



“Transformation Through Collaboration”

Graduate

CATALOG

2020-2021

INSTITUTIONAL ACCREDITATION

South Carolina State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, educational specialist, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Carolina State University.

The Academic Programs are accredited by various national accrediting bodies.

- The Civil Engineering Technology, Electrical Engineering Technology, Industrial Engineering Technology and Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.
- The Nuclear Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.
- The Computer Science program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.
- The Business Programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.
- The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- The Rehabilitation Counseling Education Program is accredited by the Council of Rehabilitation Education, Inc. (CORE)
Address: 300 N. Martingale Road, Suite 460, Schaumburg, IL 60173.
- The Social Work Program is accredited by the Council on Social Work Education (CSWE).
- The Studio Art Program is accredited by the National Association of Schools of Art and Design (NASAD).
- The Music Program is accredited by the National Association of Schools of Music (NASM).
- The Speech Pathology and Audiology Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).
- The Teacher-Education Programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- The Master of Arts (M.A.) education program in Speech Pathology and Audiology at South Carolina State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Address: 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

In addition, the Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc. and the Child Development Learning Center is accredited by the National Association for the Education of Young Children (NAEYC)

NOTE:

Accreditation documents are on file in the Miller F. Whittaker Library and may be inspected after submitting an official request to the dean of Library and Information Services. Requests will be honored during normal business hours of the library.

NOTICE:

South Carolina State University reserves the right to add or drop programs and courses, to change fees, to change the calendar which has been published and to institute new requirements when such changes appear desirable. Every effort will be made to minimize the inconvenience such changes might create for students. Suitable substitutions will be allowed for required courses which have been withdrawn. This catalog, subject to any amendments, additions or deletions, shall be effective from Fall 2020 thru Summer 2021.

THIS IS NOT A CONTRACT

Table of Contents

ACCREDITATION INFORMATION

THE UNIVERSITY	8
Campus	8
History of the University	8
Presidents of the Institution.....	10
Mission Statement.....	10
Administrative Organization	11
Board of Trustees and Senior Administrators	12

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES.....15

Program Offerings and Degrees	16
-------------------------------------	----

Admission Requirements and Procedures.....17

Admission Levels.....	17
Admission Standards: Advanced Programs.....	17
Admission Standards: Master's Programs.....	17
English Requirement.....	17
Application Fee.....	18
Admissions and Retention Committee.....	18
Committee Procedures	18
Conditional Admission	18
Full Admission	18
Non-degree Admission.....	18
Readmission.....	18
Standard Admissions Form.....	18
Temporary Non-degree Admission	18
Filing Deadline.....	18
International Student Admission.....	19

General Degree Requirements19

Academic Good Standing.....	19
Continuous Enrollment.....	19
Educational Leadership Students.....	19
Grading Policies and Required Grade Point Average (GPA)	19
Program of Study.....	19
Student Load	19
Application for Graduation.....	20
Checklist for Degree Aspirants.....	20
Commencement Participation Policy	20
Comprehensive Examinations	20
Professional Comprehensive Examination.....	20
Subject-Matter Comprehensive Examination	20
Course Revalidation	20
Graduate Student Exit Survey	20
Residence Requirements.....	19
Time Limits for Completing Requirements for Degree ..	20

Academic Regulations21

Defense of Thesis or Dissertation	21
---	----

Ready for Binding Deadlines.....	21
Student Responsibility.....	21
Thesis and Dissertation Guidelines.....	21
Thesis and Dissertation Requirement.....	21
Transfer of Credit	21
Transient Credit.....	22
Course Substitution Requirements.....	22
Credit for Portfolio-Based Experiences	22
Directed Independent Study	22
Right of Appeal.....	22
Teacher Certification Requirements.....	22
Request to Retain Catalog Year (RRCY).....	23
Unofficial Withdrawal Policy	23

Center for Teaching, Learning and Extended.....23 Studies

Online and Distance Education.....	23
Academic Technology Support Services	23
Faculty Development.....	23
Continuing Education	23
Instructional Technology Support Services	23
Awarding of Continuing Education Credit (CEUs) ..	24
Attendance and Grades for CEU Generating	
Activities	24
Criteria for CEU Approval.....	24
Costs for Non-Academic Continuing Education	
(CED Generating) Programs.....	24
SC State Tuition and Fees Schedule.....	24
Fee Type	24
Refund for Non-Academic Continuing	24
Education Programs (including CEU	
programs).....	24

Miller F. Whittaker Library25

IP Stanback Museum and Planetarium25

Summer School26

Financial Aid.26

Financial Need.....	26
Source of Financial Aid.....	27

Employment.....27

Satisfactory Academic Progress27

Progress Standards.....	27
Academic Performance	27
Appeals	27

Graduate Assistantships.....27

Application Procedures.....	28
Eligibility Requirements	28
Fellowships/Scholarships	28
Other Financial Aid.....	28

South Carolina Teacher Loans	28	Speech Pathology and Audiology	38
Graduate Student Personnel Services	28	Master of Arts in Teaching	40
Identification	28	Objectives.....	40
Registration, Fees, and Expenses.....	28	Overview	40
Enrollment.....	28	Admission Regulations.....	40
Late Registration.....	28	Application.....	41
Registration.....	28	Certification.....	41
Refund Policy	28	Goal Statement.....	41
Application Fee	29	Graduate Admission	41
Board	29	Letter of Recommendation.....	41
Laboratory Fees are Nonrefundable.....	29	Transcripts.....	41
Medical Withdrawals	29	Master of Arts in Teaching Degree	41
Other Fees	29	Early Childhood Education.....	41
Process of Refunds.....	29	Specialty Courses.....	41
Room Deposit.....	29	English.....	41
Room Rent.....	29	English Teaching Option.....	42
Semester Fees and Expensed.....	29	Mathematics.....	42
Full-Time Student.....	29	Mathematics Teaching Option.....	42
Overload.....	29	Elementary Education.....	43
Part-Time Student.....	29	General Science.....	42
SC State Tuition and Fees Schedule	29	General Science Teaching Option.....	42
University Fee and Tuition.....	29	Professional Education	42
Withdrawal from Classes	29	Specialty Courses.....	42
Policies and Procedures Manual.....	29	Master of Business Administration	43
English Fluency Policy	30	MBA Program Options.....	44
Withdrawal from University.....	30	Mission and Objectives.....	43
Grading Procedures	30	Admission Requirements.....	44
Veterans Affairs	31	Program of Study for Students with Undergraduate	
Veteran's Services Eligibility Policy	31	Degrees in Business	44
VA Policies and Procedures.....	31	Program of Study for Students with Non-Business	
Enrollment Certification.....	31	Undergraduate Degrees.....	45
What is Expected of ALL Students - Veterans and		Master of Education Degree Programs	45
 Dependent Each Semester.....	32	Admission Interview.....	45
DEGREE PROGRAMS.....	35	Admission Regulations.....	45
Programs in Educational Administration.....	35	Application.....	45
Admission Regulations	35	Assessment Data.....	45
Eligibility Requirements for ED.D. Degree Applicants.....	35	Eligibility Requirements	46
Degree Requirements	35	Goal Statement.....	45
Program of Study.....	35	Graduate Admission.....	45
Grade Requirements	35	Letters of Recommendation.....	46
Time Limitation	36	Transcripts	45
Residency Requirement	36	Counselor Education.....	46
MASTER'S DEGREE PROGRAMS OF STUDY ...	37	Elementary Education.....	47
Master of Arts.....	37	Elementary Physical Education	47
Rehabilitation Counseling.....	37	Secondary Education.....	48

Nutritional Sciences.....	50	Department of Civil and Mechanical Engineering Technology and Nuclear Engineering	79
Transportation.....	50	Department of Industrial and Electrical Engineering Technology.....	80
Graduate Certificate Programs	51	Department of Mathematics and Computer Science	81
Environmental Monitoring and Restoration	51	Graduate Studies Council	82
Background.....	52	Graduate Faculty.....	82
Eligibility	52		
The Program.....	52		
The Curriculum.....	52		
DESCRIPTION OF GRADUATE COURSES	53		
College of Business & Information Systems	54		
Department of Accounting, Agribusiness and			
Economics	54		
Department of Business Education.....	55		
College of Agriculture & Health Sciences.....	59		
Department of Family and Consumer Sciences.....	59		
Department of Health Sciences.....	62		
Department of Human Services.....	64		
College of Education, Humanities, and Social Sciences Courses.....	68		
Department of Education.....	55 – 59, 68		
Department of English and Modern Languages.....	75		
Social Studies.....	76		
Department of Social Sciences	76		
Department of Visual and Performing Arts	77		
College of Science, Mathematics and Engineering Technology	77		
Department of Biological and Physical Sciences	79		
		INDEX	84-87
		ASSURANCES.....	90

The Graduate School is located in the New Engineering and Computer Science Complex, Room Suite 203, on the campus of SC State University. For more information, view the University Web Page at www.scsu.edu; call (803) 536-7133 or write:

The Graduate School
 South Carolina State University
 Post Office Box 7098
 300 College Street, NE
 Orangeburg, SC 29117-0001

Updates to this Catalog approved **after August 15, 2020**, can be found in the **Catalog 2020 – 2021 Addendum** which can be found on the University’s website **www.scsu.edu**.

THE UNIVERSITY

Knowledge Duty Honor



- *The Campus*
- *History*
- *Mission*
- *Administration*

South Carolina State University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

THE UNIVERSITY

CAMPUS

South Carolina State University, located in the city of Orangeburg which is 40 miles east of the state capital at Columbia, is only a five-minute walk from the heart of the city.

The University owns 160 acres of land. An additional 286 acres are located at Camp Daniels in Elloree, South Carolina. This property, however, is not included in the total amount of land owned by South Carolina State University.

HISTORY

The Constitutional Convention of 1895 enacted provisions authorizing the Legislature to create the College by a severance of the state's interest from Claflin University. In pursuance of such authorization, the General Assembly in 1896 enacted statutes providing for the establishment of a normal, industrial, agricultural and mechanical college. The same Legislature provided for the appointment of a Board of Trustees, an administration, a faculty, and for the adoption of rules and regulations to govern the operation of the College.

Pursuant to this organization, a faculty composed of 13 South Carolinians was chosen by Dr. Thomas E. Miller, a former Congressman from South Carolina, who had been appointed as the first President of the College; and on September 27, 1896, the doors of the institution were opened as a land-grant college. The College plant consisted of 135 acres, eight small buildings, a small dairy herd, and a few farm animals. Because of the meager facilities, academic instruction was mostly given on logs hewn from the campus wilderness, in the tradition of the Mark Hopkins ideal college. These logs were later made into lumber for the first dormitory and classroom buildings.

In 1911 Robert Shaw Wilkinson, a native of Charleston and a former Professor of Physics at the College, was elected President. Under his administration, the income of the College was increased from both federal and state sources, and a federal appropriation for extension work was added.

After 21 years of sincere service, Dr. Wilkinson passed; and on March 15, 1932, the presidency of the College was undertaken by Miller F. Whittaker, who at that time was Director of the Mechanical Department. Some of the outstanding activities that marked President Whittaker's administration were the establishment of a Law School, Extension School units in 15 South Carolina communities, and a Reserve Officers' Training Corps Infantry Unit.

President Whittaker gave 18 years of dynamic service to the College, and in 1949 he died with a firm faith that: "The College is serving the people of this state as never before. The worth of the institution is best expressed in the community relationship, which it maintains, and the improvement of rural and civic life, which it promotes through its graduates, its faculty, and its extension agencies. The College has exhibited its economic, civic, and social worth to the Commonwealth of South Carolina."

In 1950 Benner C. Turner, Dean of the School of Law was elected President of the College. He retired in 1967 after 17 years of service.

Under President Turner's administration the College's growth was tremendous, both in academic activities as well as in physical and human resources. Outstanding changes included the rapid growth of both undergraduate and graduate enrollments; increases in the number of faculty and staff; increases in the number holding doctoral degrees, the reorganization of the administrative and instructional areas of the College; major improvements in the physical plant which included the renovation of buildings and the construction of many new buildings; among which were a new academic building, and dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping; all of which have added to the comfort and beauty of the campus.

The legal and official name of the institution was changed to South Carolina State College, by the act of the General Assembly of 1954.

Upon the retirement of Dr. Turner, the Board of Trustees appointed Dr. M. Maceo Nance, Jr., Vice President of Business and Finance, as Acting President of the College to serve until a successor to the former president could be chosen. The appointment became effective June 24, 1967. Dr. Nance was elected President by the Board on June 23, 1968, and was inaugurated November 27, 1968. Under President Nance's administration, the College experienced unprecedented growth in academics, students, faculty, staff and physical facilities. Twenty degree programs were established including the doctorate in Educational Administration. The majority of the qualified faculty held doctoral degrees. Many academic programs received professional accreditation, while the College maintained its regional accreditation. Scholarship programs and faculty chairs were enhanced and initiated to promote the pursuit of knowledge. In keeping with the land-grant mission of the College, the 1890 Research and Extension program (United States Department of Agriculture), through its services and research, assisted in improving the quality of life for the citizens of South Carolina. In recognition of the need for additional school-community interaction, an Adult and Continuing Education unit and a comprehensive college-community relations program were established and promoted. National and international awards were bestowed on many academic programs and extracurricular activities. Dr. M. Maceo Nance, Jr., retired June 30, 1986 after serving as President for 19 years.

The Board of Trustees appointed Dr. Albert E. Smith the Sixth President of South Carolina State College, effective July 1, 1986. Dr. Smith, with a theme of "New Directions," immediately advanced a set of institutional goals which included the development of a strategic plan, renewed emphasis on academics, and the improvement of student life, the strengthening of enrollment, fiscal management efficiency and improved relations with all college constituencies.

In five-and-one-half years, the Smith administration increased student enrollment to more than 5,000; established an Office of Research and Grants Administration which resulted in a dramatic increase in research-related funding; initiated a division of Development and Institutional Relations which stimulated significant growth in alumni support; implemented a computerized integrated on-line system in the library; instituted a new Honors Program and Student Exchange Program; brought on board a Master of Arts degree in teaching and expanded the Post RN completion program for beginning students; created a School of Freshman Studies; initiated plans for the funding and construction of a

Fine Arts Center, a new dormitory on campus, and a Convention Center at Camp Harry Daniels; secured initial accreditation and reaccreditation for all programs submitted to accrediting agencies between August 1986 and January 1992. One of the most profound changes of the Smith administration was the development of plans and strategy, which resulted in the Institution's name designation being changed from College to University in 1992. Dr. Smith served as President of South Carolina State University from July 1, 1986, to January 5, 1992.

On January 6, 1992, the Board of Trustees named Dr. Carl A. Carpenter, a professor in the School of Education and former Provost, as Interim President. Dr. Carpenter served in this capacity until a new president was named in September 1992.

On September 30, 1992, the Board of Trustees elected Dr. Barbara R. Hatton as the first woman to assume the presidency of South Carolina State University. Beginning her duties on January 4, 1993, Dr. Hatton was inaugurated seventh President of the University on November 13, 1993. As a result of her vision and leadership, significant steps were taken to move the institution toward becoming the inclusive university of the twenty-first century. Among the steps were: restructuring to reduce the number of administrative positions and increase the number of faculty positions; aligning and renaming academic departments and schools; achieving full accreditation status for programs in music, nursing, social work, speech pathology and audiology in addition to reaccreditation of teacher education programs; initiating legislation which allowed engineering technology graduates to sit for the engineering licensure examination in South Carolina, and opening an Office of State and Community Relations in Columbia. Capital improvement projects included the Oliver C. Dawson Bulldog Stadium, the Student Center Plaza and acquisition of the Dawn Center.

On June 13, 1995, the Board of Trustees named Dr. Leroy Davis, Vice President for Student Services, as interim President. Immediately following his appointment, Dr. Davis initiated a number of changes which resulted in significantly improved constituent support and confidence in the University's management of its resources. These changes included new management policies and procedures, increased faculty hiring, and increased faculty participation in University governance. On April 10, 1996, after a national search, the Board of Trustees elected Dr. Leroy Davis as the eighth President of South Carolina State University. Prior to serving as Interim President and being elected President, Dr. Davis served the University in several capacities including Professor of Biology, Vice Provost for Academic Administration, and Vice President for Student Services. After his appointment to the presidency, Dr. Davis initiated plans to establish Centers of Excellence in each of the five academic schools; increased scholarship support to recruit more academically talented freshmen, designated tuition and fee revenues for program accreditation, improvement of information technology services, faculty salary equity increases, and increased student activities support: implemented a new tenure and promotion policy; established the first University Staff Senate; increased University partnerships and collaborations; and implemented new community service programs in the areas of healthcare and economic development and construction of a Fine Arts Building; restructured academic and administrative support programs; reaffirmed the accreditation of several academic programs; reorganized the President's Cabinet and established the University

Council and the President's Advisory Board. Dr. Davis retired from the University on June 30, 2002 after serving as president for six years.

On July 1, 2002, following the retirement of Dr. Davis, the Board of Trustees appointed Ernest A. Finney, Jr., former South Carolina Supreme Court Justice, as Interim President of the University to serve until a successor to the former president could be chosen. During his tenure, the only undergraduate Nuclear Engineering program at an HBCU was developed in conjunction with the University of Wisconsin. The University received funding in the amount of \$9 million to construct a state-of-the-art transportation research facility and became the lead institution to provide statewide coordination for the South Carolina Alliance for Minority Participation (SCAMP), as well as a \$5million grant to increase the number of minority students participating in mathematics, science, engineering and technology.

On May 16, 2003, the Board of Trustees named Dr. Andrew Hugine, Jr., the ninth President of South Carolina State University. President Hugine developed an Alumni Heritage Endowment, a perpetual fund for scholarships, capital improvements, and endowed chairs. Faculty, Staff, and Student Cabinets were established. The front entrance to the campus was renovated and upgraded; a security booth was constructed; and a new, enormous Bulldog mascot was unveiled to adorn the front entrance. Major renovations and improvements were made to selected dormitories, academic buildings, and the Smith-Hammond-Middleton Memorial Center.

Under President Hugine's leadership, an agreement with the University of South Carolina launched a faculty/student exchange program in nuclear engineering; the University Transportation Center was named the James E. Clyburn Transportation Center, and the Walnut Room was named the Robert S. Evans Walnut Room. In addition, the Real Estate Foundation 501(c) 3, the Research and Development Foundation and the Advancement Foundation were established. Also, the 1890 Extension Office Complex was completed. The Student Success and Retention Programs were developed, and the five undergraduate schools within Academic Affairs were reorganized and elevated into three colleges.

Other university accomplishments during Dr. Hugine's presidency include: the Computer Science program received its initial accreditation by the Computing Accreditation Commission of ABET, and a Master of Business Administration degree with concentrations in Agribusiness and Entrepreneurship was approved. The 1890 Research and Extension Division purchased a mobile technology unit and the University Board of Visitors was established. Additionally, the nursing program received accreditation from the Commission for Collegiate Nursing Education.

In 2005, the University began work on a \$42 million apartment-style residence hall. The new 772-bed living facility (Hugine Suites) was the largest construction project in the history of the University. The University completed multi-million-dollar renovations to the Pitt and Washington Dining Hall facilities; alumni giving reached a record \$1 million; the Master's in Transportation degree program was established; and the Thomas E. Miller Society was established to recognize \$100,000 lifetime givers.

In addition, through the United States Agency for International Development (USAID) Africa initiative, SC State partnered with the

Country of Tanzania to provide textbooks and other learning materials to the students in Africa. The University also was ranked by Washington Monthly Magazine, as number nine as a national university and number one in the area of social mobility. In 2007, South Carolina State hosted the first debate of the 2008 Presidential cycle on Thursday, April 26th. It was produced by NBC News and hosted by SC State. MSNBC's signature political program, "Hardball with Chris Matthews," aired live from South Carolina State University.

On December 13, 2007, Dr. Leonard A. McIntyre was named Interim President. During his tenure, Interim President McIntyre and a delegation from the University delivered the first set of textbooks (165,000) to the students of Zanzibar. In addition, His Excellency Amani Karume, President of Zanzibar served as the Commencement speaker in Spring 2008. South Carolina State University and Francis Marion University announced the launch of the new I-95 Corridor Initiative seeking innovative ways to address long-running development challenges in eastern South Carolina. Renovations also began on Lowman Hall.

On June 6, 2008, the Board of Trustees named Dr. George E. Cooper the 10th President of South Carolina State University. Under his leadership, Orangeburg-Calhoun Technical College and South Carolina State University signed an agreement creating "The Gateway Program" between the two-year college and the four-year university. In addition, the Dr. Clemmie Emily Webber Educational Resource Center was named and dedicated at the I.P. Stanback Museum and Planetarium. Construction began on the Hodge Hall Annex. Other notable achievements include capturing the 2008 MEAC championship and a berth in the prestigious Football Championship Subdivision (FCS) playoff, and the 2009 world premiere of the documentary, "Scarred Justice: The Orangeburg Massacre 1968." Outstanding collections acquired and exhibited at the University included: The Miller F. Whittaker Library named and dedicated The Cecil Williams Collection: "A Visual Chronicle of African American History," and the I.P. Stanback Museum and Planetarium exhibited "James Brown: Preserving the Legacy" collection.

In 2010 Coach Willie E. Jeffries was given the designation Head Football Coach Emeritus; and the Willie E. Jeffries Field was named at the Oliver C. Dawson Bulldog Stadium. The University was reaccredited by the Southern Association of Colleges and Schools (SACS) through 2020. The Leroy Davis, Sr. Hall, which houses the Department of Physical Sciences, was dedicated.

Dr. Rita Jackson Teal assumed the responsibilities as Acting President on March 31, 2012.

On July 5, 2012, Dr. Cynthia A. Warrick was appointed Interim President. In 2013, the Dedication and Open House for the Engineering and Computer Science Complex was held; the University was named one of the newest associate members of Oak Ridge Associated Universities (ORAU) university consortium; the University's College of Education, Humanities and Social Sciences received continuing accreditation from the National Council for the Accreditation of Teacher Education (NCATE); and the SC State tennis teams captured the 2013 Mid-Eastern Athletic Conference Men's and Women's Tennis Championship titles.

Dr. W. Franklin Evans assumed the responsibilities as Acting President on June 1, 2013.

On April 18, 2013, the Board of Trustees named Thomas J. Elzey President of South Carolina State University. On June 15th, he assumed the responsibilities as the eleventh president. Under the guidance of President Elzey, two new Master of Science Degree Programs, Energy and Environmental Science and Bio-Engineering Sciences, were developed and subsequently approved by the South Carolina Commission on Higher Education (SCCHE). Other accomplishments include: the restoration of the clock tower at Miller F. Whittaker Library; the development of a new organizational structure, which more effectively managed the academic, fiscal and operational divisions of the university; improvement of campus grounds; and increased giving of scholarship funds from the University Foundation, alumni and individual supporters.

On July 1, 2016, Board of Trustees named James E. Clark as the Twelfth President of South Carolina State University.

PRESIDENTS OF THE INSTITUTION

Thomas E. Miller, B.A., M.A., LL.D.	1896-1911
Robert Shaw Wilkinson, B.A., M.A., Ph.D.	1911-1932
Miller F. Whittaker, B.S., M.S., LL.D.	1932-1949
Benner C. Turner, B.A., LL.B., LL.D.	1950-1967
M. Maceo Nance, Jr., A.B., M.A., LL.D., L.H.D.	1968-1986
Albert E. Smith, B.S., M.S., Ph.D.	1986-1992
Barbara R. Hatton, B.S., M.A., M.E.A., Ph.D.	1993-1995
Leroy Davis, Sr., B.S., M.S., Ph.D.	1996-2002
Andrew Hugine, Jr., B.S. M.Ed., Ph.D.	2003-2007
George E. Cooper, B.S., M.S., Ph.D.	2008-2012
Thomas J. Elzey, B.S., M.S., P.M.P.	2013-2015
James E. Clark, B.S., M.S.	2016-

MISSION STATEMENT

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration.

SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development

of the state and nation.

(This mission statement was approved by the S.C. State University Board of Trustees on March 30, 2010).

ADMINISTRATIVE ORGANIZATION

The authority and responsibility for the governance of South Carolina State University is vested in the Board of Trustees. The Board of Trustees, directly or through its authorized committees, establishes general policies of the University and formulates its broad program of educational activities. The Board elects the president of the University to whom it delegates full *authority and responsibility for the detailed administration of the institution*.

The faculty, subject to the review by the President and Board of Trustees, has legislative powers in all matters pertaining to the standards of admissions, registration, requirements for and the granting of degrees earned in courses, the curriculum, instruction, research, extracurricular activities, the educational policies and the standards of the University, and all other matters pertaining to the conduct of faculty affairs, including the discipline of its own members.

BOARD OF TRUSTEES AND SENIOR ADMINISTRATOR

BOARD OF TRUSTEES

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Dr. Gerald Hubbard Smalls

Dr. Daniel R. Varat

Mr. Jeff Vinzani

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Ms. Sharon Wade-Byrd, President, Staff Senate

Ms. Julie Sainyo ~ President, Student Government Association

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Ms. Shondra F. Abraham ~ Chief of Staff

Dr. Learie B. Luke ~ Provost & Vice President for Academic Affairs

Ms. Teare Brewington ~ Vice President for Finance and Management

Dr. Tamara Jeffries- Jackson ~ Vice President for Student Affairs

Attorney Mercedes Pinckney ~ General Counsel

Mr. Stanley Danley ~ Director of Athletics

Dr. Louis Whiteside ~ Executive Director of 1890 Programs

BOARD OF TRUSTEES

BOARD OF TRUSTEES

The Honorable Henry McMaster ~ Governor & Ex-Officio Chair

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Dr. David Staten ~ President, Faculty Senate

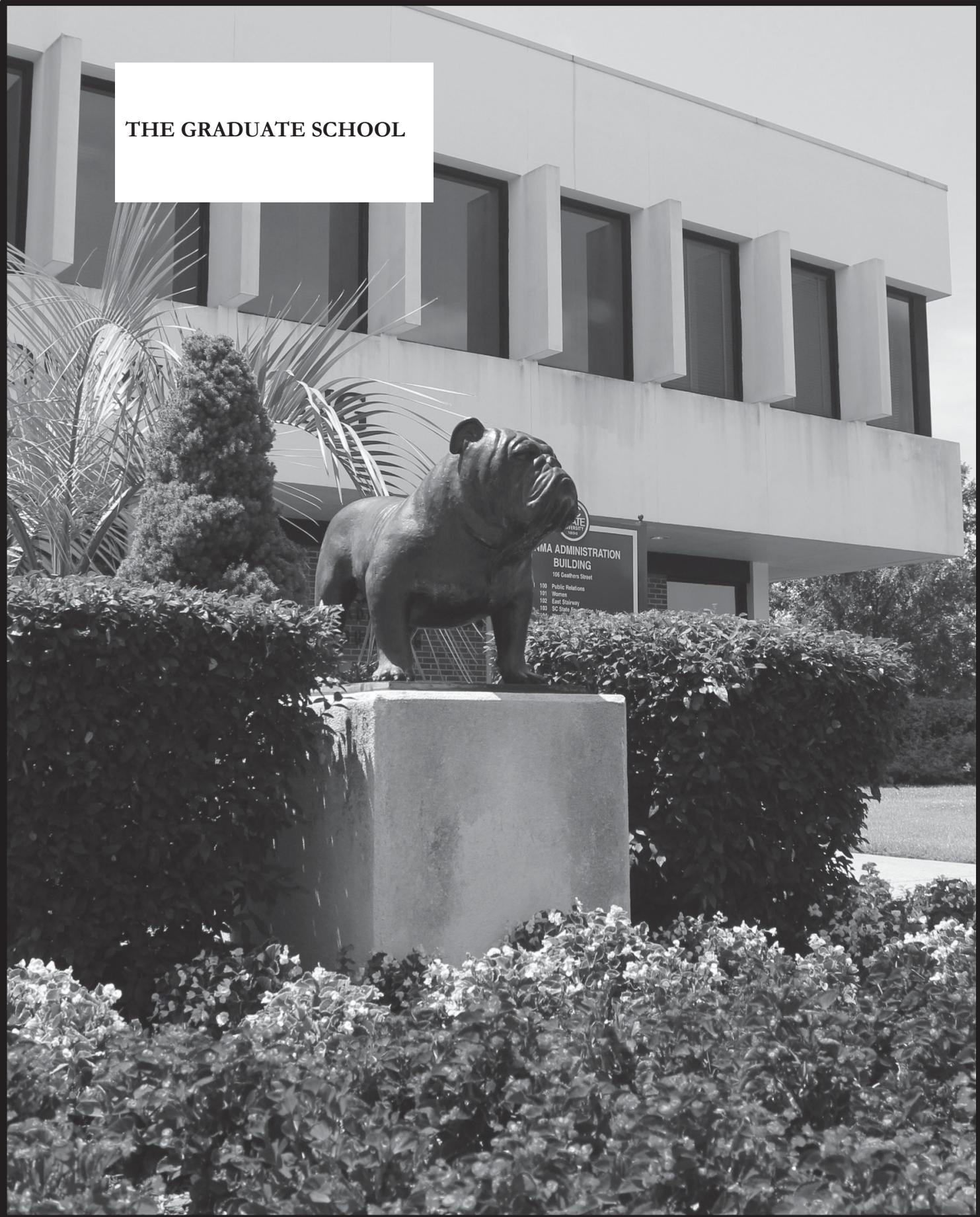
Ms. Sharon Wade-Byrd, President, Staff Senate

Ms. Julie Sainyo ~ President, Student Government Association



PRESIDENT
James E. Clark

THE GRADUATE SCHOOL



GRADUATE PROGRAMS

BRIEF HISTORY

The South Carolina General Assembly authorized South Carolina State College to offer graduate work in 1946. Stemming from its strong 1890 land-grant tradition, a Graduate Division grew into a School of Graduate Studies, which produced its first-degree graduate in 1948 with a Master of Science in Mathematics Education. In 1959, when the M.S. program was redesignated the Master of Education (M.Ed.) program, more than half of the sixteen subject-matter areas were directly related to agriculture and agronomy. Since that time, the School of Graduate Studies has expanded to offer 19 different subject-matter emphases which comprise 15 degree programs: an Ed.D. and an Ed.S. in Educational Administration, two programs, one M.A.T, two M.B.A., four M.Ed., and four M.S. programs. In 1994, the School of Graduate Studies was reorganized into the Graduate Studies Program under the direction of the associate vice president for Research and Graduate Studies. In 1997, the unit was renamed School of Graduate Studies. In 2013, the School of Graduate Studies was reorganized into the College of Graduate & Professional Studies. In 2019, the College of Graduate & Professional Studies was reorganized into The Graduate School.

Until 1972, when the M.A. degree in Rehabilitation Counseling was approved, all programs and courses were designed for teacher preparation and subsequent certification by the South Carolina State Department of Education. Additional variety was added in 1974 with approval of the M.A. program in Speech Pathology and Audiology. Although professional in nature, these new programs brought a renewed emphasis on field inquiry methods in research.

The most rapid period of program growth in the School of Graduate Studies was from 1979 to 1983 when the Master of Science degree programs in Nutritional Sciences, Agribusiness, and Individual Family Development were approved and the Ed.D. advanced degree program was added. The advent of these research-oriented programs significantly altered the goals and directions of graduate education at South Carolina State University, and they were measurable influences in its advancement to university status. In 2019, the Individual Family Development and Special Education programs were discontinued, and the College of Agriculture & Health Sciences was established.

OBJECTIVES

The purposes of the Graduate School are as follows:

1. To develop strong and comprehensive graduate programs with the most highly qualified and experienced faculty from the departments offering each program;
2. To recruit, support and graduate South Carolina graduate students of exceptional academic promise and ability;
3. To promote diversity of race, culture, ethnicity, gender and age among faculty and student applicants through vigorous recruitment throughout South Carolina, the nation and the international community;
4. To maintain and seek new professional accreditation standards in all graduate programs;
5. To aid those in disadvantaged communities to attain knowledge useful in improving those communities; and
6. To provide continuing education opportunities and regular graduate courses for area adults and for selected regional populations as needs arise.

PROGRAM OFFERINGS

DEGREE: MASTER OF ARTS (M.A.)

<i>Area</i>	<i>Department</i>	<i>College/School</i>
Rehabilitation Counseling	Human Services	Graduate & Professional Studies
Speech Pathology and Audiology	Speech Pathology and Audiology	Graduate & Professional Studies

Master of Arts in Teaching (M.A.T.)

Early Childhood	Teacher Education	Education, Humanities & Social Sciences
Elementary Education	Teacher Education	Education, Humanities & Social Sciences
English	Teacher Education	Education, Humanities & Social Sciences
Math	Teacher Education	Education, Humanities & Social Sciences
Biology	Teacher Education	Education, Humanities & Social Sciences

Master of Business Administration (M.B.A.)

Agribusiness	Business Administration	Business & Information Systems
Entrepreneurship	Business Administration	Business & Information Systems
General (Accelerated)	Business Administration	Business & Information Systems
Healthcare Management	Business Administration	Business & Information Systems

Master of Education (M.Ed.)

Counselor Education	Human Services	Graduate & Professional Studies
Elementary Education	Teacher Education	Education, Humanities & Social Sciences
Secondary Education	Teacher Education	Education, Humanities & Social Sciences

Master of Science (M.S.)

Nutritional Sciences	Family and Consumer Sciences	Graduate & Professional Studies
Transportation	Civil & Mech. Eng. Tech.	Science, Mathematics, Engineering & Technology

Educational Specialist (Ed.S.)

Educational Administration	Educational Leadership	Education, Humanities & Social Sciences
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Doctor of Education (Ed.D.)

Educational Administration	Educational Leadership	Education, Humanities & Social Sciences
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ADMISSION REQUIREMENTS AND PROCEDURES

General. Graduate study is significantly different from undergraduate study, particularly in its focus on independent inquiry and scholarly pursuit of new knowledge in highly specialized fields of study. It is considerably more than a mere continuation of undergraduate study, but successful completion of an undergraduate degree from a regionally accredited college or university is the first minimum requisite for admission to the Graduate School. Therefore, graduate admission is primarily dependent upon the applicant's demonstrated ability to pursue academic study, research, and writing at the rigorous level required in advanced study. The Admissions and Retention Committee of the Graduate School is responsible for reviewing the application file of each applicant and for recommending to the Dean of the Graduate School admission to "Full" or "Conditional" standing or non-admission. The recommendations of the committee are based on, but not limited to, completeness of required documentation, undergraduate academic record, relevance of past undergraduate and/or graduate study to proposed area of study, English Proficiency Examination, GRE, MAT, Praxis, or GMAT (degrees in business only) test scores, and professional recommendations. Applicants are eligible to register and pursue graduate courses within the limits of their admissions status only after receiving official notification of the recommendation(s) of the committee in a letter signed by the dean of the Graduate School.

Admission Levels. All applicants for graduate study, regardless of level or category—doctoral, master's, specialist or non-degree— must first be admitted to the Graduate School and then into a program of study. This sequenced, two-tiered admissions process must be pursued by each degree-seeking applicant until receipt of two admissions letters—one from Graduate Studies and one from the department where the degree is to be earned. All applications must be submitted formally and in writing on the prescribed forms, and graduate credit cannot be awarded unless the applicant receives a letter of admission signed by the Dean of the Graduate School. The University reserves the right to deny admission to any applicant who, in the judgment of the Graduate Admissions and Retention Committee or the Dean of the College of Graduate and Professional Studies, may not benefit from its educational programs or whose presence or conduct may impact negatively on its program.

Admission Standards: Master's Programs. Each applicant for Full Admission to the Graduate School for purposes of pursuing any master's degree program must submit: (a) a completed application form with a written section which clearly and satisfactorily explains the applicant's career and graduate degree objectives; (b) official transcripts of a baccalaureate degree earned at a regionally accredited institution showing requisite study for the proposed master's degree program with a cumulative GPA of 2.50 or higher on a 4.00 scale; (c) official Graduate Record Examination (GRE) General Test (Verbal, Quantitative, and Analytical Writing) score reports (Scores at or above the 25th percentile are preferred); and (d) two letters of recommendation from professional educators, preferably former professors; and (e) a passing score on the English Proficiency Examination (EPE). [Official Miller Analogies Test (MAT) scores may be filed in lieu of the GRE except for applicants to the degree program in Transportation. The Graduate Management Admission Test (GMAT or GRE) is required for the M.B.A. degree program.]

English Requirement. July 1, 1987, a passing score on the English Proficiency Examination became an admission requirement for all master's-level degree programs. Persons who do not pass the examination must pass the examination on a subsequent administration. A passing score on the English Proficiency Examination is required for admission to any master's degree program. The examination is scheduled three times per year and announced in the official university calendar. Persons should plan to take the examination at least one full semester before applying for admission.

Note: The EPE requirement may be met by any applicant submitting a GRE Verbal score of 148 or higher (35th percentile) or an MAT score of 37 or higher, which also is at approximately the 35th percentile. An applicant for any master's degree program may choose this alternative means for meeting the EPE requirement for admission to the Graduate School before the graduate admissions filing deadlines (see Filing Deadlines). [An applicant who previously earned a master's degree at an accredited institution may also exempt the EPE.]

Admission Standards: Advanced Programs. Applications for advanced-level degree programs (Ed.D. and Ed.S.) may be submitted once per semester, on or before the deadline, to be considered for admission for the following semester. Standard graduate application forms are available from the Graduate School. Minimum credentials required are (a) a completed Graduate School application form, (b) official transcripts of all undergraduate and graduate work, (c) Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) scores, and (d) three letters of recommendation from professional educators, preferably former professors. Note: Items (a)—(d) must be submitted directly to the College of Graduate and Professional Studies on or before the deadline.

An applicant for the Doctor of Education degree program who has submitted (a)—(d) above and meets all the standards below will be admitted to the Graduate School in full admission status, pending acceptance and approval by the Department of Education:

1. A combined Verbal/Quantitative GRE score of 1,000 or a MAT score of 410;
2. A GPA of 3.50 on all previous graduate work; and
3. At least five years of certified contractual educator experience, K-12.

Applicants for the Educational Specialist degree program who have submitted all required credentials will be admitted to the Graduate School in full admission status if they meet the following minimum standards:

1. A combined Verbal/Quantitative GRE score of 850 or a MAT score of 391;
2. A GPA of 3.25 or higher on all previous graduate work; and
3. Three years of certified contractual educator experience, K-12.

Standard Admissions Form. Persons applying for doctoral, specialist, or master's-level degree programs use the same Graduate School application.

Application Fee. A non-refundable fee of \$25 is required with all applications to the Graduate School. A cashier's check or money order should be submitted with each application for admission made payable to "South Carolina State University."

Admissions and Retention Committee. A committee of six persons shall be recommended by the Dean of the Graduate School to the Graduate Studies Admissions and Retention Committee from graduate faculty who are representative of the various graduate programs. The appointments approved by the Graduate Studies Council shall be for four-year terms with vacancies being filled by immediate recommendation and appointment to four-year terms. The Dean of the Graduate School shall serve as an ex-officio Committee Chair and is responsible for coordinating and supervising the collection, collation, and referral to the Committee the official application credentials for all degree-seeking students.

Committee Procedures. The Graduate Services Coordinator will assemble all completed applications and notify committee members of review sessions called by the Dean of the Graduate School, as needed, but not less than three times per academic session. Not less than four committee members must review each degree applicant's file, and a simple majority is needed for approval, disapproval, or "conditional admission." Individual committee members' votes are guided by the above minimum standards, with the following recommendations possible:

Full Admission. This status is limited to applicants who have applied to work toward a master's degree and who have provided sufficient evidence of their ability to complete a degree program. Each fully admitted student must follow carefully all sequential steps leading to degree candidacy in order to maintain good standing, the first of which is to apply for admission to the chosen degree program in accordance with that program's admission requirements. This procedure must be initiated by the student, in writing, within 30 days from the date of the admissions letter to the Graduate School and not later than 10 days prior to the scheduled registration date for the initial enrollment. Eligibility for Financial Aid is dependent upon prompt receipt of the departmental letter of admission.

Temporary Non-degree Admission. Applicants for Full Admission who file the standard application form and official degree transcripts on or before the deadline but are unable to furnish all other required credentials on time may be admitted in non-degree status for one semester only to allow limited additional time to complete their application files. All such Temporary Non-degree students should (a) determine in person when all official credentials have been received by the Graduate Services Coordinator in the Graduate Studies Office and (b) provide a letter of degree intentions to the Graduate Services Coordinator at that time, but no less than 45 days before the end of the first semester enrolled.

