

CHARLESTON SOUTHERN UNIVERSITY
GRADUATE CATALOG 2005-2006
VOLUME 19

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Accreditation

Charleston Southern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033; Telephone number 404-679-4500), to award associate's, bachelor's, and master's level degrees. Inquiries to the Commission on Colleges should be restricted to those concerning the University's accreditation status. The athletic training education program is nationally recognized by CAAHEP (Commission on Accreditation of Allied Health Educational Programs) as an accredited athletic training education major. The School of Business has received Initial Accreditation by the International Assembly for Collegiate Business Education. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Horton School of Music is accredited by National Association of Schools of Music. The Music Therapy program is accredited by the American Music Therapy Association. The Nursing program has full approval of the South Carolina Board of Nursing and is accredited by the National League for Nursing Accrediting Commission. The University is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of Southern Baptist Colleges and Schools, the South Carolina Association of Colleges, the South Carolina Association of Colleges for Teacher Education, the South Carolina College Council, the National League for Nursing and the American Association of Colleges of Nursing.

In accordance with Regulation 668.44 (a) (5), a copy of all documents describing the accreditation, approval, and licensing of Charleston Southern University is on file in the Provost's Office in Jones Hall of Charleston Southern University. The Provost's Office is located on the 2nd floor in the Executive Suite.

2005 - 2006 University Calendar for Graduate Students

Summer Session I 2005

May 30 ----- Registration, Classes Begin
June 1 ----- Last Date to Register or Add a Class; Last Date to Receive
a Refund if Dropping a Class. No Refund after This Date
June 9 ----- Last Date to Receive a Grade of "W"
June 23 ----- Last Date to Withdraw from Summer I Class with a Grade
of "WP" or "WF"
June 29 – 30 ----- Final Exams and Classes End

Summer Session II 2005

July 4 ----- Independence Day - Holiday (Campus Closed)
July 5 ----- Registration, Classes Begin
July 7 ----- Last Date to Register or Add a Class; Last Date to
Receive a Refund if Dropping a Class. No Refund after
this Date.
July 18 ----- Last Date to Receive a Grade of "W"
August 1 ----- Last Date to Withdraw From a Summer II Class with a
Grade of "WP" or "WF"
August 4 – 5 ----- Final Exams and Classes End

Fall Semester 2005

August 18 – 19 ----- Faculty Orientation
August 22 ----- Registration and Drop/Add – All Students
August 23 ----- Classes begin (Day and Evening)
August 24 ----- Last date to Register for Drop/Add Classes, Last Date to
Receive Full Refund of Tuition if Withdrawing from CSU
September 6 ----- Last date for 25% Tuition Refund if Withdrawing from
CSU; No Refund After this Date
September 23 ----- Last Date to Apply for Fall Graduation
October 6 ----- Midterm; Last Date to Receive a Grade of "W"
October 17 - 18 ----- Fall Break
November 24 – 27 ----- Thanksgiving Holidays Begin November 23rd, 5:00 p.m.
November 28 ----- Classes Resume
November 28 ----- Last Date to Withdraw with a Grade of "WP" or "WF"
December 6 ----- Reading Day
December 7 – 14 ----- Final Exams
December 17 ----- Commencement, 10:00 a.m., Lightsey Chapel Auditorium

Spring Semester 2006

January 9 ----- Registration and Drop/Add
January 10 ----- Classes begin (Day and Evening)
January 17 ----- Last date to Register for Drop/Add Classes; Last Date to
Receive Full Refund of Tuition if Withdrawing from CSU
January 24 ----- Last date for 25% Tuition Refund if Withdrawing from
CSU; No Refund After this Date

February 10-----Last Date to Apply for Spring Graduation

February 22 -----Midterm
February 22----- Last Date to Receive a Grade of “W”
March 5 – March 12 ----- Spring Break
March 13-----Classes Resume
April 14----- Good Friday, Holiday (Campus Closed)
April 17 ----- Last Date to Withdraw with a Grade of “WP” or “WF”
April 24----- Graduate Classes End
April 25----- Reading Day
April 26 – May 3 -----Final Exams, Day and Evening Classes
May 6 -----Commencement, 10:00 a.m., North Charleston Coliseum

Maymester 2006

May 8 -----Registration, Classes Begin
May 10----- Final Date to Register or Drop/Add a Class; Last Date to
Receive a Refund if Dropping a Class
May 12----- Last Date to Receive a Grade of “W”
May 19 ----- Last Date to Withdraw with a Grade of “WP” or “WF”
May 26----- Maymester Ends; Final Exams
May 26 ----- Last Date to Apply for August Graduation

Extended Maymester 2006

May 8-----Registration, Classes Begin
May 12----- Final Date to Register or Drop/Add a Class; Last Date to
Receive a Refund if Dropping a Class
May 26----- Last Day to Apply for Summer Graduation
June 21----- Last Date to Receive a Grade of “W”
July 28----- Last Date to Withdraw with a Grade of “WP” or “WF”
August 4----- Classes End; Final Exams

Charleston Southern University

Founding Principle: Matthew 28:19-20

“Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world. Amen.”

Mission: Promoting Academic Excellence in a Christian Environment

Vision: To achieve regional distinction as an institution of higher learning with its primary emphasis on excellence in teaching dedicated to the discovery and enrichment of talent within a broad spectrum of capable university students, endowing them with a Christian vision of life, and equipping them for significant leadership and service.

BIBLICAL CORE VALUES: WHAT WE BELIEVE ABOUT...

Scripture. II Timothy 3:16 *“All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness.”* The Bible is the inerrant and infallible record of God's revelation to humanity, and it is the only sufficient source of appeal on matters relating to the Christian faith.

God. Genesis 1:1 *“In the beginning, God created the heavens and the earth.”* John 1:3 *“All things were made by him; and without him was not anything made that was made.”* There is one and only one living and true God. The historical account of Genesis decrees that He is the personal and direct Creator of all that exists, including the first human beings Adam and Eve. To Him we owe the highest love, reverence, and obedience.

Jesus Christ. John 14:6 *“Jesus saith unto them, I am the way, the truth, and the life: no man cometh unto the Father, but by me.”* God made provision through Christ for the redemption of sinful humanity by His substitutionary atonement on the cross, and He alone is sufficient as Savior.

Salvation. John 3: 16 *“For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.”* Salvation involves God's gracious redemption of individuals and is offered freely to all who accept Jesus Christ as personal Lord and Savior by repentance and faith.

Life of the Believer. Romans 12:2 *“And do not be conformed to this world, but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.”* Christians are to be consistent with Scripture in their character and conduct.

Evangelism and Missions. Acts 1:8 *“But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost part of the earth.”* It is the privilege and duty of every Christian to share the Gospel of Christ personally and by all other methods in harmony with the Gospel.

LIFE PREPARATION CONCEPTS

VALUES AND ETHICS: By "values" this institution advocates those qualities expressed by Christ when He taught, *"You shall love the Lord thy God with all your heart, and with all your soul, and with all your mind ... (and) your neighbor as yourself"* (Matthew 22:37-39). Charleston Southern takes these "greatest commandments" to include a life of faith in word and action, a reverence for God's creation and for the diversity of mankind, respect for all God's gifts including the gift of selfhood, and concern for individuals living in a community that seeks to appreciate justice, truth, and beauty. "Ethics" is defined as a capacity and an inclination to learn about, and to deliberately choose, the behavior that reflects the values of a Christian community.

COMMUNICATION: Colossians 4:5-6 *"Walk in wisdom toward them that are without, redeeming the time; let your speech be always with grace, seasoned with salt; that ye may know how ye ought to answer every man."* The term "communication" refers primarily to the exchange of ideas orally, visually, or in writing. People associated with a Christian institution should concern themselves with ethical and practical qualities of communication. They should dedicate themselves to an ideal which stresses not only clarity and persuasiveness, but also accuracy and truth. Effective communication should take place in the classroom, within the University family and between the University and the public.

LEADERSHIP: Romans 12:1 *"I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service."* Leadership is the ability to motivate self and others to the accomplishment of goals within ethical boundaries using skills such as motivation, persuasion, analytical thinking, reasoning, and problem solving, and characteristics such as interpersonal skills, openness, sensitivity, and self-knowledge.

SERVICE: Luke 9:23 *"And he said to them all, If any man will come after me, let him deny himself, and take up the cross daily, and follow me."* Service is the giving of one's time and energy in order to benefit the Charleston Southern University family or the community at large.

WELLNESS: II Timothy 1:7, 13 *"For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind... Hold fast the form of sound words, which thou hast heard of me in faith and love which is in Christ Jesus."* Wellness is not merely the absence of disease, but the proper balance among a person's physical, mental, emotional, social, spiritual and environmental health, which results in the ability of each person to live most effectively within his/her potentialities.

INSTITUTIONAL PURPOSE

Statement of Purpose

Charleston Southern University is an independent comprehensive university affiliated with the South Carolina Baptist Convention. This suburban coeducational institution with liberal arts and professional curricula offers degrees at the undergraduate and graduate levels. The University was founded upon the principle that students should have an opportunity for a quality education under the guidance of Christian faculty. The University promotes academic excellence in a Christian environment.

The University aims continuously to increase the academic quality of its students. Students currently are drawn primarily from the southeastern region of the United States and pursue a broad variety of careers in the arts and sciences, as well as business, education, and nursing.

The South Carolina Baptist Convention founded the institution in 1964 as the Baptist College at Charleston. The campus is located sixteen miles from the city of Charleston within the city limits of North Charleston. The institution changed its name to Charleston Southern University in 1990 to better reflect the offerings of graduate programs.

CSU STRATEGIC GOALS 2003 - 2008

- Enroll 3,000 traditional and non-traditional students, increase retention, and enhance career planning and placement.
- Promote a Christian vision of life which encourages and equips students, faculty, and staff for service and leadership, enhancing opportunities for prayer, evangelism, discipleship, and missions.
- Develop and implement an integrated marketing and branding program that projects the distinctives of the University.
- Enhance academic quality and learning opportunities by emphasizing faculty development, integration of faith and discipline, student internships/experiential learning, integration of technology and instruction, cultural diversity/interaction with minority faculty and students, global education, and graduation rates.
- Offer academic programs designed primarily to meet the educational needs of working adults at on-campus and off-campus sites utilizing both traditional and alternative instructional delivery systems.
- Provide leadership for all out-of-classroom student experiences, maximizing student learning activities by integrating the University's five Life Preparation Concepts of leadership, Christian values and ethics, service, communication, and wellness.
- Provide for campus technology that assures competitiveness in instruction, promotes increasingly efficient administrative services, and enhances student success.

- Provide a competitive NCAA Division I athletic program in compliance with NCAA guidelines, enhancing the academic, emotional, and spiritual development of the University's student-athletes.
- Construct and upgrade campus facilities essential to support the university's goals and objectives.
- Secure the resources required to accomplish all of the University's goals and objectives.

HISTORY AND ORGANIZATION

In November 1990, the South Carolina Baptist Convention, upon the recommendation of the Board of Trustees of Baptist College at Charleston, approved the name to be changed to Charleston Southern University. The Convention reaffirmed its commitment to Charleston Southern University and its mission of "Promoting Academic Excellence in a Christian Environment."

The urgent need for another college in the low-country area became a matter of active and organized consideration in 1954. South Carolina Baptists made its establishment a matter of official deliberation at a meeting of the General Board in September 1955.

After considerable study by official education committees, both locally and convention-wide, the Capital Needs Committee of the State Convention brought a recommendation which initiated efforts to begin seeking both a site and funds for the establishment of a college.

Purchase of 500 acres of land, sixteen miles from the city limits of Charleston, at the northeast intersection of Interstate 26 and US Highway 78, was made. In 1964, trustees were elected by the South Carolina Baptist Convention.

Dr. John A. Hamrick was elected the first president of the University by the Board of Trustees in November, 1964. The first semester of Charleston Southern University was in the fall of 1965, in buildings at the First Baptist Church of North Charleston. By September 1966, buildings on the campus were ready and the University's second year began amid construction, landscaping, and the physical development of the campus.

The University has grown from a student body of 588 to an enrollment of about 2,500. There are now nineteen major campus buildings, plus auxiliary buildings to provide for the field laboratory and maintenance needs of the University.

In 1984, Dr. Jairy C. Hunter, Jr. became the second president of Charleston Southern University. The Graduate Studies Program in Middle School Education became accredited in 1986. The Graduate Program in Education was expanded to include concentrations in elementary and secondary education beginning with the 1988 spring term. The Master of Arts in Teaching program was fully accredited and added to the graduate programs in Education beginning with the Fall of 1990. The School of Business began to offer a Master of Business Administration degree in that same year.

In 1993, the School of Education began offering a Master of Educational Administration.

From its beginning the University has sought to provide not only excellent academic opportunities, but has, in all its planning, held to the ideal of the development of the total individual. Employment of personnel deeply committed to assisting each individual student to attain his/her maximum potential has made this institution distinctive.

AFFILIATION AND SUPPORT

The Charleston Southern University is affiliated with the South Carolina Baptist Convention. However, young men and women of all faiths are invited to share in its programs. The University is under the direct supervision of a Board of Trustees (elected by the South Carolina Baptist Convention) who are charged with the responsibility of operating it within the purposes for which it has been chartered. Income for the University is derived from tuition, endowments, gifts, and funds from the South Carolina Baptist Convention and friends who believe in the purposes of the institution.

CAMPUS BUILDINGS

Administration

JONES HALL: President, Provost and Vice President for Academic Affairs.

Classroom Buildings

ART BUILDING: Classroom for art instruction.

ASHBY HALL: Five classrooms, eight science laboratories, two computer laboratories, faculty offices.

DERRY PATTERSON WINGO SCHOOL OF NURSING:
Five classrooms, one computer lab, nursing and clinical lab, conference room, auditorium, faculty offices.

LIBRARY: Five classrooms, faculty and staff offices, one computer lab, Evening College.

NORRIS HALL: Fourteen classrooms, three computer labs, faculty offices.

SCIENCE BUILDING: Two classrooms, twelve labs, faculty offices.

STROM THURMOND CENTER: Conference Room/Classroom.

WHITTINGTON HALL: One classroom, one music rehearsal hall, six music practice rooms, one music technology lab.

WINGO HALL: Four classrooms, faculty offices.

Hunter Reception Center

The Hunter Reception Center houses Enrollment Services, including admissions and financial aid personnel.

L. Mendel Rivers Library

The Library serves as an integral component of all academic programs at Charleston Southern University (CSU). The three-floor building houses a collection of over 250,000 volumes of print and non-print resources, and audio-visual media. The Library subscribes to approximately 12,000 current periodicals in print, non-print, and electronic formats. Access to additional sources is provided via the library's web pages. The library also serves as a selective depository for U.S. Government Documents.

The Bibliographic and Library Technology (BILT) Center located on the third floor is used primarily as a hands-on classroom for the Library Research Methods class and for bibliographic instruction sessions. The computers in the BILT Center are made available a limited number of hours per week for general use by students, faculty and staff. Wireless Internet access is available throughout the building for patrons wishing to use their own laptop computers.

During major academic sessions the library is open seven days per week for a total of 90 hours. Hours for Maymester, Summer Sessions, and Holidays are posted on the library's web pages. Remote access to the on-line public access catalog and on-line databases is available to students and faculty 24/7. Librarians provide instruction on accessing information in a variety of formats such as print, microfilm, electronic, and audio-visual.

Through its membership in the Charleston Academic Library Consortium (CALC), the Library provides access to the on-line public access catalogs of all colleges and universities within the Greater Charleston Metropolitan Area and the Charleston County Public Library System. This formal reciprocal agreement allows students and faculty members at CSU to use resources and check out books at any academic CALC Library or to request books and periodical articles from another academic CALC library via a daily courier delivery service. In addition, CSU participates in a statewide library borrowing agreement with the other public and private colleges and universities in South Carolina. Students wishing to check out books from academic libraries outside the Charleston Area may request a statewide borrower card at the CSU Library's circulation desk.

Located on the lower floor are the University Archives, five classrooms, several faculty offices, and offices for the Administrative Services AV Communications Department, the Evening College, and the Editor-in-Chief of the *Health Physics Journal*.

Strom Thurmond Center

The Center houses the offices of the Student Services division. It also provides meeting rooms, banquet rooms, the President's Dining Room, the cafeteria, bookstore, Office of the Registrar, Business Office, Career Planning and Placement, Campus Ministries, Student Success Center, University Relations, Alumni and Development offices.

