supreme Court; federalism; the Commerce Clause; and substantive due process. F, S.
- 450 Constitutional Law II.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the Supreme Court decisions that have shaped the boundaries of the civil rights and liberties protected by the Constitution. Selected covered topics include the liberties enumerated in the first Ten Amendments of the Constitution, and the civil rights of citizens protected in the Fourteenth and Fifteenth Amendments of the Constitution. F, S.
- 451 The Supreme Court.** (3). (Prereq: POLI 201 or permission of the instructor) A study of the role of the Supreme Court in American politics. Covered topics include the historical development as an institution, the selection and nomination process of Supreme Court justices, the nature of the Supreme Court decision-making, the relationship between the Supreme Court and the other branches, and other relevant topics.
- 452 The Judicial Process.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.
- 453 Regulatory Policies.** (3) (Prereq: POLI 201 or permission of the instructor) An examination, primarily by the case method, of the law of public offices, the types of powers exercised by administrative authorities, the scope and limits of such powers, including relevant aspects of procedural process of law, and remedies against administrative action.

(Politics)

- 455 American Jurisprudence.** (3) (Prereq: POLI 201 or permission of the instructor) (Prereq: sophomore standing or permission of the instructor) An examination of the approaches and controversies concerning legal interpretation and legal reasoning in the American political order. A major focus of the course is constitutional interpretation. Readings will be drawn principally from the writings of major figures in American jurisprudence.
- 456 Administrative Law.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the public law dealing with the structure, authority, policies, and procedures of administrative and regulatory agencies. Covered topics include agency rulemaking, agency adjudication, investigation and enforcement, political control of agencies, judicial review of agency decisions, governmental liability, and rights of public employees. S.
- 457 Environmental Law.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the public law, regulations, and court decisions governing environmental policy in the United States. Special emphasis is placed on the important governmental and private actors involved in the policy making process. Covered topics include air and water regulation, toxic substances, the regulation of energy production, and the regulation of public lands. F, S.
- 459 Social Policy.** (3) (Prereq: POLI 201 or permission of the instructor) This course is an examination of the theory and practice of social policy, with a primary focus on U.S. policy. Topics include theories and models of social policy formation and implementation by political institutions and the impact of policies on individuals and groups in society. A significant focus is placed on the content and design of policy in selected areas, including income security, education, health, and family. S.
- 462 The Legislative Process.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the structure, organization, powers, functions and problems of legislative bodies.
- 463 The American Chief Executive.** (3) (Prereq: POLI 201 or permission of the instructor) The constitutional powers and political roles of the American President with lesser emphasis upon state governors. An analysis of the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.
- 466 South Carolina Government and Politics.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the politics and government of South Carolina with special attention paid to the state political and legal institutions, their power, and limits to their power.
- 467 American Local Government.** (3) (Prereq: POLI 201 or permission of the instructor) A study of the powers, organizations, processes, and programs of municipal government, with special emphasis upon government in metropolitan areas.

(Politics)

- 481 Democracy and Development in Africa.** (3) (Prereq: POLI 101 or permission of the instructor) This course explores the conceptual and empirical connections between democracy and economic development in Africa. It considers the conditions under which different democratic forms and economic development perspectives emerge on the African continent. F, S.
- 488 Politics and Governments of Contemporary Latin America.** (3) (Prereq: POLI 101 or permission of the instructor) The development, principles, political thought, and politics of the several Latin American states.
- 491 Topics in Government and International Studies.** (3) Reading and research on selected subjects in politics. Open to juniors and seniors with the permission of the instructor. May be repeated for credit under different topics.
- 495 Internship in Political Science.** (3) (Prereq: POLI 201, junior level with 3.0 GPA, and permission of the instructor) Internships are available in local, state, or federal government offices. Students may do an internship for academic credit of three (3) hours and must work at least 120 hours at an organization during the semester registered. Grades are determined by a combination of the evaluation of the internship performance by the facility supervisor and faculty supervisor. Requirements are specifically stated in a contract to be signed by the student, faculty supervisor and facility supervisor.
- 496 Topics in Latin American Politics and Culture.** (3) (Prereq: POLI 101 or permission of the instructor) A topical approach to Latin America employing a variety of teaching materials and techniques. Among the topics treated are women and race, recent and contemporary themes in Latin American civilization, political institutions and ideology.
- 497 The Discipline of Political Science.** (3) (Writing Intensive) (Prereq: completion of 90 credit hours or permission of the instructor) Designed to be the capstone course for students majoring in political science, this course focuses on the nature and development of the discipline of political science. Particular attention is given to controversies concerning the scope and methods of conducting research in political science. Political Science majors should take this course no earlier than the last semester of their junior year. Since the concerns of this course are common to all of the social sciences, the course is open to and recommended for non-majors. F, S.
- 498 Variable Credit Internship.** (3-12) (Prereq: permission of the instructor and GPA of 3.0 or higher) This course is designed to facilitate off-campus, semester-long internships for students interested in the practice of politics and policymaking. It is designed to be variable credit based on the needs of the student. Permission of adviser is necessary to enroll. F, S, Su.
- 499 Senior Thesis.** (3) A course designed both to assess and improve research skills, writing ability, and general mastery of the field of politics. Under the close supervision of a member of the department, students will review primary and secondary source materials and write one 25-page thesis of graduate school quality.

(Portuguese, Professional Development Activities)

PORTUGUESE (PORT)

- 110** **Introductory Portuguese.** (3) Fundamentals of the language through aural comprehension, speaking, reading, and writing. F, S.
- 120** **Introductory Portuguese II.** (3) Elective. (Prereq: PORT 110, or by placement) Fundamentals of the language through aural comprehension, speaking, reading, and writing.
- 130** **Introductory Portuguese III.** (3) Elective. (Prereq: PORT 120, or by placement) Fundamentals of the language through aural comprehension, speaking, reading and writing.
- 350** **Portuguese Language Study Abroad.** (3-6) (Prereq: PORT 120, or by placement) (Coreq: approval of the chair from the Department of Communication, Languages and Cultures) Language study abroad with instruction by native speakers. Credit hours dependent on the number of hours taken. Upon successful completion of an approved program, student must furnish a certificate and/or examination results. Prior consultation with the chair of the Department of Communication, Languages and Cultures is mandatory before enrollment.

PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA)

- 100** **Building Your Business Portfolio.** (0) This course consists of weekly sessions that will expose students to a variety of important topics relevant to the business major, including degree and career options in business, the academic advising process, study abroad, internships, student involvement and other experiential opportunities. The course will also introduce students to the Building Your Business Portfolio program and the Professional Development Activities (PDAs) that are associated with the program. Pass/Fail grading only. F, S.
- 110B** **Exploring Major and Career Options in Business.** (0) (=PDA 100) (Restricted to Business majors only) This course exposes students to the degree and career options in business. The course also introduces students to the Building Your Business Portfolio program and the Professional Development Activities (PDAs) that are associated with the program. Pass/Fail grading only. F, S.
- 120B** **Exploring Experiential Opportunities in Business.** (0) (Restricted to Business majors only) This course exposes students to the experiential opportunities relevant to the business major. Pass/Fail grading only. F, S.
- 130B** **Building a Professional Profile.** (0) (Restricted to Business majors only) This course exposes students to the process of creating, organizing, and/or refining their professional profiles. Pass/Fail grading only. F, S.
- 140B** **Transitioning from Student to Professional.** (0) (Restricted to Business majors only) This course prepares students for their transition from their academic careers to their professional careers. Pass/Fail grading only. F, S.

(Professional Development Activities, Psychology)

- 340 Special Topics in Business.** (0-3) (Prereq: permission of the instructor) This course allows for the development of Professional Development Activities (PDAs) in a specific business area not generally available in the curriculum. May be repeated. Offered as needed.

PSYCHOLOGY (PSYC)

- 101 General Psychology.** (3) A general introduction to the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, developmental, social, abnormal, and the biological bases of behavior, in addition to some other selected topics. F, S.
- 202 Introduction to Scientific Communication: Psychological Perspectives.** (3) An in-depth exploration of the role(s) in Psychology of oral and written communication; includes communication-skill development through an examination of the literature of specialized areas of Psychology. F,S.
- 225 Psychological Statistics.** (3) (Prereq: A grade of 'C' or better in MATH 130 or placement into MATH 131 or above) (Coreq: PSYC 225L) An introduction to basic descriptive and inferential statistical procedures and concepts. Topics include measures of central tendency, variation, probability, hypothesis testing, correlation, regression, and chi square. Students may not receive credit for this course if credit has been received from Business Administration 291 or Statistics 201. F, S.
- 225L Psychological Statistics Laboratory.** (1) (Coreq: PSYC 225) Exercises and assignments to supplement the material presented in Psychology 225. F, S.
- 226 Research Methods in Psychology.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in PSYC 101 and PSYC 225 or equivalent) (Coreq: PSYC 226L) An examination of the wide variety of procedures available to the behavioral scientist for collecting and analyzing behavioral data. Although experimental methods are to be emphasized, other methods such as surveys and questionnaires, interviews, naturalistic observation and case studies are covered. F, S.
- 226L Research Methods in Psychology Laboratory.** (1) (Coreq: PSYC 226) Experiments; exercises and assignments to supplement the material presented in PSYC 226. F, S.
- 300 Human Sexual Behavior.** (3) (Prereq: PSYC 101 or permission of the instructor) An examination of the psychological, social, behavioral, and cognitive aspects of human sexuality. Selected topics to be covered are sexual anatomy and physiology, contraception, sexually transmitted disease, sexual variations, commercial sexuality, and sexual violence. Offered as needed.
- 301 Psychology of Marriage.** (3) (Prereq: PSYC 101 or permission of the instructor) A survey of the psychological issues related to marriage. Topics include spouse selection, sexuality, child bearing, parenting, divorce, remarriage, and aging. Offered as needed.

(Psychology)

- 302 Developmental Psychology.** (3) (Prereq: PSYC 101) A survey of human development from conception through senescence, with attention to the physical, psychological, cognitive, and social characteristics of each state. Students are introduced to research methods used by developmental psychologists and the impact of their findings to everyday life. F, S.
- 303 Interpersonal Communication Skills.** (3) (Prereq: PSYC 101) An in-depth examination of communication processes with a practical emphasis on developing effective listening and speaking skills appropriate to an interpersonal context. Offered as needed.
- 310 Psychology of Women.** (3) (Prereq: PSYC 101) The social, psychological and biological aspects of women's development are addressed and explored. The changing roles of women, and the impact of these changes upon present day lifestyles are also discussed. Offered as needed.
- 333 Health Psychology.** (3) (Prereq: PSYC 101) A survey course exploring the relationships between behaviors and disease. The influence of psychological factors and precipitating, treating, and preventing disease is examined with the goal of increasing each person's awareness of individual responsibility in sickness and health. F.
- 340 Sports Psychology.** (3) (=EXSS 340) (Prereq: PSYC 101 or permission of the instructor) The application of behavioral principles to enhance athletic performance and to promote human enrichment through sport-related activities. Topics studied include personality, attentional mechanisms, anxiety and arousal adjustment, cognitive-behavioral interventions, and motivation. Offered as needed.
- 399 Q* Independent Study.** (0-6) (Prereq: Written contract between student and instructor, approved by the chair of the Psychology Department.) F, S.
- 400 Human Learning.** (3) (Prereq: PSYC 101) In-depth examination of various kinds of human learning, from simple to complex behaviors. Topics include motor learning, verbal learning, attention, memory systems and models, forgetting, problem solving, and learning strategies and sets. Offered as needed.
- 401 Cognitive Processes.** (3) (Prereq: PSYC 101) Experimental approaches to cognitive processes. Data and theory with respect to attention, information processing and storage, imagery, language, problem solving, creativity, decision making, cognitive development and growth, and concept formation. F.
- 402 Psycholinguistics.** (3) (Prereq: PSYC 101) A survey of selected aspects of the field focusing on the cognitive and behavioral foundations of child and adult language acquisition. Other topics may include developmental and catastrophic language disorders, neurolinguistics, and the language-thought interaction. Offered as needed.

(Psychology)

- 407 Principles of Learning.** (3) (Prereq: PSYC 101) A survey course covering the basic principles of human and animal learning. Topics include habituation and sensitization, classical and instrumental conditioning, principles of reinforcement, generalization and discrimination, punishment, escape and avoidance learning, basic principles of memory, and behavior modification techniques. F, S.
- 410 Abnormal Psychology.** (3) (Prereq: PSYC 101) A survey of the historical, social, and cultural implications of abnormal behavior. Topics include the nomenclature used to classify abnormal behavior, etiological factors and treatment procedures. F, S.
- 411 Abnormal Behavior in Children.** (3) (Prereq: PSYC 101) This course examines theories of childhood psychopathology and the classification of childhood disorders. Methods of assessment and treatment for specific childhood disorders are considered. Offered as needed.
- 415 Human Neuropsychology.** (3) (Prereq: PSYC 101) An in-depth examination of the role of the brain and nervous system in human behavior and psychological disorders. Consideration of the consequences of brain damage and disease in human patients are the focus of the course, but conditions such as depression and anxiety in which there is no obvious brain pathology are also discussed. F, S.
- 420 Child Psychology.** (3) (Prereq: PSYC 101) This course examines principles, theories, and research methods used in the study of child development. Students are introduced to important physical, cognitive, social and personality changes which occur in each of the major stages from conception through the onset of puberty. Hereditary and environmental influences are explored in relationship to current research findings. Offered as needed.
- 421 Psychology of Adolescence.** (3) (Prereq: PSYC 101) A detailed analysis of the developmental period from puberty to young adulthood, including physical, cognitive, psychological and social factors that influence human growth. Problems and issues unique to adolescents are researched and discussed. Offered as needed.
- 423 Psychology of Aging.** (3) (Prereq: PSYC 101 or permission of the instructor) An overview of the aging process in the adult. The physical, intellectual, social aspects of development will be traced through the major phases of young, middle- and late-adulthood. Offered as needed.
- 425 Gerontology.** (3) (Prereq: PSYC 101) An in-depth analysis of the aging process in late adulthood through death and dying. Psychosocial influences on normal and diseased aging processes will be examined. An emphasis on procedures and strategies for effectively intervening with both well and frail elderly will enable the student to integrate knowledge of gerontology into a disciplinary context. Offered as needed.