Conditional Admission. This status is allowed with a recommendation from the Graduate Admissions and Retention Committee when an applicant for a degree program is disapproved for Full Admission but shows good academic potential. Any applicant with a GPA below the minimum 2.50 but who (a) performed well in the last two undergraduate years, and (b) earned a GPA not less than a 2.35,

may be considered for "Conditional" status by the Committee. The nature, extent, and number of conditional courses and examinations to be met by each conditional student will be determined by the Graduate Admissions Committee and communicated to each conditional student. Successful completion of all conditions set by the Admissions and Retention Committee is considered the equivalent of an earned undergraduate GPA of 2.50, and the applicant is automatically awarded full admission to the Graduate School when the final condition is met. All conditions must be met as specified; courses taken in this status must be earned with a B or higher grade; and all conditions must be completed within three consecutive academic sessions unless otherwise specified by the Committee in writing. Failure to meet one or more conditions as specified will result in immediate dismissal from graduate study, subject to appeal to the Graduate Studies Council. Failure on a second attempt to meet a condition or the failure of two or more of the conditions may not be appealed for one full calendar year from the date of dismissal. The Dean of the Graduate School will serve as advisor for all "conditional" students.

Non-degree Admission. This status is provided for non-degree-seeking students who earned bachelor's degrees from regionally accredited institutions with a cumulative undergraduate GPA of 2.35 or higher and who wish to pursue limited graduate study. Non-degree students may pursue an unlimited number of 500 and 600-level graduate courses so long as they maintain good academic standing and otherwise meet any course prerequisites or requirements. If a non-degree student later decides to pursue a degree, he or she must submit the standard Application for Graduate Admission. If an applicant with a cumulative undergraduate GPA of less than 2.50 is admitted in non-degree status, he or she must later attain the 2.50 minimum or its equivalent to become eligible for any master's degree program. In addition, a maximum of 15 semester hours of graduate credit earned in non-degree status may be approved for transfer to any graduate degree program.

Note: A non-degree student with a master's degree from an accredited institution may enroll in an unlimited number of 500-, 600-, and 700-level courses after filing the official master's transcript with the application and receiving a letter of admission signed by the Dean of the Graduate School. However, the 15-hour transfer limit applies to any person in this category who later seeks admission to any other graduate program.

Readmission. All students in good standing who have not enrolled for one or more semesters, all non-degree students, and all conditional students must file an Application for Readmission with the College of Graduate and Professional Studies not less than 20 working days before the opening date of the semester of readmission.

Filing Deadlines. All degree applicants are responsible for following the detailed instructions on the Application for Graduate Admission available through the Office of Graduate Services, Graduate School, South Carolina State University, Orangeburg, SC 29117. The application for admission and all required credentials must be submitted to this office, on or before June 15 for the fall semester, November 1 for the spring semester, and April 1 for the summer sessions.

Note 1: For all degree applicants, appropriate program application procedures will be provided by individual departments only on the

presentation of a copy of the applicant's letter of Full Admission signed by the Dean of the Graduate School. Therefore, potential applicants should not request program admission until first being admitted to the Graduate School in full admission status.

Applicants may not enroll in program courses without completing the departmental admissions process and receiving a letter of admission to the applicable program, signed by the departmental chair.

Note 2: Applications are considered not to have met prescribed deadlines if any supporting credential is not received by the Graduate School, on or before the deadline dates. Individual applicants are solely responsible for lost time, money, and/or credit resulting from materials mailed to other offices or otherwise lacking the proper address. However, the Graduate Admissions Coordinator, available at (803) 536-8419, is happy to assist any applicant inquiring about admissions materials. The Office of Graduate Services staff is also available at 536-7064, to help applicants who need assistance. In all cases, DO NOT direct application materials to individuals or offices. Send ONLY to: The Graduate School, South Carolina State University, Box 7098 - 300 College Street, NE, Orangeburg, SC 29117-0001.

International Student Admission. The Graduate School at South Carolina State University believes that a vital international student population in its graduate programs benefits both U.S. and non-U.S. students and the programs, as well. Therefore, the school is very interested in encouraging qualified applicants from a broad array of other countries and cultures. International students planning to enter the United States on non-immigrant student visas or who wish to transfer from other U.S. institutions are required to meet certain language and financial requirements as well as the same academic standards as U.S. applicants. In meeting these requirements, the international student applicant should write directly to the Dean of the Graduate School, at least nine months prior to the planned date of enrollment.

For graduates of non-English-speaking universities, a minimum TOEFL (Test of English as a Foreign Language) score of 550 (paper), 213 (computer-based) or 79-80 (internet-based), GRE General Test Score reports with a verbal score not less than 425, official degree transcripts, a statement of financial support, and all supporting credentials must be received before admission will be granted.

GENERAL DEGREE REQUIREMENTS

Program of Study. All fully admitted graduate students seeking to earn a master's degree must submit an approved Program of Study signed by their advisor after completing nine hours of graduate study at South Carolina State University in good academic standing, i.e., Grade Point Average (GPA) not less than 3.00. Program of Study forms are available in the Office of Graduate Services.

Educational Leadership Students. Persons admitted to either the doctoral or educational specialist program should obtain a current copy of the Department of Education Policies and Procedures Manual and follow all instructions therein, along with directions published in this catalog and in the Graduate School Policies and Procedures Manual. The latter publication and the current Graduate Catalog are the governing references in case of conflicts in interpretation, scheduled

deadlines, program requirements, etc.

Grading Policies and Required Grade Point Average (GPA). A student must have a grade-point average of not less than 3.00 in order to be listed as a candidate for graduation. A grade-point average is determined by dividing total quality points earned by total hours pursued at the University, using the standard of 4.00 quality points for each A, 3.00 for each B and 2.00 for each C. Grades of D or F do not accrue quality points. Grades for courses transferred will not be used in computing GPA. Any graduate student who earns less than a 3.00 cumulative GPA for nine or more graduate semester hours pursued will be placed on academic probation. Failure to restore the cumulative GPA to at least 3.00 within nine additional semester hours of graduate work, including repeated hours, will result in academic dismissal from further graduate study. In addition, advanced-level degree students (Ed.S. and Ed.D.) automatically attain dismissal status if they earn more than three Cs in courses at this university.

Academic Good Standing. In order to be considered in Academic Good Standing, each graduate student—degree or non-degree, master's or advanced—is expected to maintain a GPA of no less than 3.0 after completion of the first nine hours of graduate course work at South Carolina State University.

Continuous Enrollment. All doctoral and master's-level candidates who have enrolled in the first dissertation/thesis-preparation course must maintain continuous enrollment for each fall and spring semester until the Program of Study is completed. Failure to enroll for at least one semester will result in suspension from the degree program, unless the individual student receives advance written approval to interrupt enrollment from the departmental chair and the Dean of the Graduate School. In any case, program resumption is not permitted until the student submits to the Graduate School a receipt for registration fees amounting to the rate of one semester hour for each academic session missed unless the absence was excused in writing in advance.

Student Load. A full student load consists of nine to 15 semester hours during regular semesters and nine to 12 for summer sessions. Registration for more than 12 semester hours for a summer session or for more than 15 semester hours for a regular semester must be approved in writing by the student's advisor and the Dean of the Graduate School. Student load for students working as graduate assistants is defined as not less than 6 hours for regular semesters and not less than 3 hours for each summer session.

Residence Requirements. The minimum residence requirement for master's degree candidates is two full academic semesters of approximately 18 weeks, each with a full student load, or three summer school sessions each with a full load. The residence requirement for Ed.D. and Ed.S. students is one year, satisfied by a combination of three regular academic semesters and/or summer sessions.

Comprehensive Examinations. Comprehensive written examinations must be passed by the approved degree candidate. The professional examination is designed to measure accomplishment of content objectives from the 3-4 professional area courses for M.Ed. candidates only. Subject-matter examinations are designed to

measure content objectives for all master's degree programs. The Dean of Graduate School will designate one filing and one examination date in each semester and summer term for both comprehensive examinations. Each student has a maximum of three opportunities to pass each examination. Since failure of an examination implies needed preparation, sitting at the next regularly scheduled administration is the earliest possible reexamination. Special administration of any comprehensive examination is possible only under the direst of circumstances involving documented hardship(s) which preclude regular sitting. Since the examinations are offered on a regularly scheduled basis, once per academic session, justification of such hardships must necessarily be thorough and exacting.

Cancellation of a scheduled comprehensive examination by the student or simple failure to report for a scheduled examination does not affect the student's record negatively, but does require rescheduling.

(1) Professional Comprehensive Examination. To be eligible to take this examination, applicants must be approved degree candidates in academic good standing who have completed, or are enrolled in, their last professional course(s).

(2) Subject-Matter Comprehensive Examination. To be eligible to take this examination, applicants must be approved degree candidates in academic good standing who have completed or are enrolled in their last required subject-matter course(s).

Time Limits for Completing Requirements for Degree. All required course work and comprehensive examinations for the master's degree must be completed within six years. Any required course that has been completed beyond six years must be repeated or revalidated before the degree will be conferred. Doctoral and Educational Specialists candidates must complete all requirements within eight years of admission to either degree program.

Course Revalidation. Regular graduate students enrolled in South Carolina State University degree programs may revalidate an over-age course taken at the University or taken at another university and approved for transfer credit toward a degree by securing written permission to revalidate the course through examination. The student's program advisor, the departmental chair responsible for the course to be revalidated, and the Dean of the Graduate School must provide their written approval or disapproval on a form secured by the student from the Graduate School. A non-refundable fee of \$25 for each course to be revalidated is required before administration of an examination. The nature and content of the revalidation examination in each case will be determined by the departmental chair concerned, with concurrence by the Dean of the Graduate School. Failure of the revalidation examination leaves successful repeating of the entire course the only remaining alternative for revalidation of over-age courses.

Application for Graduation. Graduate students who have completed all other degree requirements may choose either of three periods during the academic year to file for graduation, with filing deadlines for each provided in the University Calendar. Diplomas and academic caps and gowns will be ordered for each applicant, based on information furnished on the form. Failure to clear for graduation

will require reapplication and payment of another fee for the next subsequent convocation. Application forms are available only through the Registrar's Office. Application for Graduation is a university degree requirement and is not considered completed until the fee is paid and the form is returned to the Registrar's Office. Since filing is a degree requirement, failure to file in a timely manner may affect clearance eligibility.

Commencement Participation Policy

- ALL degree requirements must be completed to be eligible to march in the Commencement Ceremony.
- ALL students must clear the University Registrars Office, Accounts Receivable, Financial Aid, Whittaker Library, Campus Police and all other financial obligations.

Graduate Student Exit Survey. Each applicant for clearance to graduate is required to apply in person at the Graduate School for a copy of the Graduate Student Exit Survey and to complete and return this extremely important evaluation document to the Graduate School not less than fifteen calendar days from the scheduled date for degree completion. Completion of the Exit Survey is a "degree requirement" as described in the section above entitled Application for Graduation and elsewhere under the major section *General Degree Requirements*.

Checklist for Degree Aspirants. Since the course work for any degree is absorbing and distracting from the more mundane, but necessary, regulations and deadlines needed to provide organization and order, the following checklist is provided to help each degree-seeking graduate student more easily avoid frustration and delay:

1. Gain a Full Admission status letter signed by the Dean of the Graduate School (a) before the end of the first session of enrollment or (b) before earning 15 hours of graduate credit in non-degree status.
2. Secure a letter of admission to the degree program from the program chair within 30 days of Full Admission to the Graduate Studies program.
3. Schedule a meeting with your assigned official advisor immediately upon receiving the letter of admission.
4. Maintain academic good standing.
5. Study the University Calendar and anticipate all filing deadlines.
6. File a Program of Study (P.O.S.) through your official advisor immediately after earning the first nine semester hours (after passing the Comprehensive Examination for Ed.D. and Ed.S. degrees).
7. Schedule and pass the comprehensive examination(s).
8. Complete the approved P.O.S. and all other degree requirements before expiration of the six-year time limit (eight years for Ed.S. and Ed.D.).
9. Submit a completed thesis, if required in the P.O.S., or dissertation (Ed.D. only) to the committee chair well before Ready for Binding deadlines.
10. Schedule the oral thesis or dissertation defense at least 14 days before the Ready for Binding deadline.
11. File for graduation and pay appropriate fees before the posted deadline during the semester in which graduation is planned.
12. Submit the Ready for Binding thesis or dissertation copies on or before the posted deadline.

ACADEMIC REGULATIONS

General. These academic regulations are designed to assist each student with problems of a special or one-time nature. Although University policy stresses that graduate students are responsible, capable adults, the intent is to provide collaborative, cooperative support from advisors and faculty with a greater experience base. New graduate students would be wise to review these and all other requirements with their advisors early in the program after a reasonable scan of this Graduate Catalog. Policies not specifically addressed in this document will be handled in accordance with the policies in the undergraduate student handbook.

Student Responsibility. Graduate students are responsible for the proper and timely completion of all requirements of their degree programs and for satisfying the general regulations of the University and the Graduate School as stated in this Catalog and other official publications of the University. To assist the student in meeting this responsibility, the University provides individual copies of the catalog through the Graduate School. In addition, degree-seeking students will be assigned an academic advisor by the departmental chair who administers their degree program. The advisor will assist the student in understanding degree requirements, program planning, sequencing, scheduling, registration, etc.; however, the student has final responsibility for fulfilling all degree requirements.

The Dean of the Graduate School will serve as advisor for all “Conditional” and certain “Non-degree” students. Only the official advisor is authorized to sign course request forms and other required registration materials. Violations of this policy will result in delay and possible cancellation of enrollment. All requests and appeals from individual students should be executed in written form, from the student, with any needed documentation attached, and provided to the responsible school official (advisor, dean, etc.). Oral agreements are unofficial and will not be accepted as bases for official actions.

Note: Deadlines for filing for examinations, clearances, etc., will be posted prominently on the bulletin boards adjacent to the Graduate School, and students are responsible for complying with them.

Enrollment in Graduate Courses. Admission to graduate courses is always subject to approval by individual departments and the Dean of Graduate Studies. Undergraduate students may not enroll in graduate courses without the permission of their advisor and the Graduate Dean. Courses may be used to meet the requirement for the bachelor’s degree; however, they may not be counted later toward any advanced degrees at the University.

Thesis and Dissertation Requirement. (a) All candidates for the Doctor of Education (Ed.D.) degree must submit and defend a dissertation in the field of educational administration that exhibits evidence of scholarship in accordance with the Educational Leadership Policies and Procedures Manual. (b) All candidates for the M.S. and M.A. degrees who elect the thesis option are required to present an acceptable thesis on a subject germane to the major field of study. In fulfilling this requirement, students will enroll in both thesis preparation courses (600 and 601, prefixed according to the department in which the degree program is housed), in lieu of six semester hours of elective course work from the non-thesis curriculum. Prior to enrolling in the thesis

courses, candidates should discuss their chosen topics with the chair of their subject-matter area who will appoint the thesis committee chair and at least two other persons in the department as committee members. Approval of thesis topic, outline, and committee by the departmental chair and the Dean of the Graduate School constitutes permission for the student to enroll in three to six semester hours of thesis preparation course work. The Graduate School will furnish general thesis regulations to students when their thesis topic and outline are approved. To complete graduation requirements, including a thesis, students must submit the final draft of the thesis to their committee chair not less than 60 days prior to the end of the academic session in which they are enrolled. On receipt of three copies of the final (corrected) copy signed by all committee members and a paid receipt for binding costs, the Dean of the Graduate School will clear the student for the thesis portion of the degree requirements. Both doctoral and master’s degree candidates are cautioned to comply strictly with the Ready for Binding Deadlines below.

Defense of Thesis or Dissertation. All candidates for degrees requiring a thesis or dissertation are also required to make oral defense of their research report before their officially assigned committees in a public forum. To permit arrangement of limited space for attendance by other interested scholars, committee chairs are required to make written notice to the Dean of the Graduate School at least fourteen days in advance of a scheduled defense along with two copies of the thesis or dissertation.

Thesis and Dissertation Guidelines. The basic guideline for student use in preparing research reports for binding is the Graduate School publication General Requirements for Master’s Theses and Doctoral Dissertation. Copies are available from the College of Graduate and Professional Studies. In addition, all research reports must follow the stylistic guidelines set forth in the *Publication Manual of the American Psychological Association*, Sixth Edition. Copies are available for purchase from the Campus Bookstore.

Ready for Binding Deadlines. Final corrected, approved, signed, copied, and collated copies of each thesis or dissertation must be delivered in person by the degree candidate to the Graduate School in clearly identifiable envelopes on or before the publicized deadlines to be eligible for degree completion during the May, July, or December cycles, respectively:

March 31	-	May cycle
July 1	-	July cycle
November 1	-	December cycle

Submission after these deadlines will automatically advance to the next subsequent clearing cycle and the candidate will be notified to re-file for the next graduation cycle. To avoid disappointment, all degree candidates and their committee chairs are requested to schedule defenses at least three full weeks prior to the above deadlines to allow final reading, editing, correcting, and packaging.

Transfer of Credit. Requests for transfer of graduate credit earned at other institutions must be initiated by the student concerned as part of the application for a Program of Study (P.O.S). A maximum of 12 semester hours of graduate credit may be transferred by candidates for

any master's degree as electives or for required courses subject to the review and approval of an academically qualified person, such as the student's advisor, departmental chair, and the Dean. A written justification explaining the course's comparability with the requirement it substitutes must be filed in writing with the Registrar's Office. Of the twelve hours, no more than three semester hours in the Subject-Matter, Professional Core, or Cognate for the M.Ed.; or Subject-Matter courses for the M.A. or M. S. programs may be approved. The same limits apply to inter-program transfer of credit (i.e., from one State University program to another). Transferred credit hours must not reduce the minimum residence period of two full academic terms and are subject to the time limit requirements for the degree. Only courses passed with a B or higher from regionally accredited institutions are acceptable for transfer. All transferred credits are subject to the time limits of the school.

Course Substitution Requirements. Any substitution of a course and/or other requirements of the Graduate School or of any graduate program must be requested in writing by the student and approved by the student's advisor, the departmental chair, the Dean of the Graduate School, and the Provost. The approval of a substitution will be subject to careful review at each approval level to ensure program integrity, course equivalence, compliance with accreditation standards and certification requirements.

Transient Credit. After acceptance into a graduate degree program at South Carolina State University, a student may earn credit toward that degree at another institution only under the following conditions: (a) each course must be approved in advance and in writing by the advisor, the departmental chair, and the Dean of the Graduate School; (b) courses the same as or equivalent to courses previously taken at South Carolina State University are not acceptable for transfer; and (c) each course transferred must be passed with a B or higher grade. The student wishing to take a course in transient status is responsible to ensure that the other institution is regionally accredited; to secure the Transient Application Form from the Graduate Office; and to hand-carry the form through all approving offices. Each student is cautioned to make all necessary arrangements with the granting institution in advance, and to ensure that the latter provides an official transcript of credit earned to the Graduate School. Transient courses to be counted toward the degree should be scheduled for completion at least one full semester before the final semester of graduation to avoid delay in clearance for graduation. Most institutions are unable to provide the required official transcript before the May or December convocation dates at South Carolina State University. Therefore, if the course is taken during the spring or fall semester, clearance to graduate may not be possible.

Note: If a course to be taken in transient status is intended as a substitute for a required course, the student and advisor must also ensure compliance with the Course Substitution Requirements.

Directed Independent Study. A degree-seeking fully admitted student desiring to meet the requirements for a particular graduate course by means other than scheduled class procedures may submit a written application for Directed Independent Study (DIS) through the instructor and departmental chair and the Dean of the Graduate School, providing necessary details and documentation to justify the

request. As a minimum, the student should (a) establish that a genuine hardship would arise if the DIS were not approved, (b) document past scheduling conflicts which prevented regular scheduling

of the course, (c) have earned no more than three semester hours for degree credit through DIS, (d) be in academic good standing, and (e) be enrolled concurrently in no other DIS course. Upon approval of a DIS application, the instructor and student will file in the Graduate School a written contract, signed by them clearly delineating the conditions, requirements, expectations, course objectives, grading standards, and task completion deadlines. DIS is an unusual process designed to meet the College of Graduate and Professional Studies as well as student needs and will be approved only after careful review of other alternatives. Except in instances where DIS is necessary because of the cancellation of a course by the University after registration has begun, all requests for DIS must be filed with the Dean of the Graduate School, complete with all required signatures and details, no less than three working days before the first day of scheduled registration.

Credit For Portfolio-Based Experiences. The University does not award graduate credit for any portfolio-based learning which occurs prior to matriculation at the institution.

Teacher Certification Requirements. Requirements for teacher certification are set by individual State Departments of Education (SDE) and other agencies and are not always the same as the M.A.T. and M. Ed. degree requirements as outlined in this catalog. Admission to the Master of Education programs in elementary, secondary, and special education requires that the applicant already hold a teaching certificate at the baccalaureate level. The M. Ed. program in Counselor Education does not require undergraduate teacher certification, but completion of this program or any of the other three M.Ed. programs meets the South Carolina Department of Education requirements for an advanced-level teaching certificate. The MAT, degree program meets all of the requirements for initial certification in the specified options. Other students who plan to seek teacher certification should, consult with the appropriate division of the state Department of Education in their state(s) at a very early point in program planning.

Right of Appeal. Any decision or action by an instructor or administrator which is believed by students to be prejudicial to their progress in completing graduate degree or course requirements may be appealed, in writing, to the Graduate Student Appeals Committee, and students may choose to appear before the Committee when it deliberates their cases. Any graduate student dismissed for academic reasons may also petition the Appeals Committee. In addition, any academically dismissed student may apply for readmission for a different program of study after six calendar months or for the same program after 12 calendar months from the date of dismissal. Only courses with a grade of B or higher may be counted for degree credit in any new program. In all appellate cases, the student is responsible for the clarity, accuracy, and applicability of all information and materials presented to the Committee. Undocumented assertions, uncorroborated accusations, and appeals of an essentially emotional nature for appellate action will be returned without action as incomplete, unwarranted, or frivolous. Written appeal must be received by the Graduate Student Appeals Committee within 30 calendar days of the official notification date of the matter subject to appeal, except as noted above for applications for

a different degree program. Meeting of the Graduate Studies Council or other action indicated by the appeal must be taken up by the next regularly scheduled Council meeting, but in no case will be sooner than 10, nor greater than 60, calendar days from the official date of receipt of the appeal. Written petitions and all supporting documents should be addressed to Chair, Graduate Student Appeals Committee, South Carolina State University, P.O. Box 7098 - 300 College Street, NE, Orangeburg, SC 29117-0001.

Unofficial Withdrawal Policy

1. If a student stops attending a class(es) or misses three consecutive class sessions without providing an excuse to the instructor after each session, those absences constitute an Unofficial Withdrawal. If the student does not attend classes again before the semester ends, the student would be considered to have dropped the course by unofficially withdrawing from the course because he/she has not followed the proper procedures for withdrawing from a course. He/she will be assigned a grade of “UF” by the Registrar’s Office. A grade of UF will be computed as a grade of “F” in the student’s grade point average.
2. Unofficial Withdrawal may lead to the student’s FINANCIAL AID being TERMINATED and a Return of Title IV calculation will be performed by the Financial Aid Office.
 - a. This calculation is a Federal Regulation pertaining to federally funded student aid programs.
 - b. For more information please see the Return to Title IV Policy
3. If Federal funds are returned the student will owe SC State University a balance due in full. Payment arrangements can be made through the Treasurer’s Office.
4. If the student plans to re-enroll at the University, his/her account must be PAID IN FULL or he/she will not be allowed to register.
5. Financial Aid Satisfactory Academic Progress (SAP) will be affected. This means that the student may be ineligible for Financial Aid due to not meeting the SAP requirements. Students not making SAP must complete the Appeal process and be approved to regain financial aid eligibility. Please review the SAP policy.
6. For more information on financial aid and SAP, please contact your Financial Aid Counselor in the Office of Financial Aid.

Request To Retain Catalog Year (RRCY)

Should a student wish to take a fall or spring semester or even an academic year off from school, that student must apply for an RRCY from the Registrar’s Office. The RRCY can be approved for medical or other documented extenuating circumstances. The student must be academically eligible to continue course work without being on academic probation upon returning to the University. An approved RRCY allows a student to continue in the last catalog of record or change to the current catalog. The RRCY form may be obtained from the Registrar’s Office or from the University’s website.

Center for Teaching, Learning and Extended Studies

The Center for Teaching, Learning, and Extended Studies (CTLES) is a

University-wide administrative unit within the Division of Academic Affairs. CTLES works to extend teaching and learning beyond the traditional classroom and to promote student learning through a program of faculty development. More specifically, the Center is responsible for coordinating off campus academic programs, including but not limited to evening and weekend programs and online degree programs, faculty development, and a variety of learning opportunities offered for continuing education (CEU) credit. A key focus of CTLES is to provide outreach services and educational opportunities for adult learners. Thus, CTLES provides the means by which the University enriches, expands, and extends its primary mission of teaching and service.

FACULTY DEVELOPMENT

The Center for Teaching, Learning, and Extended Studies supports quality teaching and learning through a variety of faculty development activities. These includes individualized consultations on content development and course design, conferences, workshops, seminars, and Institutes. Faculty development is a major component of the University’s efforts to promote student success and to sustain a world-class professorate.

ONLINE AND DISTANCE EDUCATION

Online and distance education is a means by which SC State extends its resources in the areas of instruction, research, and service to the citizens of the state of South Carolina and the world. Distance education also includes programs offered at off-campus instructional sites. The Center for Teaching, Learning, and Extended Studies supports the University’s online and distance education efforts through a variety of activities, including:

- providing a clearinghouse of information related to online and distance education at SC State
- assisting faculty with their use of academic technologies
- administration of course assessments (Assessment Center) in order to ensure the academic integrity of online testing
- assisting faculty with online course development (instructional design) and content development
- facilitating support services for online students

ACADEMIC TECHNOLOGY SUPPORT SERVICES

The Center for Teaching, Learning, and Extended Studies supports faculty and students use of various academic technologies. These activities include end-user technical support, documentation, and training. CTLES also provides administration for the University’s online instructional delivery infrastructure in collaboration with University Computing and Information Technology Services (UCITS).

CONTINUING EDUCATION

The primary goal of the Continuing Education component of CTLES is to provide non-credit outreach educational opportunities to adult learners.

In cooperation with the various academic units of the University, business and professional organizations, community groups, and governmental agencies, SC State offers continuing education programs.

These include programs offered both on and off-campus. The Center for Teaching, Learning, and Extended Studies supports these efforts through a number of activities related to program administration, student recruitment, advertisement, conference planning services, and through the administration of the University's Continuing Education Unit (CEU) program.

Awarding of Continuing Education Credit (CEU's)

The Center for Teaching, Learning, and Extended Studies is the administrative unit responsible for the awarding of CEU credit by South Carolina State University. SC State is accredited by the Southern Association of Colleges and School Commission on Colleges (SACSCOC) and awards Continuing Education Unit (CEU) credit in accordance with the recommendations of the International Association for Continuing Education and Training (IACET) and guidelines established by the South Carolina Commission on Higher Education.

The Continuing Education Unit is defined as, "ten contact hours of participation in an organized continuing education experience under reasonable sponsorship, capable direction and qualified instruction." The Continuing Education Unit (CEU) may be used for the measurement, recording, reporting, accumulation, transfer, and recognition of participation by adults in continuing education activities.

Criteria for CEU Approval

Any activity/organized course/seminar/workshop, or institute may be submitted for CEU approval. The activity must be a learning experience approved by the Center for Teaching, Learning, and Extended Studies and by the Division of Academic Affairs. The CEU approval and delivery process includes the following steps:

1. Completion of the Continuing Education Unit application form and supporting documentation with submission to the Center for Teaching, Learning, and Extended Studies. The Center will use this information to determine the eligibility of the activity and the number of CEUs which can be awarded based upon this policy and the number of contact hours that can be documented.
2. Once the program is deemed eligible for the award of CEU credit, the CTLES Executive Director will accept or reject the proposal and indicate the number of CEUs are in compliance with accepted procedures for awarding of continuing education units.
3. Upon registration for the activity, appropriate fees will be assessed for each student participant if applicable.
4. Upon completion of the activity, the program sponsor will submit a final roster of all participants.
5. The Center for Teaching, Learning, and Extended Studies will maintain a permanent record of participation in CEU generated activities. The permanent record will include the participants name, title of the activity, completion date, and the number of CEUs awarded for each activity plus a cumulative total of CEU credits awarded.

CEU Regulations and Exclusions

1. CEUs will not be awarded for an activity that was offered prior to being approved for CEUs.

2. CEU courses/workshops may be directly offered by SC State or through contractual arrangements with outside vendors. All CEU generating continuing education activities must be approved in advanced by the Center for Teaching, Learning, and Extended Studies, regardless of sponsorship.
3. The activity must consist of not less than five instructional hours; therefore, an approval request must involve at least a 0.5 CEU. Total CEU's awarded for any qualifying activity will be in multiples 0.5 CEU's (for example, 0.5, 1.0, 1.5, 2.0, etc).
4. CEUs will not be awarded for High School Equivalency programs, committee meetings, association membership and certification programs, entertainment and recreational events, university academic credit programs, individual scholarships, work experience (on the job training).

Attendance and Grades for CEU Generating Activities

Regular attendance and participation are essential to effective teaching and learning. A minimum attendance of 90% is required to receive CEU credit. Attendance is determined for face-to-face activities by physical presence. Attendance for online activities is based on the completion of graded assignments.

A grade indicating satisfactory or unsatisfactory completion of a CEU credit initiative and the number of CEUs awarded will be issued by the Center for Teaching, Learning, and Extended Studies at the end of the activity and forwarded to the Office of the University Registrar.

Costs for Non-Academic Continuing Education (CEU Generating) Programs

Costs associated with any CEU generating activity are determined by the activity's sponsor along with the Center for Teaching, Learning, and Extended Studies and approved by the Provost and Vice-President for Academic Affairs or his/her designee. The following fees are collected for each CEU generating continuing education course or program:

Non-refundable Administrative Process Fee - \$25.00
Technology Fee (if applicable) - \$10.00
Transcript Fee - \$3.00
Enrollment Fee – varies by program
Instructional Materials Fee – varies by program

Refund for Continuing Education Programs (including CEU programs)

Refunds of fees paid for a continuing education course or program developed by SC State are subject to the following requirements:

1. If the University cancels a course or program, a full refund of fees will be issued.
2. A refund of fees, less a \$25 administrative processing fee, will be issued upon the written request for withdrawal from the student if received by the Center for Teaching, Learning, and Extended Studies at least five (5) days prior to the start of the class or program. No refund will be issued for a request for withdrawal that is received less than five (5) days prior to the start of the class or program.
3. Fees collected at registration for specific instructional materials are refunded unless the material has been provided to the participant.

SC State Tuition and Fees Schedule:

Please see the current:

http://www.scsu.edu/files/FY2019_2020%20Fee%20Sheet%20Updated%2007162019.pdf

Disclaimer: Tuition and fees listed in this catalog are subject to change at any time by the Board of Trustees. Contact the Office of Student Accounts for the most recently approved tuition and fees.

Fee Type

Non-refundable Administrative Processing Fee	\$25.00
Library Fee	\$75
Technology Fee	\$200
Health Services Fee	\$120
Student Activity Fee	\$80
Museum & Planetarium Fee	\$35
Athletic Fee	\$256
Enrollment Fee	<i>varies by program</i>
Instructional Materials	<i>varies by program</i>

MILLER F. WHITTAKER LIBRARY

The Miller F Whittaker Library is centrally located on the University campus. The library is designed to accommodate the research and academic resource needs for both traditional and non-traditional students. Users have access to 1) the online catalog, books, serials, government documents, and selected microforms; 2) electronic resources on the library's Web site; and 3) other microform collections.

The library maintains several notable microform collections. Some of these include: (1) Doctoral Research on the Negro, 1933-1966; (2) Black Studies I-dissertations and masters theses; (3) the Atlanta University Black Culture Collection; (4) the Papers of Frederick Douglass; (5) the Papers of Carter G. Woodson and the Association for the Study of Negro Life and History, 1915-1950; (6) the Palmetto Medical, Dental, and Pharmaceutical Association Records, 1896-present; (7) the Orangeburg Massacre, FBI Report; and (8) the Centers of the Southern Struggle: FBI Files on Selma, Memphis, Montgomery, Albany, and St. Augustine. In addition, the library maintains a Black or Special Collection (Spec. C) which is a collection of materials by and about Blacks.

The SC State Historical Collection collects, organizes, preserves, and makes accessible primary source materials relating to the history of the university and the local community. The SC State Historical Collection promotes the use of these materials by the SC State community, scholars, and the public.

The library is a partial depository for U. S. government publications, a sub-depository for South Carolina publications, and a regional data center under the auspices of the South Carolina State Data Center.

The library staff strengthens the intellectual environment of the academic community by developing, organizing and preserving multi-formatted collections for information retrieval. The library staff also focus on meeting user needs and provides innovative and creative learning opportunities, fosters relationships with faculty, provides outreach services to students and the community, supports academic disciplines in the research process, and participates in the teaching process by facilitating information access.

LIBRARY INSTRUCTION AND FACULTY LIAISON PROGRAM

The Bibliographic Instruction Program is tailored to meet the needs of students, faculty, and staff. Three levels of instruction assist undergraduate, graduate, specialist, and doctoral students in identifying, interpreting, and using a variety of reference and information resources. The Library-Faculty Liaison Program is a subject-oriented partnership facilitated through personal consultation with faculty on instructional and research needs of the faculty and students. Telephone consultations, individual conferences, and group seminars are arranged to discuss needed library services, bibliographic resources in specialized areas, and other informational concerns. Each reference and information specialist is assigned departmental areas and is responsible for providing current awareness and individualized assistance to departmental deans, faculty, and staff. The Library-Faculty Liaison Program and the Bibliographic Instruction Program place emphasis on providing access to support research methodology and critical thinking, instruction, self-development, and lifelong learning skills for students, faculty and staff.

Information Retrieval and Computer Services

Information retrieval systems provide users access to more than 50,000 libraries of all types in 94 countries and territories for interlibrary loans. Thousands of databases provide access to subjects for current and retrospective information using the Internet. The systems include: 1) LYRASIS (formerly SOLINET – the Southeastern Library Network) provides access to many cooperative library activities through OCLC, Inc. (Online Computer Library Center, Inc.) for interlibrary loan and other activities; 2) DISCUS (Digital Information for South Carolina Users) - provides access to an electronic library of full-text resources on the Web.

The library's website (<http://library.scsu.edu>) provides users access to policies and procedures, resources, and services, 114 online databases (including, but not limited to biology, business, education, food and nutrition, humanities, mathematics, nursing and allied health, psychology, science, social sciences, and technology), online catalog, reference help, interlibrary loan, the SC State Historical Collection, staff, other libraries, and more. Users can access this site twenty-four hours per day, seven days per week.

The library's 62 computers are available 73.5 hours per week. Through these computers, users can access On-line Catalog, DISCUS, the Internet, E-mail, and Microsoft Office 365

The South Carolina Statewide Library Borrowing Card Agreement allows students, faculty, and staff to borrow materials statewide. If one plans to visit a participating library, he/she must contact the circulation desk in the Miller F. Whittaker Library at (803) 536-8645/8631. The card must be issued by the institutional library. Students at the University Center at Greenville should consult its Media Center to take advantage of statewide borrowing.

I.P. STANBACK MUSEUM AND PLANETARIUM

South Carolina State University is fortunate to have an excellent exhibition facility located centrally on the campus. The I.P. Stanback Museum and Planetarium is a unique facility, the only art museum with a planetarium on the campus of any Historically Black College

or University and one of the few in the United States. Through its integration of the arts, humanities and sciences, the Stanback stands in the forefront of modern thinking.

The Stanback works with students and faculty in all Academic Departments and includes students in the development of all activities. Working closely with the Department of Visual and Performing Arts, the Stanback hosts student art exhibitions, presents and commissions original music. A partnership with the Department of Biological and Physical Sciences includes student involvement in the Planetarium and astronomical observing opportunities. In addition, the Stanback is involved with community groups and educational outreach to pre- K through 12th grade students.

Originally dedicated in 1980, the museum was renovated and re-opened in 2007, after a hiatus of several years. The Main Gallery, with approximately 4000 square feet, utilizes a modular system which can be arranged in an infinite number of design layouts. The Small Gallery and hallway spaces provide additional opportunities for exhibition.

The Stanback Collections

- The largest public holding of African Art in the State of South Carolina
- The repository of the Cecil Williams Civil Rights Documentary Photographs
- 1969 Panel Exhibition – Harlem on My Mind, created at the Metropolitan Museum of Art in New York City and only seen there in 1969 and at the Stanback.
- The Photographic Mural Exhibition, Jubilation, celebrating culture from the State of South Carolina
- Paintings and prints by African American artists including Romare Bearden, Jacob Lawrence and William Johnson
- Photographic works by Andy Warhol.

The Planetarium

Several new and original programs have been developed for use in the planetarium. These programs include: the Night Sky Series which tracks the seasonal changes of the interesting objects that can be viewed in the Orangeburg sky, the Ancient Culture Series, which highlights the early advances in Astronomy attributed to ancient cultures from around the world, and the Planets which takes the visitor on a tour of our Solar System and discusses and locates, in the night sky, the planets that are visible to the naked eye. The Stanback Planetarium can accommodate up to 82 visitors, and is a wonderful educational resource. It features a Minolta IIB Planetarium Star Projector that can project 4000 stars onto the 40 foot domed ceiling, and can simulate the evening sky from any place, date or time. In addition, there are special movie-style programs.

James Brown Legacy

The Stanback Museum has been honored by being selected to preserve the legacy of the great James Brown, Godfather of Soul. It is extremely appropriate for James Brown's memorabilia to be at the Stanback Museum and Planetarium because Mr. Brown was dedicated to education, intimately involved in the Civil Rights Movement and an amateur astronomer and collector of space memorabilia. The collection includes costumes, original music,

unpublished photographs, early cuts of vinyl recordings, awards and trophies, personal notes and letters, fan memorabilia and souvenirs from all over the globe.

Southern Circuit Film Festival

Southern Circuit is the nation's only regional tour of independent filmmakers, providing communities with an interactive way of experiencing independent film. The tour connects audiences with the filmmakers, who accompany their films, and talk to them about the films and their meanings. Southern Circuit at the Planetarium, on six Thursday evenings, transforms watching films from a solitary experience into a communal one.

SUMMER SCHOOL

The summer term at the University encompasses multiple sessions, thus students find that study during this time has a number of advantages. A student may earn up to twelve semester credit hours, which could result in early graduation, improvement in the grade point average, reducing future course load, or getting a course- of-study back on track. A variety of courses is offered during the summer term and is conveniently scheduled to meet the needs and desires of traditional and nontraditional students. Some courses are being offered using interactive and satellite television, and the Internet. Finally, a number of courses are available to persons wishing to renew teaching certificates or to those interested in self-improvement.

FINANCIAL AID

The Office of Financial Aid (OFA) coordinates all financial assistance offered to South Carolina State University (SCSU) students and is charged with responsibility of assuring that federal, state and institutional policies are operationally effective. The philosophy is to provide access and choice to students who without such aid would not be able to attend SCSU. The programs administered provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance.

NOTE: Conditional and any other Non-degree students are ineligible for all forms of financial aid.

FINANCIAL NEED

While the academic record of a student is important for admission to college and for certain scholarships, most financial aid is awarded primarily on the basis of financial need. Financial need is determined by comparing the amount a student and his family can provide toward his college education with the actual cost of attending South Carolina State University. The purpose of financial aid is to supplement the resources of a student and his family. It does not exist to replace these typical sources of support.

Since tuition and fees are due and payable as a part of the student's registration, no student should come to the College for registration without money sufficient to cover all of the fees and deposits for the semester. The need for financial assistance should be anticipated and all arrangements for aid should be made with the Office of Financial Aid Office (OFA) before the day of registration.

All Financial Aid/Scholarships must be received at the University

before any refunds are made. Where payment was not actually made, but credit was granted based upon anticipated financial aid or income, no refunds will be made until all anticipated financial aid or income is received by the University.

HOW TO APPLY FOR FINANCIAL AID

Complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The FAFSA and any other aid information requested should be received in the Office of Financial Aid by May 1 for the fall and spring semesters. A separate application for the summer session is required and a FAFSA should be on file prior to April 1. Applicants should allow at least thirty (30) days for processing by the Office of Financial Aid.

Financial Aid for any new student will be considered only after he/she has been accepted for admissions by the Admissions and Recruitment Office, and paid the \$35.00 Acceptance Fee to the Cashier's Office.