Physical Education Building

This building contains the basketball court, air conditioned modern exercise rooms, training equipment, basketball practice courts, physical education classrooms, and a suite of offices for the Athletic Department staff and faculty. Close by are the track, the softball and baseball diamonds, the soccer field, the tennis courts, the football stadium, a lake, and a picnic area.

Residence Halls

All rooms are arranged in spacious suites with private telephone lines, Internet/E-mail access, T.V. cable access, and heating/air conditioning units in each room. Student lounge areas are located in all residence halls.

Brewer Center

The Brewer Center is a 20,000 square foot student activities and wellness center. It houses a snack bar, social areas, an exercise center, an intramural gym, office space, and meeting rooms. Containing state-of-the-art exercise equipment, The Brewer Center serves as the hub for an extensive wellness program for the entire campus community.

Lightsey Chapel Auditorium and Music Building

This building is a multi-purpose facility and serves as a focal point for religious, cultural, and academic activity at Charleston Southern University. The Chapel, completed in October 1984, houses the Religion and Horton School of Music and is equipped with a modern stage and support equipment for dramatic performances. The auditorium will seat over 1,500 people.

Whitfield Stadium Center

The Whitfield Stadium Center is a four-story state-of-the-art athletic facility which provides broadcast areas for the media, coaches booths, and space for television camera crews. The third floor will provide space that will be used as classrooms, pre-game and half-time social gatherings, and Buccaneer Club Board of Directors' meetings. The remainder of the building provides coaches office and meeting rooms, while the ground floor is home to a new concession sales area and restroom facilities

Field Physics Laboratory

The laboratory is a vital extension of the class work in Ashby Hall.

Physical Plant - Facilities

This structure not only houses offices for the maintenance supervisor and staff, but also holds carpenter and electric shops, and storage areas for campus equipment. In accordance with Regulation 668.44 (a) (6) --All buildings at Charleston Southern University are architecturally barrier free and all buildings are specially equipped to service the handicapped student. There are elevators in all major buildings, with the exception of the residence halls. The residence halls provide for handicapped facilities on the 1st floor of each building.

ACADEMIC SERVICES AND REQUIREMENTS

THE CATALOG

The provisions of this Catalog are not to be regarded as an irrevocable contract. The Trustees and Faculty reserve the right to modify, revoke, or add to University regulations at any time. If a graduate student leaves the University for two consecutive semesters and later returns, he/she is under the Catalog and regulations in effect at the time of return.

ADMISSION

An applicant for admission to graduate study must hold a bachelor's degree from an educational institution accredited by a regional accreditation agency. Admission may be provisional, regular, conditional, or non-degree. See specific admission procedures and requirements for each graduate program in this catalog.

Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if he lacks any of the undergraduate prerequisites.

Charleston Southern University does not discriminate on the grounds of race, religion, color, sex or national origin. The University reserves the right to deny admission to any applicant or to forbid any student's continued enrollment whose attendance, in the opinion of the appropriate administrative officer(s) and the President, would not be beneficial to the student and/or to the institution.

ACADEMIC LOAD

A full-time graduate student is one who is enrolled for six (6) or more graduate credit hours. The normal load for graduate students is six (6) to nine (9) graduate credit hours. Graduate students enrolling in more than nine (9) hours per semester must obtain the permission of the graduate director of their program.

ATTENDANCE

Each graduate program area will determine its own class attendance policy.

PARTNERSHIP (TRANSIENT) STUDENTS

Partnership or transient students are those students who are enrolled as degree-seeking students at other institutions with which Charleston Southern University has a partnership arrangement in the instruction of courses. Such students are not candidates for any degree at Charleston Southern University and are not required to apply to any graduate program at Charleston Southern University.

These students are permitted to take courses at Charleston Southern University under the conditions set forth by the partnership agreement between Charleston Southern University and the student's home institution. A "Cross-Registration Form" is required for local consortium institutions. A "Request to Take Courses at Another Institution" form is used for institutions out of the greater Charleston area, and admissions forms are usually required.

Partnership students who later apply for a degree at Charleston Southern University may only apply up to six hours of graduate coursework towards the MBA or nine hours of graduate coursework towards a Master's degree in the School of Education.

FINANCIAL AID

Information may be obtained from Enrollment Services, which is located in the Hunter Reception Center 843-863-7050.

LEAVE OF ABSENCE

Once admitted to a graduate program, if the student discontinues taking courses for a period longer than two consecutive semesters, the student must apply for a leave of absence or be dropped from the program. The student then is required to apply for readmission if he/she chooses to continue the program of study.

GRADES

GRADING SYSTEM		GRADE POINTS
A	Excellent	4
B	Good	3
C	Fair	2
F	Failure	0
I	Incomplete	0
W	Withdrew	0
WP	Withdrew Passing	0
WF	Withdrew Failing	0
FA	Failure for Absence	0
FD	Failure due to Academic Dishonesty	0

Supplementary grade code (not considered an academic grade):

NR Not Reported (pending) – No affect on GPA

INCOMPLETE GRADE

A grade of "I" (Incomplete) is assigned when, for a reason approved by the professor of the course, a student has been unable to complete the course by the time it terminates. Responsibility for removing a grade of "I" rests with the student. The grade must be removed before mid-term the following semester. Otherwise, the "I" automatically becomes an "F."

WITHDRAWAL FROM A COURSE

Once registered, a student is removed from a class role with no grade recorded, if the class is dropped before the last date to drop/add a class for that term. After the last date to add a class, grades of "W," "WP," or "WF" are recorded according to specific dates on the University Calendar.

NOTE: A student **may not** change the status of a course to "AUDIT" after the last date to drop/add a class. See the University Calendar for deadline dates in the front of this catalog.

WITHDRAWAL FROM THE UNIVERSITY

In addition to any other final grades, students will be assessed appropriate tuition and fees for any course that a withdrawal grade (W, WP, WF), or a “failure for absences” (FA) grade is assigned.

A Withdrawal Form may be obtained from the Dean of Students office. Any student who wishes to withdraw from Charleston Southern University may obtain an honorable discharge by fulfilling the following requirements.

1. Notify the Office of the Dean of Students and obtain a Withdrawal Form. If a student is a minor, the student’s notice of withdrawal should be accompanied by a written request/notice from the parent or guardian.
2. Settlement of all financial obligations to the University.
3. Return of the student identification card to the Office of the Dean of Students and the return of any library books or other CSU property or equipment.
4. Submit a completed Withdrawal Form to the Office of the Registrar.

WITHDRAWAL BY REQUEST OF THE UNIVERSITY

Charleston Southern University reserves the right to request the withdrawal of a student whose conduct, general attitude, or influence is considered harmful to the University. Withdrawal may also be required due to poor academic performance.

TRANSCRIPTS

The fee for each transcript request is \$5.00. In the event a student requests that a transcript be (1) generated for mailing and (2) generated for faxing, it is considered to be two requests. Fax requests require the generation of a transcript on special “Fax-Safe” paper and is subject to a separate \$5.00 processing fee. A transcript cannot be processed and released for a student with a “hold” or their records from any CSU office. Once all holds are removed, students who have requested transcripts must notify the Transcript Specialist in the Office of the Registrar to process any transcript requests which were denied due to the hold(s).

Transcripts received from other institutions become the property of Charleston Southern University and will not be released or copied for third parties. Any exception to this must be approved by the University Registrar, with the student's written consent.

FINANCIAL INFORMATION

PAYMENT OF ACCOUNTS

The registration of a student signifies the assumption of definite and legally enforceable obligations between the University and the student. This includes an agreement by the student (and/or the student's parents) to fulfill the financial terms as stated in the catalog. The student agrees to pay all collection costs and/or legal fees incurred in debt collection efforts.

All accounts are due and payable no later than the final day of registration. The student may not receive an official transcript until all financial obligations are settled. The Business Office will accept VISA, MasterCard, and Discover cards.

TUITION AND FEES 2005-2006*

Tuition charges for each graduate level credit hour, 9 credit hours or less:

Education (All programs & participating departments, per credit hour)	\$ 250.00
Business (MBA traditional program courses, per credit hour)	265.00
Business (MBA on-line courses, via internet)	302.00
Criminal Justice (MSCJ program courses, per credit hour)	265.00

Flat-rate tuition charges for graduate level and/or undergraduate credit hours:

10 – 18 credit hours	\$7,990.00
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General & Miscellaneous Fees:

Admission Application Fee (one time non-refundable)	30.00
Challenge Exams and other special examinations**	30.00
Graduation Fee	115.00
Laboratory Fee	35.00
Transcript Fee (each copy/request)	5.00
CSU Student I.D. Card Replacement Fee	10.00

Vehicle Permit Fees

Valid from September 1 - August 31	10.00
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***Tuition charges and fees** are subject to changes, pending Board of Trustees' approval. Current information is deemed to be accurate at the time of this publication. Errors and/or changes are subject to adjustment by the Business Office.

**Any student who misses a final examination must obtain the permission of the instructor involved and of the appropriate program director in order to be given a late examination. This fee partially takes care of the extra time and work involved in making and giving a special examination.

Confidentiality of Student Records

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational 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 appropriate 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 the 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 a record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) **The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel 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 school officials in performing legitimate tasks including assignments while working under any College Work Study (CWS) program agreement. A school official has a legitimate interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University may disclose records without consent to officials of another school in which a student seeks or intends to enroll. Information may be disclosed to parents of dependent children enrolled at CSU if the student is under 23 years of age and is listed as a dependent on the parent's federal tax return. Our procedure is to verify the student's "dependent status" through our financial aid office or by requiring documentation before information is released.

- (4) **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Charleston Southern 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
400 Maryland Avenue, SW
Washington, DC 20202-5920

FERPA Notice of Directory Information Policy

The University has designated certain information contained in the educational records of its students as **directory information** pursuant to the Family Educational Rights and Privacy Act (FERPA). This information is not generally considered harmful or an invasion of privacy if disclosed. Directory information at Charleston Southern University includes, but is not limited to:

- name, address, telephone listing, e-mail address
- date and place of birth
- field(s) of study
- participation in officially recognized activities and sports
- weight and height of student-athletes
- dates of attendance
- degrees and awards received
- photographs
- most recent previous school attended
- enrollment status (full-time, part-time, undergraduate, graduate)

Directory information cannot include a student's social security number, student ID number, race/ethnicity or gender. Directory information may be disclosed by the University for any purpose considered legitimate without student consent. Students have the right, however, to refuse the disclosure of any or all of the information designated as directory information. Students refusing to have any or all of the designated directory information disclosed without consent must submit written notification to the Office of the Registrar. To properly enforce a refusal request, written notification should be filed no later than one week from the beginning of a term in which a student has enrolled. However, refusal notifications will be accepted, processed and enforced as soon as possible anytime they are received. Careful consideration should be given before any disclosure refusal is submitted. The University's enforcement of a refusal notification may have unexpected or undesirable ramifications.

SCHOOL OF EDUCATION

Dr. Gary O. Leonard, Dean of the School of Education
Dr. Lorraine Wylie, Director of Graduate Studies in Education
Ms. Mary Antley, Administrative Assistant to the Dean and to the
Director of Graduate Studies in Education

PROFESSIONAL PROGRAM IN TEACHER EDUCATION FACULTY

Dr. Patricia B. Bower, *Professor*
Dr. Donald R. Clerico, *Professor*
Ms. Connie C. Coyle, *Director of Field Services*
Dr. Patricia J. Hambrick, *Professor*
Dr. Linda Karges-Bone, *Professor*
Dr. Gary O. Leonard, *Assistant Professor*
Dr. Lorraine Wylie, *Assistant Professor*

The Office of the Dean of the School of Education and of the Director of Graduate Studies in Education and the faculty offices are located in Wingo Hall.

PURPOSE AND PROGRAM OBJECTIVES

The primary goal of the School of Education at Charleston Southern University is the preparation of teachers for early childhood, elementary, middle and secondary school instruction and of administrators for instructional support. The primary goal of the Masters Programs in the School of Education is to prepare competent, caring and committed teachers and administrators. The **Competent, Caring, and Committed Educator** model serves to define the Professional Program in Teacher Education. In this model, eleven qualities of competent, caring, and committed professionals are addressed.

The School of Education at Charleston Southern University operates within a unified conceptual framework that provides direction for all its undergraduate and graduate programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Collaboratively developed both institutionally and within the School's greater educational community, *three standards* comprise the conceptual framework supporting the unit's programs and actions. These standards assessed by *eleven performance indicators* are aligned with the standards of professional organizations (INTASC, NCATE, NBPTS, ELCC); state and national curriculum standards, South Carolina assessment standards (ADEPT & ADEPP); and the Unit's vision, aim, mission, and philosophy. The School of Education strives for the highest quality possible in the preparation of individuals for the profession of teaching. These programs are approved by the South Carolina State Board of Education. The School of Education at Charleston Southern University is also nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs.

Standards of Performance

Standard I: *The Competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.*

To this end, each pre-service and in-service candidate:

1. Demonstrates an understanding of the concepts, tools for systematic inquiry, and structures of the **content area of specialization** along with the application of **pedagogical and/or leadership content knowledge**.
2. Demonstrates an understanding of **professional knowledge** and general **pedagogical principles** inherent in implementing or supervising effective instruction.
3. Understands how children, youth, and adults **learn, develop, and behave**, thus being able to provide classroom and/or school-wide learning opportunities that foster optimal development and achievement across *all* domains.
4. Understands how children, youth, and adults **differ**, thereby demonstrating the ability to provide and/or lead classroom and/or school-wide learning opportunities adapted to **diverse learners**.
5. Coordinates **planning, instruction, resources, management, supervision, and assessments** using *technology*, appropriate *curricula* and *methods*, and *teaching strategies* which result in the alignment of curriculum, instruction and assessment for both the classroom and entire school environment.

Standard II: *The Caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through ongoing, systematic inquiry and reflection.*

To this end, each pre-service and in-service candidate:

6. Possesses **knowledge of self** and the disposition to participate in **reflective practice**.
7. **Communicates** effectively and sensitively in **collaborative** working relationships with students, parents, peers, administrators, agencies and members of the community.

Standard III: *The Committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.*

To this end, each pre-service and in-service candidate:

8. Articulates an **educational platform** grounded in an **ethical** belief system that demonstrates an understanding of the organizational, cultural, social and political contexts of schools and school systems.
9. Assumes **responsibility** for student learning that relates sensitively to the diverse needs of *all* learners, consistently promoting **high but realistic expectations** for their success.
10. Seeks **professional growth experiences** based on systematic inquiry and a continual assessment of personal and professional knowledge, dispositions, and performances or skills.
11. Holds **high standards for personal performance** and is an active participant in the continual improvement of education through collaborative efforts and shared decision-making based on best practices and research.

Upon completion of the program, competent, caring, and committed individuals will demonstrate and provide evidence they possess the knowledge, performance behaviors, and dispositions to meet the ever-changing social, emotional, and academic needs of diverse children and youth. The program offers educational experiences, which will allow future teachers to exhibit confidence and effectiveness as teachers in the classroom. Once these students have become practitioners, the program offers them advanced study in elementary and secondary education and advanced certification in elementary and secondary educational administration. Descriptions of the undergraduate programs are available in the *Undergraduate Catalog, 2005-2006*, of Charleston Southern University.

The School of Education offers two graduate degrees. The Master of Education degree is offered in Elementary Education and in Secondary Education with an emphasis in English, Science and Social Studies. The Master of Education in Educational Administration is offered in Elementary School Administration and Supervision and in Secondary School Administration and Supervision.

REQUIREMENTS FOR ADMISSION TO THE MASTERS PROGRAMS IN THE SCHOOL OF EDUCATION

Orientation

All new graduate students will attend an orientation program for graduate students. Students will be given important information about graduate programs, oriented to important sites on campus, and given the opportunity to ask questions about the program. The orientation program is offered at the beginning of the Fall term.

