

CHARLESTON SOUTHERN UNIVERSITY
GRADUATE CATALOG 2009-2010
VOLUME 23

Accreditation

Charleston Southern University (CSU) 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. All other inquiries, including requests for general admissions information should be directed to Charleston Southern University, 9200 University Boulevard, P.O. Box 118087, Charleston, SC 29423-8087; Telephone number 843-863-7000. The athletic training education program is nationally recognized by CAATE (Commission on Accreditation of Athletic Training Education) as an accredited athletic training education program. Degrees offered by the CSU School of Business have received specialized accreditation through the International Assembly for Collegiate Business Education (IACBE). 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 approved 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 International Association of Baptist Colleges and Universities, the South Carolina Association of Colleges, South Carolina Independent Colleges and Universities, 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 Executive Offices in Jones Hall of Charleston Southern University.

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2009 - 2010 Academic Calendar for Graduate Students

Summer Session I 2009

June 1 ----- Registration, Classes Begin
June 3 ----- Last Date to Register or Add a Class; Last Date to Receive
a Refund if Dropping a Class. No Refund after This Date
June 11----- Last Date to Receive a Grade of “W”
June 25 ----- Last Date to Withdraw with a Grade of “WP” or “WF”
July 1 – 2 ----- Final Exams and Classes End
July 3 ----- Independence Day Holiday - Campus Closed

Summer Session II 2009

July 6 ----- Registration, Classes Begin
July 8 ----- Last Date to Register or Add a Class; Last Date to Receive
a Refund if Dropping a Class. No Refund after this Date.
July 16 ----- Last Date to Receive a Grade of “W”
July 23 ----- Last Date to Withdraw with a Grade of “WP” or “WF”
August 5 – 6 ----- Final Exams and Classes End

Fall Semester 2009

August 20 – 21----- Faculty Orientation
August 24----- Registration and Drop/Add – All Students
August 24----- Classes begin
August 28----- Last date to Register for Drop/Add Classes, Last Date to
Receive Full Refund of Tuition if Withdrawing from CSU
September 4 ----- Last date for 25% Tuition Refund if Withdrawing from
CSU; No Refund After this Date
September 25----- Last Date to Apply for Fall Graduation
October 7 ----- Midterm; Last Date to Receive a Grade of “W”
October 19 - 20----- Fall Break
November 25 ----- Last Date to Withdraw with a Grade of “WP” or “WF”
November 26 – 29----- Thanksgiving Holidays Begin November 25th, 5:00 p.m.
November 30 ----- Classes Resume
December 8----- Reading Day
December 9 – 16----- Final Exams
December 19----- Commencement

Spring Semester 2010

January 11----- Registration and Drop/Add
January 11----- Classes begin
January 15 ----- Last date to Register for Drop/Add Classes; Last Date to
Receive Full Refund of Tuition if Withdrawing from CSU
January 22 ----- Last date for 25% Tuition Refund if Withdrawing from
CSU; No Refund After this Date
February 12----- Last Date to Apply for Spring Graduation
February 23 ----- Midterm; Last Date to Receive a Grade of “W”

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 be a Christian university nationally recognized for integrating faith in learning, leading and serving.

BIBLICAL CORE VALUES: WHAT WE BELIEVE . . .

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.

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 reflect the offerings of graduate programs.

Strategic Themes and Goal Statements

Faith Integration:

Establish a culture where biblical faith permeates all aspects of University life.

Student Success:

Prepare students to succeed intellectually, professionally, spiritually, and personally.

Faculty/Staff Development:

Develop a community of faculty and staff committed to integrating faith and work.

Distance Education:

Enhance learning opportunities through online programs.

Institutional Identity:

Build a distinctively Christian identity that highlights excellence.

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 of 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 3,000. There are now many significant campus buildings to provide for the needs of the University.

In 1984 Dr. Jairy C. Hunter, Jr. became the second president of Charleston Southern University. The Graduate Studies Program in Education became accredited in 1986. It was expanded to include concentrations in elementary and secondary education beginning with the 1988 spring term. The School of Business began to offer a Master of Business Administration degree in 1990. In 1993, the School of Education began offering a Master of Education in Educational Administration. In 1999, a Master of Science in Criminal Justice was added to the graduate offerings. In 2009, a Master of Science in Nursing was added to the graduate offerings.

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 maximum potential within a Christian environment 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 the Board of Trustees (elected by the South Carolina Baptist Convention), who are charged with the responsibility of operating it within the purpose for which it has been chartered. Income for the University is derived from tuition, endowments, gifts, funds from the South Carolina Baptist Convention, and friends who believe in the purposes of the institution.

CAMPUS BUILDINGS

Administration

C. S. JONES HALL: Office of the President, Vice President for Academic Affairs, faculty offices, administrative offices.

Classroom Buildings

ART STUDIO: Classroom for art instruction.

H. E. ASHBY HALL: Five classrooms, three labs, three computer labs, auditorium, faculty offices.

DERRY PATTERSON WINGO SCHOOL OF NURSING:

Five classrooms, one computer lab, nursing and clinical lab, conference room, auditorium, faculty offices.

L. MENDEL RIVERS LIBRARY: Five classrooms, faculty and staff offices. (See detailed description below.)

F. K. NORRIS HALL: Ten classrooms, two labs, three computer labs, faculty offices.

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

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

H. C. WINGO HALL: Four classrooms, faculty offices.

BUCCANEER FIELD HOUSE: Two classrooms, one lab, faculty offices. (See description below.)

LIGHTSEY CHAPEL AUDITORIUM AND MUSIC: One auditorium, one choral room, one theater room, one classroom, one conference room, faculty offices. (See description below.)

Hunter Reception Center

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

Communications Center

The Communications building houses Blackboard services and serves students' needs for Internet access, configuration and BUC mail.

L. Mendel Rivers Library

The Library serves as an integral component of all academic programs at Charleston Southern University. The three-floor building houses a collection of more than 250,000 volumes of print and nonprint resources and audiovisual media. The Library subscribes to more than 20,000 periodicals in print and electronic formats and more than 100 electronic databases. The Library also serves as a selective depository for U.S. Government Documents. Librarians and staff provide assistance and instruction in accessing the collections, including print, electronic, microform, and audiovisual formats.

The Bibliographic Instruction 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. Computers in the BILT Center are made available for general use by students, faculty, and staff when not reserved for instruction. Computers for student use are also located in the Library Lobby and in the Reference/Reading Room. Wireless Internet access is available throughout the building for patrons wishing to use their own laptop computers.

Additional features are the Java City Coffee Café, located at the entrance to the Library, and five glassed-in study rooms (on the top floor) which are available for students needing group study space.

During major academic sessions the Library is open seven days per week for a total of 91 hours. Maymester, Summer, and Holiday hours are posted at the beginning of each semester. Remote access to the online catalog and online databases is available 24/7 through the Library's Web pages.

Through its membership in the Charleston Area Library Consortium (CALC), the Library maintains reciprocal borrowing and lending agreements with the College of Charleston, The Citadel, the Medical University of South Carolina, and Trident Technical College. CSU students, faculty, and staff may use and check out materials at any of the CALC academic libraries. CSU also participates in a check-out agreement, known as PASCAL Delivers, with most of the other college and university libraries in South Carolina, and a courier service provides for statewide delivery of materials among the participating libraries. CSU offers traditional Interlibrary Loan services for the borrowing and lending of materials among academic libraries outside the state.

The CSU Library participates in several additional consortia, including DISCUS, the South Carolina Virtual Library; PASCAL, Partnership Among South Carolina Academic Libraries; the Carolina Consortium, a joint-purchasing alliance among North and South Carolina Libraries; and Lyrasis, the regional library network.

Located on the lower level of the building are University Archives, five classrooms; faculty offices, Communications Department offices, and offices for online and nontraditional programs.

Strom Thurmond Center

The Center houses meeting rooms, banquet rooms, the President's Dining Room, the Cafeteria, Bookstore, Dean of Students, Office of the Registrar, Business Office, Career Planning and Student Employment, Student Success Center, University Relations, Alumni, Development, V.P. for Planning and Student Affairs and faculty offices.

Buccaneer Field House

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, a picnic area, and the Athletic Training Lab.

Residence Halls

All rooms are arranged in suites with private telephone lines, wireless 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 lounge area, a health club, an intramural gym, office space, and meeting rooms for clubs and organizations. Containing 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 multipurpose 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 Department of Religion and Horton School of Music and is equipped with a modern stage and support equipment for dramatic performances.

Whitfield Stadium Center

The Whitfield Stadium Center is a four-story athletic facility which provides broadcast areas for the media, coaches booths, and space for television camera crews. The third floor provides space that is used as classrooms, pregame and halftime 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 concession sales area and restroom facilities.

Physical Plant - Facilities

This structure houses offices for the Director of Facilities and Auxiliary Services and staff, carpenter and electric shops, and storage areas for campus equipment and supplies.

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 first floor of each building.

ACADEMIC SERVICES AND INFORMATION

THE CATALOG

The provisions of the Graduate 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.

CLASS SCHEDULE

Class schedules are accessible via MyCSU on our Web site. Visit our Web site today for additional CSU information at <http://www.charlestonesouthernuniversity.edu>

ADMISSION

An applicant for admission to graduate student must hold a bachelor's degree from an educational institution accredited by a regional accreditation agency. Admission may be provisional, regular, conditional, special status or nondegree. 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

Fall and Spring Semesters

By academic definition, 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.

Maymester

The maximum course load allowed during Maymester (session held during the month of May) is four (4) credit hours for graduate students. No exceptions.

Extended Maymester

This session runs concurrently with the existing Maymester, Summer I, and Summer II terms. Since students could register for various combinations of courses among the four terms, the following guidelines apply:

- a) A student cannot take more than three courses concurrently. For example, a student registered for two Extended Maymester courses could not also take two Summer I courses.
- b) A student cannot take more than five courses total during the four terms. For example, a student could not take one Extended Maymester course, one course in Maymester, two in Summer I, and then two in Summer II, since the total would be six.
- c) A student cannot take a 3-week Maymester course and one or more Extended Maymester courses at the same time.

Summer Sessions

The normal academic load for each summer session is two courses or six semester hours. The maximum course load allowed in each summer term is seven (7) credit hours. Any exception to this must be approved by the Vice President for Academic Affairs.