To be considered for financial aid, every student must satisfy the following requirements:

1. Complete a Free Application for Federal Student Aid (FAFSA) for the intended period of enrollment and list SCSU's Title IV school code "003446" in the school section of the application so that student aid report can be sent to SCSU. A student aid report either eligible or ineligible must be on file to receive federal and some forms of state and institutional aid.
2. Be accepted for admission.
3. Make Satisfactory Academic Progress.

SOURCES OF FINANCIAL AID Loans

Stafford Loans

Subsidized loans are awarded to students on the basis of financial need. The federal government pays the borrower's accrued interest during certain periods, such as when the student is in school, thereby "subsidizing" these loans. Graduate students may borrow up to \$8,500 per academic year.

Unsubsidized loans are not need based; the borrower is responsible for accrued interest throughout the life of the loan. The yearly maximum for unsubsidized Stafford Loans varies from \$8,500 to \$20,500 for a graduate student.

EMPLOYMENT

University Student Employment Program

The University Student Employment Program provides for part-time work, which may cover a substantial part of the cost of college education for young people who need financial aid to attend college based upon the availability of funds.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a degree. Progress is measured by the student's cumulative grade point average (GPA) and credits earned in relation to those attempted and the length of the academic program. In order to assure that students make progress toward their degree program, both in terms of the number of

hours completed and cumulative GPA, South Carolina State will utilize the following satisfactory academic progress policy.

A. Progress Standards

Academic standards of progress are reviewed at the conclusion of the spring semester each year by the Office of Financial Aid and are based on the following criteria:

Cumulative Quality Hours	Minimum GPA Without Probation
3 or more Quality Hours	3.00 GPA

Grade-point calculations shall include only work pursued at South Carolina State University. A student must have a grade point average of not less than 3.00 in order to be listed as a candidate for graduation.

Transfer credit hours plus Quality hours are used to determine academic status for transfer students.

Students who receive all F's, W's, UF's or fail to complete at least 3 credit hours in courses attempted in any semester will be removed from financial aid without a probation period. In evaluating satisfactory progress for financial aid, an "I" will be considered an "F". A student's aid will be withheld pending the submission of a grade change for any course, an "I" grade is received. Students must notify the Office of Financial Aid of grade changes so that a program review can be performed and eligibility determined.

B. Academic Performance

Students whose academic performances are unsatisfactory and who are dismissed from the University are ineligible for financial aid. When students are allowed to return to the institution they must meet the academic criteria as outlined in "A" above. After they meet the criteria, only then will they be eligible for financial aid, unless they have reached 150% of the attempted credit hours toward their degree program, which will make the student ineligible for financial aid.

C. Appeals

Students who have extenuating circumstances that contributed to their failure to meet satisfactory academic progress will be given an opportunity to appeal for reinstatement of financial aid. A typed written request and justification for an appeal should be addressed to the Director of Financial Aid. Reasons that may be acceptable for an appeal are: (1) serious illness or accident involving the student; (2) death, accident or serious illness in the immediate family; (3) additional hours accumulated as a result of transferring from another institution; (4) other extenuating circumstances may be acceptable and will be considered. The Financial Aid Appeal Committee will review the request and if necessary schedule a hearing. If the Appeal Committee has justifiable evidence of extenuating circumstances (as indicated by the Academic Review Board), the student may be considered for financial aid for one additional semester. The student will be notified in writing within 10 business days of the Financial Aid Appeal Committee's decision.

The decision of the Financial Aid Appeal Committee is final and cannot be appealed.

Graduate Assistantships

The graduate assistantship program is designed to:

1. Provide full-time degree-seeking graduate students with an opportunity for academic growth and development; and
2. Provide financial assistance to the best qualified degree-seeking full-time graduate students to facilitate their academic pursuits.

Eligibility Requirements. To be eligible for a graduate assistantship, new graduate students must be fully admitted (as opposed to conditionally admit) to the College of Graduate and Professional Studies. For continuing graduate students, the student applicant must be in academic good standing. All graduate assistants must be enrolled in at least six semester hours during the fall and spring semesters and three semester hours during each term of the summer session. All exceptions to the above eligibility requirements must have the written approval of the Dean of the Graduate School.

Students receiving federal financial aid cannot receive support from the Graduate Assistantship Program in excess of their “unmet need” as established through the Financial Aid Office.

Application Procedures. Completed assistantship applications, available in the Graduate School, must be submitted to the departmental chair in whose department the student wishes to work. Applications will be returned to the requesting supervisor if the applicant fails to meet the above eligibility requirements.

Fellowships/Scholarships. Limited research fellowships and scholarships are available through the Graduate School for students who demonstrate outstanding academic potential. The degree programs with fellowships and scholarships vary from year to year. Interested scholars should direct inquiries to the Dean of the Graduate School, who serves as Graduate Fellowship/Scholarship Director.

Other Financial Aid. Traditional financial aid in the form of loans, student work-study jobs, and other assistance is available for graduate students admitted to a degree program, enrolled full-time, and in academic good standing, by timely application to the Director of Financial Aid, South Carolina State University, Orangeburg, SC 29117.

South Carolina Teacher Loans. To entice talented and qualified students into the teaching profession, the state of South Carolina has made available a loan program to assist with college expenses which can be cancelled by teaching in South Carolina public schools in an area of critical need. Interested persons may pick up the forms and information from the Financial Aid Office.

Graduate Student Personnel Services. Most of the services provided to undergraduate students, such as health care, placement, financial aid, student organizations, etc., are available to graduate students through the same offices and/or agencies described in the Undergraduate Catalog. In addition, four graduate students are annually elected by their peers to represent all of the degree program students as voting members of the Graduate Studies Council. The names of student representatives and other assistance for graduate students seeking information regarding a particular student personnel service are available in the Graduate Office.

Identification. Graduate students enrolled full-time are provided an

identification card which must be presented for the library, health center, and other services. Part-time students do not receive an identification card and must present a copy of their fee assessment sheet for the current semester when identification is required.

REGISTRATION, FEES, AND EXPENSES

Enrollment. All graduate students, whether full-time or part-time, must register in person on registration dates designated. A Schedule of Classes and Campus Guide will be available at the time of registration, but may be acquired in advance by calling (803) 536-7064. The Schedule contains complete and up-to-date information for enrollment, registration, fees, the University Calendar, and other items of policy and procedure extracted from this Catalog in a convenient format. Timely procurement and careful attention to its simple instructions are essential to a smooth and orderly registration.

Registration. No person will be allowed to register for graduate study unless formal admission has been granted. Every person who has been formally admitted will have received notice of the status of his or her admission and the name of his or her official advisor. To register properly, newly admitted persons should allow sufficient time to contact the advisor, schedule an office visit, and secure the advisor’s signature on a University course request form. No other University faculty or administrator should be requested to provide this advisor only signature (The Dean of the Graduate School is authorized to temporarily “sign for” the official advisor but only in genuine emergencies during the scheduled day of registration).

Late Registration. Students unable to initiate advisement and registration during the scheduled date(s) of registration may complete both necessary procedures during the scheduled late registration period. Late registrants will be assessed an additional \$200 late fee. Persons seeking initial admission and enrollment after the admission deadlines should expect (a) to register during the dates and times scheduled for late registration and (b) to pay the late fee.

Semester Fees and Expenses. All fees and expenses must be paid in full at the beginning of the semester (or summer session) as a condition of admission to classes. Only money orders and cashier or certified checks are acceptable in payment for any University expenses.

Refund Policy. Refunds of overpayments for any reason will be made after the first 30 working days following the first day of class. All Financial Aid/scholarships must be received at the University before any refunds are made. Where payment was not actually made, but credit was granted based upon anticipated financial aid or income, no refunds will be made until all anticipated financial aid or income is received by the University.

Refund of charges will be made as follows:

General Academic Fee (College and Tuition) Refunds-In the event of withdrawal from the University, reduction of course load, or withdrawal from courses, refunds may be granted to students in accordance with refund schedule on file in the Office of Accounts Receivable, Lowman Hall. Academic refunds are prorated on the basis of the following schedule for fall and spring semesters:

Official Withdrawal Dates and Percentage of Refund

Before end of 1 st week of classes	100%
Before end of 2 nd week of classes	75%
Before end of 3 rd week of classes	50%
Before end of 4 th week of classes	25%

After the third week of classes, students withdrawing from the University under disciplinary action are ineligible for a refund.

Laboratory Fees are Nonrefundable—Tuition charges paid from grants or loans are restored to those funds on the same prorated basis.

Board—A prorated portion of the fees paid for board will be refund- able if a student officially withdraws from school. Refunds will not be made for periods of less than one week.

Room Rent—Refundable only upon written approval of the Vice President for Student Affairs. Such written request must be received prior to August 1, for the first semester or December 1 for the second semester.

Room Deposit—Refundable only if the University is unable to assign housing.

Medical Withdrawals—Students withdrawing for medical reasons during the first fourteen calendar days after the first day of class will be granted a full refund. Withdrawals on the fifteenth day and there- after will be based on the above refund policy.

Application Fee—Not refundable

Other Fees—Not refundable, except in the instances where it can be shown that an error in such charges occurred. (Fees paid for traffic violations, library fines, athletic equipment, etc., are not refundable.)

Process of Refunds—Refunds due are computed from the date of official withdrawal from the University, official reduction of course load, official withdrawal from courses, or official withdrawal from housing. No refund due is guaranteed until 30 days after the first day of classes each term.

NOTE: The fees and expenses listed in this catalog are those in effect at the time of publication. They are subject to change at any time by action of the South Carolina State University Board of Trustees or the South Carolina Legislature.

University Fee and Tuition—Refundable only if a student withdraws within 14 calendar days after the first day of class, except for the sum of \$10 to cover the cost of enrollment. On the 15th day following the first day of class, all fees are considered earned and no refunds will be made. Students withdrawing from the University under disciplinary action are ineligible for a refund.

NOTE: These charges are basic for full-time students and do not include books and other necessary charges, graduation, etc., which must be determined on an individual basis.

SC State Tuition and Fees Schedule:

Please see the current:

http://www.scsu.edu/files/FY2019_2020%20Fee%20Sheet%20Updated%2007162019.pdf

Disclaimer: Tuition and fees listed in this catalog are subject to change at any time by the Board of Trustees. Contact the Office of Student Accounts for the most recently approved tuition and fees.

Full-Time Students	South Carolina Students	Out-of-State Students
<i>Graduate</i>		
Library Fee	75	75
Technology Fee	200	200
Health Services Fee	120	120
Student Activity Fee	80	80
Museum & Planetarium Fee	35	35
Athletic Fee	256	256
Subtotal Fees	766	766
Total Tuition and Fees	5,730	11,285

Part Time Students	South Carolina	Out-of-State
Per Semester Hour	637	1,254
http://www.scsu.edu/files/FY2019_2020%20Fee%20Sheet%20Updated%2007162019.pdf		

Overload

All students officially enrolled in 12 hours or more (to include audit, etc.) will be required to pay per credit hour for all hours in excess of 12 hours at the in-state/out-of-state rate.

Withdrawal From Classes. Withdrawal from graduate coursework follows the general policy of the University. During the first week of the semester on designated days for registration changes, a student may withdraw from a course according to procedures outlined in the current Schedule of Classes and Campus Guide. From the first through the fourth week of the semester, a student withdrawing from a course will receive a grade of W (withdrawn). Withdrawal from a class after the fourth week of the semester will be accepted only when there are extenuating circumstances such as illness (supported by a physician's statement) or death in the immediate family a grade of WF or WP will be awarded by the instructor for courses withdrawn after the fourth week, but before the last six weeks of a semester depending upon the individual student's grade at the time of withdrawal. A grade of WF is awarded for any course dropped during the final six weeks.

The student who contemplates withdrawing from a course should discuss the situation with the instructor and with the advisor. Having done this, if the student still wishes to withdraw, he or she should proceed as directed in the current Schedule of Classes and Campus Guide and submit the Request for Honorable Withdrawal Form obtainable at the Office of Records and Registration in Wilkinson Hall. Grades of UF will be awarded for courses from which a student withdraws without proper permission. UF and WF grades affect academic good standing in the same way as a final grade of F in a completed course.

POLICIES AND PROCEDURES MANUAL

All graduate programs at South Carolina State University are administered by the Dean of the Graduate School through the chairs of the departments and deans of the colleges in which the programs are housed. Policies and procedures to facilitate that administration

are detailed in the College of Graduate and Professional Studies Policies and Procedures Manual, as approved by the Graduate Studies Council and the University. Any questions which arise out of differences in interpretation or of actual content are governed by the Policies and Procedures Manual. Deviations from policy requirements not permitted by the latter may be petitioned in writing by students or faculty to the Graduate Studies Council.

ENGLISH FLUENCY POLICY

In order to “ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language,” South Carolina State University has taken the following actions:

- A. Amended the Recruitment and Selection of Faculty Policy (see Faculty Handbook). Section Six now contains the following statements:

“In the event the candidate is a foreign national, student and/or staff must be included in the interview process. Students/staff will be asked to assess the candidates’ proficiency in oral communication. In addition, the candidate will be asked to write a short essay on a subject to be determined by the department chair. The chair and the dean shall evaluate the writing sample which is to be submitted along with the employment checklist.”
- B. Modified the course evaluation form, which is used by all students to evaluate all courses in which they are enrolled, to include a question pertaining to each instructor’s proficiency in oral communications. Chairs will then identify problem areas and counsel faculty with communicative difficulties to take advantage of the University’s language remediation opportunities.
- C. Established an English Fluency Grievance Procedure. The English Fluency Grievance Procedure is designed to provide a remedy for students who enroll in classes instructed by faculty with excessive English language difficulties.

Procedures

1. Any student who feels that he/she is unable to understand the spoken English of a particular instructor may petition in writing the dean of the College in which the instructor works to convene an Ad Hoc English Fluency Grievance Committee for the purpose of investigating the student’s complaint.
2. Such a petition must be filed by the end of the third week of classes.
3. The dean may do a preliminary investigation and attempt to address the complaint informally
4. If this does not result in a satisfactory resolution to the student, the dean shall convene the Committee. The Committee shall be comprised of three faculty members from the college involved, three undergraduate students from the same college and one Speech Art faculty member.
5. The Committee shall conduct an investigation/ hearing to determine the instructor’s relative proficiency in oral

communication. This investigation may include audio/video tapes of the instructor’s class.

6. By majority voice, the committee shall communicate its findings and recommendations to the dean of the College for implementation.
7. Should the Committee recommend some type of language remediation for the instructor, the dean should arrange for such remediation with the chair of the Department of Communications and Languages, who shall be responsible for developing and coordinating all “English as a Second Language” remediation.
8. “English as a Second Language Remediation” strategies/opportunities are more fully addressed in the Faculty Handbook.

WITHDRAWAL FROM UNIVERSITY

A student desiring to withdraw from the University officially should complete a University Withdrawal Form. After the student has obtained the signatures of the various university officials designated on the form, the form must be submitted to the Registrar’s Office for final approval. A student may withdraw and receive academic progress in a class (WP or WF) if documented evidence of extenuating circumstances is presented. A student withdrawing without following these procedures shall not be entitled to an honorable withdrawal. A University Withdrawal form may be obtained from the Registrar’s Office or the Web.

GRADING PROCEDURES

The system of grading currently in use is as follows:

A	Excellent 90-100
B	Good 80- 89
C	Fair 70- 79
F	Failing
P	Passing
W	Withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing
UF	Unofficial Withdrawal (Drop)
I	Incomplete. This mark is given in exceptional cases where the student has been passing and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course.
SP/NP	Carries credit hours, but no quality points. (<i>SP indicates progress toward the completion of a thesis or dissertation; NP indicates no progress or inadequate progress.</i>)

No credit will be given for a grade of “I.” No calculation of the grade point average will be made until the “I” has been changed to another grade. Thus, the “I” grade is not included in the calculation of the GPA at the end of each semester. For students with two or more incomplete grades for a term, academic status will be deferred until the end of the first nine weeks of the next enrollment.

An Incomplete not removed within a year (fall, spring, summer terms) will automatically become a grade of “F.” Being in residence will no longer be a requirement for completing the necessary work. All students will follow the last day for instructors to remove an incomplete grade as published in the Academic Calendar for each semester.

Each Incomplete Grade Change Form must be accompanied by an Incomplete Grade Contract. The form for an Incomplete Contract is available on the Website or from the Registrar's Office.

VETERANS AFFAIRS

Veteran's Services Eligibility Policy

Institutions of higher learning having students enrolled who are pursuing an educational objective and receiving educational assistance from the Veteran's Administration under the provisions of Chapters 30, 31, 32, 35, or 106, Title 38, United States Code, are required by Federal VA Regulations to set standards of progress and submit them to the License Division of the South Carolina Commission on Higher Education for approval. The standards of progress are:

- Grading System
- Probationary period
- Conditions for dismissal and re-entry
- Conduct of students and circumstances for dismissal
- Records kept by the school
- Attendance policy

Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina State Approving Agency (SSA) and required by the US Department of Veterans Affairs (DVA). The South Carolina State University (SCSU) Office of Veterans Services can be reached at 536-8494.

VA Policies and Procedures

Veteran Benefits

The following policies and procedures are of primary concern to veterans and other eligible persons who receive veteran's benefits, collectively referred to in the text as "veteran."

Enrollment Certification

Certification by the South Carolina State University VA Certifying Official in the Office of Veteran's Affairs is required for eligible students who wish to receive VA educational assistance checks. Students must initiate their own requests for enrollment certification, as the Certifying Official will process certifications and other forms to the VA only for those students who have made such a request and completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree seeking status before they may receive VA educational benefits. However, those students admitted as "Provisional," "Military Special," "Transient" or students enrolling for prerequisite courses required for admission into a professional degree program or college, may request VA certification if they provide appropriate documentation. VA students in these categories should contact the Veteran's Affairs Office for details. Only the federal VA has the final authority to award benefits to students in such admissions categories.

All VA students who have earned college credits at another school, or in another South Carolina State University degree program, are required to provide the Office of Veteran's Affairs with a transfer credit evaluation from their academic department. The VA generally pays such a student for one semester only pending receipt of the amount of

"prior credit" applied to their current degree program.

Students can best ensure receipt of benefits by informing the Veteran's Affairs Office of their intent to register for classes and by supplying the number of credit hours for which they enroll each semester. Eligible VA students may request certification on an annual basis, and should recertify for each new academic year at least 45 days in advance. However, pursuant to federal law, VA students who are enrolled less than one half-time must request certification on a semester basis.

Normally, VA payments may be made only for those courses that are required by the academic department for the student's current degree program. All students receiving educational assistance checks from the VA are responsible for notifying the Office of Veterans Affairs of any changes in their degree program and/or course load during the semester, to include drop/add, withdrawal, audit status, invoking pass/fail option in a course, or enrollment in any Distance Education course, independent study, internship or practicum courses. Failure to do so, will delay processing for benefits for the current term. For further information, visit the Office of Veterans Affairs in Moss Hall, Room 202 or call (803) 536-8405. You may also visit the website http://www.scsu.edu/admissions/registrar's_office/veteransaffairs.aspx or Veterans Affairs.

Procedures: Academic Probation

Veterans academically suspended from another school cannot be certified for benefits at South Carolina State University until they have received counseling from the DVA Regional Office. Veterans placed on academic suspension at South Carolina State University, and later readmitted after suspension term(s), may be certified for benefits based on the evidence presented by the students and their academic departments that the cause of the prior unsatisfactory academic progress has been removed and a more favorable condition for satisfactory academic progress now exists. The DVA has the final decision regarding resumption of payments to the students.

Audited Courses

The DVA will not pay for courses that are audited. Payment of benefits will be based upon the number of credit hours for which a student is fully enrolled for credit toward his/her degree program.

Correspondence Courses

Veterans taking correspondence courses for credit toward graduation requirements in their degree program may be certified for payment with documentation from their academic advisor that the courses are requirements for graduation. Payment will be reimbursement of tuition only for a semester in which students enroll only in courses via correspondence. However, students taking classroom courses in conjunction with correspondence courses might receive monthly DVA payments, depending on their training time. Specific information may be obtained from the Office Veterans Affairs.

Dropping A Course

Veterans who drop a course, resulting in a reduction in DVA training time (i.e. full-time to 3/4 time, etc.), should promptly report the reduction to the Office Veterans Affairs. A drop after 30 days from the beginning of the semester will create an overpayment of benefits computed from the first day of the semester if the drop results in a

grade of “W”. The DVA will take into consideration any mitigating reasons causing the student to drop the course. Veteran students should report any mitigating circumstances to the Office Veterans Affairs or the DVA Regional Office.

ETV Courses

Policy for open circuit ETV courses is the same as for correspondence courses (see above). Closed circuit ETV courses are considered the same as classroom courses for DVA payment.

Excessive Credit Hours

Veterans must enroll only in courses specified for their degree program, and applied electives, up to the number of elective credits required in their degree program.

Independent Courses

Veterans must comply with the Directed Independent Study guidelines to take independent courses.

Internship Courses

Prior to enrollment in any internship course, veterans should check with the Veterans Affairs Office and make certain the internship course has been approved for DVA payments. Most internships offered at the University are approved for DVA payment; however, some have been disapproved, and some require submission for individual approval each time a veteran enrolls.

Non-Attendance

DVA educational benefits are paid to students maintaining satisfactory attendance by school standards. A professor’s or instructor’s report of a DVA student’s excessive absences in a class, or cessation of attendance without a formal withdrawal or drop transaction, will probably result in an overpayment of benefits to the student.

Non-Degree Students

Special non-degree students may be eligible for DVA payments for the equivalent of two full semesters provided these students are in the process of making full application to a degree program and are enrolled in courses required for graduation in that degree program.

Transient students, or those taking prerequisites for admission to a professional school or graduate program, may not be limited to a two semester equivalent number of courses, but may be paid only for courses specified by their parent institution or professional school or graduate program.

Proper documentation will be required for all students in these categories before the Office of Veterans Affairs will certify for DVA payment (contact the Office of Veterans Affairs at 536-8405 for details). The US Department of Veterans Affairs will make the final decision regarding payment.

Overpayment

Any overpayment of benefits must be returned or reimbursed to the DVA. The student is responsible for maintaining up-to-date paperwork in the Veterans Affairs Office so that overpayments do not occur.

Pass/Fail

Students taking the pass/fail option in a course must provide proof from their academic department that the pass/fail course(s) are required for them to meet graduation requirements in their degree program. However, students who fail a pass/fail course after submitting documentation and receiving payment for the course may be charged with an overpayment of DVA benefits for that course.

Practicum Courses

Policy for practicum courses is the same as for Internship Course (see above).

Repeating Courses

Veterans may repeat a course required for graduation in their degree program if they fail the course and a passing grade is required for them to graduate.

Program Change

Veterans who have received benefits in one program and enroll in a new degree program must provide proof of acceptance into the new program and their transfer credit evaluation form from their academic department before they visit the Office Veterans Affairs to complete the necessary forms to change their degree program with the DVA. Veterans are entitled to one program change by law; a second change requires DVA counseling and approval. Dependents are required to have DVA counseling for each program change. Teacher Certification Veterans may request DVA payment for courses required for State Department of Education certification in teaching, administration and guidance. Students must provide a copy of their certification worksheet from the State Department of Education. Payment from the DVA will be limited to specific courses required for the student to be certified in their field.

Transfer Credit

Transfer credit hours accepted by SC State University from all prior college attendance should be turned into the Veterans Affairs Office within the student’s first semester. The DVA could suspend payment of benefits pending receipt of the amount of prior credit accepted by SC State University from the student’s previous attendance.

Withdrawal From School

Veterans must follow the University-Wide policy for withdrawal from school.

Student Responsibility

Veterans are responsible for making certain they are certified by the DVA each semester they enroll. The Office of Veterans Affairs does not automatically certify students for benefit payments. Each VA student or VA dependent must complete and submit a Veterans Affairs Enrollment Certification Request Form to the Office of Veterans Affairs by June 1 for the Fall Semester, and December 1 for the Spring Semester.

The FOLLOWING are EXPECTED OF ALL STUDENTS - VETERANS and DEPENDENTS each SEMESTER:

- VA certification is validated by the semester. You are required to submit Certification documentation to the Veterans Coordinator to ensure that you are certified.

- You must maintain satisfactory progress to retain benefits.
- You are prohibited from receiving educational benefits for auditing a course.
- You will not receive benefits for repeated courses, unless they are graduation requirements.
- You must be formally admitted as a degree-seeking student after completing two quarters/semesters.
- Register only for courses that are required for completion of your selected degree.
- Do not register in courses for which you have previously received a passing grade/credit (even if taken at another institution).
- (Chapters 30, 1606, & 1607 only). Call the Department of Veterans Affairs at 877-823-2378 monthly to process enrollment verification for payment.

(NOTE: Any student who reduces credit hour load by drop, withdrawal, audit, pass/fail option is required to first follow the University's formal procedure for taking such action prior to notifying The University DVA office.)

For a complete review of all approved School Standards of Progress or any other veteran related policies, procedures, and regulations, please contact the Office of Veterans Affairs at (803) 536-8405.

DEGREE PROGRAMS



This section contains a description of each of the 19 degree programs offered through the Graduate School at South Carolina State University. Applicants may obtain more information about the programs by calling the applicable telephone number below.

Degrees	Area	Contact
Doctor of Education (Ed.D.)	Educational Administration	(803) 516-4734
Educational Specialist (Ed.S.)	Educational Administration	(803) 516-4734
Master of Arts (M.A.)	Rehabilitation Counseling Speech Pathology and Audiology	(803) 516-4917 (803) 536-8074
Master of Arts in Teaching (M.A.T.)	Early Childhood Elementary English Mathematics Biology	(803) 536-7098
Master of Business Adm. (M.B.A.)	Agribusiness General (Accelerated) Entrepreneurship Healthcare Management	(803) 536-8980
Master of Education (M.Ed.)	Counselor Education Elementary Education Secondary Education	(803) 536-7147 (803) 536-7098
Master of Science (M.S.)	Nutritional Sciences Transportation	(803) 536-7110 (803) 536-8392

PROGRAMS IN EDUCATIONAL ADMINISTRATION

The Department of Education offers two (2) degree programs in educational administration: the Educational Specialist (Ed.S.) degree and the Doctor of Education (Ed.D.) degree. The programs were implemented at South Carolina State University in August 1983 and strive to produce graduates who possess the knowledge, skills and dispositions required to produce and maintain high academic achievement in the public schools through effective performance, reflective decision-making and humanistic practice.

In June 1986, the South Carolina Department of Education, using standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC), approved the Ed.S. and the Ed.D. degree programs for granting elementary and secondary principal and superintendent certification. In December 1986, the Southern Association for Colleges and Schools (SACS) granted Level IV accreditation to South Carolina State University because of the quality of the Ed.D. degree program in Educational Administration.

The Ed.S. degree program of study has two options. Option I requires a minimum of 45 semester hours of graduate study beyond the Master's Degree to complete requirements for the degree as well as principal and superintendent certification. Option II requires a minimum of 33 hours of graduate study beyond the Master's Degree to complete requirements for the Degree as well as principal and superintendent certification.

The Ed.D. degree program of study is designed to give students a broad conceptual framework in leadership theory and research. The program requires a minimum of 75 semester hours of coursework beyond the master's degree to qualify for principal and superintendent certification in South Carolina. All students admitted into the Ed.D. degree program with an Ed.S. degree in educational administration and principal and superintendent certification are required to complete a minimum of 30 semester hours at South Carolina State University.

ADMISSION REGULATIONS

Applications for advanced-level degree programs (Ed.D. and Ed.S.) may be submitted once per semester, on or before the deadline, to be considered for admission for the following semester. The deadlines are: April 1 (for Fall Semester admission) and November 1 (for Spring Semester admission). Standard graduate application forms are available from the Graduate School and online at www.scsu.edu. Minimum credentials required are (a) a completed Graduate School application form, (b) an up-to-date résumé, (c) official transcripts of all undergraduate and graduate work, (d) Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) scores, (e) three letters of recommendation from professional educators and (f) a copy of a valid educator certificate. Note: Items (a)-(f) must be submitted directly to the Graduate School on or before the deadline.

ELIGIBILITY REQUIREMENTS FOR Ed.D. DEGREE APPLICANTS

Applicants must satisfy the following requirements to be eligible for admission to the Ed.D. degree program:

- Score a minimum of 1000 on the GRE verbal and quantitative sections or 1,500 on the GRE verbal, quantitative and analytical sections; or 410 on the MAT.
- Present evidence of a 3.50 or better grade point average (on a 4.0 grading system) for all graduate work completed.
- Present evidence of a minimum of five (5) years certified contractual educator experience.
- Complete an interview and writing examination. Satisfaction of the requirements listed above does not guarantee admission to the program. Only a limited number of places exist in the Ed.D. degree program, and selection is competitive. Admission is based on the faculty's assessment of each applicant's potential for success in the program considering the criteria and the number of available positions.

DEGREE REQUIREMENTS

ELIGIBILITY REQUIREMENTS FOR THE Ed.S. DEGREE APPLICANTS

Students must meet the following requirements to receive the Ed.S. degree in educational administration:

- Score a minimum of 850 on the GRE verbal and quantitative sections or 1,350 on the GRE verbal, quantitative and analytical sections; or 391 on the MAT.
- Present evidence of a 3.25 or better grade point average (on a 4.0 grading system) for all graduate work completed.
- Present evidence of a minimum of three (3) years certified contractual educator experience.

The applicant must receive a favorable review of these credentials and be selected for admission by the Educational Leadership Admissions Committee which is composed of the Educational Leadership faculty.

Based on the decision of the Admissions Committee, a letter of acceptance or non-acceptance will be sent to each applicant from the Dean of the Graduate School.

Program of Study A completed program of study form must be submitted in the first semester after admission. The form must be approved and signed by all program advisory committee members, the Chairperson of the Department of Education and the Dean of the Graduate School. The form must include all courses to be completed as part of the program.

Grade Requirements The student must earn a cumulative grade point average of 3.0 or better in their approved program of study

Residency Requirement Students must be in residence for one regular academic semester and/or summer sessions. This requirement is normally satisfied by enrollment in one of the EAM 803 Educational Issues (leadership) seminar session.

Students must meet the following requirements to receive the Ed.D. degree in educational administration:

Program of Study A completed program of study form must be submitted in the first semester after admission. The form must be approved and signed by all program advisory committee members, the Chairperson of the Department of Education and the Dean of the Graduate School. The form must include all courses to be completed as part of the doctoral program.

Grade Requirements The student must earn a grade point average of 3.0 or better on all courses in the student's approved program of study.

Time Limitation All courses listed on the program of study form must be completed within eight years from the date of enrollment to the program. Students who do not remain in continuous enrollment after reaching the dissertation phase will be dropped from the program.

Residency Requirement Students in the Ed.D. degree program must be in residence for a combination of three regular academic semesters and/or summer sessions.

ELIGIBILITY REQUIREMENTS FOR Ed.D. DEGREE APPLICANTS

Students must meet the following requirements to receive the Ed.D. Degree in educational administration:

Program of Study A completed program of study form must be submitted in the first semester after admission. The form must be approved and signed by all program advisory committee members, the Chairperson of the Department of Education and the Dean of the Graduate School. The form must include all courses to be completed as part of the doctoral program.

Grade Requirements The student must earn a grade point average of 3.0 or better on all courses in the student's approved program of study.

Time Limitation All courses listed on the program of study form must be completed within eight years from the date of entry into the Ed.D. program. Students who do not remain in continuous enrollment after reaching the dissertation phase will be dropped from the program.

Residency Requirement Students in the Ed.D. degree program must be in residence for a combination of three regular academic semesters and/or summer sessions. This requirement is normally satisfied by enrollment in the two EAM 803 A & B-Educational Issues (leadership) seminar sessions.

Doctoral Committees With the assistance of the major advisor, students in the Ed.D. degree program must appoint two committees which assist in the supervision and examination of program completion requirements. These committees include: A Program Advisory Committee, consisting of three or more members, including the major professor and a qualified member from outside the educational leadership department. This committee approves the student's program of study and administers the written and oral portions of the comprehensive examination. A Dissertation Committee, consisting of three or more members, at least one of whom could be from outside the educational leadership department.

This committee approves the student's research proposal, reviews the dissertation, and administers the oral defense of the research study.

Comprehensive Examination The purpose of the comprehensive examination is to assess the student's knowledge of the coursework in his/her program of study. The examination includes a written portion that requires nine (9) hours over two (2) days and an oral portion. The examination is usually administered during the student's final semester of coursework. The oral portion is administered only after the student has successfully completed the written portion. Grades assigned are "Pass" or "Fail." In the event a student fails the examination, the student may request one additional opportunity to retake the examination.

Dissertation Every candidate for the Ed.D. must successfully complete and defend a dissertation. Prior to preparing the dissertation, a proposal must be written, presented to, and approved by, the student's dissertation committee. Dissertations must meet all requirements established by the Graduate School. Once completed, the dissertation must be presented to, and approved by, the student's dissertation committee.

PROGRAMS OF STUDY

The programs of study illustrated below reflect requirements for both the respective degree and level of administrator certification.

Ed.S. Degree Program of Study (For students who have a master's degree and no administrative certification. This program leads to principal and superintendent certification.)

<i>Semester Hours</i>		
EAM 722	Evaluation of Programs and Personnel	3
EAM 731	School and Community Relations	3
EAM 732	Educational Planning	3
EAM 735	Fundamentals of Management	3
EAM 736	Personnel Administration	3
EAM 737	School Building Planning	3
EAM 738	Schools and the Law	3
EAM 739	Public School Finance	3
EAM 750	Supervision and Techniques of Instruction	3
EDCI 751	Principles and Procedures in Designing Curriculum	3
EAM 751	Advanced Learning Theories	3
EAM 803A	Educational Issues (Management Seminar)	3
EAM 760	Field Experience: Seminar I	3
EAM 761	Field Experience: Practicum and Seminar II (optional)	3
EAM 762	Field Experience Practicum I	3
EAM 763	Field Experience Practicum II (optional)	3

Ed.S. Degree Program of Study (For students who have a master's degree and principal certification. This program leads to superintendent certification only.)

EAM 737	School Building Planning	3
EAM 741	School Business Management	3
EDCI 759	Curriculum Implementation and Change	3

EAM 761	Field Experience: Practicum and Seminar II	3
EAM 763	Field Experience Practicum	3
EAM 805	Advanced Methods of Instruction Supervision	3
EAM 821	Educational Leadership	3
EAM 834	Policy Formulation and Analysis	3
EAM 847	Optimizing Educational Operations	3
EAM 849	Analysis of Planning Models	3
EAM 803A	Educational Issues (Management Seminar)	3
EAR 710	Methods of Educational Research	3

Ed.D. Degree Program of Study-Capstone (For students who have an educational specialist degree and superintendent certification.)

EAM ---	Special Concentration Area	6
EAM ---	Current Trends in Special Concentration	3
EAM 799	Technology in Education	3
EAM 803A	Educational Issues (Management Seminar)	3
EAM 803B	Educational Issues (Management Seminar)	3
EAR 803	Advanced Data Analysis	3
EAR 804	Advanced Research Methods	3
EAR 861	Dissertation: Procedures	3
EAR 899	Dissertation Seminar	9

MASTER'S DEGREE PROGRAMS OF STUDY

MASTER OF ARTS

The Master of Arts (M.A.) degree is offered in two areas of Study: Rehabilitation Counseling and Speech Pathology and Audiology. The minimum hours are as prescribed on the following pages, with a total of 48 semester hours required for Rehabilitation Counseling and 36 for Speech Pathology and Audiology. Substitution of any required course must be approved prior to enrollment in the course or as a transfer credit.

REHABILITATION COUNSELING

The Rehabilitation Counseling Program is fully accredited by the Council on Rehabilitation Education (CORE) and implements its curriculum in accordance with these standards. The curriculum emphasizes the development of strong counseling skills as well as the acquisition of a broad spectrum of information needed to assist persons with severe disabilities in reaching their full potential.

Mission

The mission of the Rehabilitation Counseling Program (RCP) is to train effective rehabilitation counselors who can function effectively as counselors and service coordinator/consultants for persons with disabilities. These two complementary functions must be performed effectively with persons who present a wide variety of disabling conditions, treatment and/or training needs and vocational goals. The functions must be performed effectively within a full spectrum of differences with regard to age, culture, ethnicity, race and gender. In keeping with this mission, there are certain core beliefs that guide the RCP at South Carolina State University:

1. We believe that the option to work should be available to

- every adult including persons with disabilities.
2. We believe that the option to work takes many forms and is shaped by many forces. In today's technology driven, pluralistic society, the profession of rehabilitation counseling must be constantly alert to assure that equality of opportunity to pursue work of their choice is always available to persons with disabilities.
3. We believe that the RCP at South Carolina State University has a special contribution to make to the profession of rehabilitation counseling in the area of training African American rehabilitation counselors to function effectively in a multicultural, pluralistic society and to serve as resource persons as majority race rehabilitation counselors struggle to come to terms with new and emerging pluralistic equations.

Objectives

The Rehabilitation Counselor Program seeks to develop skills in its students that will enable them to:

1. Offer comprehensive, goal-directed and effective rehabilitation counseling services to individuals with disabilities who represent the full spectrum of diversity,
2. Include age, race, ethnicity and gender from the earliest feasible age as it relates to vocational goals through the age span to where independence is no longer a feasible goal.
3. Offer culturally sensitive and appropriate vocation/independent living services to individuals with disabilities.
4. Offer treatment and/or training to individuals with disabilities that reflect the best and most effective methods available.
5. Offer the full spectrum of independence/vocational services as appropriate to individuals with disabilities that will enable them to achieve their goals.
6. Serve as a coordinator and/or consultant for services for persons with disabilities offered by other human services agencies that are appropriate for individuals ranging from pre-school to older adults.

The Rehabilitation Counseling Program is designed to be flexible so that it may meet the needs of individual students. Students may choose to emphasize their interests through the Field Experience, Practicum and selection of elective courses. Judicious use of the three elective courses will allow the student to focus on such areas as rehabilitation of persons with mental illness, mental retardation or persons in the criminal justice system. The program also offers a certificate in Orientation and Mobility (O&M) to allow students to acquire skills in working with persons who are blind or visually impaired. The O&M option is recognized by the Association of Education and Rehabilitation (AER) for persons who are blind or visually impaired. Program graduates with appropriate experiences are eligible to take the examination to become a Certified Rehabilitation Counselor (CRC). Course work in the program also provides graduates with the knowledge and skills necessary to begin the process for other counseling specialties for which they may qualify.

Persons desiring admission to the Rehabilitation Counseling Program must: (1) meet all requirements for full admission to the

Graduate School; (2) complete a Rehabilitation Counseling Program application, which includes a writing sample; (3) successfully pass an interview conducted by the program's Admission and Retention Committee; and (4) have a 2.8 cumulative undergraduate GPA. While applicants with prior training and/or experience in the Human Services are preferred, others will be considered. In order to meet the requirements of the program's accrediting agencies, it is sometimes necessary to restrict admission to the program for a given semester. To complete the program successfully, in addition to the Graduate School requirements, candidates must have a cumulative grade point average of 3.00 or better in the Subject Matter courses (Section II below) and report a grade of B or better in each of the practicum and internships courses.

Required Program *Semester Hours*

I. Professional Courses (MA) **18**

- ED 500 Introduction to Data Analysis
- ED 501 Understanding Educational Research
- ED 503 Human Growth and Development
- CED 514 Counseling Theories and Techniques
- CED 525 Cultural Considerations in Counseling
- CED 543 Group Dynamics, Techniques, and Procedures

II. Subject Matter Courses **21**

- EDRC 529 Pre-Practicum and Professional Ethics
- EDRC 530-01 Practicum in Rehabilitation
- EDRC 530-02 Practicum in Rehabilitation
- EDRC 530-03 Practicum in Rehabilitation
- EDRC 531 Introduction to Rehabilitation Services
- EDRC 533 Medical and Psychological Aspects of Disability
- EDRC 534 Assessment in Rehabilitation
- EDRC 535 Vocational Placement in Rehabilitation
- EDRC 538 Case Management and Recording

III. Required Electives **3**

A minimum of three courses (nine hours) is to be selected in consultation with the student's advisor and approved by the Coordinator/Director.