Admission Levels

Regular Admission to the Masters Programs in Education

The applicant must:

1. Hold a baccalaureate degree from an institution approved by a regional accrediting agency.
2. Be eligible to re-enter in good standing the last college or university attended.
3. Present evidence, by official transcript, of a Grade Point Average (GPA) of at least 2.75 for the last two years of undergraduate study.
4. Present a total score of at least 850 on the Aptitude Test (verbal plus quantitative) of the Graduate Record Examination, or have achieved a rank of at least 50% on the Miller's Analogies Test, or have passed Praxis II at the level necessary for initial certification in South Carolina.
5. Present a current teacher's certificate.
6. Be able to obtain two letters of recommendation from professional associates familiar with his/her previous academic and/or work experience.

Conditional Admission to the Masters Programs in Education

A student who does not meet the minimum admission standards for either grade point ratio or test scores (GRE, NTE or Praxis II, or MAT) may be admitted on a "conditional" basis in one of two ways:

1. Present a test score acceptable for regular admission and a grade point ratio no lower than 2.50 or
2. Present a Grade Point Average (GPA) of 2.75 or above if the test score is lower than that acceptable for regular admission.

Conditional admission can be given only upon the specific recommendation of the Director of Graduate Studies in Education.

A student admitted on a conditional basis must show a grade point ratio of at least 3.0 on the first twelve (12) semester hours at Charleston Southern University. Upon recommendation by the Director of Graduate Studies in Education, the conditional admission will be removed and the student reclassified as a regular student. This requirement must be met or the student will not be allowed to continue to seek the master's degree. Financial Aid is not available to students under Conditional acceptance.

Non-Degree or Provisional Admission of Graduate Students

Admission as a non-degree or provisional graduate student may be granted when the student has a baccalaureate degree from a regionally accredited institution and meets **one** of the following:

1. The student seeks a degree, but does not meet requirements for conditional or regular admission prior to the term the student desires to begin classes, or
2. The student does not desire to work toward a graduate degree, or
3. The student is enrolled in another university and desires to obtain credit to be transferred to the graduate school in which he or she is seeking a degree.

Regulations Governing Non-Degree Graduate Students

A non-degree student must present a transcript showing a baccalaureate degree from an accredited institution or present a valid teacher's certificate. Even though a non-degree graduate student has been admitted to the University he or she has not been admitted to any department or to any degree program. No more than twelve (12) semester hours earned while classified as a non-degree graduate student will be accepted toward a master's degree at Charleston Southern University. A student must, therefore, gain regular admission before completing more than twelve (12) semester hours of study for additional hours to be counted toward a master's degree. With permission of the Director of Graduate Studies in Education, a student who desires to enter the graduate program in education who has a GPA between 2.0 and 2.5 may begin taking courses as a non-degree student and may apply for admission after twelve (12) hours of graduate work at Charleston Southern University have been completed. The student must complete all 12 hours of work with grades of "B" or better. Financial Aid is not available to non-degree students.

Undergraduates Receiving Graduate Credit

An undergraduate may be allowed to register for graduate credit in the final semester in which all undergraduate work will be completed. Graduate hours may not be used to satisfy undergraduate requirements. The permission of the Director of Graduate Studies in Education and the undergraduate advisor must be obtained before registration. Refer to academic policy R-35 for details and additional requirements.

Admission Process

Each applicant for admission, except the non-degree student, must file with Graduate Admissions a complete dossier consisting of the following:

1. Application for Graduate admission.
2. An application fee (non-refundable) must accompany application unless the student has previously attended Charleston Southern University.

3. Official transcripts from ALL institutions where undergraduate or graduate courses have been taken. (Official transcripts are those mailed from the school or college directly to Enrollment Services.)
4. Official copies of scores on one of the following: Graduate Record Examination, Miller's Analogy Test, or the Praxis II
5. A copy of a current teaching certificate
6. Be able to obtain two letters of recommendation from professional associates familiar with his/her previous academic and/or work experience.

A non-degree student must present an official transcript or a valid teacher's certificate.

International Students

Academically qualified students from foreign countries are encouraged to apply for admission to Charleston Southern University. Applicants must be sufficiently proficient in English to be able to study entirely in the English language. The following must be sent to the Enrollment Services Office in addition to the admission materials for the graduate program:

1. Financial Certification Form
2. Official Course by Course Evaluation (Please contact Enrollment Services for a list of approved agencies)
3. Official TOEFL (Students from countries where English is not the primary language will be required to submit a minimum TOEFL score of 550; computer-based score of 213.)
4. International Student Eligibility Form

Due to Immigration and Naturalization Service requirements and the necessity of having transcripts evaluated, the **deadline for admission applications** from International students is **one calendar month prior to "registration day"** (according to the CSU Academic Calendar) of the academic term of entry. Applications received after the deadline may be considered for a future entry term if the applicant desires. Students are required to have their academic transcript(s) evaluated by an outside agency prior to admissions acceptance. All fees for these services are paid by the student directly to the party or agency providing them. You may call the Office of Enrollment Services for more information.

When an applicant has been accepted by the University, a Certificate of Eligibility for the non-immigrant (F-1) student, known as Form I-20 A-B, will be mailed along with an acceptance letter. Students entering Charleston Southern University must assume full financial responsibility for tuition and charges incurred.

In the event a student is being sponsored by an individual or company, an Affidavit of Support and supporting financial documents must be submitted by the sponsor on behalf of the student. After issuance of Form I-20 A-B and prior to the drop/add deadline of the respective term, an advance cash deposit is required to be on file within the business office in the amount of the total cost of the term, including any necessary insurance

premium. Otherwise Charleston Southern University reserves the right to deny the student attendance for that term.

TRANSFER CREDITS

Graduate credits accepted for transfer from other accredited institutions must be completed within the six -year period allowed for a master's degree. Only coursework completed with a grade of "B" or better will be considered for transfer credit. No coursework evaluated by "pass/fail" grades will be accepted.

A maximum of 9 hours will be accepted for transfer credit from other accredited institutions.

SATISFACTORY PROGRESS

The student must maintain an overall 3.0 GPA on courses attempted in both the education/professional core and the special interest/area of specialization courses.

PROBATION

A student must maintain a GPA of at least 3.0 on a 4.0 scale on both the education/professional core and special interest/area of specialization courses. If the GPA is not raised to 3.00 during the next semester in which the student attempts coursework from the area with the earned "C," the student will be ineligible to continue in the program. The GPA is calculated only on work at Charleston Southern University.

If a student earns more than one "C," the student's record will be reviewed with his or her advisor and the Director of Graduate Studies in Education. The student may be required to withdraw from the program.

Any student who is ineligible to continue in or withdraws from a program may reapply in a different area of specialization. A student, who is dropped from or withdraws from a program but wishes to continue taking classes, must state in writing that he or she understands that the work will not be applied toward a degree.

FAILING GRADES

If an M.Ed. student earns a grade of "F" in a graduate course that is part of the Education core, the course must be retaken at Charleston Southern University and passed before any additional coursework may be attempted.

If the failed course is outside the Education core and lowers the student's GPA to below a 3.00 in either the education --professional core or the special interest/area of specialization courses, the student has one (1) academic year or nine (9) graduate hours to raise the GPA to 3.00. All coursework must be taken at Charleston Southern University.

After earning one "F," regardless of the GPA, the student is notified that he or she is on academic probation and that a subsequent grade of "C" or "F" will result in expulsion from the program.

Appeals may be initiated by the student in writing to the Admissions Committee of the Graduate Council.

GRADUATION

The student must have completed the program with an overall 3.00 GPA in both education/professional core and special interest/area of specialization. A comprehensive written and/or oral examination may be given.

All students must apply for graduation in the Office of the Registrar by the deadline dates published in the University Calendar (see front of this catalog).

LEAVE OF ABSENCE

Once admitted to the program, if a student discontinues taking courses for a period longer than two consecutive semesters, he or she must apply for a leave of absence or be dropped from the program and subsequently apply for re-admission.

COURSES AT OTHER INSTITUTIONS

A student desiring to take a graduate course at another regionally accredited institution must secure permission to do so in advance from the Director of Graduate Studies in Education.

LEVELS OF INSTRUCTION

1. Most graduate courses are numbered at the 600 level.
2. Some graduate/undergraduate courses are numbered at the 500 level. Graduate students must perform at a substantially higher level to receive graduate credits. This higher performance will normally involve extra practical and/or research activities approved and supervised by the faculty member concerned. Further, special examination procedures will be employed for graduate students enrolled in such courses.
3. A student may not receive graduate credit for a 500 level course if he/she has taken the course as an undergraduate.
4. At least half of the courses counted toward the degree must be earned at the 600 level or higher.

5. Undergraduate (300 and 400) level courses may be required of students with a deficiency of background. Such courses cannot be counted toward the master's degree.

STUDENT PROGRESS

Each student admitted to the program is assigned an advisor. Prior to registration, the student must obtain his or her advisor's signature approving courses.

VALIDATION OF CREDITS

All credits earned at Charleston Southern University or accepted by transfer will remain valid if the master's degree is completed within six (6) calendar years from the time of the student's first course applied toward the degree.

ATTENDANCE

By the act of enrollment:

1. The student is responsible for all course work;
2. The student is obligated to attend classes regularly and punctually; consistent with graduate School of Education policy, more than 3 absences will result in a grade of "FA" (Failure for Absence) for Fall and Spring semesters. Maymester and Summer session courses will be adjusted accordingly.
3. The student is expected to carry out all assignments promptly.

THE MASTER OF EDUCATION IN ELEMENTARY AND SECONDARY EDUCATION **TOTAL PROGRAM HOURS - 36**

Purpose

The primary goal of the Master of Education programs in Elementary and Secondary Education is to contribute to the professional growth of competent, caring and committed teachers. Following propositions and procedures established by the National Board for Professional Teaching Standards (NBPTS), the School of Education in collaboration with the School of Arts and Sciences offers programs of study designed to refine teachers' understanding of their discipline, enhance their classroom teaching skills and encourage their leadership in the larger educational community. Graduates of the program are expected to exhibit a commitment to life-long learning based on an understanding of how to utilize an ever expanding knowledge base and the evolving nature of best practices to meet the needs of diverse learners.

Additionally, as candidates complete coursework that incorporates the processes of systematic inquiry, reflection and collaboration into class activities and assignments, they are given opportunities to develop the skills and knowledge necessary to seek National

Board Certification for teachers. While becoming Board Certified is not a requirement for the Masters degree, graduates may choose to pursue it as a personal goal.

Objectives:

The Master of Education programs in Elementary and Secondary Education were designed to address the NBPTS's Five Core Propositions. These propositions define what accomplished teachers should know and be able to do. Upon completion of their programs of study, candidates will:

1. Be Committed to Students and Their Learning

Accomplished teachers believe that all students can learn and they demonstrate that belief by effectively accommodating for the individual needs of students in their classrooms. Learning activities are planned based upon their analysis of the differences among students and their understanding of how children develop. Accomplished teachers model and encourage self-respect and respect for others.

2. Know the Subjects They Teach and How to Teach Those Subjects

Accomplished teachers know their content, including how their discipline is linked to other subjects and how it is relevant and applied in today's world. They use a variety of effective teaching methods to convey this understanding to students and encourage them to make their own discoveries and solve problems.

3. Be Responsible for Managing and Monitoring Student Learning

Accomplished teachers regularly evaluate the effectiveness of their teaching based on student response and performance and modify their classroom practice as needed to insure student success. They use others in the school community (classroom volunteers, colleagues, and students) to assist the learning process and can communicate successfully with parents regarding their child's performance.

4. Think Systematically About Their Practice and Learn From Experience

Accomplished teachers are curious and enthusiastic learners who regularly collaborate with others, read research done by scholars in their field and use systematic inquiry into their classroom practices to refine and strengthen their teaching.

5. Be Members of Learning Societies

Accomplished teachers believe and demonstrate that their responsibilities as teachers extend beyond their classrooms. They work with colleagues to improve curriculum and instruction school-wide, involve parents as partners in their child's education and draw on community resources to enhance student learning.

Master of Education in Elementary Education
Total Hours – 36 Hours

Education Core: 15 Hours From:

Education 601: Principles of Educational Research	3 hours
Education 611: Foundations of Professional Development: Part One	3 hours
Education 619: Parent and Community Involvement	3 hours
Education 622: Assessing and Addressing Student Needs	3 hours
Education 699: Issues in Teacher Leadership	3 hours

Professional Education: 9 Hours From:

Education 631: Computers: Applications and Issues in Education	3 hours
OR	
Education 632: Computers: Advanced Applications and Issues in Education	3 hours
Education 646: Methods, Trends and Issues in Teaching Language Arts & SS in the Elementary/Middle School	3 hours
Education 647: Methods, Trends and Issues in Teaching Mathematics/Science in the Elementary/Middle School	3 hours

Special Interest Education: 6 Hours From:

Education 608: Foundations, Issues, and Trends in Education	3 hours
Education 612: Foundations of Professional Development: Part Two	3 hours
Education 630: School Law	3 hours
Education 640: Curriculum Design	3 hours
Education 662: Issues and Perspectives on Managing a Diverse Student Population	3 hours
Education 695: Special Topics in Education	3 hours

MINOR: The student will select six (6) semester hours in major areas outside of Education. Courses selected must be approved by the Director of Graduate Studies.

THESIS: With the approval of the Director of Graduate Studies and the Chair of the content area, the student may elect to write a thesis in lieu of the six (6) hour minor requirement. The education core must be completed prior to approval to write a thesis.

Master of Education in Secondary Education
Total Hours – 36 Hours

Education Core Courses. 15 hours from:

Education 601: Principles of Educational Research	3 hours
Education 611: Foundations of Professional Development: Part One	3 hours
Education 619: Parent and Community Involvement	3 hours
Education 622: Assessing Addressing Student Needs	3 hours
Education 699: Issues in Teacher Leadership	3 hours

Professional Education: 9 Hours from: One of the following:

- Education 625: Advanced Studies in Teaching the Content in English 3 hours
OR
Education 628: Advanced Studies in Teaching the Content in Science 3 hours
OR
Education 629: Advanced Studies in Teaching the Content
in Social Studies 3 hours

One of the following:

- Education 612: Foundations of Professional Development: Part Two
(Pursuing National Board Certification) 3 hours
OR
Education 662: Issues and Perspectives on Managing a Diverse
Student Population 3 hours

One of the following:

- Education 631: Computers: Applications and Issues in Education 3 hours
OR
Education 632: Computers: Advanced Applications and
Issues in Education 3 hours

Specialized Emphasis: 12 hours from:

The student will select twelve (12) semester hours in one of the following areas:

1. English
2. Science
3. Social Studies

1. ENGLISH:

The student will select twelve (12) semester hours in English.

2. NATURAL SCIENCE:

The student will select twelve (12) semester hours from these departments:

Biology, Chemistry, Geology, or Physics.

3. SOCIAL STUDIES:

The student will select twelve (12) semester hours from these departments:

Economics, Geography, History, Political Science, Psychology, or Sociology.

THESIS: With the approval of the Director of Graduate Studies and the Chair of the content area, the student may elect to write a thesis in lieu of six (6) hours of content course-work. The education core must be completed prior to approval to write a thesis.

COURSE DESCRIPTIONS

Master of Education and Non-Degree Students

Courses listed in the 500 series are open to advanced undergraduates and graduates. In these courses graduate students will be given additional assignments, projects, reading lists and/or examinations and more rigorous standards of evaluation will be applied. If a graduate student has credit for a 500 level course at the undergraduate level, he/she may not receive credit at the graduate level. Courses listed in the 600 series are for graduate students only, although in unusual circumstances an undergraduate may be admitted.

Certain departments listed in the *Graduate Catalog* may offer one three-hour special topics course. All such courses require the approval of the Departmental Chair and Director of Graduate Studies in Education.

ART

ART 695/595. SPECIAL TOPICS IN THE HUMANITIES AND FINE ARTS (3). Special interest courses in music, art, and the humanities that have relevance for teachers.

BIOLOGY

BIOL 601. LIFE SCIENCE (3). Prerequisites: Two semesters of College Biology taken within the last ten years. An overview of the basic principles of biology, including cellular dynamics, biochemistry, genetics, evolution, ecology, physiology, health, and taxonomy of plants and animals. Major emphasis is placed on practical applications of biological principles in today's society, including laboratory and field experiences with living and preserved flora and fauna.

BIOL 604. ENVIRONMENTAL SCIENCE (3). Prerequisites: Two semesters of College Biology taken within the last ten years. The course addresses the interaction of mankind with its environment. Factors such as urbanization, population growth, pathogens, disease vectors, radiological health, and air and water quality are emphasized, as well as basic principles of chemistry and biology as applied to treatment of water, wastewater, and air.