(Psychology)

- 428 School Psychology and Exceptional Children.** (3) (Prereq: PSYC 101) This course describes exceptional children within educational settings. Topics will include giftedness, learning disabilities, mental disabilities, emotional/behavioral problems, and sensory/motor impairments. The characteristics, etiology, assessment and treatment of children within these categories will be examined. Offered as needed.
- 430 Social Psychology.** (3) (Prereq: PSYC 101) An examination of human behavior in social situations. Topics include attitudes and attitude change, affiliation and interpersonal attraction, prejudice, stereotypes, social order, conformity, altruism, territoriality, aggression, competition, cooperation, socialization, and communication. F, S.
- 440 Theories of Personality.** (3) (Prereq: PSYC 101) A survey of the major personality theories of the “normal” individual as explanations of behavior and human differences. Topics include trait factor theories, psychodynamic theories, social/behavioral theories and humanistic theories. Offered as needed.
- 450 Sensation and Perception.** (3) (Prereq: PSYC 101 or permission of the instructor) An in-depth study of each sensory system (orienting, cutaneous and kinesthetic sensitivity, olfaction, gustation, audition, vision). Topics include structures and functions within each system, development of systems, psychological perceptions and sensations, illusions, and interactions between systems. S.
- 460 Physiological Psychology.** (3) (Prereq: PSYC 101) A survey of the relationships between the nervous system and behavior. Topics include basic neuroanatomy and neurophysiology, signaling and information processing in the nervous system, psychopharmacology, and selected behavioral topics such as biological rhythms, hunger, thirst, learning and memory. S.
- 462 Animal Behavior.** (3) (Prereq: PSYC 101) The identification and classification of behavior patterns exhibited by various species of animals and the determination of relationships among behaviors of such species together with their origins and development. S.
- 465 Psychology and the Law.** (3) (Prereq: PSYC 101 or permission of the instructor) This course is designed to examine the multiple and ever-expanding roles that psychology plays in the legal/criminal justice system. Topics include legal procedural issues, pretrial publicity issues, jury selection, eyewitness identification and testimony, lineup procedures, presentation of scientific evidence, expert witnesses, jury decision-making, death penalty, and insanity pleas. S.

(Psychology)

- 470 Industrial/Organizational Psychology.** (3) (Prereq: PSYC 101 or permission of the instructor) This course provides an introduction to the area of industrial/organizational (I/O) psychology and how psychological research is applied to behavior in the workplace. Topics include recruitment and selection of employees, the effects of job satisfaction and job commitment on performance, antecedents and consequences of work-related stress, and motivation and leadership. Offered as needed.
- 480 Intermediate Statistics.** (3) (Prereq: A grade of 'C' or better in PSYC 225 or equivalent) (Coreq: PSYC 480L) An examination of additional topics in applied behavioral statistics. Topics include linear correlation and regression, hypothesis testing, analysis of variance, and multivariate statistics. F, S.
- 480L Intermediate Statistics Laboratory.** (1) (Coreq: PSYC 480) Exercises and assignments to supplement the material presented in Psychology 480. F, S.
- 483 Principles of Psychological Testing.** (3) (Prereq: A grade of 'C' or better in PSYC 101 and PSYC 225 or equivalent) (Coreq: PSYC 483L) A survey of the psychometric process. Topics include the principles of measurement and test score interpretation, discussion of the variety of group and individual tests available for psychologists and the criteria for selecting and evaluating tests. Three lecture hours per week. F, S.
- 483L Principles of Psychological Testing Laboratory.** (1) (Coreq: PSYC 483) Exercises and assignments to supplement the material presented in Psychology 483. F, S.
- 484 History and Systems of Psychology.** (3) (Prereq: at least 9 credit hours in Psychology) This course is a comprehensive, in-depth study of approaches and recognized contributors to the scientific study of human behavior. Students are introduced to how and why psychology emerged, and the impact that past contributions have made to present-day status. F, S.
- 486 Substance Abuse.** (3) (Prereq: PSYC 101 or permission of the instructor) An introduction to research findings and theoretical considerations in the use and abuse of pharmacological agents such as alcohol, barbiturates, narcotics, tranquilizers, and stimulants. Emphasis will be placed upon concepts of diagnosis, treatment, and prevention. F, S.
- 489 Special Topics in Psychology.** (3) (Prereq: PSYC 101) A topical or research interest not offered in an existing course. May be repeated for credit under different topics.
- 490 Q* Internship.** (0-6) (Prereq: PSYC 101, 2.5 GPA, and permission of the instructor) Interns work a minimum of 33 hours per credit in an agency, organization, or business that is of interest to the student and/or where students wish to gain practical experience. Students are supervised by a department faculty member and will abide by the procedures outlined in an Internship Agreement. Offered as needed.

(Psychology, Recreation and Sport Management)

- 495 Gerontology Internship.** (3) (=SOC 495) (Prereq: PSYC 423 and three additional Gerontology Program courses) The internship provides experience working with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology. Offered as needed.
- 497 Applied Research in Psychology.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in PSYC 225 or equivalent, and a grade of 'C' or better in PSYC 226) (Coreq: PSYC 497L) A research experience in which students are required to develop a research project, conduct a literature review, gather and analyze data, prepare a research paper in accord with the standards of the American Psychological Association (APA) and present their research. Motivated students are encouraged to complete this course in their junior year and continue research pursuits during their Senior year. F, S.
- 497L Applied Research in Psychology Laboratory.** (1) (Coreq: PSYC 497) Exercises and assignments to supplement the material presented in Psychology 497. F, S.
- 498 Q* Individual Research.** (1-3) (Prereq: 15 credits including PSYC 225 and PSYC 226) Each student plans and executes one or more original research projects under the instructor's supervision. Psychology 498 is not a prerequisite to Psychology 499. F, S.
- 499 Q* Individual Research.** (1-3) (Prereq: 15 credits including PSYC 225 and PSYC 226) Each student plans and executes one or more original research projects under the instructor's supervision. Psychology 498 is not a prerequisite to Psychology 499. F, S.

RECREATION AND SPORT MANAGEMENT (RSM)

- 120 Leisure, Recreation, and Wellness.** (3) The study of human wellness through leisure and recreation concepts. Emphasis placed on using leisure resources to increase human satisfaction, fulfillment, and quality of life; the potential for physical, mental, social, and emotional growth; and the development of individuals, communities, and societies. The course presents a variety of leisure, recreation, and wellness opportunities and alternatives to heighten the college student's awareness of available lifelong leisure activities.
- 210 Recreational Activities.** (3) An exploration of a variety of activities appropriate for use in any recreational setting. Areas of concentration will include music, crafts, nature, special events, fitness, leisure counseling, and socialization. Emphasis is placed on the acquisition of activity skills.

(Recreation and Sport Management)

- 242 Introduction to Recreation and Sport Management.** (3) The significance and meaning of recreation, leisure, play, and sport in modern society, theories of play, models of sport, and the recreational and sport movement in the United States. Role and scope of recreation and sport programs in the community, schools, commercial, and industrial settings. Introduction to professional and career issues in the field.
- 290 Fiscal Management in RSM.** (3) The objective of this course is to introduce students to the concepts of fiscal management within the recreation and sport management industry. This course will cover some of the theory and practice of fiscal decision-making. The course focuses on the elements of analyzing financial statements, calculation of financial ratios, understanding the time value of money, and applications of financial management in recreation and sport. F, S.
- 301 Coaching Pedagogy and Management.** (3) (=KRSS 301) (Prereq: KRSS 222 or permission of the instructor) This course provides an introduction to the philosophy, principles and techniques of effective coaching with emphasis on the pedagogical and psychosocial aspects of preparing amateur athletes for competition. Course includes the art and science of coaching in areas such as group/team development, practice planning, teaching sport skills and game tactics, and team assessment and evaluation. F, S, Su.
- 305 Sports Officiating.** (3) A study of the philosophy and principles of sports officiating. Content includes rules and mechanics for officiating of various seasonal sports, with practical/field experiences. Includes observation and evaluation of officials in recreational, high school and collegiate settings with certification opportunities.
- 309 Youth Sport.** (3) An investigation into the issues of children participating in organized and competitive sport. The course examines youth sports from biological, psychological, and sociological perspectives. Emphasis is placed on the impact of sport managers and leaders in the delivery of youth sport programs. Comprehensive survey of current scientific knowledge and examination of changing attitudes, behaviors, and trends in youth sport. F, S.
- 310 Campus Recreation.** (3) An introduction to collegiate recreation and intramural sports programs including professional ethics and issues, facility operations, program management, legal liability and risk management, marketing, fiscal management, and social issues. F, S.
- 315 Outdoor Recreation.** (3) An overview of the role of the natural world in recreation services. The course will focus on values of outdoor recreation, adventure recreation, environmental impact, and the role of government in the provision of outdoor recreation.
- 317 Moral and Ethical Reasoning in Recreation and Sport.** (3) The course provides a survey of the ethical and legal issues confronting sport in contemporary society. Students use a case study approach to become familiar with interconnecting legal and ethical issues as they arise within the context of sports from youth to professional levels. F, S.

(Recreation and Sport Management)

- 337 Legal Issues in Recreation and Sport.** (3) (Prereq: RSM 242) An overview of the role local, state and federal governments have in the provision of recreation and sport services. Provide the basic understanding of legal liability, risk management, negligence, standard of care, safety regulations, and other legal subjects as they apply to recreation and sport. F, S.
- 352 Commercial Recreation.** (3) (Prereq: RSM 242 and RSM 290) Basis principles and steps of initiating and conducting a commercial recreation enterprise, designed to offer students practical experience in starting a commercial recreation business. F, S.
- 369 Sports Marketing and Promotion.** (3) (Prereq: CBAD 350) An application of fundamental marketing and promotion concepts to the sport industry. Special emphasis is placed on understanding the relationship between sport products and sport consumer markets. Students will utilize the analysis, strategy development, implementation, and evaluation phases of the sport marketing process.
- 370 Outdoor Leadership.** (3) This course focuses on theoretical and practical study of leading groups in outdoor recreation and education setting. Specific outdoor leadership skills are discussed, including lesson design and teaching style, expedition planning, emergency procedures, risk management, minimum impact approaches, and working with various clients. This course requires students to participate in extended outdoor expeditions.
- 377 Sport Tourism.** (3) (Prereq: RSM 242) Sport Tourism is defined as travel to and participation in or attendance at a predetermined sport activity. The sport activity can include competition and travel for recreation, entertainment, business, education and/or socializing. The sport can be competitive and/or recreational. F, S.
- 379 Principles of Ecotourism.** (3) This course will introduce students to the history, concepts, principles, marketing, planning and management of ecotourism activities and development which promote cultural and environmental awareness and local economic benefits.
- 380 Recreation for People with Disabilities.** (3) (Prereq: RSM 242) An introduction to the concepts and professional approaches to recreation service delivery for people with disabilities. Appreciation for human diversity and impact of differences on recreation involvement. F, S.
- 389 Recreation and Sport Leadership.** (3) (Prereq: RSM 242) This course focuses on the study and practice of leadership styles and direct leadership techniques for conducting organized recreation and sport programs for all age groups.
- 392 Q Field Experience in Recreation and Sport Management.** (3) (Prereq: RSM 337) A supervised practicum in a professional setting; on-site observation in a public, private or commercial setting with experience in all working areas and activities pertinent to that agency.

(Recreation and Sport Management)

- 393 Sport Media and Communication.** (3) (Prereq: RSM 242) This course is designed to provide insight into public and media relations in the recreation and sport management fields. The content of the course will allow the student to examine and apply strategic public relations concepts to the internal and external communication problems encountered in these occupations. The course will cover general principles and strategies of public relations and will include a component of effective communications in recreation and sport organizations. The course will also focus on the application of public relations, media relations, and publicity in a variety of settings. F, S.
- 394 Sport Technology.** (3) (Prereq: RSM 242) This course will introduce students to current technology advances that enhance various management aspects of sport organizations. Emphasis will be on the use of computer technology with topics including fundamental website development, relational database management, potential application of data mining in sport organization decision making, internet based recruiting, electronic ticketing, virtual signage, video streaming, use of technology for facility and risk management, and use of multimedia for instruction or promotion of sport related programs. F, S.
- 396 Orientation to Internship.** (1) (Prereq: 90 credit hours earned) Plan and prepare for internship in recreation and sport management. Analyze career placement opportunities, the internship process, and associate requirements. For recreation and sport management students only or permission of the instructor. F, S.
- 399 Independent Study.** (1-3) (Prereq: permission of the instructor and advisor) Written contract between student and instructor, approved by the department chair. F, S.
- 400 Sport in Contemporary Society.** (3) (=SOC 403) (Prereq: RSM 317 and 60 credit hours earned) An investigation into sport as a microcosm of society and how it is influenced by cultural traditions, social values, and psychosocial experiences. Emphasis is placed on how sport managers are immersed in the soci-cultural milieu, with sport as the focus. Course includes the examination of changing attitudes, behaviors, and trends in the world of sport. F, S,.
- 410 Financing Sport and Sales.** (3) (Prereq: ECON 101 and RSM 290) This course introduces students to the concepts of financial management and sales as applied to the unique world of sports. This course will analyze and produce skills essential to the revenue production and sales process commonly found in the sport business. The course concentrates on understanding the application of several key financial analyses, contract negotiation and understanding the use of economic impact studies to justify sport events and facilities in host communities. Furthermore, this course discusses the financial concepts and theories and their application on the professional, intercollegiate, and commercial sport industries. F, S.

(Recreation and Sport Management)

- 432 Research and Evaluation in Recreation and Sport Management.** (3) (Prereq: RSM 369 or ECON 320 or ECON 330 and Senior standing) Systematic, structured problem-solving for decision making in recreation and sport management services. Research techniques/evaluation procedures; quantitative, qualitative methodologies; deductive, inductive reasoning. (Computer Usage)
- 438 Recreation for Active Aging.** (3) This course introduces the students to recreation activities and techniques for working with senior adults. Topics include procedures for programming, implementation, and evaluation of recreation activities that serve senior adults. F.
- 456 Recreation Administration.** (3) (Prereq: RSM 392) Administrative policies and organizational management of recreation services, financial and personnel practices, public relations. (Computer Usage)
- 482 Special Topics In Recreation and Sport.** (3) (Prereq: RSM 389) Topics of special interest in contemporary recreation and sport management. Reading, research, and application of selected subject(s). Open only to junior and seniors. Offered as needed.
- 490 Program and Event Planning in Recreation and Sport.** (3) (Prereq: RSM 337 and 75 credit hours earned) This course focuses on the principles and approaches to planning and implementing recreation programs. A philosophical and practical basis for preparing a variety of recreation programs will be covered. F, S.
- 492 Campground Administration.** (3) (Prereq: RSM 392) Basic concepts of campgrounds and management. Topics include administration and organizational structure, business management, insurance for special groups or special camps, day camping, residence camping, recreational vehicle camping, campground facility design and maintenance, special event planning, and camp appraisals. (Computer Usage)
- 494 Area and Facility Management in Recreation and Sport.** (3) (Writing Intensive) (Prereq: 75 credit hours earned) Basic consideration in planning, construction, design and maintenance of sport and recreation areas, facilities and buildings. F, S.
- 496 Q Internship in Recreation and Sport Management.** (12) (Prereq: Senior standing and completion of all Recreation and Sport Management required courses; successful completion of internship application and Exit examination; to be taken the last semester prior to graduation) (Writing Intensive) Twelve week full-time supervised experience in recreation or sport at a cooperative and approved agency.
- 499 Directed Undergraduate Research.** (1-6) (Prereq: permission of the instructor and advisor) Using the scientific method, directed undergraduate research on a recreation or sport related topic to be developed by the student and instructor. F, S.