IV. EDRC 536 Internship in Rehabilitation **6**

- Exit Requirement Subject-Matter Examination
- BASIC PROGRAM (Without options/specialties) **48**

OPTIONS/SPECIALTIES

OPTION 1 LICENSED PROFESSIONAL COUNSELOR (LPC)

- EDRC 545 Psychopathology in Rehabilitation 3
- EDRC 546 Psycho-Diagnostics in Rehabilitation 3

OPTION 2 MULTICULTURAL COUNSELING & DIVERSITY (MC&D)

- EDRC 525 Counseling Linguistically & Culturally Diverse Populations 3
- EDRC 526 Legislation Advocacy & Empowerment in Rehabilitation of Minorities 3
- EDRC 550 Multicultural Counseling Laboratory 3

(OPM)

OPTION 4 SUBSTANCE ABUSE COUNSELING

- EDRC 520 Introduction to Alcoholism & Drug Abuse 3
- EDRC 521 Assessment & Treatment of Substance Abuse 3
- EDRC 522 Dual Diagnoses: Mental Disorders & Chemical Dependency 3

OPTION 5 COMMUNITY MENTAL HEALTH AGENCY COUNSELING

- EDRC 598 Introduction to Community Agency Counseling 3
- EDRC 599 Community Resources 3
- EDRC 532 Topical Seminar in Rehabilitation Counseling 3

SPEECH PATHOLOGY AND AUDIOLOGY

The mission of the Speech Pathology and audiology (SPA) Program at South Carolina State University is to educate students to function effectively as speech-language pathologists who serve the communicative needs of culturally and linguistically diverse populations in a variety of work settings. Students are provided opportunities to engage in critical clinical decision-making based on empirical evidence, thereby integrating scientific methods and clinical practice. The practical experiences are initiated in and supported by the South Carolina State University Speech-Language-Hearing Clinic, and they are continued in sundry off-site settings, including public schools, hospitals, private practices, and rehabilitation centers.

OBJECTIVES

The objectives of the Speech Pathology and Audiology Program (SPA) undergird those of the College of Graduate and Professional Studies. The objectives are as follows:

1. Foster the development of an environment in which faculty and students can exercise their creativity and satisfy their curiosity through an involvement in scholarly activities;
2. Provide the information and experiences that will enable students to demonstrate an understanding of the processes underlying normal communication as well as the nature of disordered communication and swallowing;
3. Provide academic and practicum experiences designed to prepare students to deliver appropriate intervention, in a variety of work settings, for individuals with speech, hearing, and language and swallowing disorders;
4. Prepare students to institute preventive measures for those children who may otherwise develop communicative disorders.
5. Familiarize students with current information, issues and trends in communicative disorders and related disciplines;
6. Promote the intellectual growth and professional development of all students in the program;
7. Assess and evaluate the degree to which students demonstrate their acquisition of relevant professional competencies as they progress through the program; and
8. Offer diagnostic and habilitative services to those persons in the community who have speech, hearing, language or swallowing problems, with emphasis on underserved populations.

The Master of Arts (M.A.) education program in Speech Pathology and Audiology at South Carolina State University is

accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. The program will depend upon (1) full admission to the Graduate School, (2) strong letters of recommendation from two former professors, and

(3) minimum undergraduate cumulative average of 3.0 on an A =4.00 scale, and (4) approval of the admission application by the program's (SPA) Graduate Admissions Committee (GAC). Admissions are limited to fall semesters only.

An undergraduate degree in speech pathology is desirable, but students with other undergraduate majors will be admitted. Students without the undergraduate degree in speech pathology must complete 18 graduate semester hours of prerequisite courses before proceeding with the graduate program. The prerequisite preparation should include at least one course in each of five areas: phonetics, speech and language development, anatomy and physiology of the speech mechanism, audiology, and clinical procedures. The program is designed to provide the academic and practicum experiences that will develop clinical competence in the management and assessment of speech, hearing and language and swallowing disorders. The academic program consists of a minimum of 36 semester hours based on the students' needs and the requirements of the profession.

Only students who have been fully admitted to the Graduate School will be permitted to take courses in speech-language pathology and audiology. Students who are not seeking a degree, but have been accepted by Graduate Studies for recertification purposes only, will be permitted to take a course as availability of class space permits.

The program offers the experiences that will enable the student to meet the academic and practicum requirements for certification by the American Speech-Language-Hearing Association (ASHA) and licensure by the South Carolina State Board of Examiners in Speech Pathology and Audiology.

Two program options are available: students may or may not elect to write a thesis. All students must complete a minimum of 36 semester hours of course work. Graduation also requires the satisfactory completion of a comprehensive examination.

Any grade below B in a major course will be considered a deficiency. If the grade is C, it will have to be balanced by a grade of A in another major course; practicum courses cannot be used to balance academic course deficiencies and vice versa. When a student earns one grade of D or below or two grades of C in major courses, his/her program will be reviewed, with his/her participation, relative to continuation in the degree program.

A student will be discontinued in the degree program if he/she earns two grades of D or lower or three grades of C in his/her major courses.

The graduate program consists of the interlocking components of academic course work and supervised clinical practicum. To ensure

the integration of these two components in their education, students will be involved in them simultaneously. The specific guidelines are described in the Clinical Procedures Manual and in the Graduate Student Handbook.

Each student must have obtained at least 400 clock hours of supervised clinical practicum prior to graduation. At least 25 hours must have been spent in clinical observation and at least 375 clock hours must have been spent in direct client/patient contact. A minimum of 325 clock hours of clinical practicum must be completed at the graduate level.

The aforementioned policies on academic course work and the clinical practicum are updated periodically in accordance with guidelines established by the American Speech-Language-Hearing Association and the state of South Carolina regarding accreditation, certification, and licensure. All current changes will be listed in the SPA Graduate Student Handbook.

Prerequisite Courses —18 Semester Hours

SPA 505	Introduction to Communication Disorders
SPA 511	Anatomy and Physiology of Speech/Hearing
SPA 514	Introduction to Phonetics
SPA 520	Speech and Language Development
SPA 560	Introduction to Audiology
SPA 581	Principles of Clinical Procedures

Professional Courses —Required 21 Semester hours

SPA 500	Graduate Study in Speech Pathology
SPA 522	Child Language Disorders
SPA 530	Articulation Disorders
SPA 540	Stuttering
SPA 550	Disorders of Phonation
SPA 572	Adult Language Disorders or
SPA 573	Neuropathologies of Speech and Language Impairments (a.k.a. Motor Speech Disorders)
SPA 590	Diagnostic Procedures in Communication Disorders

Subject-Matter Courses — Electives 9-15 credit hours

SPA 501	Clinical Report Writing
SPA 505	Introduction to Communication Disorders
SPA 511	Anatomy and Physiology of Speech and Hearing
SPA 514	Introduction to Phonetics
SPA 516	Speech and Hearing Science
SPA 517	Instrumentation in Speech and Hearing Science
SPA 520	Speech and Language Development
SPA 521	Cultural Language Variations
SPA 560	Introduction to Audiology
SPA 563	Rehabilitation of the Hearing Impaired
SPA 564	Pediatric Audiology
SPA 565	Clinical Audiology
SPA 568	Audiological Problems in Environmental Noise Control
SPA 569	Seminar in Audiology
SPA 570	Cerebral Palsy
SPA 571	Cleft Palate
SPA 572	Adult Language Disorders
SPA 573	Neuropathologies (Motor Speech Disorders)
SPA 574	Communication Problems of Aging
SPA 580	Speech and Hearing Therapy in the Schools
SPA 581	Principles of Clinical Procedures

SPA 591	Advanced Clinical Practicum – Observation
SPA 592	Advanced Clinical Practicum (01-Articulation; 02-Diagnostics; 03-Hearing; 04- Language; 05-Organics; 06-Stuttering)
SPA 593	Seminar in Speech Pathology
SPA 594	Differential Diagnosis of the Non-Verbal Child
SPA 595	Introduction to Manual Communication
SPA 596	Intermediate Manual Communication
SPA 600	Thesis I
SPA 601	Thesis II
SPA 699	Special Topics in Speech Pathology & Audiology

Approved Electives—0-6 Semester Hours

The courses in this section may be recommended by the student's advisor on the basis of perceived needs or selected by the student on the basis of interest. Semester hour credits from this area, added to credit hours in the "required program" and "subject-matter courses," must equal at least 36 semester hours.

MASTER OF ARTS IN TEACHING

Overview

The Master of Arts in Teaching degree program is designed for two categories of applicants. Applicants in Category one are those students who hold a baccalaureate degree in a field other than teacher education, with a major in an area not taught in grades K12. Examples of such majors are: criminal justice and social welfare. Applicants in Category two are those students who hold a baccalaureate degree in a field other than teacher education, but have a major in an area taught in K12 schools. Such majors include art, English, health, mathematics, science, social studies, speech pathology and audiology, physical education, and foreign language. However, regardless of the student's academic major at the bachelor's degree level, he/she is free to pursue any option in the MAT program.

The Master of Arts in Teaching degree program permits the student in Category one to earn the degree and recommendation for initial certification in early childhood education, grades K3, and in elementary education, grades 1-8. The program permits students in Category two to earn the degree and recommendation for initial certification to teach one of the following secondary school subjects: English, mathematics, and science. Likewise, students in Category one may also pursue any one of these latter options, given their willingness to earn additional required credits mandated for initial certification.

The degree is particularly attractive to the first category of candidates who, after working in other human services arena, have developed an interest in teaching in grades K8. The proposed degree is equally attractive to the latter category of students who have developed an interest in teaching in secondary schools after devoting their undergraduate years to the pursuit of knowledge in their discipline.

The Master of Arts in Teaching degree program has been developed according to Standards for Program Approval by the South Carolina Department of Education. Additionally, it meets all of the

requirements for initial certification in the specified options, and it provides the knowledge base and develops the competencies needed by program graduates to fulfill the teaching roles for which they are to be prepared.

Objectives

The revised Teacher Education Conceptual Framework is the Professional Educator as an Effective Performer, Reflective Decision maker and Humanistic Practitioner. The major objective of the Outcome-Based Master of Arts in Teaching degree program is to provide a route for initial certification at the graduate level. Beyond this, the program is designed to provide the mature students with: a sound foundation in the principles and techniques of teaching in grades K12; and a mastery of the structure, skills, concepts, ideas, values, facts, and methods of inquiry that constitute their fields of specification. Further course work the practicum, and internship that comprise the curricula for the various certification options in the MAT program are designed to develop teachers/scholars for the appropriate grade level. Program graduates will have the following characteristics:

1. A knowledge of historical and philosophical bases influencing curriculum design and instruction in grades K12.
2. An understanding of the psychology of learning and the process of cognitive development in K 12 students and a regard for individual differences in ability, learning style, and affect as they impinge upon curricular and methodological decision-making in the classroom.
3. A mastery of a variety of strategies and techniques for teaching concepts, principles, skills, and problem-solving processes to learners.
4. An appreciation for the ways in which social/political/economic forces interact with the discovery of new ideas and the overall structure of content to guide curriculum decisions.
5. An understanding of the fundamental principles and long-range potential of instructional computing as a means for developing in students a capacity and facility for critical thinking and problem- solving.
6. A familiarity with the range of instructional technology equipment and materials and the variety of professional resources available for use in the classroom.
7. An awareness of the special abilities and learning characteristics of exceptional children.
8. Skills in the judicious use of a variety of methods and materials appropriate for students with diverse language backgrounds.
9. Knowledge of recent developments in area of specialization.
10. Exposure to research and literature in area of specialization.
11. A supervised experience in teaching in a real-life school setting.

ADMISSION REGULATIONS

Applicants for the Master of Arts in Teaching degree must hold a bachelor's degree from an accredited institution. Applicants must present a completed portfolio to be eligible for the interview conducted by the Screening and Admission Committee. The completed portfolio must be presented prior to the specified deadlines. Portfolio contents, admissions regulations and other

pertinent information are presented below.

1. Application portfolio that is complete, consisting of the following elements:

Graduate Admission: Letter of Full Admission to the Graduate School from the Dean of the Graduate School.

Application: Letter of application for admission to the MAT program specifying the certification option.

Goal Statement: A logically developed statement of career goals and plans attached to the resume.

Transcripts: To be forwarded by the Graduate School.

Letters of Recommendation: Three letters using the form provided by the University.

Certification: The applicant must not hold certification to teach in South Carolina or any other state.

2. Minimum GPA 3.00 on a 4.00 grading system for all undergraduate work completed and 3.00 on all graduate work completed.
3. GRE minimum 800 (V/Q; 1,200 (V/Q/A) or MAT minimum 35.
4. Letter of full admission to the Graduate School.
5. For mathematics only, successful completion of the following SCSU courses or their equivalents:

**Specialty Courses
(30 Semester Credit Hours)**

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
M 158	Calculus I	4
M 168	Calculus II	4
M 278	Calculus III	4
M 238	Calculus IV	3
M 208 or M 309	Statistics	3
M 207 or M 305	Geometry	3
M 306 or M 314	Algebra	3
M 404	Real Analysis	3
A high-level computer programming language course		3
Semester Hour Total		30

MASTER OF ARTS IN TEACHING DEGREE

Program in
Early Childhood Education
(51 Semester Hours)
CURRICULUM

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
PROFESSIONAL EDUCATION		
(21 Semester Credit Hours)		
EAR 599	Effective School Res/Measure/Evaluation	3
ED 503	Human Growth & Development	3
ED 518	History & Philosophy of Education	3

ED 545	Learning Theories for Teachers	3
SPED 550	Nature & Psychology of Except. Child.	3

Early Childhood Education Teaching Option

FCS 530	Admin. & Super Programs for Young Child	3
ECE 513	Early Childhood Curriculum	3
ECE 514	Early Childhood Methods and Materials	3
ECE 522	Assessment & Interpreting Behavior YC	3
ED 505	Fine Arts for the Classroom Teacher	3
RED 506	Language Arts for Children	3
M ED 500	Contemporary Mathematics Elementary Sch.	3
PE 502	Curriculum Planning and Development ECE	3
SC 510	Science for Elementary School Teachers	3
SST 500	Social Studies for Elementary School Teacher	3

Student Teaching

ED 550	Directed Teaching/Clinical Internship	6
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Minimum Semester Hours Required 51

EDCI 599	General Knowledge/Test Taking Skills	3
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(For test score deficiency)

1. GPA of 3.00 on all prerequisite MAT course work.
2. Completion of prerequisites for Directed Teaching Practicum in the MAT Certification option.
3. Physical examination, including TB test.
4. Passing score on Praxis II & PLT examination before Directed Teaching Internship.
5. Interview by faculty of the Master of Arts in Teaching program.
6. FBI and SLED Clearance

Exit Requirements

Exit criteria include the following: completion of degree and certification requirements with minimum GPA of 3.00, successful completion of the student teaching semester, Exit Interview Report, Praxis II and PLT Specialty Area score, samples of any published or scholarly work, induction into the teaching profession, and a personal résumé.

MASTER OF ARTS IN TEACHING DEGREE
Program in English Education
(45/48 Semester Hours)
CURRICULUM

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
PROFESSIONAL EDUCATION		
(18 Semester Credit Hours)		
ED 503	Human Growth and Development	3
ED 518	The History and Philosophy of Education	3
ED 545	Learning Theories for Teachers	3

EAR 599	Effective School Research, Measurement, Evaluation, and Assessment	3
RED 517	Advanced Teaching of Reading in Sec. School	3
RED 522	Teaching Reading and Writing in Area	3
SPED 550	Nature and Psychology of the Exceptional Child	3

PRE-REQUISITE

Non-English Majors at Undergraduate Level

E 500	Background of Literature	3
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**English Teaching Option
(21 Semester Credit Hours)**

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
ED 511	Methods of Teaching English <i>(Required course for English Teaching Option)</i>	3
E 505	History of the English Language	3
E 506	Literature for Adolescents	3
E 508	Survey of British Literature	3
E 509	Survey of American Literature	3
E 531	Literary Criticism	3
E 532	Grammar for Teachers	3
ED 550	Directed Teaching/Clinical Internship	6
PROFESSIONAL EDUCATION		24
ENGLISH TEACHING OPTION		21
TOTAL MAT Program in English		45/48

EDCI 599	General Knowledge/Test Taking Skills <i>(For test score deficiency)</i>	3
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Each English Program graduate student (M.A.T./M.Ed.) will be responsible for making a presentation to a panel of graduate professors and students on a topic related to English and English Education. This presentation should be well informed and reflect original thought. It should discuss pedagogical issues and explicitly address both state and NCATE standards.

Topics should relate issues in English studies to issues in pedagogy.

For instance, some sample topics might be:

- Teaching awareness of race and class to high school students.
- Bringing Milton to contemporary classes.
- Revision and rhetoric in the middle school classroom.
- Toni Morrison: “The Bluest Eye” and contemporary culture.
- “Getting It Right”: strategies for teaching grammar revision.

Each presentation should include appropriate AV material, a short narrative of the research and conclusions, and a bibliography of useful print, electronic, and other resources. Grading will be P/F, with honors awarded to the top three.

**MASTER OF ARTS IN TEACHING DEGREE
Program in Mathematics Education
(48 Semester Hours)**

CURRICULUM

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
PROFESSIONAL EDUCATION (24 Semester Credit Hours)		
ED 503	Human Growth and Development	3
SPED 550	Nature and Psychology of the Exceptional Child	3
ED 518	The History and Philosophy of Education	3
ED 545	Learning Theories for Teachers	3
EAR 599	Effective School Research, Measurement, Evaluation, and Assessment	3
RED 517	Advanced Teaching of Reading in Sec. School	3
RED 522	Teaching Reading and Writing in Area	3

**Mathematics Teaching Option
(21 Semester Credit Hours)**

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
MED 512	Teaching of Secondary Mathematics <i>(Required)</i>	3
M 503	Calculus for Teachers <i>(Required)</i>	3
M 504	Probability and Statistics	3
M 509	Modern Geometry <i>(Required)</i>	3
M 511	Modern Algebra <i>(Required)</i>	3
M 513	Real Function Theory	3
M 514	Applied Numerical Analysis	3

CS 506	Introduction to Computer Science	3
ED 550	Directed Teaching/Clinical Internship	6

PROFESSIONAL EDUCATION	24
ENGLISH TEACHING OPTION	19
TOTAL MAT Program in English	48

EDCI 599	General Knowledge/Test Taking Skills <i>(For test score deficiency)</i>	3
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**MASTER OF ARTS IN TEACHING DEGREE
Program in Biology Education
(49 Semester Hours)
CURRICULUM**

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
PROFESSIONAL EDUCATION (24 Semester Credit Hours)		
EAR 599	Effective School Research, Measurement, Evaluation, and Assessment	3
ED 503	Human Growth and Development	3
ED 518	The History and Philosophy of Education	3
ED 545	Learning Theories for Teachers	3
RED 517	Advanced Teaching of Reading in Sec. School	3
RED 522	Teaching Reading and Writing in Area	3
SPED 550	Nature and Psychology of the Exceptional Child	3

**Biology Teaching Option
(21 Semester Credit Hours)**

SC 500	Earth Science	3
SC 509	The Teaching of Science	3
B 501	Modern Biology I	3
B 502	Modern Biology II	3
B 504	Seminar	1
B 510	Quantitative Biology	3
B 507	Advanced General Biology	3
C 508	Modern Chemistry	3
P 507	Advanced General Physics	3
ED 550	Directed Teaching/Clinical Internship	6
EDCI 599	General Knowledge/Test Taking Skills (For test score deficiency)	3
PROFESSIONAL EDUCATION		—
GENERAL SCIENCE TEACHING OPTION		—
TOTAL MAT Program in Biology/General Science Ed.		49

MASTER OF ARTS IN TEACHING DEGREE
Program in Elementary Education
(51 Semester Hours)
CURRICULUM

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
Professional Education		
(21 Semester Credit Hours)		
ED 503	Human Growth and Development	3
ED 518	The History and Philosophy of Education	3
ED 545	Learning Theories for Teachers	3
EAR 599	Effective School Research, Measurement, Evaluation, and Assessment	3
SPED 550	Nature and Psychology of the Exceptional Child	3

Elementary Education Teaching Option
(27 Semester Credit Hours)

ED 505	Fine Arts for the Elementary School Teacher	3
ED 528	Advanced Methods	3
EDCI 523	Curriculum Development in the Elem. School	3
MED 500	Math for the Elementary School Teacher	3
RED 506	Language Arts and Children's Literature	3
RED 507	Advanced Teaching of Reading in Elementary School	3
RED 511	Instructional Methods in Teaching Reading	3
SC 510	Science for the Elementary School Teacher	3
SST 500	Social Studies for the Elementary School Teacher	3
EDCI 523	Curriculum Development in the Elementary School	3
Elective		3
ED 550	Directed Teaching/Clinical Internship	6
EDCI 599	General Knowledge/Test Taking Skills (For test score deficiency)	3

PROFESSIONAL COURSES	21
SPECIALTY COURSES	27
TOTAL MAT Program in Elementary Education	51

**MASTER OF BUSINESS
ADMINISTRATION (MBA)
DEGREE PROGRAMS**

The MBA program empowers graduates to successfully compete and excel in today's rapidly changing business environment. Courses are delivered through our convenient evening program, and students may choose from a General MBA or concentrations in Agribusiness and Entrepreneurship.

The MBA program is accredited by AACSB-International – the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs, with only 5% of business programs worldwide earning this distinction. AACSB-accredited schools must pass very rigorous quality standards, and are recognized worldwide by top employers.

The curriculum is delivered through evening, weekend and hybrid (a combination of classroom and online instruction) classes to meet the needs of recent college graduates as well as seasoned professionals seeking career advancement and personal growth. The outstanding faculty utilizes theories, case studies and technology in practical real-world contexts to enhance the learning process. Students undergo a thorough preparation in advanced business skills in accounting, economics, finance, international business, management and marketing.

Mission and Objectives

The mission of the School of Business is to provide quality management education and leadership development to students who seek an inclusive environment and diverse educational experience. The School develops graduates to successfully compete in a global society, through effective teaching, innovative programs and activities, community outreach, student engagement, and applied and pedagogical research.

The objectives of the MBA program are to ensure that MBA graduates:

- Exhibit an understanding of the strategic management process and be able to develop, implement, assess, and refine a strategic plan in a business setting.
- Demonstrate effective leadership skills – both as a team leader and team member.
- Develop an understanding of business' ethical responsibility to various stakeholders.
- Obtain an understanding of global influences on business decisions.

MBA Program Options

Students may choose from three MBA program options:

- **General Track (accelerated program)**
For those seeking a high quality one-year all-purpose MBA to enhance career opportunities in all industries.
- **Agribusiness Track**
For those seeking careers in agribusiness industry (companies involved in food or fiber products), banks, and governmental agencies.
- **Entrepreneurship Track**
For those aspiring to start or grow successful business enterprises, and those seeking consulting opportunities.
- **Healthcare Management**
For those seeking management careers in healthcare organizations such as hospitals, rehab facilities, medical and dental practices, and others

Admission Requirements

The program is open to those with undergraduate degrees in business, as well as those with undergraduate degrees in non-business disciplines. Students lacking business coursework must take up to 12 hours of foundation courses in accounting, economics, finance and management or marketing in addition to the curricula for the MBA program curriculum. Students may also take the undergraduate equivalents to satisfy these requirements. In some cases, relevant professional work experience may be substituted for foundation courses.

Full Admission Criteria

- An undergraduate degree from a regionally accredited college or university
- GPA of 2.75 or higher
- GMAT or GRE exam score
- Three letters of recommendation
- A current resume
- An essay describing career and graduate degree objectives
- An acceptable TOEFL or GRE-Verbal for international applicants who do not hold a degree from a U.S. institution

Conditional Admission Criteria

Granted when an applicant meets all other admission criteria, but did not score well enough on the GMAT or GRE to gain full admission.

Conditionally admitted students are required to re-take the GMAT or GRE and score well enough to meet all full admission criteria before enrolling in courses for a second semester.

To apply, download, complete and submit the [Graduate Admissions Application](#) available at:
<http://www.scsu.edu/schoolofgraduatestudies.aspx>

Contact Us:
MBA Director, School of Business, SC State University, 300 College Street, NE – PO Box 7176, Orangeburg, SC 29117. Phone: (803) 533-3777.

PROGRAM OF STUDY FOR STUDENTS WITH UNDERGRADUATE DEGREES IN BUSINESS

General MBA Track (30 Credit Hours)

Core Courses (21 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
ACCT 510	Accounting for Business Decisions	3
BA 525	Data Analytics	3
BA 563	Global Business Perspectives	3
ECON 515	Managerial Economics	3
MKT 520	Marketing Management	3
MGT 520	Financial Management	3
MGT 580	Integrated Business Analysis	3

Electives (9 Credit Hours)

Electives	9
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TOTAL **30 hrs.**

MBA with Agribusiness Concentration (36 Credit Hours)

Core Courses (see above) 21

Agribusiness Courses (15 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
AGUB 503	Environment of Agribusiness	3
AGUB 510	Market and Price Analysis	3
AGBU 545	Agribusiness Supply Chain Mgt.	3
AGUB 580	Agribusiness Policy Analysis	3
Agribusiness Elective		3
TOTAL		36 hrs.

MBA with Entrepreneurship Concentration (36 Credit Hours)

Core Courses (see above) 21

Entrepreneurship Courses (12 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
ACCT 520	Tax/Legal Issues for Sm. Bus.	3
MGT 512	Entrepreneurship	3
MKT 575	New Product Development	3
MGT 521	Venture Capital and Private Finance	3
Entrepreneurship Elective		3
TOTAL		36 hrs.

MBA with Healthcare Management Concentration (36 Cr.Hrs)

Core Courses (see above) 21

Healthcare Management Courses (15 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
<u>Required Courses</u>		
HC 520	Healthcare Policy, Law and Ethics	3

HC 523	Healthcare System Delivery in America	3
HC 525	Healthcare Practicum	3
<u>Plus two of the following courses</u>		6
HC 521	Healthcare Org. Behavior and HRM	3
HC 522	Quality Management in Healthcare	3
HC 524	Healthcare Finance	3
Total		36

MBA with Healthcare Management Concentration (48 Credit Hours)	
Foundation Courses (see above)	12
Core Courses (see above)	21
<u>Healthcare Management Courses (15 Credit Hours)</u>	
Course #	Course Title
<u>Core Courses (see above)</u>	
	21

<u>Healthcare Management Courses (15 Credit Hours)</u>		
Course #	Course Title	
<u>Required Courses</u>		
HC 520	Healthcare Policy, Law and Ethics	3
HC 523	Healthcare System Delivery in America	3
HC 525	Healthcare Practicum	3
<u>Plus two of the following courses</u>		6
HC 521	Healthcare Org. Behavior and HRM	3
HC 522	Quality Management in Healthcare	3
HC 524	Healthcare Finance	3
TOTAL		48 Credit Hours

**PROGRAM OF STUDY FOR STUDENTS WITH
NON-BUSINESS
UNDERGRADUATE DEGREES**

General MBA Track (42 Credit Hours)

Foundation Courses (12 Credit Hours)*

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
ACCT 501	Foundations of Accounting	3
ECON 501	Foundations of Economics	3
FINC 501	Foundations of Finance	3
MGT 501	Foundations of Mktg. & Mgt.	3

*the undergraduate equivalents of these courses may be taken

Core Courses (21 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
ACCT 510	Accounting for Business Decisions	3
BA 525	Data Analytics	3
BA 563	Global Business Perspectives	3
ECON 515	Managerial Economics	3
MKT 520	Marketing Management	3
MGT 520	Financial Management	3
MGT 580	Integrated Business Analysis	3

Electives (69Credit Hours)

Electives	9
TOTAL	42 hrs.

MBA with Agribusiness Concentration (48 Credit Hours)

Foundation Courses (see above) 12

Core Courses (see above) 21

Agribusiness Courses (12 Credit Hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
AGBU 503	Envmt. of Agribusiness	3
AGBU 510	Market and Price Analysis	3
AGBU 545	Agri Supply Chain Mgt.	3
AGBU 580	Agribusiness Policy Analysis	3
	Agribusiness Elective	3
TOTAL		48 hrs.

MBA with ENTREPRENEURSHIP Concentration (48 Cr. Hours)

Foundation Courses (see above) 12

Core Courses (see above) 21

Entrepreneurship Courses (15 credit hours)

<i>Course #</i>	<i>Course Title</i>	<i>Credit hours</i>
ACCT 520	Tax/Legal Issues for Sm. Bus.	3
MGT 512	Entrepreneurship	3
MKT 575	New Product Development	3
MGT 521	Venture Capital and Private Finance	3
	Entrepreneurship Elective	3
TOTAL		48 hrs.

**MASTER OF EDUCATION DEGREE
PROGRAMS**

Admission Regulations

Applicants for the four Master of Education degrees must hold a bachelor's degree from an accredited institution. Applicants must present a complete portfolio to be eligible for the interview conducted by the Screening and Admission Committee. The portfolio must be presented prior to the specified deadline (July 25, November 25, and May 15 for fall, spring or summer admission, respectively) if the applicant is to be considered for admission the following academic semester. Portfolio contents, admissions regulations and other pertinent information are presented here.

The applicant's portfolio should be complete and consist of the following:

Graduate Admission: Letter of Full Admission to the Graduate School from the Dean of the Graduate School.

Application: Completed application for the specific M. Ed. program of choice (Elementary Education, Secondary Education, Special Education or Counselor Education).

Goal Statement: A logically developed statement of career goals and plans attached to the program application.

Transcripts: Copies of all undergraduate and graduate transcripts.

Certification: Evidence of having met state certification standards (required for admission to all programs except Counselor Education).

Assessment Data: GRE or MAT score, undergraduate GPA and graduate GPA, all transcripts and Admission Interview Report.

Samples of any Published Materials or Scholarly Work.

Admission Interview.

Letters of Recommendation: Three letters, using the form provided.

Eligibility Requirements

Regular Admission

1. Letter of full admission to the Graduate School from the Dean of Graduate Studies.
2. Minimum GPA of 3.00 on a 4.00 grading system for all undergraduate work completed. (This requirement is waived for certified teachers.)
3. GRE - minimum 800 (V/Q); 1,200 (V/Q/A) or MAT - 388-393.
4. Praxis I PPST-Reading and Writing scores. Minimum: 175 - Reading and 173 - Writing or Teaching Certificate or Master's Degree.

5. Admissions Interview.

Alternate Admission for M.Ed. Programs

1. Professional teaching certificate and at least one year of contractual teaching experience (if applicable).
2. Minimum GPA of 3.00 on a 4.00 grading system for all undergraduate work completed.
3. Letter of full admission to the Graduate School.
4. Evidence of having taken the required test but earned below standard score as follows:
 - a. MAT score below 35
 - b. GRE score below 800 (V/Q)
5. Praxis I scores. Minimum: 175 Reading; 173 Writing; 172 Math.
6. Grade of "B" or better in EDCI 599-General Knowledge and Curriculum Enhancement Seminar.

Goals and Objective of the Master's Programs in Education.

The new conceptual framework for Education is "The Professional Educator as an Effective Performer, Reflective Decision maker and Humanistic Practitioner." The overall goals of the M.Ed. Programs are (a) to produce elementary and secondary teachers and counselors competent in their academic specialties and/or teaching areas and (b) to imbue all graduates with a thorough understanding of the historical, philosophical, developmental, humanistic, research, and quantitative bases of public education. To meet subject-matter objectives, graduates of the various subject-matter areas, applicable to their particular disciplines, will be able to do the following:

1. Teach or perform effectively in the areas of specialty to the range of students in a multicultural society;
2. Carry out the role and function of a secondary of elementary teacher or specialist in the subject-matter areas;
3. Apply the basic concepts of human development and individual differences in providing for the individual needs of the broad array of students in their settings;
4. Interpret and use properly the results of standardized measures of academic achievement in their classrooms and in the overall school environment;

5. Apply the methodology of the subject-matter area in planning, designing, and delivering classroom instruction
6. Apply the principles of effective educational measurement in diagnosing and meeting student needs and in evaluating individual and group performance in the school setting;
7. Demonstrate fundamental laboratory techniques where applicable;
8. Demonstrate skill in applying scientific methodology and research findings to a particular subject matter;
9. Apply the principles of effective classroom management and discipline in a democratic environment involving, appropriately, parents, students, and administrators; and
10. Use reflective decision making in order to perform at the highest scholarly and professional levels expected of holders of the Master of Education degree.

COUNSELOR EDUCATION

The M.Ed. program in Counselor Education is designed to prepare individuals to serve as school counselors. Therefore, the primary purpose of this program is to produce individuals well qualified personally and professionally to perform effectively as counselors in elementary and/or secondary schools.

Program graduates are eligible to apply for initial South Carolina state certification provided they meet specified State Department of Education requirements.

PROGRAM REQUIREMENTS

Basic program requirements, in terms of credit hours, are listed below:

<i>Curriculum Hours</i>	<i>Components</i>	<i>Credit</i>
I. FOUNDATIONS CORE 12		
ED 500:	Introduction to Data Analysis	3
ED 501:	Understanding Educational Research	3
ED 518:	History and Philosophy of Education	3
ED 503	Human Growth and Development	3
II. SUBJECT-MATTER CORE 24		
CED 509	Counseling Ethics and Legal Issues for School Counselors	3
CED 510	Introduction to Counseling	3
CED 514	Counseling Theories and Techniques	3
CED 516	Psychological Appraisal of the Individual	3
CED 525	Cross Cultural Consideration in Counseling	3
CED 540	Career and Lifestyle Development	3
Or		
CED 545	Facilitating Career Development	6
CED 541	Analysis and Interpretation of Group Testing	3
CED 543	Group Dynamics, Techniques, and Procedures	3

III. OTIONS	12
A. Elementary School Counseling	
CED 512 Elementary School Guidance	3
CED 520 School Counseling Practicum	3
CED 551 Internship in School Counseling	6
OR	
B. Secondary School Counseling	
CED 513 Secondary School Guidance	3
CED 520 School Counseling Practicum	3
CED 551 Internship in School Counseling	6
Total credit hours required	48

Elementary majors seeking K-12 certification must also complete CED 513 and CED 520 (secondary focus).

Secondary majors seeking K-12 certification must also complete CED 512 and CED 520 (elementary focus).

Each credit hour in CED 551 requires 100 clock hours of field-based experience.

ELEMENTARY EDUCATION

The M.Ed. program in Elementary Education is designed for the advanced preparation of in-service elementary school teachers (grades K-3 Early Childhood Education and Elementary Education grades 2-6). The two purposes of this program are to provide instruction, appropriate classroom practice, seminars, microteaching, and other teaching-learning experiences to master's degree-seeking students for the purpose of assisting them in strengthening, extending, and integrating their knowledge and skills in foundations and professional education, research and writing, as well as the content area(s); and to assist them in obtaining mastery of systematic ways of utilizing instructional technology to bring about effective instruction.

This program offers options in elementary education, early childhood education, and reading education.

PROGRAM REQUIREMENTS

Basic program requirements, in terms of credit hours, are listed below:

Semester Credit Hours

I. FOUNDATIONS CORE	
ED 500 Introduction to Data Analysis	3
ED 501 Understanding Educational Research	3
ED 545 Learning Theories for Teachers	3
II. PROFESSIONAL CORE	
ED 523 Curriculum Development in the Elementary School	3
ED 528 Advanced Methods of Teaching	3
ED 530 Instructional Technology	3
RED 516 Advanced Teaching of Language Arts in the Elementary School	3
ED 602 Research Project	3
III. COGNATE (Electives Required)	12
Comprehensive Examinations	0
Total credit hours required	36

Options

A. Basic Elementary Education (must complete at least four):	
ED 522 Diagnostic/Prescriptive Teaching	3
ED 534 Seminar in Elementary Education	3
MED 500 Math for Elementary School Teachers	3
SST500 Social Studies for Elementary School Teachers	3
*SC 510 Science for Elementary School Teachers	3
SPED 550 Nature and Psychology of the Exceptional Child	3
ED 519 Multicultural Education	3

(*Required Courses)

B. Early Childhood Education (must complete at least four):	
*ECE 522 Assessing and Interpreting Child Behavior	3
*ECE 510 Adv. Study of Early Childhood Curricula and Methods	3
ECE 502 Cognitive and Language Development	3
ECE 513 The Child and Curriculum	3
ECE 514 Early Childhood Methods and Materials	3
SPED 550 Nature and Psychology of the Exceptional Child	3
FCS 530 Supervision and Admin. Program for Child, and Families	3
ECE 590 Early Childhood Education Practicum	3
ED 519 Multicultural Education	3

(*Required Courses)

C. **Reading Education** (must complete at least four):

(*Required Courses)

ELEMENTARY PHYSICAL EDUCATION

The Master of Education, Option in Elementary Physical Education is designed to prepare Master Teachers in elementary physical education. Students will be exposed to scientific and applied research-based study in physical education pedagogy. The master's option in elementary physical education focuses on the study of processes, that influence teaching, motor skill learning, and performance. Research emphases include developmental foundations of motor skill learning with application to physical education and sport setting, and the curricular and instructional processes, which influence the acquisition of motor skills. The developmental foundation area focuses on the cognitive, social, and growth factors that influence motor skill learning.

Major emphasis in this program is placed on course work in the teaching area. The master's degree requires 39 hours of graduate-level course work with 9 credits in the foundation core, 18 credits in a professional core, and 12 credits in the specialized area.

Students seeking admission into the Master of Education, Option in Elementary Physical Education or Secondary Education curriculum must possess a minimum cumulative grade point average of 2.5 (on 4.00 scale), submit three letters of recommendation, hold South Carolina initial teacher certification in physical education, and successfully complete an admissions interview. Students must maintain a cumulative grade point average of 3.0 while enrolled in the program. In order to graduate from the program, students must have a cumulative grade point average of 3.0 (on a 4.00 scale) and at least a "C" grade in each specialized course.

PROGRAM REQUIREMENTS

Foundation Core (All three courses must be completed)

ED 500:	Introduction to Data Analysis	3
ED 501:	Understanding Educational Research	3
ED 545:	Learning Theories for Teachers	3

Professional Core (15 hours of the following approved by advisor)

ED 523:	Curriculum Development in Elementary School	3
ED 528:	Advanced Methods of Teaching	3
ED 530:	Instructional Technology	3
ED 602:	Research Project	3
RED 516	Adv. Teaching of Language Arts in Elem. Sch.	3

Specialized Core (All three courses must be completed)

PE 502	Curriculum Planning and Development for Early Childhood Elementary Health & Physical Education	3
PE 503:	Leadership Issues and Trends in PE & Sport	3
PE 507:	Measurement & Tech. Applications in PE	3

The Specialized Electives

(3 hours of the following approved by advisor)

PE 501:	Curriculum and Supervision in Physical Education	3
PE 505:	Administration in Physical Education & Sport	3
PE 510:	Scientific Principles of Physical Education	3
PE 512:	Principles of Motor Learning & Motor Performance	3
PE 514:	Principles and Admin. of Wellness Programs	3
PE 516:	Developmental & Adapted Physical Education	3
PE 602:	Research Project	3

Exams To Be Completed:

- Professional Comprehensive Examination-upon completion of foundation core
- Subject Matter Comprehensive Examination semester prior to graduation
- English 152

SECONDARY EDUCATION

The M.Ed. program in Secondary Education is designed for the advanced preparation of in-service secondary school. The two purposes of the program are to provide instruction, appropriate classroom practice, seminars, microteaching, and other teaching-learning experiences to master's degree-seeking students for the purpose of assisting them in strengthening, extending, and integrating their knowledge and skills in foundations and professional education, re- search and writing, as well as the content area(s); and to assist these teachers in realizing an awareness that this view of the world is not universally shared.

This program offers options in biology, business, chemistry, English, industrial education, math, physical education, science and social studies.

PROGRAM REQUIREMENTS

Basic program requirements, in terms of credit hours, are as follows:

Semester Credit Hours

I. FOUNDATIONS CORE

ED 500	Introduction to Data Analysis	3
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ED 501	Understanding Educational Research	3
ED 545	Learning Theories for Teachers	3

II. PROFESSIONAL CORE

(15 hours of the following approved by advisor)

ED 602	Research Project	3
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III. COGNATE (Electives Required)

12 - 13

See content area requirements

Comprehensive Examinations	0
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Total credit hours required 36 - 42

Secondary Education Content Area Requirements

Cognates and Electives for Specialization Areas in Secondary

Education Available Options

A. Biology

13

Five of the courses below including B 500, 504 and 507.

B 500	Field Biology
B 503	History of Biology
B 504	Seminar
B 507	Advanced General Biology
B 509	General Physiology
B 510	Quantitative Biology
B 511	Plant Biology

Approved Electives

3 - 6

SC Ed 509: The Teaching of Science, and any courses approved by the academic advisor.

B. Business

12

Four of the following including BE 501 and 511.