BIOL 695/595. SPECIAL TOPICS IN THE NATURAL SCIENCES (3). Prerequisites: Permission of the instructor is required for enrollment. Areas of science emphasis common to the middle/junior/high school grades and science topics of current interest. Topics may include alternative energy sources, acoustics, human anatomy of children ages ten through thirteen, optics, evolution, genetic engineering, drugs, radioactivity and nutrition. Laboratory experiences will include demonstrations, exercises and field trips.

BIOL 698. THESIS (6). Prerequisites: Students must receive permission of the Director of Graduate Studies in Education and the Chair of the Department prior to registration for this course. Thesis guidelines are printed in a separate document. These may be obtained in the Office of Graduate Studies. Research study in area of interest in Natural Science.

CHEMISTRY

CHEM 503. CHEMISTRY FOR ELEMENTARY AND MIDDLE SCHOOL

TEACHERS (3). Prerequisites: Acceptance into Graduate School. Principles of chemistry as related to the interaction of humans with their environment and chemistry with society. Topics include the historical development of the atomic structure, periodic table and its use in predicting elemental reactions, physical structures and properties, acids, and bases. Also, the historical development of acid-base theories, energy and thermodynamics, polymers, water and air pollution.

COMPUTING AND INFORMATION SCIENCES

COIN 695/595. SPECIAL TOPICS IN MATHEMATICS AND COMPUTER

SCIENCE (3). Areas of Mathematics and Computing with emphasis upon topics of current interest recommended for teachers.

ECONOMICS

ECON 602. ECONOMIC PRINCIPLES AND POLICIES (3). Prerequisites: Two semesters of Economics (Micro and Macro) OR permission of the instructor. A study of economic principles and policy issues of both Microeconomics and Macroeconomics. Teacher training for classroom application is also emphasized.

EDUCATION

EDUC 601. PRINCIPLES OF EDUCATIONAL RESEARCH (3). A survey of current procedures in educational research with a focus on student investigations of research questions based on classroom practice and concerns. Participants use a variety of print and electronic resources to become informed and critical consumers of research and design and implement a research project that requires application of basic research procedures. Results are presented with reflections on their application to student learning.

EDUC 608. FOUNDATIONS, ISSUES AND TRENDS IN EDUCATION (3). A survey of the historical, philosophical, sociological, and legal foundations of American education. Study covers the growth and development of education in the U.S. from colonial times to the present with particular emphasis on possible trends for the future.

EDUC 611. FOUNDATIONS OF PROFESSIONAL DEVELOPMENT: PART ONE

(3). Introduction to a process of professional growth for teachers based on the skills and processes required for National Board Certification. Coursework includes an in-depth examination of the certification standards set by the National Board of Professional Teaching Standards that define accomplished teaching. Participants examine their teaching practice relative to these rigorous standards and engage in activities that promote professional growth through systematic inquiry.

EDUC 612. FOUNDATIONS OF PROFESSIONAL DEVELOPMENT: PART

TWO (3). A course designed to support and mentor teachers who are seeking National Board Certification. Participants are guided through the preparation of their Portfolio using the processes and skills of systematic inquiry, reflection and collaboration regarding their classroom practice. Descriptive and analytical writing techniques are

taught and monitored and activities are provided to facilitate reflection and collaboration. The course meets approximately twice a month through Fall and Spring Semesters

EDUC 619. PARENT AND COMMUNITY INVOLVEMENT (3). Prerequisite: Education 611. A study of the interdependence of families, schools and communities with an emphasis on the role of the school as a socializing agent in a changing society. Participants engage in activities that develop the dispositions and skills necessary for collaboration with parents and community professionals in the interest of supporting optimal development for their students. Current classroom practice is described and analyzed relative to the impact of parent and community involvement on student learning.

EDUC 622. ASSESSING AND ADDRESSING STUDENT NEEDS (3). Prerequisite: Education 611. A study of assessing and addressing the needs of the learner based on performance data, personal background, individual learning styles and classroom behavior. Characteristics of at-risk students, the influences of cultural differences, and gender issues are included. Participants conduct an in-depth case study of a child in their classroom and analyze results to understand and modify their classroom practice to enhance student learning.

EDUC 625. ADVANCED STUDIES IN TEACHING THE CONTENT IN ENGLISH (3). A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDUC 628. ADVANCED STUDIES IN TEACHING THE CONTENT IN SCIENCE (3). A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDUC 629. ADVANCED STUDIES IN TEACHING THE CONTENT IN SOCIAL STUDIES (3). A study of historical developments and recent innovations in curricula, resources and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDUC 630. LEGAL AND ETHICAL ENVIRONMENTS OF PUBLIC SCHOOLS (3). Prerequisites: Education 615 or the permission of the Director of Graduate Studies in Education. A case approach to ethical and legal issues (past and present) confronted by school administrators. A study of school laws and their implications for administrators.

EDUC 631. COMPUTERS: APPLICATIONS AND ISSUES IN EDUCATION (3). An introduction to the general uses and instructional applications of the computer in the classroom. Attention is given to computer-assisted instruction, computer literacy, specific applications, and software/hardware options for subject matter areas. A review and evaluation of available software is included along with a focus on integrating technology into the curriculum.

EDUC 632. COMPUTERS: ADVANCED APPLICATIONS IN THE ELEMENTARY/SECONDARY SCHOOL (3). Prerequisites: Education 631 or its equivalent. Advanced study of specific content usage and instructional applications in

educational curriculum. Current research in the implications and results of computer-assisted instruction is incorporated.

EDUC 640. CURRICULUM, DESIGN, IMPLEMENTATION AND EVALUATION (3). Education 615 or the permission of the Director of Graduate Studies in Education. A study of curriculum design, selection, implementation and evaluation from an interdisciplinary perspective. This course will focus on effective practices related to planning for curricular change, analyzing curricular offerings, selecting and implementing appropriate curricula, and assessing the effectiveness of curricular programs in grades kindergarten through twelve.

EDUC 646. METHODS, TRENDS AND ISSUES IN TEACHING LANGUAGE ARTS/SOCIAL STUDIES IN ELEMENTARY/MIDDLE SCHOOL (3). An in-depth study of the critical aspects of classroom practice that define accomplished teaching in the Language Arts and Social Studies. Coursework includes current focus on content standards set by the National Board for Professional Teaching Standards, state legislatures and national learned societies. Participants analyze and refine their classroom practice and develop professional growth plans based on an understanding of the knowledge, skills, dispositions, and commitments characteristic of effective teachers in the Language Arts and Social Studies.

EDUC 647. METHODS, TRENDS AND ISSUES IN TEACHING MATHEMATICS/SCIENCE IN THE ELEMENTARY/MIDDLE SCHOOL (3). An in-depth study of the critical aspects of classroom practice that define accomplished teaching in Science/Mathematics. Coursework includes current focus on content standards set by the National Board for Professional Teaching Standards, state legislatures and national learned societies. Participants analyze and refine their classroom practice and develop professional growth plans based on an understanding of the knowledge, skills, dispositions, and commitments characteristic of effective teachers in Science and Mathematics.

EDUC 662. ISSUES AND PERSPECTIVES ON MANAGING A DIVERSE STUDENT POPULATION (3). A focus on the identification of various kinds of exceptionalities and techniques for managing students of various skill levels, abilities, and cultural backgrounds. Incorporates current research on At-Risk and Multicultural students in the classroom.

EDUC PD 695/595. SPECIAL TOPICS IN EDUCATION (3). Those innovative curricula which are of special interest to teachers such as Math Their Way of Thinking, Success for All, The Reading-Writing Connection, Hands-On Science, Cooperative Team Learning, etc.

EDUC 699. ISSUES IN TEACHER LEADERSHIP (3). Prerequisite: Education 611. A study of major issues related to teacher leadership with an emphasis on the connections between teaching and leading. Participants view educational issues from four perspectives--human resource, structural, political, and cultural-- examining various ways to address them. Issues are discussed in terms of implications for teacher leadership and the past influences, present impact, and possible future effects of the issues. The course culminates with a teacher leadership experience.

ENGLISH

ENGL 513. HISTORY OF THE ENGLISH LANGUAGE (3). Prerequisites: ENGL 111, 112, and 201 or 202. A survey of the English language beginning with Indo-European backgrounds through Old and Middle to Modern English. Major changes in phonology and syntax are examined in an historical/cultural context, with Modern English including dialects and new grammars.

ENGL 518. ADOLESCENT LITERATURE (3). Prerequisites: ENGL 111, 112, and 201 or 202. A survey of literature appropriate to the needs, interests, and abilities of middle and secondary school students. **Cross-listed under Library Science.**

ENGL 533. ADVANCED COMPOSITION AND RHETORIC (3). Prerequisites: ENGL 111, 112, and 201 or 202. A thorough study of grammar and the development of effective styles of writing through linguistic analysis and imitation of masters of English prose.

ENGL 554. LITERARY CRITICISM (3). Prerequisites: ENGL 111, 112, and 201 or 202. A study in applied criticism of literary works -- poetry, fiction, and drama -- using the most commonly applied traditional and modern methods.

ENGL 601. LINGUISTICS (3). Prerequisites: English 333 and two of the following: English 311, 312 or 313, 352, 357, 455. A comprehensive study of contemporary linguistics intended to acquaint the student with most aspects of language development, makeup, and use.

ENGL 605. CLASSICS OF WORLD LITERATURE (3). Prerequisites: ENGL 333, ENGL 454, and two of the following: ENGL 311, 312 or 313, 352, 357, 455. A study of masterpieces of Western and Non-Western Literature and the cultures in which they were produced.

ENGL 612. THE AMERICAN NOVEL (3). Prerequisites: ENGL 333, and two of the following: ENGL 311, 312 or 313, 352, 357, 455. A study in American fiction including such writers as Hawthorne, Melville, Mark Twain, Hemingway, Chopin, and Morrison.

ENGL 695. SPECIAL TOPICS IN ENGLISH/LANGUAGE ARTS (3). Prerequisites: Six semester hours of graduate English courses. Areas of English/language arts, with emphases common to middle/high school grades and topics of current interest.

ENGL 698. THESIS (6). Prerequisites: Students must receive permission of the Director of Graduate Studies in Education and Chair of the Department of English prior to registration for this course. Thesis guidelines are printed in a separate document. These may be obtained in the Office of Graduate Studies. Research study is in an area of interest in English.

GEOGRAPHY

GEOG 601. THEMATIC GEOGRAPHY (3). A study of the patterns on the earth's surface created by the interaction of human culture and the physical world as well as the patterns of nature. Themes in the course will be drawn from the fields of climatology,

geomorphology, cartography, economic and political geography, and a number of areas of cultural geography such as linguistic, urban and historical geography.

GEOLOGY

GEOL 603. EARTH SCIENCE (3). Earth science is an introduction to astronomy and geology for graduate students in education. Sample topics from astronomy include the historical development of theories of the solar system from early Ptolemaic theory through the Copernican Revolution, history of the moon's orbit, eclipses; the causes of the seasons, reading star maps and globes; gravity and its effects on the sun, the planets, and black holes; and the search for extraterrestrial intelligent life. Topics from geology include the historical development of plate tectonics theory, the geologic column, origin & development of mountain ranges, earthquakes and volcanic eruptions, as well as rock & mineral identification, ice age theories, and the geology of the ocean floor.

HISTORY

HIST 511. HISTORY OF RUSSIA (3). A study of revolutionary forces at the close of the 19th century, the Revolution of 1917, and the economic, political, and social developments of the Soviet Union to 1990. Emphasis will also be placed on the dismemberment of the Soviet Union.

HIST 514. LATIN AMERICA (3). A study of modern Latin American history and culture, beginning with a brief background on earlier Spanish influences and Native American cultures.

HIST 517. WOMEN'S HISTORY (3). In addition to discussing women leaders in the world and those who have pushed for liberation and equality, an emphasis will be placed on the social and psychological images of ordinary women.

HIST 518. AFRICAN-AMERICAN HISTORY (3). A study of the role of people of African descent in America from the Colonial period to the present with some attention given to the African background.

HIST 521. U.S. SINCE 1945 (3). An analysis of the United States in the post-war world.

HIST 603. WORLD IN THE TWENTIETH CENTURY (3). Prerequisites: One semester of World History and one semester of Western Civilization. An introduction to the significant events, individuals, and intermingling of ideologies and cultures which have produced our contemporary societies and the world polity. This course focuses on the non-western as well as the western world and gives special attention to the role of gender and race in the development of the modern world. The course requires the student to apply the research techniques of the social sciences necessary to produce a written and oral project demonstrating in-depth knowledge of one of the areas or topics covered by the course.

HIST 695/595. SPECIAL TOPICS IN SOCIAL STUDIES (3). Prerequisites: Six hours of graduate history. Areas of Social Studies, with emphasis common to middle and secondary school grades and topics of current interest.

HIST 698. THESIS (6). Prerequisites: Students must receive permission of the Director of Graduate Studies in Education and the Chair of the Department prior to registration for

this course. Thesis guidelines are printed in a separate document. These may be obtained in the Graduate Studies office. Research study is in an area of interest in Social Studies.

KINESIOLOGY

KINE 561. EXERCISE PRESCRIPTION FOR WELLNESS AND FITNESS (3). Prerequisites: KINE 211 or KINE 380. A study of scientifically valid techniques for conducting safe, effective exercise and conditioning programs for healthy individuals. Included are techniques for assessing health and fitness levels, evaluating exercise results, and prescribing providing appropriate exercise and conditioning programs.

LIBRARY SCIENCE

LIBR 507. APPROACHES TO THE TEACHING OF ADOLESCENT LITERATURE (3). A survey of literature appropriate to the needs, interests, and abilities of middle and secondary school students.

LIBR 518. ADOLESCENT LITERATURE (3). Prerequisites: ENGL 111, 112, and 201 or 202. A survey of literature appropriate to the needs, interests, and abilities of middle and secondary school students. **Cross-listed under English.**

MATHEMATICS

MATH 695/595. SPECIAL TOPICS IN MATHEMATICS AND COMPUTERS (3). Areas of Mathematics and Computers with emphasis upon topics of current interest recommended for teachers.

MUSIC

MUSI 695/595. SPECIAL TOPICS IN THE HUMANITIES AND FINE ARTS (3). Special interest courses in music, art, and the humanities that have relevance for teachers.

PHYSICS

PHYS 606. METEOROLOGY (3). Meteorological phenomena emphasizing atmospheric physics principles. Topics include solar and terrestrial radiation, cloud formation, local severe storms, global circulation patterns, air mass motions, fronts, and methods of acquiring meteorological data.

POLITICAL SCIENCE

POLI 513. WESTERN POLITICAL THOUGHT (3). An analysis of the major figures and concepts of Western political theory from the Greeks to the present time.

POLI 604. ADMINISTRATION IN GOVERNMENT (3). Prerequisites: One semester of American Government OR permission of the instructor. A critical analysis of federal, state, and local governmental (public) administrative organizations as integral parts of the political system. Selected topics: the Regulatory Agencies; the role in the federal bureaucracy of the Presidency and the Cabinet, the Congress, and the Supreme Court; and enabling law for state and local administrative agencies.

PSYCHOLOGY

PSYC 601. PRINCIPLES OF LEARNING FROM A DEVELOPMENTAL PERSPECTIVE (3). Prerequisites: General Psychology. Survey of the processes of life-long human growth and development and the learning process. Emphasis is on implications of research and theories of learning in human development and the corresponding relationship between development and learning from birth to old age.

SOCIOLOGY

SOCI 526. THE DEVELOPMENT OF SOCIOLOGICAL THEORY (3). Prerequisites: Nine hours of sociology. A study of the emergence of modern sociological theories from social and political philosophy.

SOCI 603. CULTURE AND SOCIETY (3). Prerequisites: One semester of Introductory Sociology. A synthesis of anthropology and sociology with emphasis on humans as social and cultural organisms. The course focuses on the history and nature of scientific social inquiry, biological evolution, human sociocultural evolution, human social and cultural organization, and the causes and consequences of social change.

REQUIREMENTS FOR ADMISSION TO MASTER OF EDUCATIONAL ADMINISTRATION PROGRAM

Purpose

The purpose of the Master of Education in Educational Administration in Elementary School Administration and Supervision and the Master of Education in Educational Administration in Secondary School Administration and Supervision is to prepare administrators who will approach their administrative work with competence, caring and commitment.