(Religious Studies)

RELIGIOUS STUDIES (RELG)

- 103 World Religions.** (3) The religious experience of varied persons and groups, East and West, in traditional and contemporary settings.
- 104 Introduction to Asian Religions.** (3) This course provides an introduction to the most prevalent and enduring ideas, images, and personalities of Asian religious traditions including Daoism, Confucianism, East Asian Shamanism, Shinto, and Buddhism. The regions of focus include India, Tibet, China, Korea, and Japan, with some reference to other areas of Asia.
- 105 Introduction to Abrahamic Religions.** (3) This course is an introduction to the Abrahamic religious traditions, namely Judaism, Christianity, and Islam. It explores the beliefs, practices, and institutions of these traditions, as well their sacred texts and traditions of interpretation. Ancient Near Eastern history, beliefs and practices is also examined. Based on lectures, assigned readings, multimedia, and discussions, this course explores the historical development of Abrahamic religious history, thought and practice. Offered as needed.
- 203 Studying Religion: Theory and Methods.** (3) This course is an introduction to theory and method in the academic study of religion. Students make regular use of three core categories of analysis for comparative study: ritual, symbol, and myth (i.e. sacred narrative). It is not a survey of different religions (though students explore several religions); nor is it an examination of personal beliefs (though the course may help students gain insight into their beliefs). The course encourages students to think about the role of religion in individual and collective life around the world. The material is designed to help students understand and apply these ideas to the religious behavior and beliefs of real people, cultures and societies. Offered as needed.
- 301 Old Testament.** (3) A critical study of the literature of the Old Testament emphasizing its historical development and meaning in the life of Ancient Israel.
- 302 New Testament.** (3) An historical and critical study of the origin, structure, and transmission of the New Testament writings and their meaning in life and thought of the early Church; emphasis is placed on the life, teachings, and significance of Jesus and Paul—both for their day and for ours.
- 311 Gospel Traditions.** (3) An analysis of the historical and social setting of the Gospel designed to afford the student a fuller understanding of Jesus and his mission.
- 312 The Life and Letters of Paul.** (3) A critical study of the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.

(Religious Studies)

- 320 Introduction to Buddhism.** (3) This course provides an introduction to the diverse Buddhist traditions of the world through a study of theories, practices, images, and social settings. It begins with an examination of stories of the life of Buddha and the religious-political situation in India at the time his ideas began to flourish. It also follows the development of later Buddhism in India and its manifestations as Theravada traditions of Southeast Asia. It also examines Buddhism's development of a Mahayana and Tantric traditions in Tibet and East Asia.
- 322 Introduction to Islam.** (3) This course is an introduction to the diversity of the Islamic tradition and various Muslim communities, as well as the methods and resources used in Religious Studies. It will cover some of the history of the development of the Islamic tradition and various Muslim communities, while exploring wide-ranging beliefs, practices, figures, concepts, debates, institutions, and communities. It will explore the tradition both historically and contemporarily. Topics covered may include debates over the idea of Islam, the Prophet Muhammad, the Qur'an, and some subsequent Islamic expressions, such as Sunni and Shi'i Muslims, the development of schools of law, theological debates, Islamic mysticism, responses to modernity, and contemporary Muslim communities. F or S.
- 324 Hinduism.** (3) A survey of Hinduism through history, theology, sacred texts, spiritual practices, social organizations, and politics. The course proceeds from the earliest phases of the religion to contemporary groups and practices. Students will be introduced to key ideas and beliefs in Hinduism, and will examine major texts in the tradition. They may also study Hindu devotional deities as depicted in art and music, and explore modern developments in Hinduism, including major political initiatives. S.
- 325 Religion in Contemporary American Film.** (3) A critical study of religious beliefs and practices as seen through the medium of film. Students will view contemporary American films and film clips through the lens of religious studies. Lectures and films are augmented by WebCT discussion boards.
- 326 Buddhism in Literature and Film.** (3) (Prereq: one religious studies course or permission of the instructor) A study of representations of Buddhism in selected scriptures and ideas identified as Buddhist in world literature and film. The course considers the nature, power, or inability of literature and film to convey various themes such as "no-self," "suchness," "Buddhamind," and "enlightenment." Students are challenged to question ideas of scriptural authority as well as "Orientalist" representations.
- 330 Introduction to Judaism.** (3) This course is an introduction to the diversity of the Jewish tradition, as well as the methods and resources used in Religious Studies. The approach will be partially historical to facilitate the exploration of current beliefs, practices, concepts, debates, institutions, and communities. Topics covered may include conflict between Jews and Muslims, anti-Semitism, varieties of American Judaism, and cultural expressions of Jews worldwide. Offered as needed.

(Religious Studies)

- 350 Lives of Hindu and Buddhist Saints.** (3) A study of lives of individuals related to Hinduism and Buddhism who are alleged to be “saints” in stories, biographies, and autobiographies. These life accounts are compared to archetypes found in canonical sources including the Ramayana, the Bhagavata Purana, and Buddhist Jataka. The class considers the genre of religious biography/hagiography in such terms as intended audience and practical usage of the texts. Students will examine stories about ancient and modern Hindus and Buddhists from India, China, Japan, Korea, Southeast Asia, and America. S.
- 351 Religion of India.** (3) The personal religious goals and characteristic social patterns which have developed in India from pre-Vedic times to the modern period. Particular attention will be given to the interaction of Hinduism, Buddhism, and transcultural influences.
- 352 Zen Buddhism.** (3) A study of the philosophies and practices of Zen Buddhism as they appear in East Asia and America. Primary emphasis is placed on the idea of Zen as a transformative practice. The course uses classic Mahāyāna texts and the writings of Zen teachers. It also examines Zen through koans, zazen, engaged Buddhism, arts, and films. The class considers the relationship of Zen mind and Zen practice. May.
- 355 Islam, Ethics, and the Environment.** (3) This course is to serve as an overview of environmental ethics, religious responses to environmental issues, and Islamic ethics, as well as some of the gaps between ideals and practices. F.
- 360 Women and World Religions.** (3) (Prereq: RELG 103 or permission of the instructor) An examination of the historical and social context of issues in religion or sanctioned by religion that are uniquely related to women.
- 363 Women and Gender in Islam.** (3) This course will serve as an introduction to the relations between gender and Islamic belief and practice. It will examine the historic, social, cultural, political, and economic factors that have influenced Muslim ideas and practices pertaining to gender and sexuality, as well as perceptions about the relation between Islamic belief, practices, and gender. F.
- 365 Religious Diversity in the South.** (3) (Prereq: RELG 103) This is a survey of the evolution of religion in the South from its beginnings to the arrival of new religions and movements in the twentieth century. This course will review the development of major denominational churches as well as the evolution of “folk belief”. Integral to the course will be the consideration of women’s roles, and attitudes toward women in religion. Religious history of South Carolina and the low country, specifically, will serve as the focus for the course, with particular attention given to new religious arrivals.

(Religious Studies, Reserve Officers Training Corps)

- 366 Religions of the West African Diaspora.** (3) (Prereq: RELG 103 or permission of the instructor) This course explores the transatlantic travel and transplanting of ancient African religions (e.g. Yoruba, Bakongo, and Vodun) in the Americas and the Caribbean. Particular attention is given to the merging of African religion with Christianity to form new religions (e.g. Condomble', Santeria and Gullah religion) as well their influence on folk cultures from food ways to music. S.
- 399 Independent Study.** (3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit under different topics.
- 399H Interdisciplinary Independent Study.** (3-9) Directed independent study at the honors level in two or more departments.
- 491 Selected Topics in Religious Studies.** (3) Course content varies and will be announced in the schedule of courses by suffix and title. May be repeated for credit under different topics.
- 498 Advanced Project.** (3) A supervised research project or other creative work, normally taken in the senior year.

RESERVE OFFICERS TRAINING CORPS (ROTC)

- 101 Fundamentals of Military Service.** (2) An introduction to the mission, organization and history of ROTC: Military and civilian obligation in relation to National Security; Individual Arms and Marksmanship Techniques, Emergency Medical Treatment. The students will receive information that will help them understand and prepare military correspondence (the Army Writing Style). Leadership Laboratory training to include thorough indoctrination in military courtesy and customs of the service, drill experience, development of initiative and self-confidence.
- 101L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 101) Leadership Lab is in conjunction with ROTC 101. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 102 Introduction to the Army.** (2) A discussion of the mission and responsibilities of the United States Military Forces in support of National Security with emphasis on the role of the individual, participating citizen. Students will be introduced to Map Reading Techniques. Leadership Laboratory is a continuation of ROTC 101L.
- 102L Basic Leadership Laboratory.** (Credit included with lecture – ROTC 102) Leadership Lab is in conjunction with ROTC 102. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

(Reserve Officers Training Corps)

- 201** **Fundamentals of Military Leadership.** (3) A detailed study of the applicability of leadership principles, traits, and techniques in all job areas. Additionally, an appreciation is developed for leadership counseling techniques. The course culminates in an overview of Army organization.
- 201L** **Basic Leadership Laboratory.** (Credit included with lecture – ROTC 201) Leadership Lab is in conjunction with ROTC 201. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 202** **Fundamentals of Military Decision Making.** (3) A detailed study of orienteering to include basic fundamentals of map reading, grid systems, scale and distance, elevation and relief, military symbols, direction and location, and utilization of the declination diagram. Additionally, students will discuss the code of conduct, the principles of war and reinforce preparation of military correspondence.
- 202L** **Basic Leadership Laboratory.** (Credit included with lecture – ROTC 202) Leadership Lab is in conjunction with ROTC 202. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 301** **Advanced Military Decision Making.** (4) How to prepare and conduct military training, to include presentation and communication techniques. Included in this phase of instruction is a 10-minute oral presentation, how to cope with basic problems, i.e., discipline and motivation, encountered in small units, leadership training designed to further develop planning and organizational skills, fundamentals of offensive and defensive tactics of war.
- 301L** **Advanced Leadership Laboratory.** (Credit included with lecture – ROTC 301) Leadership Lab is in conjunction with each of the aforementioned course in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 302** **Applied Military Leadership.** (4) A review of the principles and fundamentals of small unit tactics, and the application of the principles of offensive and defensive combat to units of the infantry battalion. Familiarization with characteristics, operation and employment of small unit weapons, communication systems and equipment, and continued development of selected Military Skills. Orientation relative to administrative procedures, required standards of performance, and general conduct of training at Warrior Forge, the Leadership Development, and Assessment Course.

(Reserve Officers Training Corps, Science)

- 302L** **Advanced Leadership Laboratory.** (Credit included with lecture – ROTC 302) Leadership Lab is in conjunction with each of the aforementioned course in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science courses. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.
- 401** **Leadership and Management Seminar I.** (4) Leadership management and professional development, a study of the U.S. Army Personnel Management System, methods of conducting Command and Staff and Unit meetings, how to prepare military correspondence, ethics and professionalism, and military justice.
- 401L** **Leadership and Management Seminar I Laboratory.** (0) Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. F.
- 402** **Leadership and Management Seminar II.** (4) Management simulation exercise and Active Duty orientation, small unit effectiveness and Army Training Management, the U.S. Army Logistics system, interpersonal skills, counseling techniques, and personnel evaluation, the Law and Principles of War, Code of Conduct and Geneva Convention, customs and courtesies of an Army officer.
- 402L** **Leadership and Management Seminar II Laboratory.** (0) Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. S.

SCIENCE (SCIE)

- 101** **Introduction to Science.** (3) (Coreq: SCIE 101L) An introduction to the processes of science for non-science majors using the environment as a basic theme. The course, specifically designed to be the first university-level science course, draws on illustrations from all of the sciences on how to understand science and its integration into students' lives and careers. Three lecture hours per week. F, S.
- 101L** **Introduction to Science Laboratory.** (1) (Coreq: SCIE 101) Experiments, exercises, demonstrations and field experiences emphasizing the topics presented in SCIE 101. Three laboratory hours per week. F, S.

(Sociology)

SOCIOLOGY (SOC)

- 101** **Introductory Sociology.** (3) An introduction to the sociological study of social interaction, social structures, social institutions, social inequalities, social change, the social construction of human life, and other selected topics. Sociology draws upon a variety of social scientific research methods, sociological concepts and social theory to reveal the social basis of everyday life by exploring the interplay between society and the individual. F, S.
- 102** **Social Problems.** (3) Analysis of social structures and processes relating to public issues in contemporary society. F, S.
- 201** **Sociological Analysis.** (3) (Prereq: SOC 101 or SOC 102) This course will provide an introduction to the principles of sociology as well as emphasize written and oral communication skills. Students will be asked to exercise and develop their “sociological imagination” through a series of oral and written assignments. F, S.
- 298** **Careers and Professional Development in Gerontology.** (1) (Prereq: SOC 101 or SOC 102) This course introduces students to areas of specialization in gerontology and career opportunities within the discipline and related disciplines. This course explores the variety of resources available on the internet and in the University Career Resources Services office in order to assist students to find jobs or enter graduate schools after graduation. Offered as needed.
- 300 Q*** **Social Justice.** (3-4) (Prereq: SOC 101 or SOC 102) This course explores the broad context of social justice and fosters critical reflection and analysis of the social world and conditions of humanity. This course also explores individual and collective resistance for change and promotes students’ self-discovery of their own change agent skills. The course is guided by three primary questions: 1) What is social justice? 2) Why does social justice matter? 3) How do we actively participate in the struggle for social justice? Students taking Q* sections of this course receive four credit hours and must complete an additional 40-hour experiential learning activity. F, S.
- 301** **Gender and Society.** (3) (Prereq: SOC 101 or SOC 102) This course examines gender in terms of men’s and women’s identities and normative behaviors that occur in gendered institutions within an inequitable, patriarchal social structure that allots power and privilege to men over women, across all classes and races. Offered as needed.
- 305** **Sociology of the Family.** (3) (Prereq: SOC 101 or SOC 102) Sociological perspectives related to various aspects of family behaviors, roles and values. Offered as needed.
- 306** **Religious Cults and Violence.** (3) (Prereq: SOC 101 or SOC 102) An introduction to sociological perspectives related to various aspects of new religious movements or cults. Students will use sociological theories and perspectives to examine religious cults’ use of violence and violent reactions toward cults by government authorities, other religious organizations, and anti-cult movements. S, even years.