ATTENDANCE

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

“STUDENT OF RECORD” ATTENDING ANOTHER INSTITUTION

If you are a current student of record at CSU and plan to take a course at another institution during any term, you must receive prior permission to receive transfer credit at CSU. To receive permission you must complete either a “Request to Take Courses at Another Institution” form or a “Cross Registration Form,” depending on the term and the institution. Contact your program director for details.

DISCONTINUED ENROLLMENT

Once admitted to a graduate program, if the student discontinues taking courses for a period of two consecutive semesters (i.e. Fall, Spring), the student must apply for readmission to continue in a graduate program.

GRADES

GRADING SYSTEM		GRADE POINTS
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average/Fair	2.0
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 effect on GPA
WIP Work In Progress (or registered for future term)

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 midterm 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 are recorded even if one withdraws.

WITHDRAWAL FROM THE UNIVERSITY

A Withdrawal Form must be completed online to officially withdraw from CSU. The form is found in the "Student" section of "MyCSU" under "Forms." Students must first login using their student ID's and PIN's. Students are responsible for appropriate tuition and fees for all courses attempted, regardless of grades assigned. Note that all financial and university property obligations must be satisfied to prevent "holds" from being placed against the student's academic records. Such holds normally prevent transcript requests from being processed, and can prevent future registration for classes. Other holds may apply.

CSU wishes to have student input regarding reasons for withdrawal, including any problems that may have caused the withdrawal decision. This information is requested during the online withdrawal process. Students may be contacted as part of an effort to improve student services.

WITHDRAWAL BY REQUEST OF THE UNIVERSITY

Charleston Southern University reserves the right to require the withdrawal of a student whose conduct, general attitude, or influence is considered harmful to the University. Such administrative withdrawals or suspensions are generally handled through the Dean of Students Office.

REPEATING A COURSE

Students may repeat any course taken at Charleston Southern University in which they have earned a previous grade. However, the University limits the number of times students may attempt a credit-earning course to three, and the number of times students may attempt a remedial, noncredit course to two. All attempts (or repeats) count, including those with grades of "W," "WP," "WF" and "FA." A course may not be repeated within the same semester (i.e., taking an accelerated course within a semester).

Any requests to appeal this policy are treated on a case by case basis. Such appeals must be submitted to the appropriate graduate program director in writing, and will be heard by the Graduate Council or designated subcommittee.

STUDENT COMPLAINTS PROCEDURES

Charleston Southern University is committed to maintaining a Christian environment for work, study, and social activities. To that end, formal policies and procedures are in place to deal with (a) student complaints of a general nature which cannot be resolved at the personal level between the two parties involved, (b) discriminatory harassment, (c) and sexual harassment. These policies and procedures can be found online in the *Student Handbook* at <http://www.csuniv.edu/version3/campuslife/student-services/studenthandbook.asp>

ACADEMIC INTEGRITY POLICY

A Community of Honor

As a liberal arts university committed to the Christian faith, Charleston Southern University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service, and learning. The Honor System of Charleston Southern University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

“Academic Dishonesty” is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

“Cheating” is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source, including the Internet, by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

“Plagiarism” is the taking or attempted taking of an idea, a writing, a graphic, music composition, art or datum of another without giving proper credit and presenting or attempting to present it as one’s own. It is also taking written materials of one’s own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi. For information on Academic Violation charges, penalties, procedures and appeals go to <http://www.csuniv.edu/registrar/index.asp> and click Policies/Procedures, then click policy GR - 206.

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 are subject to a separate \$5.00 processing fee. A transcript cannot be processed and released for a student with a "hold" on 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.

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

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.

FINANCIAL AID

Charleston Southern University's financial aid program is designed to help students complete a college education regardless of their financial situation. All students are urged to explore the possibilities for financial assistance offered through the CSU Enrollment Services Office.

HOW TO APPLY FOR FINANCIAL AID

1. Apply for admission to Charleston Southern University. A financial aid package will be sent to you as soon as possible after you have applied for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Please read the instructions carefully. This is to determine your eligibility for all types of aid. Be sure to indicate that CSU is to receive an electronic copy of your processed FAFSA. CSU's federal Title IV code is 003419.

All Financial aid forms are available from the CSU Web site www.charlestonsouthern.edu or at www.fafsa.ed.gov. The FAFSA must be completed each year; no awards are automatically renewed. You must be enrolled at least parttime (3 hours) for graduate students to be eligible.

DISBURSEMENT OF FINANCIAL AID

Financial aid will not be disbursed until confirmation of student's attendance to classes has taken place at the end of the drop/add period. Students who have not been recorded as attending class at drop/add will not be eligible for any financial aid, even if attendance takes place after drop/add and tuition charges remain.

FEDERAL ASSISTANCE FOR GRADUATE STUDENTS

Federal Stafford Student Loans & Eligible Amounts

A federally funded loan program for graduate students enrolled at least part-time status (3 semester hours.) Graduate students may borrow up to \$8,500 in subsidized Stafford loans and up to \$12,000 in unsubsidized Stafford loans. A graduate student borrowing may not exceed a total of \$20,500 per year.

ROTC Scholarships

Available to Graduate students who meet the qualifications designated by the ROTC departments. Scholarship amounts may vary. If you are interested in these programs, contact the specific ROTC department.

South Carolina Vocational Rehabilitation Department Training Assistance

This training assistance is based upon eligibility criteria for services and is not viewed as an entitlement benefit to a student. An eligible student must be an individual with a physical or mental disability which for such individual constitutes or results in a substantial impediment to employment. The student must also be able to benefit in terms of an employment outcome from the provision of vocational rehabilitation services and requires such services to prepare for, enter into, engage in, or retain gainful employment. Students may seek detailed information about applying and receiving services by contacting the local office of the South Carolina Vocational Rehabilitation Department. Students will also need to apply for Federal financial aid or other funding resources prior to being considered for training assistance.

Veterans and Military Programs – www.gibill.va.gov

Any student who plans to use VA Educational Benefits should contact the CSU Military Services Coordinator. Active duty personnel eligible to use tuition assistance should contact the Education Services Office at the military base where they are stationed. The CSU Military Services Coordinator assists students in areas including VA Vocational Rehabilitation (Chapter 31) and Survivors' and Dependents' Educational Assistance Program (DEA, Chapter 35). Sons and daughters of veterans who received the Purple Heart or Medal of Honor should check on educational benefits at www.gibill.va.gov. For more information visit our campus VA Office located in room 227 Russell West, or call (843)863-8063. Also visit us at <http://www.csuniv.edu/studentsuccess/veterans.asp>

PRIVATELY FUNDED PROGRAMS

The CSU School of Business MBA Funded Scholarship

Students do not need to apply for this scholarship. Students must be regular status accepted and enrolled part or full time in the MBA program. Recipients will be selected by the Director of the MBA program with the approval from the Dean of the School of Business.

The Dr. Jairy C. Hunter, Jr., MBA Endowed Scholarship

Students do not need to apply for this scholarship. Student must be accepted into the MBA program as a degree seeking student enrolled in a minimum of 6 credit hours of graduate work. The student must have earned a minimum of 9 graduate credit hours in previous semesters, while maintaining a cumulative GPR of at least 3.0 on a 4.0 scale. Recipient will be selected on the previously mentioned criteria as well as financial need determined by federal guidelines.

The MBA Funded Scholarship

Students do not need to apply for this scholarship. Student must be Regular Status accept and enrolled part or full time in the MBA program. Recipients will be selected by the Director of the MBA program.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

In order to be eligible for renewal of financial aid, students must show evidence of satisfactory progress toward graduation. Satisfactory Academic Progress (SAP) at Charleston Southern University is defined as successful completion of coursework attempted and progress toward graduation.

Graduate students are required to meet Satisfactory Academic Progress in order to receive federal Title IV student financial aid.

1. Be regularly admitted and enrolled as degree-seeking student AND
2. Meet CSU graduate program standards (see specific program for details) for continued enrollment by maintaining a 3.0 grade point average AND
3. Successfully complete a minimum number of credits:
A student must earn 100 percent of attempted credit hours for each semester in which he/she is enrolled.

Grades of "I," "F," "FA," or any withdrawal grade do not count as successful completion; therefore, would affect future financial aid eligibility.

The academic record of all students receiving financial aid will be reviewed at the end of each spring semester for satisfactory progress; students not meeting minimum requirements will be notified and will have the responsibility of making themselves eligible before the beginning of the next academic year.

There is an appeals process for students with extenuating circumstances. Appeals must be submitted no later than 10 working days after the end of Summer Session II by completing a **Financial Aid Satisfactory Progress Appeal Form**. The form can be downloaded from the CSU website at www.charlestonsouthern.edu under Quick Links > Financial Aid > Forms & Downloads.

Appeals are considered on an individual basis, and the student is notified of the committee's decision. Contact the Enrollment Services Office for additional information.

Graduate Assistantship Guidelines

1. The University will award tuition waivers in the form of graduate assistantships for up to 162 graduate credit hours per year. Every effort will be made to apportion the assistantship waivers based on *enrollment* among the School of Education, the School of Business and the Department of Criminal Justice. Enrollment is defined as the number of courses taken by students in a given graduate program (beginning with Maymester and ending with the spring semester). ED 695 (contract) credit hours are not included. Further, in no case

will any graduate program get less than 20 percent of the GA waivers available in a given fiscal year. If a prorated division of waivers is not possible, the waivers will be awarded to students irrespective of which degree (M.Ed., M.B.A., or M.S.C.J.) the applicants are pursuing. Students who wish to be considered for graduate assistantship tuition waivers should apply by May 1st. Graduate Directors will meet as soon as possible after May 1st to award waivers for the next fiscal year.