Specific objectives for the Master of Education in Educational Administration in Elementary and Secondary School Administration and Supervision are described in the *Handbook for Educational Administration* and are focused on the student developing competence as a school principal or administrator in the areas of: (1) instructional leadership; (2) communication and interpersonal skills; (3) school-community relationships; (4) administrative and management skills including personnel and finance management and understanding of school laws; (5) cultural leadership which encompasses the integration of structural, human relations, political and symbolic perspectives on leadership; and (6) personal/professional development. The approved programs lead toward certification as an elementary school principal and supervisor for grades K-8 or secondary school principal and supervisor for grades 7-12.

Students seeking an M.Ed. in Educational Administration must meet all requirements for regular admission to the Masters programs in the School of Education and follow the general policies and guidelines presented under **REQUIREMENTS FOR ADMISSION**. Students who have already earned a Masters Degree in an education-related field and seek only to add certification in Educational Administration must submit an official transcript to verify the completion of their degree at a regionally accredited institution. Upon recommendation by the Dean of the School of Education,

these students may then be admitted to the CSU Master of Education Program and admitted to the M.Ed. programs in Educational Administration:

1. The student must present a valid South Carolina teaching certificate in Elementary or Secondary education;
2. The student must have completed Education 615 with a grade of "B" or better;
3. The student must have, at a minimum, two years of successful school teaching experience;
4. The student must have completed all portions of the Application for Admission to Elementary School or Secondary School Administration and Supervision Program and all requirements listed above at least one semester prior to enrollment in Education 682 or 685.

Prior to enrollment in Education 682 or 685:

1. The student must have been admitted formally to the approved program in Elementary/Secondary School Administration and Supervision;
2. The student must have completed Education 601, 608, 615, 616, 630, 640, 645, and 681 or 684 with a GPA of 3.0.

Recommendation for Certification

Prior to recommendation for certification, the student must have:

1. The student must have successfully completed the approved program of studies.
2. The student must have passed Praxis II in Educational Leadership: Administration and Supervision.
3. The student must have completed three years of teaching experience including at least one year of teaching in grades K-8 for elementary school administration or grades 7-12 for secondary school administration.

Students are advised to refer to the *Handbook for Educational Administration* for specific explanation of all requirements for admission, satisfactory progress and completion of the approved programs in Administration and Supervision.

CURRICULUM OUTLINE - Master of Education in Elementary School Administration and Supervision

TOTAL HOURS - 39 HOURS

Education Core: 12 Hours From:

Education 601: Principles of Educational Research

Education 608: Foundations, Issues and Trends in Education

Education 631: Computers: Applications and Issues in Education

OR

Education 632: Computers: Advanced Applications and Issues
in Education

Education 662: Issues and Perspectives on Managing a Diverse
Student Population

Professional Education: 18 Hours From:

Education 615: Educational Leadership I: Organizational Behaviors
Education 616: Educational Leadership II: Personnel and Finance Management
Education 630: Legal and Ethical Environments of Public Schools
Education 640: Curriculum Design, Implementation and Evaluation
Education 645: Planning and Supervision of the Instructional Program
Education 652: School and Community Support Services

Specialty Studies: 9 Hours From:

Education 681: Internship and Seminar I in Elementary School
Administration and Supervision
Education 682: Internship and Seminar II in Elementary School
Administration and Supervision
Education 683: The Elementary School Principalship

**CURRICULUM OUTLINE - Master of Education in
Secondary School Administration and Supervision**

TOTAL HOURS: 39 HOURS

Education Core: 12 Hours From:

Education 601: Principles of Educational Research
Education 608: Foundations, Issues and Trends in Education
Education 631: Computers: Applications and Issues in Education

OR

Education 632: Computers: Advanced Applications and Issues in Education
Education 662: Issues and Perspectives on Managing a Diverse Student Population

Professional Education: 18 Hours From:

Education 615: Educational Leadership I: Organizational Behaviors
Education 616: Educational Leadership II: Personnel and Finance
Management
Education 630: Legal and Ethical Environments of Public Schools
Education 640: Curriculum Design, Implementation and Evaluation
Education 645: Planning and Supervision of the Instructional Program
Education 652: School and Community Support Services

Specialty Studies: 9 Hours From

Education 684: Internship and Seminar I in Secondary School
Administration and Supervision
Education 685: Internship and Seminar II in Secondary School
Administration and Supervision
Education 686: The Secondary School Principalship

COURSE DESCRIPTIONS

Master of Education in Educational Administration

EDUCATION

EDUC 601. PRINCIPLES OF EDUCATIONAL RESEARCH (3). A survey of current procedures in educational research with a focus on student investigations of research questions based on classroom practice and concerns. Participants use a variety of print and electronic resources to become informed and critical consumers of research and design and implement a research project that requires application of basic research procedures. Results are presented with reflections on their application to student learning.

EDUC 608. FOUNDATIONS, ISSUES AND TRENDS IN EDUCATION (3). A survey of the historical, philosophical, sociological, and legal foundations of American education. Study covers the growth and development of education in the United States from colonial times to the present with particular emphasis on possible trends for the future.

EDUC 615. EDUCATIONAL LEADERSHIP I: ORGANIZATIONAL BEHAVIORS (3). An in-depth view and assessment of professional goals and skills and how they relate to future roles in administration. A study of organizational theories and behaviors and effective leadership from structural, human relationships, political and symbolic perspectives. (This course is a prerequisite for professional education and specialty studies courses).

EDUC 616. EDUCATIONAL LEADERSHIP II: HUMAN RESOURCE AND FINANCE MANAGEMENT (3). Prerequisites: Education 615, 640, 645, 681 OR 684. A study of processes and skills related to the management of human resources and finances at the school site. The course includes 1) a study of the selection, evaluation and professional development of school personnel and 2) a focus on fundamental concepts of local, state, and federal financing of our schools, current operations and effective financial practices.

EDUC 630. LEGAL AND ETHICAL ENVIRONMENTS OF PUBLIC SCHOOLS (3). Prerequisites: Education 615, 616,640, 645, 681 OR 684 A case approach to ethical and legal issues (past and present) confronted by school administrators. A study of school laws and their implications for administrators.

EDUC 631. COMPUTERS: APPLICATIONS AND ISSUES IN EDUCATION (3). An introduction to the general uses and instructional applications of the computer in the classroom. Attention is given to computer-assisted instruction, computer literacy, specific applications, and software/hardware options for subject matter areas. A review and evaluation of available software is included along with a focus on audiovisual equipment for classroom teacher use. For educational administration majors, the focus will be on effective use of equipment/software for administrators.

EDUC 632. COMPUTERS: ADVANCED APPLICATIONS IN THE ELEMENTARY/SECONDARY SCHOOL (3). Prerequisites: Education 631 or its equivalent. Advanced study of specific content usage and instructional applications in

educational curriculum. Current research in the implications and results of computer-assisted instruction is incorporated. For educational administration majors, additional focus will include effective use of equipment/software for administrators.

EDUC 640. CURRICULUM, DESIGN, IMPLEMENTATION AND EVALUATION

(3). Prerequisites: Education 615. A study of curriculum design, selection, implementation and evaluation from an interdisciplinary perspective. This course will focus on effective practices related to planning for curricular change, analyzing curricular offerings, selecting and implementing appropriate curricula, and assessing the effectiveness of curricular programs in grades kindergarten through twelve.

EDUC 645. PLANNING AND SUPERVISION OF THE INSTRUCTIONAL PROGRAM

(3). Prerequisites: Education 615. A study of techniques and models of instructional planning including skills for using a shared governance model for the purpose of school improvement. Focus on effective instructional supervision, including classroom observation, evaluation and conference skills.

EDUC 652. SCHOOL AND COMMUNITY SUPPORT SERVICES.

A comprehensive study of the principles of human growth and development as they apply to the goals of the school setting. Students' developmental needs and the school and community resources to support optimal growth will be explored through interactions with community agencies, school guidance and counseling staff and community leaders.

EDUC 662. ISSUES AND PERSPECTIVES ON MANAGING A DIVERSE STUDENT POPULATION

(3). A focus on the identification of various kinds of exceptionalities and techniques for managing students of various skill levels, abilities, and cultural backgrounds. Incorporates current research on at-risk and multicultural students in the classroom.

EDUC 681. INTERNSHIP AND SEMINAR I IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

(3). Prerequisites: Education 615. First of a two-part internship designed to provide students opportunities to observe theory in practice and become aware of the various roles and complex nature of the work of the elementary school administrator. During this internship, students observe and interview principals (elementary and middle levels) and a variety of other stakeholders in the educational process to identify "best" practices and effective administrative strategies and styles. Students will work under the supervision of the college professor who will approve school selections and all activities. Internship I will begin in Maymester and extend through Summer Sessions.

EDUC 682. INTERNSHIP AND SEMINAR II IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

(3). Prerequisites: Education 601, 608, 615, 616, 630, 640, 645, 681 and formal acceptance as outlined in the [Admission to Education 682: Internship and Seminar II in Elementary School Administration and Supervision](#) section of this catalog. This course is the second component of a two-part internship designed to allow students opportunities to observe theory in practice, and to become aware of and actively engaged in the various roles and complex nature of the work of a school administrator. This internship will afford students an opportunity to witness and put into practice effective administrative and leadership techniques related to elementary or secondary school administration. During this internship, the student will

work under the direct supervision of a designated public school mentor and the course professor in the implementation of specific activities.

EDUC 683. THE ELEMENTARY SCHOOL PRINCIPALSHIP (3). Prerequisites: Education 601, 608, 615, 616, 630, 640, 645, and 681. This course will provide participants the opportunity to develop a working synthesis of previously studied theories, practices, strategies and programs related to leadership and management in today's elementary schools. Emphasis is on decision-making skills which result in effective school organization, positive school climate and successful school leadership. The course will also examine the roles and responsibilities of assistant principals.

EDUC 684. INTERNSHIP AND SEMINAR I IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION (3). Prerequisites: Education 615. First of a two-part internship designed provide opportunities to observe theory in practice and become aware of the various roles and complex nature of the work of the school administrator. During this internship, students observe and interview principals (middle and secondary) and a variety of other stakeholders in the educational process to identify "best" practices and effective administrative strategies and styles. Students will work under the supervision of the college professor who will approve school selections and all activities. Internship I will begin in Maymester and extend through Summer Sessions.

EDUC 685. INTERNSHIP AND SEMINAR II IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION (3). Prerequisites: Education 601, 608, 615, 616, 630, 640, 645,684 and formal acceptance as outlined in the Admission to Education 685: Internship and Seminar II in Secondary School Administration and Supervision section of this catalog. This course is the second component of a two-part internship designed to allow students opportunities to observe theory in practice, and to become aware of and actively engaged in the various roles and complex nature of the work of a school administrator. This internship will afford students an opportunity to witness and put into practice effective administrative and leadership techniques related to elementary or secondary school administration. During this internship, the student will work under the direct supervision of a designated public school mentor and the course professor in the implementation of specific activities.

EDUC 686. THE SECONDARY SCHOOL PRINCIPALSHIP (3). Prerequisites: Education 601, 608, 615, 616, 630, 640, 645, and 684. This course will provide participants the opportunity to develop a working synthesis of previously studied theories, practices, strategies and programs related to leadership and management in today's middle and high schools. Emphasis is on decision-making skills which result in effective school organization, positive school climate and successful school leadership. The course will also examine the roles and responsibilities of assistant principals.

SCHOOL OF BUSINESS

Dr. John B. Duncan, Dean of the School of Business
Dr. William Bowers, Director of the M.B.A. Program
Mrs. Marlene Roberts, Executive Assistant
to the Dean of the School of Business and
to the Director of the M.B.A.

Offices of the Dean and Director are located in Jones Hall.

The School of Business offers the Master of Business Administration with emphases in Finance, Organizational Development, Management Information Systems, and Accounting.

Purpose

The Master of Business Administration is designed to provide students with an opportunity to advance their business studies as they relate to the changing forces within the business community while the United States and other nations enter a world of global competition and international business relationships. This program has been developed to present challenges to students in all business activities in order to enhance students' capabilities as leaders in business, government, and industry. The MBA degree allows students to increase their relative worth within the organizational setting and to improve the overall productivity of their respective organizations. In today's society, the need for individuals with solid problem-solving, interpersonal, and communications skills that understand how to operate in a global economy is increasing. An MBA is rapidly becoming the necessary requirement for job security and career advancement.

Objectives

1. To enhance analytical, problem-solving, and decision-making skills of individuals;
2. To enhance the student's management, interpersonal, oral and written communications skills;
3. To develop the student's understanding of the business and economic relationships among industry, government, and society;
4. To develop the required quantitative and technological skills necessary to operate in today's environment of rapid change and greater use of computational methods in the business organization;
5. To enable the student to acquire advanced knowledge that will permit him or her to improve productivity at an existing job or to improve the student's ability to achieve greater aspirations;
6. To meet the demand of the business community for highly qualified individuals with a solid theoretical background in business studies coupled with real-world experience and applications;

7. To enable the student to understand the dynamic economic forces that all business must cope with to compete in today's increasingly globally competitive economy.

Orientation

All new graduate students must register and attend an orientation program for graduate students. Students will be given important information about graduate programs, oriented to important sites on campus, provided an opportunity to meet some of the officials of the University, and given the opportunity to ask questions about the program. The orientation program is offered at the beginning of the Fall and Spring semesters. Registration is required. See BUSI 600 in the MBA course descriptions section.

Program of Study

The MBA program consists of either thirty (30) semester hours of graduate work for a general MBA or thirty-six (36) hours of graduate work for an MBA with an emphasis. Either choice requires six (6) undergraduate prerequisite courses. Students who have completed all six of the prerequisite courses should allow 18 months to complete the general MBA and 24 months to complete the MBA with an emphasis. Students who have not completed any of the undergraduate prerequisites should allow at least one year to complete the prerequisites in addition to the time required to complete the graduate program. The required undergraduate prerequisite courses for all MBA candidates are as follows:

1. One of: Principles of Microeconomics (ECON 211) **or** Principles of Macroeconomics (ECON 212)
2. Principles of Accounting I (BUSI 211)
3. Principles of Accounting II (BUSI 212)
4. Principles of Management (BUSI 317) or Principles of Marketing (BUSI 313)
5. Principles of Corporate (or Business) Finance (BUSI 305)
6. A course in Business or Applied Mathematics in which the student has learned basic statistics (probability rules, binomial and normal distributions, estimation, confidence intervals, hypothesis testing, regression) is required. Basic differential calculus (definitions of continuity and derivative, rules of differentiation, elementary optimization) is highly recommended, but not required, for regular admission.

It is also assumed that the student has mastered beginning level skills in word processing, spreadsheets, and database.

For the mathematics requirement, it is possible that a combination of undergraduate courses will suffice; students should see the Director of the MBA program if questions arise. It is also **highly recommended** that undergraduate prerequisite courses have been completed no more than ten years prior to application to the MBA program.

REQUIREMENTS FOR ADMISSION TO THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

Students may gain admission under one of the following types of admission:

A. **Regular Admission** requires that the student has met ALL of the following requirements:

1. Master degree earned from another regionally accredited institution.
(GMAT is not required), **OR**

Undergraduate cumulative GPA is at least 2.50.
(GMAT is not required), **OR**

Undergraduate cumulative GPA is below 2.50.
GMAT is required :

The student applicant must have had official GMAT scores submitted to Enrollment Services and must have met one of the following formulas:

- (a) Undergraduate GPA x 200 + GMAT > 950 or
- (b) Last 60 hours of undergraduate coursework GPA x 200
+ GMAT > 1000. *

* In the case of (b), undergraduate coursework will also include any undergraduate prerequisites taken after the student has earned a four-year degree to satisfy the MBA prerequisite requirements.