BE 501	Improvement of Instruction in Stenographic Subjects
BE 502	Improvement of Instruction in Non-Stenographic Subjects
BE 503	Improvement of Instruction in Business Education
BE 511	Principles and Practices in Business Education
BE 512	Analysis of Office Occupations
BE 513	Office Organization and Management
BE 515	Report Writing and Research in Business Education
BE 516	Current Issues in Business Education
BE 517	Seminar in Business Education
BE 521	Curriculum Construction in Business Education
BE 524	Administration and Supervision in Business Education

Approved Electives

0 - 6

Any courses from the above approved by the academic advisor.

C. Chemistry

13

Five of the courses below including C 504, 506 and 507.

C 501	Advanced Inorganic Chemistry
C 502	Advanced Analytical Chemistry
C 503	Advanced Analytical Chemistry Laboratory
C 504	Seminar

C 505	Advanced Inorganic Chemistry Laboratory
C 506	Instrumental Methods of Analysis
C 507	Theoretical Chemistry for Secondary School Teachers
C 508	Modern Chemistry I
C 509	Modern Chemistry II

Approved Electives 3 - 6
 SC Ed 509 The Teaching of Science, and any courses approved by the academic advisor

D. English 12

At least four of the following including a choice between E 503 or E 506:

E 500	Backgrounds of Literature
E 503	Shakespeare
E 505	History of the English Language
E 506	Milton
E 507	Literature for Adolescents

Approved Electives 6
 ED 511 Methods of Teaching English ED 532 Grammar for Teachers

Each English Program graduate student (M.A.T./M.Ed.) will be responsible for making a presentation to a panel of graduate professors and students on a topic related to English and English Education. This presentation should be well informed and reflect original thought. It should discuss pedagogical issues and explicitly address both state and NCATE standards.

Topics should relate issues in English studies to issues in pedagogy. For instance, some sample topics might be:

- Teaching awareness of race and class to high school students.
- Bringing Milton to contemporary classes.
- Revision and rhetoric in the middle school classroom.
- Toni Morrison: "The Bluest Eye" and contemporary culture.
- "Getting It Right": strategies for teaching grammar revision.

Each presentation should include appropriate AV material, a short narrative of the research and conclusions, and a bibliography of useful print, electronic, and other resources. Grading will be P/F, with honors awarded to the top three. Presentation should reflect work done in ED 501 and ED 602.

E. Technology Education 12

At least four of the following:

IE 501	Principles and Philosophy of Industrial Education
IE 502	Problems and Practices in Vocational Education
IE 505	Industrial and Labor Relations
IE 506	Occupational Analysis
IE 507	Supervision and Administration of Trade and Industrial Education
IE 508	Problems and Practices of the Coordinator
IE 509	Course Making
IE 522	Advanced Product and Structural Design
IE 525	Advanced Construction Principles
IE 570	Advanced Technology Systems

IE 580	Advanced Technology Principles and Practice
IE 581	Advanced Graphic Technology
IE 590	Computer Applications for Technology Education

Approved Electives 6

F. Mathematics 12

At least four of the following:

M 503	Calculus For Teachers
M 504	Probability and Statistics
M 507	Evolution and History of Mathematics
M 508	Differential Equations
M 509	Modern Geometry
M 510	Logic of Mathematics
M 511	Modern Algebra
M 513	Real Function Theory
M 514	Applied Numerical Analysis
M 515	Complex Function Theory
CS 506	Introduction to Computer Science

Approved Electives 6

MED 512 Teaching of Secondary Mathematics and six additional hours approved by the department chair.

G. Physical Education in Secondary Education 12

- a) **Must complete the following:**
- | | |
|---------|--|
| PE 503: | Leadership Issues and Trends in PE & Sport |
| PE 505: | Administration in Physical Education & Sport |
| PE 507: | Measurement & Tech. Applications in PE |
- b). **One of the following**
- | | |
|---------|--|
| PE 501: | Curriculum and Supervision in Physical Education |
| PE 502: | Curriculum Planning and Dev. for Early Childhood/Elem. Health & Physical Education |
| PE 510: | Scientific Principles of Physical Education |
| PE 512: | Principles of Motor Learning & Motor Performance |
| PE 514: | Principles and Admin. of Wellness Programs |
| PE 516: | Developmental & Adapted Physical Education |
| PE 602: | Research Project |

H. Science 12

P 507	Advanced General Physics
P 508	Advanced General Physics
P 520	Science for Junior High
SC 521	Techniques for Junior High

Approved Electives 3 - 6
 SC Ed 509 and other courses approved by departmental advisor

I. Social Studies 12

- a) **One of the following:**
- | | |
|--------|---------------------------------|
| PS 500 | American National Government |
| PS 501 | Problems in American Government |
| PS 502 | Comparative Political Systems |
- b) **Two of the following:**
- | | |
|-------|--------------------------------------|
| H 503 | Problems in U.S. History Before 1865 |
|-------|--------------------------------------|

H 504	Problems in U.S. History After 1865
H 505	African-American History
H 506	African History

c) One of the following:

ECON 500	Economic History of the United States
SOC 502	Racial and Ethnic Minorities
SOC 504	Social Problems
SOC 505	Sociology of Education

Approved Electives

ED 517 and six additional hours approved by the department.

9

To satisfy the requirements for a Reading Teacher should include the following courses in their graduate program:

RED 507	Advanced Teaching of Reading in the Elementary School
RED 508	Diagnosis and Correction of Reading Difficulties
RED 510	Practicum in Reading
RED 513	Reading Methods and Materials
RED 516	Advanced Teaching of Language Arts in the Elementary School
RED 517	Advanced Teaching of Reading in the Secondary School
RED 522	Teaching Reading in the Middle School
RED 530	Organization and Supervision of Reading Programs

MASTER OF SCIENCE DEGREE PROGRAMS

Special Program for Certification in Reading Education. Graduate students who wish to qualify for a certificate in Reading Education must become thoroughly familiar with the requirements outlined by the South Carolina Department of Education publication, Requirements for Teacher Education and Certification. Students desiring

The Master of Science (M.S.) degree is offered in three areas of study: Agribusiness, Nutritional Sciences, and Transportation. The minimum number of program hours is outlined in Parts I, II, and III below, with a total of 37 semester hours for Agribusiness and 36 for the other two programs. Substitutions of any required course or courses must be approved by the student's advisor, the departmental chair, the dean of the Graduate School, and the Provost.

NUTRITIONAL SCIENCES

The Master's of Science degree in Nutritional Sciences includes the following options: Nutritional Health Care and Food and Nutrition. These options provide diverse opportunities in the educational preparation of nutritionists and dietitians, and at the same time, meet specific needs of individuals and groups. The academic program consists of a minimum of thirty-six (36) semester hours. Candidates, with consent of their advisors and according to their professional interests, are permitted to enroll in courses in related fields.

It is preferred that students entering either of the options have

an undergraduate degree in Food and Nutrition, however, students with a Bachelor of Science degree in other areas will also be admitted.

Option 1 Nutritional Health Care. This option prepares students to enter various professional programs in the health field, as well as to function effectively as members and/or leaders of interdisciplinary health teams.

Option 2 Food and Nutrition. This option provides in-depth knowledge of the physiological and biochemical aspects of nutrition. The role of social and economic factors as determinants of nutritional practices in relation to physical well-being is emphasized.

Currently, supply-and-demand employment data indicate the Nutritional Sciences options are among those in greatest demand for health care professionals. The options have specialized course and lab work necessary to attain required competency levels for various specializations within the field.

Option 1: Nutritional Health Care Course	Semester Hours
ED 500 Introduction to Data Analysis	3
ED 501 Educational Research	3
NS 536 Clinical Experience in Dietetics	3
NS 537 Maternal and Child Nutrition	3
NS 538 Nutrition and Aging	3
NS 539 Nutrition and Mental Retardation and Developmental Disorders	3
NS 531 Advanced Nutrition Laboratory	3
EDIT 530 Instructional Technology	3
NS 600-601 Thesis	6
or	
NS 602-603 Problems in Lieu of Thesis	6
Approved Electives	6
Total Semester Hours	36

Option 2: Food and Nutrition Course	Semester Hours
ED 500 Introduction to Data Analysis	3
ED 501 Educational Research	3
NS 516 Nutrition and Health	3
EN 535 Community Nutrition	3
NS 537 Maternal and Child Nutrition	3
NS 538 Nutrition and Aging	3
NS 531 Advanced Nutrition Laboratory	3
EDIT 53 Instructional Technology	3
NS 600-601 Thesis	6
or	
NS 602-603 Problems in Lieu of Thesis	6
Approved Electives	6
Total Semester Hours	36

TRANSPORTATION

The Master of Science degree in Transportation program (MST) prepares students to understand the historical, current and future trends and developments in transportation systems from an interdisciplinary perspective. Additionally, the program prepares students to design, analyze, implement and evaluate new and emerging concepts, skills and workforce behaviors to address transportation as a major system for improving the quality of life of citizens globally, nationally, state-wide and locally. Entering students should have an earned bachelor's degree from an accredited institution, with an undergraduate grade point

average of at least 2.8. Applicants must take and submit the most recent score for the Graduate Record Examination. Students must provide two strong letters of recommendations from persons acquainted with the applicant's academic capabilities. The Graduate Studies Admissions Committee in the Department of Civil and Mechanical Engineering Technology is responsible for reviewing the application file of each applicant who has been accepted in the Graduate School in full admission standing, and for recommending to the departmental chair admission in "Full" or "Conditional" standing in the program. To be eligible for full admission to the master's degree in Transportation program, a candidate must meet the admission requirements of the Graduate School and the basic departmental requirements as described below, and have preparation (formal undergraduate courses) in the following areas; accounting/economics/management/marketing and/or psychology/sociology and/or engineering/engineering technology/computer science/ biological science/physical science/political science/ criminal justice. Applicants who do not have undergraduate preparation in one or more of the above areas will be required to complete preparatory courses prior to full admission to the masters' degree program.

The interdisciplinary Master of Science degree in Transportation (MST) is planned in concert with the collaborative strengths within the University to provide appropriate education, research, and practical experiences for graduates of the program. The MST requires completion of thirty-six (36) credit hours. Specifically, core subjects of eighteen (18) credit hours address the common required element of the program. A Subject-Matter Comprehensive Examination is required upon satisfactory completion of all core courses for the Master of Science degree in Transportation. Each student has a maximum of three opportunities to pass the examination. Options for specialized preparation [nine (9) credit hours] are included in four (4) areas: Business, Transportation Planning, Modal Systems, and Intelligent Transportation Systems. The Transportation Capstone has two components; the thesis and the seminar/internship. Six (6) credit hours are devoted to a research thesis requirement, and three (3) credit hours are included as the seminar/internship requirement. The Transportation Capstone is structured to embrace the integration of research, thesis completion, and seminar/intern experience exchanges that will ensure the production of graduates who are leaders and are thoroughly prepared to address transportation related challenges.

A. CORE COURSES

Course	Semester Hours	
TRP 520	Urban Transportation Policy Development	3
TRP 525	Transportation Statistics and Research	3
TRP 530	Transportation Planning	3
TRP 540	Transportation Economics And Finance	3
TRP 550	Systems Analysis in Transportation	3
TRP 560	Public Policy and Administration	3
TRP 590	Comprehensive Subject-Matter Examination	0(P,F)
Total Semester Hours		18

B. OPTION AREAS

1. Modal Systems Strand

Course	Semester Hours	
TRP 630	Transportation Systems	3
TRP 631	Highway Traffic Operations	3
TRP 632	Intelligent Transportation Systems	3
TRP 633	Transportation, Energy and Air Quality	3
TRP 634	Hazard Material Transportation and Risk Analysis	3
Total Semester Hours		9**

2. Transportation Planning Strand

TRP 640	Transportation and Land Use Planning	3
TRP 641	Application of GIS and GPS in Transportation	3
TRP 642	Environmental Transportation Policy	3
TRP 643	Public Transportation Systems	3
TRP 644	Rural Transportation Planning	3
TRP 634	Hazard Material Transportation and Risk Analysis	3
Total Semester Hours		9**

3. Business Strand

TRP 650	Leadership and Management of Transportation Organizations	3
TRP 651	International Logistics	3
TRP 652	Transportation Business Law	3
Total Semester Hours		9**

4. Intelligent Transportation Systems Strand

TRP 660	Introduction to Data Base Design using Object Oriented Programming	3
TRP 661	Study of Transportation Sensors and Controls using Computer Based Virtual Engineering Laboratory	3
TRP 662	Design and Analysis of Intelligent Sensor Integrated Systems Using CBVEL	3
TRP 663	Data Communication and Computer Networking	3
TRP 632	Intelligent Transportation Systems	3
Total Semester Hours		9**

5. Capstone

TRP 600	Transportation Thesis	3
TRP 601	Transportation Thesis	3
TRP 601/02	Transportation Thesis	1
TRP 603	Transportation Seminar/Internship	3
Total Semester Hours		9**

*Continuation of TRP 601

** A total of 9 credit hours required.

TOTAL **36**

GRADUATE CERTIFICATE PROGRAMS

The graduate certificate is awarded for successful completion of a set of departmentally approved courses (usually not to exceed 18 semester hours) and approved by the Graduate Studies Council. Students who are admitted to a specific graduate certificate program are advised by the faculty in the department offering the certificate.

The certificate is not a degree; however, the student may apply credits earned (up to 12 credit hours) into a degree program subject to review and approval by the department and graduate dean. All current graduate academic and programmatic regulations apply to students enrolled in certificate programs of study.

Currently, there is one certificate program:

1. Environmental Monitoring and Restoration

Program descriptions, curricula, eligibility and admission requirements are delineated below. For further information and applications to the certificate programs, contact:

Graduate Admissions Certificate Programs
 Graduate School
 South Carolina State University
 Box 7098
 300 College Street, NE
 Orangeburg, SC 29117-0001
 (803) 536-7064

ENVIRONMENTAL MONITORING AND

RESTORATION

Background

South Carolina State University founded the Savannah River Environmental Sciences Field Station in 1996 and has since used it in undergraduate education. The Field Station currently teaches undergraduate courses in environmental studies, natural resources management, and environmental engineering technology. SCSUs Field Station has won two national awards, the National Hammer Award from the Office of the Vice President of the United States and the Government Seamless Award from the USDA, Forest Service, Southeastern Region, for its ability to weave together a collaboration between universities and the public and private sectors in student's education. In the last three years, SCSU has championed undergraduate education in environmental studies, natural resource management, and environmental engineering technology for minority students. SCSUs Field Station now includes 26 colleges and universities in its membership. Students, especially minority student's are recruited from the member institutions for training at the Field Station.

SCSU has expanded to include a graduate certificate program in Environmental Monitoring and Restoration. The program will help position the students for recruitment by the DOE, EPA, DHEC and other employers that are interested in skilled human resource. The program will emphasize the application of basic and applied sciences in environmental monitoring and restoration. Classroom academic work will be at the Field Station classrooms and labs at the Savannah River Site. In addition, each student in the program will be involved in a long-term internship with the DOE, Westinghouse or other environmental organizations for field real-life and hands-on experience.

The Program

The graduate certificate program in Environmental Monitoring and Restoration is designed for:

- a) persons with the Bachelor of Science degree and who require advanced technical skills in environmental monitoring (pre-service applicants); and persons with the Bachelor of Science degree who already work for an environmental organization and require advanced training in environmental monitoring and restoration to further their careers (in-service applicants)

The Curriculum

The program consists of 18 semester hours of coursework selected from the following:

ENV 510	Patterns and Processes in Environmental Pollution and Remediation
ENV 550	Environmental Policy and Law
ENV 600	Ground Water Monitoring and Remediation
ENV 610	Environmental Restoration Technology
ENV 635	Directed Report Writing
ENV 636	Advanced Report Writing

Eligibility

To become eligible for the certificate, all applicants must:

- a) Hold the Bachelor of Science degree;
 - b) Meet all SCSU College of Graduate and Professional Studies admission requirements;
 - c) Be involved in long-term internship if pre-service;
 - d) Be employed by an environmental organization if in- service;
- and
- e) Complete all certificate program coursework consists of 15 semester hours of coursework, the equivalent of five courses, all of which must be selected from the following:

DESCRIPTION OF GRADUATE COURSES

This section contains a listing of courses by colleges and departments.

The following information is provided about each course: the course number, the title, the credit in semester hours, the number of required clock hours per week, a brief course description, and a statement of prerequisites or other restrictions on enrollment.

The first figure immediately following the title of a course indicates the number of hours in semester credits given for the course; the second and third figures enclosed in parentheses (if given) indicate the number of lecture and laboratory hours normally scheduled each week for one semester in the course. For example, 3(2,3) means that the course carries three semester hours and meets two lecture hours and three laboratory hours each week. For field experiences, internships, professional clinical experiences, and independent study courses, no numbers are given within the parentheses.

Courses are also coded to indicate the semester in which they are customarily offered. The schedule is as follows:

F	Fall Semester
S	Spring Semester
F,E	Fall Semester, even-numbered years
F,O	Fall Semester, odd-numbered years
S,E	Spring Semester, even-numbered years
S,O	Spring Semester, odd-numbered years

On demand, provided the enrollment is 15 or more students.

NOTE:

The numbering of graduate courses begins at 500; all course numbers below 500 indicate undergraduate credit courses. Courses beginning with 700 are limited to persons holding a completed master's degree or above. The 800-level courses are limited to doctoral students.

DESCRIPTIONS OF GRADUATE COURSES

SCHOOL OF BUSINESS

DEPARTMENT OF ACCOUNTING, AGRIBUSINESS AND ECONOMICS

ACCOUNTING

ACCT 501 Foundations of Accounting. 3(3,0). This course is designed to enable students to understand the fundamental concepts of financial accounting with an emphasis upon the interpretation and use of financial accounting information for making strategic business decisions. Students will learn how to solve problems and provide information to managers and external parties. Both financial and managerial topics will be discussed.

ACCT 509 Advanced Managerial Accounting. 3(3,0). This course emphasizes the use of accounting information and techniques for managerial planning, control and evaluation. It includes an examination of the use of accounting principles in managing an organization, cost determination and analysis, economic decision making, and business planning and control of operations and property.

ACCT 510 Accounting for Business Decisions. 3(3,0). Using the case method approach, this course emphasizes financial reporting from a user perspective. It is designed to prepare students to deal with complex financial issues that managers must understand.

Prerequisite: ACCT 501 or undergraduate equivalent.

ACCT 520 Tax and Legal Issues for Small Business. 3(3,0). This course is designed to prepare managers to be able to recognize and understand major tax and legal issues they will confront in business. The various aspects of taxes and law will be introduced through comprehensive reading, class discussion, and case analysis.

AGRIBUSINESS

AGBU 503 Environment of Agribusiness. 3(3,0).

This course provides an overview of the field of agribusiness and focuses on issues that affect the environment of the food and fiber sector. It includes, among other topics, analysis of the market structure under which the agribusiness industry operates; identification and analysis of current budding issues in agribusiness; analysis of the different forces that mold the environment of agribusiness.

AGBU 505 Business Research and Communication. 3(3,0). This course is designed to provide students with the philosophy and techniques of scientific methods in

agribusiness research and communication. Emphasis is placed on problem identification, data collection and organization, model building, analysis and communication.

AGBU 510 Market and Price Analysis in Agribusiness. 3(3,0). This

course involves the application of economic theory and statistical methods to the analysis of agricultural price and marketing of agribusiness products.

AGBU 535 International Agricultural Trade. 3(3,0).

This course emphasizes trade theory and its application to agricultural trade. It includes a review of the fundamental international trade theory, changing structure of international trade markets, U.S. trade policies for agriculture.

AGBU 540 Agribusiness in Developing Countries. 3(3,0). This course provides an understanding of special environment of the agribusiness sector in developing countries. It focuses on the process of development as it impacts the income and resulting changes in the consumption patterns and various sectors of the economy. Further, this course involves a closer examination of the impact from globalization, advances in biotechnology, environmental regulations, and human resources development.

AGBU 543 Agribusiness Marketing Management. 3(3,0). This course introduces the concept of agribusiness marketing management as it relates to overall organizational goals. The issues involving marketing policies and strategy, organization, demand analysis, product planning, pricing, distribution, and promotion are discussed from a managerial viewpoint.

AGBU 545 Supply Chain Management in Agribusiness. 3(3,0).

This course is designed to provide an understanding of the principles, operations, functional relationships, and strategic role of supply chain management in the area of agribusiness. The purpose of the course is to help students develop necessary skills to analyze and evaluate agribusiness chains in terms of value creation and supply chain management.

AGBU 560 Quantitative Methods in Agribusiness Decisions. 3(3,0).

This course develops expertise in quantitative problem-solving techniques necessary for decision-making in agribusiness. Emphasis will be placed on the formulation and solution of business problems using selected quantitative tools such as linear programming simulation, game theory, inventory models, Markov analysis, transportation models, and queuing theory.

AGBU 580 Agricultural Policy Analysis. 3(3,0).

This course provides an advanced analysis of the role of agriculture in the general economy and of the economic, political and social forces which affect the development of agricultural policy. The specific topics include the development of policies and programs, identification of relevant issues, alternative means of attaining desired goals, and the review of criteria for evaluating action programs.

AGBU 590 Experiential Learning in Agribusiness. 3(3,0).

This is an experiential development course that is designed to engage students in hands-on learning in agribusiness. Students will complete 150 hours on-site with an organization to enhance their managerial skills.

ECONOMICS

ECON 501 Foundations of Economics. 3(3,0). This course is designed to present a rigorous analysis of macro and microeconomics theories. The course emphasizes the issues of resource allocation, production, inflation, unemployment, economic growth, money creation and financial institutions. Special attention is given to the

examination of fiscal and monetary policies as they impact the business environment.

ECON 515 Managerial Economics. 3(3,0). This course is a rigorous examination of those elements of microeconomic theory that relate to decision making by a firm. The emphasis is to bridge the gap between theory and application of analysis to the problems of business firms and other economic institutions. Some of the topics emphasized are demand theory and estimation, production and cost theory, empirical cost analysis, forecasting methods, capital budgeting, risk analysis and decision theory.

Prerequisite: ECON 501 or undergraduate equivalent.

DEPARTMENT OF BUSINESS ADMINISTRATION

BA 519 Statistics for Business Decisions. 3(3,0). This course focus on the utilization of statistical methods as applied to business problems and operations. Included are descriptive statistics, probability, hypothesis testing, sampling, statistical inference and statistical quality control.

BA 525 – Data Analytics. 3(3,0)

This course is an introduction to data analytics. Students will learn how to analyze large data sets and identify patterns that will improve the decision-making process. Students will learn the algorithmic and organizational skills required to scale data analysis, computing clouds, and the web. Students will also gain knowledge of predictive data analysis, ranging from discovering patterns and correlations in data to making predictions and estimating their accuracy.

BA 563 Global Business Perspectives. 3(3,0). This course covers the essential concepts and tools of international business. Areas of coverage include environments of international business, theories of international business, international financial institutions, multinational corporations, country evaluations and selection, international strategy and management.

BA 590 Experiential Learning in Entrepreneurship. 3(3,0). This is an experiential development course that is designed to engage students in hands-on learning in entrepreneurship. Students will complete 150 hours on-site with an organization to enhance their managerial skills.

FINC 501. Foundations of Finance. 3(3,0). This course is an introduction to the field of finance. Students are introduced to the concepts and problem solving techniques related to financial decision making. The study includes topics such as financial statements, valuation of cash flows, capital budgeting, cost of capital risk and returns, and short term financial planning.

HC 520 Healthcare Law, Policy and Ethics. 3(3,0)

This course examines the legal and ethical aspects of health services management including consumer protection, the patient/physician relationship, principles that govern patient information, professional licensure and liability, medical malpractice, public duties of a health care professional; and the policies in the healthcare industry that affect these issues.

HC 521. Healthcare Organizational Behavior and Human Resource Management. 3(3,0)

This course examines organizational theory, behavior and development in the unique context of the healthcare setting, and investigate the human resource management function, processes and systems within healthcare organizations.

HC 522 Quality Management in Healthcare. 3(3,0)

This course examines organizational theory, behavior and development in the unique context of the healthcare setting, and investigate the human resource management function, processes and systems within healthcare organizations.

HC 523 Healthcare Systems Delivery. 3(3,0)

This course examines organizational theory, behavior and development in the unique context of the healthcare setting, and investigates the human resource management function, processes and systems within healthcare organizations.

HC 524 Healthcare Finance. 3(3,0)

This course covers concepts in managerial accounting and finance that are critical to decision-making. These topics include capital investment decisions, sources of financing, managerial accounting concepts, reimbursement under various third-party payer environments, cost allocation and government program reporting. Particular emphasis will be placed on the different types of reimbursement from the government and private insurers for hospitals, outpatient facilities, home health care and skilled nursing facilities. Allocation of financial resources and the interpretation and utilization of financial statements will also be discussed.

HC 525 Healthcare Management Practicum. 3(3,0)

The Healthcare Management Practicum is performance based and designed to provide practical experience in management of healthcare before graduating. Students earn credit by demonstrating the ability to apply knowledge and competencies in the area of healthcare management in an actual situation. The Practicum requires a minimum of 150 hours, in one setting and should not be completed until most of the courses in the healthcare management concentration is completed. (3.0) Prerequisites: MBA core courses and HC 520, HC 521, HC 523.

MGT 501 Foundations of Marketing and Management. 3(3,0).

This course is focused on a survey of the theory, tools and strategies in the fields of marketing and management. The specific emphasis of this course is on management and marketing concepts and theories including the marketing mix, consumer behavior, marketing research, organizational theory, human resource management and general operational strategy.

MGT 508 Organizational Theory. 3(3,0). This course provides a background in various sociological and psychological theories through discussion of forms of organization, organization environment interface, authority relationships, intergroup power and conflicts, decision-making, and planning and control processes.

MGT 512 Entrepreneurship. 3(3,0). This course is about taking innovative business ideas from inception through development and implementation to create new products or services in a new venture. The course structure will thus offer students a method of problem solving through an action-oriented approach working in collaborative teams. Students will get hands-on experience in learning how to recognize an entrepreneurial opportunity, developing a business plan, developing and identifying resources to convert opportunities into a

viable business enterprise. Topics presented include identifying promising ideas, identifying the traits of successful entrepreneurs, creating ventures, exploiting opportunities, and identifying financial resources.

MGT 514 Small Business Operations: Management and Marketing. 3(3,0). This course is a survey of the theory, tools, and strategy required for successfully operating a small business. Emphasis is on the management and marketing functions of small businesses including employee recruitment and management, product development, advertising and promotion and general operational strategy,

MGT 520 Financial Management. 3(3,0). This course is intended to provide the application of the concepts of finance to the solutions of business problems. The course emphasizes risk analysis, basic valuation concepts and cost of capital. The focus is on a firm's strategic long-term decisions, which include capital structure, capital budgeting, working capital policy and management. Case studies in which students apply the tools and concepts they have learned, are used.

Prerequisite: FINC 501 or undergraduate equivalent.

MGT 521 Venture Capital and Private Finance. 3(3,0).

The coverage in this course includes the successive stages of private equity financing, private debt financing, and "harvesting" through a merger or sale, a restructuring, a leverage buyout or an initial public offering.

MGT 526 Seminar in Leadership. 3(3,0). This course provides an overview of the leadership fundamentals crucial for becoming an outstanding business leader. Topics covered include vision setting, ethics, and change in a high-impact environment, leadership development, corporate culture, and organizational performance.

MGT 575 Management Information Systems. 3(3,0).

This course is an introduction to managing information and computer resources in the modern business enterprise. Students will explore concepts related to business applications, system management, project management, systems analysis and design, networks, and telecommunications, electronic commerce, the Internet, computer and information security, ethical issues related to computer technology and information, and database management.

MGT 580 Capstone: Integrated Business Analysis. 3(3,0). This course synthesizes basic functional business areas to develop an overall organizational point of view, as well as a conceptual approach to deal effectively with top management problems of policy formulation, policy implementation, and strategic outcomes in response changing information technology, rapid globalization, and concerns for the natural environment that it faces.

MKT 520 Marketing Management. 3(3,0). Marketing Management develops and utilizes market based knowledge and skills for effective marketing strategy formulation, implementation, and evaluation in a variety of institutional and competitive situations. The course addresses the importance of companies being customer focused and market driven to deliver superior value to customers. Prerequisite: MGT 501 or undergraduate equivalent.

MKT 575 New Product Developments. 3(3,0). This course examines the new product development process from ideas generation to product prototype. It will include topics such as customer needs

analysis, concept generation, product design, market planning, market forecasting and testing. This course considers the important role of new products in the growth of an organization.

DEPARTMENT OF EDUCATION

EDUCATIONAL ADMINISTRATION

EAM 700. Introduction to Educational Administration. 3(3,0).

This is a general school administration course that serves as an introductory course for personnel preparing for administrative positions in educational institutions. The course provides an overview of current conditions and traditional wisdom in school administration. It explores the formal structures that influence public school administration; and it addresses new conditions of administration legal accountability, special student populations, diminishing financial resources. This course also prescribes new roles and behaviors for administrative competence.

EAM 719. Elementary School Principalship. 3(3,0). This course examines duties and responsibilities of the elementary school principal. It focuses on the principal as an instructional leader. The course studies the history of the principalship and explores legislation affecting elementary schools.

EAM 720. Secondary School Principalship. 3(3,0). This course examines duties and responsibilities of the secondary school principal, the principal as the instructional leader. It studies the history of the principalship and explores legislation affecting secondary schools.

EAM 722. Evaluation of Programs and Personnel. 3(3,0). This course studies the requirements, practices and problems of administrative evaluations of school programs and personnel. It examines both the formative and summative evaluation processes. Students are required to develop an evaluation instrument.

EAM 731. School Community Relations. 3(3,0). This course is designed to analyze elements of good school and community relations in local communities and how they affect educational issues. The concepts of community power structure will be examined and school interest groups will also be identified. Upon the completion of the course, the student will have attained the competencies to administer successful school-community relations programs.

EAM 732. Educational Planning. 3(3,0). This is an introductory course in the theory and methods of educational systems planning. Its purpose is to prepare school administrators to effectively perform the planning function of management. EAM 732 examines the theories, concepts, and principles of the planning process. The course covers strategic, long-range, and operational planning; evaluating various planning models; planning controls, future-casting; selected group decision-making processes; setting goals and objectives; PERT Charting; Critical Path Method; and GANTT Charting; long and short-term fiscal planning; and budgeting.

EAM 735. Fundamentals of Management. 3(3,0). This course examines organizations within the context of their social environment and from a systems approach. It gives particular attention to studying organizations relative to leadership roles of the educational

administrators. It emphasizes the concepts of complex organizations, social systems, role theory, environmental boundaries, and bureaucracy. Students undertake the analysis of an educational organization applying the major organizational concepts studied. This course is the initial experience for students in the Component I area.

EAM 736. Personnel Administration. 3(3,0). This course examines the personnel management process in the public schools. It focuses on areas and problems such as teacher supply, recruitment and selection process, in service training and staff development, teacher welfare policies, the legal rights and liabilities of school personnel, etc.

EAM 737. School Building Planning. 3(3,0). This course studies the problems involved and the procedures utilized in a comprehensive approach to planning and plants, the personnel involved, the roles they play, and the problems related to long-term financing of such facilities. Students examine basic concepts in planning educational facilities as they relate to educational needs.

EAM 738. Schools and the Law. 3(3,0). This course examines the techniques of legal research, the legal relationships between the federal and state governments as they relate to school district organization and administration. Legal case studies in major areas of administrative concerns are examined.

EAM 739. Public School Finance. 3(3,0). This course offers in-depth study of basic principles of financing of public education; analysis of revenue sources from the local, state and federal levels of government; existing plans of financing and proposed alternatives for financing the public schools; budgeting and internal finance.

EAM 740. Collective Negotiations in Educational Administration. 3(3,0). This course considers the history, analysis, and prospective development of collective bargaining in education. It focuses upon the impact that public policies have upon educational institutions and upon categories of personnel with particular attention to the roles of administrative personnel.

EAM 741. School Business Management. 3(3,0). This course examines the various business functions required in a public school district. These functions (budget preparation, purchasing, accounting, auditing, plant operation and maintenance) are examined with reference to proper execution and management.

EAM 742. Skill Applications in Educational Organizations. 3(3,0). This course examines specific areas of administrative tasks and functions within educational organizations. Faculty members will frequently team with field practitioners.

EAM 745. Operations Analysis in Educational Administration. 3(3,0). This course provides an introduction to management concepts and procedures as they apply to educational organizations known as operations analysis. Concepts and procedures are drawn from operations research, public school finance, and school business administration.

EAM 746. Organizational Development in Educational Settings. 3(3,0). This course exposes students to organizational development theory and an exploration of processes. It involves system members themselves in the active diagnosis and transformation of their own organization. The course is designed for students who are not planning to take EAM 801-802, but who may desire to learn more about organizational development theory and strategies than is offered in the EAM 704 Module.

EAM 750. Supervision and Techniques of Instruction. 3(3,0). This course is an introduction to the function of an educational supervisor. Emphasis is on the improvement of instruction and instructional programs.

EAM 751. Advanced Learning Theory for School Administrators. 3(3,0). This course is designed to assist school administrators in developing skills to critique the various learning theories concerned with the development of thinking, learning, and imagery processes from early childhood through adulthood. The primary emphasis is on learning models which have implications for program development and curriculum design and implementation as well as relevant classroom instructional techniques.

EAM 760. Field Experience: Practicum and Seminar I. 3(3,8). A grade of S or U is received. At least two months before taking the school administration practicum, consultation between the practicum director and the school district superintendent or other appropriate staff must be arranged by the student. This consultation will serve to establish a working relationship to guide the practicum student in assigned administrative duties. It uses log journals and other such observational records as a basis for diagnosis and insight development. The students spend the equivalent of an eight-hour day per week and attend a weekly seminar devoted to analysis and discussion of the literature on organizational change as a foundation for students field experiences. It is required for Ed.S. students after the completion of 21 hours of course work. Required for Elementary and Secondary Principal Certification.

EAM 761. Field Experience: Practicum Seminar II Students are required to prepare an analytical paper as the culminating activity for the Educational Specialist degree. Students may elect to do one of the following: (1) Conduct a field study, small-scale research project, or a pilot study. This study will address a problem which students have identified from their course work or internship. (2) Conduct a project addressing a practical issue using a scholarly base. For example, students may want to design a new curriculum, develop a staff development component, or build an education model. At the end of each semester, students will prepare a presentation to be given in a seminar format to all other students completing EAM 761 that semester, or interested departmental faculty and students and invited guests. This is not a defense of the paper or project, but rather a sharing of results and experiences. Required for Elementary, Secondary School Principal and Superintendent Certification.

EAM 762. Principal Practicum Field Experience I (3 cr. hrs.) is a full semester practicum which engages the student in field experiences in school building level administration with a qualified principal. This field experience provides interns adequate background knowledge and time needed to engage in rigorous, field-based experiences that are aligned with university's curriculum and course content and ELCC, SLCC, and NCATE standards. Most students work in a school setting and cannot leave work for several days during the one enrollment semester to participate in activities that provide rigor, such as shadowing the principal or superintendent to various meetings, observing and working with teachers and staff, and curriculum and instruction. To ensure that practicing educators receive a quality experience, the timeframe should be at least a full semester experience. The field experience will be a summer enrollment addition, the revised concentration will change the required hours from 180 hours to 1200 hours in accordance with ELCC requirements.

EAM 763. Superintendent Practicum Experience II (3 cr. hrs.). This course is designed for students who are completing coursework leading to the Doctor of Education (Ed.D.) degree and superintendent certification, and students seeking an Education Specialist (Ed.S.) degree who want the superintendent certification option (the course option is an additional 3 cr. hrs. to the regular Ed.S. program of study). Students will engage in a full semester internship under a qualified district superintendent (3 years administrative experience and led the district that meets state student achievement standards). Students will engage in field-based learning that addresses the ELCC standards on administrative leadership at the district level. Students must receive a grade of S to receive credit. Principal certification is required for EAM 761 and EAM 763, and PRAXIS scores or SDE certificates must be provided to the instructor of record.

EAM 799. Special Topics in Educational Administration Programs. (1-4). Topics in this course are selected from various areas in Educational Administration Programs including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of staff.

EAM 800. Administrative Role Performance in Educational Organizations. 3(3,0). In this course administrative skills of decision-making, communication, and human relations are practiced under simulated conditions. It uses descriptive, interpretive and conceptual content to provide both the operational and conceptual skills for the improvement of educational organizations. It is a course designed to improve the operation of leadership roles in education.

EAM 801. Diagnostic and Change Interventions and Strategies for Educational Organizations. 3(3,0). This course studies and applies processes for diagnosis to unit organizations. It gives particular attention to assessing organizational health and developing of skills for the assessments. Students will develop and apply at least one diagnostic test in an organization.

EAM 803. Educational Issues and Organizational Response. 3(3,0). This course focuses on issues directly affecting the organization of the school. It identifies issues, examines their relevance to the function of the school and develops alternative strategies to increase understanding and organizational response. Students are expected to identify, analyze and defend a knowledge-based position and its organizational consequences.

EAM 804. Action Research. 3(3,0). This course explores theories and methods for combining inquiry and action. The course addresses such questions as "What is the nature of valid information, particularly for an actor in a human system?" "How can such information be generated and tested?" "How can research be used as a vehicle for producing learning and change?"

EAM 805. Advanced Methods of Instructional Supervision. 3(3,0). This course is an analysis of leadership techniques necessary to produce instructional improvement in educational organizations. It examines the technical methodology that distinguishes instructional supervision from other positions of school leadership.

EAM 821. Educational Leadership. 3(3,0). This course is an advanced course that examines the leadership concepts including decision-making, authority and power, group leadership, conflict

management, organizational culture, and school improvement. It focuses on the leader in all these varied aspects of leadership and also includes theory, practice, and skill-building in all six aspects.

EAM 831. School Restructuring and Participation in a Multi-Ethnic Community. 3(3,0). This course is designed to analyze elements of school restructuring and reform and determine the effects of local community relations. It is a course designed so that teachers, administrations, and parents will be able to better address parent/citizen/business participation among teacher-parent partnerships, school curriculum, and school improvement in multiethnic community. It focuses on how teachers and administrators may involve wider aspects of the community to deal with student behavior, student discipline, student violence in schools, and student achievement by working with the wider community.

EAM 834. Policy Formulation and Analysis in Educational Administration. 3(3,0). This course is a study of the factual normative basis of development of educational policies, and the methods of arriving at policy choices.

EAM 843. Law and Educational Policy. 3(3,0). This course examines the impact of law on the formulation and implementation of educational policy. It analyzes judicial decisions, legal structures which assure accountability review together with professional responsibility and methods of assuring compliance in policy and procedure, with existing law. It deals also with current trends in thought and practice that promote justice in educational policy. Prerequisite: EAM 738. (S)

EAM 844. Educational Policy-Making in a State/Local System. 3(3,0). This course analyzes the school district policy system and the role of the school administrator in it. It discusses the relationship of districts to state policy processes and the constraints imposed by federal laws and court decisions. It evaluates the implications of the state local system for local control, program coordination and resource allocation. It examines the effects of the community expectations and participation in policy-making in districts.

EAM 845. The Superintendency. 3(3,0). This course examines the duties and responsibilities of the superintendent of schools. It focuses on the superintendent of schools as the instructional leader. The course also includes the sociological and psychological development of superintendent and explores laws and state regulations affecting the superintendency in all of the states.

EAM 847. Optimizing Educational Operations. 3(3,0). This course studies analytical and evaluative techniques appropriate for judging the effectiveness of educational systems including the setting of system goals and the specification of related measurable objectives, management by objectives, planning and analysis of administrative activities, management information systems, program planning, cost/effectiveness analysis, and program budgeting. Prerequisite: EAM 745.

EAM 849. Analysis of Planning Models in Educational Administration. 3(3,0). This course considers comprehensive planning systems and model development together with their application and criteria for evaluation as they relate to educational administration. Prior academic experience is recommended, but it is not required. Prerequisite: EAM 732.

EAM 860/861. Clinical Seminar: Internship. 3(0,35). This course provides both breadth and focus with relation to career plans.

The student is expected to demonstrate a high-level ability to coordinate intellectual and performance skills. This ability will be reflected in conceptually based methodology for understanding and acting upon administrative experience of the student. A written report and an evaluation of the internship are required at the end of the field experience. A written agreement or "learning contract" approved by the student, field mentor, and faculty member is required. This course is required for all Ed.D. students. Required for Certification at the Superintendent Level.