2. For purposes of financial planning, the value of each assistantship is based on the cost of graduate tuition. Funds not expended during one term will be available for subsequent terms during any one (1) fiscal year.
3. Graduate assistantships begin with the Summer I term each year.
4. Graduate assistantships are awarded for up to one (1) year only. Recipients must reapply to be considered for an assistantship the following year.
5. Tuition waiver can be granted for a maximum of eighteen (18) graduate credit hours per academic year per student. Total tuition waivers granted an individual student will not exceed the number of credit hours required to obtain the degree.
6. No tuition waiver will be granted for undergraduate courses.
7. A graduate assistant may not be awarded more than nine (9) credit hours during fall or spring semesters, three (3) credit hours in Summer I, three (3) credit hours in Summer II, and three (3) credit hours in Maymester. However, the total hours for one student cannot exceed a total of eighteen (18) credit-hours in one fiscal year.
8. If, by the end of the Fall semester, the student does not have a cumulative GPR of 3.00 on graduate coursework or has not received a satisfactory performance evaluation (see Exhibit A attached) from his or her Graduate Assistant Site Supervisor, the student forfeits the graduate assistantship for the Spring, Maymester and Extended Maymester terms. If the student's cumulative GPR falls below 3.00 at the end of either the Spring, Maymester, or Extended Maymester semester, the graduate assistantship will be canceled.
9. If the student withdraws from a course for any reason, he or she may be charged for that course and may not receive a graduate award in the future.
10. Eligibility Criteria
 - Applications must be received 30 days prior to beginning of the term in which assistance is requested.
 - Assistantship awards to a student who applies late will be on a term to term basis and will be contingent on the availability of funds.

- Students holding the bachelor's degree must be regularly admitted to one of the graduate programs before an assistantship can be awarded.
 - A second semester senior undergraduate student may apply for a graduate assistantship for the terms following graduation and assuming the student has been regularly accepted in the graduate program if he or she has met all application requirements except for (1) receiving the bachelor's degree and/or (2) submitting scores from required tests. In this case, an assistantship may be awarded contingent on successful completion of these requirements.
 - Prior to being recommended for an assistantship, an applicant must submit a degree study plan to his or her graduate director showing enrollment for a minimum of three (3) graduate credit hours per term during the academic year.
11. For each three (3) credit hour graduate course for which a graduate assistant receives a fee waiver, he or she will be required to work seventy (70) hours for the University in accordance with the provisions of the job description provided by his or her Graduate Supervisor.
 12. All graduate assistantships are awarded by the Graduate Directors of the respective programs. In addition, Graduate Directors will determine work assignments for their respective departments (a, b and c below).
 13. Graduate assistant work assignments will follow the priority list (highest to lowest) below. Note: Departments (a) through (c) below can receive up to 420 assistantship work hours per academic year. Work assignments for all other departments -- (d) through (p) below -- will be made by the appropriate Graduate Director.
 - a) School of Business
 - b) School of Education
 - c) Department of Criminal Justice
 - d) Library
 - e) COINS Labs
 - f) Science Labs
 - g) School of Nursing
 - h) Tutoring Center
 - i) Registrar's Office
 - j) Academic Advising
 - k) University Relations
 - l) Enrollment Services
 - m) Executive Suite
 - n) Business Office
 - o) Institutional Research
 - p) Trainer/Athletics

14. Application Process:

- The student completes the “Student Application for CSU Graduate Assistantship” form and returns it to his or her Graduate Director by May 1st of each year.
- The student’s Graduate Director determines eligibility and awards the assistantship.
- The Graduate Assistant Site Supervisor (for departments d through p) interviews the recommended applicant and notifies the appropriate Graduate Director.
- Final placement for departments d through p in the priority list is made by the appropriate Graduate Director, and notification of placement is sent to (1) the student and (2) the Graduate Site Supervisor.
- The appropriate Graduate Director provides the Payroll department with the completed Graduate Assistantship form.

**FINANCIAL INFORMATION
BUSINESS OFFICE**

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 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 “Registration Day” the week classes begin. The student may not receive an official transcript until all financial obligations are settled. The Business Office will accept VISA, MASTERCARD, and DISCOVER at the cashier window or via the CSU Web site at www.charlestonsouthern.edu or through MyCSU. A payment plan is available at nominal cost to those who enroll in the plan prior to the fall semester.

GRADUATE PROGRAM TUITION AND FEES

Summer I 2009 - Maymester/Ext. Maymester 2010*

M.Ed. Degree. (All terms – per semester hour)	350.00
MBA Degree (All terms – per semester hour)	420.00
MBA Courses - Online and blended (All terms – per semester hour)	470.00
Master of Science in Criminal Justice (All terms – per semester hour) . . .	350.00
Master of Science in Criminal Justice - Online and blended (All terms – per semester hour)	400.00

Master of Science in Nursing (All terms - per semester hour)	350.00
Tuition (All Graduate Programs) 12-18 hours.	9,619.00

General & Miscellaneous Fees:

Admission Application Fee	40.00
Admission Application Fee Online	20.00
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 Fee (Valid from September 1 - August 31)	10.00

*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.

BILLING

Students will be billed according to their tuition classification. Tuition classification will be determined by the student's official Registration and Change of Schedule forms processed by the Office of the Registrar by the last date to add a class for each term. Bills are posted online through MyCSU. Preliminary bills will be posted at least one week before each semester begins. Final bills will be posted approximately one week after the last date to drop/add a course. **Payment is due no later than Registration Day each academic term.**

REFUND CHECKS ISSUED IN ERROR

The Business Office makes every effort to issue refund checks as quickly as possible. Due to this emphasis, on rare occasions, amounts are refunded in error. The University has the right and will reclaim these funds.

REFUNDS

Refunds of tuition are made **only for students who formally withdraw** from the University as follows:

- 100 percent refund for withdrawals through the last date of drop/add.
- 25 percent refund for withdrawals between first day after last day to add and end of first quarter of the term. See the Academic Calendar for specific dates.

Demand for residence hall space routinely results in denial of this privilege to some students. Thus, no refund of room fees will be made after the drop/add date. Students who officially withdraw from the residence hall will receive a prorated refund for meals not taken after their withdrawal.

RETURN OF FEDERAL FINANCIAL AID

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds they are disbursed with each day of class attendance. When a student who has received federal financial aid (Title IV funds) leaves school before the end of the semester or period of enrollment, federal law requires the University to calculate the percentage and amount of “unearned” financial aid funds that must be returned to the federal government. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student.

Once a student has completed more than 60 percent of the enrollment period, students are considered to have earned all funding received. The university will not reduce the amount owed simply because of the loss of eligibility of financial aid. Thus, withdrawal prior to completion of 60 percent of the semester may result in the student having to pay from personal funds a larger portion of the money owed to the university. Students are urged to consider these financial implications prior to making the decision to withdraw from school.

RETURNED CHECK POLICY

For each check returned because of insufficient funds or stop payment, there will be a charge of \$30.00. If the returned check is not redeemed in the Business Office within one week from the time of notification, the amount of the check plus the \$30.00 returned check fee will be charged to the student's account. The University maintains the right to refuse additional personal checks from (1) any party who cashes or remits to the University, for any reason, a “nonsufficient funds” check or (2) any party who places a “stop payment” on a personal check without University approval. This policy will not apply if a statement from the bank, on letterhead stationery, is submitted to the Business Office verifying that the check was returned due to the bank's error.

IDENTIFICATION CARDS

A Charleston Southern University **Identification Card (“student I.D.”) is required for all students** (new and returning; full-time and part-time). New students are issued Charleston Southern University Identification Cards upon arrival. These cards are necessary for admission to all official school functions, for cashing checks, for using the meal plan, for checking books out of the library, for using University equipment, for buying books from the bookstore, for voting in campus elections and for purchasing tickets for Student Activities concerts. I.D. cards can be replaced for a fee of \$10.00.

SCHOOL OF EDUCATION

Dr. G. Lorraine Wylie, Dean School of Education

Dr. Gertrude M. Morris, Director of Graduate Studies in Education

Ms. Mary Antley, Executive Administrative Assistant to the Dean, the Director of Undergraduate Studies in Education, and the Director of Graduate Studies in Education

PROFESSIONAL PROGRAM IN TEACHER EDUCATION FACULTY

Dr. Patricia B. Bower, *Professor*

Dr. Donald R. Clerico, *Professor*

Mrs. Christine Frazier, *Assistant Professor*

Dr. Marie K. Griffin, *Assistant Professor*

Dr. Patricia J. Hambrick, *Professor*

Dr. Norma W. Harper, *Assistant Professor*

Dr. Linda Karges-Bone, *Professor*

Mrs. Brenda Marques, *Director of Field Services and Assessment*

Dr. Gerturde M. Morris, *Assistant Professor*

Dr. Cyntia M. Putman, *Assistant Professor*

Dr. Lorraine Wylie, *Assistant Professor*

The Offices of the Dean of the School of Education, Director of Undergraduate Studies in Education, the Director of Graduate Studies in Education and the faculty are located in H. C. Wingo Hall.

PURPOSE AND PROGRAM STANDARDS

The primary **purpose** of the Master of Education programs in the School of Education is to prepare aspiring administrators and educators who are competent, caring and committed to educating an increasingly diverse student body to higher academic standards in P-12 schools. The *Preparing Competent, Caring Educators Committed to Student Success* model serves to advance the professional growth of educators to higher levels of accomplished teaching, administration, and leadership.

The School of Education at Charleston Southern University operates within a unified conceptual framework--Competent, Caring and Committed Educator--that guides all our undergraduate and graduate programs, syllabi, teaching, service, scholarship, assessment, and unit accountability. Collaboratively developed both institutionally and within the School of Education's greater educational community, the framework constitutes what we believe to be a highly qualified professional who will contribute positively and productively to programs and practices that are in the best interest of students and the broader community. Three major standards across all programs comprise the conceptual framework and support the unit's programs and actions. These standards assessed by specific **performance indicators** are aligned to the standards of professional organizations such as, INTASC, NCATE, NBPTS, NASM, ELCC, ACEI, NAEYC, and content areas; state and national curriculum standards, South Carolina assessment standards (ADEPT & ADEPP); and the Unit's vision, aim, mission, and philosophy as

outlined in the *CSU Handbook for Educational Administration* and the *CSU Handbook for the Master in Elementary and Secondary Education*. All 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).

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

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.