2. The student has earned a baccalaureate degree from a regionally or nationally accredited institution.
3. The student has submitted the Application for Graduate Admission and non-refundable application fee (fee waived if previously attended CSU).
4. The student has provided Enrollment Services with two letters of recommendation from individuals familiar with the student's work record, academic record, or personal character. Letters of recommendation from family are not acceptable.
5. The student has provided Enrollment Services with a letter of work experience.
6. The student has provided the Enrollment Services with official transcript copies from all schools where undergraduate or graduate courses have been taken.
7. Procedure for International Students

Academically qualified students from foreign countries are encouraged to apply for admission to Charleston Southern University. Applicants must be

sufficiently proficient in English to be able to study entirely in the English language. The following must be sent to the Enrollment Services Office in addition to the admission materials for the graduate program:

1. Financial Certification Form
2. Official Course by Course Evaluation (Please contact Enrollment Services for a list of approved agencies)
3. Official TOEFL (Students from countries where English is not the primary language will be required to submit a minimum TOEFL score of 550; computer-based score of 213.)
4. International Student Eligibility Form

Due to Immigration and Naturalization Service requirements and the necessity of having transcripts evaluated, the **deadline for admission applications** from International students is **one calendar month prior to “registration day”** (according to the CSU Academic Calendar) of the academic term of entry. Applications received after the deadline may be considered for a future entry term if the applicant desires. Students are required to have their academic transcript(s) evaluated by an outside agency prior to admissions acceptance. All fees for these services are paid by the student directly to the party or agency providing them. You may call the Office of Enrollment Services for more information.

When an applicant has been accepted by the University, a Certificate of Eligibility for the non-immigrant (F-1) student, known as Form I-20 A-B, will be mailed along with an acceptance letter. Students entering Charleston Southern University must assume full financial responsibility for tuition and charges incurred.

In the event a student is being sponsored by an individual or company, an Affidavit of Support and supporting financial documents must be submitted by the sponsor on behalf of the student. After issuance of Form I-20 A-B and prior to the drop/add deadline of the respective term, an advance cash deposit is required to be on file within the business office in the amount of the total cost of the term, including any necessary insurance premium. Otherwise Charleston Southern University reserves the right to deny the student attendance for that term.

- B. **Non-Degree Admission** is granted to students who do not intend to apply for regular admission. Such students must have a baccalaureate from a regionally or nationally accredited institution and have at least a 2.50 undergraduate GPA, or permission of the Director of the MBA program. A student may take a **MAXIMUM** of nine graduate hours in the MBA program under non-degree admission status. Financial Aid is not available to non-degree students.

ACADEMIC REQUIREMENTS

1. Degree-seeking students will be admitted to candidacy for the MBA degree when they have received regular admission and have completed at least nine graduate hours of

course requirements for the MBA at Charleston Southern University maintaining a GPA of 3.0 or better.

2. No more than six (6) semester hours of approved graduate work may be transferred into the MBA program. All transfer credits must be from accredited institutions and been taken no more than six (6) years prior to the awarding of the MBA degree at Charleston Southern University. Transfer credit cannot be revalidated if the time limit expires. A minimum grade of "B" is required for transfer credits. Pass/Fail courses may NOT be transferred into the program. The Director of the MBA or the Dean of the School of Business must approve all graduate transfer courses into the MBA program.

3. Students must maintain a GPA of 3.0 for graduation from the MBA program. Students who receive one or two grades of C will be placed on academic probation and may take a maximum of six (6) graduate semester hours per semester until a GPA of 3.0 is obtained. Students who receive three grades of C are automatically dropped from the program; students who receive one "F" are automatically dropped from the program.

4. All requirements for the MBA degree at Charleston Southern University must be completed within a six (6) year period from the date that the MBA degree is awarded. The time period starts with the first day of class of the first graduate level MBA course attempted at CSU. Furthermore, transfer course credits must not be more than six (6) years old at the time the MBA degree is awarded.

5. ALL students must submit a graduate application for the MBA program with a non-refundable admissions application fee to the Graduate Office.

Non-degree seeking students may take a maximum of nine (9) semester hours of graduate work from the MBA curriculum. Non-degree seeking students must submit a graduate application for the MBA program with a non-refundable admissions application fee to the Graduate Office. Exceptions to this policy require the permissions of the Director of Graduate Studies, Dean of the School of Business, and the Provost.

6. There are no audit or challenge provisions for graduate courses in the MBA. However, a student may challenge an undergraduate prerequisite. A challenge requires that the student take a final exam in the course within the first two weeks of class; registration for a challenge must take place during pre-registration or on registration day of the semester in which the course is to be challenged. Only students of record may challenge courses and a challenge may not take place in the final semester before graduation.

7. All students must apply for graduation in the Office of the Registrar. Refer to the University Calendar for deadline dates in the front of this catalog.

8. A Regular Admission student may take no more than three MBA-level courses until they have completed all required undergraduate prerequisite courses.

9. Unless otherwise stated on the course syllabus, final grades in MBA-level courses will be determined by using a 10-point grading system, i.e. 90 and above equals an "A," 80 and above but less than 90 is a "B," 70 and above but less than 80 equals a "C," and less than 70 is an "F."

CURRICULUM OUTLINE - Master of Business Administration

The academic advisor for all students in the MBA program is the Director of the MBA Program and his or her designees; students having any questions about courses or admissions policies should see the Director.

MBA Core: ALL candidates for an MBA degree must complete the following BUSINESS (BUSI) courses, which account for twenty-four (24) semester hours:

- 610. ADVANCED MANAGEMENT THEORY.
- 615. ADVANCED MARKETING MANAGEMENT.
- 620. BUSINESS, ETHICAL, AND LEGAL ENVIRONMENTS.
- 625. ADVANCED MANAGERIAL ACCOUNTING.
- 635. FINANCIAL MANAGEMENT PRACTICES.
- 650. STRATEGIC PLANNING AND ANALYSIS.

TWO of the following FOUR courses: 630: QUANTITATIVE METHODS, 552: ADVANCED MANAGERIAL ECONOMICS, 522: MACROECONOMIC POLICY IN A GLOBAL ECONOMY or 514: INFORMATION SYSTEMS CONCEPTS, but NOT both 522 and 552. Students who choose the Information Systems emphasis must take 514 as one of these choices (any substitute must be approved by the Director).

MBA Electives and Emphases

Students wishing to receive the general MBA must take at least two additional courses as electives. Any of the courses in the course description for the MBA not taken in the MBA core is an acceptable elective. Students receiving the general MBA take at least thirty (30) semester hours of graduate work.

Students wishing to receive an emphasis within the MBA must take at least four additional BUSINESS (BUSI) courses in one of the emphasis areas as listed below, instead of the two electives for the general MBA:

Finance - At least four of the following:

- 546. ADVANCED INVESTMENTS.
- 629. ETHICS IN INFORMATION MANAGEMENT.
- 631. METHODS OF BUSINESS RESEARCH.
- 641. INTERNATIONAL BUSINESS AND TRADE.
- 642. INTERNATIONAL FINANCE AND MONETARY POLICY.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- 659. FINANCIAL PLANNING.
- 662. ACCOUNTING INFORMATION SYSTEMS
- 664. ADVANCED FINANCIAL ACCOUNTING.

Either 552: ADVANCED MANAGERIAL ECONOMICS or 522: MACROECONOMIC POLICY IN A GLOBAL ECONOMY as long as the course was not taken in the MBA core.

Organizational Development - At least four of the following:

- 611. ADVANCED HUMAN RESOURCE MANAGEMENT.
- 612. INDUSTRIAL ORGANIZATION AND PSYCHOLOGY.
- 613. EXECUTIVE COMMUNICATIONS.
- 629. ETHICS IN INFORMATION MANAGEMENT.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- 654. ADVANCED LABOR RELATIONS.
- 663. TAX ISSUES IN DECISION MAKING.

Accounting - At least four of the following:

- 509. COST ACCOUNTING AND MANAGEMENT CONTROL.
- 517. ADVANCED FEDERAL TAXATION FOR INDIVIDUALS.
- 518. ADVANCED FEDERAL TAXATION FOR CORPORATIONS AND OTHER ENTITIES.
- 629. ETHICS IN INFORMATION MANAGEMENT.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- ONE OF: 546. ADVANCED INVESTMENTS OR 659. FINANCIAL PLANNING.
- 662. ACCOUNTING INFORMATION SYSTEMS.
- 663. TAX ISSUES IN DECISION MAKING.
- 664. ADVANCED FINANCIAL ACCOUNTING.
- 665. ADVANCED AUDITING.
- 666. ADVANCED TAX RESEARCH.

Students taking courses in the accounting emphasis for the purpose of taking the CPA exams should take ALL of BUSI 662, 663, 664, 665, and 666 and will need undergraduate courses in addition to those in the Prerequisites for the MBA. Please see the MBA advisor for the accounting emphasis.

Management Information Systems - Students must take BUSI 514 plus at least three other electives or receive permission from the Director of the MBA to substitute another Management Information Systems elective for BUSI 514. Permission to substitute another course for BUSI 514 will only be given to those students with the appropriate undergraduate background or work experience.

- 514. INFORMATION SYSTEMS CONCEPTS.
- 519. DATABASE DESIGN AND MANAGEMENT CONCEPTS.
- 559. ADVANCED INFORMATION SYSTEMS PROGRAMMING.
- 595. INFORMATION SYSTEMS ANALYSIS AND DESIGN.
- 629. ETHICS IN INFORMATION MANAGEMENT.
- 639. DISTRIBUTED DATA PROCESSING AND COMMUNICATIONS.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- 662. ACCOUNTING INFORMATION SYSTEMS.

Policies Regarding Emphasis Selection

1. Students receiving an emphasis within the MBA will have the emphasis noted on the official transcript from Charleston Southern University. Diplomas do not reflect the emphasis.
2. Students **must declare** an emphasis by filling out the appropriate form at the Registrar's Office by midterm of the semester prior to graduating from the MBA program.
3. A student who has received an MBA from Charleston Southern University without an emphasis may return to earn an emphasis by completing the necessary course requirements in the chosen emphasis. The student must take a MINIMUM of six (6) graduate hours to complete the emphasis.

Undergraduates Receiving Graduate Credit

An undergraduate may be allowed to register for graduate work and credit provided all his or her undergraduate work will have been completed during that semester. Graduate hours may not be used to satisfy undergraduate requirements. The permission of the Director of the MBA and the undergraduate advisor must be obtained before registration. Refer to academic policy R-35 for more details and requirements.

COURSE DESCRIPTIONS

Master of Business Administration

BUSI 509. COST ACCOUNTING AND MANAGEMENT CONTROL (3). Prerequisite: BUSI 212. Collection, analysis, and reporting of cost data used in organizational decision making.

BUSI 514. INFORMATION SYSTEMS CONCEPTS (3). Prerequisite: Undergraduate Computer Science or Information Systems course, and Business Mathematics. Introduction to information systems concepts including hands-on introduction to computer programming, systems analysis and design, and database implementation. Survey of contemporary strategic planning initiatives for information systems design.

BUSI 517. ADVANCED FEDERAL TAXATION FOR INDIVIDUALS (3). Prerequisite: BUSI 212 or permission of the MBA director.. Federal taxation as applied to individuals.

BUSI 518. ADVANCED FEDERAL TAXATION FOR CORPORATIONS AND OTHER ENTITIES (3). Prerequisite: BUSI 212. Federal taxation as applied to partnerships, corporations and other taxable entities.

BUSI 519. DATABASE DESIGN AND MANAGEMENT CONCEPTS (3). Prerequisite: BUSI 514. A study of the relational model of database design. Logical design techniques and data manipulation using SQL will allow students to design and partially implement a database.

BUSI 522. MACROECONOMIC POLICY IN A GLOBAL ECONOMY (3). Prerequisites: Principles of Macro or Micro Economics, Business Mathematics. An examination of macroeconomic models and policy implications applied in a global economy. The course will consider Keynesian, monetarist, classical, and more current economic models.

BUSI 546. ADVANCED INVESTMENTS (3). Prerequisites: Business Finance, Business Mathematics. Analysis of stocks, bonds, and derivative technical, and quantitative techniques. The course examines investment strategies from individual and corporate perspectives and considers long-term strategies and short-term trading techniques.

BUSI 552. ADVANCED MANAGERIAL ECONOMICS (3). Prerequisites: Principles of Micro or Macro Economics, Business Mathematics. A study of the applications of economic theories of pricing, allocation of resources, consumer demand, profits, and production. Emphasis is on using economic analysis in managerial decision-making.

BUSI 559. ADVANCED INFORMATION SYSTEMS PROGRAMMING (3). Prerequisite: BUSI 514. An advanced programming course using a visual language, COBOL, and/or SQL.

BUSI 595. INFORMATION SYSTEMS ANALYSIS AND DESIGN (3). Prerequisite: BUSI 514. Project oriented course in which students study, plan, and design a system using software design tools.

BUSI 600. MBA ORIENTATION (0). Prerequisite: New MBA students either Provisional or Regular admission status. The MBA Orientation is required of all entering MBA students. This course is designed to equip new students with the information necessary to ensure success in the CSU MBA program. This course will focus on University resources and program resources available to the Charleston Southern MBA student, academic policies and procedures, time management skills, and other requirements specific to the MBA program. The course objective is to acquaint new MBA students with graduate program requirements, computer and library resources, and other services available at Charleston Southern University.

BUSI 610. ADVANCED MANAGEMENT THEORY (3). Prerequisite: Principles of Management or Marketing. Analysis of management practices and policies with emphasis on planning, organization, decision-making, and controlling activities. This course is designed to acquaint the student with classical and contemporary issues in modern management. Methods of study include problem-solving, extensive reading, research activities, and case analysis.

BUSI 611. ADVANCED HUMAN RESOURCE MANAGEMENT (3). Prerequisites: Principles of Management and either an undergraduate HRM course or permission of the instructor. The emphasis will be on current corporate policies impacting personnel within an organization. Current and future human resource topics will be covered. Case studies, group dynamics, research activities, and role playing will comprise the major content of the course.

BUSI 612. ADVANCED ORGANIZATIONAL BEHAVIOR (3). Prerequisite: Principles of Management. A course designed to develop an understanding of the behavioral concepts necessary for effective management of organizations. Course content will include theories related to work environment, group dynamics, motivation, communication, and leadership.

BUSI 613. EXECUTIVE COMMUNICATIONS (3). Prerequisite: Bachelor's Degree. A course designed to develop the oral and written communication skills of managers. Emphasis is placed on effective speaking and research skills necessary for writing and presenting reports at the executive level.

BUSI 615. ADVANCED MARKETING MANAGEMENT (3). Prerequisite: Principles of Management or Marketing. Application of the management principles of planning, organizing, directing, and controlling the marketing functions and strategies of an organization. Emphasis is placed on the development and implementation of marketing programs for the executive level.

BUSI 620. BUSINESS, ETHICAL, AND LEGAL ENVIRONMENTS (3). Prerequisite: Bachelor's Degree. An evaluation of the legal, judicial, and regulatory systems influencing organizations in the private sector. Special emphasis will be placed on the ethical issues facing management. Issues related to social, cultural, and environmental factors will be analyzed as these factors impact managerial decision-making in the business community.

BUSI 625. ADVANCED MANAGERIAL ACCOUNTING (3). Prerequisites: Principles of Accounting I and II. A study of the manner in which accounting facilitates management by providing decision-making information and control of operations. Topics include cost control, budgetary control, and performance evaluation of personnel.

BUSI 629. ETHICS IN INFORMATION MANAGEMENT (3). Prerequisite: Bachelor's degree. A participatory discussion class in which students examine the basis of their values and ethics through a series of case studies.

BUSI 630. QUANTITATIVE METHODS (3). Prerequisite: Differential Calculus or Business Calculus. A study of the mathematical and statistical techniques used to make managerial decisions including linear programming, network analysis, decision analysis, inventory control, queuing models, nonlinear programming, and others. Emphasis is on the application of these techniques in solving managerial problems.

BUSI 631. METHODS OF BUSINESS RESEARCH (3). Prerequisite: Business Mathematics. An in-depth analysis of research methodology in the decision-making process of management. Emphasis is on the collection, analysis, and interpretation of data. Utilization of business forecasting and statistical techniques will be discussed and analyzed in detail.

BUSI 635. FINANCIAL MANAGEMENT PRACTICES (3). Prerequisites: Business Finance, Business Mathematics. An in-depth analysis of corporate financial management activities related to the acquisition of financial resources, short and long term financial planning, management of working capital, and evaluation in of financial profitability. Major components related to financial markets and governmental fiscal policies will be discussed in relationship to a firm's viability within the marketplace.