(Sociology)

- 307 Sociology of Religion.** (3) (Prereq: SOC 101 or SOC 102) Sociological perspectives related to various aspects of religious behavior. Includes references to non-Western religions. Offered as needed.
- 308 Q* Community Development and Social Change.** (3-4) (Prereq: SOC 101 or SOC 102) This course provides a sociological analysis of community and explores community development models and the history of community development practices. Students learn hands-on skills that will prepare them for work in community-based organizations and institutions. Students enrolled in “Q” sections of the course must complete a required community service learning component with a local community organization and will receive 4 credit hours for the class. S.
- 309 Social Inequality.** (3) (Prereq: SOC 101 or SOC 102) The course provides a social scientific overview of how individual experiences in social reality are unequal given the stratified nature of the world. Historical trends in inequalities and contemporary hierarchical social arrangements are examined. A focus of the course is how different forms of inequality are maintained and replicated via individual behaviors and the operation of different socio-cultural institutions. Also analyzed are the efforts to challenge unjust inequalities within communities, and nation-states worldwide. Offered as needed.
- 309L Q* Social Inequality Laboratory.** (1) (Prereq: SOC 101 or SOC 102) (Coreq: SOC 309) Qualified students taking Social Inequality (SOC 309) may make the course an experiential learning experience (Q) by incorporating weekly participation with an established organization or program that serves socio-economically disadvantaged individuals. F, S, Su.
- 310 Social Demography.** (3) (Prereq: SOC 101 or SOC 102, SOC 201, and core curriculum math requirement) Analysis of the theories, methods, issues, and data related to the characteristics and dynamics of population. F, S.
- 311 Sociology of Poverty.** (3) (Prereq: SOC 101 or SOC 102) A sociological analysis of who the poor are with a specific emphasis on rural America. Offered as needed.
- 313 Social Welfare and Social Work.** (3) (Prereq: SOC 101 or SOC 102) Analysis of the theory and process of social services. Emphasis is placed on understanding major social service programs in the United States, their histories, trends, and public policy related to them. Students study specific social welfare programs such as income maintenance programs, social security, nutrition programs and others. The occupation of social work is addressed along with major debates regarding providers and consumers of services. Offered as needed.
- 320 Individual and Society.** (3) (Prereq: SOC 101 or SOC 102; or PSYC 101) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society. Offered as needed.

(Sociology)

- 330 Sociological Theory.** (3) (Prereq: SOC 101 or SOC 102) Theoretical perspectives on society and social behavior. F, S.
- 331 Methods in the Social Sciences.** (3) (Writing Intensive) (Prereq: SOC 101 or SOC 102; SOC 201) (Coreq: SOC 331L) Introduction to the methods and problems involved in designing and conducting research in sociology and related fields. F, S.
- 331L Methods in the Social Sciences Laboratory.** (1) (Prereq: SOC 101 or SOC 102; SOC 201) (Coreq: SOC 331) Exercises and assignments to supplement the material presented in Sociology 331. F, S.
- 340 The Sociology of Drugs & Drug Control Policy.** (3) (Prereq: SOC 101 or SOC 102) A sociological examination of drug use, misuse and abuse within the historical context of social policies in the United States. A global perspective will also be considered. F, odd years.
- 341 Organized Crime.** (3) (Prereq: SOC 101 or SOC 102) This seminar is organized as a survey of organized crime worldwide. While this course will focus on organized crime in the United States, we will also examine organized crime and organized crime groups around the world. Integral to this large scope is a focus on the historical development of the ideas surrounding organized crime. Additionally, in this course we will examine some of the strategies used to combat often unique forms of criminality. S, odd years.
- 350 Q* Juvenile Delinquency.** (3-4) (Prereq: SOC 101 or SOC 102) The causes and consequences of juvenile delinquency and the study of the juvenile justice system. Students enrolled in “Q” sections of the course must complete a required community service learning component with a local community organization and will receive 4 credit hours for the class. S.
- 351 Deviant Behavior.** (3) (Prereq: SOC 101 or SOC 102) The causes and consequences of deviant behavior in society, including such topics as mental illness, privileged deviance, drugs and alcohol, personal violence, and body modification.
- 352 Comparative Policing.** (3) (Prereq: SOC 101 or SOC 102) Comparative study of policing organizations in the U.S. and selected foreign countries from a social science perspective. Formal/informal policing; role/functions; legal bases; accountability /restraints; community relations; use of force; and illegal practices will be covered. We will examine how the political systems of different countries influence the way governments police their own citizens. S, odd years.
- 353 Sociology of Crime.** (3) (Prereq: SOC 101 or SOC 102) Social factors in the development, identification, and treatment of criminals. Offered as needed.

(Sociology)

- 355 Race and Ethnicity.** (3) (Prereq: SOC 101 or SOC 102) A socio-historical, theoretical, and empirical analysis of race and ethnicity, with primary emphasis on U.S. relations and trends. Cultural, political, and economic relationships on the basis of race/ethnicity are examined. Issues of prejudice, discrimination, and racism are explored as well as strategies for individual and collective action that promote equality and social justice for all races/ethnicities. Offered as needed.
- 357 African American Communities.** (3) (Prereq: SOC 101 or SOC 102, junior standing, or permission of the instructor) This course is a sociological approach to understanding African American communities, both in historic and contemporary eras. We seek to understand how structure and agency and/or oppression and resistance have given rise and shape to various facets of African American and Black communities. We pay attention to how people of African descent have worked to protect their communities, to raise their standards of living and opportunities, and have actively fought racism. The readings are a range of first person narratives, social commentary and sociological perspectives on issues such as family, faith, popular culture, and politics. Through this course you will come to understand the evolution from enslaved African, to Negro, to Black, to African American, and to the contemporary questions of who is Black and what is Blackness. Offered as needed.
- 360 Sociology of Medicine and Health.** (3) (Prereq: SOC 101 or SOC 102; or permission of the instructor) The course acquaints students with a sociological analysis of health, illness, and the care system. Examples of topics covered include sociological variables in relationship to patterns of illness, models of illness behavior, analysis of the contemporary care system including reimbursement patterns, and socio-economic and political critiques of contemporary issues in medicine and health. Offered as needed.
- 380 Collective Action and Social Movements.** (3) (Prereq: SOC 101 or SOC 102) Using a sociological frame of analysis, this course explores distinctions between collective action and social movements, conditions that facilitate their development, and their impact on social, cultural, and political policies. A wide variety of social movements in American society are examined, including the Progressive era reform movements, the labor movement, the women's movement, the environmental movement, the gay rights movement, the civil rights and other racial/ethnic movements. Offered as needed.
- 395 Internship Experience in Sociology.** (0) (Prereq: SOC 101 or SOC 102, permission of the instructor, and approved contract) Interns work in a supervised position in a human services, governmental, research or criminal justice agency. If desired, a student may register for SOC 499 in subsequent semesters and be awarded credit at the rate of 1 credit for every 33 hours of supervised internship. May, Su.

(Sociology)

- 399 Independent Study.** (1-6) (Prereq: SOC 101 or SOC 102; written contract between the student and the instructor, approved by the chair of the psychology and sociology department)
- 401 Sociology of Corrections.** (3) (Prereq: SOC 101 or SOC 102) This course provides a sociological view of the rationales for corrections, types of corrections, and considerations for prisoner reentry. Students will gain a broad understanding of the history of corrections, and the effects of that history on both the individual and the community. F or S.
- 403 Sociology of Sports.** (3) (=RSM 400) (Prereq: SOC 101 or SOC 102) The goal of this class is to apply a sociological lens to the world of sports and athletics (a distinction that will be examined) through the incorporation of academic writing, popular media, and personal experiences and observations. F, even years.
- 450 Victimology.** (3) (Prereq: SOC 101 or SOC 102, or permission of the instructor) Examination of sociological theories, research, and methodologies in the study of victims and analysis of the growth and institutionalization of victim advocacy. Offered as needed.
- 454 Sociology of Death and Dying.** (3) (Prereq: SOC 101 or SOC 102) This course focuses on the social construction of dying and death in our society as well as the ways societal expectations, values, and norms influence practices and beliefs about death. Offered as needed.
- 455 Sociology of Aging.** (3) (Prereq: SOC 101 or SOC 102) Analysis of aging as a problem of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions. Offered as needed.
- 457 Aging and Social Policy.** (3) (Prereq: SOC 101 or SOC 102, PSYC 101 or permission of the instructor) The development of public policy related to aging. Basic policy concepts, models, and methodology along with specific issues of the elderly. Offered as needed.
- 460 Sociology of Mental Health.** (3) (Prereq: SOC 101 or SOC 102) Social factors in the development, identification and treatment of mental illness. Offered as needed.
- 465 Sociology of AIDS.** (3) (Prereq: SOC 101 or SOC 102, junior standing or permission of the instructor) A seminar for advanced undergraduates, this course involves student research on HIV/AIDS transmission, incidence, prevalence, and prevention worldwide and analyzes HIV/AIDS within the framework of social stratification, social movements, social deviance, social control, and international development. Offered as needed.
- 470 Sociology of the South.** (3) (Prereq: SOC 101 or SOC 102, junior standing or permission of the instructor) SOC 470 focuses on social, cultural, historical, economic, racial and demographic dimensions of the American South. Class members will conduct research and study how the South is distinct and the ways the South influences and shares the broader American society. Offered as needed.

(Sociology, Spanish)

- 480 Environmental Sociology.** (3) (Prereq: SOC 101 or SOC 102, junior standing or permission of the instructor) The course examines key issues in the relationship between society and the natural environment. The primary focus is on social structural and cultural factors behind environmental and resource problems. Attention, however, is also given to social consequences of environmental degradation (e.g., social and economic disruption) and to social responses to environmental and resource problems (e.g., change in culture/attitudes about environmental issues, the environmental movement, community mobilization against threats). Offered as needed.
- 495 Gerontology Internship.** (3) (=PSYC 495) (Prereq: SOC 101 or SOC 102; PSYC 423 and three additional Gerontology Program courses) The internship provides experience working with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology and Sociology. Offered as needed.
- 497 Senior Thesis.** (3) (Prereq: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330 SOC 331, and PSYC 225/225L or equivalent statistics course) (Coreq: SOC 497L) Each student plans and executes an original research project under a sociologist's supervision. F, S.
- 497L Senior Thesis Lab.** (1) (Prereq: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330, SOC 331, and PSYC 225/225L or equivalent statistics course) (Coreq: SOC 497) Exercises and assignments supplement the material presented in Sociology 497. F, S.
- 498 Topics in Sociology.** (3) (Prereq: SOC 101 or SOC 102) Reading and research on selected subjects in sociology. Open only to juniors and seniors with the permission of the instructor. Offered as needed.
- 499 Q* Internship.** (1-6) (Prereq: SOC 101 or SOC 102) The internship requires 90 or more hours of collegiate credit with a GPA of 2.5 or better; formal application with a resume, and a contract among the Internship agency, the student, and the department. The application process must be completed by the last day of classes of the semester prior to the internship.) Interns work a minimum of 100 hours in a human services, governmental, research, or criminal justice agency and write a paper analyzing their work experiences in light of classroom learning and knowledge. Students may take up to 9 credit hours of Sociology Internships. Offered as needed.

SPANISH (SPAN)

- 110 Introductory Spanish.** (3) Development of fundamental language skills (listening, speaking, reading and writing), with additional consideration of culture.

(Spanish)

- 111** **Introductory Spanish I - II (Intensive).** (3) Fundamentals of the language through aural comprehension, speaking, reading, writing, with additional consideration of culture. Intensive review of first and second semester Spanish language course intended for students with two years of high school Spanish with an average grade of 'B' or better, or by placement. SPAN 111 and SPAN 130 must be taken in sequence and completed with appropriate grades to fulfill Goal 5-A of the Core Curriculum. F, S.
- 115** **Hispanic Studies I.** (5) This class introduces students to the Spanish language and the many facets of Hispanic cultures. This course also helps students develop the basic skills of speaking, listening, and communicating in everyday situations in Hispanic cultures. As a hybrid course, three credit hours is delivered face-to-face and two hours via a distance learning format. F, S.
- 120** **Introductory Spanish II.** (3) (Prereq: SPAN 110 or by placement) A continuation of Spanish 110. Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture.
- 130** **Introductory Spanish III.** (3) (Prereq: SPAN 115 or SPAN 120, SPAN 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S.
- 210** **Conversation/Composition I.** (3) (Prereq: SPAN 130 or by placement) Develops an intermediate proficiency in Spanish and an appreciation of Hispanic cultures through practice in the use of the basic language skills: speaking, reading, writing, and listening comprehension. Emphasis on the expansion and refinement of oral and written skills. Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Grammar review. Required for work in upper level language, literature, and culture courses.
- 211** **Conversation/Composition II.** (3) (Prereq: SPAN 210) This course continues and complements the first semester intermediate level Spanish (SPAN 210; Conversation/Composition I). Further expansion of language skills and appreciation of Hispanic cultures. Additional emphasis on grammar review in preparation for work in upper-level courses.
- 235** **Introduction to Spanish Linguistics.** (3) (Prereq: SPAN 210) This course provides an introduction to Hispanic Linguistics and establishes the basis for future application of linguistic principles. F, S.
- 255** **Spanish Pronunciation.** (3) (Prereq: SPAN 130) Develops an intermediate proficiency in Spanish oral skills and an appreciation of Hispanic cultures through contact with materials taken from original sources. Emphasis on the improvement and refinement of pronunciation skills. Listening and discussion of a variety of materials of appropriate difficulty. F, S.
- 315** **Advanced Spanish Grammar.** (3) (Prereq: SPAN 211) Intensive grammar review and writing practice.

(Spanish)

- 320 Spanish for the Professions.** (3) (Prereq: SPAN 210) Study of the applied nature of the language focusing on the cultural aspects and specialized vocabulary of a given professional field. Emphasis on developing skills to ask and answer questions relating to a particular professional field, drafting relevant documents, and describing events that may arise in the practice of the profession. The following are among the possible professional fields on which the course will focus: a) Spanish for Business; b) Spanish for Health Professions; c) Spanish for Public Safety; d) Spanish for the Travel and Tourism Industry.
- 321 Conversations on Hispanic Current Events.** (3) (Prereq: SPAN 210) This course is designed to promote an active command of the language and an appreciation of the cultural diversity of the Spanish-speaking world. Topics that emerge from the media serve as a basis for conversations, class presentations, and essays. This course is not for native or heritage speakers of Spanish. F, S.
- 322 Latin American Literature in Translation.** (3) (=ENGL 322) (Prereq: for Spanish credit: SPAN 210) (Writing Intensive) Selected readings of Latin American Literature in translation. Students write primarily critical essays. All readings are in English.
- 323 Spanish for Business and Tourism.** (3) (Prereq: SPAN 210) This course provides students with linguistic skills necessary to discuss business concepts and the tourism industry in Spanish. Emphasis is placed on developing the four basic language skills (listening, speaking, reading, and writing) in the context of business situations. Special consideration is devoted to acquiring an appreciation and understanding of Hispanic culture in the business world.
- 326 Cuban Literature in Translation.** (1-3) (=LATS 326) (Prereq: SPAN 130 and permission of the instructor) (Coreq: Travel/study in Cuba) Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration.
- 330 Approaches to Literature and Culture.** (3) (Prereq: SPAN 210) Introductory studies in the literature and cultural manifestations of the Hispanic world. Authors, genres, or cultural expressions may vary. Emphasis on the continued development of oral, reading, and writing skills.
- 333 Topics in Language, Literature, and Culture.** (3) (Prereq: SPAN 210) Selective study of topics in the language, literature, and culture of Latin America and Spain. Course format includes reading assignments, lectures, discussion, oral and written reports. Topics vary.
- 340 Hispanic Culture and Civilization.** (3) (Prereq: SPAN 210) A study of the historical development and various cultural manifestations of the Spanish, Latin American, and contemporary Hispanic civilization.