REQUIREMENTS FOR ADMISSION TO THE MASTER'S PROGRAMS IN THE SCHOOL OF EDUCATION

Orientation

All new graduate students will attend an orientation program. Students will be given information about graduate programs, oriented to 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 Process

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

1. Submit completed application packet to obtain acceptance status
2. Pay an application fee (nonrefundable) must accompany application unless the student has previously attended Charleston Southern University
3. Submit supporting documents: Hold a baccalaureate degree from an institution approved by a regional accrediting agency and a valid SC Teaching Certificate
4. Provide two professional letters of recommendation from current or former supervisors
5. Submit scores on the Graduate Record Exam (GRE) or Miller Analogy Exam (MAT).
6. Provide proof of GPA of at least 2.75 for the last two years of undergraduate study, and 3.0 GPA of graduate study (if applicable)
7. Submit official transcripts from ALL institutions where undergraduate and/or graduate courses have been taken. (Official transcripts are those mailed from the school or college directly to Enrollment Services)
8. Submit a writing sample with provided topic located in application packet.
9. Complete a disposition belief survey located in application packet.

Nondegree or Provisional Admission of Graduate Students

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

1. The student seeks a degree, but does not meet requirements for 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 Nondegree Graduate Students

A nondegree student must present a transcript showing a baccalaureate degree from an accredited institution or present a valid teacher's certificate. Even though a nondegree 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) credit hours earned while classified as a nondegree graduate student at Charleston Southern University will be accepted toward a master's degree. A student must gain formal admission into a masters program before being permitted to continue taking graduate courses. No more than twelve (12) credit hours of study may be taken as a nondegree student. Financial Aid is not available to nondegree 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.

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. Official Bank Statement
2. Official Course by Course Evaluation (See admissions application packet for 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 or internet-based score of 79.)
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 nonimmigrant (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. No professional development courses will be accepted.

A maximum of 6 hours will be accepted for transfer credit from other accredited institutions for those seeking a Master of Education in Elementary or Secondary Education. A maximum of 9 hours will be accepted for transfer credit from other accredited institutions for those seeking a Master of Education in Administration and Supervision.

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. If the GPA falls below 3.00 it must be raised to the required GPA in the next semester or the student will be ineligible to continue in the program. The GPA is calculated only on work at Charleston Southern University. A student can not earn more than one "C" in their program of study. 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 an area outside of education. 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 the course must be retaken at Charleston Southern University and passed with a grade of "B" or better before any additional coursework may be attempted in order to continue at CSU.

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.

Grade appeals may be initiated by the student in writing to the School of Education.

GRADUATION

The student must have completed the program with an overall 3.00 GPA, earn a "B" or better on all course key assessments, earn a "B" or better in the capstone course, Education 699, and pass the written comprehensive examination.

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).

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 advanced rigor in application and research activities representative of advanced standards and approved and supervised by the faculty member concerned. 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, meets with the Director of Graduate Studies in Education, and attends an orientation session. Prior to registration, the student must obtain his or her advisor's course approvals. Beginning with the first course of a student's program, each student is required to purchase a personal account and participate in Charleston Southern University School of Education's data management system through course assignments and responsibilities.

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

1. The student is responsible for all course work including electronic submissions and requirements;
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

Purpose

The primary goal of the Master of Education programs in Elementary and Secondary Education is to advance 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 other schools and colleges on campus 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 lifelong 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 master's degree, graduates may choose to pursue it as a personal goal.

Specific standards and performance indicators for the Master of Education in Elementary and Secondary Education are aligned to the NBPTS's Five Core Propositions as outlined in the *CSU Handbook for Master's in Elementary or Secondary Education*. 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, (2) know the subjects they teach and how to teach those subjects, (3) be responsible for managing and monitoring student learning, (4) think systematically about their practice and learn from experience, (5) be members of learning societies.

Listed below are the CSU standards and performance indicators for the Master of Education in Elementary and Secondary Education.

1.0 The competent educator demonstrates the knowledge, skills and dispositions to create and manage supportive learning environments that result in expected student achievement. To this end, the accomplished teaching candidate:

- 1.1 demonstrates a rich understanding of the subject(s) they teach and appreciates how knowledge in subject is created, organized, and linked to other disciplines and applied to real-world settings; develops the critical and analytical capacities of their students.
- 1.2 commands specialized knowledge of how to convey and reveal subject matter to students; articulates its substance, factual information as well as its central organizing concepts, and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

- 1.3 uses an instructional repertoire that allows candidates to create multiple paths to the subjects they teach and is adept at teaching students how to pose and solve their own problems, uses knowledge of how students develop and learn.
- 1.4 demonstrates an awareness of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance; understands where difficulties are likely to arise and modifies their practice accordingly.
- 1.5 assesses the progress of individual students as well as that of the class as a whole by employing multiple methods for measuring student growth and understanding; clearly explains student performance to parents; makes data - driven decisions about teaching and learning.
- 1.6 demonstrates the multiple ways of knowing within a subject and are dedicated to exposing students to different modes of critical thinking and to teaching students to think analytically about content; helps students develop higher-order thinking skills.
- 1.7 treats students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice; adjusts their practice based on observation and knowledge of students' interests, abilities, skills, knowledge, family circumstances and peer relationships; knows when and how to alter the social and physical organizational structure of the learning environment.
- 1.8 uses strategies to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the school's goals for students to be met; demonstrates proficiency at setting norms for social interaction among students and between students and teachers; motivates students to learn and how to maintain their interest even in the face of temporary failure.
- 1.9 uses multiple integrated repertoires as ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations, investigations, discovery, lessons; uses resources including knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software, musical recordings, and technology; teaches for understanding by requiring students to integrate aspects of knowledge into their habits of thinking.
- 2.0 **The caring and reflective educator relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment through ongoing inquiry and reflection. To this end, the candidate:**
- 2.1 critically examines their practice, seeks to expand their repertoire, deepen their knowledge, sharpen their judgement and adapt teaching to new findings, ideas and theories.

- 2.2 demonstrates an awareness of the influence of context and culture on behavior; develops students' cognitive capacity and their respect for learning; fosters students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.
- 2.3 uses knowledge of how students develop and learn by incorporating the prevailing theories of cognition and intelligence into their practice; uses aligned standards to organize activities and processes.
- 2.4 acts on knowledge about specialized school and community resources that can be engaged for their students' benefit and demonstrates skill at employing such resources as needed; finds ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.
- 3.0 The committed educator pursues learning experiences individually and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best possible educational practices for ensuring success for all students.**
- 3.1 contributes to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development; evaluates school progress and the allocation of school resources in light of their understanding of state and local educational objectives.
- 3.2 models expected dispositions and behaviors exemplifying the virtues they seek to inspire in students--curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences--and the capacities that are prerequisites for intellectual growth; the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem solving orientation.
- 3.3 strengthens their teaching through professional development opportunities, conferences, professional readings, leadership activities
- 3.4 demonstrates commitment to learning about new materials including keeping abreast of technological developments that have implications for teaching; draws on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgements about sound practice making decisions not only grounded in the literature, but also in their experience, engages in lifelong learning which they seek to encourage in their students.

Unit Benchmarks
Master of Elementary/Secondary Education

Benchmark 1: Applied to Master of Education Program

The candidate must:

1. Submit completed application packet to obtain acceptance status
 - a. Pay an application fee (non-refundable) must accompany application unless the student has previously attended Charleston Southern University
 - b. Submit supporting documents: Hold a baccalaureate degree from an institution approved by a regional accrediting agency and a valid SC Teaching Certificate
 - c. Provide two professional letters of recommendation from current or former supervisors
 - d. Submit scores on the Graduate Record Exam (GRE) or Miller Analog Exam (MAT). (Effective August 1, 2008)
 - e. GPA of at least 2.75 for the last two years of undergraduate study, and 3.0 GPA of graduate study (if applicable)
 - f. Submit official transcripts from ALL institutions where undergraduate and/or graduate courses have been taken. (Official transcripts are those mailed from the school or college directly to Enrollment Services)
 - g. Submit a writing sample with provided topic located in application packet (Effective August 1, 2008)
 - h. Complete a disposition belief survey located in application packet (Effective August 1, 2008)
2. Meet with the Director of Graduate Studies to review requirements from Master of Education program and outline the program of study, course sequence of study, prerequisites, benchmarks, potential transfer credits, and obtain copy of program handbook.

Benchmark 2: Preadmission to Master of Education Program

The candidate must:

- a. Complete the **Core Courses** with a grade point average of 3.0 on the first twelve credit hours at CSU and recommendation by Graduate Director – (EDUC 601, 611, 619, 622). Any courses transferred in from other institutions may not count toward the first 4 courses.
- b. Earn a “B” or better in all course Key Assessments.

Benchmark 3: Formal Admission and Progression in Master of Education Program

The candidate must:

- a. Complete the Professional and Special Interest Course Series earning a “B” or better in all course Key Assessments.
- b. Earn an overall GPA of 3.0 on all courses in the degree program the Professional, Content, and Special Interest Course Series.
- c. Complete the capstone course, EDUC 699, with at least a “B” or better

- d. Meet unit “Emerging Master” Criterion on Dispositions Programmatic Rubric

Benchmark 4: Program Completer

The candidate must:

- a. Complete all degree requirements for the university
- b. Pass the Comprehensive Exam
- c. Obtain official transcript to submit to South Carolina Department of Education

CURRICULUM OUTLINES

Master of Education

**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 CAPSTONE COURSE	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 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

Content: 6 credit hours in areas outside of Education	6 hours
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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 CAPTSTONE COURSE	3 hours

Professional Education: 9 Hours from:

Education 624: Advanced Studies in Teaching the Secondary School	3 hours
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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) credit hours in one of the following areas:

1. English
2. Social Studies

1. ENGLISH:

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

2. SOCIAL STUDIES:

The student will select twelve (12) credit hours from these departments:
Economics, Geography, History, Political Science, Psychology, or Sociology.

COURSE DESCRIPTIONS

Master of Education and Nondegree 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 (To be arranged in collaboration with a school district - A minimum of 9 enrolled candidates are required to hold the course).

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 624. ADVANCED STUDIES IN TEACHING IN THE SECONDARY SCHOOL (3). A study of historical developments and recent innovations in curricula, resources and techniques in content areas in secondary schools. Candidates are expected to investigate research-based strategies for increasing student achievement and conduct an action research project within their specific teaching field.

