

2015-2016 ACADEMIC CATALOG

2 The Citadel Graduate College

## The Citadel Graduate College (CGC)

171 Moultrie Street
Charleston, SC 29409
(843) 953-5089
www.citadel.edu/graduatecollege
www.citadel.edu/eveningundergraduatestudies

Please refer to the CGC web site for frequently called numbers, schedule of courses, term dates, fees, and other important information.

## $\mathrm{T}_{\text {able of }} \mathrm{C}_{\text {ontents }}$

Listing of Graduate Programs ..... 5
Listing of Graduate Certificate Programs ..... 6
Lising of Undergraduate Programs ..... 6
President's Message ..... 7
Board of Visitors ..... 7
The Citadel's Statement of Vision, Core Values, and Mission ..... 8
The Citadel Graduate College's Mission/Purpose ..... 9
Accreditation ..... 9
Academic Calendar ..... 10
Admission and Enrollment Policies ..... 11
Expenses and Financial Aid ..... 16
Academic Regulations and Procedures ..... 20
Student Services ..... 27
Specific Policies and Procedures for Evening Undergraduate Programs ..... 28
Graduate Degree Programs ..... 33
Graduate Certificate Programs ..... 86
Evening Undergraduate Degree Programs ..... 100
Graduate Course Descriptions ..... 120
Undergraduate Course Descriptions ..... 162

| Graduate Degree Programs |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Degree | Program | Coordinator | Email | Page |
| School of Business |  |  |  |  |
| MBA | Master of Business Administration | Morgan LaForge | mlaforge@citadel.edu | 35 |
| Zucker Family School of Education |  |  |  |  |
| MAT | Master of Arts in Teaching - Secondary Education Biology English Mathematics Social Studies | Dr. Paul Rosenblum <br> Dr. Lauren Rule Maxwell <br> Col. Stephen Cotter <br> Dr. Katherine Grenier | paul.rosenblum@citadel.edu lauren.maxwell@citadel.edu steve.cotter@citadel.edu grenierk@citadel.edu | 41 |
| MAT | Master of Arts in Teaching - Middle GradesScience <br> English <br> Mathematics <br> Social Science | Dr. Paul Rosenblum <br> Dr. Lauren Rule Maxwell <br> Col. Stepher Cotter Dr. Katherine Grenier | paul.rosenblum@citadel.edu lauren.maxwell@citadel.edu steve.cotter@citadel.edu grenierk@citadel.edu | 44 |
| MAT | Master of Arts in Teaching - Physical Education | Dr. Lori Hicklin | lori.hicklin@citadel.edu | 46 |
| M.Ed. | Master of Education in Counselor Education - <br> Elementary, Secondary, or Student Affairs \& College Counseling | Dr. Guy Ilagan <br> Dr. Aaron Oberman <br> Dr. George Williams | gilagan@citadel.edu aaron.oberman@citadel.edu george.williams@citadel.edu | 48 |
| M.Ed. | Master of Education in Educational Leadership Elementary or Secondary School Administration and Supervision | Dr. Kathy Brown Dr. Kent Murray | kathy.brown@citadel.edu kent.murray@citadel.edu | 52 |
| M.Ed. | Master of Education in Interdisciplinary STEM Education | Dr. Kathryn Richardson Jones | kathryn.jones@citadel.edu | 55 |
| M.Ed. | Master of Education in Literacy Education | Dr. Stephanie Hewett <br> Dr. Dan Outs | stephanie.hewett@citadel.edu dan.ouzts@citadel.edu | 56 |
| Ed.S. | Specialist in Educational Leadership - School Superintendent | Dr. Kathy Brown Dr. Kent Muray | kathy.brown@citadel.edu kent.murray@citadel.edu | 58 |
| School of Humanities \& Social Science |  |  |  |  |
| M.A. | Master of Arts in English | Dr. James Hutchisson | jim.hutchisson@citadel.edu | 61 |
| M.A. | Master of Arts in History | Dr. Keith Knapp | keith.knapp@citadel.edu | 63 |
| M.A. | Psychology: Clinical Counseling | Dr. Genelle Sawyer | sawyerg1@citadel.edu | 65 |
| Ed.S. | Specialist in Education in School Psychology | Dr. Timothy Hanchon | tim.hanchon@citadel.edu | 68 |
| M.A. | Master of Arts in Social Science | Dr. Terry Mays | terry.mays@citadel.edu | 70 |
| M.A. | International Politics \& Military Affairs | Dr. Terry Mays | terry.mays@citadel.edu | 72 |
| Department of Leadership Studies |  |  |  |  |
| M.S. | Master of Science in Leadership | Dr. Harrison Carter | harry.carter@citadel.edu | 73 |
| School of Science \& Mathematics |  |  |  |  |
| M.A. | Master of Arts in Biology | Dr. John Weinstein | john.weinstein@citadel.edu | 75 |
| M.A. | Accelerated Master of Arts in Biology | Dr. John Weinstein | john.weinstein@citadel.edu | 76 |
| M.A.Ed. | Master of Arts in Education in Mathematics | Col. Stephen Cotter | steve.cotter@citadel.edu | 77 |
| M.S. | Master of Science in Computer Science | Dr. Shankar Banik | shankar.banik@citadel.edu | 78 |
| M.S. | Master of Science in Health, Exercise \& Sport Science | Dr. Dena Garner | dena.garner@citadel.edu | 79 |
| M.A. | Master of Arts in Sport Management | Dr. Harry Davakos | harry.davakos@citadel.edu | 81 |
| School of Engineering |  |  |  |  |
| M.S. | Master of Science in Project Management | Dr. Charles Skiper | charles.skpper@citadel.edu | 84 |


| Graduate Certificate Programs |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Degree | Program | Coordinator | Email | Page |
| Cert. | Graduate Certificate in Technical Project Management | Dr. Charles Skipper | charles.skipper@citadel.edu | 87 |
| Cert. | Graduate Certificate in Sport Management Sport Sales \& Marketing | Dr. Harry Davakos | harry.davakos@citadel.edu | 88 |
| Cert. | Graduate Certificate in Leadership | Dr. Harrison Carter | harry.carter@citadel.edu | 89 |
| Cert. | Graduate Certificate in Student Affairs | Dr. Aaron Oberman | aaron.oberman@citadel.edu | 90 |
| Cert. | Graduate Certificate in Enviromental Studies | Dr. John Weinstein | john.weinstein@citadel.edu | 91 |
| Cert. | Graduate Certificate in Homeland Security | LTC Mike Brady | mike.brady@citadel.edu | 92 |
| Cert. | Graduate Certificate in Systems Engineering Mangement | Dr. Charles Skipper | charles.skipper@citadel.edu | 93 |
| Cert. | Graduate Certificate in Intelligence Analysis | LTC Mike Brady | mike.brady@citadel.edu | 94 |
| Cert. | Graduate Certificate in Hispanic Studies | Dr. Sara Fernandez-Medina | fernandezs@citadel.edu | 95 |
| Cert. | Graduate Certificate in Cybersecurity | Dr. Shankar Banik | shankar.banik@citadel.edu | 96 |
| Cert. | Graduate Certificate in History \& Teaching Content | Dr. Keith Knapp | keith.knapp@citadel.edu | 97 |
| Cert. | Graduate Certificate in Literacy Education | Dr. Dan Ouzts | dan.ouzts@citadel.edu | 98 |
| Cert. | Graduate Certificate in Technical Program Management | Dr. Charles Skipper | charles.skipper@citadel.edu | 99 |
| Evening Undergraduate Degree Programs |  |  |  |  |
| B.A. | Bachelor of Arts in Criminal Justice | Dr. Bob McNamara | bob.mcnamara@citadel.edu | 101 |
| B.S.B.A. | Bachelor of Science in Business Administration | Morgan LaForge | mlaforge@citadel.edu | 103 |
| B.A. | Bachelor of Arts in Political Science | Brad Collins | collinsb1@citadel.edu | 105 |
| B.S. | Bachelor of Science in Social Studies Education | Dr. Kathryn Richardson Jones | kathryn.jones@citadel.edu | 107 |
| B.S. | Bachelor of Science in Civil Engineering | Dr. Kevin Bower | kevin.bower@citadel.edu | 109 |
| B.S. | Bachelor of Science in Electrical Engineering | Dr. Robert Barsanti | robert.barsanti@citadel.edu | 113 |
| B.S. | Bachelor of Science in Mechanical Engineering | Dr. Robert Rabb | rrabb@citadel.edu | 117 |

## President's Message

Welcome to The Citadel Graduate College, where we extend our mission of educating principled leaders to people like you who seek graduate study to become leaders in their chosen fields. We take great pride in our distinguished faculty and excellent facilities that combine to offer a unique learning environment. You will find that our students your friends, neighbors and colleagues - have chosen the CGC because they know it will equip them for the challenges they will face as they advance in their careers. We hope you will join the ranks of the nearly 8,000 CGC alumni for whom a graduate degree from The Citadel was a stepping stone to success and continued growth.


Lt Gen John W. Rosa, USAF (Ret), ‘73
President

## Board of Visitors

The Citadel Board of Visitors is composed of eleven graduates of the college; seven elected by joint vote of the SC General Assembly, three elected by alumni (Citadel Alumni Association) and one appointed by the Governor. All members serve six-year terms.

Lieutenant General John B. Sams, Jr., USAF (Retired), ‘67, Chair
Colonel Dylan W. Goff, '02, Vice Chair
Colonel Allison Dean Love, CGC, '93
Colonel Fred L. Price, Jr., '75
Colonel "Tee" Hooper, Jr., '69
Colonel Peter M. McCoy, Sr., '74
Colonel Robert H. Nuttall, Sr., '62
Colonel L.E. "Gene" Pinson, '72
Colonel Greg A. Lapointe, ' 85


Colonel Stanley L. Myers, Sr., '98
Colonel Myron C. Harrington, Jr., USMC (Retired), '60, Secretary to the Board of Visitors
The Honorable Nikki R. Haley, Governor of the State of South Carolina, Ex Officio
The Honorable Molly M. Spearman, SC State Superintendent of Education, Ex Officio
Major General Robert E. Livingston, Jr., SC State Adjutant General, Ex Officio
Colonel Leonard C. Fulghum, Jr., '51, Chairman Emeritus
Colonel William E. Jenkinson III, ‘68, Emeritus Member
Colonel Doublas A. Snyder, '82, Emeritus Member

# The Citadel's Statement of Vision, Core Values, and Mission 

Statement of Vision<br>Achieving excellence in the education and development of principled leaders


#### Abstract

Core Values Honor: First and foremost honor includes adherence to the Honor Code of The Citadel. A Citadel student "will not lie, cheat or steal, nor tolerate those who do." The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity; "doing the right thing when no one is watching." Finally, honorable behavior includes exercising the moral courage to "do the right thing when everyone is watching." The Honor Code is the foundation of our academic enterprise.


Duty: First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of The Citadel and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

Respect: First and foremost respect means to treat other people with dignity and worth - the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel, and the leadership of The Citadel. Finally, respect includes a healthy respect for one's self.

## Mission

As a higher education institution, The Citadel's mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student's intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

A complementary purpose of The Citadel, realized through The Citadel Graduate College, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

Institutional Characteristics. The Citadel is a coeducational, comprehensive, public, four-year institution whose primary undergraduate student body consists of approximately 2,000 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200 . The primary service area is the South Carolina Lowcountry. The Citadel Graduate College offers seven baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Arts in Social Studies Education, Bachlor of Arts in Political Science, and Bachelor of Arts in Criminal Justice), seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education) and several graduate certificate programs. Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and The Citadel Graduate College enroll approximately 3,200 students, about three-fourths of whom come from South Carolina.
In its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its academic programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also address audiences beyond the college by sharing their knowledge with other scholars and with the public.
8 The Citadel Graduate College

## The Citadel Graduate College's Mission/Purpose

An important component of a positive educational experience for students involves an intentional effort to meet their needs and offer service that underscores The Citadel Graduate College's commitment to principled leadership.

- Service: Creating a culture that values service, fosters mutual respect, and makes the student's needs the most important priority; implementing new technologies that enhance our services; and providing timely, efficient, and accurate information to all requests.
- Performance: By ensuring a quality educational experience through administrative oversight of programs and the regular review of policies and procedures; conducting analysis of existing data and generating reports to identify patterns and trends within the Graduate College; creating research opportunities for students and faculty; and assisting departments with implementing creative delivery methods of academic programs.
- Integration: By providing welcoming and rewarding experiences, graduate students and evening undergraduates, both past and present, feel a part of the larger Citadel community and play an important and significant role on campus.


## Accreditation

The Citadel is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and specialist in education degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The Citadel.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to The Citadel and not to the Commission's office. The Commission should be contacted only if there is evidence that appears to support a significant non-compliance with a requirement or standard.

Programs for the preparation of secondary education teachers at the bachelor's and master's levels, for the preparation of guidance counselors at the master's and specialist degree levels, and for the preparation of school superintendents at the specialist degree level are accredited by the National Council on Accreditation of Teacher Education (NCATE), a specialized accrediting body recognized by the Council on Postsecondary Accreditation. The head of the Department of Education serves as the Director of Teacher Education.

The School of Business Administration is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB) International.

The Clinical Counseling program is accredited by the Masters in Psychology Accreditation Council.

The Computer Science programs as well as the Civil and Electrical Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The School Counseling Programs that offer a Master of Education in Counselor Education (Elementary or Secondary Certification) were granted full eight years CACREP (Council for Accreditation of Counseling and Related Educational Programs) in July 2005.

The School Psychology Program is fully accredited by the National Association of School Psychologists.

## The Citadel Graduate College Academic Calendar 2015-2016

2015

Aug. 19
Aug. 24
Sep. 7
Sep. 7
Oct. 12

Nov. 1

Nov. 2

Nov. 9

Nov. 20

Nov. 30
Dec. 7
Dec. 8
Dec. 14

Dec. 18

Payment for Fall 2015 due
Fall 2015 classes begin
Labor Day - no CGC classes
Last day to drop/add
Last day to withdraw with a grade of "W"

Last day to apply for fall graduation

Registration begins for Spring 2016 for returning students

Registration for spring 2016 begins for all students

Fall Break begins after last class

CGC classes resume
Last day for CGC classes
CGC exams begin
CGC exams end
Winter break begins
Semester grades due by 3:00 p.m.

Jan. 6
Jan. 11
Jan. 18

Jan. 25
Feb. 1

Feb. 29

Mar. 7

Mar. 14

Mar. 25

Apr. 4
Apr. 11

Apr. 18

Apr. 25
Apr. 26
May 2
May 5
May 7

2016
Payment for Spring 2016 due
Spring 2016 classes begin
Martin Luther King Day - no CGC classes

Last day to drop/add
Last day to apply for spring or summer graduation

Registration for Summer 2016 begins for returning students

Last day to withdraw with a grade of "W"

Registration for Summer 2016 begins for all students

Spring Break begins after last class
CGC classes resume
Registration for Fall 2016 begins for returning students

Registration for Fall 2016 begins for all students

Last day for CGC classes
CGC exams begin
CGC exams end
Semester grades due by 10:00 a.m.
CGC Commencement

## Purpose of the CGC Catalog

This catalog should not be construed as the basis of a contract between a student and The Citadel. Every effort is made to provide information in the catalog that is accurate at the time the catalog is prepared. However, information on regulations, policies, fees, curricula, courses, and other matters is subject to change at any time during the period for which the catalog is in effect.

Each program of study shall be governed by the program requirements in effect on the date of enrollment. If a student withdraws from the college or fails to maintain enrollment for one year and subsequently returns, the requirements in effect at the time of return will prevail. Any exception to policies in this catalog, purported to have been made verbally to a student by an official of the college, are null and void unless documented with a signed statement from the college official authorized to make the exception.

This catalog is not an unchangeable contract but an announcement of the current policies. Implicit in each student's matriculation at The Citadel is an unwritten agreement to comply with the institution's rules and regulations, which The Citadel may modify to ensure the quality of its academic programs. When graduation requirements are changed, every effort will be made to insure that the new requirements can be met by the student's original expected graduation date. Nonetheless, each student is expected to read and be aware of the policies and procedures contained in the catalog in order to assure that admissions, registration, and graduation procedures are being followed. The college cannot assume responsibility for a student who does not comply with policy or procedure.

# Admission and Enrollment Policies 

Application and Admissions

The application process at The Citadel Graduate College (CGC) is a two-part process that occurs simultaneously. The applicant must be accepted into the CGC and the program to which he/she seeks a degree. Requirements for acceptance into the CGC include:

- Completion of the online graduate application along with the non-refundable application fee.
- Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
- Submission of official test scores (GMAT, GRE, or MAT; see program requirements for acceptable test and test scores). The admissions test must have been taken within the last five years.

Upon receipt of an application, each applicant is sent an email acknowledging the application and outlining specific admission requirements for the CGC and the program for which he/she applied.

The requirements for acceptance into specific programs and degrees are described in this catalog for each program/degree. Official copies of all admmissions documents must be sent directly to the CGC office, and admission test scores must be current within five years of application.

Full acceptance is not granted until both the CGC and program requirements are met. After acceptance by the program, any nonU.S. citizen must be cleared for registration by The International Office. The TOEFL test is required of any applicant whose native language is not English. Upon acceptance, a letter is sent to the student identifying their faculty advisor. Students are encouraged to schedule an appointment with them.

While each program has its own set of admissions requirements, ultimate authority to admit a student rests with the provost or designee. Normally departments and programs have the authority to determine admissions criteria and the provost intervenes only in unusual or extraordinary circumstances. However the decision by the provost as the chief academic officer for the college is final.

## Legal Presence and Residency

The State of South Carolina requires all state colleges nad universities to verify each student's legal presence in the United States. Prior to starting classes, each student will be required to submit a photocopy of their birth certificate or valid U.S. passport.

## Drop/Add and Withdrawals

Formal notice of intent to drop or withdraw from any class is necessary in all cases. The dates for dropping and withdrawing are
listed in the term calendar at www.citadel.edu/graduatecollege.
To drop or add a course from the course schedule or to change sections within a course, a student must drop/add through Lesesne Gateway. After the drop period, students who choose to withdraw must complete a withdrawal form available in the CGC office or online.

Course withdrawal means a student is withdrawing from a course after the refund date has passed. Refunds after the published refund date are granted only under extenuating circumstances (i.e. death in immediate family, serious medical issues, deployment). A grade of "W" will appear on the student transcript. The "W" does not affect the student's grade point average (GPA). Ceasing to attend a course does not constitute an official drop or withdrawal from the course.

## Joint Degree Programs

The Citadel participates in joint graduate degree programs with the College of Charleston in Computer Science, English, History, and Middle School Education. Students routinely take courses at both institutions. Citadel students will register for all their Computer Science, English, History, or Education courses at The Citadel, even when a particular course may be offered at the College of Charleston. Students who have declared a home institution must complete at least $33 \%$ of their coursework at that institution. More specific information is available on our webpage, www.citadel.edu/root/graduatecollege-prospective-students/jointprograms.

## Orientation

All students are encouraged to visit the Orientation webpage to become familiar with the student services available to them. The webpage is www.citadel.edu/root/graduatecollege-currentstudents/orientation.

## Registration

Registration is conducted online through Lesesne Gateway or in person in the CGC office located in Bond Hall, Room 101. Students may not attend class until they are fully registered. Completed registrations will be honored on a first-come, firstserved basis. Any changes in registration must be made prior to the end of the term's Drop/Add period. Information concerning fees, class times, and registration calendars can be found each academic term online at www.citadel.edu/graduatecollege.

## Transcripts and Transfer Credit

Graduate students applying for transfer credit will use the "Transfer Credit for Graduate Programs" form located online at http://www.citadel.edu/graduatecollege/forms/. The form will be submitted to the CGC through the student's advisor and department head with a copy of the course description from the catalog of the originating institution and the course syllabus. Approval is granted by the student's department, contingent upon Citadel policy. Only courses with a " B " or higher are acceptable
for transfer from regionally accredited colleges and universities (e.g. Southern Association of Colleges, North Central Association of Colleges and Schools, etc.). Undergraduate students should refer to the undergraduate section of the catalog for transfer credit information.

## Veteran's Status as a Student on The Citadel Campus

This policy prescribes rules and regulations related to veteran students on campus. It outlines the types of veteran students as well as the policies related to student status (cadet vs. non-cadet), as well as enrollment requirements, and commencement exercise attendance.

## Definitions:

Citadel Cadet Veteran: A cadet serving in the National Guard or reserve component of one of the Armed Services who is called to active federal duty other than for training, while a member of the Corps of Cadets can return to The Citadel as a veteran day student as long as the former cadet receives a DD-214 indicating an Honorable Discharge from active duty. If the candidate has completed four semesters as a cadet, he/she will be eligible to receive the cadet ring and diploma once academic requirements are met.

Citadel Non-Cadet Veteran Day Student: Veterans who provide evidence with a DD-214 (honorable discharge) from one of the Armed Services indicating a minimum of 90 consecutive days of full-time federal active service, other than active duty for training, may be eligible to apply to our daytime program as fulltime degree-seeking students. That application would be made through our Office of Admissions. These veterans are civilians and are not subject to the personal requirements specific to the Corps of Cadets. The will not be subject to the RPED or ROTC requirements. Furthermore, they must not have a record of conviction for a criminal offense showing poor moral character.

Active Duty Student: Other day veteran students with different military affiliations enrolled at The Citadel include: MECEP, STA-21, AECP, and Green to Gold students, who are full-time day students.

Evening Undergraduate Veteran Student: This group of Veterans declare their program of study through the Evening Undergraduate Studies program, either as part of a " $2+2$ " transfer program with one of the partner technical colleges or through some other mechanism to complete their degree at The Citadel. These veterans are civilians and are not subject to the personal requirements specific to the Corps of Cadets. They will not be subjected to the RPED or ROTC requirements.

## Policy:

All Veteran students must declare either the day/cadet or Evening Undergraduate Studies programs when they begin taking classes at The Citadel. Veterans who declare themselves day students must follow the South Carolina Corps of Cadets general education requirements and attend the day program commencement
ceremony. Veterans who declare their status as evening students must meet Evening Undergraduate Studies general education requirements and attend The Citadel Graduate College commencement exercises.

Veterans may change their official student status once in their time as a student at The Citadel. Exceptions to this rule must be approved by the Associate Provost for Academic Affairs.

Veteran evening students may enroll in up to six credit hours per semester during the day. Exceptions to this rule must be approved by the Associate Provost for Academic Affairs.

Veteran day students may enroll in up to eight hours per semester in the evening program. Exceptions to this rule must be approved by the Associate Provost for Academic Affairs.

## Admission Policy (Graduate Students)

The Citadel Graduate College seeks to enroll students whose motivation and educational backgrounds demonstrate a strong potential for success in the academic program of their choice. Specific entrance requirements are detailed in other sections of this catalog, but every applicant for a graduate degree must submit to the CGC office:

1. An application with a non-refundable fee;
2. Official scores on the appropriate admissions test (current within 5 years of application), and;
3. An official TOEFL score if English is not the native language. The minimum acceptable score of 550 paper-based, 213 computer-based, or 79 internet-based;
4. Additional documentation may be requested for verification of U.S. Citizenship.

## Admission and Student Categories

Graduate students may be admitted to CGC in one of the below categories.

Degree seeking - A graduate student is classified as degree seeking if he/she holds a bachelor's degree or an advanced degree, all admission requirements are met and the student has been admitted to a degree program. To obtain this classification a student must:

1. Complete the graduate application along with the nonrefundable application fee.
2. Submit an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submit official test scores (GMAT, GRE, or MAT; see program requirements for acceptable test and test scores). Admission test must have been taken within the last five years. Official score report must be sent directly from the testing organization.
4. Submit an official TOEFL score if native language is not English. The minimum acceptable score is 550 paper-based, 213 computer-based, or 79 internet-based.
5. Additional admission requirements for specific programs are outlined in the information provided for each degree program.

Non-degree seeking - A graduate student is classified as nondegree seeking if he/she holds a bachelor's degree or an advanced degree but who, at the time of the application, does not plan to pursue a degree. This category authorizes the student to take no more than 8 hours total for which he/she has the prerequisites. It does not imply admission to a degree program. Persons admitted to the non-degree student status who later wish to become degree seeking must file an application for the desired program and comply with the requirements stated above in "Degree Seeking." Program requirements will dictate the number of hours in nondegree status that will be accepted into any program. No student shall register beyond 8 hours without being fully accepted into a degree program. To obtain non-degree classification the student must:

1. Complete the graduate application along with the nonrefundable application fee.
2. Submit an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Graduate transient students who wish to enroll in course work for transfer to another institution may be asked to present evidence they have met any course prerequisites.

Senior Citizens - South Carolina residents over the age of 60 who meet degree or non-degree admissions requirements may register for courses on a space-available basis with no credit hours fee charged. All other fees must be paid.

International Students - An international student who applies to a graduate program at The Citadel must complete the following requirements before enrolling in classes:

1. Have completed a degree equivalent to an American baccalaureate degree.
2. Have his/her academic credentials officially evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly from that organization to the CGC office.
3. Meet all the admission criteria for the desired graduate degree program.
4. Provide completed CGC Immigration Request form.
5. Submit an official TOEFL score if native language is not English. The minimum acceptable score is 550 paper-based, 213 computer-based, or 79 internet-based.
6. Provide evidence of ability to meet all financial obligations while in graduate study at The Citadel by completing the Certification of Finances form prior to enrolling in courses.
7. International students may not register before full acceptance into a degree program and clearance from the International Student Director.

Evening Undergraduate Students - Please refer to the Evening Undergraduate Programs Procedure section.

Provisional Status - Applicants who do not meet the minimum GPA and/or test score required by their program's admission criteria may be allowed to pursue coursework as a provisionally admitted student. The purpose of the provisional status
is to monitor and support the students academic success. Provisional status requires meeting specific academic standards in coursework. Refer to the degree program for provisional requirements.

Conditional Status - Applicants who are unable to produce official copies of their transcripts, test scores, or other official documents at the time of their application may be admitted on conditional acceptance. The purpose of the conditional acceptance is to give the student additional time for the official documents to be received by the CGC office. Applicants must be able to produce unofficial copies of these documents for review prior to being accepted on conditional status. Applicants will be admitted on conditional status for one semester until their official documents are received by the CGC office.

## Admission Test

For any graduate programs that require submission of an official admissions test score, the test must be current within five years of the application. See the appropriate program for the type of test(s) required. All programs have the option of waiving test scores for students.

Applicants for some graduate programs in The Citadel Graduate College who possess a master's degree or doctorate degree from a regionally accredited institution may request permission to waive the requirement to supply an admissions test score. An applicant must request the waiver in writing from the academic program director and acceptance of a waiver must be communicated to The Citadel Graduate College.

## Advisement and the Planned Program

Upon acceptance into a degree program, a student is assigned an advisor in the area of academic concentration. It is the student's responsibility to confer with this advisor at an early date and at periodic intervals to assure appropriate course selection and awareness of degree requirements. Degree candidates in some programs must file an official program of study. This program of study will be developed in consultation with the student's advisor and approved by the appropriate Dean or Department Head. This program of study is filed in the CGC office and will be used in the degree audit process. It is a joint responsibility of the advisor and student to maintain the program of study in a current state.

Modifications in a program of study can be accomplished with the written approval of the appropriate Dean or Department Head. Students who wish to select a new major or degree program must file an application and fee, meet all admission requirements of the new major or degree program, and be accepted into the new major or degree program before registration in the new program can occur.

## Audit Policy

A student may elect to audit a course for no credit. Permission to audit must be obtained from the school/department offering the course and a form must be submitted. Students must possess
an undergraduate degree from a regionally accredited college or university to audit a graduate level course. Students cannot switch from credit to audit status, or vice versa, after two class meetings. Auditors are admitted to class on a "space available" basis. The audit fee is the same as the regular credit hour fee. Students must be registered in the class they wish to audit.

## Course Load

The minimum semester hour load for students wishing to be classified as full-time graduate students is nine (9) semester hours. The semester hour load for students wishing to be classified as part-time graduate students is 4.5 semester hours. Students holding Citadel graduate assistantships will be considered as full time if they are taking at least six (6) semester hours. If a student is enrolled in Maymester and two summer sessions, a maximum of five courses ( 15 credit hours, but 17 credit hours including lab courses) may be taken. The maximum load allowed in Maymester is one course; the maximum load allowed in each summer session is two courses, regardless of how many terms are offered or whether the course is face-to-face or online.

## Maymester and Summer School

The Citadel's Maymester and Summer School is a component of the CGC which has the responsibility for the coordination and administration of all aspects of The Citadel's graduate and undergraduate summer school programs. The operation of Maymester and Summer School is the responsibility of the Dean of the CGC and is administered under the guidelines established in coordination with the Provost. The operation encompasses all aspects of college administration.

All Maymester and Summer School students are ultimately the academic and administrative responsibility of the Provost. CGC students remain under their academic deans, while non-degree and transient students are the responsibility of the CGC Dean. Students residing in the barracks, regardless of academic status are the disciplinary responsibility of the commandant, all other noncadet students remain as stated above.

Admissions-Undergraduate transient admission to Maymester and Summer School does not constitute admission to the regular academic session of The Citadel.

## Transient Students

Undergraduate transient students seeking initial admission to Maymester and Summer School at The Citadel must complete an application and pay the application fee. High school or college transcripts are required for enrollment in Maymester or Summer School. Rising high school seniors may be admitted on the basis of written recommendations from their high school guidance counselor or principal and may enroll in a maximum of two freshman level courses.

Citadel undergraduate day students applying, having applied, or having been accepted past or present should contact the CGC office for admission and registration information and assistance. When cadets enroll in summer courses or graduate courses, they
are required to adhere to the rules and policies outlined in the honor code regarding behavior, class performance, and academic standards.

Undergraduate students seeking admission into evening undergraduate programs should refer to requirements outlined in each academic section of this catalog.
Graduate students enrolled in Maymester and Summer School must go through the admissions procedure outlined in the CGC catalog. Admission to the program and enrollment in courses are governed by the policies outlined for the program to which the student applies. Students enrolled in graduate courses are classified as "Graduate Students."

Registration - Registration for all students, graduate and undergraduate, enrolled in Maymester or Summer School at The Citadel may be conducted in one of two ways:

1. Students register via Lessesne Gateway.
2. Students may email a registration form.

## Course Substitution

Course substitutions in degree programs can only be authorized by the approval of the Head of the Department, Dean of the School, and Dean of the CGC. Forms to initiate this procedure are available in the CGC office or online.

## English Fluency Policy

In accordance with the laws of South Carolina, The Citadel ensures the English fluency of its teaching faculty. Should a student challenge the English fluency of a member of the faculty, standard procedures for student academic grievances will be followed. If a review committee is called for, the native language of one of the faculty members will not be English.

## Pass-Fail Courses

For certain courses, such as internships, practica, workshops, professional development courses, etc., a grade of pass or fail may be appropriate. Students taking courses of this nature need to discuss such arrangements with their advisor. Quality points will not be awarded for pass or fail work, and performance that is barely adequate (C+ or below) will not receive credit.

## Readmission Policy

The readmission policy for The Citadel Graduate College students (graduate and evening undergraduate) requires a waiting period of two semesters, not including summer sessions, if they have been dismissed for academic reasons. In exceptional and extraordinary circumstances, a student can petition their academic school dean, subsequent appeals are sent to the Associate Provost and Dean of The Citadel Graduate College for readmission, but the granting of such appeals would be considered unusual and rare.