(Spanish)

- 345 Spanish through Art.** (3) (Prereq: SPAN 211) A select study of the most relevant socio-historical and cultural periods of Spain and Latin America as represented in painting masterpieces from the Baroque period to the contemporary era. Class format includes intensive conversations and continued development of reading and writing skills. This class is conducted entirely in Spanish. F.
- 350 Spanish Language Study Abroad.** (3-6) (Prereq: Approval from the Department of Communication, Languages and Cultures faculty) Language study abroad with instruction by native speakers. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. Prior consultation with the Department of Communication, Languages and Cultures is mandatory before enrollment.
- 355 Spanish Morphology and Syntax.** (3) (Prereq: SPAN 235 or equivalent) The course examines the internal structure of words and the rules by which word formation takes place, and provides a thorough study of Spanish grammar from a formal perspective. It examines the relationship between syntax and morphology by considering the effects that some morphological processes have on syntax. It also considers the phrase structure properties of Spanish. F.
- 360 Studies in Hispanic Poetry.** (3) (Prereq: SPAN 211) (Writing Intensive) Selected topics in Hispanic poetry. This course is designed to develop students' appreciation of poetry and to develop critical approaches to poetic texts. Periods covered may include the following: Renaissance and Baroque Poetry of Spain, Modern Spanish Poetry, and Poetry of Latin America from Modernism to the present.
- 380 Studies in World Film.** (3) (=THEA 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills. Taught in English.
- 399 Independent Study.** (3) (Prereq: a written contract between students and instructor for a special topic dealing with Spanish language or culture, and approved by the dean of the College of Humanities and Fine Arts) May not be used to satisfy the Spanish Minor Core.
- 410 Spanish Peninsular Literature.** (3) (Prereq: SPAN 340) A survey of the major literary works of Spain from the Middle Ages through the twentieth century.
- 411 Spanish American Literature.** (3) (Prereq: SPAN 340) A survey of the major literary works of Spanish American from pre-Columbian times through the twentieth century.
- 430 Spanish Linguistics.** (3) (Prereq: SPAN 340) Study of modern Spanish with attention to the application of linguistic theory to the effective teaching of Spanish.

(Spanish)

- 431 Advanced Language Study.** (3) (Prereq: SPAN 340) (Writing Intensive) Intensive practice of oral skills. Advanced study of grammar, syntax, and composition. Emphasis on mastery of complex language structures. Oral and written examinations.
- 435 Spanish English Contrasts.** (3) (Prereq: SPAN 355) This course offers insights into Spanish phonology, morphology, syntax and lexicon as seen through the eyes of an English-speaking learner of Spanish. It proposes an in-depth study of Spanish linguistic structures and its implications for language teaching and translation. S.
- 460 Writing for Advanced Spanish.** (3) (Prereq: SPAN 315) This course provides students all the tools they need to write successfully in Spanish in academic and non-academic settings, and to become better writers both inside and outside the Spanish classroom. Class format includes intensive writing and continued development of reading and writing skills. Reading ability will be developed as a means to improve writing. This class is conducted entirely in Spanish. F.
- 480 Capstone: Advanced Topics in Literature and Culture.** (3) (Prereq: SPAN 340 or equivalent) (Writing Intensive) Intensive study and analysis of a notable author or authors, literary trends or selected cultural topics. Emphasis may be placed on one or more of the various forms of artistic, cultural or linguistic expressions. Consolidate and further the skills developed in the Spanish major.
- 495 Internship.** (3) (Prereq: permission of the department chair) This is a guided internship and requires 120 hours of outside work, a journal, and a final evaluation paper. Students must have permission of the department chair before applying for internship. Application for the internship can be obtained without receiving permission from the department chair. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course's objective, requirements, and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student faculty supervisor, chair of the department, and the dean of the Edwards College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal. Interim and final reports are sent to the organization by the coordinator of internships.

(Statistics)

STATISTICS (STAT)

- 201 Elementary Statistics.** (3) (Prereq: MATH 130 or MATH 130I) (Coreq: STAT 201L) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, introduction to probability, random variables and sampling distribution, linear regression and correlation, testing of hypothesis concerning one and two population samples, confidence interval estimation of parameters and introduction to one way ANOVA (analysis of variance). Primarily for students in the field of science who need basic knowledge of statistics. Students may not receive credit for this course if credit has been received from any of the following courses: CBAD 291 or PSYC 225. Three lecture hours per week. F, S, Su.
- 201L Elementary Statistics Computer Laboratory.** (1) (Coreq: STAT 201) The computer laboratory involves exercises and/or lectures accompanying STAT 201. Students will use various statistical software. Laboratory exercises are designed to analyze data using appropriate tests/methods introduced in Statistics 201. F, S, Su.
- 315 Regression Analysis.** (3) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of 'C' or better) This course, which provides an in-depth coverage of regression analysis, is suitable as a second course in statistics. Topics include correlation, simple and multiple linear regression, method of least squares, model building and diagnostic checking, hypothesis testing, outliers, influence, multicollinearity, transformations, categorical regressors, and logistic regression. Examples and case studies are drawn from the sciences and business. Computers and statistical software will be used extensively. F, odd years.
- 316 Experimental Design I.** (3) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of 'C' or better) Topics include, but are not limited to, analysis of variance, analysis of covariance, Fisher assumptions, randomization, basic factorial designs, complete block designs, two-way factorial designs, split plot/repeated measures designs, interaction, blocking, Latin squares, and multiple comparisons. Computers and statistical software will be used extensively. F.
- 317 Nonparametric Statistical Methods.** (3) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of 'C' or better) Topics include nonparametric analogues to t- and F-tests, ANOVA, regression and correlation, goodness of fit tests, tests of independence, and measures of association. Computers and statistical software will be used extensively. S, even years.

(Statistics, Swain Scholars)

- 318 Applied Statistical Methods.** (3) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of 'C' or better) This course covers issues and methods for biological, marine and health sciences. Topics include study design, hypothesis testing, linear models, multivariate methods, analysis of rates and proportions, analysis of survival data, logistic regression, and log-linear models. Examples and case studies are drawn from biology, marine science and health-related fields. Computers and statistical software will be used extensively. S.
- 319 Categorical Data Analysis.** (3) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of 'C' or better) A first course in the analysis of discrete data including two-dimensional tables, the log linear model, goodness-of-fit of the model, measures of dependence, three and higher dimensional tables, hierarchical models, model selection, ordered categories, logit model, and introduction to Bayesian analysis of categorical data. Computers and statistical software will be used extensively. S, odd years.
- 320 Experimental Design II.** (3) (Prereq: A grade of 'C' or better in STAT 316) This course offers advanced topics in experimental design. These topics include, but are not limited to, split plot designs, repeated measures, nested designs, advanced topics in block designs, and advanced topics in factorial designs. Computers and statistical software will be used extensively. S.
- 399 Independent Study/Internship in Statistics.** (3) (Prereq: STAT 412) Directed study of specific topics or supervised work as part of an approved internship. F.
- 412 Statistical Inference I.** (3) (Prereq: A grade of 'C' or better in MATH 161) Sample spaces, probability, random variables, distributions. S.
- 413 Statistical Inference II.** (3) (Prereq: A grade of 'C' or better in STAT 412) Point and interval estimation, tests of hypothesis, limiting distributions, order statistics. Offered as needed.
- 419 Actuarial Mathematics I.** (3) (Prereq: A grade of 'C' or better in STAT 412 or permission of the instructor) Survival distributions and life tables, life insurance, annuities, benefit analysis risk theory. Offered as needed.
- 420 Statistical Computing.** (3) (Writing Intensive) (Prereq: A grade of 'C' or better in STAT 412, or STAT 201 and grade of 'C' or better in MATH 161) This course introduces key topics in statistical programming including techniques for random number generation, Monte-Carlo and MCMC methods, and bootstrapping. S, even years.

SWAIN SCHOLARS (SWNS)

- 301 Swain Scholars I.** (1) (Prereq: must be a current Swain Scholar) Preparatory classroom experiences to improve the capacity of Swain Scholars to impact community health by engaging in health promotion outreach activities in conjunction with local health agencies. This class is automatically offered for honors credit.

(Swain Scholars, Theatre)

- 302 Swain Scholars II.** (2) (Prereq: must be a current Swain Scholar) Second phase of Swain Scholars program to focus on implementation of community health outreach activities. Community health outreach will address an area of identified need with one or more community partners. Scholars provide outreach service and education of specified community sites and in the Coastal Carolina University community. This class is automatically offered for honors credit.
- 401 Swain Scholars III: Community Health Education Initiative.** (1) (Prereq: must be a current Swain Scholar) Leadership and mentoring experiences to increase capacity of Swain Scholars to improve community health. Swain Scholars will engage in either a health-related research based track with a Coastal Carolina University faculty member or a project-based track with a health-related agency. This class is automatically offered for honors credit. F.
- 402 Swain Scholars IV: Community Health Education Initiative.** (2) (Prereq: must be a current Swain Scholar) Continuation of leadership, mentoring, and supervised research or outreach-based project to improve community health. Emphasis will be placed on building the capacity of Swain Scholars to conduct health-related research and articulate findings. This class is automatically offered for honors credit. S.

THEATRE (THEA)

- 100 Common Hour.** (0) Weekly meetings for theatre and musical theatre majors to discuss theatre issues including but not limited to audition strategies, head shots, career options and planning, workshop opportunities, etc. F, S.
- 101 Introduction to Theatre Art.** (3) Understanding and criticism of dramatic literature, history, and production. F, S.
- 130 Principles of Dramatic Analysis.** (3) This course is designed to cultivate students understanding of contemporary cultural/literary theories, critical evaluation, analysis, and interpretation of dramatic literature and performance. The class emphasizes traditional and non-traditional canons of dramatic literature, traditional structures and forms of drama and cultural arguments within their literary, historical and philosophical contexts.
- 142 The Speaking Voice.** (3) The course is designed to develop a clear and expressive speaking voice for performance and communication. Work includes exercises to reduce tension, enhance confidence, increase clarity and improve the quality of the voice. Learning is accomplished through conceptual study (reading, discussion, writing assignments and/or tests), in-class exercises, individual practice, and performance of text.
- 149 Acting for Non-Majors.** (3) Introduction to acting through exercises, improvisations and scene study that involve public performance as well as the development of communication skills.

(Theatre)

- 150 Acting I.** (3) (Prereq: THEA 130) Acting I is a studio course in the foundational techniques of acting. The course explores the demands and conventions of realistic acting. Using a variety of individual and group exercises the student will develop actor skills through exploration of work on the self and work on the role. Students will create and develop character using vocal and physical exploration, script analysis, and the active pursuit of objectives among others. Participants in this course will perform improvisations, monologues and scenes. Written work will include character analyses, text analyses, and critical review of outside performances. F.
- 154 Introduction to Costuming.** (3) Basic principles of costume design and construction and survey of selected historical periods in costume history.
- 155 Stagecraft.** (3) A beginning course in the principles and practice of stagecraft.
- 160 Acting I Studio.** (3) (Prereq: THEA 150) Acting I Studio is a studio based course that builds upon the learned vocabulary in Acting I by applying the acting training to selected monologues. Students will investigate the actor's work in research, preparation for rehearsal and application of techniques to a series of monologues. Students work will be showcased in a Spring Monologue Showcase. S.
- 171 Stage Auditions.** (1) A beginning study of audition methods, including material selection, role preparation, and casting presentation.
- 174 Ballet I.** (2) Introduction to the techniques of classical ballet including alignment, positions, port de bras, and center combinations.
- 175 Jazz I.** (2) Introduction to the style, technique, and rhythmic structures of Jazz dance.
- 176 Tap I.** (2) Introduction to the fundamental principles of tap.
- 201 World Performance Traditions.** (3) This course will document and trace the phenomenon of performances as a part of human culture. Observing the earliest roots of performance in ancient societies, the course will follow the evolution of performance as realized through storytelling, theatre, dance, musical performance and other representational modes.
- 212 Music Skills for Actors.** (2) (Prereq: MUS 170 and MUS 171) Restricted to BFA Musical Theatre majors and by permission of the instructor. This course is designed to build and refine your musicianship, the ability to hear, perceive, understand, learn, and perform music. Specific focus will be placed on the practical applications of both aural and visual music theory skills commonly seen in the world of musical theatre. Basic and advanced rhythmic exercises, sight-singing, rhythmic, melodic and harmonic dictation, and tonal harmony will all be studied within the confines of musical theatre. F.
- 220 Theatre Laboratory.** (1) Supervised participation in theatre production. No formal class meetings. May be repeated for credit, but no more than four credits may be applied toward the departmental major. F, S.
- 221 Laboratory, Musical Theatre Performance.** (1) Supervised performance in musical theatre production or music ensemble.

(Theatre)

- 230 Complete Stage Makeup.** (3) An introduction to the complexities of makeup, this course is specially designed to require the student to become familiar with basic makeup procedures and complex prosthetic makeup application, and will culminate in the student's application in his or her projects.
- 240 Voice and Diction.** (3) The analysis, evaluation, and improvement of speech through a study of the anatomy and physiology of the vocal mechanism, voice production, and articulation. Students will learn the International Phonetic Alphabet as a means of improving diction.
- 242 Vocal Production for the Actor.** (3) (Prereq: B.F.A. Program only or by permission of the instructor) A course in experiential learning, conceptual study and performance to develop the actor's ability to reveal thought and emotion through the voice. Students will engage in exercises to improve breathing, resonance, range and clarity for the purposes of reducing tension to free the voice for creative expression.
- 245 Introduction to Physical Theatre.** (3) (Prereq: THEA 250) Introduction to Physical Theatre is a studio based course that expands upon the foundations learned in Acting I, Acting I: Studio, Acting II and Acting II: Studio. Students are provided with an opportunity to develop sensitivity, intelligence and strength as physical theatre performers through ongoing practice and exposure to a variety of physical theatre and movement techniques. Students will learn to use compositional tools, develop physically inspired characters and interact with environmental elements through performer-created projects.
- 250 Acting II.** (3) (Prereq: THEA 150 and THEA 160) A studio course that expands upon the foundations learned in Acting I. The course explores the fundamental techniques of realistic acting through the theories and writings of theatre visionaries such as Konstantin Stanislavski and Uta Hagen. Actors are challenged to apply their knowledge of acting technique through investigation of a shared vocabulary as applied to text. Text analysis will be covered through the investigation of plays from the American Realist genre. This course combines class exercises and scene work to deepen the understanding and playing of action in the realistic mode. F.
- 254 Rendering for the Theatre.** (3) (Prereq: THEA 160 and ARTS 111) (Coreq: THEA 353 and ARTS 112) Introduction to the variety of techniques used to render designs for the stage. Students will learn to communicate their ideas visually through exercises in advanced perspective drawing, painting, costume sketches, and model making. S.
- 255 Computer Aided Drafting and Design.** (3) (Coreq: THEA 154 or THEA 155) An introduction to drafting on the computer. Students will learn how to use basic computer drafting commands to input information, organize, layout of 2D and 3D drafting, with an emphasis on drafting for the theater and entertainment industries. F.