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). 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 601, 611, 619 and 622. 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 695/595. SPECIAL TOPICS IN ENGLISH/LANGUAGE ARTS (3). Prerequisites: Six credit 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 postwar 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 and KINE 380 or permission of instructor. 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 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 lifelong 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 MASTER OF EDUCATIONAL ADMINISTRATION PROGRAM

Purpose

The primary goal of the Master of Education in Educational Administration in Elementary and Secondary School Administration and Supervision is the preparation of competent, caring and committed leaders who feel confident in meeting the ever-changing demands inherent in school leadership. Graduates of the program are expected to exhibit leadership and managerial skills that allow them to approach their administrative work with a sense of confidence and competence, a feeling of enthusiasm and commitment and an openness to making choices and changes that promote success for all students.

To meet this goal, the School of Education has established standards of performance with specific evidence indicators, and professional dispositions for the Master in Educational Administration Programs. All standards, performance indicators and dispositions have been correlated to our conceptual framework, ELCC standards and the S.C. ADEPP Standards as outlined in the *CSU Handbook for Educational Administration*.

Students seeking an M.Ed. in Educational Administration must meet all requirements for regular admission to the Master's programs in the School of Education and follow the general policies and guidelines presented under requirements for admission. 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.

As candidates complete their coursework and internship experiences that incorporate the processes of systematic inquiry, reflection and collaboration, they will be focusing on the six major areas outlined by the Educational Leadership Constituent Council: (1) developing and implementing a school vision, (2) promoting a positive school culture and providing supervision for an effective instructional program, (3) managing the organization, operations and resources to promote a safe and effective learning environment, (4) collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources, (5) acting with integrity and ethically demonstrating a true professional commitment and (6) understanding and influencing the larger political, social, economic, legal and cultural context.

Listed below are the standards and performance indicators for the Master's of Education in Elementary School Administration and Supervision and Secondary School Administration and Supervision.

Standards and Evidence Indicators/Objectives for the Masters in Education Programs

1.0: *The competent educator demonstrates the knowledge, skills and dispositions to create and manage supportive learning environments that result in expected student achievement. To this end, the candidate:*

- 1.1 Demonstrates competence in understanding the organizational attributes of the school including the structural/technical, human resource, political, ethical, symbolic, and cultural dimensions of leadership.
- 1.2 Demonstrates competence in facilitating with all stakeholders the collaborative development, articulation, implementation, monitoring and fostering of a vision of learning that promotes success of all students.
- 1.3 Demonstrates appropriate interpersonal and group process skills in involving staff in priority setting, design and use of effective systems for implementing priorities, consensus building, problem solving and conflict resolution to align resources for promoting student learning.
- 1.4 Demonstrates the ability to use data-based research strategies, student assessment and demographic data, analysis of community needs and strategic planning processes aimed at attaining, monitoring and, when necessary, revising the school vision.
- 1.5 Demonstrates ability to design and implement well-planned procedures, consistent with the school vision, for selection, supervision, evaluation and continued professional development programs based on reflective practice and research, student and adult learning, and data-driven decision-making.
- 1.6 Demonstrates an understanding of appropriate models, theories and principles of organizational development and management, including change processes, conflict resolution, and data-driven decision-making to promote a positive learning environment for all students.
- 1.7 Demonstrates the ability to use and promote research, technology, and information systems to manage school operations (e.g., scheduling, budget, etc.), monitor instructional practices, curriculum implementation, and assessment, and to provide staff the assistance needed for improvement.
- 1.8 Demonstrates skills in supervising the instructional program, by articulating appropriate curricular/instructional goals, standards/objectives, activities, and assessment through monitoring and providing feedback to teachers regarding the application of "best practices" in the classroom.
- 1.9 Demonstrates an understanding of the policies, laws and regulations enacted by local, state and federal authorities to enforce educational equity and provide a safe, effective and efficient environment for student learning.
- 1.10 Demonstrates competence in understanding the role of the school in society and major social/economic factors that have an effect on learning and in

managing human, material and fiscal resources of the school and community to deal with emerging social/educational concerns.

- 1.11 Is able to assess school culture using multiple methods and implement appropriate strategies that capitalize on the diversity (e.g., gender, race, economic, etc.) of the teachers, students and school community to improve student learning.
- 1.12 Demonstrates competence in the use of appropriate research strategies, oral and written communication skills and technology to promote an environment focused on improved student learning.

2.0: *The caring and reflective educator relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment through ongoing inquiry and reflection. To this end, the candidate:*

- 2.1 Demonstrates the skills, knowledge and dispositions to capitalize on the diversity (cultural, ethnic, racial, economic, intellectual, etc.) of the school community to improve school programs by meeting the diverse needs of all students.
- 2.2 Demonstrates knowledge, skills and dispositions for promoting the success of all students by collaborating with families and other community members, responding to diverse interests and needs, and mobilizing community resources for the benefit of students and their families.
- 2.3 Demonstrates the ability to use appropriate assessment and research strategies to understand and accommodate diverse school and community conditions and dynamics.
- 2.4 Demonstrates an understanding of rights, responsibilities, values and ethics inherent in school leadership.
- 2.5 Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others, thus acting in all situations with integrity, fairly and in an ethical and sensitive manner.

3.0: *The committed educator pursues learning experiences individually and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best possible educational practices for ensuring success for all students. To this end, the candidate:*

- 3.1 Applies an understanding of community relations models, marketing and outreach strategies, data-based decision-making, community agencies, higher education, and media communications to establish partnerships that promote student success.
- 3.2 pursues a commitment to the education profession through a continued process of self-assessment aimed at individual improvement, enhancement of others, and a desire for excellence in the educational community as a whole.

- 3.3 Develops and implements personal and professional development plans that reflect a commitment to lifelong learning.
- 3.4 Demonstrates the ability to use a variety of strategies, and collaborative reflection to form comprehensive professional growth plans with teachers and other school personnel.
- 3.5 Demonstrates proficiency in communicating orally and in writing with varied populations (peers, teachers, parents, board members, administrators, state agencies, and so forth) regarding issues, trends and potential changes for the purpose of assuring quality interventions on behalf of all students.

Unit Benchmarks

Master of Education in Educational Administration and Supervision

Benchmark 1: Applied for Master of Education Program

The candidate must:

1. Submit completed application packet to obtain Regular acceptance status
 - a. Pay graduate enrollment fee to the Graduate Enrollment Office
 - b. Submit Supporting documents: Hold a baccalaureate degree from an institution approved by a regional accrediting agency and a valid SC Teaching Certificate.
 - c. Provide two professional letters of recommendation.
 - d. Submit scores on the Graduate Record Exam (GRE) or Miller Analogy Exam (MAT). (Effective August 1, 2008)
 - e. GPA of at least 2.75 for the last two years of undergraduate study, and 3.0 GPA of graduate study (if applicable).
 - f. Submit a copy of all relevant transcripts to the Director of Graduate Studies for potential transfer credit eligibility (maximum of 6 credit hours with a "B" or better – no professional development coursework/training/workshops or like forums)
 - g. Provide evidence at a minimum, two current years of successful school teaching experience.
 - h. Submit a writing sample with provided topic located in application packet. (Effective August 1, 2008)
 - i. Complete a disposition belief survey located in application packet. (Effective August 1, 2008)
2. Meet with the Director of Graduate Studies to review requirements from Masters Program and outline the program of study, course sequence of study, prerequisites, benchmarks, potential transfer credits, and obtain copy of program handbook.

Benchmark 2: Preadmission to Master of Educational Administration Program

The candidate must:

- a. Complete EDUC 615 with a grade of "B" or better
- b. Complete EDUC 681/684 (Internship I) and earn passing scores on *the College Supervisor Evaluation of Candidate* and the scoring rubric for the Internship I Reflection Paper.

- c. Earn "B" or better in all course Key Assessments.
- d. Complete application for Admission

Benchmark 3: Formal Admission and Progression in the Professional Program

The candidate must:

- a. Obtain formal admission into Master of Education in Educational Administration program
- b. Earn an overall GPA of 3.0 in core and professional coursework (EDUC 601, 608, 615, 616, 630, 640, 645, 632, 652, 662)
- c. Receive a score of adequate or higher on the *Supervision for School Improvement Assessment*.
- d. Receive a score of adequate or higher on the *Curriculum Action Plan Assessment*
- e. Receive a score of adequate or higher on the School/Community Relations Support Plan
- f. Meet unit Emerging Master Criterion on Dispositions Programmatic Rubric

Benchmark 4: Progression Through and Exit from Internship II

The candidate must:

- a. Complete Internship II (EDUC 682/685) as outlined in *CSU Handbook for Educational Administration* meeting the requirements on the Internship II Final Appraisal of Internship II completed by the College Supervisor and the Public School mentor.
- b. Complete Principalship course (EDUC 683/686) with a "B" or better
- c. Receive a score of adequate or higher on the *Internship Leadership Project Assessment*
- d. Earn a passing score on Praxis II: Educational Leadership: Administration and Supervision
- e. Earn a passing score on the *Comprehensive Examination of Content Knowledge*
- f. Meet unit Master Criterion on Dispositions Programmatic Rubric and Dispositional elements of ADEPP

Benchmark 5: Program Completer Benchmark

The candidate must:

- a. Complete all degree requirements for the university
- b. Pass all required Praxis Examinations for degree/certification
- c. Provide evidence for completion of **three years** current teaching experience with one year in Selected Program - Elementary (2-6) or Secondary (7-12).

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 OUTLINES

Master of Education

M.Ed. 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 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: Human Resource 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

M.Ed. 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 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: Human Resource 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 632. COMPUTERS: ADVANCED APPLICATIONS IN THE ELEMENTARY/SECONDARY SCHOOL (3). 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

(3). 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 to 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. R. Scott Pearson, 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.

Accreditation

Charleston Southern University has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

Master of Business Administration

Bachelor of Science in Business Administration

Bachelor of Arts in Business Administration

Bachelor of Science in Economics

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 information about graduate programs, oriented to 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) credit 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 at least 18 months to complete the general MBA and at least 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. To receive credit for undergraduate prerequisite courses, they must have been completed within the last ten years with a grade of "C" or better, or permission of the MBA director. 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.