BUSI 639. DISTRIBUTED DATA PROCESSING AND COMMUNICATIONS (3).

Prerequisite: BUSI 514. Concepts of managing distributed processing systems. Network architecture, telecommunications systems, and performance, security, and management of network systems is analyzed.

BUSI 641. INTERNATIONAL BUSINESS AND TRADE (3).

Prerequisites: Principles of Micro and Macro Economics. An evaluation of international operations of American organizations and the implications of foreign competition on domestic markets. This course will analyze international expansion by American firms as it relates to production, marketing, finance, and management. Governmental regulations as they affect American firms will be examined in detail.

BUSI 642. INTERNATIONAL FINANCE AND MONETARY POLICY (3).

Prerequisites: Principles of Micro and Macro Economics. A study of exchange rates, balance of payments, trade, international monetary policy, and protectionism.

BUSI 650. STRATEGIC PLANNING AND ANALYSIS (3).

Prerequisites: BUSI 610, 615, 625, and 635 or permission of the Director of the MBA. A capstone course which examines the strategic planning process from and executive level of management. A comprehensive analysis of all functional areas of business operation with emphasis on policy-making activities is performed. Case studies, management simulation, and group discussion are vital components of this course.

BUSI 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS (3).

Prerequisites: Permission of Instructor and Director of the MBA. An analysis of current business and economic conditions with research into a particular topic of interest to the student and instructor. The course may be tailored to meet electives in any of the areas of emphasis or may be considered as an elective for the general MBA. Students may take the course only once.

BUSI 654. ADVANCED LABOR RELATIONS (3).

Prerequisite: Principles of Management. A practical approach in the area of labor management relations. Current issues and future trends in labor relations will be discussed, including both union and non-union environments.

BUSI 659. FINANCIAL PLANNING (3).

Prerequisites: Principles of Micro and Macro Economics, Business Finance, Business Mathematics. An examination of the components of full financial planning for individuals including cash flow and budgeting, investments and savings, retirement and estate planning, tax planning, insurance, and real estate.

BUSI 662. ACCOUNTING INFORMATION SYSTEMS (3).

Prerequisite: BUSI 625. A discussion of the problems and challenges of planning for and managing accounting information systems into the future. Problems concerning implementation of accounting information systems among general management, information systems personnel, and users are discussed.

BUSI 663. TAX ISSUES IN DECISION MAKING (3).

Prerequisite: BUSI 625. A discussion of the federal income tax system and its relationship to the management

function. The course examines how tax policy at the federal and state levels affect managerial decisions.

BUSI 664. ADVANCED FINANCIAL ACCOUNTING (3). Prerequisites: BUSI 625, BUSI 635. Accounting principles applied to the preparation of financial statements and the analysis of them by external agents to the firm. The political and institutional structures of financial accounting will also be considered in the formulation of financial accounting practices.

BUSI 665. ADVANCED AUDITING (3). Prerequisites: Business Mathematics, BUSI 620, BUSI 625. A study of the standards, controls, legal responsibilities, and professional ethics of auditors. The course will examine auditing techniques, practice before the SEC, and the role of the auditor in the firm.

BUSI 666. ADVANCED TAX RESEARCH (3). Prerequisites: BUSI 517 or 518, and BUSI 663. An in-depth examination of techniques of advanced tax research. The course examines methods of tax research without regard to specific tax laws, which are constantly changing, using a case study approach.

BUSI 670. READINGS AND APPLIED RESEARCH (3). Prerequisites: Bachelor's Degree and Permission of the Instructor. This course allows the student to perform graduate-level research with a professor. The course will consist of a research project that is mutually agreed to by the students and the professor. The research is expected to be of sufficient quality to be considered for publication in journals in the appropriate field. The project may consist of conventional academic research on a topic of mutual interest to the professor and students or it may consist of applied research in the field such as surveys, economic impact analyses, business plan development, marketing research, informational database development, systems analyses, or other similar studies. The students and professor must present a written proposal for approval by the Director of the MBA in consultation with the professor and Dean of the School of Business before registering for the course. It is also understood that owed to the nature of the course, the student may not withdraw from the course without permission of the instructor.

DEPARTMENT OF CRIMINAL JUSTICE

Dr. M. Elizabeth B. Bailey, Assistant Professor
Dr. Amie R. Scheidegger, Assistant Professor
Dr. Theodore Shields, Assistant Professor

Offices are located in the Faculty Suites, Strom Thurmond Center
The College of Humanities and Social Sciences offers the Master of Science degree in Criminal Justice.

Purpose

The Master of Science in Criminal Justice degree is designed to provide an advanced understanding of the nature of crime and society's reaction to it, as well as an understanding of the various components of the criminal justice system. The non-thesis program of study is designed to enhance professional development for those currently working in the field while providing advanced skills and knowledge to those seeking employment in the field. The thesis program of study provides the basis for further advanced study in the field. Reflected in the programs of study is a commitment to the highest ethical, intellectual and social values.

Objectives

1. To enhance the problem-solving and decision-making skills of students;
2. To enhance students' management, interpersonal, oral and written communication skills;
3. To develop a comprehensive knowledge base of the subject matter.

Orientation

All new graduate students are required to attend an orientation program for graduate students. Students are given important information about graduate programs, oriented to important sites on campus, provided an opportunity to meet some of the officials of the university, and given the opportunity to ask questions about specific programs. The orientation program is offered at the beginning of the fall and spring semesters.

Program of Study

The Master of Science in Criminal Justice consists of one of two degree tracks, a thesis track or a non-thesis track. Required in the thesis track are a minimum of thirty-three (33) hours of credit which are as follows: fifteen (15) hours of core courses, twelve (12) hours of criminal justice elective course work, a thesis which requires a minimum of six (6) hours, and successful completion of the comprehensive exam. Required in the non-thesis track are thirty-six (36) hours, of which eighteen (18) hours are core courses and eighteen (18) hours are criminal justice electives. Further, students who lack the minimum of nine (9) hours in criminal justice at the undergraduate level required for admission, must complete thirty-six (36) hours of credit in the thesis track, while those

completing the non-thesis track must complete thirty-nine (39) hours by taking CRIM 590 - Directed Readings in Criminal Justice.

REQUIREMENTS OF THE MASTER OF SCIENCE IN CRIMINAL JUSTICE

Students accepted into the Criminal Justice Master's program must meet the requirements for regular or provisional admission. Irregular students are classified as follows: non-degree, undergraduate, and international. The following admission requirements apply to all candidates:

Regular Admission

Regular admission requires that the student has met ALL of the following requirements:

1. The student has provided the Graduate Office (Enrollment Services) with an Application for Admission.
2. An application fee (nonrefundable) must accompany the application unless the student has previously attended Charleston Southern University.
3. The student has taken the Graduate Record Examination (GRE) or the Miller's Analogy Test (MAT) and has had the scores submitted to the Graduate Office. The student must obtain an acceptable score calculated as follows:
 - (a) 450 times the undergraduate grade point average plus total score of verbal, quantitative, and analytical measures of the Graduate Record Examination (GRE) is equal to or greater than a total of 2500 points.
 - (b) 15 times the undergraduate grade point average plus Miller Analogies Test (MAT) score is equal to or greater than a total of 80 points.
4. The student has earned a baccalaureate degree with a minimum of nine hours in criminal justice at the 300/400 level from a regionally accredited senior institution.
5. The student has provided the Graduate Office with official transcripts from ALL institutions where undergraduate or graduate courses have been taken.
6. The student has provided the Graduate Office with two letters of recommendation from individuals familiar with the student's work or academic record. Recommendations from family members are NOT acceptable.
7. The student has provided the Graduate Office with a personal statement of no more than 500 words outlining his or her academic and career goals.

Provisional Admission

Provisional admission may be granted to a student who has a baccalaureate degree from a regionally accredited institution but has not met all requirements for regular admission. Requirements for provisional admission are as follows:

1. Provisional admission can be given only upon the specific recommendation of the Director of Graduate Studies in Criminal Justice.
2. A student may take a **MAXIMUM** of nine graduate hours in the Criminal Justice Master's program under provisional or non-degree admission. Once the student has taken nine graduate hours, no further graduate course work may be undertaken until the student has met the following criteria:
 - A. The student must have a completed admissions file in the Graduate Admissions Office (Enrollment Services).
 - B. The student must show a Grade Point Average (GPA) of at least 3.0 on the first nine (9) semester hours at Charleston Southern University.
 - C. The Director of Graduate Studies in Criminal Justice must recommend the student for regular admission.
 - D. If provisional status is based on the student not having the required nine hours in Criminal Justice at the baccalaureate level, the student will be required to pass, with a "B" or better, Directed Reading in Criminal Justice (CRIM 590) before completing the first nine hours of Masters coursework. The student's status will be re-evaluated on the basis of criteria A, B, and C above.

Note: Financial Aid is not available to students under Provisional Admission.

Non-Degree Graduate Student

Admission as a non-degree graduate student may be granted when the student has a baccalaureate degree from a regionally accredited institution but does not desire to work toward a graduate degree or is enrolled in another university and desires that credit for courses taken at CSU be transferred to the graduate school in which the student is seeking a degree. Financial Aid is not available to non-degree students.

Regulations Governing Non-Degree Graduate Students

A non-degree student must present a transcript demonstrating an earned baccalaureate degree from an accredited institution. Even though a non-degree graduate student has been admitted to the university, the student has not been admitted to any department or to any degree program. No more than nine (9) semester hours earned while classified as a non-degree graduate student will be accepted toward a Master of Science Degree in Criminal Justice degree at Charleston Southern University. A student must, therefore, gain regular admission to the program before completing more than nine (9) semester hours of study for additional hours to be counted toward a master's degree. Regular admission is based on criteria A, B, and C above.

Undergraduates Receiving Graduate Credit

An undergraduate may be allowed to register for one graduate course, provided all of the student's undergraduate work would have been completed during that semester. Graduate hours will not be used to satisfy undergraduate requirements. Permission of the Director of Graduate Studies in Criminal Justice and the student's undergraduate academic advisor must be obtained before registering for graduate courses. Refer to academic policy R-35 for details and additional requirements.

International Students

Academically qualified students from foreign countries are encouraged to apply for admission to Charleston Southern University. Applicants must be sufficiently proficient in English to be able to study entirely in the English language. The following must be sent to the Enrollment Services Office in addition to the admission materials for the graduate program:

1. Financial Certification Form
2. Official Course by Course Evaluation (Please contact Enrollment Services for a list of approved agencies)
3. Official TOEFL (Students from countries where English is not the primary language will be required to submit a minimum TOEFL score of 550; computer-based score of 213.)
4. International Student Eligibility Form

Due to Immigration and Naturalization Service requirements and the necessity of having transcripts evaluated, the **deadline for admission applications** from International students is **one calendar month prior to "registration day"** (according to the CSU Academic Calendar) of the academic term of entry. Applications received after the deadline may be considered for a future entry term if the applicant desires. Students are required to have their academic transcript(s) evaluated by an outside agency prior to admissions acceptance. All fees for these services are paid by the student directly to the party or agency providing them. You may call the Office of Enrollment Services for more information.

When an applicant has been accepted by the University, a Certificate of Eligibility for the non-immigrant (F-1) student, known as Form I-20 A-B, will be mailed along with an acceptance letter. Students entering Charleston Southern University must assume full financial responsibility for tuition and charges incurred.

In the event a student is being sponsored by an individual or company, an Affidavit of Support and supporting financial documents must be submitted by the sponsor on behalf of the student. After issuance of Form I-20 A-B and prior to the drop/add deadline of the respective term, an advance cash deposit is required to be on file within the business office in the amount of the total cost of the term, including any necessary insurance premium. Otherwise Charleston Southern University reserves the right to deny the student attendance for that term.

Comprehensive Examinations (CRIM 700)

Students completing the thesis track must successfully pass written comprehensive examinations in all core areas. The exams may not be taken until the student has successfully completed all core course requirements for the degree. Exams are administered only in the fall and spring semesters. **The comprehensive examinations may be attempted only twice.** Failure to complete any part of the exams will result in a grade of "NR" (Not Recorded), and the student has one final attempt to complete the exams. Upon the completion of all core courses, the thesis track student has one academic year to successfully complete the comprehensive exam.

If a student attempts the comprehensive examinations twice without passing, the student will be expelled from the program. Additional information regarding the comprehensive examination is available from the Director of Graduate Studies in Criminal Justice and the *Masters in Criminal Justice Graduate Student's Handbook*.

Transfer Credit

Graduate credits accepted for transfer from other accredited institutions must be completed within the (6) year period allowed for a master's degree. Only course work completed with a grade of "B" or better will be considered for transfer credit. Only nine (9) hours are accepted as transfer credit, a maximum of six (6) hours in either the core or elective criminal justice courses. A student desiring to take a graduate course at another regionally accredited institution must secure permission to do so in advance from the Director of Graduate Students in Criminal Justice and the Dean of the College of Humanities and Social Sciences.

Satisfactory Progress

The student must maintain an overall 3.0 GPA. To graduate, the student must have a minimum GPA of 3.0. Furthermore, thesis-track students must have passed the Comprehensive Exams and successfully defended the thesis.

Probation and Suspension

A student is automatically placed on probation if the student's GPA falls below a 3.0. If the GPA is not raised to 3.0 upon completion of the next full semester (fall or spring) in which the student attempts course work, the student shall be suspended from the program and may reapply for admission one year from the date of suspension. The GPA is calculated only on graduate work completed at CSU.

Whenever three (3) grades of "C" are earned, the student shall be suspended from the program. A suspended student may reapply for admission one year from the date of suspension. To receive credit for core courses, students must earn the grade of "B" or better in each core course. Any student who is suspended from the program may appeal to the Admissions Committee of the Graduate Council.

Failing Grades

If a student earns a grade of “F” in any course, (1) that course must be retaken at Charleston Southern University, (2) a grade of “B” or better must be earned upon completion of the retaken course, (3) a student shall not attempt any additional course work until the failed course is retaken, and (4) a student may take courses in addition to the failed course at the time the failed course is retaken.

After earning one “F,” regardless of the GPA, the student is notified that he/she is on academic probation and that a subsequent grade of “C” or “F” shall result in expulsion from the program.

Leave of Absence

Once admitted to the program, if the student discontinues taking courses for a period longer than two consecutive semesters, the student must apply for a leave of absence or be dropped from the program. The student then is required to apply for readmission if he/she chooses to continue the program of study.

Student Progress

Each student admitted to the program is assigned an academic advisor. Prior to registration, the student must obtain the advisor’s signature indicating approval of the course schedule. The advisor will be furnished a grade report of the student’s progress. The Graduate Council monitors the entire academic advising process.

Validation of Credit

All credits earned at Charleston Southern University or accepted by transfer will remain valid if the master’s degree is completed within six (6) calendar years from the time the student registers for the first course that applies toward the degree.

CURRICULUM OUTLINE
MASTER OF SCIENCE IN CRIMINAL JUSTICE

CRIM 590: Directed Reading in Criminal Justice..... 3
(Required of students lacking 9 hours of undergraduate courses in Criminal Justice)

Criminal Justice Core:

15 hours – Thesis Track includes 601, 610, 615, 620, and 625.
18 hours – Non-thesis Track includes 601, 610, 615, 620, 625, and 699.
Note: Students must earn the grade of "B" or better in all core courses.

CRIM 601: Survey of the Criminal Justice System.....	3
CRIM 610: Current Legal Issues in Criminal Justice.....	3
CRIM 615: Theories of Criminal Behavior	3
CRIM 620: Research Methods in Criminal Justice.....	3
CRIM 625: Criminal Justice Administration.....	3
CRIM 699: Ethics.....	3

Criminal Justice Electives:

CRIM 630: Minorities and Criminal Justice.....	3
CRIM 635: Juvenile Justice.....	3
CRIM 640: Forensic Science.....	3
CRIM 645: Comparative Criminal Justice.....	3
CRIM 650: Advanced Corrections.....	3
CRIM 655: Advanced Law Enforcement.....	3
CRIM 660: Drugs and the Criminal Justice System.....	3
CRIM 665: White Collar Crime.....	3
CRIM 695/595: Special Topics.....	3
CRIM 697 - 698: Thesis I, Thesis II.....	6

Total Hours Required for Degree: Thirty-three (33) for the thesis track, and thirty-six (36) for the non-thesis track. Students who do not have the required nine (9) hours of undergraduate criminal justice hours must take CRIM 590 – Directed Readings in Criminal Justice, thus they must complete either thirty-six (36) hours or thirty-nine (39) hours respectively.