## Registration

Registration is not completed until all fees are paid. Students may not attend class until they are fully registered. Knowingly attending class without paying is an integrity violation and will result in dismissal from the college. Any changes in registration must be made prior to the end of the term's Add/Drop period. All fees are due by published calendar dates.

## Transfer Credit

No more than 12 hours may be transferred from other regionally accredited colleges or universities (e.g. Southern Association of Colleges, North Central Association of Colleges and Schools, etc.). Exceptions may be granted by the CGC Dean. Only graduate credit hours in which grades of " $B$ " or higher have been earned are transferable. Some programs allow fewer hours of transfer credit. Students should check the requirements for specific programs for the maximum number of credit hours that may be transferred into his or her program at The Citadel.

To be transferred, credit hours must have been earned within six years of the date of admission to The Citadel. Students who desire to take a course at another institution for transfer while enrolled in CGC must obtain prior approval from their department head. Acceptance of transfer credits within the aforegoing rules is the prerogative of the academic department or school.

Ordinarily, course work accepted for transfer must parallel course work available at The Citadel. However, where the head of the major department or Dean of the school feels that graduate course work not equivalent to courses at The Citadel will enhance the program, up to six semester hours of such credit may be acceptable. These will be part of the maximum allowable transfer hours for that program.

## Online Course Policy

The Citadel is currently authorized and licensed to operate in the State of South Carolina. At this time, The Citadel is only accepting applications for enrollment in online coursework from prospective students in the State of South Carolina or current students who reside on-campus. The Citadel is actively working to verify authorization in other states. Please refer to The Citadel web site for state authorization updates.

# Expenses and Financial Aid 

Fee Payment

All fees are due and payable at the time of registration. If fees are not paid by the date on the term calendar, the student may be dropped from registered classes. Checks should be made payable to The Citadel. Fees may also be paid with bank cards, however a service fee is incurred. Electronic check payment is also available at no charge. Deferred payment plans may be arranged in advance of a semester through a third party. Forms are available in the Treasurer's office. The Citadel reserves the right at any time to adjust fees to meet the current cost of operation. Fee schedules are published each semester on The Citadel's web page. The Citadel Treasurer is responsible for the collection of monies due to The Citadel. All correspondence concerning fees, payments, and status of accounts should be directed to the Treasurer's office.

## Financial Aid and Scholarships

The Office of Financial Aid and Scholarships administers student loan applications, grants, scholarships, and work-study programs. The office is located in Bond Hall, Room 138, and staff can be reached at (843) 953-5187 or by email at financial_aid@citadel. edu.

## Forms and Deadlines

To apply for financial aid at The Citadel, all students should file a Free Application for Federal Student Aid (FAFSA) online at fafsa. ed.gov as soon as possible after January each year. Additional information may be requested by the Office of Financial Aid and Scholarships. Students are responsible for checking their Lesesne Gateway accounts, completing all requested paperwork, and meeting financial aid requirements in a timely manner. Funds are limited, so late applications are considered for aid only if resources are still available.

| Priority deadline dates are as follows: |  |
| :--- | :--- |
| Academic year (fall and spring) | March 15 |
| Fall only | March 15 |
| Spring only | October 15 |
| Summer | April 15 |

Applicants who have not completed all financial aid paperwork by June 30 should not expect to receive notification of awards prior to the beginning of fall semester. These applicants should be prepared to pay for their tuition, fees, and other costs at the established fee payment deadlines. Students will be reimbursed if they are subsequently determined to be eligible for financial aid.

## Determining Financial Need

The amount of financial aid is determined based on the FAFSA form the applicant files after January 1 each year. This form solicits information about the family's current financial situation and produces an "expected family contribution" (EFC). Adjusted gross income data from tax forms are used, along with current asset information to determine family resources. Allowances are made for federal and state taxes, social security, employment (when both parents work), unusual medical and dental expenses, and family size. Other factors considered are any unusual expenses and the number of family members in college. In its simplest definition, financial need is the difference between what a student will pay to attend college and the expected family contribution, as determined by the need analysis. If costs exceed the amount of family contribution, then the applicant has "demonstrated" financial need.

## Dependent or Independent Status

Federal student aid programs are based on the premise that parents have the primary responsibility of financing their children's education. However, independent students are not required to submit parental data. Students who fall into at least one of the following catagories are considered independent:

- $\mathrm{He} /$ she is at least 24 years old by Dec 31 of the academic year.
- $\mathrm{He} /$ she is a graduate student.
- $\mathrm{He} /$ she is married.
- He/she is currently serving on active duty in the U.S. Armed Forces for purposes other than training.
- $\mathrm{He} /$ she is a veteran of the U.S. Armed Forces.
- He/she has children (or other dependents) and will provide more than half of their support.
- He/she was in foster care or deemed a dependent or ward of the court.
- He /she was an emancipated minor or in legal guardianship as determined by a court.
- $\mathrm{He} /$ she was determined to be an unaccompanied youth who was homeless or was self-supporting and at risk of being homeless.


## Federal Eligibility Requirements

Any student who is accepted for admission is eligible to request financial assistance. However, there are several general eligibility requirements a student must meet to receive federal financial aid:

1. A student must be admitted to The Citadel as a regular or provisional student.
2. A student must be a U.S. citizen, or a national or permanent resident.
3. A student may not receive aid if he or she is in default at any institution on any Federal Student Loan Program.
4. Generally, a student must be enrolled at least half-time. This is defined as 4.5 hours/semester for graduate students and six (6) hours/semester for undergraduate students.
5. A student may not receive aid if he or she owes a repayment at any institution on a Pell Grant, Supplemental Grant, or State Student Incentive Grant.
6. A student must have the minimum grade point ratio and must make satisfactory academic progress (SAP) toward a degree to continue to receive federal financial aid.

## Types of Financial Aid

Please visit http://www.citadel.edu/finaid for detailed information about the various financial aid programs offered.

## Satisfactory Academic Progress (SAP) for Financial Aid Recipients

In compliance with regulations governing federal and/or state financial aid programs, The Citadel is required to monitor each student to be certain that he or she is maintaining Satisfactory Academic Progress (SAP) in his or her course of study. SAP standards are separate from The Citadel's academic policies and are reviewed annually at the end of each spring semester.

## How the Policy Works

Students who fail to meet published SAP standards will be ineligible to receive federal or state financial aid funds. However, those students failing to meet the minimum standards, as prescribed in this policy, may appeal their status by following outlined conditions.

## Academic Year

The academic year for SAP determination is comprised of the fall, spring, and summer terms.

## Minimum Standards

Unsatisfactory academic progress is defined as a failure to meet at least one of the following standards:

## Undergraduate Students

1. Academic Progression
a. Full-time students (enrolled in at least 12 hours/ semester) must earn 24 credits hours in an academic year. Full-time students enrolled in one semester are considered to be meeting progression standards by earning at least 12 hours.
b. Part-time students (enrolled in less than 12 hours/ semester) must earn at least $66 \%$ of credit hours attempted in an academic year.
2. GPA - A student's GPA must meet the required minimum for their grade level according to The Citadel's academic policies for continuance.
a. $\quad 1.3$ with < 39 attempted hours
b. 1.5 with $40-69$ attempted hours
c. $\quad 1.7$ with $70-99$ attempted hours
d. 2.0 with $>99$ attempted hours
e. Attempted credit hours cannot exceed 207 hours (more than $150 \%$ of program length).

Graduate Students

1. Academic Progression
a. Full-time students (enrolled in at least 9 hours/semester) must earn 18 credit hours in an academic year. Fulltime students enrolled in one semester are considered to be meeting progression standards by earning at least 9 hours.
b. Part-time students (enrolled in 4.5 hours/semester) must earn at least $66 \%$ of credit hours attempted in an academic year.
2. GPA - A student must earn at least a 3.0 grade point average.
3. Attempted credit hours cannot exceed $150 \%$ of the student's program length.

## SAP Appeal

Students who have not met SAP have the opportunity to complete an appeal to regain eligibility for federal aid. Completion of this process does not guarantee reinstatement of federal financial aid. Students are responsible for full payment of tuition/fees regardless of financial aid status. It is also the student's responsibility to be aware of and to meet all fee payment and financial aid deadlines.

The SAP Appeal form is available on the Office of Financial Aid \& Scholarship's webpage on The Citadel website.

The SAP Appeal must include:

1. A completed SAP Appeal Form and Academic Improvement Plan approved by the Academic Support Center and signed by both the advisor and the student, and
2. A letter written by the student that defines why the student failed to make SAP and what has changed that enables them to meet SAP at the next evaluation

If a student fails to either regain regular SAP eligibility after one semester or meet the conditions of the Academic Improvement Plan, the student is ineligible to receive federal financial aid (Title IV aid).

## Appeal Deadlines

Completed appeal forms must be turned in two weeks before the end of the term for which the appeal is filed.

## Grades

Only letter grades are given to evaluate a student's progress. The following definitions of letter grades are applicable:
"A" Superior
"B" Very Good
"C" Satisfactory; Acceptable
"D" Marginal; Passing
"F" Unsatisfactory
" P " Grade assigned in pass/fail courses that do not carry credit hours to designate passing performance
" S " Grade assigned in pass/fail courses that carry credit hours to designate that a grade of " A ", " B " or " C " has been earned and credit has been awarded
"U" Grade assigned in pass/fail courses and in ENGL 101 to designate that a grade of " $D$ " or " $F$ " has been earned and no credit has been awarded
"W" Withdrawal from a course prior to the official deadline "I" An Incomplete is awarded when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester.
"IP" Grade assigned for courses in which requirements are not expected to be met in one academic term. The grade of "IP" must be removed in the next full semester, or the "IP" becomes an "F". The summer session will not be considered a semester in
this case. Under extenuating circumstances, an extension may be awarded by the Associate Provost for Academic Affairs with the recommendation of the instructor. The removal of the "IP" is the responsibility of the student. Students may not enroll in a course in which they currently have an "IP."

Students who are enrolled in audit courses will not receive financial aid for these courses.

Students can access midterm progress and semester grade reports online by using BANNER Self-Service through the Lesesne Gateway portal.

Taking or Repeating Courses to Improve the GPA/Grade Replacement
The regulatory definition for full-time enrollment status (for undergraduates) has been revised to allow a student to retake (one time only per previously passed course) any previously passed course. For this purpose, passed means any grade higher than an "F", regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. This retaken class may be counted towards a student's enrollment status, and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class. A student may be repeatedly paid for repeatedly failing the same course (normal SAP policy still applies to such cases), and if a student withdraws before completing the course that he or she is being paid Title IV funds for retaking, then that is not counted as his or her one allowed retake for that course. However, if a student passed a class once, then is repaid for retaking it, and fails the second time, that failure counts as their paid retake, and the student may not be paid for retaking the class a third time.

## Transfer Credits

When evaluating SAP, a student's transfer credits, accepted by The Citadel toward completion of the student's degree program, will count as both credit hours attempted and hours earned.

## Change of Major

Students that have changed majors and earn more than the maximum allowable number of credit hours toward graduation will be required to submit an SAP Appeal.

## Second Degrees

Students that are completing a second degree will be required to submit an SAP Appeal to explain the reason behind earning more than $150 \%$ of allowable credit hours.

## Financial Aid Funds Covered By SAP Standards

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Work Study
- Federal Direct Loan, subsidized and unsubsidized
- Federal Direct PLUS Loan
- Federal Direct Graduate PLUS Loan
- South Carolina Teachers Loan
- South Carolina Career Changers Loan
- South Carolina Palmetto Fellows Scholarship
- South Carolina LIFE Scholarship
- South Carolina Need-Based Grant
- Other federal/state programs as required
- Some Private Educational Loans (as required by the lender)


## Financial Aid Refund and Repayment Policy

## Refunds

Refunds will be returned to the programs from which the student received aid. The Higher Education Act of 1998, Public Law 105244, substantially changed the way funds paid toward a student's education are managed should the student, as a recipient of federal financial aid, withdraw from school. If a student who was awarded financial aid withdraws from school, he/she is eligible for the "institutionally-determined refund" that remains after the immediate repayments of the financial aid award to the Office of Financial Aid \& Scholarships. This policy also applies to students on whose behalf a parent has borrowed a Title IV loan. Refunds are returned to the programs that awarded the student aid. In the case of federal financial aid, a statutory schedule is used to determine the amount of federal financial aid that has been earned based on the period the student was in attendance. Up through the $60 \%$ point, in each payment period of enrollment, a pro rata schedule is used to determine how much federal financial aid the student will receive. After the $60 \%$ point, in the payment period of enrollment, a student has earned $100 \%$ of the federal funds awarded for the period.

| The percentage earned will be calculated <br> based on the following schedule: |  |
| :--- | :--- |
| Week 1 | 6 percent |
| Week 2 | 12 percent |
| Week 3 | 18 percent |
| Week 4 | 25 percent |
| Week 5 | 31 percent |
| Week 6 | 37 percent |
| Week 7 | 43 percent |
| Week 8 | 50 percent |
| Week 9 | 56 percent |
| Week 10 | 60 percent |
| Week 11-16 | 100 percent |

For example, if a student has received $\$ 1,000$ in Federal Financial Aid and withdraws within the first week of classes, that student will receive 6 percent ( $\$ 60$ ) of the aid award applied to total charges. The remaining $\$ 940$ will be returned to the Federal Financial Aid programs in the following order:
. Unsubsidized Student Loans
Subsidized Student Loans
Perkins Loans
PLUS Loans/Graduate PLUS Loans
Federal Grants
Other Assistance under Title IV
The refund and repayment provisions mandated by the federal government for federal aid recipients apply when a student receives financial aid funds and withdraws, drops out, takes an unapproved leave of absence, fails to return from an approved

18 The Citadel Graduate College
leave of absence, is expelled, or otherwise fails to complete the period of enrollment for which he or she was charged. The refund and repayment requirements DO NOT APPLY to a student who:

- Withdraws, drops out, or is expelled before his or her first day of class, or
- Withdraws from some classes, but continues to be enrolled in other classes, or
- Does not receive funds for the period in question. (Students whose parents received a PLUS Loan are considered to have received funds and so are covered for the refund and repayment requirements.)


## Repayments

If a student's non-instructional educational expenses (allowances as prescribed below) incurred up to the time of withdrawal exceed the amount of cash disbursement, the student does not owe a repayment. If cash disbursed exceeds the non-instructional costs of education incurred up to the time of withdrawal, the student does owe a repayment. This repayment is the difference between costs incurred and the actual cash refund received. Non-instructional expenses are determined by calculating the percentage of room, board, books, supplies, travel, and personal expenses incurred during the portion of the term a student is enrolled. Off-campus board and personal expenses are prorated on a weekly basis. There is no proration of on-campus room charges. A percentage of books, supplies, and travel costs is allowed based on length of enrollment.

Student Aid Accounts to be Refunded and Repaid Once the amounts to be refunded and/or repaid are determined, the aid programs from which the student received funds will be reimbursed in the following order:

1. Federal Direct/Stafford loans
2. Federal Perkins loans
3. Federal PLUS loans received on behalf of the student
4. Federal Pell Grants
5. Federal SEOG Grants
6. Other Title IV programs
7. Other federal, state, private, or institutional student financial assistance received by the student for which refunds are required
8. The student

## Other Assistance

Vocational Rehabilitation Scholarships: This program provides for education and training if the student has a physical or mental disability that is a substantial handicap to employment and if there exists reasonable expectation that vocational rehabilitation services may lead to gainful employment. Additional information is available through the Department of Vocational Rehabilitation in the student's home state.

College Budget Plans: The Citadel Tuition Payment Plan (CTPP), which allows families to finance the cost of Tuition, Auxiliary Fees (Housing/Room/Board) and OneCard. The plan is offered as a service to the student, allowing the student to finance education and related costs over the period of a semester. The student determines the payment schedule and calculates the balance remaining after financial aid is applied and any other outside
resource is also taken into consideration. Contact The Citadel's Treasurer's Office for information.

Veterans' services: Services are administered under the umbrella of student financial aid at The Citadel. Veterans' services are intended to meet the needs of students receiving benefits under the following programs:

- Ch. 30-Montgomery GI Bill—Active Duty, Veterans
- Ch. 31-Vocational Rehabilitation
- Ch. 33-Post 9-11 GI Bill
- Ch. 35-Dependents' Educational Assistance Program
- Ch. 1606-Montgomery GI Bill—Selected Reserve
- Ch. 1607-(REAP, Reserve Education Assistance Program).

Due to the complexity of VA educational benefits, students are encouraged to contact The Citadel's Veterans Services Office well in advance of the beginning of the semester. Students that have already applied for benefits should submit a copy of their Department of Veterans Affairs Certificate Eligibility. In compliance with federal regulations, students are required to follow guidelines set by the Department of Veterans Affairs. VA Certification Policies and Procedures can be found on The Citadel's website under Veterans Services. Staff can be reached at 843-953-9824 or email at va_benefits@citadel.edu.

## Refunds

No fees are refunded after the published drop deadline. This date is usually following two class meetings and is published in the term calendar at www.citadel.edu/graduatecollege. To obtain the appropriate refund, a student must complete the drop form available in the CGC office or drop via Lesesne Gateway. The Dean of CGC may authorize a refund for extenuating circumstances after the scheduled refund date only if a formal application is made in writing. Extenuating circumstances are defined as a death in immediate family, serious medical issues, or military deployment. Registration, technology, and application fees are not refundable.

# Academic Regulations and Procedures 

Application for Resident Status for Tuition and Fee Purposes

Any student or prospective student who is uncertain about payment of in-state tuition and fees has the responsibility of securing a ruling from The Citadel by providing all relevant information on special application forms. These forms can be obtained from the Office of the Registrar, Bond Hall, Room 173, or online at http://www.citadel.edu/registrar/forms/. Completed forms must be returned to that office at least four to six weeks prior to registration for any semester or summer term for which the student is attempting to qualify for in-state tuition and fee rate.

## Requirements for Graduation

In addition to the program requirements, the following requirements must be met for graduation.

## The Citadel Principled Leadership Seminar

The Citadel Principled Leadership Seminar is a professional development seminar during which graduate students at The Citadel learn about principled leadership and the institution's core values - honor, duty, and respect. Participants engage in discussions about The Citadel's mission, what it means to be a member of The Citadel community, and the application of core values as a guiding feature of one's place in life and within an organization.

Beginning Fall 2013, all degree-seeking students entering The Citadel Graduate College are required to complete The Citadel Principled Leadership Seminar at some point prior to finishing their program of study. The seminar is taught by The Citadel's Krause Center for Leadership and Ethics and will be offered during the academic year. An online version is also available from the CGC office.

## Darkness to Light Training

The Citadel is the first college in the country to enter into an agreement with the Darkness to Light Foundation for campuswide training for all faculty, staff, and students on child sexual abuse. This "Stewards of Children" training program assists the college in creating policies and programs to protect children and provides faculty, staff, and students with insight into how to recognize potential problems and the appropriate ways to respond should a concern be raised about a child. The Citadel's goal is $100 \%$ compliance, meaning all faculty, staff, and students will be required to either participate in the training or demonstrate proof that they received it elsewhere.

Beginning in Fall 2014, all non-cadet students (day veteran, active duty, graduate students including those enrolled in graduate certificates and all evening undergraduate students) who enroll 20 The Citadel Graduate College
in Citadel course(s) are required to successfully complete D2L training in their first semester on campus. Students who have completed D2L training in the last three years need only provide a copy of their certificate of completion to the CGC office.

An online version of the course is available for all CGC students. Please contact the CGC office for more information. Students who do not complete the training will not be allowed to register for the next semester until proof of completion is presented to the CGC office.

## Dress Code Policy for Veteran Students and Fifth-Year Students

All veteran students and fifth year cadets are expected to be cleanly and neatly dressed. This is particularly important as they serve as role models for other students on campus. Proper dress is business casual clothing (e.g., khaki pants or denim jeans and a collared shirt/polo shirt for males and slacks/skirt and blouse for females). Jeans that are frayed, patched, or contain holes are unacceptable. Additionally, shoes must be worn at all times. Specific types of clothing (e.g., frayed or torn jeans, jean shorts, running shorts, PT shorts, cut-off shorts, warm-up clothes, bathing suits, beach cover-ups, tank tops, halter tops, tube tops, flip flop shoes, etc.) are not proper attire for the classroom, library, or other academic areas. During the summer sessions, Faculty and staff follow a more relaxed dress code, and a similar approach to the dress code will apply to students.

Additional Dress Code requirements apply primarily to cadets with Day Student Status:

1. Regulations pertaining to body piercing and tattoos are the same as those for members of the Corps of Cadets.
2. A broken uniform is unattractive anywhere, but it is especially unsuited for a military college campus or classroom. Portions of cadet uniforms are not, therefore, to be worn by non-cadets or cadets with Day Student Status.
3. Students' hair (males and females) will be neatly trimmed and styled, as will mustaches and sideburns, if applicable.
4. Students will wear business attire when members of the Corps of Cadets are required to appear in full dress or white uniforms.

For students who violate these dress code rules, and who are not in compliance with minimal standards for personal appearance, the following protocols will apply:

1. For a first offense, a student will be required, upon direction of a campus authority, to leave campus until such discrepancies are corrected.
2. For a second offense, a student who fails to adhere to the dress code policy will be required to meet with the Associate Provost and Dean of The Citadel Graduate College shortly after the violation occurs. In this meeting, the student will be educated on the policy and asked to sign a formal, written agreement of future compliance with the dress code. The Associate Provost has the option of applying additional sanctions should it be deemed necessary to gain compliance.
3. Additional violations of the dress code will result in progressively punitive measures and will include a formal statement of compliance by the student agreeing to adhere to the dress code policy.

## The Citadel Non-Cadet Honor Code

Honor Code Statement: It is the responsibility of all community members to promote, abide by, and enforce the following honor code: "A Citadel non-cadet student (e.g. graduate, evening undergraduate, or veteran) does not lie, cheat, steal, nor tolerate those who do."

It is the responsibility of all Citadel community members to promote, abide by, and enforce the following honor code. Every non-cadet student (which includes evening undergraduates, graduate students, day veterans, fifth-year students, and all active duty students) must uphold the honor code as well as The Citadel's Core Values of Honor, Duty, and Respect. Each student is required to represent him or herself honestly in all college business matters and on all documents. Each student does his or her own work and refrains from any form of academic dishonesty, including plagiarism and cheating. In personal conduct, each student acts in a professional and ethical manner and refrains from any form of disrespectful behavior to any other member of The Citadel community.

In addition to students enrolled in degree programs and certificates, or as part of a joint program with other institutions, this honor code is also applicable to transient students and cadets who enroll in courses during the summer.

This honor code will go into effect for all new students beginning Fall 2015. An awareness campaign will commence in Spring 2015 and information about the non-cadet honor code will be posted on the Graduate College website and the website for the Office of Military and Veterans Affairs, as well as included as part of the orientation packets for new students. Cadets will be made aware of the honor code as it relates to summer terms through communication with the Office of Academic Affairs and the Commandant's Office.

## Definition of Terms:

In general, four types of conduct fall under the proposed honor code: lying, cheating, stealing, and the toleration of those who engage in any of these activities.

1) Lying. Defined as any attempt to deceive, falsify, or misrepresent the truth in any matter involving college business. This includes but is not limited to matters involving academic standing, participation in courses, financial information, or any false statements to faculty, staff, administrators, or university officials.
2) Cheating. Defined as taking or attempting to take, or otherwise procure intellectual property in an unauthorized manner; selling, giving, lending, or furnishing to any unauthorized person by a student enrolled in that course, material which can be shown to contain the questions or answers to any exam from any course offered at The Citadel. Academic Dishonesty also includes plagiarism, including fabricating, forging, or falsifying laboratory results or reports, or using work from other courses or from previous assignments for a current class.

The term cheating includes, but is not limited to: 1) the use of sources beyond those authorized by the instructor for written
assignments; 2) the use of any unauthorized assistance in taking exams or quizzes; 3) the unauthorized acquisition of tests or other academic material belonging to a faculty or staff member or a student.

The term plagiarism includes, but is not limited to, the use of published or unpublished work of another person with full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
3) Stealing. Defined as taking without authority, personal, government, or college property.
4) Toleration. Defined as the failure to report a case of lying, cheating, or stealing as defined above to the proper Honor Council authorities.

## Honor Council Composition:

Faculty: Six members; one from each Academic School and one from the Library. Honor Council members are appointed by Graduate Council and serve three-year terms.

Students: Two members appointed by The Citadel Student Government Association.

Chair: A faculty member elected by members of the Council. Calls meetings, ensures procedures are followed, and is non-voting but casts the deciding vote in the event of a tie.

Training of Honor Council Members: All members are required to participate in a workshop/training seminar on Citadel Honor Code and procedures. Note: this training should be similar in nature to what cadet honor court members receive on procedures and content.

## Procedures:

Any student, faculty member, or administrator may charge a student with an honor code violation. All accused students participating in Honor Council hearings are guaranteed the following rights during a hearing:

1. The right to a representative. In all college hearings and boards in which a student faces suspension, dismissal or expulsion, the student may be represented by up to two student representatives. Representatives must be students in the same academic program as the student facing disciplinary action, i.e., graduate students or evening undergraduate students may not serve as representatives for cadets, nor may cadets serve as representatives for graduate or evening undergraduate students. Representatives may participate in the board or hearing, including speaking directly to the board or hearing officer and questioning witnesses.
2. The right to question all witnesses. In cases where the complainant is an alleged victim, accommodations may be made.
3. The right to present evidence and call witnesses.
4. The right to decline making any statements or answering questions. In doing so, the Council may draw inferences, either positively or negatively, from such a refusal.
5. The right to an audio copy of the hearing upon written request.
6. The right to appeal the decision of the Honor Council.

## Honor Council Hearing Procedural Guidelines:

All student conduct hearings shall be conducted according to the following guidelines except as provided below:

1. Hearings will be conducted in private.
2. The complainant, accused student, and their representatives, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations). Admission of any other person to the hearing shall be at the discretion of the Honor Council Chair.
3. In hearings involving more than one accused student, the Honor Council Chair, at his or her discretion, may permit the hearings concerning each student to be conducted either separately or jointly.
4. The complainant and the accused student have the right to be assisted by a representative of his or her choosing. Representatives must be students in the same academic program as the student facing disciplinary action, i.e., graduate students or evening undergraduate students may not serve as representatives for cadets, nor may cadets serve as representatives for graduate or evening undergraduate students. Representatives may participate in the board or hearing, including speaking directly to the board or hearing officer and questioning witnesses.
5. The complainant and the accused student may arrange for witnesses to present pertinent information to the hearing. Witnesses will provide information to and answer questions from the Honor Council.
6. Pertinent records, exhibits, and written statements may be accepted as information for consideration during the hearing at the discretion of the Honor Council Chair.
7. All procedural questions are subject to the final decision of the Honor Council Chair.
8. After the portion of the hearing concludes in which all pertinent information has been received, the Honor Council shall determine whether the accused student is in violation of the Non-Cadet Honor Code.
9. The determination shall be made on the basis of a preponderance of the evidence--whether it is more likely than not that the accused student violated the Honor Code. Formal rules or process, procedure, and/or technical rules of evidence, such as those applied in criminal or civil court, are not used in these proceedings.
10. There shall be a single audio recording of all student conduct hearings (not including deliberations). Deliberations should not be recorded. The record shall be the property of The Citadel. If an accused student, with notice, does not appear for a hearing, the information in support of the charges shall be presented and considered even if the accused student is not present.

## Hearing Protocol:

I. Introductions of the participants in the hearing
II. Chair or Administrator reviews hearing process and procedures
III. Chair or Administrator confirms charges and statements of responsibility
IV. Complainant/university calls witnesses
A. Complainant asks questions of witnesses
B. Board/Administrator asks questions of witnesses
C. Accused student asks questions of witnesses
D. All parties have opportunity to ask any additional questions
V. Accused student calls witnesses
A. Accused student asks questions of witnesses
B. Board/Administrator asks questions of witnesses
C. Complainant asks questions of witnesses
VI. All parties have opportunity to ask any additional questions to accused student and/or complainant
VII. Deliberations by Board

Student will be notified of the decision in writing via university e-mail, with a hardcopy sent by registered mail, within three business days.

## Range of Sanctions:

Note: This list is not exhaustive and may be modified to meet particular circumstances in any given case. All sanctions become a part of student's official record. Final appeals of Honor Council rulings are made to the President. The procedure for appeals is found in the campus policies and procedures manual.

1. Expulsion-Permanent forced withdrawal from The Citadel. Although this may be imposed as a first offense for serious cases, it is usually imposed after other disciplinary methods have not achieved desired results. In all cases in which expulsion is appropriate, the Associate Provost and Dean of the Graduate College will submit documentation and findings to the President of the college for final disposition. The President may elect, at his discretion, to impose another penalty. The student will be notified of the President's decision, and that decision is final. A student's suspension or expulsion will be noted on his or her transcripts.
2. Dismissal—Forced withdrawal from The Citadel for two semesters.
3. Suspension-Forced withdrawal from The Citadel for one semester.

In instances of both dismissal and suspension, students may not visit campus or participate in any campusrelated activities. An exception to this rule is if the student is seeking clarification of his or her academic record and a physical visit to campus is required.
4. Reprimand-Written notice to student that behavior was unacceptable and that further issues could result in suspension or expulsion.
5. Restriction-Loss of privileges including but not limited to parking on campus, access to university facilities, etc.
6. Course Withdrawal-From the course in which the offense occurred.
7. Grade Change-Only for cases involving academic integrity. Such a sanction must be approved by the Provost or the Associate Provost and Dean of the Graduate College.
8. Restitution-Reimbursement for physical damages or loss of property.

## Appeals:

Grounds. An appeal does not provide a second forum in which to present the case. Appeals deal only with how a decision has been reached and not with the decision itself. The following are the exclusive grounds for all disciplinary and academic appeals:

1. That the hearing officer or board failed to provide due process;
2. That significant information has been discovered since the board or hearing, which would probably change the result, but which could not, in the exercise of due diligence, have been presented to the board or hearing.

A review by the President is not considered an entitlement but is within the scope of authority of the President. This is the final appeal at the institution and if applicable, all imposed sanctions are implemented after the President issues his decision.

## Academic Standards

All students are expected to maintain high academic standards. In addition to the grade point average requirements for satisfying degree standards, the following policies set minimum guidelines for all graduate programs. Specific programs may establish more rigorous criteria for satisfactory progress. Students should carefully study the sections of this catalog pertinent to their degree program for statements about expectations, which may exceed these minimal criteria.

Any grade of "C" (ie. "C", "C+") is a warning that the individual is not performing at the level expected of graduate students; a grade of " $F$ " is a clear statement of inadequate performance. Either a "C" or "F" grade calls into question the expectation of reasonable progress toward the degree. In order to maintain appropriate academic quality, the following policy applies to students enrolled at The Citadel:

1. If a student receives a grade of " F " in a graduate course, regardless of his or her status, the student will be terminated from the program. The student may appeal in writing to his or her Dean for reinstatement. If the student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term.
2. If a student receives seven (7) or more credit hours of graduate course work with a grade of "C"or "C+" regardless of his or her status, the student will be terminated from the program. The student may appeal in writing to his or her Dean for reinstatement in the program. If a student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term.
3. Any student admitted to a graduate program who has earned or attempted twelve (12) hours of graduate credit must have a cumulative GPR of 3.0 or higher to continue in the program. If a student's GPR falls below a 3.0 any time after the completion of twelve (12) hours of graduate credit, the student must improve his/her GPR to a minimum 3.0 by the time he/she has completed nine (9) additional graduate credit hours. If the student achieves a minimum 3.0 while completing these nine (9) additional graduate credit hours, the standard of maintaining a 3.0 GPR begins again. Failure to achieve the 3.0 GPR upon completion of the nine (9) additional graduate credit hours will result in termination from the program. The student may appeal in writing to his or her Dean for reinstatement. If the student
is granted reinstatement status before the end of the drop/ add period for the next academic term, he or she may register for that term. Some programs have more strict program requirements. Check with your program advisor for the standards for your program.