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.
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 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. Official Bank Statement
2. Official Course by Course Evaluation (See admissions application packet for 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 or Internet-based score of 79.)
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 nonimmigrant (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. **Provisional** - A student seeking the MBA degree from Charleston Southern University who has not submitted all the required documentation and materials for Regular Admission may be accepted on the provision that he or she submit the missing required materials as determined by the Enrollment Services Office prior to preregistration for the next term. The minimum requirements

for Provisional Admission are (1) the completed graduate application, (2) the application fee, and (3) evidence of a bachelor's degree from a regionally accredited institution with at least a 2.5 grade-point-average. Enrollment cannot exceed 9 credit hours of MBA-level courses during the provisional period. Students admitted under the Provisional Admission will not be eligible for financial aid.

- C. **Nondegree 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 nondegree admission status. Financial Aid is not available to nondegree 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) credit 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 whose graduate GPAs drop below 3.0 will be placed on academic probation, and may take a maximum of six (6) graduate credit hours per semester until a GPA 3.0 is obtained. A student who earns one "F" or one "WF" or who earns their third grade lower than a "B" in MBA courses shall be suspended from the MBA program. A suspended student may apply for readmission one year from the date of suspension. For example, a student who earns an "F" in the fall semester can apply for readmission to the following fall semester. If and when the student's application for readmission is submitted it must be accompanied by a letter from the student justifying why he or she should be readmitted. The student's request for readmission must be approved by a majority vote of the MBA faculty before the student can be readmitted and begin taking classes.
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.

Nondegree seeking students may take a maximum of nine (9) credit hours of graduate work from the MBA curriculum. Nondegree seeking students must submit a graduate application for the MBA program with a nonrefundable 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 Vice President for Academic Affairs.

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 preregistration 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."

10. Students must take at least two of the following quantitative courses among their first five MBA-level courses: BUSI 522, 552, 625, 630 and 635. Students who fail to take two of these quantitative courses among their first five cannot proceed further in the MBA program.

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-one (21) credit hours:

610. MANAGING WITH EXCELLENCE AND INTEGRITY.

615. ADVANCED MARKETING MANAGEMENT.

621. BUSINESS FROM A CHRISTIAN WORLDVIEW.

or 622. BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY.

625. ADVANCED MANAGERIAL ACCOUNTING.

635. FINANCIAL MANAGEMENT PRACTICES.

650. STRATEGIC PLANNING AND ANALYSIS.

699. MBA EXIT ASSESSMENT (Required for graduation; 0 credit hours).

ONE of the following SIX courses: 630: QUANTITATIVE METHODS; 552: ADVANCED MANAGERIAL ECONOMICS; 522: MACROECONOMIC POLICY IN

A GLOBAL ECONOMY; 614: INFORMATION SYSTEMS CONCEPTS; 642: INTERNATIONAL FINANCE AND MONETARY POLICY; or 631: METHODS OF BUSINESS RESEARCH.

MBA Electives and Emphases

Students wishing to receive the general MBA must take at least three additional courses as electives. Any of the MBA courses in the course description section of the CSU Graduate Catalog, which are not taken to meet the requirements of the MBA Core or Quasi-Core, are acceptable electives. Students receiving the general MBA take at least thirty (30) credit hours of graduate work.

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

Finance - At least four of the following:

- 546. ADVANCED INVESTMENTS.
- 570. ACCOUNTING INFORMATION SYSTEMS.
- 629. DATA SECURITY AND EMERGING INFORMATION TECHNOLOGIES.
- 631. METHODS OF BUSINESS RESEARCH.
- 641. INTERNATIONAL BUSINESS AND TRADE.
- 642. INTERNATIONAL FINANCE AND MONETARY POLICY.
- 645. MERGERS AND ACQUISITIONS.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- 659. FINANCIAL PLANNING.
- 664. FINANCIAL STATEMENT ANALYSIS.

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. ADVANCED ORGANIZATIONAL BEHAVIOR.
- 613. EXECUTIVE COMMUNICATIONS.
- 629. DATA SECURITY AND EMERGING INFORMATION TECHNOLOGIES.
- 646. ENTREPRENEURSHIP.
- 651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
- 654. ADVANCED LABOR RELATIONS.
- 655. INFLUENCE STRATEGIES.
- 663. TAX ISSUES IN DECISION MAKING.

Either 621: BUSINESS FROM A CHRISTIAN WORLDVIEW or 622. BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY, as long as the course was not taken in the MBA core.

Accounting - At least four of the following:

509. COST ACCOUNTING AND MANAGEMENT CONTROL.
517. FEDERAL TAXATION FOR INDIVIDUALS.
518. FEDERAL TAXATION FOR CORPORATIONS AND OTHER ENTITIES.

525. ADVANCED FINANCIAL ACCOUNTING.
528. AUDITING AND ATTESTATION.
570. ACCOUNTING INFORMATION SYSTEMS.
629. DATA SECURITY AND EMERGING INFORMATION TECHNOLOGIES
651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.
ONE OF: 546. ADVANCED INVESTMENTS OR 659. FINANCIAL PLANNING.
663. TAX ISSUES IN DECISION MAKING.
664. FINANCIAL STATEMENT ANALYSIS.
666. ADVANCED TAX RESEARCH.

Students taking courses in the accounting emphasis for the purpose of taking the CPA exams should take ALL of BUSI 525, 528, 570, 663, 664, and 666, and will need undergraduate courses in addition to those listed as the prerequisites for the MBA. Please see the MBA advisor for the accounting emphasis.

Management Information Systems - Students must take BUSI 614 plus at least three other electives or receive permission from the Director of the MBA to substitute another Management Information Systems elective for BUSI 614. Permission to substitute another course for BUSI 614 will only be given to those students with the appropriate undergraduate background or work experience.

519. DATABASE DESIGN AND MANAGEMENT CONCEPTS.
559. ADVANCED INFORMATION SYSTEMS PROGRAMMING.
570. ACCOUNTING INFORMATION SYSTEMS.
595. INFORMATION SYSTEMS ANALYSIS AND DESIGN.
614. INFORMATION SYSTEMS CONCEPTS.
629. DATA SECURITY AND EMERGING INFORMATION TECHNOLOGIES.
639. DISTRIBUTED DATA PROCESSING AND COMMUNICATIONS.
651. SPECIAL TOPICS IN BUSINESS AND ECONOMICS.

Policies Regarding Emphasis Selection

1. Students receiving an emphasis within the MBA will have the emphasis noted on the official transcript. 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 of 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). Prerequisites: Bachelor degree and BUSI 212. Collection, analysis, and reporting of cost data used in organizational decision making.

BUSI 517. FEDERAL TAXATION FOR INDIVIDUALS (3). Prerequisites: Bachelor degree and BUSI 211 and 212 or permission of the MBA director. Federal taxation as applied to individuals.

BUSI 518. FEDERAL TAXATION FOR CORPORATIONS AND OTHER ENTITIES (3). Prerequisites: Bachelor degree and BUSI 211 and 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 525. ADVANCED FINANCIAL ACCOUNTING (3). Prerequisites: Students must have successfully completed Intermediate Accounting I and II to be enrolled in this class. Accounting principles for consolidations and combinations, liquidations, nonprofit organizations, foreign currency transactions, and other selected topics.

BUSI 528. AUDITING AND ATTESTATION (3). Prerequisites: Students must have successfully completed Intermediate Accounting I and II to be enrolled in this class. 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 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 570. ACCOUNTING INFORMATION SYSTEMS (3). Prerequisites: Students must have successfully completed Intermediate Accounting I and II to be enrolled in this class. 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 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. MANAGING WITH EXCELLENCE AND INTEGRITY (3). Prerequisite: Principles of Management or Marketing. Managing with Excellence and Integrity will familiarize you with the basics and best practices in several areas of management (e.g., core values development, planning and execution, leading change, managing and empowering employees, and conflict resolution), their nexus to organizational performance, and their interconnections with one another. Most importantly, this course will encourage you to reflect on who you are as a manager, who God wants you to be as a manager, and how to close that gap.

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 614. INFORMATION SYSTEMS CONCEPTS (3). Prerequisites: Bachelor degree and 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 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. CONTEMPORARY BUSINESS LAW AND THE LEGAL ENVIRONMENT (3). This course must be taken as an elective if an equivalent business law course was not taken as an undergraduate course. An examination of modern issues facing business leaders navigating the legal, judicial and regulatory environment of business. Topics covered include: constitutional foundations; business torts; agency; intellectual property law; debtor-creditor relationships; bankruptcy; business organizations; insurance; federal securities laws; and government regulation of employment and the environment. Instruction and discussion will be grounded in a Christian worldview thereby providing students a basis for confidence in reaching decisions within the framework of the rules of law.

BUSI 621. BUSINESS FROM A CHRISTIAN WORLDVIEW (3). The mission of this course is to equip students to think Christianly about work, business, and life. Toward that end, through readings, exercises, lecture and case study, we'll examine the presuppositions of a Christian and secular worldview and wrestle with what it means to engage in management, marketing, finance, strategy, etc., in a biblically-consistent manner.

BUSI 622. BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (3). The challenges of ethical business actions and decisions will be examined from multiple perspectives, with emphasis placed on the unique contribution of Christian thinking to understand market behavior. We will explore the meaning of ethics, its role in the business context, and a Christian framework from which to interpret ethical conduct. We will also consider the firm's social responsibilities to its numerous stakeholders, examining stewardship, sustainability, and social justice insights on business thinking and practice.

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. DATA SECURITY AND EMERGING INFORMATION TECHNOLOGIES (3). Prerequisite: Bachelor's degree. An in-depth study of information technologies that have reached the stage of early adoption by significant companies and institutions. The course reviews researched best practices at both the policy and implementation levels to prevent impairment of the affairs of the enterprise when unexpected disruptions occur. The scope of the course reviews data security issues related to human resources, accounting, finance, marketing, operations management, management information systems, and policy management. The student should take from the course the faith-based concept that positive management preparation and leadership in crisis are Christian virtues.

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, Principles of Accounting I & II, 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 or 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 or Macro Economics. A study of exchange rates, balance of payments, trade, international monetary policy, and protectionism.

BUSI 645. MERGERS AND ACQUISITIONS (3). Prerequisites: BUSI 610 and undergraduate Business Finance course. This course is designed to acquaint the student with the process of researching, developing and implementing an initiative to acquire/merge business entity(entities). This subject matter touches on the financial, managerial, accounting, legal, and human resources functions. Concepts that will be covered in the course include market strategy, financial planning, due diligence, human resource issues, synergy, integration, legal/regulatory considerations, and globalization concerns. The student will be expected to assume the role of merger and acquisition analyst and strategize for the combination possibilities. A thread of Christian ethics involving the spiritual evaluation of specific courses of action will span the breadth of the course.