(Theatre)

- 260 Acting II Studio.** (3) (Prereq: THEA 250, B.F.A. program only, or by permission of the instructor) A studio based course that explores the transformative nature of character development. The integration of character-specific movement, vocal work and personalization are given special attention. Students progress toward integrating the analytical and intuitive components of acting through the rehearsal of selected scenes. S.
- 274 Ballet II.** (2) (Prereq: THEA 174) Intermediate/advanced level training in ballet.
- 276 Jazz II.** (2) (Prereq: THEA 175) Continued training in Jazz dance at the intermediate/ advanced level.
- 277 Tap Dance II.** (2) (Prereq: THEA 176) Continued training in Tap dance at the intermediate/advanced level.
- 288 Directing I: The Director's Vision.** (3) (Prereq: A grade of 'C' or better in THEA 130) History, theory, and principles of directing. Examines director's role and responsibilities, play selection, conceptualizing, ground plans, blocking.
- 295 Musical Theatre Scene Study.** (3) The study of performance and acting in the musical theatre. Several performance projects are required, all of which entail singing/acting and movement.
- 301 Repertory for Musical Theatre I.** (1) (Prereq: THEA 212) The student will explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on the initial study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. F, S.
- 302 Repertory for Musical Theatre II.** (1) (Prereq: THEA 301) The continued study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. The sustained study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. F, S.
- 321 Q* Applied Theatre.** (3) This class explores techniques, methodology and history of applied theatre focusing on social change, current events and/or social justice. Class includes experiential learning projects with targeted populations and/or non-profit organizations.
- 322 Creative Dramatics.** (3) The study and practice of theatre games and exercises as a means of learning to lead groups of all types and ages in an ensemble activity, including keeping a record of target group activities.
- 329 Stage Management.** (3) (Prereq: THEA 155 or permission of the instructor) Learn the basics of the art and science of stage management for live theatre. Topics will include script analysis, the audition process, the rehearsal process and strike. Differing styles of stage management as well as different theatrical genres will be presented, discussed, and analyzed.

(Theatre)

- 331 Introduction to Playwriting.** (3) (Prereq: ENGL 287 or ENGL 288) Basic skills of playwriting including exercises in monologues, scenes, and conflict and resolution, leading to completion of a one-act play.
- 342 Q Voice and Speech.** (3) (Prereq: B.F.A. Program only or by permission of the instructor; completion of THEA 242 with a grade of 'C' or better) The purpose of this class is to deepen the actor's ability to express complex thought and true emotion through articulate speech. The class builds on work from Vocal Production for the Actor, solidifying the actor's ability to perform challenging text. The study of phonetics is used to support these goals, and as the basis for future dialect study.
- 350 Acting III.** (3) (Prereq: THEA 260, B.F.A. program only, or by permission of the instructor) A studio course that expands upon the foundations learned in Acting I, Acting I: Studio and Acting II, Acting II: Studio. Actors are challenged to explore elements of character and style through the study of the Non-Realist genre. Students broaden their knowledge of acting as they approach material that makes increased demands on their physical, vocal, technical and imaginative resources. The techniques for character development, the pursuit of action and the understanding of text will be employed in the realm of a modernist approach to theatre. Topics may be drawn from contemporary, modern and avant-garde drama. F.
- 351 Costume Construction.** (3) Uses of materials and techniques for stage costume including patterning, advanced constructions, crafts, and millinery. Fee.
- 352 Costume Design.** (3) Methods and principles of costume design with projects in both modern and period styles. Includes research methods, design conceptualizations, organization, communicating ideas through images, and play analysis for the costume designer.
- 353 Theatre Design I.** (3) (Prereq: THEA 155 or equivalent) Basic scenographic studies of set design, lighting and costumes including preparation of ground plan, perspective drawing, and model building.
- 355 Scene Design.** (3) A studio course looking at design theory, history and contemporary design styles. Several projects will help to develop the drawing, drafting, rendering and model making skills of the student necessary to visually communicate design concepts to a director and other members of the production team.
- 356 Lighting Design.** (3) Principles and theory of theatrical lighting design, including design process and execution, equipment and online request, script analysis and color theory.
- 357 Scene Painting.** (3) Studio projects designed to develop and practice basic skills needed in painting stage scenery. Fee.
- 358 Properties Design and Construction.** (3) Uses of materials and techniques for the beginning properties designer and builder, including sections on carpentry, plastics, soft goods and upholstery.

(Theatre)

- 359 Special Topics in Technical Theatre.** (3) Rotating topics in technical theatre such as millinery, CAD drafting, computer-aided rendering, advanced patterning, etc.
- 361 Theatre History and Literature I.** (3) Traces major developments in theatre production and dramatic literature from their beginnings to the mid-17th century. Lecture, student presentation.
- 362 Theatre History and Literature II.** (3) Traces major developments in theatre production and dramatic literature from the mid-17th century to the 20th century.
- 363 Musical Theatre History.** (3) (Coreq: THEA 150) A survey of the playwrights, composers, directors, choreographers, performers, and productions of the American musical theatre from its European beginnings to the present; specific works are studied.
- 364 Acting III Studio.** (3) (prereq: THEA 350, B.F.A. Program only, or by permission of the instructor) An advanced studio-based course in acting techniques and styles that explores alternatives to realism. Through extensive scene work, the course investigates the demands of specific playwrights' works that create a non-realistic world view. S.
- 366 History of Dance.** (3) (Prereq: junior standing) A survey of dance from the beginnings to the present. Lecture, final presentation.
- 372 Movement for the Actor.** (3) (Prereq: THEA 150) The course will provide an introduction to current ideas in movement theory. Students will gain basic physical skills needed for acting: breath control, relaxation, flexibility and manipulation of the body at rest and in motion. In addition, this course will explore a method of training actors and their collaborators to develop a language of movement and sound based on the elements of time and space. F.
- 376 Musical Theatre Dance Styles.** (2) (Prereq: THEA 274, THEA 276, and THEA 277 or permission of the instructor) The study and application of the choreographic styles of several leading Musical Theatre choreographers as well as student practice in choreography for the Musical Theatre. S.
- 377 Dance Company.** (Variable 1-3) (Prereq: THEA 174, THEA 175 or THEA 176) Practical studio work in dance technique and choreography with rehearsal in preparation for performance opportunities.
- 380 Studies in World Film.** (3) (=SPAN 380) This course is a survey of world film with an emphasis on Hispanic cinema. It provides a general introduction to contemporary film-critical discourses which are currently under the rubric of film semiotics. Key elements of the language of cinema are studied with the goal of developing both critical and creative skills.
- 381 Modern British and American Drama.** (3) A critical and historical survey of the development of British and American drama from the eighteenth century to the present.

(Theatre)

- 388 Directing II: Directing the Actor.** (3) (Prereq: A grade of 'C' or better in THEA 288) Director's approach to text analysis and articulation of ideas. Rehearsal schedules, staging, rehearsal and audition techniques, scene work. Students will focus on the direction of the Ten Minute play for and collaboration leading to new works. Final project will be a re-envisioned short scene from Shakespeare.
- 392 New York Theatre Experience.** (3) A critical and historical survey of New York Theatre, from the earliest record to the present, culminating in a trip to New York City during Spring Break to see plays and sites of related interest. Modern and contemporary New York Theatre will be emphasized.
- 395 International Theatre Experience.** (3) (Prereq: junior standing) A critical and historical survey of world theatre, culminating in a trip to a major world city. Focus will be on culture, performance and society. May be repeated once for credit if destination changes.
- 399 Independent Study and Research.** (3) For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. May be repeated for credit under different topics.
- 401 Repertory for Musical Theatre III.** (1) (Prereq: THEA 302) The advanced study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. May be taken twice for credit. F, S.
- 429 Theatre Management.** (3) (Prereq: permission of the instructor) Problems involved in organizing, administering, and promoting the non-professional theatre.
- 442 Actor's Voice Lab.** (3) (Prereq: B.F.A. Program only or by permission of instructor) The goal of this class is further development of the actor's expressive voice. The purpose is to support the actor's training in performing classical drama or other challenging texts, and to address individual vocal challenges. Learning is accomplished through class exercises, individual coaching, individual practice and performance. Class meets as a group, and in individually scheduled sessions. Repeatable for up to 9 credit hours.
- 450 Acting IV.** (3) (Prereq: THEA 364, B.F.A. program only, or by permission of the instructor) The course explores the fundamental techniques of elevated text work. By studying the demands and conventions of classical plays, the actor will be challenged to apply learned techniques and, in addition, develop an approach to elevated text. Extensive text analysis, including examination of verse structure and scansion, will be used in combination with class exercises. Students will utilize the work from preceding acting courses and will understand its connection to classical performance. The work will culminate in monologue, sonnet, or scene work. F.
- 451 Design Survey.** (3) Students research various trends in the history and contemporary practice of theatrical design as well as critiquing a current professional production. Fee.

(Theatre)

- 452 Projects in Design.** (2) Supervised design in one area for a main stage production. May be repeated for credit.
- 458 Theatre Design II.** (3) (Prereq: THEA 155 or permission of the instructor; THEA 353) Advanced scenographic studies of set design, lighting, and costumes including design participation in a departmental production.
- 460 Acting IV Studio.** (3) (Prereq: THEA 450, B.F.A. program only, or by permission of the instructor) A studio based course that explores the physical and vocal demands of period acting. Study of classical poets/dramatists. Historical research expected along with text analyses, scoring of text and critical evaluation of a specific classical playwright's work. This course combines extensive table work with exploration of applied acting techniques from the previous acting courses. In addition, an exploration of the physical and vocal demands of period acting as well as the historical context of each text are addressed. The work culminates in advanced monologue, sonnet or scene work. S.
- 462 Dramatic Theory and Criticism.** (3) (Prereq: THEA 160 and ENGL 425) An examination of the major theoretical treatises regarding theatre and performance arts from Aristotle to the present. F.
- 472 Movement for the Actor II.** (3) (Prereq: THEA 372) This course is a rigorous studio based course that explores, in depth, an established study of actor training that employs a physical approach to realizing theatrical work. This advanced course will build upon the precepts and exercises employed in Movement I and will culminate in a performance using the garnered techniques. S.
- 491 Special Topics: New Works Development.** (3) Topics in the areas of theatre that result in the creation of a new work in dramatic literature, performance, or design. Special Topics courses will be announced and described prior to early registration each semester.
- 495 Theatre Internship.** (3-15) (Prereq: at least 60 credit hours and permission of the instructor) Internship projects are defined as individualized professionally-oriented experiences undertaken with faculty supervision to supplement or complement the student's academic programs. The guided internship requires 40 hours of on-site work per credit hour, a journal, a final paper and a final project or performance. The purpose of the course is to provide students with practical application opportunities for their field of study, and to enhance networking opportunities. May be repeated up to 26 credit hours. F, S.
- 497 Theatre Design and Technology Capstone.** (3) (Prereq: THEA 458) Each student plans and executes one significant project in the area of theatre design and technology which demonstrates significant proficiency in one or more theatrical elements. Supervised by a member of the theatre faculty, the project incorporates research, documentation, and a public exhibition. F, S.

(Theatre, University)

- 498 Musical Theatre Capstone.** (1) (Prereq: Senior standing) In the final semester, each student plans and executes a project which demonstrates significant proficiency in singing, dancing, and acting. Supervised by a member of the Performing Arts Faculty, the project incorporates research, documentation, an audition portfolio, and a public performance.
- 499 Theatre Capstone Project.** (1) (Prereq: Senior standing) Each student plans and executes a project which demonstrates significant proficiency in one or more theatrical elements. Supervised by a member of the theatre faculty, the project will incorporate research, documentation, and a public exhibition.

UNIVERSITY (UNIV)

- 100 Seminar in Leadership Development.** (2) Leadership and organizational theories, leadership styles, decision-making techniques, service learning, team building and communication skills with an opportunity to apply learning during class discussions and activities. F.
- 102 Career Preparation and Guidance.** (1) (Coreq: Admission to Bridge Program) This course is an introduction to career development theory and career self-exploration. Activities will include career assessment testing and personality preference testing, evaluation of career goals and college major selection.
- 105 Academic Improvement Hour.** (0) This course is designed to provide students with the techniques to improve academic performance. Critical skills covered in this course include, but are not limited to, comprehension, reasoning, organization, planning, and effective communication. F, S.
- 110 Q First Year Experience.** (3) Designed to enhance the satisfaction and success of first year students. The course focuses on developing critical and creative thinking, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the Coastal community. This course is a graduation requirement. Must be completed with a 'C' or better. F, S.
- 122 Introduction to Sustainability.** (3) An introduction to the basic concepts and understanding of sustainability locally and globally. Topics will focus around the three pillars of sustainability; environment, economic and social, as well as topics such as waste reduction, consumer choices, energy, transportation, and natural resources. The field of sustainability continues to evolve, especially as awareness spreads about scarce resources on a crowded planet. Students will also explore sustainability through experiential learning activities and create a research-based presentation. F, S.
- 150 Career Exploration.** (3) This course is designed to provide the student with the skills necessary to make effective career decisions. A realistic assessment of self, identification of possible career fields and occupations, and methods of developing and implementing a plan of action will be emphasized. F, S.

(University)

- 200 Student Media Production.** (1) Supervised participation in the production of student media, including the student newspaper, magazine, or literary journal. This course may be repeated for credit, but no more than 8 total credits from University 200 may be applied toward a degree. F, S.
- 202 All Media Class.** (2) (Prereq: New stipend student on staff of Student Media) A course exploring the production, printing and design of publications. The class focuses on the printing processes and the production of a camera ready or on line publication. Extensive use of the computer as a graphic design tool. Students will gain experience designing a newspaper, magazine, lit/art publication and Web page for their publication. S.
- 205 Student Services Leadership.** (3) (Prereq: UNIV 100) The purpose of this course is to introduce the study of peer education, mentoring, and leadership, as it relates to student services, using text and outside readings, activities, and a variety of other assignments. This course will develop student services' leaders on campus and improve overall peer leadership efficacy. It will give students a deeper understanding of themselves and appreciation for the diversity of others. It also serves as an opportunity to provide all student leaders with direct training and preparation for campus leadership and mentoring roles. S.
- 300 Principles of Peer Mentoring.** (1) (Prereq: Acceptance into Peer Mentor Program and permission of the instructor) This interactive course focuses on the study of issues, topics, and strategies related to mentoring first-year students at the University. Relevant student development theory is highlighted. This course prepares Peer Mentors to assist the instructor of FYE in a subsequent fall semester. S.
- 301 Applied Principles of Peer Mentoring.** (2) (Prereq: completion of UNIV 300 and permission of the instructor) This course is designed to offer academic credit to Peer Mentors who spend eight to ten hours each week assisting the instructor in FYE, planning course content, meeting with first-year students and other course-related responsibilities determined by the Faculty Mentor or Peer Mentor Coordinator. This course specifically addresses topics and issues directly related to teaching and mentoring first year students in the success seminars. F.
- 310 Veterans Transition Seminar.** (3) (Student must be a veteran) This course provides veterans with the necessary tools to make a successful transition from the armed forces to college and the transition to the civilian workforce after college. The culture of college life and the culture of the military are discussed and strategies for successful assimilation into the academic environment are presented. Members of the Veterans Success Team will assist with instruction. Classes on resume preparation, interviewing, professional dress, physical and mental health issues and career planning will be presented by the Team. F.