COURSE DESCRIPTIONS - Master of Criminal Justice

CRIM 590. Directed Reading in Criminal Justice (3). Prerequisites: None. Primarily intended for the student without the required nine hours in criminal justice courses at the undergraduate level. Selected topics appropriate to the student’s course of study as determined by the faculty advisor and the instructor. Permission of the Department Chair required.

CRIM 601. Survey of the Criminal Justice System (3). Prerequisites: Nine (9) hours of undergraduate course work in criminal justice, or concurrent enrollment in CRIM 590, or successful completion of CRIM 590. A survey of the critical issues in the administration of the criminal justice system. Topics include: the historical development of the American criminal justice system; the discretionary decision-making points in the

administration of justice; and current issues and trends of the three major components of the system—law enforcement, the courts, and corrections. Also included are historic and contemporary criminological research and analysis.

CRIM 610. Current Legal Issues in Criminal Justice (3). Prerequisites: Nine (9) hours of undergraduate course work in criminal justice, or concurrent enrollment in CRIM 590, or successful completion of CRIM 590. Explored in this course are legal and constitutional issues, concepts of ordered liberty, administration of justice; application of legal methodology to analysis of current issue in constitutional rights and remedies; and analysis of court functions and problems with recommendations for change.

CRIM 615. Theories of Criminal Behavior (3). Nine (9) hours of undergraduate course work in criminal justice. Included in this course is an analysis of biological, psychological, and sociological theories of crime, and the implications of criminological theory for social policy in the criminal justice/juvenile justice systems.

CRIM 620. Research Methods in Criminal Justice (3). Prerequisite: CRIM 601. Presented in this course is the nature of the research process, guidelines for formulating research questions, and the development of testable hypotheses. Reviewed are research designs, operationalizing and measurement, data collection methods, and statistical analysis of data through computer applications.

CRIM 625. Criminal Justice Administration (3). Prerequisite: CRIM 601. Examined through this course is organizational theory and behavior of the criminal justice agencies. Principles of leadership and human resource management, organizational culture, organization and policy planning, budgeting, forecasting, and project implementation and evaluation is reviewed. Also explored is the evolution of administrative issues and problems in the criminal justice system and impact of change in the external environment on agency operations.

CRIM 630. Minorities and Criminal Justice (3). Included in this course is an analysis of the effects of race, ethnicity and gender on legitimate social opportunities, criminal behavior, victimization, and differential judicial processing. Also examined are crime trends of women and minority groups in America, the criminal justice system's response, and the impact of minorities on the criminal justice system. Presented are theories on the effects of assimilation and acculturation on the criminal justice system.

CRIM 635. Juvenile Justice (3). The historical development, philosophy and current practices of the juvenile court and other juvenile justice agencies are examined. Topics include: public policies in relation to youth; issues and trends in juvenile delinquency; projects in prevention, treatment, and diversion from the juvenile justice system; detention; juvenile court intake; the adjudication of delinquents and status offenders; probation, training schools and other residential programs; and transfer to the criminal justice system. Addressed are the major Supreme Court decisions, national standards, international standards and guidelines, and future trends effecting juvenile justice.

CRIM 640. Forensic Science (3). Prerequisite: CRIM 601. An examination of the forensic sciences and their application in the criminal justice field. Topics include crime scene processing, psychological profiling, hair and fiber analysis, toxicology, serology, forensic anthropology, and DNA fingerprinting. Explored are current court decisions

regarding the uses and admissibility of contemporary techniques in forensics. (Laboratory fee required)

CRIM 645. Comparative Criminal Justice (3). Compared and contrasted are the criminal justice systems in the United States with criminal justice systems in selected countries. Noted are similarities and differences in administration, organization, principle functions, and objectives. Considered is the nature of governmental control and oversight and the relationship between the respective criminal justice systems and the public.

CRIM 650. Advanced Corrections (3). Presented is an overview and critical analysis of contemporary correctional theory and practice. Topics discussed include: theories of punishment; historical and current policy practices; institutional corrections; community corrections, intermediate sanctions and sentencing alternatives; and legal aspects of corrections. Addressed are current issues such as budgets, overcrowding, risk prediction, classification, and personnel.

CRIM 655. Advanced Law Enforcement (3). An examination of major law enforcement systems and issues. Discussion topics include: the role of police in society; police-community relations; police personality; police discretion; ethics; corruption; stress; use of force; women and minorities and the police; technological advances in the field; and the role of private security. Problems and trends in policing are also explored. Also included are discussions of historic and contemporary police research and case studies in policing.

CRIM 660. Drugs and the Criminal Justice System (3). The focus of this course is the historical and contemporary patterns of psychoactive drug use in the United States and the development of policies by the criminal justice system to reduce or eliminate drug use and/or drug problems. Specific topics include major types of psychoactive drugs, organized crime and drugs, the War on Drugs, the international context of drug production and distribution, social problems resulting from drug use and the criminal justice system's response. A major course objective is the evaluation of different strategies for reducing drug-related problems.

CRIM 665. White Collar Crime (3). Examined are the social science and criminal justice/legal approaches in understanding crime committed by corporations as well as by individuals who wear "white collars." Discussions include how white collar crimes are socially defined, who commits them, who is victimized by them, which social and legal contexts promote them and how society and the criminal justice system responds to them.

CRIM 695/595. Special Topics in Criminal Justice (3). The course will consist of topics of current interest in criminal justice. Course topics are announced in advance.

CRIM 697 - 698. Thesis I (3), Thesis II (3). Prerequisites: Successful completion of core requirements in criminal justice. Students must receive permission of the Chair of the Department of Criminal Justice prior to registration for this course. Thesis I, CRIM 697, is a prerequisite for Thesis II, CRIM 698. Thesis courses consist of research study in one's area of interest in criminal justice. Requirements for Thesis I is successful defense of the prospectus, while completion of Thesis II requires successful defense of the thesis. Thesis guidelines are printed in the MSCJ Graduate Student Handbook. A minimum of 6 thesis hours is required for students following the thesis track.

CRIM 699. ETHICS (3). Prerequisites: CRIM 601, 610, 615, 620, and 625. A critical examination of ethical systems and moral philosophies and their application to solving ethical dilemmas faced by law enforcement, judicial, and correctional personnel.

CRIM 700. Comprehensive Exams (0). This number is reserved for comprehensive exams registration only.

ADMINISTRATION, GRADUATE COUNCIL, FACULTY & TRUSTEES

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Jairy C. Hunter, Jr., A.A., B.S., M.A., M.A., Ph.D., President

Lindsey Walke, Executive Assistant

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Humanities and Social Sciences

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College of Humanities and Social Sciences

Lorraine Terry, Administrative Assistant to the Dean of the College of
Humanities and Social Sciences

Jeryl Johnson, B.S., B.S., M.S., Ph.D., Dean of the College of Science and Mathematics

Faye Wood, Administrative Assistant to the Dean of the College of
Science and Mathematics

Marian M. Larisey, B.S.N., M.S.Ed., M.S.N., Ph.D., Dean of the School of Nursing

Wanda Dupree, Administrative Assistant to the Dean of the School of Nursing

Gary Leonard, B.A., M.A.T., Ed.S., Ed.D., Dean of the School of Education

Mary E. Antley, Administrative Assistant to the Dean of the School of Education

John B. Duncan, B.B.A., M.B.A., Ph.D., C.P.A., Dean of the School of Business

Marlene Roberts, Administrative Assistant to the Dean of the School of Business

Mary Gene Ryan, B.A., M.Ed., Ed.D., Dean of Student Success

Annie Watson, B.S., M.B.A., Director of Academic Advising

Patricia J. Hambrick, B.A., M.A., M.A., Ed.D., Director of Academic Technology and
Director of Academic Grants

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Amanda Sisson, A.A., A.P.S., B.A., Assistant Registrar

Evening College

Stan Parker, B.S., M.Div., D.Min., Dean of the Evening College

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Mandy Austin, B.A., Director of Graduate Enrollment

Library

Enid R. Causey, B.A., M.L., Ph.D., Director of the Library

Linda C. Tyler, B.A., M.L.S., Associate Director of the Library

NOTE: See the Undergraduate Catalog for an expanded administrative listing .

GRADUATE COUNCIL

Graduate Council faculty are also current graduate faculty members.

A. Kennerley Bonnette, Jr., B.S., Ph.D.

Provost and Vice President for Academic Affairs and Professor of Chemistry: B.S., College of Charleston; Ph.D., Clemson University. (1971)

William P. Bowers, B.S., M.B.A., D.B.A.

Professor of Business Administration and Director of the MBA Program:
B.S., Georgia Institute of Technology; M.B.A., Western Carolina University;
D.B.A., Louisiana Tech University. (1994)

Enid R. Causey, B.A., M.L., Ph.D. (ex-officio)

Professor of Library Science and Director of the Library:
B.A., Baptist College at Charleston; M.L., Ph.D., University of South Carolina. (1975)

Carol Jean Drowota, B.S., M.A.T., Ph.D.

Professor of English: B.S., College of Charleston; M.A.T., Duke University; Ph.D., University of South Carolina. (1976)

Stephen Douglas Hudson, B.S., Ph.D.

Associate Professor of Chemistry: B.S., Francis Marion College; Ph.D., University of South Carolina (1980)

Gary O. Leonard, B.A., M.A.T., Ed.S., Ed.D.

Assistant Professor of Education and Director of Graduate Studies in Education: B.A., Clemson University; M.A.T., Ed.S., The Citadel; Ed.D., University of South Carolina. (2001)

Eugene W. McDermott, B.E.E., M.B.A., Ph.D., C.P.A.

Professor of Business Administration/Accounting: B.E.E., Rensselaer Polytechnic Institute; M.B.A., University of Pennsylvania; Ph.D., University of South Carolina. (1994)

Rex W. Nestor, B.A., M.B.A. (ex-officio)

University Registrar: B.A., University of North Carolina at Chapel Hill;
M.B.A., Charleston Southern University.

David E. Rison, A.B., M.A., Ph.D.

Professor of History and Chairperson of the Department of History and Political Science: A.B., Ouachita College; M.A., Ph.D., University of California at Los Angeles. (1968)

G. Lorraine Wylie, B.S., M.Ed., Ed.D.

Assistant Professor of Education and Director of Graduate Studies in Education: B.S., East Carolina University; M.Ed., Ed.D., Widener University. (2004)

GRADUATE FACULTY

Graduate Faculty consists of the faculty members serving on the Graduate Council (listed above) and other faculty (listed below) who have been approved by the Graduate Council:

L. McTier Anderson, B.S., M.B.A., Ph.D.

Professor of Business Administration: B.S., Georgia Institute of Technology;
M.B.A., Drexel University; Ph.D., University of Georgia. (1997)

M. Elizabeth Barnhill Bailey, B.S., J.D., Ph.D.

Assistant Professor of Criminal Justice: B.S. Valdosta State College; J.D., University of Georgia, Ph.D., Sam Houston State University. (2001)

Nancy R. Barendse, B.S., M.A., Ph.D.

Professor of English: B.S., Auburn University; M.A., Clemson University; Ph.D., University of South Carolina. (1996)

Martin James Barrier, B.S., M.S., Ph.D.

Professor of Biology and Chairperson of the Department of Life Sciences:
B.S., M.S., North Carolina State University, Ph.D., Clemson University. (1970)

Patricia B. Bower, B.S., M.Ed., Ed. D.

Professor of Education; B.S., M.Ed., Bloomsburg University of Pennsylvania; Ed.D. Vanderbilt University. (1987)

Royce W. Breland, Jr., B.S., M.B.A., Ph.D.

Distinguished Professor of Business Administration: B.S., College of Charleston;
M.B.A., University of South Carolina; Ph.D., University of Georgia. (1967)

Theodore S. Blanchard, Jr., B.A., M.A., C.P.A.

Assistant Professor of Business Administration/Accounting:
B.A., College of Charleston; M.A., University of South Carolina. (1980)

Valerie K. Bullock, B.A., M.M., Ed.D.

Professor of Music and Chair of the School: B.A., M.M., University of South Carolina;
Ed.D., Florida State University. (1993)

Donald R. Clerico, B.A., M.S., Ph.D.

Professor of Education: B.A., Nyack College; M.S., Ph.D., Syracuse University. (1990)

John B. Duncan, B.B.A., M.B.A., Ph.D., C.P.A.

Associate Professor of Business Administration/Accounting and the Dean of
the School of Business. B.B.A., M.B.A., Northeast Louisiana University;
Ph.D., University of Mississippi. (2003)

Linda S. Gooding, B.A., M.A.

Assistant Professor of History: B.A., College of Charleston; M.A., University of Tennessee. (1967)

Patricia J. Hambrick, B.A., M.A., M.A., Ed.D.

Professor of Education, Director of Academic Technology and Director of Academic Grants: B.A., M.A., M.A., Marshall University; Ed.D., United States International University. (2002)

John Harper, B.A., M.A.T., Ph.D.

Professor of Kinesiology and Chairperson of the Department: B.A., M.A.T., University of South Carolina; Ph.D., Louisiana State University. (1989)

Arnold J. Hite, B.A., M.A., Ph.D.

Professor of Economics: B.A., M.A., Clemson University; Ph.D., Texas A & M University. (1990)

Jairy C. Hunter, Jr., A.A., B.S., M.A., M.A., Ph.D.

President and Professor of Business Administration: A.A., Wingate College; B.S., M.A., M.A., Appalachian State University; Ph.D., Duke University. (1984)

Sherman P. Kanagy II, B.S., M.S., Ph.D.

Associate Professor of Physics: B.S., Case Institute of Technology; M.S., Ph.D., University of Illinois. (1991)

Linda Karges-Bone, B.S., M.Ed, Ed.D.

Professor of Education: B.S., M.Ed., College of Charleston; Ed.D., University of South Carolina. (1990)

David A. Mack, A.S., B.S., J.D.

Assistant Professor Business Administration: A.S., Niagara County Community College; B.S., State University of New York at Buffalo; J.D., Mercer University School of Law. (1992)

Albert E. Parish, Jr., B.S., Ph.D.

Professor of Business Administration and Economics: B.S., College of Charleston; Ph.D., University of North Carolina at Chapel Hill. (1990)

David E. Phillips, B.A., M.A., Ph.D.

Associate Professor of English: B.A., University of California; M.A., University of Missouri; Ph.D., University of Nevada. (1996)

James E. Roberts, B.S., M.C.S.

Assistant Professor of Computer Science: B.S., Baylor University; M.C.S., Texas A&M University. (1981)

Tunis Romein, B.A., M.A., Ph.D.

Professor of English: B.A., Erskine College; M.A., University of Georgia; Ph.D., University of Texas at Austin. (1978)

Amie R. Scheidegger, B.S., M.S., Ph.D.

Associate Professor of Criminal Justice: B.S. Illinois State University; M.S., Ph.D., Florida State University. (1999)

Theodore Shields, B.A., M.S., Ph.D.

Assistant Professor of Criminal Justice: B.A., M.S., American University and Ph.D., Indiana University of PA. (2002)

Charles V. Smedley, B.S., M.A., Ph.D.

Associate Professor of Sociology and Assistant to the Dean of the College of Humanities and Social Sciences: B.S., University of South Carolina; M.A., Ph.D., University of Illinois. (1988)

Larry D. Smith, B.A., M.B.A.

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Professor of Psychology: B.A., University of South Florida; M.S., Ph.D., University of Georgia. (1988)

John J. Sullivan, B.S., M.S.

Instructor of Business Administration / Information Systems:
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Pamela Wyeth, B.A., M.A., M.B.A., Ph.D.

Associate Professor of Business Administration/Finance and Chairperson of the Department of Business and Economics: B.A., University of Michigan; M.A., M.B.A., Webster University; Ph.D., STI Social-Technical Institute. (2000)

Fred L. Worthy, A.B., M.A..T.

Distinguished Professor of Computer Science: A.B., Colorado State College; M.A.T., Colorado State University. (1968)

Scott D. Yarbrough, B.A., M.A., Ph.D.

Associate Professor of English: B.A., M.A., Florida State University; Ph.D., University of Alabama. (1997)

CHARLESTON SOUTHERN UNIVERSITY

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