BUSI 646. ENTREPRENEURSHIP (3). Prerequisite: BUSI 610. This course is designed to acquaint the student with the process of researching, developing/acquiring, and implementing a small business. Concepts that will be covered in the course include market strategy, financial planning, site selection, human resources, merchandising, customer services, and credit/collections. The student will be expected to assume the role of entrepreneur and develop a small business organization in this class. The course includes some limited field experiences involving discussions with investment professionals and preparing a business plan. Embedded in each part of the course the student will see the ethical and spiritual dimensions of business behavior evaluated and highlighted with appropriate examples from Scripture.

BUSI 650. STRATEGIC PLANNING AND ANALYSIS (3). Prerequisites: BUSI 610, 615, 625, and 635 or permission of the Director of the MBA. This is a capstone course designed to teach students to understand, integrate, and apply strategic planning, management and leadership concepts from the MBA business core in the solution of domestic and global business problems. The course will involve written and oral discussion of cases. Lectures and discussions will demonstrate how the application of biblical principles and Christian values will strengthen an organization's planning process. Students are required to develop and present a comprehensive strategic plan for a business or organization and use computer presentation software to present the project to the class.

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 nonunion environments.

BUSI 659. FINANCIAL PLANNING (3). Prerequisites: Principles of Micro or 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 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. FINANCIAL STATEMENT ANALYSIS (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 666. ADVANCED TAX RESEARCH (3). Prerequisite: BUSI 517 or 518 or 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 670/671 (3) (3). 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. Students will invest at least 180 hours in their projects. 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 due to the nature of the course, the student may not withdraw from the course without permission of the instructor.

BUSI 699. MBA Exit Assessment (0). Prerequisite: Student has applied for graduation. All MBA students who have applied for graduation will be registered for this course in the semester they apply for graduation. This is a Pass/Fail course, and a student must earn a passing grade to meet all requirements for graduation. Otherwise, the degree will not be conferred. This course will consist of a number of assessment related issues to better insure the degree program is meeting accreditation requirements. Course requirements may include some or all of the following: exit surveys, benchmarking surveys, and national or comprehensive examinations.

DEPARTMENT OF CRIMINAL JUSTICE

Dr. Jacqueline T. Fish, Chairperson of the Department and Director of the Criminal Justice Graduate Program

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 nonthesis 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 information about graduate programs, oriented to 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 nonthesis 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 coursework, 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 nonthesis 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: nondegree, 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.
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 380 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 letter of work experience no more than 500 words outlining his or her academic and career goals. This can be found on the 3rd page of the admissions application packet.

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 nondegree admission. Once the student has taken nine graduate hours, no further graduate coursework 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) credit 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.

Nondegree Graduate Student

Admission as a nondegree 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 nondegree students.

Regulations Governing Nondegree Graduate Students

A nondegree student must present a transcript demonstrating an earned baccalaureate degree from an accredited institution. Even though a nondegree 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) credit hours earned while classified as a nondegree graduate student will be accepted toward a Master of Science in Criminal Justice degree at Charleston Southern University. A student must, therefore, gain regular admission to the program before completing more than nine (9) credit 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.

Challenge and Audit Policy

There are no audit or challenge provisions for graduate courses in the MSCJ program.

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. Official Bank Statement
2. Official Course by Course Evaluation (See admissions application packet for 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 or internet-based score of 79.)
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 nonimmigrant (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 *Master's 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 coursework 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.

Levels of Instruction

1. Graduate courses are numbered at the 500 and 600 level and may include online, blended and traditional classroom delivery.
2. Graduate students must perform at a substantially higher level of academic rigor to receive graduate credits. This higher performance involves additional practical and/or research activities approved and supervised by the assigned faculty member. Special examination procedures will be utilized for graduate students enrolled in such courses.

Attendance Policy

1. The graduate student is responsible for all course work including electronic submissions and requirements.
2. The student is obligated to attend classes regularly and punctually. The fourth absence 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 complete all assignments in a timely manner and will adhere to both classroom and online submission deadlines established in course syllabi.
4. In the event of unforeseen circumstances, the student is responsible for contacting faculty members promptly.

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 coursework, 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 coursework 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.

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.

Graduation

The MSCJ student must have completed the program with an overall 3.0 GPA in the Criminal Justice core and elective work. Students must apply for graduation according to the deadline date for each term (see the calendar in the front of this catalog). A graduation fee applies for all graduates.

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 – Nonthesis 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 nonthesis 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 coursework 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 coursework 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 coursework 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 affecting 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. Required 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.

SCHOOL OF NURSING

Dr. Tara Hulsey, Dean of the School of Nursing

Mrs. Wanda Dupree, Executive Assistant to the Dean of the School of Nursing

Offices of the Dean are located in the Derry Patterson Wingo School of Nursing.

The School of Nursing offers the Master of Science in Nursing Education in a blended format of web-based and web-enhanced courses.

Purpose

The Master of Science in Nursing (MSN) Nurse Educator program at Charleston Southern University is a faith-based graduate nursing program that prepares nurses to serve in the faculty/nurse educator roles within the health care setting. The curriculum prepares graduates to develop and evaluate curriculum and to effectively implement innovative teaching strategies using multiple learning formats while emphasizing the spiritual, ethical, and moral dimensions of the art of nursing. The MSN degree in Nursing Education prepares nurses to teach at a faculty level in nursing programs as well as to accept educator positions within hospital and clinic settings.

Objectives

Upon completion of the Master of Science in Nursing (MSN) program, the graduate will be able to:

- 1) Synthesize research from education, nursing, the humanities and the sciences.
- 2) Evaluate a broad range of change, leadership, teaching and management strategies for influencing health policy, improving nursing practice and health care systems.
- 3) Analyze the ethical, legal, financial, social, political and spiritual issues impacting diverse client populations, health care, nursing practice and education, with an emphasis on identifying and implementing strategies for enhancement or resolution.
- 4) Synthesize theoretical foundations for nursing, education, and health sciences.
- 5) Apply knowledge, concepts, strategies, and evidence-based research findings to promote health, prevent disease, enhance the quality of health care and improve the environment in which health care is provided.
- 6) Synthesize knowledge from nursing science, learning theory and information technology to facilitate the application and practice of teaching in the classroom, clinical and community arenas.
- 7) Function effectively in the role of nurse educator by working collaboratively within an academic, institutional or community setting to establish a climate that fosters the development of learners and facilitates a commitment to excellence in nursing education and lifelong learning.

8) Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy and andragogy

9) Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education.

Orientation

All new graduate students will attend an orientation program. Students will be given important information about graduate programs, oriented to the e-Learning format and to the School of Nursing, and given the opportunity to ask questions about the program. The orientation program is offered at the beginning of the first semester of the program.

Program of Study

Suggested Sequence: Master of Science in Nursing Education

Semester I		Credit
Hours		
NURS 601	Applied Statistics	3
NURS 610	Nursing Curriculum Design	3
NURS 615	Theoretical Frameworks of Nursing Education	3
		9
Semester II		
NURS 620	Nursing Informatics	3
NURS 625	Evidence-based Research in Nursing	3
NURS 630	Issues in Nursing Education	3
		9
Semester III		
NURS 635	Teaching Methodologies in Nursing*	4
NURS 640	Faith Integration in Nursing Curriculum I	1
		5
Semester IV		
NURS 645	Evaluation in Nursing Education	4
NURS 650	Faith Integration in Nursing Curriculum II	1
		5
Semester V		
NURS 665	Quality and Safety in Nursing Education	3
NURS 660	Leadership and Professional Role Development*	3
NURS 655	Teaching Practicum in Nursing*	5
		11
		Total: 39 credits

This program runs as a web-based cohort model with ten 5-week classes in a 12 month period, allowing completion of the program in 16 months. Students will be required to pass an assessment of computer competency prior to beginning the program.

*Includes a clinical component.

Admission requirements of the Master of Science in Nursing Education

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

GRE or MAT within last 5 years**

GRE minimum score of 1000 (500 quant, 500 verbal)-writing analysis score of 3.5.

MAT minimal score of 375 for tests taken after October 2004. A score of 37 or higher will be accepted for tests taken prior to October 2004.

*GRE or MAT required only for applicants whose undergraduate GPA < 3.5

BSN from accredited school

ADN from accredited school [+ BS in education or another applicable area].

RN-MSN option available

Undergraduate GPA of 3.0 (on 4.0 scale), cumulative

Active, unrestricted nursing license - all applicants must hold an unencumbered license to practice as a Registered Nurse

Acceptance to CSU

Prior work experience (It is recommended to have at least 1 year of nursing experience)

Undergrad statistics course completed with a C or better

** GRE/MAT requirement may be waived if previous graduate level courses have been taken. Decisions to waive this requirement will be made on an individual basis.

B. Non-Degree Admission is granted to students who do not intend to apply for regular admission. Such students must have a baccalaureate degree from a regionally or nationally accredited institution and have at least a 2.5 undergraduate GPA or permission of the Dean of the School of Nursing. A student may take a MAXIMUM of nine graduate hours in the MSN program under non-degree admission status. Financial Aid is not available to non-degree students.

Progression

The student must maintain an overall 3.0 GPA. To graduate, the student must have a minimum GPA of 3.0. Students who receive less than a C in any course will be on probation and may take a maximum of six (6) credit hours per semester until a GPA of 3.0 is obtained. Students who receive three grades of C or who receive one F or WF will be dismissed from the program.

Course Descriptions – Master of Science in Nursing Education

NURS 601. Applied Statistics (3). Prerequisite: None. Designed for graduate students with a prior background in statistics at the undergraduate level, this course focuses on descriptive and inferential statistics commonly used in nursing research and includes the application of statistical models and interpretation of results. Topics addressed in this course include: descriptive statistics, hypotheses testing, inferential statistics, *t* tests, ANOVA, correlation coefficients, linear regression, and Chi-square tests.

NURS 610. Theoretical Frameworks in Nursing Education (3). Prerequisites: None. This course focuses on philosophical and theoretical underpinnings of nursing education and the exploration of nursing knowledge. A theoretical foundation for teaching/learning

is provided through examination of major learning theories relevant to nursing education and teaching in health care practice. Concepts essential to theoretical thinking are explored and utilized in analyzing their contribution to knowledge development. Philosophies and theories that guide nursing practice in various teaching roles will be examined.