(University)

- 315 Service in Sustainability.** (3) This course provides students with the opportunity to participate in an organized service activity that not only meets identified community needs, but also recognizes the field of sustainability. This course will integrate community service with instruction and reflection to enrich the learning experience, teach civic responsibility and sustainable living and encourage lifelong civic engagement. F, S.
- 320 Writing Tutor Training.** (1) (=ENGL 320) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211 or any ENGL course at the 200 level or above) This course introduces students to both theoretical and practical concerns, issues, and questions central to the work of a writing center. As they investigate current trends in writing center scholarship, a variety of writing center models, and their own practices as tutors, students will question the practice of tutoring as they develop their own reflective stances. As it models effective center practices, this course will benefit current tutors, student hoping to tutor, students interested in education, or those considering graduate school. S.
- 325 Q Service Learning.** (0-3) This course provides students an opportunity to participate in a supervised community service activity and reflect on how that activity has impacted their personal values and civic responsibility. In order to qualify for 3 credits, 60 hours of field activity are required. For all other cases, a minimum of 40 hours are required. This course is repeatable with a maximum of 6 credit hours. F, S.
- 333 Interdisciplinary Nature of Careers.** (3) (=IDS 333) IDS/UNIV 333 will provide the student the opportunity to explore the fundamentals of operating in a consumer based economy. It will expose the student to a further understanding of the overall business environment and explore the student's role as employee/ employer and consumer. The topics covered in the course will include a brief overview organizational, management and motivational theory, personal ethics as it applies to decision making, selecting a major and planning a career, managing change in organizations and on an individual level, innovation and creativity affecting all individuals in all organizations. F, S.
- 395 Q Internship Experience.** (0) (Prereq: 2.5 minimum GPA) (Course Restrictions: Student must have completed a minimum of 30 credit hours before enrolling in course. This course cannot be used as an elective.) Requires a minimum of 150 hours of on-site supervised and evaluated student work experience. The purpose of this course is to provide a student the opportunity to confirm major selection, clarify career objective, expand networking contacts, and develop interpersonal and profession skills in a work environment. F, S.
- 399 Independent Study.** (1-6) (Prereq: permission of the dean of University College) Written contract between student and instructor and approval by the dean of University College. Directed study and/or research on a specific topic. This course may be repeated for credit once. F, S.

(University, Wall Fellows Program)

- 421 Sustainable Development.** (3) (=POLI 421) This class examines important questions surrounding the term “sustainable development” and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. S.
- 495 Q Internship.** (3-12) (Prereq: students must have completed 60 credit hours before enrolling in the course) (Course Restrictions: Student must have permission of adviser, chair of major department, and dean of University College) The purpose of this course is to provide a student with the opportunity to confirm major selection, clarify career objectives, expand networking contacts and develop interpersonal and professional skills in a work environment. F, S, Su.

WALL FELLOWS PROGRAM (WFP)

- 301 Q Wall Fellows Leadership Program I.** (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes seminars regarding professional conduct, project management, team leadership and personal development. Tailored experiences based on the majors of studies of the course participants. Topics vary and are announced in advance. This course includes lecture seminars, team study, projects, internships and study trips. Students will develop skills to improve their workforce readiness. (This course is always taught as an honors course.) F.
- 302 Q Wall Fellows Leadership Program II.** (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes the study of leadership and professional conduct in a variety of industries and organizations, national and international. Tailored experiences based on the participants' majors of study. Topics vary and are announced in advance. This course includes lecture seminars, team projects, internships and an international study trip. (This course is always taught as an honors course.) S.
- 401 Q Wall Fellows Leadership Program III.** (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes seminars and projects that focus on developing professional conduct and networking, project management, leading organizations and personal effectiveness. Experiences are tailored based on the participants' majors of study. Topics vary and are announced in advance. This course includes lecture seminars, team projects, internships and study trips. Students will develop skills to improve their workforce readiness. (This course is always taught as an honors course.) F.
- 402 Q Wall Fellows Leadership Program IV.** (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes the study of leadership in a variety of industries and organizations (national and international), career planning, and professional development. Experiences are tailored based on the participants' majors of study. Topics vary and are announced in advance. This course includes lecture seminars, team projects, internships and a domestic study trip. Students will develop skills to improve their workforce readiness. (This course is always taught as an honors course.) S.

(Women's and Gender Studies)

WOMEN'S AND GENDER STUDIES (WGST)

- 103 Q*** **Introduction to Women's and Gender Studies.** (3) This interdisciplinary course draws on a variety of disciplines, such as sociology, philosophy, politics, history, anthropology, biology, psychology, and literary studies. It is designed to offer an introduction to some of the current issues in women's and gender studies, such as the construction of gender and its consequences for both women and men; family, work, wages, and welfare; sexuality, violence, reproduction, and body image; femininity, masculinity, race and class; international feminisms and cross-cultural gender issues; feminist theory, politics, and activism.
- 302** **Special Topics in Cultural Studies.** (1-3) This course is an interdisciplinary examination of selected themes and topics relating to race, class, and gender that shed light on the ways in which cultural meaning is generated, disseminated, and produced through various practices, beliefs and institutions. This course may be repeated one time (for a total of 6 credit hours) provided it is on a different topic. F, S, Su.
- 315** **Special Topics in Sexuality.** (3) This interdisciplinary course examines sexuality at the intersection of race, gender, and class. Topics include the history of sexuality, representations of sexuality in popular culture, sex work, reproductive justice, and/or activism. May be repeated once with different course topics. F, S.
- 311** **Women and Work.** (3) This course will explore how identity and difference (race, class, gender, sexuality, ability, and age) impact women's historical and contemporary work experiences from the family kitchen to the corporate boardroom. Students will critically engage with a broad range of topics, including workplace inequalities, the relationship between family and work, the politics of intimate labor, the globalizations of labor, and the history of labor movements. F, S, Su.
- 325 Q** **Civic Engagement.** (3) (Prereq: WGST 103 or permission of the instructor) This course provides an opportunity for students interested in Women's and Gender Studies issues to put their ideas about social change into action. It is designed for students to apply models of social change to various 21st-century challenges, such as: gender and racial justice, oppression, population growth, community health needs, poverty, reproductive health and climate change. As a type of service learning course, civic engagement from a gender studies perspective involves working towards equality and addressing these and other social issues from many different angles. Students will volunteer with appropriate local organizations (such as the Horry County Rape Crisis Center, Citizens Against Spouse Abuse, and local homeless shelters, among others) to address gender-based issues of the student's choice, and host an on-campus event to raise awareness of the issue. S.

(Women's and Gender Studies)

- 399 Independent Study.** (1-3) (Prereq: permission of the instructor and Course Contract approved by the WGST Director) Reading or research on a specific topic related women and/or gender studies, under the direction of a faculty member. May involve a combination of reading assignments, tutorials, papers, presentations, etc. For more information, see the [Non-Traditional Coursework in the Academic Regulations](#) section in this catalog. F, S, Su.
- 495 Women's and Gender Studies Internship.** (3) The guided internship requires 120 to 140 hours of on-site work; a journal; and a final paper. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking opportunities.
- 498 Capstone Seminar.** (3) (Prereq: nine hours of minor-designated courses including WGST 103) A capstone course for the Women's Studies minor, which will present issues of gender, culture, and society as viewed through the framework of feminist theory.



MAP OF UNIVERSITY

[Campus Map](#)



INDEX

A

Academic Advising, 114
 Academic Calendars, 10
 Academic Colleges, 127
 Academic Common Market (ACM), 91
 Academic Dishonesty (Fx), 62
 Academic Forgiveness, 70
 Academic Honors, 71
 Academic Probation, 67
 Academic Regulations, 42
 Academic Status, 67
 Accessibility and Disability Services, 101
 Accounting:
 Concentrations:
 Certified Management Accountant, 148
 Certified Public Accountant, 148
 Courses, 348, 381, 408, 449
 Major, 147
 Accreditation, 15
 Actuarial Science and Risk Management
 Minor, 155
 Actuarial Science (Probabilities) Minor, 327
 Admissions, 17
 Alternative Admission, 35
 Appealing the Admissions Decision, 35
 Auditing a Course, 38
 Enrollment Notification, 19
 Evaluation of Transfer Credit, 26
 Experiential Learning, 32
 Freshman Admission, 19
 General Information, 18
 International Admission, 33
 Merit Scholarships for New Students, 39
 Non-Degree Undergraduate Admission, 37
 Orientation of New Students, 39
 Proof of Citizenship, 38
 Readmission of Former Students, 36
 Second Baccalaureate Degree and Post
 Baccalaureate Certification (Teacher
 Education and Gerontology), 36
 Senior Citizens, 35
 Transfer Admission, 24
 Transfer: South Carolina State Policies
 and Procedures, 27
 University Honors Program Admission, 23

Advanced Placement Exams, 57
 Advisement:
 Academic, 114
 Athletic, 116
 e-Advising, 115
 Professional Program, 116
 Study Abroad, 105
 Alternative Admission, 35
 Anthropology Courses, 350
 Anthropology Minor, 214
 Appealing the Admissions Decision, 35
 Appeals and Petitions, 70
 Applied Economic Analysis Concentration,
 150
 Applied Music Courses, 524
 Army ROTC, 314
 Art Curatorial Studies Courses, 355
 Art Education:
 Courses, 355
 Minor, 257
 Art History:
 Courses, 359
 Minor, 258
 Art Studio:
 Courses, 363
 Major, 255
 Minor (Non-Art Studio Majors), 257
 Minor (Graphic Design Majors), 257
 Articulation Agreement, 27
 Asian Studies Minor, 236
 Astronomy Courses, 371
 Attendance Policy, 53
 Auditing Courses, 38

B

Bachelor of Fine Arts:
 Musical Theatre Major, 249
 Theatre Arts Major, 251
 Banking and Consumer Finance
 Concentration, 154
 Biochemistry Major, 279
 Bioinformatics Courses, 372
 Biology:
 Concentrations:
 Cellular, Molecular Biology, and

Genetics, 268
 Ecology, Evolution, and Conservation
 Biology, 269
 Integrative Biology, 269
 Courses, 372
 Major, 266
 Master of Business Administration Dual
 Degree, 272
 Minor, 273
 Bryan Information Commons, 104
 Business Administration, 141
 Accounting Major, 147
 Actuarial Science and Risk Management
 Minor, 155
 Business Administration Minor, 168
 Double Major Requirement, 168
 Economics Major (B.S.B.A.), 149
 Economics Major (B.A.), 151
 Economics Minor, 152
 Finance Major, 153
 International Business Studies Minor, 168
 Management Major, 157
 Marketing Major, 165
 Marketing Minor, 167
 PGA Golf Management Program, 169
 Wall Fellows Program, 170

C

Calendars, Academic, 10
 Campus Map, 608
 Career Services, 101
 Census Date (Federal Title IV), 83
 Certificate in Sustainability, 136
 Changes in:
 Enrollment, 51
 Major, 51
 Chemistry:
 Courses, 386
 Major, 281
 Minor, 282
 Class Attendance Policy, 53
 Coastal Geology Minor, 323
 College Level Examination Program
 (CLEP), 56
 Colleges:

Business, 141
 Education, 171
 Humanities and Fine Arts, 192
 Science, 261
 University, 128
 Communication:
 Concentrations:
 Communication Studies, 199
 Health Communication, 199
 Interactive Journalism, 199
 Public Relations/Integrated
 Communication, 199
 Courses, 392, 488
 Major, 197
 Minor, 200
 Complaints, Policy for Students, 111
 Computer Science:
 Courses, 395
 Major, 286
 Minor, 288
 Scientific Computing Minor, 289
 Conduct (Student), 99
 Confidentiality of Student Records
 (FERPA), 65
 Core Curriculum, 119
 Counseling Services, 102
 Course Descriptions (Undergraduate), 347
 Course Load, 46
 Course Withdrawal, 52
 Creative Writing Minor, 207
 Credit:
 By Examination, 55
 Foreign Institution, 60
 Military, 60
 Transfer, 57
 Credit Sharing, 55
 Criminal Justice Courses, 404
 Criminology Minor, 342

D

Dean's Honor List, 71
 Degree Audit, Program Evaluation, 114, 129
 Degrees, 7
 Second Baccalaureate, 36, 74
 Departmental Exams, 56

Dining Services, 107
Disabilities Services, 101
Distance Learning, 49
Double Majors, 75
Dramatic Arts Minor, 249
Dropping Courses, 51

E

e-Advising, 115
Economic Theory Concentration, 151
Economics:
 Concentrations:
 Applied Economic Analysis, 150
 Economic Theory, 151
 Courses, 407
 Major (B.S.B.A.), 149
 Major (B.A.), 151
 Minor, 152
Education:
 Courses, 411
 Early Childhood, 177
 Elementary, 179
 Middle Level, 182
 Physical Education, 185
 Special Education, 187, 189
EEO/Title IV/AA/Section 504 Statement, 2
Emergency Information Center, 106
Engineering:
 Courses, 427
 Dual Degree w/Clemson University, 283
English:
 Courses, 429
 Creative Writing Minor, 207
 Linguistics Minor, 208
 Major, 206
 Minor, 208
 New Media and Digital Cultures Minor,
 209
 Southern Studies Minor, 211
Enrollment Certification, 64
Enrollment Notification Deposit, 78
Environmental Science:
 Courses, 443
 Minor, 345
Environmental Studies Minor, 138

Examinations:
 Credit by (CLEP, AP, etc.), 55
 Deferred, 54
 Departmental, 56
 Final, 53
Exercise and Sport Science:
 Courses, 446
 Major, 304
Exercise Science Minor, 307

F

Family Educational Rights and Privacy Act
(FERPA), 65
Federal Perkins Loans, 85
Federal Direct Student Loans, 85
Federal Pell Grant, 84
Federal Supplemental Educational
 Opportunity Grant (FSEOG), 84
Federal Title IV Census Date, 83
Federal Work Study Program, 87
Fees and Expenses, 76
Finance Major, 153
 Actuarial Science and Risk Management
 Minor, 155
 Concentrations:
 Banking and Consumer Finance, 154
 Financial Management, 155
 Wealth Management, 155
 Courses, 449
Financial Aid and Scholarships, 81
Financial Management Concentration, 155
First-Year Experience Program, 129
Foreign Languages:
 Courses:
 Chinese, 392
 French, 451
 German, 458
 Italian, 487
 Japanese, 487
 Latin, 492
 Portuguese, 565
 Spanish, 587
 French Minor, 204
 German Minor, 204
 Spanish Major, 202