EDUCATIONAL ADMINISTRATION RESEARCH

EAR 599. Effective school research, measurement, evaluation, and Assessment. 3(3,0). This course is designed to acquaint MAT students with the methods and techniques of research, measurement, evaluation and assessment used in education. Emphasis will be given to designing ethnographic studies with training and observation of students and teacher behavior in the classroom. Statistical techniques and theoretical concepts in educational and psychological test, measurement and assessment will also be addressed. An ethnographic study is required product.

EAR 701. Data Analysis for Educational Research and Program Evaluation. 3(3,0). Estimation, graphic methods, hypothesis testing, and explained variance are examined in the context of educational studies. Data analysis techniques and packaged computer programs widely used in educational research and program evaluation are described and illustrated. An introduction is presented to correlation and regression, analysis of variance, and non-parametric procedures.

EAR 710. Methods for Educational Research. 3(3,0). Methods for experimental and quasi experimental designs for research are examined. Students actually design and conduct pilot study using approved subjects.

EAR 800. Computer Package for Educational Research and Program Evaluation. 3(3,0). Data analysis techniques and packaged programs widely used in educational research and program evaluation are studied.

EAR 803. Data Analysis for Experimental Studies in Education. 3(3,0). Data analysis techniques most widely used in educational experiments where quantitative measures have been made are examined. Parametric procedures are presented such as test, analysis of variance: One, two and three factors, post hoc procedures: Scheffe, Dunn, Tukey, etc. Also, multiple regression analysis and discrimination function procedures.

EAR 804. Survey Research. 3(3,0). The data analysis techniques most widely used in non-experimental educational research are examined with emphasis on data from multiple measurements are made on individuals such as multivariate procedures.

EAR 809. Data Base Management Systems in Education. 3(3,0). This course studies methods for constructing mathematical models appropriate for educational planning, policy analysis, and evaluation.

EAR 812. Evaluation of Educational Systems. 3(3,0). In this course, students learn the use of empirical models in assessing efficiency of educational and other service systems. Lectures cover individual and

collective rationality, centralized planning and decentralized markets, third-party payments and extension of regression analysis to categorical variables.

EAR 861. Dissertation Process and Procedures (3 cr. hrs.) This seminar is designed to support beginning dissertation students by offering them preliminary guidance and assistance as they begin to pre-plan for writing the dissertation. The dissertation seminar will be devoted to the pre-work that precedes a dissertation proposal. It will be devoted to the "mechanics" that come into preplanning endeavors. An emphasis on preparation of the dissertation proposal (Abstract, Chapters I, II, III, and a mock proposal defense) will be its focus. Various department faculty will present the mechanics of each component, and the dissertation committee chair will be engaged in this process.

EAR 899. Dissertation Seminar. 915 This course is required for doctoral students preparing dissertation proposals. Unit credit is awarded according to work accomplished. This course must be taken on a satisfactory/unsatisfactory basis. Prerequisite: Advancement to candidacy and con- sent of instructor.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

FCS 500. Teaching Strategies and Technologies in Family and Consumer Sciences. 3(3,0). This course deals with the utilization of performance-based instructional strategies and materials, sex bias and sex role stereotyping and basic skills in family and consumer sciences subject matter.

FCS 502. Curriculum Planning in Family and Consumer Sciences. 3(3,0). This course is designed to help individuals analyze the processes of curriculum planning, to examine the basic elements that constitute the determinants of an educational program, and to describe the principles and procedures that should guide the direction and nature of change in the family and consumer sciences curricula of the elementary, middle and secondary schools in the future.

FCS 503. Evaluation in Family and Consumer Sciences. 3(3,0). This course is designed to identify and to assess current issues and trends in evaluation. The philosophy and the underlying psychology of measurement and evaluation are critiqued in relation to their roles in improving instruction and providing a basis for guidance in strengthening and upgrading the overall effectiveness of family and consumer sciences programs.

FCS 504. Interior Design. 3(3,0). This course is designed to provide additional training for in-service teachers in the creation and maintenance of home and work interiors that are aesthetically appropriate.

FCS 507. Apparel and Textiles. 3(3,0). This course is designed for in-service teachers and extension professionals. It focuses on trends and developments in the area of apparel and textiles as they affect the consumer and assist students in forming some basis for dealing with issues growing out of the rapid changes and developments in the area. The study includes identification, selection,

test, care and use of various textiles.

FCS 509. Advanced Apparel Design and Construction. 3(1,4). This course consists of design, fit and construction of apparel and accessories of wool, cotton or linen, silk or synthetic fabrics with emphasis on judgment in use of finish in relation to design.

FCS 511. Advanced Meal Management. 3(1,4). Advance study and practice in menu planning, preparation and serving of meals. Special study on management techniques; designed for teaching secondary nutrition and culinary arts.

FCS 513. Housing, Design and Environment Problems 3(2,2). Attention is given to problems affecting home planning, financing and legal information in regard to housing and the physical, psychological, and social development of family members.

FCS 514. Marriage and Family Relationships. 3(3,0). This course is designed to help students develop an understanding of various aspects of human relationships. Topics include building blocks and theories of relationships, intimacy, friendship, dating and mate selection, marriage relationships, divorce and uncoupling, and power and conflict in relationships.

FCS 517. Adult Education in Family and Consumer Sciences. 3(3,0). This course is the study of developmental needs of adults and changes in society affecting families as a basis for developing adult programs in family and consumer sciences education. Time is provided for the construction, use and evaluation of teaching resources.

FCS 518 Family and Consumer Sciences Workshop. 3(3,0). This course is concentrated group study of teaching problems in a particular area of family and consumer sciences such as nutrition, clothing, home experiences, adult education, or family life. Areas emphasized vary according to the needs and interests of in-service teachers and extension professionals enrolled in the course.

FCS 520. Occupational Education in Family and Consumer Sciences. 3(3,0). This course is designed to provide an orientation to occupational family and consumer sciences education programs. Emphasis is on teacher competencies needed to prepare secondary students for entry-level employment.

FCS 521. Problems in Family Resource Management. 3(3,0). This course is an analysis of human, economic and environmental resources and their effective utilization. Attention given to experimental problems in work simplifications in work-family environments.

FCS 522. Performance-Based Instruction in Vocational Education Programs. 3(3,0). This course is designed for competency development in the utilization of performance based instructional strategies and materials, classroom management and organization techniques.

FCS 530. Supervision and Administration of Programs for Young Children and Families. 3(3,0). This course stresses

purpose, principles and procedures of effective supervision of programs for young children, oriented toward professional work with the individual, family or community; examination of research pertaining to supervision and techniques for guidance and evaluation.

FCS 590. Early Childhood Education Practicum. 3(3,0). This is a course designed to provide prospective preschool teachers with laboratory experiences in guiding and supervising preschool children under the supervision of a qualified classroom teacher. Emphasis will be placed on application of theories, basic equipment and play materials.

FCS 599. Special Problems in Family and Consumer Sciences. This course is designed to provide graduate students with the opportunity to participate in in-depth study and pursue action-oriented research on contemporary problems or particular interest as related to their professional responsibilities.

FCS 699. Special Topics in Family and Consumer Sciences. 3(3,0). In this course, topics are selected from various areas in Family and Consumer Sciences including trends, methods, and other applicable approaches. Special topics may be repeated for a maximum of six credits provided the content is different. Prerequisite: Approval of faculty.

INDIVIDUAL AND FAMILY DEVELOPMENT

IFD 501. Family Life Education. 3(3,0). This course will provide for an examination of the nature of family life education, definitions, historical and theoretical perspectives, diversity of programs, clientele, trends and issues, and directions for program evaluation. Educating for the future in family life, contemporary American families, new life styles and future relationships, preservation of our family way of life, research, legislation and innovative programming will also be emphasized.

IFD 503. Cultural Foundations of Family Life. 3(3,0). This course is designed to present a broad view of the family in America, its past and present, its variations, continuities, and changes. Emphasis will be on cultural influences in individual and family development; theoretical approaches, social class, racial, ethnic, and religious variation; values, tradition, and folklore related to family interaction and social policy.

IFD 506. Human Sexuality. 3(3,0). The multidisciplinary approach focuses on research information and demographic data related to the total concept of human sexuality. The course is designed for elementary, middle and high school professionals and other educators. It addresses teaching strategies for planning, developing and implementing instruction at various levels.

IFD 525. Contemporary Aspects of Education for Parenthood. 3(3,0). Preparation of Family Sciences professionals to optimize development of children through a parenting process workshop is the central focus. Addressed are decision making, parental roles and responsibilities, cultural diversities, professional and parental ethics, societal influences, and policy awareness.

IFD 532. Lifespan, Human Growth & Development. 3(3,0). This course offers students an understanding of the principles of human development from biological, psychological, socio-cultural aspects. Integration of theoretical perspectives and empirical research findings facilitates comprehension of development. The 199

0's marked there-emergence and articulation of a view of development known as the life-span developmental perspective. This course reflects the contemporary view that life span development is a process deeply embedded within and inseparable from the contest of family, social network, and culture. This course of study encourages students to achieve a clear understanding of the underlying principles of individual development in relationships with parents, partners, siblings, academic settings, and workplaces in the transitions from childhood to adolescence to young adulthood to older adulthood. The integration of theory with lifestyle can facilitate a more meaningful and fulfilling existence.

IFD 546. Family Theory & Research. 3(3,0). This course is an organized study of major theoretical and research approaches to the study of family. This study of family theory emphasizes a diverse, eclectic and process-oriented approach. The crucial nature of developing and using theory are paramount to the future of family research. Family scholars' concepts and theories about issues of the day are keys to addressing the pressing needs that families face in the changing contexts in which we live.

IFD 563. Family & Public Policy. 3(3,0). This course will explore policy on the local, state and federal levels and its impact on family life. Students will assess the effectiveness of policies and programs from a family perspective, learn about the policymaking process, and critically examine different roles professionals can play in influencing policy development.

IFD 575. Internship/Practicum in Family Studies. 3(3,0). Individual and Family Development majors complete at least 120 hours in a rural or urban agency or program with structured learning about practices with individuals, families and communities from diverse backgrounds. Students engage in professional responsibilities with careful guidance and supervision from the Internship/Practicum Instructor and the Internship/Practicum Site Coordinator. Students attend a weekly seminar to integrate classroom learning, share experiences, and obtain support. Prerequisite: Majors who have completed all IFD foundation and required courses with numbers lower than 575.

IFD 600 3(3,0) and IFD 601 3(3,0). Thesis Writing. In these courses, candidates conduct entry level independent research culminating in the writing and oral defense of a thesis. Outlines for thesis must be presented and approved in IFD 600. A grade of S/U will be assigned until all requirements are met. (six credits). (S, F).

IFD 602 3(3,0) and IFD 603 3(3,0). Problem in Lieu of Thesis (PILOT). This option to a thesis enables students to demonstrate professional and scholarly competencies. Activities include, but are not limited to: in-depth research paper; development and implementation of creative project; summarization of data for a designated problem; or a supervised practicum. A grade of S/U will be assigned until all requirements are met. (six credits). (S, F).

NUTRITIONAL SCIENCES

NS 516. Nutrition and Health. 3(3,0). This course focuses upon nutritional requirements for individuals of different ages; special emphasis are on digestion, metabolism, vitamins and minerals and their relationships to other food components. World health problems are emphasized.

NS 518. Food Science. 3(1,4). This is a course in accelerated laboratory experiences, testing fundamental principles of food preparation and recent advances in food; evaluating products and establishing standards for foods. The development of an independent research problem is required.

NS 531. Advanced Nutrition Laboratory. 3(3,0). The focus of this course is upon theory and application of biochemical laboratory techniques, anthropometric and dietary data and their relationship to research in human biological sciences. Computerized nutritional assessment and statistical analysis included. Prerequisite: C 308.

NS 532. Nutrition Seminar. 3(3,0). This course consists of discussion of current trends, issues and problems in nutrition. Written and oral presentations of technical reports are required.

NS 535. Community Nutrition. 3(3,0). Basic information in the application of nutrition principles and food practices and selections of individuals and groups of people in communities. Consideration is given to existing social, cultural, and economic conditions.

NS 536. Clinical Experience in Dietetics. 3(1,8). This course includes planned educational experiences in selected health-care facilities applying principles of nutrition to disease. Prerequisite: C 308, B305, NFM 410 and NFM 412.

NS 537. Maternal and Child Nutrition. 3(3,0). This is a course in application of principles of prenatal, infant and child nutrition. It includes clinical experiences and special lectures.

NS 538. Nutrition and Aging. 3(3,0). This is a course in nutritional problems of the aging population. Emphasis is on nutritional requirements, dietary intake and diet records and the effect of nutrition on the rate of biological aging. Social and psychological problems of the aging population are discussed. Field experiences with elders included.

NS 539. Nutrition in Mental Retardation and Developmental Disorders. 3(3,0). This course is an orientation to observation of and participation in the interdisciplinary diagnosis and treatment of mentally disordered individuals. Emphasis is placed on the role of the dietitian/nutritionist in controlling and maintaining optimal health. Clinical experiences are an integral component. Prerequisite: C 308.

NS 600 3(3,0) and NS 601 3(3,0). Thesis Writing. In these courses, candidates conduct research of subject area project culminating in the writing and oral defense of a thesis. Outlines for thesis must be presented and approved in NS 600. A grade of S/U will be assigned until all requirements are met. (six credits). (S,F).

NS 602 3(3,0) and NS 603 3(3,0). Problem in Lieu of Thesis. This option to a thesis enables students to demonstrate professional

and scholarly competencies. Activities include, but are not limited to: in-depth research paper in the nutrition and health areas; development and implementation of creative projects according to the individual student's interest and need are finalized. A grade of S/U will be assigned until all requirements are met. (six credits).

CHILD DEVELOPMENT

CD 501. Infants and Toddlers. 3(3,0). This course is a multidisciplinary approach to the study of the theoretical, research and practical factors relating to the first three years of life. The course explores the mode of information of various developmental processes such as parent-child relationship, early socialization patterns, peer-relationships and styles of cognitive growth. (S,S)

DEPARTMENT OF HEALTH SCIENCES

HEALTH AND PHYSICAL EDUCATION

PE 501. Curriculum and Supervision in Physical Education K-12. 3(3,0). This course is designed to provide information and experiences in planning, implementing, and evaluating quality physical education programs and activities for middle school and high school students. In addition to the curriculum itself, emphasis is also placed on using a variety of teaching styles and on supervising and evaluating the teaching-learning process of teachers at all stages of development: professional students, student teachers, physical education specialists, and teacher educators in a variety of settings.

PE 502. Curriculum Planning and Development for Early Childhood/ Elementary Health and Physical Education. 3 (3,0). This course is designed to provide experiences in organizing, planning and implementing health education and physical education activities and safety practices.

PE 503. Leadership Issues and Trends in Physical Education and Sport. 3(3,0). This course examines issues and trends concerning the cultural, social, and scientific foundations of physical education and sport. It presents and discusses the important issues and trends that have shaped and guided the profession of physical education. Students examine the impact of past and current decisions in physical education. Special emphasis is also placed on discussing future issues and trends in physical education and their impact on students, schools and the society.

PE 505. Administration in Physical Education & Sport. 3(3,0). This course is designed to present principals, concepts, information and experiences for the effective administration and management of physical education and sport programs. This course prepares individuals for leadership roles. It includes aspects of administration pertaining to planning, programming, personnel, technology, budgeting, equipment, facilities, safety, community relations, extracurricular programs and legal concerns.

PE 507. Measurement and Technological Applications in Physical Education. 3(3,0). Study the theory, selection, construction,

administration, and interpretation of appropriate instruments in the field of physical education for the assessment of students, programs, and the teaching-learning process. Class activity includes study of, discussion about, and practical experience with selected tests: application, scoring, interpretation, and construction. Emphasis is also placed on use of computers and other technology for administrative, instructional, and analytical purposes.

PE 510. Scientific Principles of Physical Education. 3(3,0). This course is designed to cover the major concepts in biomechanics and exercise physiology. It focuses on an anatomical, physiological, and mechanical analysis of human movement.

PE 512. Principles of Motor Learning and Motor Performance. 3(3,0). This course is designed to investigate the underlying mechanisms of motor control at both psychological and neurological levels of analysis. It explores the principles governing both the control and the learning of movements.

PE 514. Principles and Administration of Wellness Programs. 3(3,0). This course is designed to cover principles of fitness and nutrition that develop wellness. It focuses on techniques used to develop healthy lifestyles. The latest trends and issues are discussed.

PE 516. Developmental and Adapted Physical Education. 3(3,0). This course examines the program needs of special populations within the school system for adapted physical education experiences. Advanced students are exposed methods, materials, programs, legislation and new technologies that are utilized to teach physical education to special populations. A growth and development perspective and motor skills assessment provides a basis for the study of program development for physically, mentally and emotionally challenged populations.

PE 602. Research Project. 3(3,0). This course reviews research processes in physical education, sport and health education. Students research a topic and write a research report centered around some topic in the area of the candidate's teaching or administrative responsibilities.

SPEECH PATHOLOGY AND AUDIOLOGY

SPA 500. Graduate Study in Speech Pathology and Audiology. 3(3,0). Course designed to acquaint the entering graduate student with advanced study in speech-language pathology and audiology. Emphasis is on student selection of the appropriate designs for research on normal and abnormal communication. Each student must develop either a clinical or laboratory research proposal. (F)

SPA 501. Clinical Report Writing. 3(3,0). Interviewing techniques; information organization; preparation of the various types of clinical reports.

SPA 505. Introduction to Communication Disorders. 3(3,0). Classification and etiology of speech disorders; associated problems of the communicatively handicapped; general practices employed in the diagnosis and treatment of persons with speech and hearing disorders. (F)

SPA 510. Psychology of Speech. 3(3,0). Basic psychological principles involved in speech development; function of speech in social adjustment, mental activity and social function; application of

psychological principles to the communicative process.

SPA 511. Anatomy and Physiology of Speech and Hearing. 3 (3,1). Study of the structure and function of the human mechanisms by which speech sounds are produced and received. (F)

SPA 514. Introduction to Phonetics. 3(3,1). Introduction to the study of English phonemes and the laws that govern their patterning. Acoustic and physiologic features of English phonemes are emphasized. Course includes practice with the International Phonetic Alphabet to develop speech transcription skills and the exploration of current research in phonetics through critical reviews of the literature. (S).

SPA 516. Speech and Hearing Science. 3(3,1). Introduction to the scientific study of speech production and speech perception; study of the acoustic characteristics of speech and electrical signals; review of recording and analysis techniques. Course includes systematic exploration of selected topics in speech and hearing science through individualized projects and literature reviews. (F).

SPA 517. Instrumentation in Speech and Hearing Science. 3(3,1). This course provides instruction in the application of laboratory equipment to the management of speech and hearing behaviors. Basic electronic and acoustic concepts are discussed. Prerequisite: SPA 516

SPA 520. Speech and Language Development. 3(3,0). Course emphasizes the study of normal language acquisition, processes, and related linguistic theory. Students learn basic norms and descriptive procedures for language development as a basis for diagnosis. (S)

SPA 521. Cultural Language Variations. 3(3,0). Study of the dialectal and linguistic variations of normal language as a function of cultural, environmental, and social differences. (Su).

SPA 522. Child Language Disorders. 3(3,0). Systematic exploration of procedures and techniques used in the identification, diagnosis and management of language disorders in infants, toddlers, children, and adolescents. Prerequisite: SPA 520 or permission of the instructor. (S)

SPA 530. Articulation Disorders. 3(3,0). Detailed study of the nature, diagnosis and treatment of articulation disorders, with emphasis on phonological process development and remediation. Current literature is reviewed. Projects are designed to meet individual student needs. (F)

SPA 540. Stuttering. 3(3, 0). Study of the theories and therapies basic to the management of fluency disorders in children and adults. (S,Su)

SPA 550. Disorders of Phonation. 3(3, 0). Comprehensive study of the etiology and characteristics of organic, functional and psychogenic voice disorders. Emphasis is on instrumentally based assessment and intervention procedures. (S)

SPA 560. Introduction to Audiology. 3(3,1). Survey of the disorders of hearing; emphasis on techniques and interpretation of puretone audiometric measurements; introduction to speech audiometry. (F)

SPA 561. Diagnostic Procedures in Audiology. 3(3,1). Advanced study of audiological techniques used in assessing rehabilitative needs;

emphasis on audiological tests used in the differential diagnosis of auditory impairments. Clinical practicum is required.

SPA 562. Psychology of the Hearing Impaired. 3(3,0). Study of the intellectual development, personality characteristics, emotional adjustment, and associated problems of the severe to profoundly hard-of-hearing. Prerequisites: SPA 560 or equivalent.

SPA 563. Rehabilitation of the Hearing Impaired. 3(3,1). Study of the theories and procedures used in the rehabilitation of the deaf and hard-of-hearing. Emphasis is on the comprehensive rehabilitation of moderate to severely hearing impaired individuals. Prerequisite: SPA 560 or equivalent. (S)

SPA 564. Pediatric Audiology. 3(3,1). Current audiological testing techniques for infants and young children. Course includes conditioned orienting-reflex audiometry, play audiometry, pure tone screening, and BSER. A review of etiologies of hearing loss and philosophies and methodologies of classical conditioning are also included in the course. Prerequisites: SPA 560 and 561 or equivalent.

SPA 565. Clinical Audiology. 3(3,1). Theory and practice of the basic audiological battery; interpretation and application of test results; operation and performance of hearing aids, and calibration procedures. Prerequisites: SPA 560 and 561 or equivalent.

SPA 566. Advanced Audiological Evaluation. 3(3,1). Advanced techniques for assessing audiologic function and the contribution of these techniques to locating site of lesion in the auditory pathway. Special testing to be discussed, with emphasis on implications of their results, include SISI, TE, ABLB, SB, MPL, MLD, impedance audiometric procedures, otoacoustic emissions, auditory evoked potential.

SPA 567. Clinical Practicum in Audiology. 1(0,2). Supervised clinical experiences in the diagnosis of hearing impairments; selection of hearing aids; counseling of clients. Prerequisites: SPA 360 and 361 or 560.

SPA 568. Audiological Problems in Environmental Noise Control. 3 (3,1). Study of the physiological and psychological effects of noise on man, principles of noise measurement, the control of industrial, military, and other environmental noise; organization and implementation of hearing conservation programs.

SPA 569. Seminar in Audiology. 3(3,0). Course designed to permit students to choose a topic involving current research and/or practice in the field of audiology, to research the topic, to make periodic presentations to other students and the instructor for discussion and review.

SPA 570. Cerebral Palsy. 3(3,1). The symptomatology of cerebral palsy as a developmental disorder is presented as well as current incidence and etiology. The diagnosis and treatment of the related communication disorders are emphasized, with specific reference to dysarthria and augmentative forms of communication. Prerequisites: SPA 511 or equivalent. (F).

SPA 571. Cleft Palate. 3(3,0). Survey of the anatomy, physiology, and growth of the palate and related structure; emphasis on the etiology, diagnosis and management of communication problems due

to maxillofacial and related deficits. Prerequisites: SPA 511 and 500 or equivalent. (S).

SPA 572. Adult Language Disorders. 3(3,0). Nature, etiology, diagnosis and management of adult language disorders, including, but not limited to aphasia and concomitant problems. Prerequisite: SPA 511 or equivalent. (F).

SPA 573. Neuropathologies of Speech and Language Impairments (a.k.a. Motor Speech Disorders). 3(3,0). Course addresses the neurological correlates of speech and language which affect the communicative mechanisms. Focus is on identification, assessment, and case management. Prerequisite: SPA 511 or equivalent.

SPA 574. Communication Problems of the Aging. 3(3,0). This course provides a survey of the communicative problems of the geriatric population. Emphasis is on management procedures. (Su)

SPA 580. Speech and Hearing Therapy in the Schools. 3(3,1). Study of the organization and management of speech corrections programs in the schools. Materials and methods for program operation are explored. Study of public laws and their impact on client management, due process, and case selection. Emphasis is on screening, placement and management of pupils in the schools. Prerequisites. SPA 514, 520, 522, 530, 540, 560, 563.

SPA 581. Principles of Clinical Procedures. 3(3,1). Principles and techniques used in the management of speech-language-hearing disorders in a variety of work settings—clinical/public school/hospital/rehabilitation settings. (S).

SPA 590. Diagnostic Procedures in Communicative Disorders. 3 (3,2). The course teaches the diagnostic process and procedures utilized in determining the presence of a language and/or speech disorder, interpretation of findings, report writing, and appropriate follow-up activities. Prerequisites: SPA 505, 511, 514, 520, 530. (S).

SPA 591. Advanced Clinical Practicum I. 1(0,2). Supervised clinical observations and management of speech, hearing and language disorders in the extended school year program. (Su)

SPA 592. Advanced Clinical Practicum II. 1(0, 2). Supervised clinical practicum emphasizing theoretical and clinical rationale for therapy; clinical relationships; therapeutic procedures; evaluation of process and outcomes. Numbers are used to designate specific clinics, i.e., 01 = articulation; 02= diagnostics; 03= hearing; 04 = language; 05 = organic; 06= stuttering. A student may enroll in each clinic more than one semester. (F, S, Su).

SPA 593. Seminar in Speech-Language Pathology. 3(3, 0). This seminar is concerned with new research, diagnostic techniques, management procedures and current trends in speech pathology and audiology. (F,S).

SPA 594. Differential Diagnosis of the Non-Verbal Child. 3 (3, 1). Principles and procedures for differentiating among the factors that may inhibit language development in children; emphasis on behavioral observations, current diagnostic methodologies, augmentative communication.

SPA 595. Introduction to Manual Communication. 3(3, 1). The course covers the manual alphabet used in finger spelling and the language of signs Emphasis is on expressive as well as receptive skills.

Prerequisite. Graduate status. (F, S as applicable)

SPA 596. Intermediate Manual Communication. 3(3,1). This is a continuing study of the language of signs. Emphasis is on development of expressive and receptive skills. Prerequisite: SPA 595 or permission of the instructor. (S).

SPA 600-601. Thesis. 3(3,0). Students may elect to write a thesis under the supervision of a faculty committee. Intention must be submitted to the College of Graduate and Professional Studies during the first semester of candidacy. (F,S).

SPA 699. Special Topics in Speech Pathology and Audiology. (1-6). Topics selected from various areas in Speech Pathology and Audiology, including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of faculty. (Su)

DEPARTMENT OF HUMAN SERVICES

COUNSELOR EDUCATION

CED 509-01. Counseling Ethics and Legal Issues for School Counselors 3(3,0). This course provides an in-depth introduction into legal and ethical concerns related to school counseling conduct. As a foundational course, an examination of the Ethical Codes for School Counseling will be explored as to its relevance to school counselors maintaining ethical conduct. Moreover, this course will examine how school counselor ethical conduct affects the academic, career and social-emotional development of counselees. Prerequisite: None.

CED 510. Introduction to Counseling. 3(3,0). This course is an introduction to the counseling profession which operates in a variety of settings. The course examines the development and history of the counseling profession, basic concepts in counseling, and the role and function of the school counselor and other counseling professionals and the settings in which they work. (F,S)

CED 511. Child Growth and Development. 3(3,0). This course is a study of the principal physiological, intellectual, cognitive, emotional, cultural and sociological aspects of child growth and development. Particular emphasis will be placed on the interrelationships between these variable, their influence on behavior, the modifiable range of developmental patterns and implications for guidance and counseling in the elementary school setting. (Sp. only)

CED 512. Elementary School Guidance. 3(3,0). This course provides an overview of the history, principles, issues, practices, personnel, services and skills needed to design and coordinate a comprehensive developmental elementary school guidance and counseling program, to include using assessment tools to evaluate effective reading and writing instruction. Study also includes an overview of the philosophical, educational, sociological, and cultural bases of counseling and guidance services in respect to awareness, respect and valuing diversity and their relationship to the total school curriculum. Prerequisite: CED 510

CED 513. Secondary School Guidance. 3(3,0). This course provides an overview of the history, principles, issues, practices,

personnel, services and skills needed to design and coordinate a comprehensive developmental secondary school guidance and counseling program, to include using assessment tools to evaluate effective reading and writing instruction. Study also includes an overview of the philosophical, educational, sociological, and cultural bases of counseling and guidance services in respect to awareness, respect and valuing diversity and their relationship to the total school curriculum. Prerequisite: CED 510

CED 514. Counseling Theories and Techniques. 3(3,0). This course provides a more intensive study of the various counseling theories introduced in CED 510. It is further designed to lay the foundation for the development of professional behaviors and skills in the use of techniques and strategies necessary for counseling clients with various concerns related to personal, social, educational, and vocational choices (F,Sp, Sum.). Prerequisite: CED 510.

CED 515. Psychology of Individual Differences. 3(3,0). A study of the heredity and environmental factors which cause differences in human beings and a study of these differences.

CED 516. Psychological Appraisal of the Individual. 3(3,0). The aim of this course is to help students acquire skills in the collection, interpretation and utilization of comprehensive psychological information about individuals that will aid the professional in providing appropriate services to counselees. (Sp,Sum) Prerequisites: CED 510.

CED 517. Seminar in Counselor Education. 3(3,0). Current issues and problems in the area of counseling will be researched and discussed in depth.

CED 518. Consultation. 3(3,0). The course provides an overview of the theory, content and processes of consultation by counselors in various educational and human services organizations (Summer only). Prerequisites: CED 510, CED 514.

CED 519. Basic Counseling Practicum/Elementary. 3(3,0). This course is an applied course where students master individual counseling skills. Enrollees will learn how to conduct a successful counseling interview. Completion of a supervised 50 clock hour field based practicum experience with elementary or middle school aged children is required. (F,S) Prerequisites: CED 510 and CED 514.

CED 520. School Counseling Practicum. 3(3,0). This course is an applied course where students master individual and group counseling skills, and classroom instruction activities. Enrollees will learn how to conduct a successful counseling interview. Completion of a supervised 100 clock hour field-based practicum experience with elementary (K – 8th grade) or secondary (7th -12th grade) aged children is required. Prerequisite: CED 510 and CED 514.

CED 523. Supervision. 3(3,0). Designed to familiarize students with the purpose, functions and processes of supervision and to provide beginning-level supervisory interactional skills.

CED 525. Cross Cultural Consideration in Counseling. 3(3,0). The major focus of this course is counseling in culturally pluralistic settings. Included are methods for designing and coordinating culturally responsive developmental counseling programs. (Fall, Sum). Prerequisites: CED 510, CED 514.

CED 530. Advanced Counseling Practicum/Elementary.

3(3,0). This course is an applied course where students master group counseling skills and techniques. Completion of a supervised 50 clock hour field based practicum experience with elementary or middle school aged children is required. It is to be taken concurrently with CED 543: Group Dynamics: Techniques, and Procedures. (F, S). Prerequisites: CED 510, CED 514 and CED 519.

CED 531. Advanced Counseling Practicum/Secondary. 3(3,0). This course is an applied course where students master group counseling skills and techniques. Completion of a supervised 50 clock hour field based practicum experience with middle or high school aged children is required. It is to be taken concurrently with CED 543: Group Dynamics: Techniques, and Procedures. Prerequisites: CED 510, CED 514 and CED 520. (F,S).

CED 540. Career and Life Style Development. 3(3,0). The course aims to help students acquire the knowledge and skills in the identification, selection, administration, and interpretation of occupational, educational, personal, and social information in order to empower counselees for problem solving and decision making in these domains over the lifespan. (F, Sp.,Sum). Prerequisite: CED 510.

CED 541. Analysis and Interpretation of Group Testing. 3(3,0). This course is a systematic study of the selection, evaluation, selection, administration, and interpretation of group tests of general and specific abilities to include cognitive, affective and psychomotor scales. (F,Sp). Prerequisites: CED 510.

CED 542. Counseling Internship. 3(3,0). The internship in guidance and/or counseling is organized with the end in view of providing the student with an opportunity to gain actual experiences and provide counseling services, under supervision, in counseling in an approved setting. Prerequisites: All Counselor Education courses. Students must apply for this course before midterm of the last full semester preceding the semester in which they desire to enroll in the course. Registration only by application.

CED 543. Group Dynamics, Techniques, and Procedures. 3(3,0). A study of the practical and theoretical aspects of counseling small groups. The course provides a basis for the understanding of group structure, typology, evaluative techniques, procedures, and dynamics of group interactions in counseling settings. (F,S), prerequisite CED 514.

CED 544. Vocational Development Theory. 3(3,0). This course will involve psychological and sociological aspects of the students Orientation toward the world of work. It will include student interests, mental abilities, values, intrinsic and extrinsic motivation statuses, self-concepts, aspirational level, and fulfillment of student lives. Presently developed theories will be extensively explored, and consideration will be placed on development of healthy individuals who can adjust to the demands of the changing world of work.

CED 545. Facilitating Career Development 6(6,0) The course is designed to train K- 14 educators and other professionals who offer career assistance and guidance services via Career Development Facilitation (CDF). Focus is on career development theory and model; student/ client diversity; assessment; ethical and legal issues; labor market information and resources; employability skills; and use of technology. Instruction should lead to a better understanding of career development: resources and assessments and an awareness of one's

professional strengths and needed improvements in the area of career guidance. Participants will collaborate with fellow classmates to address challenging situations and explore community resources. The course will include significant components of the former CED 540 Career and Lifestyle Development course. The Education and Economic Development Act (EEDA) will be discussed. Guidelines of the act will be emphasized, particularly in accordance with counselor and CDF responsibilities.

Due to rapid or regular changes in economic, social, political, global and cultural conditions, there will be ongoing emphasis on current events. Students are expected to keep abreast of events shared via various media.

CED 550-10. Seminar: Internship in Elementary School Counseling (1-6). This course requires the student to attend a weekly seminar and to complete a 600 clock hours school base internship. It is designed to provide each student with an opportunity to gain actual experience as a counselor in an elementary school (K-8) setting. Interns enrolled in this course will join the staff of a school's counseling and guidance program and rendered services to students under the supervision of a certified school counselor and the university supervisor. Students enrolled in this section of the course are expected to complete 40 hours per week on site for fifteen weeks thus completing 600 hours in one semester. Students may register for 1-6 credits in other sections of the course, (F, S, Sum). Prerequisites: All required counselor education courses, the elementary option courses, and a passing score on the Praxis II Specialty area exam in School Guidance and Counseling. Registration only by application submitted before midterm of the last full semester proceeding the semester in which the student desires to enroll in this course.

CED 550-01. Internship in Elementary School Counseling: Coordination of Guidance Services. 1(0,1). This internship offers students an in-depth supervised experience in schools practicing the coordination of the guidance services including management of resources and data analysis.

CED 550-02. Internship in Elementary School Counseling: Classroom Guidance Delivery. 1(0,1) This internship offers students an in-depth supervised experience in classroom guidance delivery.

CED 550-03. Internship in Elementary School Counseling: Counseling and Responsive Services. 1(0,1). This internship offers students an in-depth supervised experience in schools practicing individual and group counseling.

CED 550-04. Internship in Elementary School Counseling: Appraisal and Career Advising. 1(0,1). This internship offers students an in-depth supervised experience in schools using appraisal results in career and academic advising.

CED 550-05. Internship in Elementary School Counseling: Consultation. 1(0,1). This internship offers students an in-depth supervised experience in consultation services, as they relate to school counseling.

CED 550-06. Internship in Elementary School Counseling: Professional Issues and Advocacy. 1(0,1). This internship offers students an in-depth supervised experience in schools to improve legal and ethical decision making skills to include advocacy on the behalf of

students in the school, community and with businesses.

CED 551. Internship in School Counseling. (1-6). This course requires the student to attend a weekly seminar and to complete a 600-clock hour school-based internship. It is designed to provide each student with an opportunity to gain actual experience as a counselor in an elementary (K-8) or secondary school (7-12) setting. Interns enrolled in this course will join the staff of a school's counseling program and render services to students under the supervision of a certified school counselor and the university supervisor. Students enrolled in this course are expected to complete 40 hours per week on site for fifteen weeks thus completing 600 hours in one semester. Students must register for 3 credits per semester and be placed at a different level per semester if they are wanting to receive their K-12 certification. This will allow students to gain exposure as well as an understanding of the operations of each setting while complete the required 600-clock hour internship in two semesters. **Prerequisites:** All required counselor education courses and a passing score on the Praxis II Specialty area examination in School Guidance and Counseling. Registration only by application submitted before midterm of the last full semester preceding the semester in which the student desires to enroll in this course (3 - 6 credits).

CED 699. Special Topics in Counselor Education. (1-6) . Topics will be selected from various areas in Counselor Education including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of staff. (F, Sp, Sum).

REHABILITATION COUNSELING

EDRC 520. Introduction to Alcoholism and Drug Abuse (3). This graduate course is designed to provide students with an overview of alcoholism and drug abuse. The course surveys the various causation theories including the disease concept. The physiological, psychological, behavioral and sociological aspects of addiction to the various drugs; treatment issues; regulation and legislation and certification standards will be examined.

EDRC 521. Assessment and Treatment of Substance Abuse (3). The purpose of this course is to provide students with knowledge and skill that will maximize access and effectiveness in serving persons with disabilities. The course readings and assignments will help prepare students with the knowledge, skills and ethical sensitivity required to effectively assess and treat persons with substance abuse problems.

EDRC 522. Dual Diagnoses: Mental Disorders and Chemical Dependency (3). Through use of lectures, class discussions, guest speakers, attendance at groups and meetings outside of class, and videos, students will examine how mental illness in combination with chemical dependency and/or substance abuse plus other challenges, such as homelessness, affects individuals, families, and society.

EDRC 523. Counseling Linguistically and Culturally Diverse Populations (3). This course examines the role of language in the construction of identity, particularly ethnic and racial identity. This course I examines the historic factors, current trends, and future challenges.

EDRC 525-01. Counseling Linguistically and Culturally Diverse Populations. (3). This course includes the racial, ethnic,

linguistic, religious, and economic trends of persons with disabilities in the United States. An analysis of historical factors, current trends, and future challenges will be presented. The course includes case studies, observation, self-reflection, role-play; and critical analysis and thinking represent some of the ways to address the issues. Literature from psychology, education and counseling and other fields will be used as it relates to best ethical practices.

EDRC 526-01. Legislation, Advocacy and Empowerment Rehabilitation of Minorities (3). This course focuses on the empirical as well as the philosophical basis of legislation, advocacy, and empowerment. This course will examine how these three roles play an important role in the life of rehabilitation counselors. Past and current legislation will be presented in its relationship to advocacy and empowerment of persons with disabilities.

EDRC 529. Pre-Practicum and Professional Ethics. 3(3,0). This graduate course is designed to provide theoretical and practical (clinical) instruction in counseling and ethical aspects of rehabilitation counseling. Ethical issues regarding counseling and direct rehabilitation service delivery are discussed from both a generic and multicultural perspective centered upon research-based concepts, specific skills and strategies. Direct role-playing and micro-counseling skill building exercises are employed along with case study methods and lecture formats. Students are encouraged to develop an awareness of different cultures, learned biases and how they may affect the counseling relationship.

EDRC 530-01. Practicum in Rehabilitation. 1(1,4). Supervised experiences in applying basic rehabilitation counseling skills and techniques through the use of effective communication skills. (F,S)

EDRC 530-02. Practicum in Rehabilitation. 1(1,4). Knowledge and practice will be provided to enable Rehabilitation Counseling students to develop skills in problem-solving and the decision-making process. (F,S)

EDRC 530-03. Practicum in Rehabilitation. 1(1,4). Laboratory experiences are provided so Rehabilitation Counseling students may apply their skills and knowledge with clients under supervision. (F,S)

EDRC 531. Introduction to Rehabilitation Services. 3(3,0). Designed to acquaint students with the history, legislation, principles, methods and techniques in rehabilitation as they are applicable throughout the rehabilitation process, especially in working with the severely disabled. The course includes techniques and methods of case finding, medical, social, and vocational evaluation, and provision of case services. Prerequisite: Permission of the instructor. (F)

EDRC 532. Topical Seminar in Rehabilitation (3). This graduate course is designed to examine and integrate pertinent research and current and future practices in the field of rehabilitation counseling. Identifying these pertinent issues in the field of counseling will help to prepare highly skilled, competent, economically and socially aware graduates to meet the needs of persons with disabilities.

EDRC 533. Medical and Psychological Aspects of Disability 3(3,0). This course is designed to provide students with the information and understanding for the appraisal and understanding of the psychosocial and medical aspects of disability and chronic illness, including their nature, causes, functional aspects and treatment. This course provides students with information on severe disabilities and introduces students to the whole-person concept of disability on a person vocationally, social, and his/her family settings.