NURS 615. Nursing Curriculum Design (3). Co-requisite: Theoretical Frameworks of Nursing Education. The course introduces the student to the role of nurse educator and the process of curriculum development. Historical and philosophical foundations of nursing education as they pertain to curriculum design in nursing and healthcare settings are examined. Fundamental learning theories and principles of curriculum development and implementation in educational programs in nursing will be analyzed. Students will appraise curriculum development and instructional design in a chosen area of nursing education through guided individual and group projects.

NURS 620. Nursing Informatics (3). Prerequisite: None. This course focuses on informatics relevant to nursing education, health care, and the classroom. A comprehensive overview of informatics, trends, and innovative teaching strategies will be discussed in a contemporary, mainstream perspective.

NURS 625. Evidence-based Research in Nursing (3). Prerequisite: Applied Statistics. This course provides a scientific basis for an understanding of the research process in nursing. The emphasis of this course is on the evaluation and utilization of research as it pertains to evidence-based nursing practice. The steps of the research process will be explored and analyzed. The relationship and appropriateness of statistical methods to evidence-based nursing practices will be examined.

NURS 630. Issues in Nursing Education (3). Prerequisite: None. The course provides a forum for knowledgeable debate on the important issues nurse educators currently face. Developments and trends that impact nursing education, the delivery of health care and the nursing profession will be explored. Reasonable responses to the demands being placed on the nursing profession will be analyzed. Conflicting viewpoints will be investigated as students synthesize their own thoughts about difficult issues affecting today's health care delivery.

NURS 635. Teaching Methodologies in Nursing (4). Prerequisites: Theoretical Frameworks of Nursing Education; Nursing Curriculum Design. This course focuses on the development of a variety of teaching methodologies to enhance learning outcomes of various populations. Within the course, students examine educational principles, theories, and strategies for the development, implementation, and evaluation of educational programs for nursing including academic nursing education, continuing education, staff development, and client/family teaching programs. This course offers students an opportunity to experience components of the teaching role in nursing through an individualized practicum and learning contract with a preceptor in selected settings.

NURS 640. Faith Integration in Nursing Curriculum I (1). Prerequisites: None. This course provides a foundational understanding of the integration of faith and learning and its impact on the values and ethics of a discipline of study. Students are provided the context and tools to critique the nature and source of knowledge claims in contrast to personal faith claims. Students will explore the assumptions of major philosophies and critically examine values in nursing theory.

NURS 650. Faith Integration in Nursing Curriculum II (1). Prerequisites: Faith Integration in Nursing Curriculum I; Theoretical Frameworks of Nursing Education. This course builds on an understanding of major paradigms that nursing curriculum. Students will focus on the application of faith and learning in nursing and promote an integrated curriculum that prepares students to make wise judgments in nursing practice. Critical thinking exercises that promote a dialogue for understanding God's revealed truth will be explored. Students are provided the context and tools to critique ontological and epistemological underpinnings (nature and source) of nursing knowledge claims in contrast to personal faith claims.

NURS 645. Evaluation in Nursing Education (4). Prerequisites: Curriculum Design; Teaching Methodologies in Nursing This course focuses on the planning of classroom testing, analysis of test results, test writing techniques, evaluation of critical thinking, and clinical performance. In addition, this course addresses the development and evaluation of testing in distance education.

NURS 655. Quality and Safety in Nursing Education (3). Prerequisites: None. This course focuses on defined quality and safety competencies for nursing. Within the course, students examine each competency and proposed targets for the knowledge, skills, and attitudes to be developed. This course offers students an opportunity to reshape professional identity formation in nursing to include commitment to quality and safety competencies recommended by the Institute of Medicine (IOM).

NURS 660. Leadership and Professional Role Development (3). Prerequisites: all MSN courses in semesters I-IV. This course focuses on nursing leadership incorporating theory and research as it applies to the role of the nurse educator in a variety of settings. Emphasis is placed on strategic planning, negotiation and other strategies required for effective leadership. This course provides a forum for the analysis and synthesis of role behaviors specific to the nurse educator, and includes an in-depth analysis of the roles and responsibilities of nurse educators.

NURS 665. Teaching Practicum in Nursing (5). Prerequisites: all MSN courses in semesters I-IV. This clinical course provides opportunities to design, implement, and evaluate learning experiences in nursing education settings. Emphasis is on the application of teaching-learning and evaluation strategies in the academic setting. In this course, the students will develop and implement instructional content, and work closely with qualified nurse educators as mentors in the classroom and clinical settings. Evidenced-based teaching strategies will be implemented and evaluated through a comprehensive teaching plan. This course is the culmination of knowledge gained in semesters I-IV of the program and is to be completed in the student's final semester of the MSN program.

ADMINISTRATION, FACULTY, TRUSTEES

OFFICE OF THE PRESIDENT

Jairy C. Hunter, Jr., A.A., B.S., M.A., M.A., Ph.D., President
Lindsey Walke, Assistant to the President
Faye Wood, Executive Assistant

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Academic Administration

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Lorraine Terry, Administrative Assistant to the Dean of the College of
Humanities and Social Sciences
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Science and Mathematics
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Wanda Dupree, Administrative Assistant to the Dean of the School of Nursing
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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
Patricia J. Hambrick, B.A., M.A., M.A., Ed.D., Director of Academic Technology
and Director of Academic Grants

Graduate Studies

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Gertrude M. Morris, B.A., M.A., Ed.D., Director of Graduate Studies in Education
R. Scott Pearson, B.A., M.B.A., M.A., Ph.D., Director of the M.B.A. Program
Jacqueline T. Fish, A.S., B.S., M.S., Ed.D., Director of the M.S.C.J. Program
Tara M. Hulsey, B.S.N., M.S.N., Ph.D., Acting Director of the M.S.N. Program

Office of the Registrar

Rex Nestor, B.A., M.B.A., University Registrar
Amanda Sisson, A.A., A.P.S., B.A., Assistant Registrar
Jackie Jordan, B.S., Administrative Assistant to the University Registrar
Darla Mills, Operations Director

Career Planning and Student Employment

Hester Young, B.S., M.A., Director of Career Planning and Student Employment
Nicole Copland, Career Planning and Placement Counselor
Karvelis Flowers, B.A., Student Employment Specialist

Library

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Diane C. Boykin, B.A., M.L.I.S., Assistant Librarian - Cataloging
Monica R. Langley, B.A., M.L.I.S., Assistant Librarian - Acquisitions
Eileen T. Lutzow, B.A., M.L.S., Assistant Librarian – Systems and Electronic Resources

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Janet M. Mims, B.A., CPA, Associate Vice President for Business Affairs
Jennifer Welch, Executive Assistant to the Vice President
for Business Affairs
Summer Reyes, B.S., J.D., Assistant Director of Student Accounts
Carol Savory, B.S., Assistant Director of Financial Services

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Brian E. McGlothlin, B.A., M.B.A., Communications Manager
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John Bodden, A.S., B.T., M.A., Director of Database Operations
Tony Boone, B.S., Network Administrator
David Ackerman, A.S., Wireless Administrator
Cherryl Anderson, Postal Manager

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Nick Cimorelli, B.S. M.S., Director of Facilities and Auxiliary Services

ENROLLMENT MANAGEMENT

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Rebekah Davis, Executive Assistant

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Jim Rhoton, B.S., M.B.A., M.Ed., Director of Admissions
Jenna Parish, B.S., Director of Financial Aid
Theresa Wofford, Director of Enrollment Operations
Nick Ballenger, B.A., Assistant Director of Admissions

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Teri Karges, Assistant Director of Financial Aid

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and Marketing
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Advancement and Marketing

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Sherry Atkinson, Diploma Degree in Nursing, University Relations Officer

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and Student Affairs

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Campus Ministries

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Tamara Odom, B.S., Campus Ministries Assistant

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Robert E. Ratliff, B.S., M.A., Ed.D., LPC, NCC, Dean of Students
Julia Ard, Executive Assistant to the Dean of Students

Counseling Services

Glenda K. Hill Nanna, B.S., M.A., LPC, Director of Counseling Services

International Services

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and Director of International Services

Recreational Services

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Campus Security

Donald R. Little, Jr., B.S., Director of Campus Security

Residence Life

Corey A. Humphries, B.S., M.S.C.J., Director of Residence Life

Student Activities

Joyce Rea, B.S., Director of Student Activities

Athletics

Hank Small, B.A., M.S., Athletic Director

Cathryn Broderhasuen, B.A., Associate Athletic Director for External Affairs

Michael Hammond, B.S., M.Ed., Assistant Athletic Director for NCAA Compliance

Christie Faircloth Dixon, B.A., M.A., Student Athlete Success Director/SWA

Toby Harkins, B.S., M.A., A.T.C., Head Athletic Trainer and Assistant Director of
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James Bradley, A.S., Assistant Athletic Director for Internal Affairs

Crystal Boswell, B.S., Business Manager of Athletics

Beth Boyle, B.A., Office and Ticket Manager of Athletics

Brooke Kakassy, B.A., Director of Marketing and Promotions

Blake Freeland, B.S., Sports Information Director

Barclay Radebaugh, B.S., M.A., Head Men's Basketball Coach

Julie Goodenough, B.A., M.Ed., Head Women's Basketball Coach

Shane Winkler, B.S., Head Softball Coach

Danyel Bellush, B.S., M.Ed., Head Volleyball Coach

Tosha Ansley, B.S., Head Women's Track Coach and Cross Country Coach

Tim Langford, B.S., C.M.T., Head Men's Track and Field / Cross Country Coach

Howard Vroon, B.A., M.A., J.D., Director of Golf

Mike Wilson, B.A., B.S., Men's Golf Coach

Eric Terrill, B.S., M.A., Head Women's Soccer Coach

Mike Baker, B.S., Head Women's Tennis Coach

Jay Mills, B.A., M.S.A., Head Football Coach

Stuart Lake, B.S., M.A.T., Head Baseball Coach

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2009 BOARD OF TRUSTEES**

Term Expires December 31st of the year listed:

Bishop, Mrs. Mary Ann	2013
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