Spanish Minor, 203
 Foreign Language Instructional Center, 125
 Full-Time Student (Course Load), 46
 Fx Grade (Academic Dishonesty), 62

G

General Education Requirements (Core),
 119
 General Mathematics Courses, 329
 General Petition (Right of Petition), 44
 Geographic Information Systems (GIS)
 Minor, 237
 Geography Courses, 454
 Geology Courses, 456
 Geospatial Technologies Certificate
 (Distance Learning), 235
 German:
 Courses, 458
 Minor, 204
 Gerontology Certificate Program, 335
 Global Studies Minor, 238
 Grade Changes, 62
 Grade Point Average (GPA), 63
 Grade Replacement Policy (Repeat
 Forgiveness Option), 47
 Grade Reports (Transcripts), 64
 Grading Information, 61
 Graduation with Honors, 69
 Graduation Requirements, 67
 Grants, 84
 Federal Pell Grant, 84
 Federal Supplemental Educational
 Opportunity Grant (FSEOG), 84
 South Carolina Need-Based Grant, 84
 Graphic Design:
 Courses, 355
 Major, 258
 Minor, (Art Studio Majors), 259
 Minor, (Non-Art Studio Majors), 260

H

Handbook & Academic Planner, Student, 99
 Health Administration Completion Program:
 Courses, 460

Major, 299
 Health Promotion:
 Courses, 462
 Major, 294
 Minor, 298
 Health Sciences:
 Health Administration Completion
 Program, 299
 Health Promotion Major, 294
 Health Promotion Minor, 298
 Nursing Completion Program, 300
 Health Services, Student, 106
 History:
 Anthropology Minor, 214
 Courses, 465
 Major, 213
 Minor, 215
 Peace and Conflict Studies, 216
 Honors:
 Academic, 71
 Courses, 479
 Graduation With, 74
 Program, 131
 Hospitality, Resort, and Tourism
 Management:
 Courses, 481
 Major, 163
 Minor, 165
 Housing, 109
 Humanities and Fine Arts:
 Anthropology Minor, 214
 Art Education Minor, 257
 Art History Minor, 258
 Art Studio Major, 255
 Art Studio Minors, 257
 Asian Studies Minor, 236
 Communication Major, 197
 Communication Minor, 200
 Creative Writing Minor, 207
 Dramatic Arts Minor, 249
 English Major, 206
 English Minor, 208
 French Minor, 204
 Geographic Information Systems (GIS)
 Minor, 237
 German Minor, 204

Global Studies Minor, 238
Graphic Design Major, 259
Graphic Design Minors, 259-260
History Major, 213
History Minor, 215
Intelligence and National Security Studies
Major, 231
Intelligence and Security Studies Minor,
241
Journalism Minor, 200
Latin American Studies Minor, 243
Linguistics Minor, 208
Medical Humanities Minor, 226
Middle Eastern Studies Minor, 244
Music Major, 217
Musical Theatre Major, 249
New Media and Digital Culture Minor,
209
Philosophy Major, 225
Philosophy Minor, 227
Photography Minor, 258
Political Science Major, 229
Political Science Minor, 244
Religious Studies Minor, 228
Southern Studies Minor, 211
Spanish Major, 202
Spanish Minor, 203
Theatre Major, 247
Theatre Arts Major, 251

I

Identification Cards (CINO), 102
Incomplete Grade, 61
Independent Study (Non-Traditional
Coursework), 48
Information Systems:
Courses, 396
Major, 289
Web Application Development Minor, 291
Information Technology Major, 292
Institutional Work Study Program, 87
Insurance (student), 80, 106
Intelligence and National Security Studies
Major, 231
Intelligence and Security Studies Minor, 241

Interdisciplinary Studies:
Courses, 485
Major, 133
International Baccalaureate (IB) Credit, 57
International Business Studies Minor, 168
International Student:
Admission, 33, 201
International Study Programs, 208
International Transfer Credit, 26, 57
Internships (Career Services), 101
Italian Courses, 487

J

Japanese Courses, 487
Journalism:
Courses, 488
Minor, 200

K

Kimbel Library and Bryan Information
Commons, 104

L

Languages and Cultures:
French Minor, 204
Foreign Language Instructional Center,
129
General Information, 201
German Minor, 204
Placement Requirements, 201
Spanish Major, 202
Spanish Minor, 203
Latin American Studies:
Courses, 492
Minor, 243
Latin Courses, 492
Learning Assistance Center:
Foreign Language, 129
Mathematics, 130
Structured Learning Assistance, 130
Writing, 130
Library, 104
Library Fines, 80

Linguistics Minor, 208
Loans, 85
 Federal Perkins Loans, 85
 Federal Direct Parent Loans for
 Undergraduate Students (PLUS), 86
 Federal Direct Student Loans, 85
 South Carolina Teachers Loans, 86

M

Majors, 7
 Double, 75
Management:
 Concentrations:
 Entrepreneurial Management, 160
 Human Resource Management, 160
 International Management, 161
 Operations and Technology
 Management, 161
 Organizational Leadership, 162
 Courses, 493
 Major, 157
Marine Science:
 Courses, 498
 Major, 316
 Minor, 325
Marketing:
 Courses, 508
 Major, 165
 Minor, 167
Mathematics (Applied):
 Actuarial Science (Probabilities) Minor,
 327
 Courses, 510, 592
 Major, 325
 Middle Grades Education Mathematics,
 327
 Minor, 327
 Statistics Minor, 328
Mathematics Learning Center, 130
Medical Humanities Minor, 226
Medical Withdrawal, 53
Middle Grades Education Mathematics
 Minor, 327
Middle Level Education:
 Courses, 418

 Major, 182
 Minors, 9, 74
Mission Statement (CCU), 13
Multicultural Student Services, 98
Music:
 Concentrations:
 General Studies, 218
 Performance, 219
 Teacher Preparation Precertification, 221
 Courses, 515
 Major, 217
 Minor, 223
 Music Commercial/Jazz Courses, 525
Music Education Courses, 526
Musical Theatre:
 Courses, 594
 Major, 249

N

New Media and Digital Culture Minor, 209
Non-Degree Seeking Status, 37
Non-Traditional Coursework, 48
Nursing Completion Program:
 Courses, 532
 Major, 300

O

Orientation (new students), 39
Orientation Fee, 78

P

Pass-Fail Grading, 63
Peace and Conflict Studies Minor, 216
Pell Grant, 84
Perkins Loans, 85
Petition:
 Academic (General Petition process), 44
 Academic Discipline, 70
 Right of Petition, 44
PGA Golf Management:
 Courses, 534
 Program, 169
Philosophy:

Courses, 536
Major, 225
Medical Humanities Minor, 226
Minor, 227
Religious Studies Minor, 228
Physical Education:
Courses, 420
Major, 185
Physically Active Living Skills (PALS), 313
Courses, 542
Physics (Applied):
Concentrations:
 General, 277
 Environmental Physics, 277
 Engineering Physics, 277
Courses, 548
Major, 275
Minor, 278
Placement Exams:
 Foreign Language, 201
 Mathematics, 39, 329
Plagiarism (Academic Discipline), 70
PLUS Loans (Federal), 86
Political Science:
 Asian Studies Minor, 236
 Concentrations:
 Domestic or Global Politics (Primary
 and Secondary), 231
Courses, 554
Geographic Information Systems (GIS)
 Minor, 237
Global Studies Minor, 238
Intelligence and Security Studies Minor,
 241
Latin American Studies Minor, 243
Major, 229
Middle Eastern Studies Minor, 244
Minor, 244
Pre-Law Minor, 245
Portuguese Courses, 565
President's Honor List, 72
Probation (Academic), 67
Professional Program Advisement, 116-118:
 Pre-Allied Health
 Pre-Dental, Pre-Medical
 Pre-Engineering

Pre-Law
Pre-Nursing
Pre-Pharmacy
Pre-Theological
Pre-Veterinary
Program Evaluation Tool, 114-116, 129
Program Progression in Teacher
 Education, 174
Programs Abroad, 105
Psychological Withdrawal, 53
Psychology:
 Concentration:
 Behavioral Neuroscience, 333
Courses, 566
Gerontology Certificate Program, 335
Major, 330
Minor, 334
Public Safety, 103

R

Readmission, 36
Recreation and Sport Management:
 Courses, 571
 Major, 308
 Sport Coaching Minor, 311
 Sport Studies Minor, 312
Refunds/Cancellation Fees, 79
Refunds/Repayments, 88
Registration, 45
Religious Studies:
 Courses, 576
 Minor, 228
Repeating Courses, 47
Reserve Officers Training Corps (ROTC):
 Courses, 579
 Program, 314
Residency Clarification, 78
Returned Check fee, 80

S

Safe Zone, 103
Satisfactory Academic Progress, 87
Satisfactory/No Credit Grading System, 63
Scholarships, 39, 89

Science:

Actuarial Science (Probabilities) Minor, 327
 Biochemistry Major, 279
 Biology Major, 266
 Biology/MBA Dual Degree, 272
 Biology Minor, 273
 Chemistry Major, 281
 Chemistry Minor, 282
 Coastal Geology Minor, 323
 Computer Science Major, 286
 Computer Science Minor, 288
 Criminology Minor, 342
 Engineering Dual Degree w/Clemson, 283
 Exercise and Sport Science Major, 304
 Exercise Science Minor, 307
 Gerontology Certificate Program, 335
 Health Administration Completion Program, 299
 Health Promotion Major, 294
 Health Promotion Minor, 298
 Information Systems Major, 289
 Information Technology Major, 292
 Marine Science Major, 316
 Marine Science Minor, 324
 Mathematics Major (Applied), 325
 Mathematics Minor (Applied), 327
 Nursing Completion Program, 300
 Physically Active Living Skills (PALS), 313
 Physics Major (Applied), 275
 Physics Minor (Applied), 278
 Psychology Major, 330
 Psychology Minor, 334
 Recreation and Sport Management Major, 308
 Reserve Officers' Training Corps (ROTC), 314
 Scientific Computing Minor, 289
 Sociology Major, 337
 Sociology Minor, 344
 Sport Coaching Minor, 311
 Sport Studies Minor, 312
 Statistics Minor, 328
 Web Application Development Minor, 291
 Scientific Computing Minor, 289

Second Baccalaureate Degree, 36, 74
 Senior Citizen Applicants, 35, 79
 Sex Offender Registry, 104

Sociology:

Concentrations:

Criminology, 339
 Generalist, 338
 Health and Aging, 340
 Social Justice, 341

Courses, 582
 Criminology Minor, 342
 Major, 337
 Minor, 344

South Carolina Need-Based Grant, 84
 Southern Studies Minor, 211

Spanish:

Courses, 587
 Major, 202
 Minor, 203

Special Education:

Courses, 423
 Majors, 187-189

Sport Coaching Minor, 311
 Sport Studies Minor, 312

Statistics:

Courses, 592
 Minor, 328

Stoles: Academic and Honor, 73

Student Affairs:

Academic Discipline, 100
 Accessibility and Disability Services, 101
 Alcohol and Drug Services, 103
 Attendance Notifications, 100
 Bookstore, 107
 Campus Recreation, 96
 Career Services Center, 101
 Chanticleer Outdoor Adventures, 96
 CINO ID Cards, 102
 Code of Student Conduct, 99
 Complaint Policy and Procedure, 111
 Computing Services, 105
 Counseling Services, 102
 Dean of Students, 99
 Dining Services, 107
 Emergency Information Center, 103
 Employment Opportunities, 86-87

Faculty Absence Alerts, 100
Fraternity and Sorority Life, 95
Handbook and Academic Planner, 99-100
Health Services, 106
Housing, 109
Insurance, 80, 106
Intercollegiate Athletics, 97
International Programs and Services, 105
Intramurals, 96
Jackson Student Union, 94
Kimbel Library and Bryan Information Commons, 104
Leadership and Civic Engagement, 95
Multicultural Student Services, 98
New Student and Family Programs, 95
Off Campus Student Services, 104
Office of Student Life, 94
Public Safety, 103
Safe Zone, 103
Sex Offender Registry, 104
Sports Clubs, 96
Step Up!, 100
Student Activities, 94
Student Advocacy and Intervention, 100
Student Clubs and Organizations, 95
Student Complaint Policy and Procedure, 111
Student Computing Services, 105
Student Conduct, 99
Student Government Association, 95
Student Health Insurance, 106
Student Health Services, 106
Student Media, 95
Sustainability Initiative, 100
Title IX Compliance, 111
Vehicle Registration, 103
Volunteer Services Center, 94
Summer Semesters, 49
Suspension (Academic), 67
Swain Scholars Courses, 593

T

Test of English as a Foreign Language (TOEFL), 33
Theatre Arts:

Concentrations:
Acting, 253
Design and Technology, 253
Physical Theatre, 254
Courses, 594
Major, 251
Theatre:
Courses, 594
Dramatic Arts Minor, 249
Major, 247
Musical Theatre Major, 249
Theatre Arts Major, 251
Title IV Census Date (Federal), 83
Title IX Compliance, 111
Transcript Fees, 80
Transcripts, 64
Transfer Admission, 24
Transfer Credit:
Exempt from core with earned Domestic A.A., A.S., B.A., or B.S. Degree; or International B.S. or B.A.; or International Master's Degree (with 150 hours), 25
Transitional Study (for undergraduates), 50
Tuition and Fees, 79

U

Undergraduate:
Majors, 7
Minors, 9
University College:
Academic Advising (Undeclared and Interdisciplinary Studies Students), 128
Environmental Studies Minor, 138
First Year Experience Program, 129
Foreign Language Instructional Center, 129
Interdisciplinary Studies Major (B.A.I.S. and B.S.I.S.), 133
Mathematics Learning Center, 130
Professional Program Advisement, 116-118
Structural Learning Assistance, 130
Undeclared students, 128
University Honors Program, 131

Women's and Gender Studies Minor, 139
Writing Center, 130
University Dining Services, 107
University Housing, 109

V

Vehicle Registration, 103
Veterans Education Benefits, 82
Visual Arts:
 Art Education Minor, 257
 Art History Minor, 258
 Art Studio Major, 255
 Art Studio Minor, (Graphic Design
 Majors), 257
 Art Studio Minor (Non-Art Studio
 Majors), 257
 Graphic Design Major, 258
 Graphic Design Minor (Art Studio
 Majors), 258
 Graphic Design Minor (Non-Art Studio
 Majors), 260
 Photography Minor, 258

W

Waiver (Application Fee), 78
Wall Fellows Program, 170
Wealth Management Concentration, 155
Web Application Development Minor, 291
Withdrawals:
 Involuntary Medical or Psychological, 53
 Medical or Psychological, 53
 Refunds/Cancellation Fees, 79, 88
 Repayments for Withdrawals, 88
 Standard (withdrawal from university), 52
 From course(s) (W or WF), 51
 Student Military Deployment, 53
Women's and Gender Studies:
 Courses, 606
 Minor, 139
Work Opportunities (Students), 86-87
Work Study Program (Federal), 87
Writing Center, 130