## Catalog of Record

The catalog bearing the number of the academic year in which the student enters The Citadel will be his or her catalog of record for academic program requirements.

## Class Attendance

Regular attendance is required of all CGC students, and the attendance record maintained by the instructor is official. In case of absences due to illness or other circumstances beyond their control, students should notify the instructor as soon as possible. A student who misses more than $20 \%$ of the scheduled class meetings may be awarded a grade of " F " for excessive absences.

## Comprehensive Examinations

The Citadel graduate programs vary in their exit requirements. While all degree programs require at least a 3.0 cumulative GPR ( 3.25 for Ed.S.) for graduation, some have an exit examination or exit project requirement. It is the student's responsibility to be aware of these standards.

## Confidentiality of Student Records

The Citadel maintains and discloses information from student records in accordance with the provisions of the "Family Educational Rights and Privacy Act of 1974" (FERPA), as amended. This law requires that educational institutions maintain the confidentiality of student educational records. The Citadel accords its students all rights under the law. FERPA coverage applies to all educational records that contain a student's name, social security number, or other personally identifiable information, in whatever medium, to include electronic form. No one outside of The Citadel shall have access to nor will the institution disclose any information from a student's educational records without the written consent of the student except in compliance with the provisions of Federal and State law.

Educational records may be disclosed to personnel within the institution who have a legitimate educational interest, to parents of students who are dependents as defined by IRS standards, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, or in an emergency, to persons in order to protect the health or safety of the student or others.

Within The Citadel community, only those members, individually or collectively, acting in the student's educational interests are allowed access to student educational records. These members include the Board of Visitors, Faculty, and personnel in the Offices of the President, Provost and Dean of the College, Associate Provost, Dean of The Citadel Graduate College, Registrar, and

Vice President for Finance and Business Affairs. Directory information about a student may be disclosed at the discretion of The Citadel without the consent of the student unless the student has notified the Registrar within two weeks of the beginning of the academic year (fall semester) that the student refuses to allow the disclosure of such information. Any student desiring to keep directory information confidential must give notice at the beginning of each academic year and the notice is valid only for that year.

## Course Cancellation

It occasionally becomes necessary to cancel a course. The Citadel reserves the right to cancel any course for which there is insufficient enrollment. This cancellation may be done without notice. Students affected by a course cancellation will receive due consideration and notification by the department offering the course. If no other satisfactory arrangements can be made, the student will receive a complete refund of all fees paid.

## Degree and Certification Requirements

Specific requirements are detailed in the appropriate sections of the catalog. The general requirements include completing all specific program requirements and coursework while maintaining at least a "B" (3.0) GPA. Students should check the specific requirements of the program in which they are enrolled. State certification requirements are determined by external agencies over which The Citadel has no control. It is the student's responsibility to meet these requirements, which are subject to legislative change. Advisors will assist students in staying current with these requirements and adjusting programs of study to reflect any change.

## Earning a Second Master's Degree

The College permits a student to earn a second Citadel master's degree in a different program as long as the two programs share no more than twelve credit hours in common course requirements. Ordinarily, a minimum of 33 hours of new credits must be included in the planned program for the second degree. However, students who enter a second master's degree program at The Citadel after also earning a certificate will not necessarily be subject to this 33 -hour minimum; such cases will be evaluated on an individual basis, with the number of hours ultimately accepted subject to the approval of the CGC Dean.

## General Conduct Policy for Students

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws.

The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning
nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort.

Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School," which can be found online at: http://www.citadel.edu/root/images/BOV/Policies/03-provost/3-107-regulations-for-non-cadets.pdf.

The Provost or his designee is responsible for administering the disciplinary conduct code for CGC students unless they reside in the barracks during Maymester and Summer School, in which case the commandant is responsible for discipline.

## Grades

Only letter grades are given to evaluate a student's progress. No numerical symbol or percentage is fixed or assigned to the equivalent of any grade.

A: A grade of "A" represents work of a high quality. Four quality points are awarded for each credit hour.
$\mathrm{B}+$ : A grade of " $\mathrm{B}+$ " represents above average quality work. Three and one-half quality points are awarded for each credit hour.
B: $\quad A$ grade of " $B$ " indicates average graduate work. Three quality points are awarded for each credit hour.
$\mathrm{C}+$ : A grade of " $\mathrm{C}+$ " indicates below average graduate work and is an unsatisfactory grade. Two and one-half quality points are awarded for each credit hour.
C: A grade of "C" is unsatisfactory. Two quality points are awarded for each credit hour.
P: A grade of " P " indicates work of acceptable, graduatelevel quality. While it signifies work of "A" or "B" level, it carries no quality points and is awarded only for designated courses such as workshops, internships, etc.
F: A grade of " F " indicates that the minimum requirements have not been met. No quality points are awarded.
I: A grade of "I" represents work of satisfactory quality incomplete for authorized reasons. (See section below.)
W : A grade of " $W$ " represents withdrawal from a course prior to the scheduled withdrawal deadline. No quality points are associated with the " W ", and there is no academic penalty for the student.

## Grade of "I"

Incomplete "I" grades must be made up during the term following the recording of the grade. A grade of " I " received in the fall term must be made up by the end of the following spring term. A grade of " I " received in either the spring or summer term must be made up by the end of the following fall term. An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the appropriate dean. Grades not made up within the authorized time limit will convert to a grade of " F ," and such courses will be included in calculating the GPR.

## Cumulative Grade-Point Ratio

In addition to completing all specific program requirements, in order to remain in good academic standing, The Citadel Graduate College requires students to maintain a 3.0 GPA . Failure to maintain this GPA results in dismissal from that program. Should a student be enrolled in multiple programs or certificates, a cumulative GPA is not sufficiently accurate in determining a student's academic standing. In such cases, the standard used to determine their eligibility is the student's GPA in that particular program, not their cumulative GPA.

## Graduation

The Citadel Graduate College is committed to making the graduation/commencement experience a special one for its students. The following policy outlines the procedures for applying to graduate and participation in the annual CGC commencement ceremony. It is each student's responsibility to apply to graduate.

There are three graduation dates each calendar year. There is a May graduation date at the end of the Spring period of instruction, an August graduation date at the end of the Summer period of instruction, and a December graduation date at the end of the Fall semester period of instruction. There is one commencement ceremony each calendar year, in May, following the Spring semester.

| Graduation Application Deadlines |  |
| :--- | :--- |
| Fall | November 1st |
| Spring | February 1st |
| Summer | February 1st |

## Graduation

1. Applications for graduation are available in the Office of the Registrar and online. Failure to apply by the deadline incurs a late fee, may delay receipt of the diploma, and may prevent the student from participating in the commencement ceremony.
2. The graduation date is the term in which the student completes all requirements. An incomplete grade is a delay in the completion of a requirement, and the posting of the final grade determines the completion of that requirement.
3. Do not select a graduation date until you plan to meet all requirements by that date as applications are processed and diplomas are ordered based on your graduation application. If the graduation date submitted is not met, a new application will be required along with applicable fee, and the diploma will need to be reordered.
4. To be recommended for a degree, students must meet all admission requirements and satisfactorily complete the program requirements for the degree. Students must be free from all financial indebtedness to The Citadel.
5. Students may apply for graduation and participate in commencement during the academic year in which they are completing their degree requirements.

## Participation in the CGC Commencement Ceremony

1. Students must indicate on their application for graduation they intend to participate in commencement ceremonies. If a student does not confirm intent, they will not be permitted to participate in the ceremony.
2. Evening undergraduate students must have a 2.0 GPA at the time of graduation application to participate in the commencement ceremony. Graduate students must have a 3.0 GPA at the time of graduation application to participate in the commencement ceremony.
3. Students must properly wear official regalia for the commencement ceremony.
4. Students who complete all coursework and degree requirements during the summer session following that year's commencement exercises may participate in that ceremony or can decide to participate in the commencement ceremony the following year.
5. In some cases, students have completed their program requirements but are unable to participate in the commencement ceremony during the year they intended to graduate (e.g. military deployment, career relocation, or illness). In such cases, students may apply to graduate and participate in the next year's commencement ceremony. Students exceeding this one year of eligibility will not be allowed to participate in the CGC commencement ceremony.
6. For those students who have earned a second master's degree within the same academic year, the student will select which program of study they will process with, but will be recognized for both programs of study.
7. Parents who are either graduates of the Corps of Cadets, the Veterans Program, or The Citadel Graduate College may present diplomas to their sons or daughters at the CGC commencement ceremony. The graduate must provide the CGC with their full name, relationship, and graduation year before the stated deadline and for approval.

## Intellectual Property Policy Preamble

The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy will be in accord with the guidelines and criteria published in The American Association of University Professors' "Statement of Copyright" (Policy Documents and Reports. Ninth Edition, 2001, or subsequent editions).

## Intellectual Property

Ownership of intellectual property will reside with the originator, whether a member of the faculty, staff, or a student, unless: (a) the property is created at the specific direction of the College; or (b) the originator has made exceptional use of College resources in creating it.

At the time when the work is directed by the College or at the time
when the College makes exceptional resources available to the originator of intellectual property, the Provost and the originator will together determine ownership and will negotiate a written agreement concerning that property. These determinations will be made on a case-by-case basis.

## Nondiscrimination Policy

The Citadel is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics, in order to make The Citadel the best coeducational college in America.

This commitment requires that no discrimination shall occur in our admissions policies, academic programs or services, as well as employment practices on the basis of sex, race, color, religion or national origin. This policy is in accordance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 as amended. Inquiries concerning the application of Title IX and other nondiscrimination laws may be referred to The Citadel's Affirmative Action Officer and Title IX Coordinator, Bond Hall, Room 369, 171 Moultrie Street, Charleston, South Carolina, 29409, 843-953-6989, or the Assistant Secretary of Education, Civil Rights Division, US Department of Education, Washington, DC 20201-2516.

## Repeating a Course

Courses may be repeated only under the following circumstances:

- No courses may be repeated once a grade of " $B$ " or higher has been earned.
- If a class in which a "C+" or "C" was earned is repeated, it may be repeated only one time.
- If a course is repeated, the last grade of record is used to determine whether course requirements for graduation have been met.
- The hours may be used only once toward graduation.
- All courses, previously passed or repeated, will be figured in the student's GPR. No grade previously recorded is removed from the transcript.


## Satisfactory Progress and Length of Academic Program

Unless otherwise stated, students are expected to complete all degree requirements within a six (6) year period from the time of registration for the first graduate course in that program. Students enrolled in the Ed.S. in School Psychology program have seven (7) years to complete the degree. Students enrolled in the M.A. in Psychology: Clinical Counseling degree program have a five (5) year limit. Requests for a waiver must be initiated by the student in writing to the appropriate Department Head, who is responsible for notifying the student. Department Heads will forward recommendations through their appropriate Dean who sends it to the CGC office. This recommendation will be subject to the final approval of the CGC Dean. Waivers must be on file in the CGC office prior to application for graduation. It is
the student's responsibility to ensure the waiver is provided to the CGC office.
If a waiver is granted, a probationary extension for one year is authorized. At the completion of that year, an additional extension may be authorized (if necessary) contingent upon the student having made adequate progress. "Adequate Progress" is defined as completing graduate work in two of the three semesters (summer session counting as a semester) of the year of probation. An average grade of " B " (3.0) for that year is also required. At all levels, the department or school will be responsible for oversight of student progress and initiation of action related to unsatisfactory progress. It is the student's responsibility to be aware of courses that will not meet graduation time lines for satisfactory progress. Advisors should assist students with this calculation.

## Student Academic Grievances

The academic grievance process of the college is reserved for the most serious alleged offenses. These matters deal not with differences of opinion, but with violations of due process; denial of individual rights; or unequal treatment/discrimination based on sex, race, color, or national origin. Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or Dean.

If the student does not receive a response within a reasonable period of time, normally considered two weeks, a copy of the written grievance may be provided to the next higher academic level not previously involved in the grievance, i.e. the department head or the school Dean, with a request for assistance in resolving the grievance. A final appeal for satisfaction may be made to the Provost. The purpose of this process is to permit each level of the academic level of authority to have the opportunity to resolve the grievance satisfactorily. The Dean of the CGC does not rule on academic matters. However, students are encouraged to provide a courtesy copy of grievances and appeals to the Dean of the CGC for record. The CGC will monitor time lines and processes for compliance with procedure and will inform the appropriate level of the academic authority if procedure is not followed.

## Student Appeal of Grade

A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in which the grade was received. If this does not result in satisfaction, the student should contact the appropriate department head or Dean who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the department head or Dean. The department head or Dean will present his/her findings to the student within ten working days of being contacted.

If this does not result in satisfaction, the student should contact the Provost. If deemed appropriate, the Provost will appoint a hearing board of three faculty members, with one designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request
testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Provost, who shall decide the case. The decision of the Provost is final.

## Student Responsibility

The College and departments establish certain academic requirements that must be met before a degree is granted. Advisors, department heads, and Deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for each student to be acquainted with all academic, financial, and administrative requirements within the prescribed deadlines and time limits.

## Transcript

A transcript is a confidential document and is released only when students make a request online at www.citadel.edu/root/registrartranscripts. The transcript fee is based on the method of delivery. Official copies are not released to students but are sent to requested destinations.

Transcripts sent from other colleges to The Citadel become the property of The Citadel and cannot be issued to the student as a third party.

## Student Services

## Academic Support Center

The Citadel's Academic Support Center provides a wide range of academic support services. Included among these are the enhancement of writing, mathematical, and reading skills; the general improvement of academic performance in all subject areas; and an emphasis on retention throughout The Citadel's academic community. Cadets and non-cadets have access to the Center. In addition to individual and small-group tutorials held in the Center, the staff conducts requested workshops for both graduate and undergraduate classes.

In all of its activities, the Center strives to assure that its efforts are consistent not only with the mission statement of The Citadel, but also with the objectives of the academic departments and specific graduate programs. Although there may be an occasional exceptional situation in which it is appropriate to restrict the nature of the assistance that may be offered by the Center (e.g., because of specific program accreditation issues that might impact, say, a particular assignment), all students are encouraged to take advantage of the resources offered by the Academic Support Center.

## CGC Class Ring

All CGC students graduating from degree programs are eligible for the CGC Class ring. CGC students may order their ring upon completion of all but the final two semesters of coursework/
internship and must possess an overall 2.0 GPA for undergraduate students or 3.0 GPA for graduate students. To place a class ring order, contact the Alumni Center at (843) 953-7698. The Alumni Center will verify eligibility with the CGC office.

## Dining

Coward Hall (The Citadel Dining Hall)—The price of meals for students living in the barracks is included in room and board fees. All other students, graduate or undergraduate, may obtain noon meal tickets for the established fee indicated in the online "Summer Schedule of Classes." Meal tickets for three meals a day (breakfast and lunch only on Fridays, no meals on Saturdays or Sunday) are also available to all interested students not living in the barracks. Individual meal tickets will not be sold. All students may purchase snacks and light meals in the food court in Mark Clark Hall.

## Housing

Housing in barracks is available to any student enrolled in classes at The Citadel during Maymester or Summer School. However, it is not mandatory for any student to live on campus during Maymester and Summer School. The online "Schedule of Summer Classes" provides information on the cost of living in barracks housing.

## Parking

Ample and secure parking is available on campus for all Maymester and Summer School students. All automobiles parked within The Citadel gates are required to have a parking tag. The tags are obtained in person in the Public Safety Office after paying the fee in the Treasurer's Office or by paying the fees in the public safety office. The fee for the parking tag is published in the "Schedule of Classes" online at www.citadel.edu. Very limited parking is available for motorcycles on a first-come, first-served basis just outside the Hagood gate at the end of Huger Street. All motorcycles must have a Citadel parking tag. Two and three wheeled motorized vehicles may not be operated on campus.

## Recreation

Campus recreational facilities are available to students enrolled in classes upon payment of the activity fee in the Treasurer's Office. These facilities include the Deas Hall weight room, racquetball courts, swimming pool, gymnasium, tennis courts, track, boating center, and The Citadel Beach House located on the Isle of Palms. Students must show The Citadel identification card to use these facilities.

## Student Identification Cards

Maymester and Summer School students attending on-campus courses may obtain a Citadel identification card. The identification cards are obtained in Bond 244. This card is necessary for using The Citadel and area consortium libraries.

# Specific Policies and Procedures for Evening Undergraduate Programs 

All other CGC policies and procedures apply.

The Citadel Evening Undergraduate Studies (EUGS) program serves the distinctive needs of adult and non-traditional students who are attempting to complete a four-year degree and/or further their professional development.

The EUGS program offers seven undergraduate degrees: Bachelor of Arts in Criminal Justice; Bachelor of Arts in Political Science; Bachelor of Arts in Social Studies Education; Bachelor of Science in Business Administration; Bachelor of Science in Civil Engineering; Bachelor of Science in Electrical Engineering; and Bachelor of Science in Mechanical Engineering.

In each of the undergraduate degree programs, a minimum of 36 of the total required credit hours must be taken at The Citadel. Credits gained through AP, CLEP, or any other "testing out" process may not be counted among those 36 credit hours. Acceptability of transfer credits is governed by the policy described under the Transfer Credits section below.

Fall, spring, and summer course schedules are available online. Information on programs, classes, and fees can also be obtained from the CGC office or online. Information on financial aid is available online through the Office of Financial Aid and Scholarships or by phone at (843) 953-5187.

## 2 plus 2 Program/Degree Completion

Students who wish to earn a degree from The Citadel Evening Undergraduate Studies (EUGS) program begin their coursework at another institution and complete their degree at The Citadel. Prerequisite courses (typically freshman and sophomore level courses) are taken at regionally accredited colleges and universities and transferred to The Citadel. The EUGS program at The Citadel offers the upper-level (junior and senior level) courses which enable students to complete the program and receive a baccalaureate degree from The Citadel.

A unique feature of the Business Administration, Criminal Justice, Political Science, and Social Studies Education programs is that students can take classes at The Citadel while completing their Associate's degree. However, all students must have at least 24 hours of college credit transferred to The Citadel prior to taking any courses at The Citadel.

The Citadel has partnered with eleven technical colleges in South Carolina. These partnerships permit students to earn an Associate's degree at a technical college and then transfer to The Citadel EUGS program for the final two years. All partner schools offer the prerequisites required for the upper-level classes offered at The Citadel.
28 The Citadel Graduate College

Our partner colleges are as follows:

- Aiken Technical College
- Florence-Darlington Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Northeastern Technical College
- Orangeburg-Calhoun Technical College
- Piedmont Technical College
- Spartanburg Community College
- Spartanburg Methodist College
- Technical College of the Lowcountry
- Trident Technical College


## Transfer Program

Courses may also be transferred from regionally accredited colleges and universities other than those listed here (e.g. Southern Association of Colleges, North Central Association of Colleges and Schools, etc.). The basic course requirements remain the same. The junior and senior years are completed at The Citadel.

## Academic Criteria for Continuance

In order to be eligible to continue at The Citadel, a student must meet minimum standards regarding hours earned at The Citadel or properly transferred from another accredited institution, and an acceptable cumulative grade-point ratio must be maintained. Full-time students, those taking at least 12 credit hours each semester, must earn at least 24 semester hours each two-semester period. Part-time students must have passed at least 50 percent of the coursework attempted in the two previous semesters and the included summer sessions. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.

The student must also meet the grade-point ratio (GPR) requirement for the appropriate category of credit hours of record as listed in the table below. In determining the category for credit hours of record, hours transferred into The Citadel from other institutions are included as credit hours of record.
The column "Quality Hours Plus Transfer Hours" includes:

1. All credit attempted for which a grade of "A," "B," "C," "D," or " $F$ " was received at The Citadel,
2. Course work transferred from other colleges, and
3. Courses taken on a Pass-Fail basis.

| Quality Hours <br>  | Grade-Point Ratio <br> for Continuance <br> (on probation) | Grade-Point Ratio <br> for Continuance <br> (without probation) |
| :--- | :---: | :---: |
| Pass/Fail Hours | 1.100 | 1.300 |
| $0-39$ | 1.400 | 1.600 |
| $40-69$ | 1.700 | 1.800 |
| $70-99$ | 1.900 | 2.000 |

This table shows the minimum academic progress students must make toward attaining the minimum acceptable overall grade-point ratio of 2.000 as they approach the total number of hours required in the course of study of their selected major. For the purpose of determining academic probation, criteria for continuance, dean's list, graduation, and other academic matters, grade-point ratios will not be rounded.

## Admission Policy

The CGC permits participation by evening undergraduate students in non-degree status as well as those who are pursuing an undergraduate degree. Students must have completed 24 credit hours and maintained a minimum 2.0 GPA to be considered for admission. Every applicant for a bachelor's degree must submit the following to the CGC office:

1. Completed evening undergraduate application.
2. Official transcripts sent directly from all regionally accredited colleges attended.
3. An official TOEFL score if English is not the native language.
4. Additional documentation may be requested for verification of U.S. citizenship.

Conditional Status: Applicants who are unable to produce official copies of their transcripts, test scores, or other official documents at the time of their application may be admitted on conditional acceptance. The purpose of the conditional acceptance is to give the student additional time for the official documents to be received by the CGC office. Applicants must be able to produce unofficial copies of these documents for review prior to being accepted on conditional status. Applicants will be admitted on conditional status for one semester until their official documents are received by the CGC office.

Non-degree seeking undergraduate students are those who do not intend to become degree seeking students. While these students are allowed to take undergraduate courses at The Citadel under the following conditions, they cannot use these courses as a way of circumventing standard CGC admissions policy through the EUGS program.

1. Students who provide documentation of having graduated from an accredited high school or having completed the General Education Development (GED) examination may register for up to 15 credit hours of course work for personal or professional development only.
2. South Carolina residents over the age of 60 who meet degree or non-degree admissions requirements may register for courses on a space-available basis with no credit hours fee charged. All other fees must be paid.
3. High school seniors may be permitted to register for a maximum of two courses and the associated labs in the CGC under specialized programs, such as the Citadel's Teacher Cadet program on the basis of written recommendation from their high school guidance counselor or principal.
4. Undergraduate transient students who wish to enroll in course work for transfer to another institution may be asked to present evidence they have met any course prerequisites.
5. Students who are in cadet status and are enrolled in the Corps of Cadets for a fall or spring semester are not eligible to enroll in CGC courses. A cadet who has been expelled from The Citadel is not eligible to attend any class at The Citadel-day, evening, or summer. A cadet who has been suspended or dismissed is not eligible to attend any class at The Citadel-day, evening, or summer-until accepted for readmission to the College.

## Catalog of Record

The catalog bearing the number of the academic year in which
undergraduate students enter The Citadel will be their catalog of record for matters of academic policy.

When a student is readmitted after an absence of at least three academic semesters (summer sessions will not be considered as semesters for this purpose), the catalog bearing the number of the academic year in which the student is readmitted will be the catalog of record for matters of academic policy and graduation requirements.

# EUGS 101 Introduction to The Citadel Experience 

All EUGS students must complete EUGS 101 in their first semester at The Citadel. This one-credit-hour online introductory course provides an overview of services offered by The Citadel as well as an overview of The Citadel's three core values of honor, duty, and respect.
All students are also encouraged to visit the Orientation webpage to become familiar with all the services available to them. The webpage is: www.citadel.edu/root/graduatecollege-currentstudents/orientation.

## College Level Examination Program

Through College Level Equivalency Program (CLEP) Subject Examinations, undergraduate students are permitted to earn college course credits for knowledge they have gained in certain subject areas prior to beginning their college experience. Not all CLEP examinations are accepted by The Citadel. Therefore, the student must obtain prior approval through the Office of the Registrar. CLEP credits may be earned under the following conditions:

1. The score earned must meet or exceed the current minimum score recommended by CLEP for that subject area exam.
2. The amount of credit will be determined by the scope of the material measured.
3. Because of the laboratory experience is such an integral part of the Core Curriculum Science Requirement, credit for only the lecture portion of a science course may be earned through CLEP. The lab portions must be earned through a laboratory course.
4. Completing any portion of a requirement through CLEP must be approved by the head of the Department of Modern Languages.

A complete listing of courses for which credit may be awarded through CLEP is available in the Office of the Registrar.

## Combining Courses

Courses may be combined to meet a maximum of one general elective credit requirement under the following circumstances:

1. The courses to be combined must all be offered by the same department and must be related in some way.
2. The department head or Dean for the program in which the student is majoring must provide a recommendation and rationale for combining courses.
3. The Dean responsible for the academic program in which the student is majoring must grant final approval for the combining of courses.

## Course Overload Policy

A maximum course load of 22 credit hours will be approved for either fall or spring semester. Overload (18-22 credit hours) requests may made in writing to the Associate Provost and Dean of the Graduate College.

## Dean's List and Gold Star Certificates

Effective Fall 2015, EUGS students who distinguish themselves academically will be formally recognized by the College. Full-time students who earn a 3.2 GPA or higher each semester (Fall or Spring) in courses at The Citadel will earn Dean's List designation. Similarly, those who earn a 3.7 GPA or higher each semester in courses taken at The Citadel will be recognized with a Gold Star Certificate.

## Definitions

Elective refers to a course that is required for graduation and may be any three-credit course offered by the College.

Approved Elective refers to a course that must be selected from a list of courses provided by the individual school or department.

Non-Departmental Elective refers to a course that is required for graduation and must be taken outside the major department. Students are encouraged to study areas outside their major to ensure as broad an education as is practical.

Students are reminded that it is expected that all coursework in the first two years of these programs be taken at other regionally accredited institutions and transferred to The Citadel. Courses at the 100- or 200-level will rarely be offered through CGC in a fall or spring semester. Some courses may be available in Maymester or Summer School at The Citadel.

## Grades

Only letter grades are given to evaluate an undergraduate student's progress. The following definitions of letter grades are applicable: a. " $A$ " represents superior attainment on the part of the student. b. "B" represents work that is clearly above the average, but not superior.
c. "C" represents average attainment on the basic standards set for the course.
d. " $D$ " represents minimum attainment of the basic standards. e. "F" represents failure.
f. "W" represents withdrawal from a course prior to the official deadline which is indicated in the college calendar and is no
earlier than the Wednesday following the midterm grading period. Beyond that point, students will receive the grade of " $F$ " should they fail to complete the course or complete it unsuccessfully. Under extenuating circumstances, the grade of " $W$ " may be awarded after the established deadline to withdraw from a course. Such an action is taken only upon the recommendation of the instructor and requires the concurrence of the Dean responsible for the student's academic program. Supporting evidence is the responsibility of the student and must be submitted in writing to the responsible Dean.
g. The notation of "I" (for Incomplete) is used in instances when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of "I", students' work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. The grade of " I " must be cleared during the next semester in residence or within one year, whichever comes first, or the "I" becomes an " F ." The summer session will not be considered a semester in this case. Students may not officially enroll in a course in which they currently have an "I." An extension of time due to extenuating circumstances may be authorized by the Dean responsible for academic program upon the recommendation of the instructor. The removal of the incomplete is the responsibility of the student.

Should a student fail to complete a semester or summer session for any reason, the grade in each course in which the student is then enrolled shall be determined by the individual faculty member.

No numerical symbol, bracket, or percentage is assigned the equivalent of any grade. Arbitrary distribution of grades according to some formula or curve is not permitted. However, by means of departmental supervision and consultation between instructors, every effort is made to obtain consistent standards within the department.

Students are expected to use proper grammar in all their course work, whether written or oral. Proper usage is expected at the college level and is required by all professors.

Any change of grade deemed necessary by the faculty member concerned must be based on instructor error and made within one month after the beginning of the next semester in attendance following the recording of the grade. In no case will a grade be changed after one month into the second semester after it was awarded. The summer session will not be considered a semester in this case. After grades in a course have been submitted to the Registrar's Office, every request for a change of grade must be approved by the department head and the Dean responsible for the academic program. Grade reports are available at the end of each semester and summer session.

## Grade-Point Ratio Computation

In computing the undergraduate grade-point ratio, grades are weighted as follows:

| Grade | Quality-Points Per Semester Hour |
| :---: | :---: |
| A | 4 |
| B | 3 |
| C | 2 |
| D | 1 |
| F, I, W | 0 |

The grade-point ratio for any semester is determined by dividing the total number of quality points earned by the total number of hours for which the following grades were received: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}$, or F .

The cumulative grade-point ratio on which graduation, academic probation, and academic discharge are based is determined by dividing the number of quality points earned at The Citadel by the number of quality hours attempted at The Citadel. The number of quality hours for this purpose includes all credit hours attempted at The Citadel for which the following grades were received: A, B, C, D, or F. The number of quality points earned includes all quality points associated with quality hours earned at The Citadel. The Citadel does not award plus and minus grades for the undergraduate programs.

## Taking or Repeating Courses to Improve the GPA

A student may not take or repeat a course which is taught at a lower level than or serves as a prerequisite for a course which the student has already completed. Courses may be repeated under the following conditions:

1. No course may be repeated once a grade of " $B$ " or higher has been earned.
2. If a course is repeated, the last grade of record is used to determine whether course requirements for graduation have been met.
3. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for total hours passed.
4. When courses are repeated under the conditions described above, the original course grade will be replaced by the newer grade when calculating students' Grade Point Averages (GPA's), quality hours, and earned credit hours. Both the old and new grades will appear on students' transcripts, but only the newer grade will be used in calculating GPA's.
5. The maximum number of hours for which Grade Replacement will be allowed over the course of a student's undergraduate career is 16 . If a student repeats more than 16 hours of credit, both the old and the new grade will be used to calculate the student's Grade Point Average (GPA), quality hours, and earned credit hours.
6. For the purpose of determining graduation honors (e.g., cum laude, etc.), both the old grade and the new grade will be used in making the GPA calculation to determine honors eligibility.

## Academic Forgiveness

Any undergraduate student who has been seperated from The Citadel for 48 or more consecutive months is eligible to apply for Academic Forgiveness.

Upon readmission, a student seeking to apply for Academic Forgiveness must first complete 24 hours at The Citadel with a Grade Point Average (GPA) of 2.0 or higher on those 24 hours in order to apply for Academic Forgiveness

To apply for Academic Forgiveness, a readmitted student who has met the minimum GPA requirement on 24 hours must make a formal written request for an academic "fresh start" and must meet in person with the Associate Provost for Academic Affairs to discuss that application.

If a student is granted Academic Forgiveness, then all previous coursework completed at The Citadel will be treated as transfer credit (i.e., as pass/fail coursework) for the purpose of computing the student's cumulative Citadel GPA; in addition, courses which the student previously passed at The Citadel with a grade of "D" will continue to be counted in the student's total earned hours and will not have to be repeated. All previous grades will remain on the student's permanent record, but they will not be computed in the student's GPA. The transcript will contain this notation: "Academic Forgiveness was granted as of (date of readmission); grades earned at The Citadel prior to this date are not included in this student's GPA calculation." Students who have been granted Academic Forgiveness will not be eligible to receive graduation honors (e.g., cum laude, etc.).