EDRC 534. Assessment. 3(3,0). This course is a survey of methods and techniques utilized in determining vocational potential and the roles of the vocation evaluator and adjustment specialist in the rehabilitation process. Specific procedures and approaches are analyzed including the commercial evaluation systems and such work adjustment techniques as adjustment group counseling, writing adjustment plans, and writing performance objective for facility clients.

EDRC 535. Vocational Placement in Rehabilitation. 3(3,0). Combines classroom and field experiences to provide students with information about the counselors role in placement, job analysis, job-seeking skills, job development; determination of job readiness, and job reengineering. Field experience complements each of these areas to give the student experientially-validated approach to vocational placement. (F)

EDRC 536. Internship in Rehabilitation. 6(). Students have the opportunity to apply theory to the practice of rehabilitation counseling, case management and/or work evaluation and work adjustment in a rehabilitation setting. Preference is given to settings in which students may work directly with persons with severe disabilities. Internship is provided under the general supervision of program faculty and direct supervision of a Certified Rehabilitation Counselor (CRC) within the agency or facility. Students must meet regularly with the Clinical Practice Supervisor within the agency to discuss client problems and possible solutions. Must be taken for the entire last semester of enrollment (mini-mum of 600 clock hours). (F,S)

EDRC 538. Case Management and Recording. 3(3,0). This course provides a critical analysis of the case management process. It covers the basic procedures in providing and coordinating human services and the basic principles for recording and reporting such services. (S)

EDRC 545. Psychopathology in Rehabilitation. 3(3,0). This course is a systematic study of psychopathology and associated clinical manifestations. It covers the range of age from infancy to old age with an emphasis on psychopathology that manifests itself during the working years.

EDRC 546. Psycho-Diagnostics in Rehabilitation Counseling. 3(3,0). This course will explore the ethnology of major psychiatric syndromes and disorders as listed in the current Diagnostic and Statistical Manual for Mental Disorders (DSM-IV). Upon completing this course, students will be able to demonstrate a thorough understanding of the diagnostics of Psychopathology, and will be able to provide appropriate treatment recommendations. Finally, this course will examine how mental disorders influence other areas of the rehabilitation process.

EDRC 550. Independent Study in Rehabilitation. 3(3,0). Systematic readings and development of individual projects in pertinent rehabilitation areas. No more than six hours may be counted toward the masters degree. This course may be used as an elective only. Prerequisite: Consent of Program Director and instructor. (F,S)

EDRC 556. Internship in Orientation and Mobility. 3(3,0). Internship Orientation and Mobility allows the student the opportunity to apply theory to the practice of Orientation and Orientation and Mobility. Preference is given to settings in which students may work directly with persons with severe disabilities. The Internship is provided under the general supervision of program faculty and direct supervision of a Certified Orientation and Mobility Specialist within the agency of facility. Students must meet regularly with the Clinical

Practice Supervisor within the agency to discuss client problems and possible solutions. Internship must be taken for the entire last session of enrollment (minimum of 360) clock hours.

EDRC 558. Practicum in Orientation and Mobility. 3(3,0). Designed to provide students with an understanding of the methods used by the blind and visually impaired individuals in their travel by using sensory information in the environment. Blindfold and sight simulators are used in the instructional process to emphasize the utilization of the residual senses to perceive, integrate, and react to environmental stimuli in establishing and maintaining safe efficient mobility. The course is further designed to lay the foundation for the development of their skills in teaching blind and visually impaired persons how to develop and use their remaining senses in order that they may be safe, efficient and independent travelers.

EDRC 580. Principles of Orientation and Mobility. 3(3,0). An examination and application of the fundamental principles underlying the acquisition of sensory information by severely visually handicapped individuals.

EDRC 581. Physiology and Function of the Eye. 3(3,0). The anatomy, structure and function of the eye. Various eye diseases and malfunctions are stressed. The student is given an opportunity to observe all types of eye conditions, eye prostheses and low-vision optical aids. The social, psycho- logical and vocational adjustment of the severely visually handicapped will receive extensive coverage.

EDRC 582. Methods of Communication Used by the Blind. 3(3,0). Acquaints the student with the basic rudiments of Braille reading and writing. Familiarization with other means of communication used by the blind, for example, typing script writing, electronic devices and other media.

EDRC 583. Methods of Mobility for the Blind. 3(3,0). Techniques are acquired under conditions which enable the students to gain an insight into the experiences of blind individuals as related to travel skills. Emphasis is placed on the utilization of the remaining senses and their relevancy to interpretation of environmental information.

EDRC 598. Community Agency Counseling. 3(3,0). This course examines the role of counselors in working with consumers in different agencies. Further, this course examines the historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community and mental health movement. This course also includes case studies, observation, self-reflection, role-play, and critical thinking to address some counseling and agency issues.

EDRC 599. Utilization of Community Resources in Rehabilitation. 3(3,0). Emphasizes the ways by which the community uses its resources and services to meet the needs of handicapped persons, especially the severely disabled; provides for the study and discussion of the nature and organization of community resources as they relate to rehabilitation, availability of community resources through public and private agencies and facilities, problems in the development and utilization of community resources, observational visits to key agencies and lectures by representatives of community agencies.

COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL

SCIENCES

DEPARTMENT OF EDUCATION

ADULT EDUCATION

AED 550. Teaching Strategies for Adult Basic Education. 3(3,0). This course is designed to provide a sound background from research data about the principles, methodology, and instructional competencies which underlie the areas referred to as adult education. These areas include (a) teaching the basic skills to adults; (b) teaching adults to develop new insights, attitudes skills, and habits for utilizing leisure time voluntary or forced; (c) teaching adults to help themselves develop positive attitudes toward and acceptance of aging, illness, and death; and (d) teaching adult citizens skills of thinking and learning, group and intergroup dynamics, functional democracy, and human geography.

AED 551. Introduction to Community Education. 3(3,0). This is a survey course designed to provide the student with an overview of the community education movement in the United States. The aspects to be analyzed include how community education offers lifelong learning and enrichment opportunities in education, recreation, social and related cultural services with programs and activities coordinated and developed for citizens of all ages, ethnic backgrounds, and socioeconomic groups.

AED 552. Administration of Adult, Continuing, and Community Education Systems. 3(3,0). The orientation of this course reflects a deep commitment to increasing the administrators capacity to humanize the schools. In this effort, three critical sets of systems, belief, human and organizational systems, which must be dealt with by school administrators are described and analyzed. These systems comprise screens through which educational decision-making takes place, and forming part of a large system which comprises the context of the school executive as he works toward administrative effectiveness.

AED 555. Adult Learner. 3(3,0). This course is designed to (a) investigate the various problems related to adult learning; (b) enable students to acquire an understanding of different learning patterns of adults; (c) identify similarities and differences compared with learning of youth; (d) understand how adult educators, through research and practice are approaching solutions for these problems, and (e) how adult education programs are designed to serve both the differentiated needs and uniqueness demanded by the adult learning situation.

AED 556. Fundamentals of Teaching in Deprived Areas. 3(3,0). This course is designed to identify the wants, needs and lifestyles of persons living in deprived areas. Attention is given to adaptation of school organization, classroom organization, and teaching practices to needs of adults living in deprived areas. Special emphasis is on assisting teachers through practice and counseling to develop understanding and competencies needed by teachers in deprived areas.

AED 557. Teaching the Disadvantaged Adult. 3(3,0). This course is designed to develop (a) an understanding of the circumstances of life for the disadvantaged adult; (b) an understanding of his needs and general characteristics, and (c) an understanding of materials, procedures, and techniques of motivation and instruction in the major areas of skill development, communication, arithmetic, social living,

and science.

AED 558. Family Finance Education for Adults. 3(3,0). This course offers a unique opportunity for modern consumer education for adults and close cooperation of educators, businessmen, and other professionals in providing a vital education service for the community. Also, an examination will be made of the nature of personal and family financial problems, factors affecting adequacy and security of income with special reference to insurance and investment and standards of living as affected by real and commodity income.

BE 501. Improvement of Instructions in Stenographic Subjects. 3(3,0). A graduate course designed for in-service teachers and full time graduate students in business education and related disciplines. Emphasis in the course is on teaching strategies used in teaching the skill business subjects. (F,S)

BE 502. Improvement of Instructions in Non-Stenographic Subjects. 3(3,0). An overview of the philosophy of business education, the development of the basic business movement, and the relationship of basic business education to general education are emphasized. Attention is given to the what and how of teaching basic business content subjects. Emphasis is placed on planning, teaching techniques, and supplementary materials. (F,S)

BE 503. Improvement of Instructions in Business Education- Data Processing. 3(3,0). This course is designed to provide the student with an introduction to philosophical and psychological concepts as they relate to data processing and computer programming. The content of the course provides the student the opportunity to develop instructional materials, select teaching styles and strategies, identifying grading procedures, and construct evaluative techniques for use in secondary and post-secondary schools. (F,S)

BE 511. Principles and Practices in Business Education. 3(3,0). A foundation course for graduate students in business education. It examines the basic philosophy of business education in terms of its historical development, objectives, principles and practices, and trends. (F,S)

BE 512. Analysis of Office Occupations. 3(3,0). A detailed analysis of office occupations in terms of job classifications, job requirements and/or qualifications and job training is made relative to office workers in modern business organizations. (F,S)

BE 513. Office Organization and Management. 3(3,0). Emphasis in this course is placed on the scientific approach to office organization and management including office layouts, facilities, equipment, office operations, and employing and training office workers. (F,S)

BE 515. Report Writing and Research in Business Education. 3(3,0). A study of recent research reports to evaluate methods of research and report techniques, evaluation of the usefulness of the results in improving business education and reporting techniques in office and classroom work. (F,S)

BE 516. Current Issues in Business Education. 3(3,0). The

social, economic, and political issues in the field of business education are identified, analyzed, and discussed in terms of their impact on the future of business education. (F,S)

BE 517. Seminar in Business Education. 3(3,0). An intensive examination of the teaching options in the field of business education. Major discussions center around selected topics identified by students interests. (F,S)

BE 521. Curriculum Construction in Business Education. 3(3,0). This course deals with the underlying philosophy of curriculum construction in terms of aims, principles, problems, evaluation, and revisions of business curricula for various types of educational institutions. (F,S)

BE 524. Administration and Supervision in Business Education. 3(3,0). This course is designed to acquaint graduate students and in-service business teachers with the fundamental concepts needed for administrators, supervisors, department heads, and teachers in the planning and carrying out realistic programs of business education at the middle and senior high school levels and in junior colleges. (F,S)

INSTRUCTIONAL TECHNOLOGY

ITE 511(Formerly ED 511). Instructional Learning Methods in Reading. 3(3,0). This is a course in the selection and utilization of instructional reading materials in the learning environment, elementary through adult levels. Audio and visual materials and procedures are emphasized with some attention given to bibliography and reference books for reading teachers. Graduate requirements include a written analysis on methodology and application with an annotated bibliography.

ITE 512(Formerly ED 512). Preparation of Teacher-Made Instructional Materials in Reading. 3(3,0). This course stresses laboratory preparation of bulletin boards, opaque materials, models, slides, feltboards, illustrating, mounting and laminating, lettering and coloring. Graduate requirements include developing instructional packets of audiovisual aids for teaching a series of reading skills. Prerequisite: ITE 511.

EDIT 530(Formerly ED 530). Advanced Instructional Technology. 3(3,0). This course focuses on systematic ways of utilizing instructional technology, from objectives to evaluation, including resources and conditions to bring about effective instruction utilizing microcomputers and electronic media.

CURRICULUM AND INSTRUCTION

EDCI 523. Curriculum Development in the Elementary School (Formerly 515a). 3(3,0). Curriculum Development in the Elementary School (3) is designed to acquaint candidates with a general overview of principles and methods of curriculum development and revision at the elementary level. Candidates will become familiar with the curriculum as it exists with respect to (a) diverse characteristics of students, (b) teaching personnel, (c) theory, foundations, processes and dispositions of reading and writing content to include word recognition, language comprehension, strategic knowledge and reading-writing connections.

EDCI 524 (Formerly ED 515b). Curriculum Development in

the Secondary School. 3(3,0). This course is designed to give the teachers, principals, and supervisors a general overview of principles and methods of curriculum construction and revision in the secondary school. A survey of the essential features of the curricula of modern junior and senior high schools is included. Some time is given to the preparation of units. The course will provide the students with a picture of the secondary school as it exists with respect to (a) characteristics of its pupils; (b) the teacher personnel; (c) theory and practice of curriculum offerings, and (d) school- community relations. ()

EDCI 538 (Formerly ED 538). Curriculum in the Middle School. 3(3,0). Curriculum in the Middle School is a study of grouping patterns, goals, and materials of instruction unique to the needs of the child in the fifth, sixth, seventh, and eighth grades. The teacher education student will also be involved in short and long-range planning, and the development of skills in classroom management, interpersonal relationships, appraisal and diagnostic techniques for prescription writing, and measurement and evaluation of the individual and program. Graduate students taking this course will be required to engage in a research project in addition to meeting regular course requirements. (F,S).

EDCI 539 (Formerly ED 539). Instructional Methods for the Middle School. 3(3,0). In this course, theories of learning dealing with the mental, social, moral, emotional and physical development of the middle school child are implemented through instructional techniques and procedures. Stress is placed upon the appropriateness of the mode-individual, small- group or large-group for the “objective” and the learning style of the individual. The teacher education student demonstrates his competencies with students in the fifth, sixth, seventh, or eighth grades during field experiences.

EDCI 547 (Formerly ED 547). Foundations for Curriculum Development. 3(3,0). The content in this course includes both theory and practice of curriculum development as determined by the sociological, philosophical, and psychological ramifications that manifest themselves as social and cultural change. It includes the nature of knowledge and learning theory, also. The knowledge of the process of curriculum planning and design of the curriculum is the expected outcome. (F,S)

EDCI 599. General Knowledge/Curriculum Seminar. This course is designed to enhance the knowledge and critical thinking skills of students to enable them to use their minds well in curricular activities and every-day life situations. A formative process is used to prepare students for challenges and issues in regard to tests within the educational curriculum for teacher preparation, matriculation, and development. (F,S)

EDCI 750. Introduction to Curriculum Systems (Formerly EAC 750). 3 (3,0). The content of this course includes exploration of forces influencing goals and curriculum planning, trends and issues, traditional and emergent curricular designs. Current proposals for change; model for curriculum planning. (F)

EDCI 751. Principles and Procedures in Designing Curriculum (Formerly EAC 751). 3(3,0). Systematic curriculum planning; students develop models for planning, formulate plans, and outline a curriculum design for an educational setting. Theory and techniques of curriculum construction are adapted to special needs of particular schools. Prerequisite: CI 750. (S)

EDCI 752. Techniques of Instruction (Formerly EAC 752).

3(3,0). Selection criteria and survey of alternative technological and non-technical systems for communicating content to students. This course is designed to develop individual competencies, and define objectives in terms of achievable student competencies.

EDCI 753. Curriculum: Elementary School (Formerly EAC 753). 3(3,0). This course is an introduction to issues, concepts, trends, and major orientations to the elementary school curriculum. Examples of currently used curriculum materials are presented. Prerequisite: CI 750.

EDCI 754. Curriculum: Middle School (Formerly EAC 754). 3(3,0). This course is an examination of the background, development, and defining characteristics of the middle school. Emphasis is given to the relationship between the variables of community setting, student characteristics, principles of learning and motivation, examples of curriculum and instructional programs and the role of the teacher. Prerequisite: CI 750.

EDCI 755. Curriculum: Secondary School (Formerly EAC 755). 3(3,0). This course is a study of the modern secondary school curriculum including significant curriculum issues and movements of the past and present. Specific attention is given to objectives, sequence, major problems and recent developments in each secondary school program area. Prerequisite: CI 750.

EDCI 757. Curriculum: Advanced Theory (Formerly EAC 757). 3(3,0). This course is a study of the most significant recent developments in curricular concepts and patterns, and it is directed toward a deeper understanding of the theoretical base underlying these developments. Prerequisites: CI 750 and 751.

EDCI 758. Curriculum: Evaluation (Formerly EAC 758). 3(3,0). This course requires extensive reading about principles and techniques of curriculum evaluation in conjunction with experience in planning a curriculum evaluation. The content includes evaluation of programs including objectives and criteria of program evaluation, evaluation models, evaluative methodologies, selection of evaluative instruments, collection and analysis of data, preparing program recommendations. (F,S)

EDCI 759. Curriculum Implementation and Change (Formerly EAC 759). 3(3,0). This course requires a review and evaluation of theories, models, and strategies for change and recognition and use of this knowledge as a practical guide to problem solving. Prerequisites: CI 750, 751, and 757.

EARLY CHILDHOOD EDUCATION

ECE 502 (Formerly IFD 502). Cognitive and Language Development in Children. 3(3,0). Theories of empirical findings in the development of thinking and intelligence. Theories of language acquisition research on syntactic and semantic development and developmental psycholinguistics. (S)

ECE 510 (Formerly IFD 510). Advanced Study of Early Childhood Curricula and Methods. 3(3,0). Students will identify their philosophy of education. Emphasis will be early-childhood program models, curricula and strategies as related to research and social needs. (F)

ECE 513 Early Childhood Curriculum 3(3,0). This course

familiarizes prospective kindergarten teachers with basic principles underlying curriculum planning for children at this level including an overview of languages/literacy, math, science, social studies, performance/visual arts, and physical education foundational content/theory and basic curricular assessment/evaluation. (20 Hours of Pre-Clinical Practicum is required.)

ECE 514. Early Childhood Methods and Materials. 3(3,0). This course is designed to provide prospective kindergarten teachers with a thorough understanding of methodological experience and materials appropriate for practical use at this level. Actual work with the child in all learning situations is given equal value through observations, planning micro-teaching and evaluating procedures in language/literacy, math, social studies, science, the arts, and physical education. (20 Hours of Pre-Clinical Practicum is required.)

ECE 522 Assessing and interpreting Child Behavior. 3(3,0). This course provides opportunities to explore assessment instruments to evaluate the behavior of young children. Emphasis is placed on standardized and achievement tests, diagnostic instrumentation, self-evaluation checklist, etc. The focus is on a variety of methods and techniques used to record children's ability in a variety of settings from emphasis on evaluation of reading and writing development to the assessment of gross/fine motor skills. (20 Hours of Pre-Clinical Practicum is required.)

ECE 590. Early Childhood Education Practicum. 3(3,0). This is a course designed to provide prospective kindergarten teachers with laboratory experience in guiding and supervising kindergarten children under the supervision of a qualified classroom teacher. Emphasis will be placed on the basic equipment and play materials.

ELEMENTARY EDUCATION

ED 522. Diagnostic/Prescriptive Teaching for the Classroom Teacher. 3(3,0). Designed to enable the regular classroom teacher to develop the necessary assessment skills required to identify strengths and weaknesses in children who manifest a variety of learning and behavioral problems and to delineate the critical skills necessary for success in the academic areas through a diagnostic-prescriptive approach to learning. There will be emphasis upon adjusting instruction through task analysis and use of intervention techniques. (F,S)

ED 527. Classroom Management. 3(3,0). The course focuses on an analysis of the sociopsychological dynamics of classroom groups with emphasis on implementing methodologies from behavior modification, socioemotional and group process theories of classroom management. (F,S)

ED 529. Supervision of Clinical Experiences. 3(3,0). This course is designed especially for cooperating public school teachers who are involved and who would like to become involved with the experience-oriented teacher performance program at South Carolina State University. This course has as its terminal objective cooperating teachers who have developed expertise in the following areas: increased knowledge and performance skills in the supervisory role of interns, identification of skills and strategies necessary for supervision, improved instruction and evaluation and the mastery of instructional supportive aspects.

ED 533. Teaching in Urban Schools. 3(3,0). This course teaches diagnostic and prescriptive approaches to teaching and learning in schools serving the low-income learner; and analysis of various programs that accentuate the educational progress of urban learners, their lifestyles, and their relative educational beliefs.

ED 534. Seminar in Elementary Education. 3(3,0). This course includes seminar discussion meetings and field experiences emphasizing practical aspects of teaching at the elementary level of instruction; organizational patterns and new curricula currently operational in elementary schools. Content focus is on children's literature, curriculum development, language arts, mathematics, reading, science, social studies, exceptional students, and other topics generated by student interest. (S)

ED 519. Multicultural Education. 3(3,0). This course is an inquiry into multicultural dimension of American education. Comparison of ethnic, racial, religious, and social educational milieus with regard, to cultural and socioeconomic differences. A philosophic analysis of the concept of cultural pluralism and its broad implications for American education are discussed.

ED 699. Special Topics in Education. (1-0). In this course, topics are selected from various areas in education including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of Faculty Administration.

MAT PROFESSIONAL EDUCATION COURSE

EAR 599. Effective School Research, Measurement, Evaluation, and Assessment. 3(3,0). This course is designed to acquaint MAT students with the methods and techniques of research, measurement, evaluation and assessment used in education. Emphasis will be given to designing ethnographic studies with training and observation of student and teacher behavior in the classroom. Statistical techniques and theoretical concepts in educational and psychological test, measurement and assessment will also be addressed. An ethnographic study is a required product.

ED 550. Directed Teaching/Clinical Internship. 3(3,0). This performance-based clinical experience is provided for all teacher education candidates as the zenith experience of the elected teaching major. Student teachers are team-directed through three phases during this one semester course: orientation, sixty-two day internship, and evaluation. A major portion of the semester is field based (sixty-two consecutive days) under the supervision of a certified master teacher or specialist. During this time the student teacher/intern demonstrates mastery of teaching in an approved public school setting.

RED 506. Studies in Children's Literature. 3(3,0). A survey of children's literature with emphasis on innovative approaches in instructional delivery.

RED 511. Instructional Learning Methods in Teaching. 3(3,0). Reading and Specialized Methods and learning materials used to teach reading through specialized content. The MAT students develop skills in using the content of their certification areas to teach reading skills. They also develop a repertoire of teaching methods for teaching the content.

ED 550. Directed Teaching/Clinical Internship. 3(3,0). This performance-based clinical experience is provided for all teacher education candidates as the zenith experience of the elected teaching major. Student teachers are team-directed through three phases during this one semester course: orientation, sixty-two day internship, and evaluation. A major portion of the semester is field based (sixty-two consecutive days) under the supervision of a certified master teacher or specialist. During this time the student teacher/intern demonstrates mastery of teaching in an approved public school setting.

ED 603. Comprehensive Examination. 0(0,0). The final examination for the MAT program. The exam requires written responses to questions assessing both professional education and teaching content knowledge. Responses require higher-level thought processes.

PSYCHOLOGICAL FOUNDATIONS

ED 503. Human Growth and Development. 3(3,0). This course is a study of the processes of human growth and developing patterns of behavior throughout the life span. Particular emphasis will be placed on the physical, mental, emotional, and intellectual growth of the individual and the significance of controlled and uncontrolled environmental influences on the behavior and learning processes. (F,S)

ED 506. Adolescent Psychology. 3(3,0). This course is a study of the physical, mental, emotional, intellectual, social, and moral development of the adolescent. It includes involvement with theory and research on behavior and development of the adolescent with emphasis on the implications of these data for education and socialization over the transitional period from childhood in contemporary American society.

ED 518. The History and Philosophy of Education. 3(3,0). This course is a study of the development of social thought and its influences on educational practices and current applications. The course traces the major phases of educational development in world history and emphasizes the impact of cultural changes. (F,S)

ED 545. Learning Theories for Teachers. 3(3,0). This course will enable a student to study contemporary and historically important learning theories and discusses attempts to relate the continually growing fund of scientific information to practical education situations. Sufficient historical and contemporary perspectives are included to enable the student to make informed decisions in choosing a theory or in selecting particular principles from available theories. (F,S)

ED 546. Human Development and Learning Situations. 3(3,0). Human Development and Learning Situations is designed to give the student an opportunity to make an application of human growth principles and concepts in a laboratory with children. The learning process, application of learning principles, and measurement of physical, educational, and psychological characteristics of the learner are studied.

RESEARCH AND STATISTICS

ED 500. Introduction to Data Analysis. 3(3,0). This is an introductory course designed to familiarize the students with the basic descriptive and inferential statistical concepts, methods and procedures used in educational research. The descriptive statistics covered in the course include measures of central tendency, variability and zero-order correlation. The inferential statistics covered in the course include Chi-square, Test, and Simple Analysis of Variance. The student is required to show evidence of mastery of related concepts, methods

and procedures through application and interpretation of findings using fictitious data sets. The student is required to write and to run successfully one statistical computer program using available package computer programs designed for use by educators and lay persons (i.e., Statistical Package for the Social Sciences, Statistical Analysis System). This course is a prerequisite for ED 501 (Understanding Educational Research) and EAR 701 (Data Analysis for Educational Research and Program Evaluation).

ED 501. Understanding Educational Research. 3(3,0). This course is intended for non-thesis, terminal, master's degree students in education. The principal goal of the course is to enable students to become intelligent and critical consumers of research. Topics covered include accessing educational literature, evaluating research reports, understanding statistics and measurement concepts, and types of educational research.

ED 600. Thesis Writing. 3(3,0). This course is designed (1) to assist teachers and administrators to apply research methods to solution of practical problems arising out of classroom instruction and administration, and (2) to acquaint candidates for the masters degree with the systematic knowledge of the tools of research in education. Students planning to write a thesis will present outline for discussion and appraisal. Prerequisite: ED 500 and 501.

ED 601. Thesis Writing. 3(3,0). In this course, students will do independent study of research culminating in the writing of the thesis. Outlines for the thesis or study must be presented and approved in ED 600. Prerequisites: ED 500, 501 and 600.

ED 602. Research Project. 3(3,0). This terminal course consists of writing a project centered around some problem in the area of the candidates teaching or administrative responsibilities.

READING EDUCATION

RED 506 Studies in Children's Literature 3(3,0). This course is a survey of children's literature with an emphasis on innovative approaches in instructional delivery. The primary focus of this course is for Pre-K and elementary pre-service and in-service teachers to become familiar with the wealth of literary materials available for children. Participants will select quality literature for children and demonstrate instructional strategies for developing children's engagement with literary texts, children's understanding of diverse and global perspectives, and children's knowledge of text structures. Participants of this course will have an awareness of multi-cultural literature, particularly appropriate knowledge, skills and dispositions for integrating the language arts and literature across subject areas. (20 Hours of Pre-Clinical Practicum is required.)

RED 507 Advanced Teaching of Reading in the Pre-K and Elementary Schools. 3(3,0). is designed for teaching reading in the Pre-K and the elementary schools. Emphasis is placed upon basic and advanced reading and writing skills; theoretical and practical methods; research applications; diverse learners; evaluation of learners and practices; multiple means of assessment; professional and theoretical knowledge that directs instructional practices in the school setting. (Twenty hours of pre-clinical experiences are required.)

RED 508. Diagnosis and Correction of Reading Difficulties. 3(3,0). Reading Education 507, Advanced Teaching of Reading in the Elementary School or Education 517, Advanced Teaching of Reading in the Secondary School are prerequisites. This course is designed for developing diagnostic and treatment techniques for students with reading difficulties. Emphasis is placed upon causative factors, prescribing and constructing treatment programs, and individual and group testing. A confidential case report is required of the youngsters diagnosed.

RED 510. Practicum in Reading. 3(3,0). This course is designed to provide the prescribed treatment for students (K-12) with reading difficulties. The course is centered on teaching and evaluating. A written report is required of each student taught. Prerequisites: Reading Education 507 and 508.

RED 511. Instructional Learning Methods in Teaching 3(3,0). This course deals with specialized methods, strategies, and materials used to teach reading through various content-areas. Emphasis is placed on the theories and best practices essential to engaging learners in the reading process; thinking about and through text information; constructing meaning in relationship to literacy, prior knowledge and interaction with the text. (Twenty hours of pre-clinical experiences are required.)

RED 513. Reading Methods and Materials. 3(3,0). This course provides a diversified background in theory, philosophy, research, selection and evaluation of methods and materials to meet individual and group needs.

RED 516. Advanced Teaching of Language Arts in the Elementary School. 3(3,0). A study of language acquisition and its impact upon the cognitive development of learners; the interrelationship of the common skills (reading, writing, listening and speaking); children and adolescent literature, and methods for teaching and learning in the language arts.

RED 517 Foundations of Reading and Writing Instruction - Secondary Level 3(3,0). This course focuses on fundamental principles that inform research-based reading and writing instruction. The course provides a foundation and an overview of the relationships among phonemic awareness, phonics, word recognition, vocabulary, and fluency using a wide variety of texts. Preservice teachers study the developmental stages through which students gain independence in reading and the increasing levels of complex skills required for students to increase their vocabulary and comprehension skills. Learners will also explore the literacy needs of English language learners (ELL), students with learning disabilities, and other struggling readers as well as the use of appropriate teaching and assessment strategies for secondary students. A pre-clinical practicum is required.

RED 522 Teaching Reading and Writing in the Content Area – Secondary 3(3,0). This course is designed to assist preservice secondary teachers in understanding reading, language, and literary processes as they apply to teaching in secondary schools. Emphasis is placed on teaching reading and writing in the content areas and instructional strategies to support students' literary development using a wide variety of texts. The course will focus on ways in which reading, writing, speaking, and listening are developed, implemented, and assessed within the learning of discipline specific texts including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing. A practicum is required.

RED 530. Organization and Supervision of Reading Programs. 3(3,0). In this course, experiences are provided in examining of objectives, materials and teaching procedures; observing reading programs in multilevel situations; creating class and individual projects; and assuming the responsibility for setting up and evaluating reading programs. Prerequisites: RED 507, 508, 510, 513 and 517. This course is designed to provide for certification status for persons who will work in supervisory positions in reading at either the elementary or secondary level.

SECONDARY EDUCATION

ED 505. Social Studies for Middle School Teachers. 3(3,0). An in-service course in social studies for the middle school teacher. The course is designed to enable the middle school teacher to investigate, reexamine and develop instructional competencies deemed generic for the middle school. The subject matter for the course will surround concepts and issues found in middle school social studies textbooks. (SO)

ED 509. The Teaching of Science. 3(3,0). In this course, the objectives of biological and physical sciences in the secondary level will be defined. Methods of instruction and units of subject-matter will be presented. The use of audiovisual aids will be discussed. This course will be taken after consultation with advisor.

ED 511. Methods of Teaching English. 3(3,0). This course is a study of the content and procedures in the teaching of English to students in junior and senior high schools.

ED 512. Teaching of Secondary Mathematics. 3(3,0). This course is a study of contemporary ideas and methods of teaching specific mathematical subject matter to students in junior and senior high schools. Its purpose is to consider mathematical principles in the context of the secondary school curriculum. Prerequisite: Graduate standing and the approval of the Department of Mathematics.

ED 517. Teaching the Social Studies in the Secondary School. 3(3,0). This course emphasizes the place of Social Studies in the Secondary School Program; objectives of the Social Studies; grade placement of the specific subjects; integration and fusion. Adaptation of sound methods of teaching in the social studies are suggested. Techniques for the handling of current events and controversial issues are discussed. Source materials such as textbooks, visual and other teaching aids are reviewed.

ED 521. Geometry for Middle School Teachers. 3(3,0). An in-service course in geometry for the middle school teacher. Emphasis will be on the informal development of geometric concepts and properties. Intuitive geometry and constructions are used as a vehicle for introducing the fundamental definitions and theorems.

ED 528. Advanced Methods of Teaching. 3(3,0). An advanced study and exploration of the current instructional strategies and practices in the classroom (K-12) and an examination of the theories and principles of learning which underlie them.

SPECIAL EDUCATION

SPED 550. Nature and Psychology of the Exceptional Child. (Formerly SPED 570. Introduction to Psychology of Exceptional Children.) 3(3,0). An introductory course to study the characteristics and needs of exceptional children, the problems of working with special disabilities and psychological basis of an appropriate educational program. Designed for special education students and for students and administrators who may work with such children in their classes or those who are preparing for developing special classes for exceptional children. (F,S)

SPED 553. Nature and Needs of the Gifted/Talented Children and Youth. 3(3,0). This course will focus on characteristics; intellectual and cognitive functions, creative abilities, socialization, and environmental factors. Emphasis will be placed on observations and demonstrations. (F)

SPED 554. Educational Strategies for Teaching the Gifted and Talented. 3(3,0). This course will present practical approaches in teaching the gifted/talented. A diversified curriculum and educational programming will be utilized. Prerequisite: SPED 553. (S)

SPED 555. Classroom Management for Teachers of the Academically Gifted. 3(3,0). Various curricula models and program approaches will be employed. The selection and use of content materials, procedures, and methods will be to meet the needs of students on different levels. (F)

SPED 556. Practicum in Teaching the Academically Gifted and Talented. 3(3,0). The course will provide actual teaching experience in the classroom with gifted/talented children and youth. Teaching competencies will be evaluated. Critical problems and issues will be explored in seminar sessions. Prerequisite: SPED 553. (S)

SPED 558. Language Arts for the Exceptional Learner. (Formerly SPED 557, 558, 559.) 3(3,0). This course provides the basics for teaching, listening, reading, spelling and writing skills; a diagnostic prescriptive approach will be utilized. Emphasis will be placed on functional usage of grammar. (S)

SPED 560. The Gifted in Socio-Educational Perspectives. 3(3,0). Emphasis will be placed on psychological, social and personal factors, identification and development of gifted children and youth. Implications for curriculum planning, teaching strategies, resources, counseling and guidance. Special attention to the needs of the gifted and several areas among the disadvantaged. (F)

SPED 561. Nature and Psychology of the Mentally Disabled. (Formerly SPED 585. Psychology of the Mentally Disabled.) 3(3,0). A survey of the concepts of mental retardation, psychomotor abilities, learning characteristics, diagnosis and the therapeutic aspects of various degrees of mental retardation. Observational experiences will be offered to support back-ground information and realization of the social impact of mental retardation. (F)

SPED 562. Educational Assessment and Appraisal of the Exceptional Student. (Formerly SPED 562. Diagnostic-Prescriptive Teaching.) 3(3,0). Study of specialized tests utilized for educational diagnosis and prescription for learning problems. Emphasis will be placed on methods in observation, diagnosis, intervention and

evaluation. Designed for teachers working with the handicapped children. (S)

SPED 563. Parent and Community Participation in Education for the Disabled. 3(3,0). Empirical treatment and selected issues about parent and community relationships. Examination of strategies to enhance parental and community involvement. Role playing will be utilized for demonstration and growth-facilitating purposes. Designed for teachers working with handicapped children and youth. (F,S)

SPED 564. Behavior Management. 3(3,0). Emphasis will be placed on causes and evaluation of emotional disturbance and social maladjustment; aggressive and withdrawn or excessively rigid children motivation and drives; implications for educational planning: Designed for both regular and special education teachers. (F,S)

SPED 565. Curriculum and Methods of Teaching the Educable Mentally Disabled. (Formerly SPED 575. Educational Procedures for the Mentally Disabled.) 3(3,0). The course acquaints students with the role of the teacher, programs, methods and materials used in teaching mildly/moderately disabled children at different maturation levels. Consideration will be given to placement procedures, reports, records and guidance procedures. Prerequisite: SPED 585. (S)

SPED 566. Nature and Needs of the Severely Disabled. 3(3,0). Study of emotional and social development in childhood and adolescence. Emphasis on neurophysiological and environmental factors; motor, sensory and language functions from a developmental perspective. Designed for special- education students. (F)

SPED 567. Special Methods for Teaching the Disabled. 3(3,0). General trends in the field of education of the severely handicapped. Study of special methods and techniques of teaching in programs for the severely disabled at day care centers, residential institutions, group homes and home instruction. Designed for teachers, paraprofessionals, and parents. Prerequisite: SPED 566. (S)

SPED 568. Mainstreaming the Mildly/Moderately Disabled. (Formerly SPED 568. Resource Management and the Learner.) 3(3,0). Class room structure, management problems, materials and curriculum development; organization and administration of the resource room. Designed for resource teachers, kindergarten teachers, elementary and secondary school teachers.

SPED 569. Materials and Methods for Teaching the Trainable Mentally Disabled. 3(3,0). Specific attention will be given to developing learning activities and materials; motor skills, social and vocational skills, task analysis. Prerequisite: SPED 561. (S)

SPED 571. Nature of Learning Disabilities. 3(3,0). This course deals with the influence of psychological and environmental factors associated with personality and cognitive development and interaction between emotional and learning disorders. Particular emphasis will be placed on neurological systems mediating motor, sensory, and language functions from a developmental perspective. (F)

SPED 572. Materials and Methods for Learning Disabilities. (Formerly SPED 572. Educational Procedures for Learning Disabilities.) 3(3,0). A study that provides theories of methodology and curriculum development for learning disabled children. The course includes an analysis of remedial procedures for correcting deviations perceptual-motor and language development. Deficits in academic skill

acquisition are explored through emphasis on organization and planning of activities and materials, use of resources, selection of equipment, guidance and placement procedures. Prerequisite: SPED 571. (S)

SPED 573. Practicum in Instruction with Learning Disabilities. 3(3,0). The course provides practice in working with children who have learning problems. Teaching strategies and skills will facilitate growth in understanding pupils behavior and learning patterns. The development of instructional materials and case studies are included as part of the requirements. (FS)

SPED 580. Art Education for Disabled Children. 3(3,0). Not designed as a regular arts and crafts course, but one in which arts and crafts are integrated into the daily curriculum experience of social living, enjoyment, reading, writing, spelling, and arithmetic for handicapped children on different maturation levels. (S)

SPED 581. Nature of the Emotionally Disabled. 3(3,0). This course is designed for Special Education majors to study theories of the emotionally disabled. Exploration of etiologies, identification procedures, and theoretical constructs will be examined. Research on the emotionally disabled and socially maladjusted with implications for educational and community planning will be reviewed. Prerequisite: SPED 570. (F)

SPED 582. Educational Strategies for the Emotionally Disabled. (Formerly SPED 582. Educational Procedures for Emotionally Disabled.) 3(3,0). Emphasis will be placed on curriculum development, methods and materials, school programming for the emotionally disabled in regular classes, special classes and institutionalized facilities. Designed for special education students and teachers and administrators who work with emotionally disabled children or are preparing to develop programs. Prerequisite: SPED 581. (S)

SPED 583. Practicum in Instruction of the Emotionally Disabled. 3(3,0). This course deals with theory and practice; the development of skills in teaching, selection of activities, materials and techniques adaptable for the education of emotionally disabled children. Case studies, teacher interpretation of psychoeducational assessment data, and the translation of those data into instructional strategies will be utilized. Prerequisites: SPED 581 and 582. (F,S)

SPED 593. Practicum in Instruction for Severely Disabled. 3(3,0). A course designed for teachers of special education that provides practical experience and observation. Students will have the opportunity to work with a group of educable mentally disabled, trainable mentally or severely disabled children. Emphasis is placed on curriculum development, organization and planning of instructional activities. Prerequisite: SPED 585. (F,S)

SPED 594. Practicum in Instruction for the Mildly/Moderately Disabled. 3(3,0). A course designed for teachers who are preparing to work with the mildly/moderately disabled. Emphasis is placed on placement procedures, assessments of adaptive behavior, curriculum development, IEPs, pre-vocational and a vocational skills, methods and materials. (Students will engage in actual teaching of the disabled). (F,S)

SPED 596. Psychological and Sociological Aspects of the Mentally Disabled. 3(3,0). A study of the degrees of retardation, behavior disorders, diagnostic and remedial procedures, personal and social factors affecting the development of the mentally disabled. Significant attention will be placed on the mentally retarded physical,

mental, social and emotional adjustment. (F,S)

SPED 597. Physical Education and Recreation for the Mentally Dis- abled. 3(3,0). This course deals with theory and practice; the development of skills in recreation, selection of activities, materials and techniques of instruction suitable for children of disabled mental development. (F)

SPED 699. Special Topics in Special Education. (1-6). Topics will be selected from various areas in Special Education including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of staff.

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

ENGLISH

E 500. Backgrounds of Literature. 3(3,0). The purpose of this course is to acquaint the student with the major forms and techniques of literary expression. Material will be selected from various literatures for study and analysis. (This course is especially recommended for students who do not have an undergraduate degree in English).

E 503. Shakespeare. 3(3,0). A study of Shakespeare which explores issues and themes in his plays, his continued relevance to contemporary society, his achievement as an Elizabethan and Jacobean dramatist, and his contribution to British literature and the English language. A section of plays from the Comedies, Histories, Tragedies and Romances, as well as selected Sonnets, are examined in this course.