## Pass-Fail

Evening Undergraduate students with cumulative grade-point ratios of 2.0 or higher may elect to take elective courses on a PassFail option. Normally, no more than one course may be taken under this option each semester. A student may take the PassFail option only on courses which meet elective requirements. Students may not change their decision to take a course on the Pass-Fail basis after the first two weeks of the term. Courses completed on the Pass-Fail option carry graduation credit, but quality points are not awarded. These courses are not included in grade point ratio computations. Instructors report grades as usual, A through F. The Registrar's Office translates grades as follows:

- The grades of "A" through "C" as " S " (satisfactory, pass-for credit)
- The grades of "D" or "F" as "U" (unsatisfactory, fail-no credit)
- Students desiring to take a course on the Pass-Fail option should contact the Registrar's Office.


## Requirements for Graduation

For graduation, an undergraduate student must complete one of the departmental major courses of study stated in the catalog of record and must achieve a minimum cumulative grade-point ratio of 2.0 and a minimum grade point ratio of 2.0 in all coursework in the major.

## Transfer Credits

Normally, only courses which are comparable in content and credit hours to specific courses offered by The Citadel and in which grades of "C" or better have been earned at a regionally accredited institution (e.g. Southern Association of Colleges, North Central Association of Colleges and Schools, etc.) will be
considered for transfer. However, the Dean responsible for the academic program in which the student is majoring may accept for transfer to meet General Elective credits courses that are not offered by The Citadel but which are considered to be worthy of credit as electives and in which grades of "C" or higher have been earned. The respective department heads or Deans, as appropriate, are responsible for considering all transfer courses that are comparable to courses offered by The Citadel. Course work taken at another college and accepted for transfer by The Citadel need not be applicable to a student's major. Courses transferred from another college will not be noted in the student's grade-point ratio at The Citadel. Transcripts sent from other colleges to The Citadel become the property of The Citadel and cannot be issued to the student or a third party.

To ensure that courses taken away from The Citadel will be accepted for transfer, students must obtain written, prior approval through the Office of the Registrar.

All transfer credits are provisional. If an academic unit determines within a reasonable period of time after classes begin that the student is not prepared to take a course for which the course transferred is a prerequisite, the allowance of credit is withdrawn, and the student must take the prerequisite course at The Citadel.

## Transfer Students

An undergraduate student may be accepted into evening undergraduate degree-seeking status in the CGC under one of the following conditions:

1. The Citadel and several South Carolina technical colleges have articulated agreements that permit students to complete the first two years of study in engineering, business administration, criminal justice, political science, or Social Studies education. These credits are transferred to The Citadel, where a student can complete the final two years for a Bachelor of Arts Degree in Criminal Justice, Political Science or Social Studies Education; or a Bachelor of Science Degree in Business Administration, Civil Engineering, Electrical Engineering, or Mechanical Engineering. A student needs to submit an application and official transcript from one of the partnering technical colleges with a minimum of 24 credit hours in order to be admitted to The Citadel through The CGC. Details of the $2+2$ programs are available online. These programs are outlined in this catalog under their respective departments.
2. Applicants may be admitted into degree-seeking status if they have transfer credit from other regionally accredited institutions that meet the requirements of the first two years of the degree program they wish to pursue. The student must provide official transcripts from all other colleges attended. Upon completion of the first 24 semester hours with a grade point ratio of at least 2.0 , the student may be admitted to degree-seeking status in the selected major upon review by the academic department. If this minimum grade point ratio is not achieved within the first 24 semester hours, admission will be denied and participation in The CGC will be terminated.
3. After acceptance by the program, any non-U.S. citizen must be cleared for registration by the International Student Coordinator. An official TOEFL score is required of any applicant for whom English is not the native language.

## Academic Probation

Undergraduate students are placed on academic probation for any semester when their cumulative grade-point ratio based on courses taken at The Citadel fails to meet requirements for continuance without probation as outlined in the Academic Criteria for Continuance table. Students will be removed from academic probation after the semester their cumulative gradepoint ratio meets the requirements of the table. Students on academic probation are not making satisfactory progress, and restrictions, such as limiting the number of credit hours in which they may enroll, may be enforced.

## Cadets and Evening Undergraduate Studies (EUGS)

In some instances, students may decide to transfer from the South Carolina Corps of Cadets (SCCC) to the Evening Undergraduate Studies (EUGS) program. If a cadet is in good academic standing and is not serving a suspension or dismissal from the SCCC for disciplinary or honor issues, he or she may simply apply to the EUGS program through The Citadel Graduate College.

In such cases, a review of the cadet's transcripts will be made by the respective academic advisor, who will also explain the differences between the two programs, including a different class ring, diploma, and participation in the Graduate College commencement ceremony. The Registrar's Office will amend the degree audit to reflect the differences in general education and major requirements.

If a cadet has been suspended or dismissed from the SCCC for academic reasons and wishes to apply to an EUGS program of study after serving the imposed punishment, the student is required to meet with the Associate Provost and Dean of the Graduate College, who will, if appropriate, create an academic improvement plan that the student agrees to follow as a condition of reinstatement to The Citadel.

If a cadet is suspended or dismissed from the SCCC for non-academic reasons, admission into an EUGS program of study after serving the imposed punishment is contingent upon completing the criteria, if any, for reinstatement outlined in his or her special order. A copy of the special order, along with documented evidence of completion of the stipulations, should be presented to the Associate Provost and Dean of the Graduate College, who will determine if all the conditions for reinstatement have been met.

If a cadet has been expelled from the SCCC for any reason, he or she is not eligible to return to The Citadel in any program.

32 The Citadel Graduate College

## Graduate Degree Programs

## School of Business Administration

## Master of

Business Administration

## Master of Business Administration

School of Business, 843-953-5056
www.citadel.edu/root/mba

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## Mission Statement

The mission of the School of Business is to educate and develop leaders of principle to serve a global community.

## Admission Requirements

Requirements for admission to the program conform to the general regulations of The Citadel Graduate College (CGC) and the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB). Admission decisions are based on a holistic review of standardized test score performance, previous scholastic performance, professional experience, and professional recommendations. An undergraduate degree in business is not a requirement for admission. Applicants can be admitted for the Fall, Spring, or Summer semester.

Provisional Admission: Applicants may be admitted provisionally if their GPA and/or GMAT/GRE score does not meet the minimum requirements. Students admitted provisionally are limited to take two courses and must receive a grade of " B " or better in each course to continue in the MBA program.

Admission Denied: Applicants denied admission may petition for reconsideration in writing to the MBA Program Director.

## Application Deadlines

Applicants who submit material to the CGC office by the deadline will be considered for admission to the MBA program.

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall | July 15th |
| Spring | November 15th |
| Summer | April 15th |

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of official transcripts from all previously attended colleges and universities. Student must be able to demonstrate an earned undergraduate degree from a regionally accredited institution with a competitive grade point average. A degree in business is not required for admission.
3. Submission of official scores from a valid (5 years old or less) Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE). A waiver may be considered for applicants who already hold a graduate degree. MCAT or PCAT scores are acceptable for MD and PharmD applicants.
4. Submission of a resume detailing previous work experience.
5. Submission of two letters of recommendation from someone familiar with your academic and/or professional work. Professors, supervisors, and military personnel are acceptable references.

## Program Requirements

Students are expected to complete all degree requirements within a six years from the term of admission into the MBA program.

Admitted students, who do not hold an undergraduate degree in business from a regionally accredited institution or who have not completed undergraduate business courses, will be required to complete foundation courses. These courses are preparation for non-business majors and provide foundation competencies prior to enrolling in graduate level MBA courses.
GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar

PRE-REQUISITE COURSES ( 6 courses, 18 Credit Hours)

| BADM-601 | Foundations of Accounting |
| :--- | :--- |
| BADM-604 | Foundations of Economics |
| BADM-605 | Foundations of Finance |
| BADM-606 | Foundations of Quantitative Methods and |
|  | Operations Management |
| BADM-607 | Foundations of Marketing |
| BADM-609 | Foundations of Management and Organizations |

[^0]CGC/EUGS Catalog 2015-2016 35

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BADM-731 Quantitative Methods for Operations
    Management
BADM-734 Financial Problems
BADM-737 Strategic Marketing
BADM-740 Global Business Strategy*
*Must be taken in final semester
ELECTIVE COURSES (Choose 3 courses, }9\mathrm{ credit hours)
BADM-750 Seminar in Business Administration
BADM-751 Seminar in Accounting
BADM-752 Seminar in Economics
BADM-753 Seminar in Finance
BADM-754 Seminar in Management
BADM-755 Seminar in Marketing
BADM-756 Financial Modeling
BADM-757 Personal Finance
BADM-762 Negotiation Strategies
BADM-764 Entrepreneurship
BADM-766 Human Resource Development
BADM-768 Human Resource Management
BADM-772 International Management
BADM-774 International Business
BADM-776 International Marketing
BADM-778 Investments
BADM-782 Advanced Topics in Information Technology
BADM-784 Business and Economic Forecasting
BADM-786 Contemporary Accounting and Advanced
    Problems
BADM-788 Consumer Behavior
BADM-790 Production/Operations Strategies for
    Manufacturing and Service Industries
BADM-792 Financial Markets and Institutions
BADM-795 Independent Study
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## TOTAL PROGRAM REQUIREMENTS: 36 Credit Hours

Descriptions of courses are listed in the last section of this catalog.

Course Load: Students are limited to nine credit hours per semester. Students may request in writing to take more credit hours per term. Requests must be sent to the MBA Program Director. Summer terms are restricted to six credit hours per term, except provisional students who are limited to three credit hours per summer term.

Course Availability: All required courses are available each semester. Elective courses are not offered on a regular schedule. Students are encouraged to register early. Once a class is full, students may place themselves on the waitlist and will be notified by email upon space availability.

Transfer Credit: A maximum of six credit hours from a regionally accredited institution may be approved for transfer credit (except BADM-740), provided: (1) the course is determined to be equivalent to one of the advanced or elective
courses at The Citadel, (2) a grade of " B " or better was received in the course, and (3) credit was earned within the five years of admission into the MBA program at The Citadel.

Grading: All students are subject to the Academic Standards section under Policy Information of The Citadel Graduate College catalog.

Requirements for Graduation: The MBA degree may be conferred upon those students who successfully complete the 36 hours of graduate coursework as specified above with a grade-point ratio (GPR) of 3.0 or better on hours earned at The Citadel. Completion of more than 36 credit hours of advanced graduate coursework will only be allowed (for exceptional circumstances) with approval of the MBA Program Director. Additional hours may not be used to increase GPR to the 3.0 required for graduation.

## Dual Degree Programs

The School of Business has partnered with other departments on campus and MUSC to offer students the opportunity to enhance their graduate education.

## Graduate Certificate in Leadership

Three of the required MBA courses (BADM 713, 722, and 740) can be used towards completion of the Leadership Graduate Certificate leaving students only two additional courses to take to complete the certificate.

Graduate Certificate in Technical Project Management (TPM) Two of the following courses required for the TPM Graduate Certificate can be taken as electives for the MBA program.

- PGMT 650 - Overview of Technical Project Management
- PGMT 651 - Technical Project Planning and Scheduling
- PGMT 652 - Applications of Quality Management
- PGMT 653 - Technical Project Support and Operations


## MD/MBA

MD students at MUSC can concurrently earn a MBA from The Citadel. MCAT score will be accepted in lieu of the GMAT/ GRE requirement. MD students may begin MBA coursework during the Summer semester preceding the first year of medical education and continue during Summer semesters between the first and second years and during the academic year following the third year of medical education. Students without an undergraduate degree in business may be required to take foundation courses.

## PharmD/MBA

PharmD students at MUSC can simultaneously earn an MBA from The Citadel. PCAT score will be accepted in lieu of the GMAT/GRE requirement. Many of the courses taken for the PharmD program at MUSC will transfer towards the MBA program. Students without an undergraduate degree in business may be required to take foundation courses.


# ZUCKER FAMILY SCHOOL OF EDUCATION Graduate Programs 

The purpose of the graduate programs of the Zucker Family School of Education is to serve the people of the Lowcountry, the state of South Carolina, and the Southeast by providing high quality programs in the areas of professional education and school counseling. The School offers programs to prepare school teachers, school counselors, literacy teachers, literacy coaches, and educational administrators.

The Citadel has been involved in the preparation of teachers since the creation of the School of Education and Psychology in 1929. In 1954, the School of Education was approved as a separate department. Master's degree programs for teachers and Master's degree programs for prospective counselors were authorized in 1968. Master's degree programs for school administrators were authorized in 1970. The Educational Specialist degree in educational administration was approved in 1975, and the Educational Specialist degree in School Psychology was approved in 1980.

Prior to 1974, the South Carolina State Department of Education (SCDE) approved The Citadel's Educator Preparation programs. In 1974, all professional education programs offered by The Citadel were initially accredited by the National Council for Accreditation of Teacher Education (NCATE). Both state-approved program status and national accreditation have been continuous since they were initially granted. The most recent SCDE, Commission on Higher Education (CHE), and NCATE/CAEP program reviews, conducted in the spring of 2013, resulted in continuing program accreditation approval. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2005 to the School Counseling Programs which offers a Master of Education in Counselor Education.

## Statement of Philosophy

The philosophy of the Zucker Family School of Education at The Citadel is based on five fundamental propositions. These propositions serve to orient the mission and conceptual base of the School, guide the actions and value system of the faculty, shape the curricula of the various programs, and provide to its faculty their sense of purpose and meaning for teaching, scholarship, and professional service. These five propositions are:

1. The faculty is committed to promoting education for all individuals to the fullest extent possible. With the implementation of appropriate teaching and assessment strategies, a fundamental guiding belief is that all students, though having unique learning styles and experiences, are capable of learning.
2. It is the educator's responsibility, with the aid of appropriate resources and support, to establish a mutually respectful environment where effective learning occurs for all students.
3. Education is a systematic effort to facilitate the knowledge, skills, attitudes, and values necessary for the student to function in a diverse society.
4. The faculty is committed to upholding the highest professional standards in all situations in which they model these standards to students through their teaching, research, and service endeavors.
5. The faculty is committed to an open interchange of ideas wherein the perspectives of all are valued.

## The School's Conceptual Model

The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learnercentered environment.

## Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial program for teacher candidates for $\mathrm{P}-12$ schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Educational Unit shapes cadets and
graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Educational Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

## Knowledgeable Principled Educational Leaders...

1. have mastered the subject matter of their field of professional study and practice;
2. utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. model instructional and leadership theories of best practice;
4. integrate appropriate technology to enhance learning;
5. demonstrate a commitment to lifelong learning;

## Reflective Principled Educational Leaders...

1. develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
2. develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
3. construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
4. apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
5. reexamine their practice by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders...

1. demonstrate commitment to a safe, supportive, learning environment;
2. embrace and adhere to appropriate professional codes of ethics;
3. value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; $\backslash$
4. establish rapport with students, families, colleagues, and communities;
5. meet obligations on time, dress professionally, and use language appropriately.

## The Professional Education Board

To facilitate the college-wide mission of preparing principled leaders for professional education, The Citadel established the Professional Education Board (PEB). The Citadel PEB's primary focus is to foster academic environments that promote the development of principled leaders for the education profession and to facilitate the continuing
improvement of professional education programs across the institution. In pursuing these goals, the PEB will concentrate on communication, assessment, and governance issues. The Citadel's Dean of the Zucker Family School of Education chairs the Board, which is comprised of representatives from all of The Citadel's professional education constituencies, including faculty, staff, students, and our P-12 colleagues. PEB members are appointed by the Dean of the School of Education in collaboration with the Deans of Humanities and Social Science, of Science and Mathematics, and of The Citadel Graduate College. Beginning in September 2006, the Professional Education Board meets monthly during each academic year.

## The School's Web Site

The Zucker Family School of Education has a diverse faculty with a wide array of teaching and research interests. Additional information on these interests, as well as other departmental highlights, initiatives and activities, can be viewed online: www.citadel.edu/education.

## Admission Test Policy

The minimum acceptable score for admission for degree programs is a score of 396 on the Miller Analogies Test (MAT) or 290 (combined score on verbal and quantitative sections) on the Graduate Record Examination (GRE).

Provisional Status - Students who score between 380 and 395 on the MAT or between 283 and 289 on the GRE may apply for provisional status. A student accepted provisionally will have completed all admission requirements and will have been reviewed by the respective department. Once admitted the student must complete six semester hours and maintain a 3.50 GPA and then will be classified as degree-seeking status (see respective programs for additional requirements). Students who score 379 or below on the MAT or 282 or below on the GRE will not be admitted. Admission tests must be current within five (5) years of application and official score sent directly to the CGC office at the request of the student.

Requesting a Waiver - Applicants for graduate programs in The Citadel Graduate College who possess a master's degree or doctorate degree from a regionally accredited institution may request permission to waive the requirement to supply an admissions test score. An applicant must request the waiver in writing at the time of application from the academic program director.

Cohorts - Those applicants selected by an area school district as members of a cohort pursuing the master's degree in literacy or educational leadership at The Citadel and who hold a previous Master's degree from a regionally accredited college
or university, will automatically be granted a waiver of the admissions test requirement.

## LiveText Account

Zucker Family School of Education degree-seeking students (and those approved for certification only in counseling or educational leadership programs) must purchase a LiveText account at The Citadel's Bookstore. LiveText makes it possible for education students to have secure access to their portfolios and other important materials. Through LiveText, faculty members and administrators collect data, generate reports from the data, and use this information to make informed program and unit decisions.

## Appeals Process

Education students who have extenuating circumstances may request to appeal policies by writing to the School's Admission, Retention, and Certification committees. Appeal letters should be addressed to the Dean of the School, who will direct it to either the Initial Programs Committee or the Advanced Programs Committee for recommendation. The committees' recommendations regarding appeals will be forwarded to the Dean of the School for final action.

## Transfer Credit

No more than 12 hours may be transferred from other regionally accredited colleges or universities (e.g. Southern Association of Colleges, North Central Association of Colleges and Schools, etc.). Only graduate credit hours in which grades of "B" or higher have been earned are transferable. Some programs allow fewer hours of transfer credit. Students should check the requirements for specific programs for the maximum number of credit hours that may be transferred into his or her program at The Citadel. Please refer to CGC policy section for complete transfer credit details.

Master of Arts in Teaching (MAT) Secondary Education (Grades 9-12)

- Biology
- English
- Mathematics
- Social Studies


## Zucker Family School of Education

843-953-5097
schoolofeducation@citadel.edu
http://www.citadel.edu/root/teacher-education

## Content Area Advisors:

Biology:
Dr. Kristy Johnson, kristy.johnson@citadel.edu
English:
Dr. David Allen, david.allen@citadel.edu
Mathematics:
Col. Stephen Cotter, steve.cotter@citadel.edu
Dr. Richard Robinson, rrobins4@citadel.edu
Social Studies:
Dr. Katherine Grenier, grenierk@citadel.edu

## Education Advisors:

Dr. Tammy Graham, tammy.graham@citadel.edu
Dr. Stephenie Hewett, stephenie.hewett@citadel.edu
Dr. Renee Jefferson, renee.jefferson@citadel.edu
Dr. Kathryn Richardson Jones, Program
Coodinator, kathryn.jones@citadel.edu
Program Field Experiences, Internships and Support Services:
Dr. Tom Reilly, reillyt1@citadel.edu
Ms. Marcia Bonica, marcia.bonica@citadel.edu

## Mission Statement

The Master of Arts in Teaching (MAT) program is designed for students seeking initial teacher certification in the fields of Biology and General Science, English Language Arts, Mathematics, Physical Education, or Social Studies. The program shares the philosophy and conceptual base of the Zucker Family School of Education: Preparing Principled Educational Leaders who are knowledgeable, reflective, and ethical. In addition, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, education foundations and research, as well as an understanding of the academic content the student proposes to teach.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college and university.
3. Applicants are expected to have a 2.5 cumulative undergraduate grade point average.
4. Submission of the official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. GRE minimum acceptable score is a verbal and quantitative combination of 290 . MAT minimum is a raw score of 396 . Admission test must have been taken within the last five (5) years. See page 39 for provisional status information.
5. Completion of a program of study with content and education advisors upon acceptance. Registration cannot take place until program of study is complete.

## Program Requirements

The program assumes a substantial undergraduate preparation in the proposed certification area. It is the responsibility of the student, and a requirement of the degree program to submit official transcripts of previous academic work to the program advisors via The CGC office. Through a dual advisement system that includes content and education faculty, transcripts will be evaluated and a program of study will be developed for each student. Additional undergraduate course work may be required. The program of study will include work in professional education and a content field. At the outset, it should be recognized that programs of study are highly individualized based on the prior preparation of the teacher candidate and hours for completion vary among students.

Prior to the internship in teaching, the teacher candidate must:

- Apply for the internship no later than two semesters prior to the Student Teaching Internship.
- Successfully complete all required field experiences - a minimum of 75 hours prior to the student teaching internship.
- Complete the teacher certification application with staterequired fees, social security card copy, and fingerprints for FBI/SLED background check.
- Successfully complete the Praxis II Content Specialty Exam. Candidates are encouraged to take the specialty exam two semesters prior to beginning the internship. A passing score, using South Carolina standards (www. ets.org/praxis/prxsc.html), must be achieved prior to placement in the Professional Internship.
- The Praxis- Principles of Learning and Teaching (PLT) pedagogy exam is required prior to the issuance of an initial certificate. Candidates are encouraged to take the PLT exam upon completion of the following education courses: EDUC 500, 514, and 536.
- Be cleared by the South Carolina State Department of

Education.

- Negative TB test.
- MAT interns must successfully pass Red Cross Blood Borne Pathogens training prior to internship.
- MAT PE candidates must provide proof of current American Red Cross certification in First Aid and CPR; must be submitted prior to the internship.
- Successfully complete 60 full days during the student teaching internship.

Successful completion of the approved program will qualify the student for a South Carolina teaching certificate/license in their chosen discipline and appropriate grade level(s).

Accelerated Programs Special Note: Accelerated sequencing of course work is available for qualified, full-time students. Interested candidates should consult with their advisor.

Co-requisite: PSYC 500 - Human Growth and Development (or verifiable undergraduate preparation in psychology).

## Core Education Requirements

It is recommended that the following courses be taken prior to any other professional education courses. Courses in the content field may be taken prior to or concurrent with this required core. (For Physical Education, see specific Professional Education Courses listed under that section.) Candidates should consult with their education advisor for course sequencing.

1. EDUC-500 Foundations of American Education* OR EDUC-522 Critical Educational Issues in a Multicultural Society (if student has prior Education coursework)
2. EDUC-514 The Exceptional Child in the School*
3. EDUC-536 Educational Psychology
4. EDUC-512 Data Collection and Analysis*
5. EDUC-588 Foundations of Literacy

## Professional Education Methods Course Requirements

The professional requirement courses should be taken after the Core Education Courses have been completed. Content courses may be taken prior to or in conjunction with all of these courses except the Professional Internship. The student must recognize that the Professional Internship requires that a minimum of 60 full days be spent in the school. During the Internship, it will not be possible for the student to take any additional courses or be employed.

- EDUC-501 Methods and Materials of Middle and High School Teaching *
- EDUC-592 Teaching Reading and Writing in Middle and High School - Content Areas
- EDUC-520 Professional Internship
(HESS-620 for PE students)
*Not required for Physical Education students. Alternate requirements are listed under required content area courses.


## Content Area Preparation Requirements

Transcripts will be evaluated against the following list of required courses in the possible certification areas of the MAT program. Guidelines from the South Carolina State Department of Education, NASPE, NCSS, NCTE, NCTM, NMSA, and NSTA are used to determine courses for each program which students have taken in either graduate or undergraduate levels.

Each student is assigned an advisor from the School of Education and from the respective Content Area that he or she has chosen. Both advisors examine transcripts and develop a program of study for the student. To be eligible for the Student Teaching Professional Internship, program completion, and recommendation for licensure, in addition to education courses, students must have taken all of the content area courses below.

Further, it is the responsibility of the teacher candidate to make sure that they have credit for prerequisites for each required course. In the event that all of the following have been taken prior to matriculation into this program, the content area advisor will recommend additional graduate work in the content field for program completion.

Field Experiences and Clinical Practice/Internship Semester Expectations
As is expected for all South Carolina graduate teacher preparation programs, candidates in this program will spend a minimum of 75 hours in school settings prior to their internship semester participating in activities that range from focused observation to assisting small groups to teaching whole classes. These pre-internship experiences are an integral part of the core education courses. During the internship semester, teacher candidates in this program will spend 60 full days in a High School setting with content area certified teachers who are ADEPT trained.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Master of Arts in Teaching Biology (Grades 9-12)

Note: Along with required Education Courses listed above, completion of this degree program includes a minimum of 2 Graduate level Science courses from transcript analysis as well as Biology Methods - BIOL 605,606 , or 609.

Expected Science Content Area Required Courses:
Behavior of Organisms and their Relationship to Social Systems (1 course): ANTH-201, ANTH-202, ANTH-501

- Biology Survey with lab ( 2 courses): BIOL-101 with BIOL-111 and BIOL-102 with BIOL-112 or BIOL-130 with BIOL-140 and BIOL-131 and BIOL-141
- Chemistry with lab ( 2 courses): CHEM-103 with CHEM- 113 and CHEM-104 with CHEM-114 or

CHEM-151 with CHEM-161 and CHEM-152 with CHEM-162

- Geology with lab (1 course): EART-201 or EDUC-587-Introduction to Earth Science for Teachers
- Introduction to Physics with lab(1 course required, 2 recommended): PHYS-203 and PHYS-253 or PHYS-204 and PHYS-254 or PHYS-221 and PHYS-271 or PHYS-222 and PHYS-272
- Cell Biology with lab (1 course): BIOL-205 or BIOL-612
- Ecology with lab (1 course): BIOL-406 or BIOL-506
- Evolution (1 course): BIOL-208 or BIOL-601
- Genetics with lab (1 course): BIOL-204 or BIOL-308 or BIOL-508
- Anatomy/Physiology with lab (1 course): BIOL-403 or BIOL-317 with BIOL-327 or BIOL-318 with BIOL-328 or BIOL-502 or BIOL-603
- Microbiology with lab ( 1 course): BIOL-310 or BIOL-607
- Biology Methods (select 1 course from the following):
- BIOL-605 Laboratory Methods in Biology
- BIOL-606 Field Methods in Biology
- BIOL-609 Seminar in Environmental Science
- Two other graduate level Biology courses in addition to a Biology Methods course should be chosen if all science content course requirements were met in the undergraduate program


## Master of Arts in Teaching - English (Grades 9-12)

Note: A minimum of 4 graduate level English courses is required. ENGL-564 and 595 and at least two of the other courses listed below must be completed successfully on the graduate level. Each candidate's content area program of studies is based on an analysis of his or her undergraduate transcript in relation to NCTE/CAEP standards.

For MAT English majors, participation in community arts and humanities functions and documentation of integration of the arts into lesson plans created for use in K-12 settings (EDUC 501, 592, 595, and 520) are mandatory.

## English Language Arts Content Area Requirements:

- British Authors (2 courses): ENGL-201 and ENGL-202
- American Literature (1 course): ENGL-215
- Public Speaking ( 1 course): ENGL-205 or ENGL-206
- World Literature (2 courses): ENGL-218 or ENGL-520 and ENGL-219 or ENGL-521
- African American Literature (1 course): ENGL-535
- Adolescent Literature (1 course): ENGL-552
- Modern English Grammar (1 course): ENGL-414 or ENGL-553
- History of the English Language (1 course): ENGL-415 or ENGL-554
- Literary Criticism (1 course): ENGL-555
- Film Studies (1 course): ENGL-209 or ENGL-560
- Advanced Composition (1 course): ENGL-413 or ENGL-562
- Teaching with Technology (1 course): ENGL-564
- Methods and Materials for English Language Arts (1 course): ENGL-595


## Master of Arts in Teaching - Mathematics <br> (Grades 9-12)

Note: Teacher candidates are expected to complete undergraduate content requirements as advised by mathematics content advisors based on transcript analysis. Calculus I and II must be completed prior to enrolling in any graduate mathematics class.

## Math Content Area Requirements:

- Analytical Geometry \& Calculus I: MATH-131 or equivalent
- Analytical Geometry \& Calculus II: MATH-132 or equivalent
- Analytical Geometry \& Calculus III: MATH-231 or equivalent
- Linear Algebra: MATH-240
- MATH-521 Modern Geometry
- MATH-542 Probability and Statistics
- MATH-514 Methods for Middle/Secondary Mathematics
- MATH-545 Applications of Discrete Mathematics
- MATH-532 Modern Algebra


## Master of Arts in Teaching - Social Studies <br> (Grades 9-12)

Note: At least 3 of the course requirements listed below must be completed successfully on the graduate level.

## Social Studies Content Area Requirements:

- History of World Civilization or Western Civilization (2 courses): HIST-105 and HIST-106 or HIST-103 and HIST-104
- Survey of U.S. History (2 courses): HIST-201 and HIST-202
- Introduction to Sociology (1 course): SOCI-201
- Principles of Macroeconomics (1 course): BADM-201
- American National Government (1 course): PSCI-102 or PSCI-502
- Cultural Anthropology (1 course): ANTH-202 or ANTH-501
- Historiography (1 course): HIST-594
- Urban Politics (1 course): PSCI-302 or PSCI-509 or PSCI- 306 or PSCI-506 or PSCI-307 or PSCI-401
- World Geography (1 course): GEOG-209 or GEOG-511
- History of the Non-Western World (1 course): HIST-560
- Teaching of History and Social Sciences or Instructional Approaches to Social Sciences (1 course): HIST-692 or PSCI-505

Descriptions of courses are listed in the last section of this catalog.

## Master of Arts in Teaching (MAT) <br> Middle Grades (Grades 5-8)

- English
- Mathematics
- Science
- Social Science


## Zucker Family School of Education

843-953-5097
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http://www.citadel.edu/root/teacher-education

## Content Area Advisors:

Science:
Dr. Kristy Johnson, kristy.johnson@citadel.edu
English:
Dr. David Allen, david.allen@citadel.edu
Mathematics:
Col. Stephen Cotter, steve.cotter@citadel.edu
Dr. Richard Robinson, rrobins4@citadel.edu
Social Science:
Dr. Katherine Grenier, grenierk@citadel.edu

## Education Advisors:

Dr. Tammy Graham, tammy.graham@citadel.edu
Dr. Stephenie Hewett,
stephenie.hewett@citadel.edu
Dr. Renee Jefferson, renee.jefferson@citadel.edu
Dr. Kathryn Richardson Jones, Program
Coordinator, kathryn.jones@citadel.edu

## Program Field Experiences, Internships and Support Services:

Dr. Tom Reilly, reillyt1@citadel.edu
Ms. Marcia Bonica, marcia.bonica@citadel.edu
Mission Statement
The mission of this program is development of individuals who will teach Middle Grades who are knowledgeable about all aspects of the teaching- learning process and who are effective, ethical, and reflective educators prepared to assume leadership roles in the profession and community.

The Master of Arts in Teaching Middle Grades program is a joint program offered with the College of Charleston. Applicants should choose a home institution and apply through that Graduate School. Admission decisions are completed jointly. Candidates who wish to enroll in this program will take half of their teacher preparation coursework at The Citadel and the other half at College of Charleston.

## 44 The Citadel Graduate College

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college and university.
3. Applicants are expected to have a 2.5 cumulative undergraduate grade point average.
4. Submission of official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. GRE minimum acceptable score is a verbal and quantitative combination of 290 . MAT minimum is a raw score of 396 . Admission test must have been taken within the last five years. See page 35 for provisional status information.
5. Submission of three letters of recommendation.
6. Completion of a program of study with content and education advisors upon acceptance. Registration cannot take place until program of study is complete.

## Program Requirements

Core Education Graduate Hours: (21 semester hours)

- Foundations of American Education (The Citadel): EDUC-500
or Social and Philosophical Foundations of Education (CofC): EDFS-652
- Educational Research (CofC): EDFS-635
or Data Collection and Analysis (The Citadel): EDUC-512
- The Exceptional Child in School (The Citadel): EDUC-514 or Introduction to Exceptional Children (CofC): EDFS-710
- Middle Grades Organization and Curriculum (CofC): EDEE-515
- Foundations of Literacy (The Citadel): EDUC-588

Middle Grades Practicum: ( 6 semester hours, must be taken together at the same institution)

- Educational Psychology (The Citadel): EDUC-536 and
- Methods and Materials of Middle and High School Teaching (The Citadel): EDUC-501
or
- Human Growth and Development (CofC): EDFS-654 and
- Application of Methods and Materials in a Middle Level Field Grades 5-8 (CofC): EDMG-658


## Literacy Skills:

- Teaching Reading and Writing in the Middle and High School (The Citadel): EDUC-592

Culminating Professional Experiences in Middle School: ( 60 continuous full days during the internship, 9 semester hours, must be taken together at the same institution)

- Professional Internship (The Citadel): EDUC-520 and
- Transition to the Profession Seminar (The Citadel): EDUC-525
or
- Clinical Practice in Middle Grades (CofC): EDEE-699 and
- Transition to the Profession Seminar (CofC): EDMG-698


## Middle Grades Content Preparation:

This program assumes substantial undergraduate preparation in the specific content area the person is seeking credentials. Any of the following undergraduate content area courses not taken prior to admission to the program are added to the candidate's minimum program completion hours.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Master of Arts in Teaching - English (Grades 5-8)

Expected Undergraduate Content:

- Adolescent Literature (1 course)
- World Literature (2 courses)
- American Literature (1 course)
- Media Studies (1 course)
- Modern English Grammar (1 course)
- Creative Writing (short story, poetry, etc.) (1 course)

Required Graduate English Courses ( 12 semester hours):

- Teaching Writing in the Middle Grades (CofC):

EDMG-657

- Methods and Materials of Teaching Middle and High

School Language Arts (The Citadel): ENGL-595

- Success in Literacy for Older Readers (CofC): EDEE-678
- Reading: Literacy Assessment and Instruction
(The Citadel): EDUC-590


## Master of Arts in Teaching - Mathematics <br> (Grades 5-8)

Expected Undergraduate Content:

- Algebra and Trigonometry (1 course)
- Geometry (1 course)
- Probability and Statistics (1 course)
- Discrete Math (1 course)

Note: All undergraduate mathematics prerequisites must be completed before taking The Citadel mathematics class, MATH-514.*

Required Graduate Mathematics Courses ( 9 semester hours):

- Introduction to Problem Solving (CofC): SMFT-510
- Methods for Teaching Middle/Secondary Mathematics (The Citadel): MATH-514*
- Applications Across the Mathematics Curriculum with Technology (CofC): SMFT-516


## Master of Arts in Teaching - Science <br> (Grades 5-8)

## Expected Undergraduate Content:

Undergraduate preparation is expected in each of the following content areas: biology, chemistry, geology or earth science, and physics.
Required Graduate Science Courses - ( 9 semester hours):

- Nature of Science, Mathematics, and Science/Mathematics Education (CofC): EDFS-660
- Science methods course (The Citadel): 1 course based on prior preparation and experience
- Laboratory Methods in Biology: BIOL-605
- Field Method in Biology: BIOL-606
- Seminar in Environmental Science: BIOL-609
- Recommended elective(s) to have preparation in all science areas (EDUC and BIOL are Citadel Courses and SMFT are CofC courses):
- Earth Science for Teachers: EDUC 587 or SMFT-523
- Topics in Botany for Teachers: BIOL 514 or SMFT-

537

- Atomic Theory of Matter from Lucretius to Quarks: SMFT-548
- Applications of Physics for Teachers: How Things Work: SMFT-555
- Genetics and Molecular Biology for Teachers: SMFT639 or BIOL 508
- Physics of Force and Motion for Teachers: SMFT-645
- Determination of Structure and Matter: SMFT-647
- Space Science for Teachers: SMFT-524


## Master of Arts in Teaching - Social Science <br> (Grades 5-8)

## Expected Undergraduate Content:

- World History or Western Civilization (2 courses)
- US History (2 courses)
- South Carolina History (1 course)
- Anthropology or Sociology (1 course)
- Microeconomics (1 course)
- Political Science that covers American Govt. (1 course)

Required Graduate Social Studies Courses ( 9 semester hours):
Two of the following based on transcript review:

- World Geography
- The American South
- South Carolina History
- Historiography
and
- Historical Geography: GEOG-511, HIST-521, HIST-522, HIST-594, HIST-693
- Teaching History and Social Sciences (The Citadel): HIST-692
Descriptions of Citadel courses are listed in the last section of this catalog.


# Master of Arts in Teaching (MAT) in Physical Education (Grades K-12) 

Department of Health, Exercise, \& Sport Science, 843-953-5060<br>http://www.citadel.edu/root/teacher-education

Content Area Advisors:<br>Dr. Tim Bott, tim.bott@citadel.edu<br>Dr. Lori Hicklin, Program Director<br>lori.hicklin@citadel.edu<br>Education Advisors:<br>Dr. Tammy Graham, tammy.graham@citadel.edu<br>Dr. Stephenie Hewett, stephenie.hewett@citadel.edu<br>Dr. Renee Jefferson, renee.jefferson@citadel.edu<br>Dr. Kathryn Richardson Jones, kathryn.jones@citadel.edu

Physical Education Program Director<br>Dr. Lori Hicklin, 843-953-6307, lori.hicklin@citadel.edu

## Program Field Experiences, Internships and Support Services:

Dr. Tom Reilly, reillyt1@citadel.edu
Ms. Marcia Bonica, marcia.bonica@citadel.edu

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university. Applicants are expected to have a 2.5 cumulative undergraduate grade point average.
3. Submission of official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) score. GRE minimum acceptable score is a verbal and quantitative combination of 290 . MAT minimum is a raw score of 396 . Admission test must have been taken within the last five years. See page 39 for provisional status information.
4. Completion of a program of study with their MAT-PE program advisor upon acceptance. Registration for classes cannot take place until Program of Study is complete.

## Program Requirements

This is a 45 hour graduate program, of which, at least 33 hours must be completed at the graduate level. A maximum of twelve (12) hours of graduate courses may be transferred to The Citadel from other accredited colleges/universities. A maximum of nine (9) hours of undergraduate courses may be applied to coursework in the program. These nine hours may be substituted for three of the following courses: HESS 505, 525,535 , and 561 . To qualify, these undergraduate courses must have been completed within the last three years with a grade of " B " or better. This program assumes a substantial undergraduate preparation in the proposed certification area. It is the responsibility of the student, and a requirement of the degree program to submit official transcripts of previous academic work to the program advisor via the CGC office. Through a dual advisor system that includes PE and education faculty, transcripts will be evaluated and a program of study developed for each student. This program of study will include work in professional education and a content field.

In addition to regular admission requirements of the CGC, each MAT -PE student must successfully pass the PRAXIS II Examination, Physical Education: Content and Design. A passing score, using South Carolina standards, must be achieved prior to placement in the Professional Internship. Students are encouraged to discuss when to take the specialty exam with their PE advisor.

Prior to the internship in teaching, the teacher candidate must:

- Apply for the internship no later than two semesters prior to the Student Teaching Internship.
- Complete the teacher certification application with staterequired fees, social security card copy, and fingerprints for FBI/SLED background check.
- Successfully complete the PRAXIS II Content Specialty Exam.
- Be cleared by the South Carolina State Department of Education.
- Successfully complete all required field experiences - a minimum of 75 hours prior to the student teaching internship.
- Have a negative TB test.
- Successfully pass Red Cross Blood Borne Pathogens training prior to MAT internship.
- Submit proof of current American Red Cross certification in First Aid and CPR must be submitted prior to the internship.

To graduate and be recommended for certification, teacher candidates must have a minimum grade point average of 3.0 and must have successfully completed the PRAXIS II (Principles of Learning and Teaching and Physical Education Content Knowledge) and any other certification tests for the State of South Carolina. The candidate must also successfully complete 60 full days during the student teaching internship. Completion of the approved program will qualify the student for a teaching license in physical education, grades K-12.

## Prerequisites or Co-requisites:

Students must have completed these pre-requisite or corequisite courses (undergraduate or graduate) within the last six (6) years with a grade of "C" or better.

- Biology (4) or Chemistry (4) or Physics (4) with laboratory
- Human Anatomy (4) and Human Physiology (4) or Anatomy/Physiology (8) (each course must include a laboratory)
- PSYC-500 Human Growth and Development (3) (or verifiable undergraduate preparation in psychology)

Transcripts will be evaluated against the following list of required courses in physical education. Guidelines from the National Association for Sport and Physical Education (NASPE) are used to determine courses that students take in either graduate or undergraduate school. The M.A.T. in Physical Education will require forty-five (45) hours. Each student is assigned an advisor from Physical Education as well as a School of Education Advisor. Both advisors examine transcripts and assist as candidates move through their program. Questions regarding sequencing of Physical Education courses should be directed to the Physical Education advisor. Education advisors are able to assist with questions related to EDUC courses as well as provide support as candidates prepare for the Praxis Principles of Teaching and Learning. To be eligible for the Student Teaching Professional Internship, program completion, and recommendation for licensure, students must have successfully met all of the requirements listed below.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## REQUIRED EDUCATION AND PHYSICAL EDUCATION COURSES

EDUC-536 Educational Psychology
EDUC-588 Foundations in Literacy
HESS-505 Motor Development and Motor Learning*
HESS-525 Scientific Principles of Physical Education and Health, Exercise, \& Sport Science*
HESS-527 Content and Methods of Teaching Health Education and Health-Related Aspects of Physical Fitness
HESS-528 Foundations of Developing Literacy Skills through Content and Methods of Teaching Physical Education
EDUC-592 Teaching Reading and Writing in the Middle and High School Content Areas
HESS-533 Content and Methods of Teaching Elementary School Physical Education
HESS-534 Accommodating Persons with Disabilities in Sport \& Physical Activity
HESS-535 History, Philosophy, and Curriculum of Physical Education*
HESS-550 Instructional Aspects of Teaching Physical Education

# HESS-551 Content \& Methods of Teaching Secondary Physical Education <br> HESS-561 Advanced Measurement and Evaluation in Physical Education* <br> HESS-588 Foundations of Developing Literacy Skills <br> HESS-620 Professional Internship (6 hours) <br> *Undergraduate and graduate transcripts may be evaluated for application to coursework in the program. 

TOTAL PROGRAM REQUIREMENTS: 45 Credit Hours
Descriptions of Citadel courses are listed in the last section of this catalog.

The Professional Internship requires that a minimum of sixty (60) full days be spent in the schools, and during the Professional Internship, it will not be possible for the teacher candidate to take any additional courses.

## Field Experiences:

Many education courses require field experiences that vary from course to course and are related to specific course objectives. All field experiences provide opportunities for Master's candidates to develop pedagogical knowledge and skills. At a minimum, teacher candidates are expected to successfully complete 75 hours of field experiences prior to the Professional Internship that is an additional sixty (60) days.

# Master of Education in Counselor Education (Elementary or Secondary and Student Affairs \& College Counseling) 

Zucker Family School of Education<br>843-953-5097<br>schoolofeducation@citadel.edu<br>http://www.citadel.edu/root/counselor-education

Dr. Guy Ilagan<br>gilagan@citadel.edu<br>Dr. Aaron H. Oberman, Program Coordinator<br>aaron.oberman@citadel.edu<br>Dr. George T. Williams<br>williamsg@citadel.edu

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has granted accreditation to The Citadel School Counseling Programs which offer Master of Education degrees in Counselor Education since July 2005. The current accreditation is effective until October 31, 2021.

## Mission Statement

The mission of the Counselor Education Programs at The Citadel is to prepare elementary and secondary school counselors and college student affairs specialists to have the knowledge, skills, and dispositions to be principled educational leaders who are knowledgeable, reflective, and ethical professionals who are committed to the provision of an educational environment focused toward a learner-centered education.

The Division of Counselor Education offers six program options including: M.Ed. in Elementary School Counseling, M.Ed. in Secondary School Counseling, Elementary School Counseling Certification only, Secondary School Counseling Certification only, M.Ed. in Student Affairs and College Counseling, and a Graduate Certificate in Student Affairs.

## Admission Requirements

Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of school counseling are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, but on a composite assessment of the application materials.

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of official transcript of the baccalaureate degree and all other undergraduate or graduate work
directly from each regionally accredited college or university. Applicants are expected to have a 3.0 grade point average.
3. Submission of official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. MAT minimum acceptable score of 396 or GRE minimum verbal and quantitative combined score of 290. Admission test must have been taken within the last five years. See page 39 for provisional status information.
4. Submission of a detailed personal statement (1,500-3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding of and motivation and suitability for entering into the counseling profession, and long-term professional goals.

Prior to meeting with an advisor, each student should become familiar with the current applicable semester's class schedule, The Citadel Graduate College catalog, and the Division of Counselor Education Handbook. Students are also expected to attend Counselor Education Town Hall Gatherings each semester.

Students must be initially advised in order to register and to plan a schedule for completion of required courses. This plan of study takes into account the prerequisites and sequencing of coursework for successful completion of the program.

Coursework taken prior to official program admission or coursework taken in other programs does not count toward the school counseling program/degree without written approval from the faculty advisor and the Dean of the School of Education. Students who hold full-time employment should not register for more than 6 semester hours in any given term.

All school counseling students (i.e., degree seeking and certification only seeking) must purchase a LiveText account at The Citadel's Bookstore. LiveText makes it possible for school counseling students to have secure access to their portfolios and other materials. Through LiveText, faculty members and administrators collect data, generate reports from the data, and use this information to make informed program and unit decisions.

## Admission Requirements for Certification Only

Applicants who hold a master's degree in another area of professional education or counseling, but wish to add school counseling certification (elementary or secondary), must provide the same admission materials.

## Division of Counselor Education Handbook

All prospective and enrolled School Counseling and College Student Affairs Specialists students are expected to read the latest edition of The Citadel, School of Education, Division of Counselor Education Handbook online at: http://www.citadel. edu/root/counselor-education-programs/med-counseloreducation under "Forms and Handbooks".

## Program Objectives

1. Reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;
2. Reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;
3. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;
4. Are directly related to program activities; and
5. Are written so that they can be assessed.

Graduates of the Counselor Education Programs are expected to possess:

- An understanding of counseling as an intervention that contributes to the ability of individuals to respond effectively to developmental issues and tasks;
- An understanding of leadership for learner-centered education as a conceptual framework;
- An understanding of the counseling process;
- An ability to integrate theory and research into practice;
- A commitment to preventive, developmental approaches as the keystone of school counselor identity and practice;
- An understanding of how historical, philosophical, and political influences have shaped and affected the development of counseling practice;
- Effective oral and written communication skills;
- Skills to work in a rapidly changing and diverse society including differences as gender, age, socioeconomic status, ethnicity, race, and religion;
- Skills required to work effectively with students' parents, teachers, school staff, and the community;
- An ability to assist clients in responding to stresses and crises generated by changes in family, personal relationships, the school, and the community;
- Skills needed to effectively use technology;
- Leadership qualities in education at the local, state, regional, and national levels;
- A commitment to lifelong personal and professional development; and
- An ability to model the highest professional and ethical standards through counseling, guidance, research, and service.

The School Counseling Programs have also been designed to produce graduates who are able to demonstrate the competencies identified in The South Carolina System for

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Performance Dimensions (PDs) for School Guidance Counselors (October 2003) as they relate to "Comprehensive Developmental Guidance and Counseling" that include:

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning of Guidance and Counseling Activities
- APS 3: Development and Use of Assessments
- APS 4: Providing Guidance and Counseling Services
- APS 5: Providing Consultation Services
- APS 6: Coordinating Guidance and Counseling Services
- APS 7: Professional Responsibilities


## Counselor Education Program Requirements

Students in either the elementary or secondary school counseling program complete both a School of Education core and a Counseling core for a total of 51 credit hours. Part of the coursework includes a 600 clock-hour internship (internship I and II) in either an elementary (K-8) or a secondary (6-12) school counseling settings. Students are required to earn a minimum score of 156 on the PRAXIS II (the Professional School Counselor) test for guidance and counseling prior to enrolling in the practicum (EDUC-629). This must be on file at The Citadel Graduate College.

Students in both the elementary and secondary school counseling programs complete both a School of Education Core and Counselor Education Core (refer to Division of Counselor Education Handbook online at http://www.citadel. edu/education/academic_programs/counseling.html) for a total of 51 credit hours.

Students enrolled in the Master of Education in Counselor Education with a concentration in Student Affairs and College Counseling degree program complete Student Affairs and College Counseling Core and College Counselor Education Courses for a total of 48 credit hours.

Students enrolled in the Graduate Certificate in Student Affairs complete only four courses (EDUC-537, EDUC-538, EDUC539, and EDUC-613) focusing on the areas of student services, student development, historical and contemporary aspects of higher education, and administration. Students have the option to complete course EDUC-634-Practicum in Student Affairs and College Counseling. These five courses are also required of the MEd in Student Affairs and College Counseling degree program. However, students considering applying to the MEd in Student Affairs and College Counseling program will need to meet the admissions requirements before being accepted into the program. (See Graduate Certificate section for details.)

## Transfer of Credits

Counselor Education M.Ed. degree applicants may transfer a maximum of 12 credit hours of graduate coursework taken at other regionally accredited institutions (see School of Education transfer policy).

## Field Experience Requirements

Counselor Education students must formally request permission from the faculty advisor or clinical coordinator to enroll in practicum or internship. This request is submitted in the form of an application for field experience, which must be completed during the term prior to the field experience. The clinical coordinator of the field experiences must approve all field experience applications, which are due by the last Friday in September for spring placements and by the last Friday in January for fall placements.

Practicum is the first extended field experience. Students are placed in a school site and work under the supervision of a site supervisor as well as The Citadel instructor. Students are required to spend a minimum of 100 clock-hours in a public school setting as well as attend weekly seminars with other practicum students and The Citadel instructor. Additionally, the Praxis II test score for Professional School Counselor must be on file at the office for The Citadel Graduate College prior to application for a practicum placement.

Counselor Education students must complete all coursework before placement in an internship setting. Students will be required to spend a minimum of 600 supervised hours in a school setting for internship. The focus of the internship is on experiences that involve the full scope of the school counselor's role and function. Interns are expected to continue the development of skills in individual and group intervention, participate in classroom guidance, assessment, scheduling, records and other activities that, while not specifically counseling-related, are necessary to support the school counseling and guidance program. Interns are supervised by the field site supervisor, as well as The Citadel instructor.

## Requirements for Graduation

Students pursuing M.Ed. degrees in Counselor Education must complete all course requirements within a 6-year period from the date of initial enrollment. It is a student's responsibility to initiate meeting with a faculty advisor to modify a study plan schedule and to have any changes documented in writing with the faculty advisor's signature.

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) while enrolled in the Internship I course (i.e., EDUC-650 and EDUC-651). Students enrolled in Internship I for Student Affairs and College Counseling (i.e., EDUC 655) are not required to take the CPCE. However, students considering becoming a Licensed Professional Counselor (LPC) are encouraged to take the CPCE and earn a passing score determined by The Citadel Counselor Education program norms.

Elementary and Secondary School Counseling students are required to present their professional electronic portfolio at the end-of-the-semester Counselor Education Professional

Portfolio Presentation Day(s) prior to completion of the Internship II course (i.e., EDUC-652 and EDUC-653). Student Affairs \& College Counseling students present their portfolios during their last semester in the program.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## ELEMENTARY AND SECONDARY SCHOOL COUNSELING (51 Credit Hours)

SCHOOL OF EDUCATION CORE (12 Credit Hours)
PSYC-500 Human Growth and Development EDUC-500 Foundations of American Education EDUC-514 The Exceptional Child in the Schools EDUC-522 Critical Educational Issues in a Multicultural Society

## ELEMENTARY AND SECONDARY SCHOOL COUNSELOR EDUCATION CORE (36 Credit Hours)

## Foundations (18 Credit Hours)

EDUC-515 Introduction to the Counseling Profession
EDUC-521 Program Planning, Management, and Evaluation in School Counseling
EDUC-550 Career Counseling and Development
EDUC-551 Counseling Theories and Practice
EDUC-552 Group Counseling
EDUC-561 Counseling Diverse Populations

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Research/Appraisal (6 Credit Hours)
EDUC-512* Data Collection and Analysis EDUC 549* Applied Measurement Techniques
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*Students are expected to complete at least one of these two courses in the first 18 hours of the program.

Helping Relationships (12 Credit Hours)
EDUC-624 Basic Counseling Skills
EDUC-629 Practicum in School Counseling EDUC-650* Elementary School Counseling Internship I
and
EDUC-652 Elementary School Counseling Internship II
or
EDUC-651* Secondary School Counseling Internship I
and
EDUC-653 Secondary School Counseling Internship II
Elective (3 Credit Hours)
Approval of the 3 credit hour course elective must be documented by the student's faculty advisor.
*The internship (i.e., Internship I and II) in school counseling consists of 16 weeks of full-time placement and a total of 600 clock hours. Internships may be arranged with the faculty advisor to be completed during two sequential academic semesters. Students choosing to complete an internship in
one semester, register for both Internship I and II (i.e., either EDUC 650 and EDUC 652 or EDUC 651 and EDUC 653) while students completing an internship in two semesters, first register for Internship I one semester and Internship II the following semester.

## TOTAL PROGRAM REQUIREMENTS: 51 Credit Hours

Descriptions of courses are listed in the last section of this catalog.

## STUDENT AFFAIRS \& COLLEGE COUNSELING (48 Credit Hours)

STUDENT AFFAIRS AND COLLEGE COUNSELING CORE (15 Credit Hours)

EDUC-537 Student Development Services in Higher Education<br>EDUC-538 Theories of Student Development in Higher Education<br>EDUC-539 Higher Education Administration EDUC-613 Foundations of American Higher Education EDUC-622 Critical Multicultural Issues in Higher Education

STUDENT AFFAIRS AND COLLEGE COUNSELING EDUCATION COURSES
(33 Credit Hours)

Foundations (15 Credit Hours)
EDUC-550 Career Counseling and Development
EDUC-551 Counseling Theories and Practice
EDUC-552 Group Counseling
EDUC-561 Counseling Diverse Populations
EDUC-562 Legal \& Ethical Leadership Issues in Education

Research/Appraisal (6 Credit Hours)
EDUC-512* Data Collection and Analysis EDUC-549* Applied Measurement Techniques *Students are expected to complete at least one of these two courses in the first 18 hours of the program.

Helping Relationships (12 Credit Hours)
EDUC-624 Basic Counseling Skills
EDUC-634 Practicum in Student Affairs and College Counseling
EDUC-655** Internship I in Student Affairs and College Counseling
EDUC-656** Internship II in Student Affairs and College Counseling
** The internship in Student Affairs consists of 16 weeks of full-time placements and a total of 600 clock hours. Internships may be arranged with the faculty advisor to be completed during two sequential academic semesters or both courses may be taken concurrently in one semester.

Students accepted into the Master of Education in Counselor Education: Student Affairs \& College Counseling are automatically enrolled in the Graduate Certificate in Student Affairs (see graduate certificate section of this catalog for program details).

## TOTAL PROGRAM REQUIREMENTS: 48 Credit Hours

Descriptions of courses are listed in the last section of this catalog.

## Licensed Professional Counselor (LPC) National Certified Counselor (NCC)

School Counseling students completing the program meet the majority of curriculum requirements through the South Carolina Board of Examiners for the Licensure of Professional Counselors, Marriage and Family Therapists, and PsychoEducational Specialists for Licensed Professional Counselor (LPC) and for certification as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). Requirements for LPC and NCC include additional graduate coursework in psychopathology and assessment and treatment of psychopathology, an additional 1500 clinical hours (including 150 supervision hours) over a two year period, approved supervision, and successful performance on the National Counselor Examination for licensure and certification. The Zucker Family School of Education offers two courses during the summer that meet the psychopathology and assessment and treatment of psychopathology course requirements: These courses are EDUC-568: DSM-5 (diagnosis) and EDUC-567: Assessment of Abnormal Behavior (assessment and treatment of psychopathology).

| ADDITIONAL COURSES FOR SEEKING LICENSED |  |
| :--- | :--- |
| PROFESSIONAL COUNSELOR (LPC) (12 Credit Hours) |  |
| EDUC-XXX | Elective approved by faculty advisor |
| EDUC-567 | Assessment of Abnormal Behavior |
| EDUC-568 | DSM-5 |
| PSYC-500 | Human Growth and Development |

ADDITIONAL COURSES FOR SEEKING LICENSED PROFESSIONAL COUNSELOR (LPC) ( 12 Credit Hours) EDUC-XXX Elective approved by faculty advisor EDUC-567 Assessment of Abnormal Behavior EDUC-568 DSM-5 PSYC-500 Human Growth and Development

# Master of Education in Educational Leadership - Elementary or Secondary School Administration and Supervision 

Zucker Family School of Education

843-953-5097
http://155.225.198.23/root/educational-leadership
Dr. Kathy Brown
kathy.brown@citadel.edu
Dr. Kent Murray
kent.murray@citadel.edu

## Introductory Statement

The Zucker Family School of Education's Supervision and Administration programs are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Educational Leadership Constituent Council (ELCC) to confer Master's Degrees in Elementary and Secondary Administration. At program completion, candidates will be awarded certification and licensure as school building administrators. The Administration and Supervision programs accreditation is effective through October 31, 2021.

## Mission Statement

The mission and goals of the Masters of Education in Educational Leadership, Elementary School Administration and Supervision and Secondary Administration and Supervision are to teach:

- Knowledge of human and public relations problems in education
- New curricular developments and trends
- Skills in practical applications of educational research
- Competence in applying principles of human and group behavior in problem situations
- Knowledge and competencies in staff personnel administration
- Different leadership and management styles and a clear understanding and working knowledge of LearnerCentered Education


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university.
3. Applicants are expected to have a 2.5 cumulative undergraduate grade point average or a 2.7 ratio for the last 60 credit hours of undergraduate work.
4. Submission of official Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. MAT minimum acceptable score is a score of 396 or GRE minimum verbal and quantitative score of 290. Admission test must have been taken within the last five years. See page 39 for Provisional Status information.
5. Submission of a valid South Carolina elementary or secondary teaching certificate. Applicants must be in good standing with the State Board of Education at the time of admission.
6. Submission of a South Carolina Professional Certificate verifying three years teaching experience. At least one year of teaching at the appropriate level for Advanced Level certification for which the candidate is applying must be validated at the time of admission.

## Admission Requirements for South Carolina Certification Only

Applicants who hold a valid SC teaching certificate and a master's degree with a minimum 3.25 GPA in a different area of professional education but wish to add administration certification must provide the following admission materials:

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university - Bachelor's through Master's degree.
3. A copy of valid South Carolina teaching certificate.
4. Submission of official Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. MAT minimum acceptable score is a score of 396 or GRE minimum verbal and quantitative score of 290 . Admission test must have been taken within the last five years. See page 35 for Provisional Status information.
5. A copy of a South Carolina Professional Certificate verifying three years teaching experience. At least one year of teaching at the appropriate level for Advanced Level certification for which the candidate is applying must be validated at the time of admission.
Note: Courses taken prior to official admission or courses taken through other programs do not count toward the School Administration and Supervision program/degree without written approval from the Dean, School of Education.

## Program Requirements

A total of 39 semester hours must be completed for the M.Ed. in Educational Leadership. In addition to completing all courses, candidates applying for certification as an administrator must:

1. Present a minimum qualifying score on the Praxis, South Carolina's Supervision and Administration Examination, prior to enrolling in an internship.
2. Present a Valid South Carolina Teaching Certificate that posts three years teaching experience including at least one year of teaching at the certification level requested.
3. Complete required courses, 33 hours and two internships (EDUC 661 and EDUC 662 or EDUC 663 and EDUC 664), six hours (9-12 internship hours per week over a sixmonth period) for a total of 39 credit hours. Candidates for administrative internships must:
a. Complete 27 credit hours prior to submitting an internship application for faculty review.
b. Earn a passing score on the Praxis, South Carolina's Supervision and Administration Examination.
c. Meet with advisor to review request for admission to an internship and review degree audit.
d. Apply to CGC to register for an internship.

Applicants for fall administrative internships should file an application with their advisor no later than August 1 of the preceding semester. Applicants for spring administrative internships should file an application with their advisor no later than December 1 of the preceding semester. Applicants for summer administrative internships should file an application with their advisor no later than March 1 of the preceding semester. In order to register for internships, authorized applications must be on file in the CGC office, along with the valid South Carolina state administrator's examination score.
*Proviso-Candidates filing applications and applying for administrative internships after the December, March, and August deadlines cannot be guaranteed enrollment.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## M.Ed. REQUIRED PROGRAM

CORE REQUIREMENTS ( 9 credit hours)
All core requirements must be completed prior to or concurrently with registration for any other courses.

EDUC-512 Data Collection and Analysis
EDUC-514 The Exceptional Child in the School
EDUC-522 Critical Educational Issues in a Multicultural Society

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PROFESSIONAL REQUIREMENTS (30 credit hours)
EDUC-524 Techniques of School Supervision
EDUC-527 Finance and Business Management
EDUC-528 School Administration
EDUC-529 Emerging Technologies for School
    Administration
EDUC-531 Principles of Elementary Curriculum
    Development
OR
EDUC-532 Principles of Middle or High Curriculum
    Development
EDUC-601 School Law
EDUC-602 Staff Personnel Administration
EDUC-616 Political Process of Public Education
EDUC-661 Internship in Elementary Administration
OR
EDUC-663 Internship in Middle or High Administration
EDUC-662 Internship in Elementary Administration
OR
EDUC-664 Internship in Middle or High Administration
TOTAL PROGRAM REQUIRED COURSES:
                                    39 Credit Hours
    Descriptions of courses are listed in the last section of this catalog.
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## CERTIFICATION-ONLY REQUIRED PROGRAM

PROFESSIONAL REQUIREMENTS ( 30 credit hours)
EDUC-524 Techniques of School Supervision
EDUC-527 Finance and Business Management
EDUC-528 School Administration
EDUC-529 Emerging Technologies for School Administration
EDUC-531 Principles of Elementary Curriculum Development
OR
EDUC-532 Principles of Middle or High Curriculum Development EDUC 601 School Law
EDUC-602 Staff Personnel Administration
EDUC-616 Political Prccess of Public Education
EDUC-661 Internship in Elementary Administration
OR
EDUC-663 Internship in Middle or High Administration
EDUC-662 Internship in Elementary Administration
OR
EDUC-664 Internship in Middle or High Administration
TOTAL CERTIFICATION-ONLY COURSES:
30 Credit Hours
Descriptions of courses are listed in the last section of this catalog.
Note: It is suggested that students who hold full time jobs take no more than six (6) credit hours per a semester.

## REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL

I. ADMINISTRATION
A. Elementary or Secondary School Principal and

Supervisor (Tier 1)

1. Master's degree
2. Valid South Carolina Educator's Professional Certificate at the elementary or secondary level
3. Minimum qualifying score(s) on the area examinations required by the State Board of Education
4. Verification of three years teaching experience, including at least one year of teaching in grades pre-K-8 for elementary, 7-12 for secondary
5. Completion of an advanced program approved by the State Board of Education for the training of elementary or secondary principals and supervisors South Carolina Regulation 43

## Transfer of Credits

Candidates who apply to transfer credits from other regionally accredited institutions (see School of Education transfer policy), to the Zucker Family School of Education's Administration and Supervision programs may transfer a maximum of six credit hours, two courses, of graduate coursework.

## Capstone Internship Requirements

Educational Leadership candidates must formally request permission from the faculty advisor to enroll in a capstone internship. Candidates must be within two courses of the internship and have earned a passing score on the Administration and Supervision PRAXIS to apply. This request is submitted in the form of an application which must be completed prior to the internship courses: EDUC-661/662 or EDUC-663-664. The Division of Educational Leadership must approve all field experience applications.

# Master of Education in Interdisciplinary STEM Education 

Zucker Family School of Education, 843-953-5097<br>The STEM Center of Excellence, 843-953-6091 http://www.citadel.edu/root/stemcenter-medstem

Dr. Kathryn Richardson Jones, Program<br>Coodinator, kathryn.jones@citadel.edu Ms. Marcia Bonica, Support Services marcia.bonica@citadel.edu

## Mission Statement

The Master of Education in Interdisciplinary STEM Education is entirely online and is designed for current educators who seek to advance their skillset in the STEM disciplines. The goal of the program is to create 21 st century STEM educators and leaders by facilitating a broader understanding of the interdisciplinary nature of STEM, a deeper knowledge of discipline-specific content, and new integrative approaches for the teaching and learning of STEM content.

The coursework has been designed to inspire a passion in teachers for STEM and equip them with the tools necessary to teach STEM content in an engaging way with career and industry applications. The MEd in Interdisciplinary STEM Education does not lead to certification, but is instead designed to improve teacher effectiveness in STEM education. A graduate successfully completing this degree program will be adept at creating relevant projects for use in their classrooms and utilizing project-based instructions to more effectively engage their students in the STEM disciplines.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate and graduate work directly from each regionally accredited college or university. Applicants are expected to have a 2.5 cumulative undergraduate grade point average.
3. A bachelor's degree demonstrating appropriate preparation in STEM.

## Program Requirements

The program assumes appropriate undergraduate preparation in STEM. The 36-credit hour MEd in Interdisciplinary STEM Education is organized into two areas - core and electives. The coursework will consist of twenty one (21) hours of core coursework and fifteen (15) hours of electives. Students will work with academic advisors to individualize the program based on their prior preparation and areas of interest. The curriculum is
targeted for working professionals with coursework delivered online in asynchronous format, allowing students to progress though the program at their own pace.

Although the program is designed for current educators, teaching certification is not required to be admitted to the program as other STEM professionals may complete the degree to better prepare themselves for roles in places such as informal education centers.

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GRADUATION REQUIREMENTS (non-credit bearing)
- Darkness to Light
- The Citadel Principled Leadership Seminar
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CORE COURSES (21 credit hours)
EDUC-543 Teaching, Learning and Assessing with
        Technology
EDUC-544 Project Based Learning and Interdisciplinary
        Teaching
EDUC-545 Developing STEM Disciplinary Literacy Skills
EDUC-546 Leadership and Critical Issues in STEM
        Education
EDUC-547 Research and Statistics for STEM Applications
EDUC-670 Foundations in STEM I
ECUC-680 Foundations in STEM II
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## ELECTIVE COURSES ( 15 credit hours)

Students will select $\underline{5}$ elective courses, chosen from the following list or as approved by program faculty.
BIOL-540 Biotechnology for STEM Educators
CHEM-520 The Chemistry of Art
CHEM-521 Forensic Science
CHEM-522 Nanotechnology for STEM Educators
CSCI-555 STEM Education Through Robotics
CSCI-663 Programming for STEM Educators
EDUC-548 Multidisciplinary Experimental Design and Implementation
EDUC-587 Earth Science for Teachers
MATH-618 Mathematical Technology Resources for STEM Education
PHYS-510 Engineering Applications in STEM

## THE CAPSTONE

Embedded in the coursework is a capstone. Students will prepare an online portfolio that captures evidence of achievement. The Portfolio will consist of their developed project-based lessons, an analysis of lesson implementation, and statistical analysis of student impact. A panel of instructors will review student's work and evaluate their capstone project.

TOTAL PROGRAM REQUIRED COURSES: 36 Credit Hours
Description of courses are listed in the last section of this catalog.

## Master of Education in Literacy Education

Zucker Family School of Education<br>843-953-5097<br>http://www.citadel.edu/root/literacy-educationprogram

Dr. Stephenie M. Hewett<br>stephenie.hewett@citadel.edu<br>Dr. Robin Jocius<br>robin.jocius@citadel.edu<br>Dr. Dan Ouzts, Program Coordinator<br>dan.ouzts@citadel.edu

## Mission Statement

Through quality field experiences and a strong theoretical foundation, candidates who pursue this degree develop a comprehensive knowledge of the field of Literacy Education. This understanding parallels the school's vision of creating "principled educational leaders who are knowledgeable, reflective, and ethical professionals."

The Master of Education in Literacy Education is nationally recognized by the International Literacy Association.

The general goals and objectives of the program are to develop:

1. A knowledge and mastery of all aspects of the literacy process;
2. A knowledge of those skills necessary to select, administer, and interpret informal and formal assessments used to examine children's and adolescents' literacy strengths and weaknesses;
3. A knowledge of the abilities and skills which enhance a wholesome teacher- student-parent relationship in working with students identified as at-risk readers in order to develop a case study;
4. A knowledge of those skills necessary to recognize and accommodate for individual differences in literacy instruction;
5. A knowledge of how to plan, supervise, and enhance programs as a literacy coach;
6. A knowledge of and ability to demonstrate effective literacy instructional strategies;
7. A knowledge of the relationship of literacy skills to subject-matter content areas;
8. A knowledge of significant research conducted in literacy education;
9. A knowledge of a broad range of children's and adolescents' literature and how to incorporate this literature into the classroom; and
10. A knowledge of how to effectively support and mentor educators and serve as a literacy leader.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university. Applicants are expected to have a 2.5 cumulative undergraduate grade point average.
3. Submission of official Graduate Record Examination (GRE) or Millers Analogy Test (MAT) score. Minimum acceptable score is a raw score of 396 on the MAT or a verbal and quantitative combination score of 290 on the GRE. Admission test must have been taken within the last five years. See page 39 for Provisional Status information.
4. Submission of a valid South Carolina elementary or secondary teaching certificate. Applicants must be in good standing with the State Board of Education at the time of acceptance.

Students accepted into the Master of Education in Literacy Education are automatically enrolled in the Graduate Certificate in Literacy Education.

Course work taken prior to official program admission or course work taken in other programs does not count toward the Master of Education in Literacy Education program/degree without written approval from the faculty advisor and the Dean.

No more than six (6) hours of approved coursework may be transferred into the Master of Education in Literacy Education program.

## Program Requirements

The Master of Education in Literacy Education is a 36 -hour program, consisting of two professional core requirements and 10 literacy courses. A program of study which details the degree requirements is completed by the student and the advisor. The candidate for the Master of Education in Literacy Education degree must satisfactorily complete the Praxis II examination, Teaching Reading. Additionally, candidates will be required to complete a program completion portfolio prior to graduation. Recommendation and verification for certification are completed by the School of Education upon graduation and a passing score on the Praxis II.

Recommendation for certification as a Literacy Teacher in South Carolina requires two years teaching experience. Recommendation for certification as Literacy Coach in South Carolina requires five years teaching experience. Upon completion of coursework, a satisfactory score on the Praxis II, and the requisite years of teaching experiences, a candidate completing the MEd in Literacy Education is recommended for certification as a Literacy Teacher, Literacy Coach, and the R2S Literacy Teacher provided the candidate already possesses a valid teaching certificate in the state of South Carolina.

GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar

The following courses should be taken in sequence as in the program of study.

PROFESSIONAL CORE REQUIREMENTS (6 credit hours) EDUC-536 Educational Psychology
EDUC-512 Data Collection and Analysis
OR
EDUC-549 Applied Measurement Techniques
PROFESSIONAL EDUCATIONAL SPECIALIZATION (30 credit hours)
EDUC-570 Developing Literacy Skills with At Risk Readers
EDUC-588 Foundations in Literacy
EDUC-589 Methods and Materials for Developing Literacy Skills
EDUC-590 Literacy Assessment and Instruction
EDUC-591 Practicum in Literacy Education
EDUC-592 Teaching Reading and Writing in the Middle and High School Content Areas
EDUC-594 Internship in Literacy Education
EDUC-608 Literature for Children and Adolescents
EDUC-642 Coaching in Literacy Education
EDUC-643 Action Research in Literacy Coaching
TOTAL REQUIRED CREDITS: 36 Credit Hours
Descriptions of courses are listed in the last section of this catalog.

# Specialist in Educational Leadership - <br> School Superintendent 

Zucker Family School of Education<br>843-953-5097<br>http://www.citadel.edu/root/educationalleadership

Dr. Kathy Brown<br>brownk2@citadel.edu<br>Dr. Kent Murray<br>kent.murray@citadel.edu


#### Abstract

Mission Statement The Zucker Family School of Education's Specialist in Educational Leadership - School District Superintendent program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Educational Leadership Constituent Council (ELCC). These accrediting bodies allow the Zucker Family School of Education's Licensing Agent, the Dean of ZFSOE to confer certification as a school district superintendent. At program completion, candidates will be awarded certification and licensure as school district superintendents. The Specialist in Educational Leadership - School Superintendent program's accreditation is effective through October 31, 2021.

The Specialist in Educational Leadership (Ed.S.) Degree is an advanced graduate degree between the Master's and Doctoral degrees. In accordance with South Carolina Certification Regulations, The Citadel offers an Ed.S. major that prepares candidates for SC endorsement at the superintendent's level.


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of all official transcripts directly from each regionally accredited college or university attended (including a Master's Degree in educational leadership or a Master's Degree in another educational area along with certification in educational leadership) with minimum 3.25 grade point average.
3. Submission of office Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Minimum acceptable raw score of 396 on the MAT or verbal and quantitative combination score of 290 on the GRE. Admission test must have been taken within the last five years. No Provisional Status granted.
4. A South Carolina State Professional Certificate with school administrator endorsement and two years in an administrative position equivalent to assistant principal or higher in education.
5. A South Carolina Professional Teaching certificate that is valid, three years teaching experience, and two years as a school or district administrator, post secondary administrator, or school business administrator.

Note: Specialist in Educational Leadership courses taken prior to official program admission will not count toward the degree without written approval from the Zucker Family School of Education.

## Program Requirements

A total of 33 semester hours must be completed for the Specialist in Educational Leadership. In addition to the general goals of the school's graduate program, the objectives of the Specialist in Education degree are knowledge of school law, curricular trends, school building trends, and program budgeting; skill in using various techniques for goal setting and problem diagnosis in such areas as instructional programs, staff development, and community relations; skill in decisionmaking and in evaluating decisions on the basis of subsequent information; knowledge of research in admin-istration, curriculum, human development and staffing; performance behavior in a job setting; knowledge of the role of the school in modern America and the multicultural currents influencing the school; knowledge and skills for per-forming in a political setting; and, a clear understanding and working knowledge of Principled Educational Leaders. A student, who applies for certification as a school district administrator, must meet the following:

1. A minimum qualifying score on the state administrator's examination prior to entrance into the internship
2. Three years teaching experience
3. Program Audit showing completion of 33 credit hours:
a. Required courses, 27 credit hours
b. Two internships, EDUC 632 and EDUC 633, (9-

12 internship hours per week over a six-month period), six credit hours

Candidates for administrative internships must:

1. Complete 21 credit hours prior to submitting an internship application for faculty review.
2. Earn a passing score on the PRAXIS, South Carolina's Supervision and Administration Examination.
3. Meet with advisor to review request for admission to an internship.
4. Apply to CGC to register for an internship.

Applicants for spring administrative internships should file an application with their advisor no later than December 1 of the preceding semester. Applicants for fall administrative internships should file an application with their advisor no later than August 1 of the preceding semester. Applicants for summer administrative internships should file an application with their advisor no later than March 1 of the preceding semester. In order to register for internships, authorized applications must be on file in the CGC office, along with the
valid South Carolina state administrator's examination score.
*Proviso-Candidates filing applications and applying for administrative internships after the December, March, and August deadlines cannot be guaranteed enrollment.

## GRADUATION REQUIREMENTS (non-credit bearing)

## - Darkness to Light

- The Citadel Principled Leadership Workshop

PROFESSIONAL REQUIREMENTS ( 33 credit hours)
EDUC-535 Organizational Theory and Behavior
EDUC-598 Curriculum Project (Prerequisite EDUC 531/532)
EDUC-600 Professional Negotiations
EDUC-603 School Plant Seminar
EDUC-606 Superintendency and School Organization
EDUC-610 Seminar on School Improvement
EDUC-612 Seminar in School Law (Prerequisite EDUC 601)
EDUC-614 Seminar in Educational Administration
EDUC-619 Assessment of School Programs
EDUC-632 Internship in Superintendency
EDUC-633 Internship in Superintendency
TOTAL PROGRAM REQUIRED COURSES: 33 Credit Hours (beyond the master's degree)
*If EDUC-529, EDUC-531/532 or EDUC-616 were not taken in a master's program, the appropriate course must be taken as a requirement of the Ed. S.

Descriptions of courses are listed in the last section of this catalog.

REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL
I. ADMINISTRATION
C. District Superintendent

1. Master's degree
2. Valid South Carolina Teaching or Professional Certificate at the elemen-tary, middle or secondary level
3. Minimum of qualifying score(s) on the area examination(s) required by the State Board of
Education
4. Verification of a total of three years experience as a pre-K-12 or post-secondary teacher and two years as a school or school district administrator, post secondary administrator, or school business administrator
5. Completion of an advanced program approved by the State Board of Education for the training of school superintendents South Carolina Regulation 43.

South Carolina Teacher Certification Manuel R 43-64 REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL.

# School of Humanities \& Social Sciences 

## Master of Arts:

- English
- History
- Psychology: Clinical Counseling
- Social Science
- International Politics \& Military Affairs


## Master of Science:

- Leadership

Specialist in Education:

- School Psychology


## Master of Arts in English

## Department of English

843-953-5068
http://www.citadel.edu/root/english

## Dr. James M. Hutchisson <br> hutchissonj@citadel.edu


#### Abstract

\section*{Mission Statement}

The Citadel and the College of Charleston offer a joint Master of Arts degree in English. The 36 hour program, with a thesis option, provides advanced course work in British literature, American literature, English language, and composition and rhetoric. The program is designed to attract qualified holders of the baccalaureate degree, whether recent college graduates, English teachers, or others interested in pursuing graduate studies in English. A Joint Program Committee, comprised of faculty members from each institution, oversees admissions, course scheduling, comprehensive examinations, degree certification, and other matters related to the management of the program. Diplomas and other official documents indicate that the program is a joint endeavor and include the names of both institutions.


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.
3. Applicants are expected to have a cumulative undergraduate grade point average of at least 2.5 and 3.0 in the major.
4. Submission official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) score. (Applicants who do not have an undergraduate degree in English are also required to take the GRE advanced test in literature.) Applicants are expected to have a composite GRE verbal and quantitative score of at least 300 and a 4 on the writing assessment section. Those taking the MAT should have a score of at least 400. ${ }^{*}$ Admission test must have been taken within the last five years.
5. Submission of at least two signed letters of recommendation, perferably from former professors. Each reference should be as specific as possible in addressing the applicant's academic ability, motivation, and ability to complete a graduate degree.
6. Submission of a two-page statement about educational goals and interest in a graduate program in English.
7. Submission of a writing sample that demonstrates an ability to perform literary analysis and conduct research. Typically this requirement can be met by submitting a research paper prepared for an advanced undergraduate English course.
*An applicant who does not meet the minimum GPA and/ or test score expectations or who does not have sufficient undergraduate background in English may be allowed to pursue course work as a provisional student. Upon completing nine semester hours with a minimum GPA of 3.25 the student will be eligible for degree-seeking status.

## Application Deadlines

The Joint Program Committee will consider completed applications for the regular degree program on the following dates:

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall | May 1st |
| Spring | November 1st |
| Summer | April 1st |

Applications will be considered year round for non-degree students.

## Program Requirements

The Master of Arts is conferred upon those candidates who successfully complete an approved program of study consisting of at least 36 semester hours of graduate credit with a cumulative GPA of 3.0. Specific requirements are listed below:

Thesis Option:

- British Literature before 1800, 6 hours
- British Literature after 1800, 6 hours
- American Literature, 6 hours
- Seminar (English 700), 3 hours
- Electives, 12 hours
- Thesis and Oral Defense of Thesis, 6 hours
- Demonstration of competency in one foreign language
- Comprehensive Examination

Non-thesis Option:
Same as above, except that the thesis is omitted and the number of elective hours is eighteen.

## Notes:

- At least nine hours must be taken at each campus.
- English 700 satisfies the seminar requirement and may also be used to satisfy a core requirement in British or American literature, depending on the topic.
- Electives will normally be graduate courses in English. Other courses will be considered on a case-by-case basis by the Joint Program Committee.
- No more than nine hours of English 698 (3), 699 (3), and 701 (6) in any combination may count toward the required 36 hours.
- Students may demonstrate their competency in a foreign language by completing two years or their equivalent of college-level study in a single foreign language with an average grade of C or higher: or completing, with a
grade of B or higher, English 517: Old English Language. The foreign language requirement must be met before a student can take the comprehensive examination.
- The comprehensive examination is prepared and administered by the Joint Program Committee and is taken by all candidates after the completion of at least 27 hours of coursework. Copies of all previous examinations are available on the websites of both English departments.


## Concentration in African American Literature

In 2004 an African American Literature Concentration was added to the Master of Arts degree program. The fifteen hour (15) concentration, with a thesis option, offers advanced course work in African American literature, independent study courses for further exploration into an African American literature topic, and cross disciplinary opportunities with courses in other departments that have a central concern with African American literature. Students opting to add a concentration in African American literature must meet the normal requirements for the M.A. In addition, they must complete one of these two courses of study:

Standard Option:

- 9 hours of African American literature (any combination of $535,570,571$, and 573)
- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 3 hours of study in an African American topic, such as an independent study or internship, as approved by the graduate director

Thesis Option:

- 6 hours of African American literature (any combination of $535,570,571,572$, and 573)
- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 6 hours of thesis on an African American topic

Notes:

- A student may substitute 3 hours of independent study on an African-American topic (as approved by the graduate director) for any 3 hours of coursework.
- Students taking this concentration may apply only one of their African American literature courses to the six hour American literature requirement of the M.A.

GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## COURSES

ENGL-500
ENGL-501
ENGL-502

ENGL-505

ENGL-503 English Drama to 1642
ENGL-504 Poetry and Prose of the English Renaissance
Old and Middle English Literature
Chaucer
Shakespeare Milton

ENGL-506 Restoration and Eighteenth Century Drama
ENGL-507 Poetry and Prose of the Restoration and Eighteenth Century
ENGL-509 Romantic Literature
ENGL-510 Victorian Literature
ENGL-512 Literature of the U.S. South
ENGL-516 Continental Literature
ENGL-517,518 Special Topics in Literature
ENGL-520 A Survey of World Literature I
ENGL-521A Survey of World Literature II
ENGL-522 Colonial and Revolutionary American Literature
ENGL-523 Nineteenth Century American Literature IRomanticism
ENGL-524 Nineteenth Century American Literature IIRealism
ENGL-525 Eighteenth Century British Novel
ENGL-526 Victorian Novel
ENGL-527 British Fiction: 1900 to 1945
ENGL-528 American Fiction: 1900 to 1945
ENGL-529 American Fiction: 1945 to the Present
ENGL-530 Special Topics in The Humanities
ENGL-531 British Poetry: 1900 to Present
ENGL-532 American Poetry: 1900 to Present
ENGL-533 British Drama: 1900 to Present
ENGL-534 American Drama: 1900 to Present
ENGL-535 African American Literature
ENGL-537 Contemporary British Fiction
ENGL-550,551 Special Topics in Composition or Language
ENGL-552 Adolescent Literature
ENGL-553 Modern English Grammar
ENGL-554 History of the English Language
ENGL-555 Literary Criticism
ENGL-556 Theory and Practice of Teaching Composition
ENGL-557 Creative Writing-Poetry
ENGL-558 Technical and Professional Writing
ENGL-559 History and Theory of Rhetoric
ENGL-560 Film Studies
ENGL-562 Workshop in Advanced Composition
ENGL-563 Creative Writing-Fiction
ENGL-564 Teaching with Technology
ENGL-570 Topics in African American Literary Genres
ENGL-571 Topics in African American Literary Periods
ENGL-572 Topics in Major African American Writers
ENGL-573 Special Topics in African American Literature
ENGL-574 Special Topic in English Literature Before 1800
ENGL-575 Special Topics in English Literature After 1800
ENGL-576 Special Topics in American Literature
ENGL-595 Methods and Materials for English Language Arts
ENGL-650 Literary Research
ENGL-698 Tutorial
ENGL-699 Independent Study
ENGL-700 Seminar
ENGL-703 Seminar in English Literature Before 1800
ENGL-704 Seminar in English Literature After 1800
ENGL-705 Seminar in American Literature
ENGL-701 Thesis
ENGL-702 Internship
Descriptions of courses are listed in the last section of this catalog.

## Master of Arts in History

Department of History
843-953-5073
http://www.citadel.edu/root/history-mastersprogram

Dr. Keith Knapp, Director<br>keith.knapp@citadel.edu

## Mission Statement

The Citadel and the College of Charleston offer a joint Master of Arts Degree in History, providing each student with advanced specialized work in one of the following areas: United States history, European history, or Asian/African/ Latin American history. The program has a special emphasis on the history of the American South, the South Carolina Lowcountry, and the Atlantic World. The program serves the needs of those interested in pursuing graduate studies in history. Teachers who complete the program have a greater command of the literature of a particular field. Others are prepared to do doctoral work or pursue other advanced degrees, enter the field of public history, or seek employment opportunities which require advanced training in the humanities. The management of the program is vested in a Joint Program Committee composed of representatives of the two history departments. The directorship rotates between the two institutions. Diplomas and other documents will indicate that the program is a joint endeavor and will include the names of both institutions.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.
3. Submission of official copy of the Graduate Record Examination (GRE) score. Applicants are expected to have a GRE verbal score exceeding 152. Admission test must have been taken within the last five years.
4. Applicants are expected to have a cumulative undergraduate grade point average of at least 2.5 and a 3.0 in the major. They are also expected to have 15 hours of history course work beyond the initial survey.*
5. Submisssion of three signed letters of recommendation, normally from former professors. Each reference should be as specific as possible in analyzing the applicant's potential for success in the program. References should address the student's ability to design, conduct, and present research without direct supervision, the ability to analyze complex data and issues, and the ability to write effectively.
6. Submission of evidence of ability to conduct research and
present findings. A term paper, honors thesis, or critical essay from a graduate or upper-level course taken in college will suffice. The evidence of writing should reflect the ability to conceptualize a research theme, conduct research to support an argument, and reach a justified conclusion. The paper should demonstrate an ability to handle documentation of evidence.
*An applicant who fails to meet the GPA and course history requirements may be allowed to pursue course work as a provisional student only upon application to the Joint Program Committee. Upon completion of nine semester hours, with no more than three hours in independent study (HIST-770) and a minimum GPA of 3.25 , the student may be admitted unconditionally. The student must make this request in writing to the Joint Program Committee. There is no guarantee that courses taken in a non-degree status will be credited towards a degree once a student gains provisional or regular admission. Coursework taken to meet admission prerequisites will not count towards de-gree requirements.

## Application Deadlines

The Admissions Committee will consider complete applications for the program on the following dates:

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall and Summer | March 1st |
| Spring | October 1st |

## Program Requirements

In consultation with an advisor, each degree candidate will develop a plan of study which includes course work at both institutions. The plan of study must be submitted to the Program Director upon completion of the first six hours or the first semester of graduate work.

In addition to lectures and examinations, graduate courses demand wide reading, thorough research, and advanced historical writing. Only graduate students admitted to the M.A. program will be automatically enrolled, but non-degree students and exceptional undergraduates-upper division majors in history and related disciplines-may be enrolled in 500-level courses. For this, however, they will need permission from the instructor and are expected to have a minimum GPA of 3.4 in history courses. No more than two 500-level courses may be taken by an undergraduate. 600- and 700-level courses are for M.A. program students exclusively. Work expected of juniors and seniors will not be as great as that expected of the
graduate students. The qualitative expectations remain the same for all students.

The Master of Arts in History is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit with a cumulative GPA of 3.0. The distribution of courses follows this general scheme:

> Major concentration: 18 hours
> Minor concentration: 6 hours
> Historiography: 3 hours
> Third concentration: 3 hours
> Electives: 3 hours

The program offers two tracks, according to students' career goals:

1. Thesis track students must take HIST-801 and HIST-802 and successfully defend their thesis. (These courses count towards the 18 hours in the major concentration.)
2. Non-thesis track students must take two research seminars, preferably within their area of concentration, and a comprehensive exam in their major field.
*All students must take at least three hours in each concentration offered by the program (US, Europe, World).
${ }^{* *}$ In history or a related discipline in the humanities or social sciences. Students must obtain prior approval from their campus program director to take a non-history elective. A specific number of courses must be distributed between both institutions.

All students are encouraged to attain proficiency in a foreign language. There is no formal requirement for all students in the program to demonstrate language proficiency at a certain level. However, depending upon the program, a candidate may be required by the advisor to demonstrate mastery of an appropriate foreign language, indicated by the satisfactory use of source material or literature in the relevant foreign language in seminar or research work.

## Concentration in African American Studies

Students who elect this option must meet all the normal requirements by the master's degree. In addition, they must complete one of the two courses of study below and all courses must meet the approval of the graduate program director.

## Thesis Option:

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

Non-Thesis Option:

- 9 hours in African American oriented history
- 3 approved hours in another discipline
- 3 hours in African American oriented independent study
or similar (i.e., research seminar)
Three hours of independent study on an African American topic may be included as part of the nine hours of course work.


## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## COURSES

(Non-degree, MAT, and exceptional undergraduate students may enroll in 500 level courses only, space permitting.)

HIST-502 Colonial America and the American Revolution to 1789
HIST-503 The Jeffersonian and Nationalist Period
HIST-504 Civil War and Reconstruction
HIST-506 The U.S. in the Twentieth Century
HIST-521 The American South
HIST-522 South Carolina History
HIST-523 Afro-American History
HIST-532 Ancient Greece
HIST-533 Ancient Rome
HIST-535 Medieval Europe
HIST-537 Renaissance and Reformation
HIST-541 Enlightenment and French Revolution
HIST-542 Nineteenth-Century Europe
HIST-543 Twentieth-Century Europe
HIST-545 History of Modern Russia
HIST-551 Women in the Western World
HIST-562 Colonial Latin America
HIST-563 Modern Latin America
HIST-572 Precolonial Africa
HIST-573 Modern Africa
HIST-577 Modern Middle East
HIST-582 China to 1800
HIST-583 Modern China
HIST-586 Japan to 1800
HIST-587 Modern Japan
HIST-590 Special Topics in U.S. History
HIST-591 Special Topics in European History
HIST-592 Special Topics in Latin American Asian/African History
HIST-593 Special Topics in Peace, War, and Diplomacy
HIST-610 Special Topics in U.S. History
HIST-620 Special Topics in Lowcountry Studies
HIST-630 Special Topics in Peace, War, and Diplomacy
HIST-640 Special Topics in European History
HIST-650 Special Topics in British History
HIST-670 Special Topics in Asian/African/ Latin American
HIST-691 Historiography
HIST-710 Research Seminar in U.S. History
HIST-720 Research Seminar in Lowcountry Studies
HIST-740 Research Seminar in European History
HIST-760 Research Seminar in Asian/ African/ Latin American History
HIST-770 Independent Study in History
HIST-801-802 Master's Thesis
Descriptions of courses are listed in the last section of this catalog.

## Department of Psychology Graduate Programs

The Department of Psychology offers two graduate psychology programs, one in Clinical Counseling (M.A. only) and the other in School Psychology (Ed.S.). The two programs share 24 credit hours. These courses reflect the Department's recognition that all branches of psychology revolve around a common knowledge base with specializations being an extension beyond that base.

The Department of Psychology espouses a philosophical perspective of training and practice that stresses an empirical and applied approach to addressing psychosocial problems of clients. Most faculty members are engaged in clinical practice, research efforts, or both. Faculty members' activities are guided by a scientist-practitioner model, which emphasizes a scholarly approach to applications of psychology.

The Clinical Counseling program offers graduate education at the master's degree level for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program is accredited by the State Department of Education in South Carolina and the Masters in Psychology and Counseling Accreditation Council (MPCAC), and it is a member of the Council of Applied Masters Programs in Psychology (CAMPP). Students enrolled in the Clinical Counseling program work to achieve a Master of Arts in Psychology degree by completing a total of 57 credit hours. The program includes 30 credit hours of core courses, 12 hours of advanced courses, 3 credit hours in Alcohol and Substance Abuse Counseling, 3 hours of electives, and 9 hours of field work. Field work is completed in agencies throughout the tri-county area and involves a 150-hour practicum and 600hour internship. Students completing the Clinical Counseling program meet the educational requirements for licensure as Professional Counselors in South Carolina.

The School Psychology program is built around the model of the data-based problem-solver at the individual, organizational, and systems levels in schools, with an emphasis on the efficacy of outcomes for clients served. The program involves 75 -semester hours of credit, and it leads to the Education Specialist (Ed.S.) degree and certification as a "School Psychologist II" in South Carolina and National Certification as a School Psychologist. The School Psychology program is fully accredited by the National Association of School Psychologists (NASP). Students can apply for the award of a Master of Arts in Psychology degree after completing 39 semester hours from the School Psychology Program of Studies and receiving the approval of the Director of the School Psychology program and the Head of the Department of Psychology. PSYC-599, Thesis, MUST be completed as part of those 39 hours. It should be noted that students are not eligible for certification as a school psychologist at the Masters level (i.e., this is not a terminal degree). Information regarding both of these programs can be found on The Citadel's Psychology Department website at www.citadel.edu/psychology/graduate. html.

# Master of Arts in Psychology: Clinical Counseling 

Department of Psychology

843-953-5320
http://www.citadel.edu/root/psychology

Dr. Genelle Sawyer

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## Mission Statement

The mission of the Master of Arts in Psychology: Clinical Counseling program at The Citadel is to prepare students to become scholarly practitioners of psychosocial counseling in community agencies, including college counseling centers, hospitals, mental health centers, and social services agencies. The program emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems of a diverse population of individuals and families seeking mental health services in the community. The program's model blends didactic and experiential training to facilitate students' ability to utilize an empirical approach to assessment, goal development, intervention, and evaluation of services for a wide range of individuals and families experiencing a variety of psychosocial difficulties. It is the expectation of the program that students will be trained to be competent and ethical professional service providers who will apply a scholarly perspective as well as compassion and caring to their work.

## Admission Requirements

Admission to the Clinical Counseling Program is based on a competitive review of all application materials.