E 505. A History of the English Language. 3(3,0). This is an intensive course in the origins and development of the English language, from its early beginnings to the modern period. Careful attention is given to the distinguishing characteristics of the three major periods in which significant language change occurred and the causes of these changes: Old, Middle, and Modern English. The syntactic, morphological, and phonological structure of the English at each stage, the native and non-native varieties of English worldwide, and its present status as a world language are all examined.

E 506. Milton. 3(3,0). An intensive study of Milton's poetry, a few selections from his prose, and his development as a thinker, poet, and philosopher.

E 507. Literature for Adolescents. 3(3,0). This is a comprehensive course focusing on the broad scope of literature that is appropriate for adolescents, various theories and views are explored relative to effective approaches aimed at this target group. Familiarity with a wide range of adolescent literature is expected of all students, inclusive of the various genres.

E 508. Survey of British Literature. 3(3,0). An in-depth coverage of British literature from the Middle Ages to the nineteenth century. Representative selections are covered from such major writers as Chaucer, Spenser, Shakespeare, Milton, Swift, Pope, and Tennyson. Other notable literary works are treated as well. Students are expected to engage in the analysis, interpretation, and evaluation of literary

works, and to do research on assigned topics.

E 509. Survey of American Literature. 3(3,0). A course that deals with the broad range of American literature from the Colonial Period to the twentieth century. Such major writers as Hawthorne, Melville, and Poe are covered, along with such African-American notables as Langston Hughes, Richard Wright, Ralph Ellison, Toni Morrison, and Gwendolyn Brooks. Students are exposed to the various historical periods, themes, and ideas that helped to shape these major literary figures.

E 531. Literary Criticism. 3(3,0). An introduction to literary analysis with particular emphasis upon the terminology, language, and techniques of literary criticism; emphasis placed upon direct examination and study of literary texts; special attention given to developing skills in close reading of a text in poetry, fiction, and drama. The writing of critical papers. Texts selected from significant writings of American, English, and European authors. Students are expected to show proficiency in applying various critical approaches to the interpretation and analysis of literature, and to do research assignments of high quality.

FRENCH

F 500. French Education for Teachers of English. 3(3,0). An introduction to French for teachers of English with emphasis on developing a positive self-image among migrant workers by creating an awareness and understanding of problems they encounter in the United States of America and acquiring a minimal proficiency in the French language in order to establish a line of communication with migrant workers. Prerequisite: None. (F,S)

F ED 501. Basic French for Teachers. 3(3,0). This course is an introduction to French for elementary and secondary school teachers with emphasis on the understanding of the geography, traditional customs and mores, and contemporary social and political situations through the acquisition of minimal proficiency in reading, speaking, and comprehension of the language to establish a line of communication with people, especially students, from French-speaking ethnicity. Prerequisite: None. (F,S)

SPANISH

SP 500. Spanish Education for Teachers of English. 3(3,0). An introduction to Spanish for Teachers of English with emphasis on developing a positive self-image among migrant workers by creating an awareness and understanding of problems they encounter in the United States of America and acquiring a minimal proficiency in the Spanish language in order to establish a line of communication with migrant workers. Prerequisite: None. (F,S)

SP ED 501. Basic Spanish for Teachers. 3(3,0). This course is an introduction to Spanish for elementary and secondary school teachers with emphasis on the understanding of the geography, traditional customs and mores, and contemporary social and political situations through the acquisition of minimal proficiency in reading, speaking, and comprehension of the language to establish a line of communication with people, especially students, from Spanish-speaking ethnicity. Prerequisite: None. (F,S)

E 532. Language, Grammar, Communication: A Course for Teachers of English. 3(3,0). The purpose of the course is to provide teachers with the fundamentals that they will need to explore, along

with their students, the nature of language and the nature of the English language, particularly its grammar and its meaning systems. Traditional Grammar, American Structural Grammar and Transformational-Generative Grammar are treated as three views of grammar that a teacher should be prepared to encounter in the classroom.

E 699. Special Topics in English. (1-6). Topics are selected from various areas in English including trends, methods and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of Faculty Administrator.

SOCIAL STUDIES

SST 500. Social Studies for Elementary School Teachers. 3(3,0). The basic purpose of this course is to enable the elementary school teacher to investigate, reexamine and develop thorough competence in the social studies that is now offered in elementary school. The subject matter of the course will be based immediately upon the materials that appear in the social studies textbooks for grades 1-8; however, it will be extended to include broader concepts. This is made possible through a relatively mature approach to elementary subject matter. (S)

SST 505. Social Studies for Middle School Teachers. 3(3,0). An in service course in social studies for the middle school teacher. The course is designed to enable the middle school teacher to investigate, reexamine and develop instructional competencies deemed generic for the middle school. The subject matter for the course will surround concepts and issues found in middle school social studies textbooks. (SO)

ED 517. Teaching the Social Studies in the Secondary School. 3(3,0). The place of Social Studies in the Secondary School Program; objectives of the Social Studies; grade placement of the specific subjects; integration and fusion. Adoption of sound methods of teaching in the social studies is suggested. Techniques for the handling of current events and controversial issues are discussed. Source materials such as textbooks, visual and other teaching aids are reviewed. (F)

DEPARTMENT OF SOCIAL SCIENCES

HISTORY

H 503. Problems in the United States History Before 1865. 3(3,0). The course emphasizes a topical approach to the study of American history from the colonial period to the Civil War.

H 505. African-American History. 3(3,0). This course surveys the black experience in America from the colonial period to the present. Emphasis is placed on African background and major contributions of blacks to American life and history. Prerequisites: History 103 and 104. (F,E)

H 506. African History. 3(3,0). The course surveys African History from the precolonial period to the present time. Major African civilizations and their contributions to Western world civilization are considered. Special attention is given to major social, economic, and political developments in African History and their effects upon developments in Europe and the United States and vice versa. (FO)

H 699. Special Topics in History. (1-6). Topics are selected from various areas in history including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits, provided the content is different. Prerequisite: Approval of staff. (F,S)

POLITICAL SCIENCE

PS 500. American National Government. 3(3,0). The emphasis is on the nature of our democracy, its function and the role of the citizen as a participant in government. (S)

PS 501. Problems in American Government. 3(3,0). A seminar on problems in American government with particular attention to such questions as federalism and those affecting the executive, legislative and judicial branches of the national government. (FO)

PS 502. Comparative Political Systems. 3(3,0). A comparative analysis of major political systems of the Western and non-Western worlds, e.g., Great Britain, France, West Germany, the Soviet Union, Peoples Republic of China, Kenya, Nigeria, the Republic of South Africa. (SO)

PS 699. Special Topics in Political Science. (16). Topics are selected from various areas in political science including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits, provided the content is different. Prerequisite: Approval of staff.

SOCIOLOGY

SOC 502. Racial and Ethnic Minorities. 3(3,0). The nature and significance of minority differences (racial, ethnic, religious, etc.) for distribution patterns and social relationships. Dominant-minority group patterns in the United States and elsewhere will be examined.

SOC 504. Social Problems. 3(3,0). A scientific study of the social maladjustments in society which include their nature and causes, and suggestions as to how they might be prevented and corrected.

SOC 505. Sociology of Education. 3(3,0). Social determinants of academic achievement; education, socialization, and the world of work, teacher-student relationships and social class; current issues affecting social aspects of education.

DEPARTMENT OF VISUAL AND PERFORMING ARTS

ART

A 502. Teaching Art to Students from Low Socioeconomic Backgrounds. 3(1,2). This course provides procedures for teaching visual awareness from low socioeconomic groups. It stresses preparation of art projects, selection an use of art works and subject matter related to their backgrounds and experiences. Emphasis is placed upon qualitative curriculum planning and strategies designed for building the art potential of elementary and middle school teachers as well as experienced teachers of art. (S)

A 503. Art for Children. 3(1,2). This course provides two and three dimensional laboratory experiences in painting, drawing, graphics, sculpture, and crafts appropriate for children in the elementary school. Emphasis is placed upon developing skill in handling tools and materials with attention given to handling common environmental resources for artistic purposes. Other activities include developing art programs for elementary school discussions, and the special readings. (S)

MUSIC

MU 501. Choral Conducting. 3(3,0). This course is designed to lay a foundation in choral conducting, emphasizing techniques and materials. (S)

MU 502. Music for the Classroom Teacher. 3(3,0). This course is designed to aid the classroom teacher with materials and methods to cope with musical problems that arise in the classroom. Special attention is given to individual problems submitted by members of the class. (F,S)

COLLEGE OF SCIENCE, MATHEMATICS & ENGINEERING TECHNOLOGY

DEPARTMENT OF BIOLOGICAL AND PHYSICAL SCIENCES

BIOLOGY

B 500. Field Biology. 3(1,2). Collection, preservation and identification of animals and plants, and preparation of teaching units based upon local flora and fauna. Prerequisites: Biology 101, 103. ()

B 501. Modern Biology I. 3(3,0). This course is designed to cover the following topics: (a) cell structure and function; (b) animal structure and function; (c) microbial life; (d) the living plant; (e) plant diversification; (f) genetics; (g) evolution and ecology. The lectures will be correlated with selected laboratory experiences. (F)

B 502. Modern Biology II. 3(3,0). Continuation of Biology 501. (S)

B 503. History of Biology. 3(3,0). The development of science in Europe and America through reports on the lives of scientists who made significant contributions, principally in the field of biology. Emphasis on the intellectual and cultural role of science. Lectures, readings and reports.

B 504. Seminar. 1(1,0). Oral reports and discussion of selected topics of research and current advances in biological literature.

B 507. Advanced General Biology. 3(3,0). A course stressing fundamental concepts and principles of biology and emphasis placed on morphology, taxonomy, physiology, ecology and phylogeny of plant

and animal groups. Prerequisites: Biology 101, 103. (S,E)

B 509. General Physiology. 3(3,0). A course dealing with the functional mechanisms and specializations of vertebrates and invertebrates. Designed for secondary school teachers. Prerequisites: Biology 101, 201, General Chemistry, and General Physics. (FE)

B 510. Quantitative Biology. 3(3,0). Theory and use of certain biophysical and biochemical techniques and apparatus in biological studies, including an introduction to radiation biology. Prerequisites: Biology 101, 201, General Chemistry and General Physics.

B 511. Plant Biology. 3(3,0). Studies on morphology, physiology and systematic relationship of representatives of the major plant groups. Prerequisite: Biology 103. (F,O) high school science classes. Prerequisite: Science 520 or con-current registration.

CHEMISTRY

C 501. Advanced Inorganic Chemistry. 3(3,0). A systematic study of the theory of valence, atomic structure, the periodic system and complex compounds from the standpoint of Werner's Coordination Theory.

C 502. Advanced Analytical Chemistry. 3(3,0). A discussion of selected topics in quantitative analysis, including sampling error indicators, conductometric and electrometric titrations, electrochemical methods and other analytical procedures. Prerequisites: Chemistry 202 and 306. ()

C 504. Science Seminar. 1(1,0). Presentation and discussion of current scientific topics in which the faculty of the Science Department and graduate students participate. Required of all graduate students.

C 505. Advanced Inorganic Chemistry Laboratory. 4(0,4). This course is designed to give experience in the synthesis of inorganic compounds, based upon the periodic table, valence theory, coordination, oxidation and reduction, and phase equilibria.

C 506. Instrumental Methods of Analysis. 4(0,6). This course is designed to give the student an opportunity to use various types of instruments, learn the theory behind their operation, advantages and disadvantages of each instrument, and a brief summary of their application.

C 507. Theoretical Chemistry for Secondary School Teachers. 3(3,0). Designed as a general review of the fundamental principles and techniques of chemistry. Word descriptions, graphical illustrations and mathematical formulas will be discussed to explain modern theory of chemistry.

C 508509. Modern Chemistry. 3(3,0). The topics covered will include (a) the structure of the atom, types of valence, geometry of molecules, and the periodic table; (b) electrochemical electrolytic cells; (b) introductory notions concerning the energy involved in a chemical reaction. The lecture and laboratory work will be correlated with selected experiments from GBA, CHEM study, and other curricula sources.

PHYSICS

P 507. Advanced General Physics. 3(3,0). An introductory course in general physics covering mechanics and kinematics of liquids, solids and gasses according to Newton's principles, and heat. Magnetism, electricity, light, and radioactivity are discussed.

P 508. Advanced General Physics. 3(0,4). The laboratory work in advanced general physics covering heat mechanics, sound, light, magnetism and electricity.

SCIENCE

SC 510. Science for Elementary School Teachers. 3(3,0). The basic purpose of this course is to reexamine the science content offered in the elementary school. Special concern will be given to the concepts offered in the state-approved science textbooks and to accepted methods of teaching these concepts to elementary school pupils. Prerequisites: Biology 101 and 103, Chemistry 101 and 102. (S)

SC 520. Science for Junior High School Teachers. 3(3,0). A course designed to implement for teachers of grades seven through nine, a coordinated science program that is scientifically accurate, consistent with good learning theory and well adapted to the age level for which it is intended. Prerequisite: At least one year of biological and one year of physical science.

SC 521. Special Techniques in Junior High Science. 3(0,4). A course designed to increase the teachers manipulative skills with laboratory apparatus, techniques, and instrumentation to develop more interesting junior high school science classes. Prerequisite: Science 520 or concurrent registration.

SC 699. Special Topics in Science. (1-6). Topics will be selected from various areas in science including trends, methods, and other applicable approaches. Special topics may be repeated to maximum of six credits provided the content is different. Prerequisite: Approval of staff.

SC ED 509. The Teaching of Science. 3(3,0). The objectives of biological and physical sciences on the secondary level are defined. Methods of instruction and units of subject-matter are presented. The use of audiovisual aids are discussed. This course is taken after consultation with advisor.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY AND NUCLEAR ENGINEERING

TRANSPORTATION

TRP 520. Urban Transportation Policy Development. (3,0). This course examines U. S. urban transportation policy over the past 50 years and the changing relationships among the federal, state, and local governments. Additionally, it integrates the study of the influence of legislation, regulations, conferences, federal programs, and advances in planning procedures and technology. The course explores the evolution

of urban transportation planning in response to changing factors including the environment, energy, development patterns, intergovernmental coordination, and federal transit programs.

TRP 525. Transportation Statistics and Research. (3,0). This course is an introductory research course for graduate-level transportation degree candidates. The learning activities for this course are designed to afford the student a meaningful cadre of research skills needed to empirically solve past, present and future problems in the transportation industry.

TRP 530. Transportation Planning. (3,0). This course examines planning for urban facilities, which include contemporary transportation planning for road, rail, water, air, and new technologies. It also provides a critique of urban, regional, and national planning methodologies and a review of strategic versus tactical planning strategies and current research.

TRP 540. Transportation Economics and Finance. (3,0). Economic and financial dimensions of urban transportation systems, including highways and transit: user fees, tolls, congestion pricing, and fare subsidy policies. The course surveys the major issues in the transportation industries, emphasizing the problems of managing, developing, promoting, and regulating the intercity freight and passenger transportation industries. The issues and problems of 1) highway, airway, airport, and waterway finance and 2) transport investment and analysis are covered.

TRP 550. Systems Analysis in Transportation. (3,0). This course covers the systems approach and its application to transportation engineering and planning. It offers an examination of the characteristics and operation of transportation systems from several perspectives, including the importance of transportation costs, economic development, public policy considerations, safety, and methodologies related to the analysis of transportation. Computer software (e.g., geographic information systems, transportation modeling packages, and statistical packages) to analyze transportation systems will be used as tools for prediction of flows and level of service, production functions and cost optimization, utility theory and demand modeling. Transportation network analysis and equilibrium assignment, decision analysis, and multidimensional evaluation of transportation projects are also included.

TRP 560. Public Policy and Administration. (3,0). This course integrates theory, policy and politics in an exploration of transportation policy formulation and implementation. The course focuses primarily on the framework of the public policy-making process with a special emphasis theory (e.g., rationalist, instrumentalist, pluralist), stages of the policy process, public participation, and policy analysis.

TRP 600 and 601. Transportation Thesis. (6,0). The thesis is required for all Master of Science degree in Transportation candidates and is the final component for the transportation capstone. TRP 600 provides the student an opportunity to synthesize and apply their acquired academic knowledge and skills to solve a specific problem in the field of transportation. TRP 601 is a continuation of TRP 600 for those who do not complete the thesis requirements during the previous semester. TRP 601-02 is a one (1) credit hour course designed to allow completion of TRP 601.

TRP 603. Transportation Seminar/Internship. (3,0). The internship is an individually structured program designed to provide an opportunity for the student to work in a transportation environment under the supervision of transportation professionals and a university

faculty member (mentor). In addition to the field assignment, the seminar allows the student to explore contemporary transportation issues through participation in seminars, conferences, forums, and simulated exercises.

TRP 630. Transportation Systems. (3,0). This course is designed to provide students an introduction to the mechanics, policies, and implementation strategies involved coordinating multimodal transportation service. The course focuses directly on the procedures required to implement an effective multimodal transportation system in a dynamic environment. All aspects of transportation service delivery will be examined including planning, design and management of system operations.

TRP 631. Highway Traffic Operations. (3,0). This course is designed to give students a comprehensive and in-depth coverage of traffic engineering techniques and practices. In addition, the course focuses on principles and methodologies used by traffic officials to improve the quality, safety and efficiency of highway systems. It covers all modern topics in traffic engineering, including design, construction, operation, maintenance, and system optimization.

TRP 632. Intelligent Transportation Systems. (3,0). This course provides students with information on how intelligent transportation systems are designed and implemented. In addition, the course covers contemporary intelligent system components such as transportation plans and programs, system performance criteria, benefit cost analysis, and partnerships between public and private sectors.

TRP 633. Transportation, Energy and Air Quality. (3,0). This course covers the development of laws, standards, policies and solutions mandated by multiple levels of government to identify the relationship between sources and control of air pollution. The course focuses directly on laws, regulations and strategies to improve air quality, modeling of atmospheric dispersion of pollutants and approaches to control emissions.

TRP 634. Hazardous Material Transportation & Risk Management. (3,0). A survey of the scientific, regulatory and sociopolitical aspects of hazardous materials management. Included in the course are discussion of hazard definition, regulatory considerations, hazard management in the production, storage (including underground), and transportation; toxicology overview; personal protection and safety; emergency planning, mitigation, response and recovery (site-specific and community wide); water and air impacts; government-industry-community relations; mass media relations; and hazardous material management. Prerequisite: None

TRP 640. Transportation and Land Use Planning. (3,0). This course covers the impacts of transportation planning on communities in the United States since the end of World War II. The course includes an overview of Federal, State and local policies and regulations governing the implementation of various transportation projects. In addition, the course examines and compares transportation planning and land use decisions prior to and after the adoption of the Intermodal Surface Transportation Efficiency Act of 1991.

TRP 641. Application of GIS and GPS in Transportation. (3,0). This course is designed to introduce students to many aspects of a geographical information system (GIS) and global positioning system (GPS). The course includes basic GIS concepts, spatial data types,

modeling, and management in GIS; theory, operation, application of GPS, and the use of these technologies to solve problems in transportation technology.

TRP 642. Environmental Transportation Policy. (3,0). This course is designed to examine the inextricable, interdisciplinary relationship between transportation and environmental policy. Within this context, students will be exposed to the historical development, fundamental concepts, theory, issues, and policy-making involving transportation land-use planning and environmental laws and regulations. Additionally, underlying values, interests, and political conflicts that influence the balancing of transportation and environmental policy will also be explored.

TRP 643. Public Transportation Systems. (3,0). This course provides an in depth examination of public mass transportation systems, including urban rail, bus, para and specialized transit, rural public transportation, taxis, and intercity passenger services. Course topics cover aspects of planning, construction, and operation; modal features; engineering and design considerations; economic and financial issues; user characteristics; industry organization and management; and advanced technology systems.

TRP 644 Rural Transportation Planning. (3,0). This Course identifies techniques, strategies and local transportation programs used in rural communities to address transportation needs. The course reviews and examines the impact of Federal, State and Regional Policies on rural transportation planning programs at the local level. In addition, the course focuses on the roles local public and private agencies play in providing rural transportation service.

TRP 650. Leadership and Management of Transportation Organizations. (3,0). This course uses social-psychological and behavioral systems perspectives in viewing leadership and management in organizations. The course is structured so that students have an opportunity to explore current theory and concepts of leadership. Students will learn some differences between leadership and management and have an opportunity to learn and apply specific skills that will help them become more effective leaders. Particular effort is made to relate the information to the transportation organization.

TRP 651. International Logistics. (3,0). This course builds on the foundation of introductory operational management courses and covers the essentials of transport systems in business logistics. Topics to be covered include environments of international business, theories of international business, international financial institutions multinational corporations, country evaluations and selection, international strategy and management.

TRP 652. Transportation Business Law. (3,0). This course is designed to examine the law governing the exercise of government authority through institutions that involve administrative agencies. The course's primary focus is to analyze the procedures and procedural constraints found in administrative agencies. A special emphasis is placed on laws governing the actions of the United States Department of Transportation.

TRP 632. Intelligent Transportation Systems. (3,0). This course provides students with information on how intelligent transportation systems are designed and implemented. In addition, the course covers contemporary intelligent system components such as transportation plans and programs, system performance criteria, benefit cost analysis, and partnerships between public and private sectors.

TRP 660. Introduction to Data Base Design Using Object Oriented Programming. (3,0). This course introduces the students to computer networking and data communication. Students are introduced to Web page design techniques. Students will design and analyze a hypothetical computer network using computer software.

TRP 663. Data Communication and Computer Networking. (3,0). Students examine the use and management of networks. Tools for supporting the distribution and sharing of system resources and information are included.

DEPARTMENT OF INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

TECHNOLOGY EDUCATION

IE 501. Principles and Philosophy of Technology Education. 3(3,0). This course is concerned with the descriptive principles of vocational and industrial arts education with attention to the social, economic, psychological and political bases as a philosophical rationale. The identification and assessment of current issues and trends are emphasized. (F)

IE 502. Problems and Practices in Vocational Education. 3(3,0). In this course, problems and practices at the national, state and local levels are considered. Organization, financing, standards, personnel and objectives. (F)

IE 505. Industrial and Labor Relations. 3(3,0). This course deals with an analysis of the major problems in industrial and labor relations; labor market analysis and employment, mediation and arbitration; the rights and responsibilities of employers and employees, the major governmental agencies concerned with industrial and labor relations. Prerequisite: IE 305. (S)

IE 506. Occupational Analysis. 3(3,0). This course deals with the techniques of analyzing an occupational area to obtain content for instruction; components such as skills and related technical information derived and organized as a source of material for developing a course of study. (F)

IE 507. Supervision and Administration of Trade and Technology Education. 3(3,0). This course provides a review of the policies of the U.S. Office of Education and relates the policies of the state and local programs of Industrial Education. (S)

IE 508. Problems and Practices of the Coordinator. 3(3,0). The aim of this course is to provide the student with occupational information; methods of filing information; organization of the DO room; organization and dissemination of related information; vocational counseling. (F)

IE 509. Course Making. 3(3,0). This course is concerned with the preparation and organization of instructional materials including outline, courses of study, and audiovisual aids. The course emphasizes the combination of audiovisual technology with programming theory in the design, preparation, and use of self-instructional materials and devices. Prerequisite: IE 309. (S)

IE 525. Advanced Construction Principles. 3(3,0). This course

focuses on the investigation of principles and practices utilized by the construction industry. This course will address the relationship and significance of man, materials, and equipment. Using the latest research and contemporary construction practices, students will assess documents and examples related to modern structural requirements.

IE 570. Advanced Technology Systems. 3(3,0). Technological advancements require technology educators to integrate contemporary equipment, philosophy, and practices into program curriculum. This course provides a platform from which educators will research, discuss, and present such advancements in the areas of communication, construction, manufacturing, and transportation/power technology and systems.

IE 580. Advanced Technology Principles and Practice. 3(3,0). This is a multiphase symposium integrating curricular development related to the four clusters: communication, transportation, manufacturing, and power/energy. Presentation of research findings, and the investigation of laboratory management will also be emphasized.

IE 581. Advanced Graphics Technology. 3(3,0). This course provides a unique opportunity for students to research and develop skills which are appropriate for both the secondary classroom or industrial application. Concepts presented include: (1) a systematic technical study and application; (2) curriculum/research development; and (3) presentation of findings and examination/assessment of the resulting practice. This course is a comprehensive study of photographic techniques with emphasis placed on presenting the results in a self-expressive manner. Experiences gained through this course are transferable to education or industry.

IE 590. Computer Applications for Technology Education. 3(3,0). This course is designed to provide students with an introduction to computer software and its use in the technology education program. Application software for Macintosh and IBM PC are used for this course. Software packages for the four clusters (communications, transportation/power, construction, and manufacturing) are introduced. The research component will provide generalizable techniques which may be used across clusters.

IE 522. Advanced Product and Structural Design. 3(3,0). The primary focus of this course is the utilization of engineering graphics work stations. The CAD system (AutoCAD) will be used in the planning and designing of products and structures related to concepts emphasized in this course. Research will reiterate the importance of planning in the design process.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

MATHEMATICS

M 501. Mathematical Analysis I. 3(3,0). An intuitive approach to the concepts and applications of calculus. Topics include analytic geometry, limits, derivative of algebraic and trigonometric functions, applications of derivatives, and an introduction to anti-derivatives. Prerequisite: Bachelor's degree plus eligibility for teacher certification in mathematics or permission from the department. A background in precalculus is required.

M 502. Mathematical Analysis II. 3(3,0). Continuation of M 501. Topics include definite and indefinite integrals, differentiation and

integration of algebraic, trigonometric, logarithmic, and exponential functions, techniques of integration of algebraic, trigonometric, logarithmic, and exponential functions, techniques of integration, and applications of differentiation and integration. Prerequisite: Bachelor's degree plus eligibility for teacher certification in mathematics or permission from the department. M 501 or an equivalent course is required.

M 503. Calculus for Teachers. 3(3,0). A thorough review and full development of topics in elementary calculus and analytic geometry with an emphasis on conceptual understanding, but also on improved ways of conveying these topics to students. Essential topics include a review of algebra and trigonometry, elementary functions, limits, derivatives, integrals, applications of derivatives and integrals, modeling, iterative solutions of equations, sequence, and power and Taylor series. This course will require demonstrated competence in using calculators and computers technology in mathematical applications and problem-solving. Prerequisite: Graduate standing and M 278 or equivalent.

M 504. Probability and Statistics. 3(3,0). An intuitive approach to the concepts and applications of probability and statistical methods applicable in teaching will be used. Topics include counting techniques, elementary probability, organization and analysis of data, frequency distributions, probability distributions, sampling techniques hypothesis testing, estimation, correlation analysis, and regression analysis. Prerequisite: Bachelor's degree plus eligibility for teacher certification in mathematics or permission from the department. A background in algebra is required.

M 507. Evolution and History of Mathematics. 3(3,0). A study of the historical evolution of concepts in arithmetic, algebra, geometry, and analysis. Prerequisite: Mathematics 278 or equivalent.

M 508. Differential Equations. 3(3,0). Ordinary differential equations with applications, series, solutions, solution by Laplace transforms. Prerequisite: M 278

M 509. Modern Geometry. (Formerly Projective Geometry) 3(3,0). A study of Euclidean and non-Euclidean geometry. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set postulates; projective geometry, theorem of Desargues, conics, transformation theory, affine and finite geometry. Prerequisite: Graduate standing and M 278 or equivalent.

M 510. Logic of Mathematics. 3(3,0). The sentential and predicate calculus and its use in algebra, geometry, and analysis. Prerequisite: Mathematics 278 or equivalent.

M 511. Modern Algebra. 3(3,0). This course covers one of the two main areas of modern algebra (abstract algebra and linear algebra). The abstract algebra version is an axiomatic treatment of the basic algebraic systems. In the linear algebra version, emphasis is placed on vector spaces, matrices and linear transformations, bilinear mapping, quadratic and canonical forms, and the simplex method in linear programming. Prerequisite: Mathematics 278 or equivalent.

M 513. Real Function Theory. 3(3,0). This course covers real functions in detail. Topics include functions of one and several variables, applications or Taylor's Theorem, Riemann integrals, Fourier series, Double integrals, volume integrals. Prerequisite: M 278 or equivalents.

M 514. Applied Numerical Analysis. 3(3,0). Numerical solution algebraic and transcendental equations, numerical integration;

numerical solution of differential equations. Some attention will be given to programming problems for a digital computer. Prerequisites: Mathematics 278 and CS 161 or equivalent.

M 515. Complex Function Theory. 3(3,0). This course covers the theory of complex valued functions of one variable which includes operations with complex numbers, analytic functions, contour integration, and series and sequences of complex numbers. Prerequisite: M 278 or equivalent.

MATHEMATICS EDUCATION

MED 500. Contemporary Mathematics for Elementary School Teachers. 3(3,0). A course designed to give instruction in the new language, symbolism, principles, structure and scientific operations of elementary mathematics. Contemporary elementary school mathematics programs are discussed and evaluated. Attention is given to course content and present teaching methods.

MED 512. Teaching of Secondary Mathematics. 3(3,0). This course is a study of contemporary ideas and methods of teaching specific mathematical subject matter to students in junior and senior high schools. Its purpose is to consider mathematical principles in the context of the secondary school curriculum. An integral part of the course involves explaining the historical and philosophical nature of mathematics. Prerequisite: Graduate standing and permission form department chair.

MED 520. Geometry for Elementary School Teachers. 3(3,0). A modern view of geometry for in-service teachers. Emphasis is on the basic ideas of synthetic plane geometry, the generalization of these ideas, and some of their applications.

MED 521. Geometry for Middle School Teachers. 3(3,0). An in-service course in geometry for the middle school teacher. Emphasis is on the informal development of geometric concepts and properties. Intuitive geometry and constructions are used as a vehicle for introducing the fundamental definitions and theorems.

MED 699. Special Topics in Mathematics Education. (1-6). Topics are selected from various areas in Mathematics Education including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of staff.

COMPUTER SCIENCE

CS 506. Introduction to Computer Science. 3(3,0). This course is an introduction to computing, with special emphasis on computer logic, organization and architecture, programming, using visual programming, assembly language programming, networking and security. Prerequisite: Graduate standing.

CS 699. Special Topics in Computer Science. (1-6). Topics are selected from various areas in Computer Science including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. Prerequisite: Approval of staff.

GRADUATE STUDIES COUNCIL

The Graduate Studies Council is composed of 10 graduate faculty members, four graduate student representatives, and the Dean of the Graduate School, subject to the provisions below. The faculty representatives are chosen from the areas where graduate programs exist, with at least one representative from each college and at least one from the doctoral program. The Faculty Senate elects four representatives, and in the event that new colleges are created with graduate programs, they will be accorded one representative each. To provide continuity on the Council, faculty representatives serve staggered terms, with all graduate faculty representatives elected for three-year terms, except in cases determined by the Faculty Senate. Election of the faculty representatives is in September by the graduate faculty of the individual schools selecting one representative each if a term has ended, and by the Faculty Senate if the terms for the representatives it chooses have expired.

GRADUATE FACULTY

A Graduate Faculty was approved by the University Board of Trustees in September 1959. The Graduate Faculty is composed of the deans of various colleges and chairs of the departments in which graduate courses are offered, and certain members of the regular Academic Faculty. In 1988, new standards for appointment to the Graduate Faculty were approved and two categories of membership were established: (1) Graduate Faculty and (2) Doctoral Research Faculty.

Graduate Faculty. Individuals selected may teach 500- through 700-level courses and may serve on, but are not eligible to chair, doctoral committees. Applicants for appointment must have the following minimum qualifications:

1. An earned terminal degree appropriate for the area of teaching assignments;
2. An academic rank of Assistant Professor or above;
3. A minimum of three years of successful teaching experience in post-secondary institutions;
4. A minimum of three publications in recognized refereed professional journals; or comparable creative works recognized in such fields as art or engineering; or publication of a text in their field; and
5. Experience in directing masters theses, conducting field studies and/or research projects and/or having served as a member on such committees.

Doctoral Research Faculty. Scholars accorded this status are eligible to teach courses in their academic disciplines at all graduate levels, 500-800. Applicants for appointment to this status must have the following minimum qualifications:

1. An earned terminal degree appropriate for the area of teaching assignment;
2. An academic rank of Associate Professor or above;
3. A minimum of five years of successful teaching experience in post-secondary institutions;
4. A minimum of six publications in recognized refereed professional journals or publication of a recent textbook in their field;

5. Experience in directing or co-directing doctoral dissertation and/ or holding membership on doctoral committees;
6. An established record of respectable research;
7. Evidence of ongoing involvement in research and other scholarly activities; and
8. Evidence of effective leadership skills.

Primary responsibility for designating graduate faculty shall rest with the departmental chair or program director and the faculty of each graduate program, with the approval of the dean of the College/School and concurrence of the Dean of the Graduate School, following the criteria set by the Graduate Studies Council. Each program, department or school may develop criteria supplemental to the above, but may not reduce or alter basic minimum criteria. Applicants recommended by the dean of the Graduate School must be approved by the Graduate Studies Council, with final appointments made by the Provost. Individual faculty members may submit their own recommendations for Graduate Faculty appointment in writing to their departmental chair submitting evidence required to support the above criteria, appropriate to the level for which applying.

INDEX

A

Academic Good Standing.....	19
Academic Performance.....	27
Academic Probation	31
Academic Regulations	21
Accounting Courses.....	54
Administrative Organization	11
Admission Levels	17
Admission Regulations.....	21
Admission Requirements and Procedures.....	17
Admission Standards: Advanced Programs	17
Admission Standards: Masters Programs	17
Adult Education Courses	23
Agribusiness	54
Agribusiness Courses.....	54
Appeals.....	27
Application for Graduation	20
Art Courses	77
Assessment Center.....	23
Audited Courses	32
Awarding of Continuing Education Credit (CEU's)	24

B

Biology Courses.....	79
Board of Trustees and Senior Administrators	12
Business Administration Courses	55

C

Campus	8
Chemistry Courses	79
Child Development Courses	59

College of Agriculture & Health Sciences.....	59
Civil and Mechanical Engineering Technology and Nuclear Engineering Courses	79
College of Education, Humanities, and Social Sciences	68
Graduate School	15
College of Science, Mathematics and Engineering Technology	77
Committee Procedures	18
Comprehensive Examination	20
Computer Science Courses	81
Conditional Admission	18
Continuing Education.....	23
Correspondence Courses.....	32
Counselor Education	45
Counselor Education Courses	64
Course Substitution Requirements	22
Curriculum and Instruction Courses	55

D

Degree Programs and Contacts.....	34
Degree Requirements.....	35
Department of Accounting, Agribusiness and Economic Courses	54
Department of Biological and Physical Sciences Courses..	79
Department of Business Administration	55
Department of Civil and Mechanical Engineering Technology and Nuclear Engineering.....	79
Department of Education Courses.....	55
Department of English and Modern Languages Courses..	75
Department of Family and Consumer Sciences Courses...	59
Department of Health Sciences Courses	62
Department of Human Services Courses	64
Department of Industrial and Electrical Engineering Technology	80
Department of Mathematics and Computer Science.....	81

Department of Social Sciences Courses76

D

Department of Visual and Performing Arts77

Description of Graduate Courses53

Dissertation 21, 34

Online & Distance Education23

Doctoral and Specialist Programs34

Doctoral Committee35

Doctoral Research Faculty82

Dropping A Course29

E

Early Childhood Education Courses68

Economics Courses54

Educational Administration Courses55

Educational Administration Research Courses55

Elementary Education47

Elementary Education Courses68

Elementary Physical Education47

Eligibility Requirements for Ed.D. Degree Applicants35

Eligibility Requirements for Ed.S. Degree Applicants35

Employment27

English Courses75

English Fluency Policy30

English Requirement17

Enrollment Certification31

Enrollment in Graduate Courses21

Environmental Monitoring and Restoration51

ETV Courses23

Ex-Officio, Members of the Board13

Excessive Credit Hours32

F

Filing Deadlines 18

Financial Aid 27

Financial Need 26

French Courses 75

Full Admission 18

G

General Academic Fee (College and Tuition) Refunds 28

General Degree Requirements 19

Grading Policies 19

Grading Procedures 30

Graduate Assistantships 27

Graduate Certificate Programs 51

Graduate Faculty 82

Graduate Studies Council 82

H

Health and Physical Education Courses 62

History Courses 76

History of Graduate Studies 15

History of the University8

How to Apply for Financial Aid 26

I

Independent Courses 22

Instruction and Research 23

Instructional Technology Courses 79

Instructional Technology Support Services 23

International Student Admission 19

I.P. Stanback Museum and Planetarium 25

L

Late Registration 28

M

MAT Professional Education Course.....	68
Management Courses.....	54
Master of Arts.....	40
Master of Arts in Teaching.....	40
Master of Business Administration (MBA) Degree Program..	43
Master of Education Degree Programs.....	45
Master of Education in Counselor Education.....	45
Master of Education in Elementary Education.....	47
Master of Education in Elementary Physical Education ...	47
Master of Education in Secondary Education.....	48
Master of Science Degree Programs.....	49
Master of Science Degree in Agribusiness.....	54
Master of Science Degree in Transportation.....	50
Master of Science Degree in Nutritional Sciences.....	50
Master’s Degree Program of Study.....	37
Mathematics Courses.....	81
Mathematics Education Courses.....	81
Miller F. Whittaker Library.....	25
Mission Statement.....	10
Music Courses.....	77

N

Non-Attendance.....	32
Non-Degree Admission.....	18
Non-Degree Students.....	18
Nutritional Sciences.....	50
Nutritional Science Courses.....	59

O

Office of Extended Studies.....	23
Other Fees.....	29
Overpayment.....	29

P

Pass/Fail.....	31
Physics Courses.....	77
Policies and Procedures Manual.....	29
Political Science Courses.....	76
Practicum Courses.....	32
President’s Cabinet.....	12
Presidents of the Institution.....	10
Program Change Non-Degree Admission.....	18
Program in Educational Administration.....	35
Program Offerings and Degrees.....	16
Programs of Study.....	34
Psychological Foundation Courses.....	76

R

Reading Education Courses.....	68
Readmission.....	18
Ready for Binding Deadlines.....	21
Refund Policy.....	28
Registration, Fees, and Expenses.....	28
Rehabilitation Counseling.....	37
Rehabilitation Counseling Courses.....	64
Repeating Courses.....	28
Research and Statistics Courses.....	55
Residence Requirements.....	19
Right of Appeal.....	22

S

Satisfactory Academic Progress.....	27
School of Business Courses.....	54
Science Courses.....	79
Secondary Education.....	48
Secondary Education Courses.....	68

Semester Fees and Expenses	28	Withdrawal from Classes	29
Social Studies Courses	76	Withdrawal from University	30
Sources of Financial Aid	26		
Sociology Courses	76		
Spanish Courses.....	75		
Special Education Courses.....	68		
Speech Pathology and Audiology	38		
Speech Pathology and Audiology Courses.....	62		
Student Responsibility.....	21, 32		
Summer School.....	26		

T

Table of Contents.....	4
Teacher Certification Requirements	22
Technology Education Courses	80
The University	8
Thesis and Dissertation Guidelines	21
Thesis and Dissertation Requirement	21
Time Limits for Completing Requirements for Degree.....	20
Transfer of Credit	21
Transient Credit.....	22
Transportation	50
Transportation Courses.....	77

U

V

Veterans Affairs	31
Veterans Affairs (VA) Policy and Procedures	31
Veterans Benefits.....	31
Veteran's Services Eligibility Policy.....	30

W

NOTES

NOTES

INSTITUTIONAL ASSURANCES
AND NOTICES

EQUAL EDUCATIONAL OPPORTUNITY
POLICY

South Carolina State University has filed with the federal government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to this end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution receiving federal financial assistance. Under this assurance, this institution is committed not to discriminate against any person on the grounds of race, color or national origin in its admission policies and practices or any other policies and practices of this institution relating to the treatment of students and other individuals, including the provision of services, financial aid and other benefits, and including the use of any building, structure, room, space, materials, equipment, facility or other property. Any person who believes himself, or any specific class of individuals, to be subjected to discrimination prohibited by Title VI of the Act and Regulation issued thereunder may, by himself or a representative, file with the Secretary of Education or with this institution, or both, a written complaint.

CONFIDENTIALITY OF STUDENT RECORDS
ANNUAL NOTICE TO STUDENTS

Annually, South Carolina State University informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, in ways designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning procedures to be used for compliance with the provision of the Act can be found in the Offices of Records and Registration and Student Services.

CERTIFICATION OF CATALOG CONTENTS

I certify that this catalog bulletin is true and correct in content and policy and states progress requirements for graduation.

Provost