1. Completion of the online graduate application along with the non-refundable application fee
2. Submission of an official transcript of the baccalaureate degree directly from each regionally accredited college or university. Applicants are expected to have a grade point average of 3.0 (or graduate grade point average of 3.0 ) and 12 credit hours in psychology. A score of 600 on the GRE Subject Examination in Psychology is acceptable in lieu of the credit hour requirement.
3. Submission of official Graduate Record Examination (GRE) or Millers Anology Test (MAT) score. A minimum score of 297 (minimum of 150 on the verbal reasoning and 141 on the quantitative reasoning section) is required for the GRE or a score of 410 or higher on the MAT. Admission test must have been taken within the last five years.
4. Submission of a completed Admissions Questionnaire
5. Submission of two letters of recommendation

Students requesting a transfer from another Master's program
CGC/EUGS Catalog 2015-2016 65
must provide documentation of a GRE or MAT score (copies are acceptable) in order to complete requirements for application to the program.

## Application Deadline

The Admissions Committee will consider complete applications for the program on the following date:

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall | March 15 |

## Program Requirements

The Master of Arts in Psychology: Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The curriculum consists of a total of 57 credit hours, including 30 credit hours of core courses, 3 credit required course in Alcohol and Substance Abuse Counseling, 12 hours of advanced courses, 3 hour elective, and 9 hours of fieldwork. Fieldwork is completed in agencies throughout the tri-county area and involves a 150 -hour practicum and 600 -hour internship. Students who successfully complete this program (and take Career Counseling as one of their elective courses) meet the educational requirements for professional licensure as a Professional Counselor in South Carolina. The program addresses the development of counseling skills in a variety of treatment modalities, including individual, family and group. While some graduates have sought and gained admission to doctoral programs, the program is designed as a terminal masters degree program. The program is a member of the Council of Applied Master's Programs in Psychology and is accredited by the Masters in Psychology and Counseling Accreditation Council. Students must abide by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association throughout their enrollment.

The M.A. degree will be conferred on students who have successfully completed the requirements of the program with a minimum GPA of 3.0. All students must successfully complete a comprehensive examination after completing their ten core courses (see below) and must complete a written and oral presentation of a case study for a panel of faculty members as part of the internship requirement in order to complete the program. Students must complete all course requirements within a 5 -year period from the date of initial enrollment. No more than 8 hours of graduate credit taken as non-degreeseeking student will be applied toward program requirements.

## Required Program for Clinical Counseling Students

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar

| CORE COURSES |  |
| :--- | :--- |
| PSYC-500 | Human Growth and Development |
| PSYC-501 | Principles of Cognitive and Behavioral Change |
| PSYC-507 | General Psychopathology: Assessment and |
|  | Differential Diagnosis |
| PSYC-508 | Counseling and Personality Theories |
| PSYC-514 | Ethics and Mental Health Law |
| PSYC-523 | Statistics and Research Design |
| PSYC-526 | Clinical Counseling: Basic |
| PSYC-549 | Foundations of Psychometrics |
| PSYC-553 | Introduction to Family Dynamics |
| PSYC-561 | Cultural Issues in Psychological Practice |

## REQUIRED COURSE

PSYC-540 Alcohol and Substance Abuse Counseling
Students completing the Clinical Counseling curriculum must successfully complete a comprehensive examination to be permitted to take the following Advanced Courses:

## ADVANCED COURSES

PSYC-611 Clinical and Professional Issues in Counseling
PSYC-629 Practicum: Clinical Counseling
PSYC-643 Contemporary Psychological Assessment and Psychotherapy
PSYC-644 Clinical Counseling: Advanced
PSYC-645 Clinical Counseling: Group
PSYC-651 Internship I
PSYC-652 Internship II

## ELECTIVES

PSYC-557 Counseling \& Psychotherapy for Couples
PSYC-602 Social and Biological Basis of Child and Adolescent Behavior
PSYC-603 Affective and Cognitive Interventions: Child/Adolescent
PHED-511 Special Topics: Sports Psychology
EDUC-550 Career Counseling (Required for Licensed Professional Counselor)

Field Placement Requirements
Clinical Counseling students complete one 150 -hour practicum and one 600 -hour internship providing clinical services in a community agency subsequent to successful completion of PSYC-643, PSYC-644, and PSYC-645. Field placement opportunities are available in many agencies within the tri-county area and are listed on the website. Field placement sites may require a background check prior to beginning training.
Students who have completed graduate work elsewhere but who desire admission to one of the Clinical Counseling practicum/internships for licensure or professional development reasons must receive formal approval by the Clinical Counseling Committee. Additionally, such students will be required to take the following four courses at The Citadel prior to admission to practicum:

PSYC-508 Counseling and Personality Theories
PSYC-643 Contemporary Psychological Assessment and Psychotherapy
PSYC-644 Clinical Counseling: Advanced
PSYC-645 Clinical Counseling: Group
Descriptions of courses are listed in the last section of this catalog.

The Citadel has adopted this policy because of its ethical responsibilities to practicum agencies, the clients of the agencies, and to the students. Without this background of experience with students, The Citadel is not in a viable position to attest to the student's readiness for the practicum/internship placement.

# Specialist in Education in School Psychology 

## Department of Psychology

843-953-5320
http://www.citadel.edu/root/psychology

Dr. Timothy A. Hanchon<br>tim.hanchon@citadel.edu

## Mission Statement

The mission of the Specialist in Education (Ed.S.) program in School Psychology is to prepare students to become scientistpractitioners. This model sees the school psychologist as a data-based problem solver at the individual, group, and systems levels. The concept includes the interaction of the student in the classroom, the school system, the family, and the community. The Ed.S. degree emphasizes application of psychological principles, knowledge, and skills in relating to the process and problems of education. The program is approved by the South Carolina Department of Education, and graduates are eligible for certification at the School Psychologist II level in South Carolina. The program is also approved by the National Association of School Psychologists (NASP, 2003).

## Admission Requirements

Admission to the School Psychology Program is based on a competitive review of application materials.

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Minimum requirements for consideration include an overall undergraduate grade point average of 3.0 (or graduate grade point average of 3.0 )
3. Submission of official Graduate Record Examination (GRE) or Miller Analogies Tes (MAT) score. Minimum score of at least 297 (minimum of 150 on the verbal reasoning and 147 on the quantitative reasoning section) is required on the GRE and a score of at least 410 on The Miller Analogies Test (MAT). Admission test must have been taken within the last five years.
4. Submission of a completed Admissions Questionnaire.
5. Submission of two letters of recommendation.

## Application Deadline

The Admissions Committee will consider complete applications for the program on the following date:

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall | March 1 |

## Program Requirements

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar

The Ed.S. degree in School Psychology consists of 75 semester hours with 4 interacting components.

## CORE

courses focusing on psychological foundations with emphasis on the role, functions, and scope of the profession of school psychology (27 hours).

```
PSYC-500 Human Growth and Development
PSYC-501 Principles of Behavior and Cognitive Change
PSYC-507 General Psychopathology: Assessment &
    Differential Diagnosis
PSYC-508 Counseling and Personality Theories
PSYC-512 Ethics, Roles, & Law
PSYC-523 Statistics & Research Design
PSYC-525 Basic Counseling Techniques
PSYC-549 Foundations of Psychometrics
PSYC-561 Cultural Issues in Psychological Practice
```


## ADVANCED

knowledge and skills courses which emphasize the knowledge and skills more specific to educational settings (33 hours)

PSYC-502 Psychological \& Educational Exceptionalities: Child/Adolescent
PSYC-503 Objective Assessment
PSYC-504 Special Techniques in Assessment
PSYC-505 Personality, Social, \& Emotional Assessment
PSYC-602 Social \& Biological Basis of Child and Adolescent Behavior
PSYC-605 Systems Theory \& Consultation: Prevention and Intervention*
PSYC-606 Educational Interventions*
PSYC-607 Behavioral and Emotional Interventions*
PSYC-608 Advanced Counseling Techniques for School Psychologists
PSYC-612 Reading Assessment and Interventions
PSYC-620 Contemporary Issues in School Psychology
*Course taught in conjunction with Practicum in Consultation. Students are required to complete a consultation project in the public schools.

## DATA-BASED PROBLEM SOLVING

courses critical to functioning as a data-based problem-solver which provide supervised, hands-on training in assessment and intervention skills within school settings ( 12 hours)

Prerequisite: Students can not begin this block of courses until they have officially been admitted into the School Psychology Program and completed all prerequisites.
PSYC-615 Practicum in School Psychology I
PSYC-616 Practicum in School Psychology II
PSYC-617 Consultation \& Intervention Practicum I
PSYC-618 Consultation \& Intervention Practicum II
PSYC-621 Internship in School Psychology I
PSYC-622 Internship in School Psychology II
*NOTE: PSYC 615/617 \& 616/618 are co-requisites

## SCIENTIST PRACTITIONER

experience as a scientist practitioner in gathering and analyzing data (3 hours)

PSYC-599 Thesis (must be completed prior to award of the M.A.)

Students in the School Psychology program who successfully complete the 75 semester hours and other Program requirements (see Handbook of School Psychology) are awarded the Ed.S. degree. Students must complete all course requirements within a 4 -year period from the date of initial enrollment. Internship requirements must be completed within 2 years of the completion of course work or 6 years from date of initial enrollment. Students may apply for a Master of Arts in Psychology degree after completion of 39 semester hours from the School Psychology Program of Studies, 3 of which must be the thesis.

No more than 8 hours of graduate credit taken as non-degreeseeking student will be applied toward program requirements.

## Field-Based Placement Requirements

School Psychology students must complete all course work before placement in an internship setting (including thesis). Students will be required to spend a minimum of 1200 clock hours in a supervised internship and complete these hours within 2 years.

To meet South Carolina requirements, students who plan to complete an internship must apply through the South Carolina Department of Education (SCDOE) for an internship certificate. Further, to meet these requirements, internship candidates must submit an Application for Internship, Teacher Certification Application, SCDOE required fees, a copy of their social security card, and fingerprints for FBI/SLED background check to the Internship Coordinator of School Psychology for submission to the South Carolina Office of Educator Certification.

Other field-based experiences may require a criminal background check prior to field placement.

## Program Sequence

PSYC-503, 504, 505, and 615/616 must be taken in prescribed sequence, with each course building on the preceding one incrementally. The intervention courses (PSYC-605, 606, 607, 608, and 617/618) must be taken concurrently with PSYC615/616 (Practicum in School Psychology I/II) to allow for further practical experience with intervention skills within the schools. Please note that ALL full-time school psychology students must be enrolled in PSYC 503 during their first Fall semester in order to avoid an extension of their course work by one year.

Descriptions of courses are listed in the last section of this catalog.

## Attendance Policy

The Catalog of The Citadel Graduate College delineates a general policy regarding class attendance. Students are expected to be familiar with this general attendance policy. Unless stated differently in course syllabi, this general policy is in effect and course instructors can fail a student who misses more than $20 \%$ of classes.

The graduate program in School Psychology is, by its nature, an applied practitioner program leading to anticipated passing scores on the PRAXIS II and certification as a practicing School Psychologist in South Carolina. A number of the courses are designed to facilitate the acquisition of handson experiences with various diagnostic, evaluation, and intervention techniques where skill acquisition is based on instructor demonstrations and modeling, guided individual and group practice and participation by the student, role playing, and group activities, such as simulations, that build the necessary foundations for the acquisition of the basic skills necessary to the practice of the profession of School Psychology. In these courses, a strict absence policy has been adopted to ensure that learning experiences are not compromised. Specifically, those courses that fall under this absence policy are as follows: PSYC-503, PSYC-504, PSYC505, PSYC-512, PSYC-615/616, PSYC-617/618, PSYC-605, PSYC-606, PSYC-607, PSYC-608, PSYC-621, and PSYC-622. Students enrolled in these classes are advised to consult their syllabus and instructor for more specific details.

## Master of Arts in Social Science

## Department of Political Science

843-953-5069
http://www.citadel.edu/root/mass
Dr. Terry Mays
terry.mays@citadel.edu

## Mission Statement

The degree is designed to allow students to advance their knowledge of the social sciences through an interdisciplinary study of political science, criminal justice, sociology, anthropology, psychology, leadership, and related disciplines.

This program offers students the opportunity to acquire a broad interdisciplinary background in the social sciences and includes a familiarization with the perspectives, processes, and methods used in the study of social phenomena. Designed for students and professionals from all walks of life, the program allows one to tailor the emphasis of the course of study to fit a variety of individual and career interests.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.

GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Required Program

The Master of Arts in Social Science (MASS) is a 36 credit hour program consisting of the following requirements:

## REQUIRED CORE (6 hours)

PSCI-500/ CRMJ-500 Seminar in Social Science
PSCI-501/ CRMJ-501 Research Methods in Social Science
*NOTE: these 6 hours must be included in the first 12 hours taken in the program.

CLUSTER A: FOUNDATION COURSES (15 hours)
Students should select five courses from any political science, criminal justice, sociology, or anthropology courses the School of Humanities and Social Science offers.

CLUSTER B: ELECTIVE COURSES (15 hours)
Students should select five courses from those listed in this cluster, three of which must be Psychology graduate courses (9 hours). Options for the other two electives are listed below.

## CLUSTER A COURSES

PSCI-500/CRMJ-500 Seminar in Social Science
PSCI-501/CRMJ-501 Research Methods in Social Science
PSCI-502 The American Federal System
PSCI-503 The Politics of American Democracy: Political
Behavior, Interest Groups, and Political Parties
PSCI-506 Legislative Process
PSCI-507 American Presidency
PSCI-509 Urban Politics
PSCI-510 Topics in Political Science
PSCI-521 Advanced Placement: American Government
PSCI-555 Topics in Political Science Leadership Application
PSCI-561 Law and Legal Process
PSCI-562 East Asian Affairs
PSCI-563 South Asian Affairs
PSCI-564 U.S. Foreign Relations
PSCI-565 International Politics
PSCI-566 International Political Economy
PSCI-567 Global Democracy
PSCI-568 International and Domestic Terrorism
PSCI-569/CRMJ-569 National Security Policy
PSCI-570 The Civil Rights Movement
PSCI-571 Comparative Politics
PSCI-572 International Organization
PSCI-573 International Political Theory
PSCI-574 Global Issues
PSCI-575 US Foreign Policy Leadership
PSCI-576 International Law
PSCI-577 Conflict Studies
PSCI-662 Constitutional Law: Civil Rights and Liberties
CRMJ-510 Topics in Criminal Justice
CRMJ-515/PSCI-515 Topics in Homeland Security
CRMJ-555/PSCI-555 Leadership Application Course in Criminal Justice
CRMJ-560 Homeland Security and Criminal Justice Administration
CRMJ-561 Drugs and Crime
CRMJ-562 Comparative Criminal Justice Systems
CRMJ-563 Criminal Evidence
CRMJ-564 Juvenile Justice
CRMJ-565 Corrections
CRMJ-567 Homeland Security
CRMJ-568/PSCI 568 International and Domestic Terrorism
CRMJ-572 Ethics and Integrity in Homeland Security
SOCI-501 Social Determinants of Modern Life
ANTH-501 Physical and Cultural Adaptations
ANTH 505 Special Topics in Anthropology

## CLUSTER B COURSES

PSYC-500 Human Growth and Development
*PSYC-501 Principles of Cognitive \& Behavioral Change
*PSYC-507 General Psychopathology
*PSYC-508 Counseling and Personality Theories
PSYC-553 Introduction to Family Dynamics
*PSYC-555 Special Topics in Psychology
*PSYC-561 Cultural Issues in Psychological Practice
PSYC-570 Social and Cognitive Foundations of Interpersonal Behavior
*With Instructor Permission Only
BADM-704 Foundations of Economics
BADM-713 Communication for Leadership
EDUC-500 Foundations of American Education
EDUC-561 Counseling Diverse Populations
EDUC-600 Professional Negotiations
ENGL-512 Southern Literature
ENGL-516 Continental Literature
ENGL-520 Survey of World Literature I
ENGL-521 Survey of World Literature II
ENGL-530 Special Topics in the Humanities
ENGL-535 African-American Literature
ENGL-558 Technical and Professional Writing
ENGL-570 Topics in African-American Literary Genres
ENGL-571 Topics in African-American Literary Periods
ENGL-572 Topics in Major African-American Writers
ENGL-573 Special Topics in African-American Literature
GEOG-511 World Geography
Any 500 level History course EXCEPT:
HIST-560 History of Non-Western World (MAT only)
HIST-594 Historiography for Social Science Teachers (MAT only)

HESS-502 Drug and Substance Abuse
HESS-503 Human Sexuality
HESS-504 Public Health
Total: Thirty six (36) hours

Descriptions of courses are listed in the last section of this catalog.

## MASS with Simultaneous Graduate Certificates in Leadership and/or Homeland Security

Students accepted for the MASS degree program may simultaneously enroll in the Graduate Certificate in Leadership and/or the Graduate Certificate in Homeland Security programs.

Each certificate involves a separate application and acceptance. Students dual enrolled in the MASS degree and Graduate Certificate in Leadership may apply the five required courses for the certificate as the Cluster B of the MASS degree. Students dual enrolled in the MASS degree and Graduate Certificate in Homeland Security may apply the five required courses for the certificate as the Cluster A of the MASS degree. Students dual enrolled in the MASS degree and Graduate Certificate in Homeland Security and Graduate Certificate in Leadership may apply the five required courses for the former certificate as the Cluster A of the MASS degree and the five required courses for the latter certificate as the Cluster B.

If a student is dual enrolled for the MASS degree and a Graduate level certificate and then opts to drop out of the certificate program, the Cluster requirement(s) revert to that of stand-alone MASS degree program. See Graduate Certificate in Leadership and Graduate Certificate in Homeland Security for details.

# Master of Arts in International Politics and Military Affairs 

Department of Political Science, 843-953-5069

Dr. Terry Mays<br>terry.mays@citadel.edu

## Mission Statement

The Master of Arts in International Politics and Military Affairs at The Citadel is designed to meet the needs of the US military and federal governmental agencies as well as international governmental and non-governmental organizations, multinational business enterprises, and others interested in gaining greater knowledge about the field of international politics.

This program is designed to prepare international affairs professionals who wish to gain a broad understanding of the increasingly complex political, economic, and social issues that transcend national boundaries. It offers students an opportunity to expand their knowledge of the theoretical and policy issues affected by international politics and culture, the ideas and values that influence the behavior of state and non-state actors, and the leadership principles needed to wrestle with everyday political and organizational life. It is designed to help students hone the critical thinking, analytical, leadership, and communication skills needed to successfully foster transnational relationships in an increasingly globalized environment.

Unlike 'traditional' graduate programs that tend to take a highly theoretical and conceptual track in preparing students for further academic research, The Citadel's master's program would take a 'nuts-and-bolts' approach to develop international affairs professionals with the practical skills needed to pursue careers as military officers, policy analysts, foreign service officers, international civil servants, and business leaders as well as positions related to economic development, nation building, and humanitarian affairs.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.

## Required Program

1. Required Core (6 hours)

PSCI-500 Seminar in Social Science
PSCI-501 Research Methods in Social Science.
${ }^{*}$ NOTE: these 6 hours must be included in the first 12 hours taken in the program.
2. Electives (30 hours)

List of Elective Courses (3 hours each)

PSCI 562 East Asian Affairs
PSCI 563 South Asian Affairs
PSCI 564 US Foreign Policy
PSCI 565 International Politics
PSCI 566 International Political Economy
PSCI 567 Global Democracy
PSCI 568 International and Domestic Terrorism
PSCI 569 PSCI 570 National Security Policy
PSCI 571 Comparative Politics
PSCI 572 International Organization
PSCI 573 International Political Theory
PSCI 574 Global Issues
PSCI 575 US Foreign Policy Leadership
PSCI 576 International Law
PSCI 577 Conflict Studies
CRMJ 581 Intelligence Research and Analysis
Total: Thirty-six (36) hours
Descriptions of courses are listed in the last section of this catalog.

# Master of Science in Leadership 

Department of Leadership Studies<br>843-953-7598<br>http://www.citadel.edu/root/ms-leadership

Dr. Harrison Carter<br>harry.carter@citadel.edu

## Mission Statement

The mission of The Citadel's Master of Science in Leadership program is to enhance the ability of students from any academic background and level of professional experience to perform effectively as principled leaders in their present or future leadership roles. The program utilizes a holistic approach achieved through interdisciplinary and integrated courses to engage students in comprehensive learning about leadership in applied contexts. Designed for those seeking initial leadership positions or career progression in one's current employment, the curriculum allows students to tailor the focus of their study toward individual and career interests.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.
3. Submission of official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) score. The minimum for the GRE is a verbal and quantitative combination of 290 . The minimum for the MAT is a score of 396 . $^{*}$ Admission test must have been taken within the last five years.
*Students who fail to meet the minimum score requirement may be provisionally accepted into the M.S. degree program provided all other admission requirements have been met. Students who score between 283-289 on the GRE or 380395 on the MAT may apply for provisional status. Upon completion of the first eight hours of degree coursework, with a minimum GPA of 3.50 , the student is considered fully admitted. Admission tests must be current within five (5) years of application and official score sent directly to the CGC office at the request of the student.

## Required Program

The Master of Science in Leadership is a 36 credit-hour program consisting of the following requirements:

1. Research Methods (6 hours)

PSCI-500 Seminar in Social Science
PSCI-501 Research Methods in Social Science
or
EDUC-512 Data Collection and Anlysis
2. Human Behavior (6 hours)

PSYC-500 Human Growth and Development
PSYC-570 Social and Cognitive Foundations of Interpersonal Behavior
3. Leadership (24 hours)

LDRS-723 OR BADM-713 Communication for Leadership BADM-722 Leadership in Organizations: Principles and Practices
LDRS-710 Ethics, Values and Principled Leadership LDRS-711 Leading Change: Organization Development and Transformation
LDRS-712 Leading Teams: Coaching, Culture, Diversity, and Globalization
LDRS-713 Leadership Self-Appraisal, Development and Critical Thinking
LDRS-714 Strategic Leadership, Vision, Mission and Contemporary Issues
LDRS-715 Leadership Capstone Project
4. Elective (optional; 3 hours)

LDRS-716 Independent Study in Leadership
Total: Thirty-six (36) hours

Descriptions of courses are listed in the last section of this catalog.

Students accepted into the Master of Science in Leadership program will be automatically enrolled into the Graduate Certificate in Leadership.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


# School of Science \& Mathematics 

Master of Arts:

- Biology
- Accelerated M.A. in Biology
- Sport Management

Master of Arts in Education:

- Mathematics

Master of Science:

- Computer Science
- Health, Exercise, \& Sport Science


# Master of Arts in Biology 

Department of Biology<br>843-953-5203<br>http://www.citadel.edu/root/biology

Dr. John Weinstein
john.weinstein@citadel.edu

## Mission Statement

The Master of Arts in Biology degree is designed to advance the knowledge of students in a variety of biological disciplines. The purpose of this degree is to offer certified secondary school teachers, business people and other professionals the opportunity to advance their knowledge in the rapidly expanding discipline of biology. For teachers, the degree enhances their ability to teach a variety of courses within the discipline. For other professionals, the program allows individuals to construct a program for professional advancement in their field.

## Admssion Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.
3. Submission of official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) score. Minimum acceptable score for the GRE is a verbal and quantitative combination of 290 . The minimum for the MAT is a raw score of 396 .* Admission test must have been taken within the last five years.
*Students who score between 283 and 289 on the GRE or between 380 and 395 on the MAT may be provisionally accepted into the MA degree program provided all other admission requirements have been met. A student with provisional status who completes the first eight hours of degree coursework with a 3.50 GPA will be classified as regular-degree seeking status. Students who score 282 or below on the GRE or 379 or below on the MAT will not be admitted.

## Program Requirements

The Master of Arts in Biology program requires a minimum of eight graduate level courses totaling at least 32 credit hours. At least 20 credit hours must be in biology courses chosen from the list below. With the approval of the graduate advisor, students in the M.A. in Biology program may apply up to 12 credit hours in allied areas toward their graduation requirements. These allied areas may include, but are not
limited to, education, chemistry, geology, psychology, and physics. Students admitted to the program are not required to have an undergraduate major in biology, however it is assumed that students have had at least eight hours in college level biology courses. Prospective students who do not have the recommended eight hours in undergraduate biology must confer with the department head or graduate advisor prior to beginning the program. All students must meet with the graduate advisor prior to beginning their course of study.

## GRADUATION REQUIREMENTS (non-credit bearing) <br> - Darkness to Light Training <br> - The Citadel Principled Leadership Seminar

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Courses
BIOL-502-Comparative Vertebrate Anatomy
BIOL-505-Biometry
BIOL-506-Ecology
BIOL-508-Genetics
BIOL-509-Marine Biology
BIOL-510-Vertebrate Natural History
BIOL-512-Descriptive Histology
BIOL-518-Ornithology
BIOL-519-Economic Botany
BIOL-526-Freshwater Biology
BIOL-532-Developmental Biology
BIOL-601-Evolution of Animals
BIOL-602-Morphological Survey of the Plant Kingdom
BIOL-603-General Physiology
BIOL-604-Marine Invertebrates
BIOL-605-Laboratory Methods in Biology
BIOL-606-Field Methods in Biology
BIOL-607-Microbiology
BIOL-609-Seminar in Environmental Studies
BIOL-610-Special Topics in Biology
BIOL-611-Graduate Research
BIOL-612-Cell and Molecular Biology
BIOL-621-Aquatic Toxicology
BIOL-624-Molecular Genetics and Recombinant DNA:
BIOL-625-Tropical Rainforest and Reef Ecology
BIOL-631-Environmental Physiology
Total Credit Hours: 32
```

Descriptions of courses are listed in the last section of this catalog.

# Accelerated Master of Arts in Biology 

## Department of Biology

843-953-5203
http://www.citadel.edu/root/biology

Dr. John Weinstein<br>john.weinstein@citadel.edu


#### Abstract

Mission Statement The Accelerated Master of Arts in Biology program is designed to provide Citadel undergraduate students majoring in Biology an accelerated route to obtain a Master's degree. The purpose of this program is to offer advanced undergraduate students the opportunity to begin taking graduate-level courses during their senior year, and have those courses be applied toward an M.A. in Biology degree.


After earning a Bachelor's degree, students in this program will continue their graduate course work until completing the requirements for the M.A. in Biology program. It is expected that students in this program would complete the requirements for both the Bachelor's degree and the Master's degree in a total of 5 years. Undergraduates in this program will acquire a broader and deeper education in modern biology through additional advanced coursework. An advanced degree in Biology can provide employment opportunities that the Bachelor's degree alone cannot provide. This program will also provide students looking to strengthen their application credentials to professional schools, including medical and dental schools, an opportunity to pursue an advanced degree in an accelerated time frame.

## Admission Requirements

The program is only available to Citadel undergraduate students pursuing a B.S. in Biology or the B.S. in Biology, Secondary Teaching Specialization. Students interested in this program should apply during their junior or senior year. However, students are encouraged to apply by the end of their junior year to help ensure that they have the full subsequent year, including the summer, to begin taking courses for graduate credit. This program is not available to undergraduates enrolled at other institutions, or who those have completed a Bachelor's degree or advanced degree at another institution.

1. Complete and return an online application form along with the non-refundable application fee to The Citadel Graduate College.
2. Undergraduate GPA of 3.5 or higher in either the B.S. in Biology or B.S. in Biology, Secondary Education degree programs at The Citadel.
3. Senior ( 1 A ) classification ( 102 credit hours in the B.S. in Biology degree, 98 credit hours in the B.S. in Biology, Secondary Teaching Specialization degree).

## Program Requirements

Program requirements for the Accelerated Master of Arts in Biology are identical to that of the Master of Arts in Biology program. A student enrolled in the Accelerated Master's Program can register for up to 2 graduate level courses during the Summer and 1 graduate level course during each of the Fall and Spring semesters. Undergraduate students enrolled in graduate classes will be held to The Citadel Graduate College policies in those classes, including Academic Standards, Grades, and Attendance. Cadets in graduate classes will continue to be subject to the honor system as prescribed by "The Honor Manual of the South Carolina Corps of Cadets." Following successful completion of the requirements for the Bachelor's degree, students would be classified as graduate students by The Citadel Graduate College and follow all of their policies and procedures.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar

```
Courses
BIOL-502-Comparative Vertebrate Anatomy
BIOL-505-Biometry
BIOL-506-Ecology
BIOL-508-Genetics
BIOL-509-Marine Biology
BIOL-510-Vertebrate Natural History
BIOL-512-Descriptive Histology
BIOL-518-Ornithology
BIOL-519-Economic Botany
BIOL-526-Freshwater Biology
BIOL-532-Developmental Biology
BIOL-601-Evolution of Animals
BIOL-602-Morphological Survey of the Plant Kingdom
BIOL-603-General Physiology
BIOL-604-Marine Invertebrates
BIOL-605-Laboratory Methods in Biology
BIOL-606-Field Methods in Biology
BIOL-607-Microbiology
BIOL-609-Seminar in Environmental Studies
BIOL-610-Special Topics in Biology
BIOL-611-Graduate Research
BIOL-612-Cell and Molecular Biology
BIOL-621-Aquatic Toxicology
BIOL-624-Molecular Genetics and Recombinant DNA:
BIOL-625-Tropical Rainforest and Reef Ecology
BIOL-631-Environmental Physiology
Total Credit Hours: 32
```

Descriptions of courses are listed in the last section of this catalog.

# Master of Arts in Education in Mathematics 

Department of Mathematics<br>and Computer Science<br>http://www.citadel.edu/root/mathcs-programs/ mae-math

Dr. Mei Chen, Department Head<br>843-953-7882, chenm@citadel.edu<br>Col. Stephen D. Cotter, Program Director<br>843-953-5035, steve.cotter@citadel.edu

Graduate courses in Mathematics are also offered in support of other degree programs, primarily the Master of Arts in Teaching (MAT) with a concentration in the field of Mathematics.

## Mission

The purpose of the M.A.E. in Mathematics is to enhance the mathematical knowledge and teaching techniques of middle and secondary mathematics teachers. The program is intended for individuals who currently hold a teaching certificate, but a certificate is not required. Courses associated with this program do not require that the participant have an undergraduate major in mathematics. However, the mathematics background and maturity must include at least twelve hours of mathematics at the undergraduate level, with at least 8 semester credit hours in calculus. Participants whose preparation may not be adequate should confer with the department head or the program director.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university
3. Applicants are expected to have a cumulative undergraduate GPA of 2.5 or higher. ${ }^{*}$
4. Submission of official Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) score. The minimum combined score for the GRE on the verbal and quantitative sections of the general test is 290 . The minimum score for the MAT is a raw score of $396 .{ }^{* *}$ Admission test must have been taken within the last five years.
5. Completion of a minimum of 12 hours of undergraduate mathematics that includes at least 8 semester credit hours in calculus
*Applicants with less than a 2.5 GPA may appeal to the Department of Mathematics and Computer Science, and their application will be reviewed by the Program Director and the Department

Head. The department recommendation will be forwarded to the Dean of Science and Mathematics for final action.
**Students who score between 283-289 on the GRE or 380-395 on the MAT may apply for provisional status. Under provisional status, students may enroll for only one semester of 6 hours. If the student maintains a 3.50 GPA under provisional status, they will be considered for degree seeking status the following semester. Students who score 379 or below on the MAT or 282 or below on the GRE will not be admitted. Admission test must be current within five (5) years of application.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Degree Requirements

The minimum number of hours required is 33 semester hours, of which at least 21 must be mathematics courses and 9 must be education courses. The other three hours can be either mathematics or education.

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Required Mathematics Courses:
MATH-518 Technology in Mathematics Classrooms (3)
MATH-542 Probability and Statistics (3)
MATH-553 Calculus from an Advanced Standpoint (3)
Electives Four or five courses* (12-15 semester hours)
    *CSCI-562 (not routinely offered) and CSCI-563 OR
        CSCI-663 may be counted.
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Required Education Courses (one course from each of the following areas):
a. Humanistic Orientation (one course) (3)

EDUC-500 Foundations of American Education
EDUC-522 Critical Education Issues in Multicultural Society
b. Behavioral Science Foundation (one course) (3)

EDUC-536 Educational Psychology
c. Research (3)

EDUC-512 Data Collection and Analysis

## Total Credit Hours: 33

Descriptions of courses are listed in the last section of this catalog.

# Master of Science in Computer Science 

Department of Mathematics and Computer Science<br>http://www.citadel.edu/root/mathcs-programs/ms-computer-science

Dr. Mei Chen, Department Head 843-953-5048, mei.chen@citadel.edu Dr. Shankar Banik, Program Director 843-953-5039, shankar.banik@citadel.edu

## Mission

The Master of Science in Computer Science is designed to offer professionals an opportunity to attain an advanced degree in the computer science field while upgrading their skills and knowledge. The computer science program is a joint program with the College of Charleston.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college and university.
3. Applicants are expected to have an undergraduate grade point average of at least 3.0.
4. Submission of official Graduate Record Examination (GRE) score. Minimum combined score of 300 on the verbal and quantitative sections of the general test (minimum of 1000 under the old grading system) and a minimum score of 4.0 on the writing assessment is required. Admission test must have been taken within the last five years.
5. Approval from the Program Director or Department Head before registering for any graduate Computer Science (CSCI) courses.
6. Competency, demonstrated through coursework, approved work experience, or a program administrated competency exam, in the areas of basic Computer Architecture, Object-oriented Programming, Discrete Mathematics, and Data Structures.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Degree Requirements

The Master of Science in Computer Science degree is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit (of which no more than nine may be transfer credit) with a cumulative GPA of 3.0. All degree candidates must:

1. Complete the following four core courses for a total of 12 hours. CSCI-601 Data Modeling and Database Design CSCI-602 Foundations of Software Engineering CSCI-603 Object-Oriented Design Patterns CSCI-604 Distributed Computer Systems Architecture
2. Declare an area of specialization from among Computer

Science, Cybersecurity, Information Systems, or Software
Engineering, and complete four courses in that area ( 12 credit hours).

- Degree candidates in the Computer Science specialization must complete four courses from the courses numbered $612,614,616,618,638,674$, or 690 when approved by the department head or program director. three of the four courses must be from the courses numbered $612,614,616$, or 618.
CSCI-612 Advanced Computer Organization
CSCI-614 Advanced Operating Systems
CSCI-616 Automata
CSCI-618 Programming Languages
CSCI-638 Advanced Topics in Database Systems CSCI-674 Introduction to Computer Graphics
- Degree candidates in the Cybersecurity specialization must complete the following four courses: 614, 631, 632, and 641. CSCI-614 Advance Operating Systems
CSCI-631 Privacy and Security Issues
CSCI-632 Data Communications and Networking CSCI-641 Advanced Cybersecurity
- Degree candidates in the Information Systems specialization must complete four courses from the courses numbered $631,632,634,636,638,659,672$, or 690 when approved by the department head or program director. Two of the courses must be 631 and 632.
CSCI-631 Privacy and Security Issues
CSCI-632 Data Communications and Networking
CSCI-634 Project Change and Management
CSCI-636 Information Technology Policy, Strategy, and Governance
CSCI-638 Advanced Topics in Database Systems
CSCI-659 Service-Oriented Computing
CSCI-672 Human-Computer Interaction
- Degree candidates in the Software Engineering
specialization must complete four courses from the courses
numbered $634,654,656,657,658,659,672$, or 690 when
approved by the department head or program director. One of thses courses must be 656 and another of the courses must be chosen from 654 and 658.
CSCI-634 Project Change and Management
CSCI-654 Software Requirements Analysis and
Specifications
CSCI-656 Software Systems Design and Implementation
CSCI-657 Embedded Systems Design
CSCI-658 Software Testing and Maintenance
CSCI-659 Service-Oriented Computing
CSCI-672 Human-Computer Interaction

3. Complete one of the following three options ( 9 hours).

- CSCI-699 Research thesis (6 hours) plus one elective.
- CSCI-698 Project Thesis (3 hours) plus two electives.
- Three electives (9 hours).

ENGR 650, Overview of Technical Project Management, may be substituted for CSCI 634 in satisfying degree requirements for the M.S. in Computer Science.

# Department of Health, Exercise, \& Sport Science 

Mission Statement

The goals of the M.S. in Health, Exercise, and Sport Science and M.A. in Sport Management are to provide an exemplary educational environment and experiences leading to advanced skills, knowledge, and attitudes within domains of human movement; healthful living; individual growth and development; application of physical, biological, and behavioral sciences to the teaching and learning processes; and management and administration of sport, exercise, and recreation programs.

These programs provide scholarly approaches to the study of professions in health science, exercise science, sport science, human performance, and administration, marketing, and promotions of sport and related organizations. These advanced degree programs prepare graduates for leadership positions including those within the sport and recreation industry; college and university sports, intramurals, recreation, and sports club programs; resort programming; wellness and fitness industries; human preformance laboratories; health and physical performance organizations; and health, sport, and athletic administration.

# Master of Science in Health, Exercise \& Sport Science 

Department of Health, Exercise \& Sport Science http://www.citadel.edu/root/hess-programs/<br>graduate/master-of-science-health-exercise-sportscience

Dr. Dena P. Garner, Program Director 843-953-6323, dena.garner@citadel.edu

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university
3. Submission of official Miller Analogies Test (MAT) or Graduate Record Examination (GRE) scores.* Admission test must have been taken within the last five years.
4. Submission of three signed letters of recommendation. These may be from faculty members of the applicant's undergraduate institution and/or from associates in business, government, education, or military service.
5. Submission of a resume detailing previous work experiences
> *Minimum acceptable score for the MAT is 396. Minimal acceptable GRE score is a combined verbal and quantitative score of 290 . Applicants who score between 380-395 on the MAT or between 283-289 on the GRE may apply for provisional status provided all other requirements have been met. A student with provisional status who completes 6 graduate semester hours in one semester and maintains a 3.5 grade point ratio will be classified as a regular degree-seeking student.

## Program Requirements

The program consists of thirty-nine (39) or forty-two (42) semester credit hours depending on course selection. Either twenty-one (21) or twenty-four (24) hours are derived from seven (7) or eight (8) required core courses. The balance of hours (18) may be taken from approved health, exercise, and sport science electives and a maximum of three (3) hours of free electives. Within the broad scope of courses offered, each program of study is individually structured to accommodate the needs and interests of the student while assuring mastery of the disciplines of health science, exercise science, and sport science. Each student enrolled in this program is expected to integrate components of research, apply contemporary technological and/or computer expertise, and practice effective oral and written communications skills through each phase of the program.

During the last semester of program work, each student is required to take a written and oral exit competency examination. Questions for the written phase are drawn from coursework completed by each student in the Department of Health, Exercise, \& Sport Science. After the written exam is evaluated, each student will undergo an oral investigation consisting of questions selected by members of the departmental faculty. Any student who does not satisfactorily complete the exit competency examination may be required to take additional courses or accomplish individualized study to strengthen identified areas.

GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Core Course Requirements

Depending upon program emphasis, seven (7) or eight (8) courses within the curriculum are designated "Core Courses" are required for each student:

| HESS-501 | Nutrition |
| :--- | :--- |
| HESS-505 | Motor Development and Motor Learning |
| HESS-506 | Applied Exercise Physiology |
| HESS-510 | Biomechanics of Sport Techniques <br> Research Techniques and Methods of Analyzing <br> HESS-540 |
| HESS-560 | Research in Health, Exercise, \& Sport Science I <br> Research Techniques and Methods of Analyzing <br> Research in Health, Exercise, \& Sport Science |
|  | II |

HESS-507 Special Problems in Health, Exercise, \& Sport Science *
or
HESS-542 Practicum in Health, Exercise, \& Sport Science * or
HESS-598
HESS-599
Thesis I in Health, Exercise, \& Sport Science (3) * Thesis II in Health, Exercise, \& Sport Science (3)*

* HESS-540 is a prerequisite or co-requisite for this course


## Approved Electives

Each student is required to choose a minimum of six (6) courses (18 hours) from the following list of approved elective courses.
HESS-502 Drug \& Substance Abuse
HESS-503 Human Sexuality
HESS-504 Public Health
HESS-508 Epidemiology
HESS-509 Preventive and Rehabilitative Aspects of Physical Activity
HESS-511 Special Topics in Health, Exercise, \& Sport Science (Exercise Science)
HESS-512 Special Topics in Health, Exercise, \& Sport Science (Sports Management)

HESS-513

## HESS-518

HESS-520
HESS-521
HESS-523

HESS-530
HESS-534 Accommodating Persons with Disabilities in
HESS-538
HESS-539
HESS-541

HESS-543
HESS-544
HESS-545

HESS-546
HESS-547

HESS-548
HESS-549
HESS-552
HESS-553
HESS-558
HESS-560

HESS-554
HESS-555
HESS-556
HESS-557
Sport Facility \& Event Management Sport Marketing
Special Topics in Sport Management
The Art of Selling in Sport
Administration and Leadership of Exercise and Sport Organizations
Practicum in Sport Management Sport \& Physical Activity
Internship in Sport Management (6 hours)
Sport Public Relations \& Promotions
Current and Future Trends in Health, Exercise,
\& Sport Science
Consumer Health
Exercise Testing \& Assessment
Nutrition for Exercise, Sport, and Physical Activity
Environmental Physiology ***
Techniques of Conditioning for Sport and Physical Fitness
Psychology of Sport \& Motivation
Sociological and Cultural Aspects of Sport
Fundraising for Sport Organizations
Sport Communications
Advertising in Sport
Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science II * **
Analysis of Sport Skills and Techniques
Legal Aspects of Sport

* HESS-540 is a prerequisite or co-requisite for this course
** This course or an equivalent course may be required if a student chooses the thesis option
${ }^{* * *}$ HESS-506 is a prerequisite for this course
-Opportunities exist for development of specialized programs of study emphasizing Health Science, Exercise Science, or Sport Science.
-Common threads of effective written and oral communication skills, research methodology, applied contemporary technology and computer expertise, collaboration and cooperation with other disciplines, and reflective learning will be incorporated within each course in the Master of Science curriculum.

Total program hours: 39 or 42
( $21 / 24$ core hours +18 elective)
Descriptions of courses are listed in the last section of this catalog.

## Master of Arts in Sport Management

Department of Health, Exercise, \& Sport Science http://www.citadel.edu/root/hess-programs/ graduate/master-of-arts-sport-management

Dr. Harry Davakos, Program Director, 843-953-5060, harry.davakos@citadel.edu

## Admission Requirements

1. Contact the Director of Graduate Studies for the Department of Health, Exercise, and Sport Science.
2. Completion of the online graduate application along with the non-refundable application fee.
3. Submission of an official transcript of the baccalaureate degree directly from a regionally accredited college or university.
4. Submission of official Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) score. Minimum acceptable score for the MAT is 396. Minimal acceptable GRE score is a combined verbal and quantitative score of 290.* Admisison test must have been taken within the last five years.
5. Submission of three signed letters of recommendation These may be from faculty members of the applicant's undergraduate institution and/or from associates in business, government, education, or military service.
6. Submission of a resume detailing previous work experiences.

> *Applicants who score between $380-395$ on the MAT or between 283-289 on the GRE may apply for provisional status provided all other requirements have been met. A student with provisional status who completes 6 graduate semester hours in one semester and maintains a 3.5 grade point ratio will be classified as a regular degree-seeking student.

Students accepted to the Master of Arts Sport Management program will automatically be enrolled in the Graduate Certificate in Sport Management. See certificate section of the catalog for more information.

## Program Requirements

The program consists of thirty-nine (39) semester credit hours. Twenty four (24) hours are derived from seven (7) required core courses. The balance of hours (15) may be taken from approved health, exercise, and sport science electives and a maximum of three (3) hours of free electives. Within the broad scope of courses offered, each program of study is individually structured to accommodate needs and interests of the student while assuring mastery of the
discipline of sport management. Each student enrolled in this program is expected to integrate components of research, apply contemporary technological and/or computer expertise, and practice effective oral and written communications skills through each phase of the program.

One of the required components of the program is the Internship, which requires the student to spend 500 hours at an environment that is related to the future goals of the student, and which provides "hands-on" training for the field of choice.

During the last semester of program work, each student is required to take a written and oral exit competency examination. Questions for the written phase are drawn from coursework completed by each student in the Department of Health, Exercise, \& Sport Science. After the written exam is evaluated, each student will undergo an oral investigation consisting of questions selected by members of the departmental faculty. Any student who does not satisfactorily complete the exit competency examination may be required to take additional courses or accomplish individualized study to strengthen identified areas.

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Core Course Requirements

Five (5) courses within the curriculum designated as "Core Courses" are required for each student.
HESS-518 Sport Marketing (3)
HESS-523 Admin \& Leadership of Exercise \& Sport Organizations (3)
HESS-538 Internship in Sport Management (6)
HESS-539 Sport Public Relations \& Promotions (3)
HESS-555 Legal Aspects of Sport (3)
HESS-556 Sport Finance (3)
OR
HESS-557 Economics of Sport (3)
HESS-559 Research in Sport Management (3)

Total credit hours for core courses: 18

## Approved Electives

Each student is required to choose seven (7) courses (21 hours) from the following list of approved elective courses.
HESS-507 Special Problems in HESS (3) *
HESS-511 Special Topics in HESS (3)
HESS-512 Special Topics in HESS (Sport Management) (3)
HESS-513 Sport Facility \& Event Management (3)
HESS-520 Special Topics in Sport Management (3)
HESS-521 The Art of Selling in Sport (3)
HESS-529 Special Problems in Sport Management (3) *
HESS-530 Practicum in Sport Management (3)

HESS-541 Current \& Future Trends in HESS (3)*
HESS-542 Practicum in HESS (3) *
HESS-548 Psychology of Sport \& Motivation (3)
HESS-549 Sociological \& Cultural Aspects of Sport (3)
HESS-552 Fundraising for Sport Organizations (3)
HESS-553 Sport Communication (3)
HESS-556 Sport Finance (3)
HESS-557 Economics of Sport (3)
HESS-558 Advertising in Sport (3)

* HESS-540 is a prerequisite or co-requisite for this course

Total credit hours for elective courses: 21

TOTAL PROGRAM HOURS: 39
( 18 core hours + 21 elective hours)

Descriptions of courses are listed in the last section of this catalog.

## School of Engineering

Master of Science:

- Project Management


# Master of Science in Project Management 

School of Engineering,<br>843-953-9811<br>http://www.citadel.edu/root/pmgt-admission

Dr. Charles Skipper, charles.skipper@citadel.edu

## Mission Statement

The mission of The Citadel's Master of Science in Project Management is to equip a diverse professional student population with the applied knowledge, principled leadership, and management skills needed to effectively lead an organization's implementation of projects and multi-disciplinary initiatives.

## Admission Requirements

Applicants will be admitted to the Master of Science in Project Management (MSPM) degree program on the basis of professional and scholastic achievement, along with their aptitude for graduate study and experience. Anyone holding a bachelor's degree from a regionally accredited college or university is eligible for consideration. A technical or engineering background is not a requirement for admission.

All material must be received by the CGC office on or before the following dates to assure consideration to the MSPM degree program during the applicable semester.

| Admission Term: | Materials Due: |
| :--- | :--- |
| Fall | August 1 |
| Spring | December 1 |
| Summer | March 1 |

For degree-seeking students:

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree and any graduate degrees from a regionally accredited college or university.
3. Submission of official copy of Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) score. Admission test must have been taken within the last five years.GRE/GMAT requirement can be waived if applicant has previously earned a master's degree.
4. Submission of resume detailing at least one year of work experience or permission from Department Head.
5. Submission of two letters of recommendation.
6. Submission of a one-page statement of purpose.

Students enrolled in the MSPM will automatically be enrolled in the Graduate Certificate in Technical Project Management (TPM).

For non-degree seeking professionals wanting to take graduatelevel courses to fulfill professional practice requirements:

1. Completion of the online graduate application along with the non-refundable application fee
2. Submission of an official transcript of the baccalaureate degree from a regionally accredited college or university.
3. Submission of resume detailing previous work experience
4. Permission of department is required

## GRADUATION REQUIREMENTS (non-credit bearing)

- Darkness to Light Training
- The Citadel Principled Leadership Seminar


## Program Requirements

The Master of Science in Project Management is conferred upon those candidates who successfully complete an approved program of study consisting of 30 semester hours of graduate credit as delineated below.

Students are expected to complete all degree requirements within a six-year period from the time of registration in their first graduate course at The Citadel. Any transfer credit must have been earned within six years prior to admission into The Citadel MSPM program and must be approved by the department head. No transfer credit will be accepted for core courses. Any prerequisites for applicable courses must be met.

All degree candidates must:

1. Complete four core Technical Project Management
(TPM) courses for a total of 12 hours:
PMGT-650 Overview of Technical Project Management
PMGT-651 Technical Project Planning and Scheduling
PMGT-652 Applications of Quality Management PMGT-653 Technical Project Support and Operations
2. Complete two core Leadership courses for a total of 6 hours. Courses include:

| PMGT-671 | Project Manager Leadership <br> Development <br> Applied Leadership Concepts |
| :--- | :--- |
| PMGT-672 | Aprent |

3. Declare a plan of study totaling 12 hours of elective courses taken from the following areas. Elective courses can be taken in multiple areas of study or from one area of study.

## Areas of Study

- Program Management

PMGT-660 Overview of Technical
PMGT-661 The Legal and Contractual Aspects of Program Management
PMGT-662 Program Development Strategies and Processes
PMGT-685 Decision and Risk Analysis


Civil and Environmental Engineering

Electrical and Computer Engineering

Total Credit Hours: 30
Descriptions of courses are listed in the last section of this catalog.

PMGT 671, and PMGT 672), provided: (1) grades of "B" or better were received in the courses being considered; (2) credit was earned within six years prior to admission into The Citadel MSPM program; and (3) each course has been approved by the department head.

Transfer Credit From The Citadel: A maximum of 12 hours may be transferred from another Citadel graduate degree program where appropriate, provided that core degree requirements are met.

Grading: All students are subject to the Academic Standards section under Policy Information of The Citadel Graduate College catalog.

Requirements for Graduation: The degree of Master of Science in Project Management may be conferred upon those students who successfully complete the 30 hours of graduate coursework as specified above with a grade-point ratio (GPR) of 3.0 or better on hours earned at The Citadel. Completion of more than 30 credit hours of advanced graduate coursework will only be allowed for professional development, and may not be used to increase GPR to the 3.0 required for graduation.

Transfer Credit: A maximum of two courses ( 6 credit hours) may be transferred in from an accredited college or university. (except for PMGT 650, PMGT 651, PMGT 652, PMGT 653,

## Graduate Certificate Programs

# Graduate Certificate in Technical Project Management 

School of Engineering<br>843-953-9811<br>http://www.citadel.edu/root/pmgt-admission<br>Dr. Charles Skipper, charles.skipper@citadel.edu

## Mission Statement

The mission of the Technical Project Management (TPM) graduate certificate program is to educate and train the next generation of technical and professional leaders.

## Admission Requirements

Successful applicants must meet the following criteria for admission into the TPM graduate certificate program.

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree directly from a regionally accredited college or university.
3. Submission of resume detailing work experience.
4. Submission of a one-page letter of intent that provides concise, complete answers to the following questions:
a. How has your experience prepared you for the TPM graduate courses?
b. How will your knowledge, skills and attitudes contribute to the TPM program's learning community?
c. What do you hope to gain from the TPM graduate program?
5. Submission of resume detailing a minimum of one year work experience, or permission of Department Head.
*Students who have been admitted to the MSPM are automatically enrolled in the TPM Graduate Certificate program.

All material must be received by the CGC office and evaluated by the department to receive consideration for admission to the TPM Graduate Certificate program. An undergraduate engineering degree is not required. Applicants enrolled in the Master of Science in Project Management are automatically enrolled in this certificate program.

## Program Requirements:

Students are required to complete 12 hours of graduate study within a two-year period from the time of registration in their first TPM graduate course at The Citadel. Students who fulfill the program requirements will earn a Graduate Certificate in Technical Project Management.

## GRADUATION REQUIREMENT (non-credit bearing) <br> - Darkness to Light Training

## PROGRAM REQUIREMENTS

PMGT-650: Overview of Technical Project Management PMGT-651: Technical Project Planning and Scheduling PMGT-652: Applications of Quality Management PMGT-653: Technical Project Support and Operations

Total Required Courses: 12 credit hours
Descriptions of courses are listed in the last section of this catalog.

All students are required to complete a capstone project that spans the four TPM courses.

A formal presentation of the completed capstone project will be made upon completion of PMGT 653. Students are also expected to present their capstone project to industry professionals.

# Graduate Certificate in Sport Management - Sport Sales \& Marketing 

Department of Health, Exercise, and Sport Science

843-953-5060
http://www.citadel.edu/root/hess-programs/ graduate/graduate-certificate-sport-management

Dr. Harry Davakos, Program Coordinator 843-953-7957, Harry.Davakos@citadel.edu Dr. Michelle Richardson, 843-953-7957, frichard@citadel.edu

The Graduate Certificate in Sport Management is comprised of five (5) courses that will enhance the student's breadth and depth of knowledge and skills in sport sales and marketing. These courses were specifically developed to broaden knowledge, skills, and abilities of working professionals in the field of sport management as well as provide such skills to students who wish to enhance their career marketability. In addition, graduate programs, such as the M.S. in Health, Exercise, and Sport Science and the M.A. in Sport Management at The Citadel, may accept these certificate program courses if admission is granted to both simultaneously.

## Admission Requirements

Requirements and application procedures for admission into the Sport Management program:

1. Contact the Program Coordinator of the Sport Management Program.
2. Completion of the online graduate application along with the non-refundable application fee.
3. Submission of an official transcript of the baccalaureate degree from a regionally accredited college and university.
4. Submission of resume detailing previous work experience.
5. Submission of letter of intent addressing the following questions:
a. How have your past experiences prepared you for the graduate work in Sport Management?
b. How will your knowledge, skills, and attitudes contribute to the sport marketing/sales learning community?
c. What do you hope to gain if accepted to the Graduate Certificate in Sport Management Program?

All materials must be received by the CGC and evaluated by the department to receive consideration for entrance into the Sport Management Graduate Certificate Program. Coursework is not to begin until admission has been granted into the program.

Students accepted to the Master of Arts in Sport Management are automatically enrolled in this certificate program.

## GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

HESS-518-Sport Marketing
HESS-521-The Art of Selling in Sport
HESS-523-Administration and Leadership of Exercise and Sport Organizations
HESS-539-Sport Public Relations and Promotions
HESS-558-Advertising in Sport
Total Required Courses: 15 credit hours
Descriptions of courses are listed in the last section of this catalog.

## Graduate Certificate in Leadership

## Department of Leadership Studies

843-953-5815
http://www.citadel.edu/root/graduate-certificate-inleadership

Dr. Jaye Goosby Smith, Director of Academic Leadership Programs<br>jsmith53@citadel.edu

The Graduate Certificate in Leadership consists of five (5) three (3) hour courses at the graduate level which can be used in each of the following programs: Master of Arts in Social Science, Master of Science in Project Management, Master of Business Administration; or can be completed as a stand alone certificate in leadership for those interested individuals who are not enrolled in one of these three programs:

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript for the baccalaureate degree from a regionally accredited college or university.

All material must be received by the CGC office and evaluated by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

Those enrolled in the Master of Science in Leadership program will be automatically accepted into this certificate program.

GRADUATION REQUIREMENT (non-credit bearning)

- Darkness to Light Training


## Program Requirements

Required Courses ( 6 Credit hours):
BADM-722-Leadership in Organizations
PSYC-570-Social and Cognitive Foundations of Interpersonal Behavior

Electives (6 Credit hours), choose two (2) of the following: LDRS 710 - Ethics, Values, \& Principled Leadership* $\dagger$ LDRS 711 - Leading Change: Organization Development and Transformation*
LDRS 712 - Leading Teams: Coaching, Culture, Diversity, and Globalization* BADM 713 - Communication for Leadership PSYC 500 - Human Growth and Development

* BADM 722 is a prerequisite for these courses.
$\dagger$ Note: Students required to take LDRS 714 (see below) must take LDRS 711 as a prerequisite to LDRS 714

Application of Leadership (3 Credit hours), choose one (1) of the following according to your degree status:

BADM-740-Global Business Strategy (if enrolled in the MBA program)
PMGT-672-Applied Leadership Concepts (if enrolled in M.S. in Project Management program)

LDRS-714-Strategic Leadership, Vision, Mission and Contemporary Issues (if non-degree-seeking or enrolled in degree programs other than MBA or Project Management)

Total Required Courses: 15 credit hours
Descriptions of courses are listed in the last section of this catalog.

## Graduate Certificate in Student Affairs

## School of Education

843-953-5097
http://www.citadel.edu/root/counselor-education-programs/graduate-certificate-in-student-affairs

Dr. Guy Ilagan, gilagan@citadel.edu<br>Dr. Aaron Oberman, Program Coordinator aaron.oberman@citadel.edu<br>Dr. George T. Williams, williamsg@citadel.edu

The Citadel Graduate College (CGC) and the Division of Counselor Education within The Citadel School of Education (SOE) is committed to principled educational leadership in higher education, making The Citadel the ideal place for offering a program that aims to prepare leaders in Student Affairs.

The Graduate Certificate in Student Affairs is designed to teach students aspiring to work (or currently working) in higher education how to:

- Use resources effectively to achieve institutional missions and goals;
- Establish high expectations for the learning process; and
- Equip individuals with the skills needed to engage students in active learning while building supportive and inclusive communities within higher education institutions that help students develop coherent values and ethical standards.


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submission of one letter of recommendation.

Once all admission requirements have been satisfied, the SOE Division of Counselor Education Admissions Committee will review the application, and the applicant will be notified of their admission decision. Coursework is not to begin until admission has been granted into the program.

Students accepted into the Master of Education in Counselor Education: Student Affairs and College Counseling are automatically enrolled in this certificate program.

GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

The Student Affairs certificate program consists of four, three credit-hour courses totaling 12 graduate credit hours. Students may choose to enroll in 15 credit hours when including a practicum. Courses in the program are typically offered at the Lowcountry Graduate Center (LGC).

EDUC-537-Student Development Services in Higher Education
EDUC-538-Theories of Student Development in Higher Education
EDUC-539-Higher Education Administration
EDUC-613-Foundations of American Higher Education
EDUC-634-Practicum in Student Affairs and College Counseling (optional)

Total Required Courses: 12 credit hours
Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Environmental Studies 

## Department of Biology

843-953-5203
http://www.citadel.edu/root/biology-programs/ grad-certificate-environmental-studies

Dr. John Weinstein, 843-953-7796
john.weinstein@citadel.edu

## Mission Statement

The mission of the Environmental Studies graduate certificate program is to advance the knowledge of students in a variety of broadly-based ecological and environmental topics. The graduate certificate is designed to complement an existing baccalaureate degree with an interdisciplinary in-depth analysis of the complex interactions between humans, other organisms, and the environment. The program is especially relevant for educators seeking to enhance their ability to teach about local and global environmental issues in the classroom, and professionals seeking an analytical basis to understanding the complex interactions between living organisms and their environment.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.

Students admitted to the program are not required to have an undergraduate major in biology, however it is assumed that students will have had at least twelve hours in college level biology courses, including a course in ecology. Prospective students who do not have the recommended undergraduate biology requirements must confer with the department head or graduate advisor prior to beginning the program.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

Courses taken as part of the Environmental Studies graduate certificate can be counted toward the Master of Arts in Biology at The Citadel if admission is granted to both simultaneously.

## GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

The Graduate Certificate in Environmental Studies program requires a minimum of five graduate-level courses totaling at least 16 semester hours. Students are required to take BIOL 609 (Seminar in Environmental Studies). Each student is also required to choose a minimum of two courses at least one of which must be a 4 credit hour course with lab (minimum of 7 semester hours) from the following list of approved Biology courses, and a minimum of two courses ( 6 semester hours) from the following list of approved Civil and Environmental Engineering courses.

## Required Course (3 credit hours)

BIOL-609 - Seminar in Environmental Studies
Biology Elective Courses ( 2 courses, minimum of 7 semester hours)
BIOL-505 - Biometry
BIOL-506 - Ecology*
BIOL-509 - Marine Biology*
BIOL-514 - The Vascular Flora of South Carolina*
BIOL-518 - Ornithology*
BIOL-519 - Economic Botany
BIOL-526 - Freshwater Biology ${ }^{\star}$
BIOL-604 - Marine Invertebrates*
BIOL-606 - Field Methods in Biology ${ }^{*}$
BIOL-607 - Microbiology*
BIOL-611 - Graduate Research ${ }^{*}$
BIOL-621 - Aquatic Toxicology ${ }^{*}$
BIOL-625 - Tropical Rainforest and Reef Ecology*
BIOL-631 - Environmental Physiology
*4 credit hours with lab
${ }^{\circ}$ variable credit hours
Engineering, Humanities, and Social Sciences Electives (2 courses, 6 semester hours)
ANTH-501 - Physical and Cultural Adaptations
CIVL-506 - Geographic Information Systems
CIVL-602 - Water Quality Modeling and Management
CIVL-604 - Aquatic Chemistry
HIST-610 - Special Topics in U.S. History
PSCI-509 - Urban Politics
Total Required Courses: 16 credit hours
Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Homeland Security 

Department of Criminal Justice<br>843-953-0319<br>http://www.citadel.edu/root/criminaljustice-ih-security-programs/criminaljustice-graduate/ graduate-certificate-homeland-security

Dr. Carl Jensen, cjensen1@citadel.edu

The Citadel, because of its history, reputation, and affiliation with the military, state, and federal law enforcement is uniquely placed to help develop leadership capabilities in the area of homeland security. The Graduate Certificate in Homeland Security is designed to give students a broad understanding of homeland security issues and to enhance leadership capabilities among those who currently work in local, state, and federal government. The courses also benefit non-law enforcement personnel working in areas related to homeland security, such as cyber security, engineering, defense contractors and emergency management personnel, who are expected to understand the nature, purpose, and history associated with individuals and groups who pose threats to the United States.

Courses in this program are oriented around providing a common homeland security framework which can be utilized as part of strategic decision-making processes within agencies. This program introduces the student to basic homeland security concepts, applicable management principles, policy analysis, and enhances critical leadership skills necessary to successfully address security challenges within the United States and abroad.

## Learning Outcomes:

Students in the Homeland Security Graduate Certificate program will gain knowledge proficiency in the following areas:

- Homeland Security Strategy and Interagency Collaboration
- Homeland Security Management Principles, Tools, and Applications
- National Security Policy Development
- Domestic and International Terrorist Groups
- Ethics and Integrity Challenges Associated with Homeland Security
- Leadership Principles and Issues related to Homeland Security


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending
on undergraduate course requirements by program.
3. Submission of letter of intent, no more than two pages, which answers the following questions:
a. How has your experience/education prepared you for graduate courses in homeland security?
b. How will your knowledge, skills, and experiences contribute to this program's learning community?
c. What do you hope to gain from this Homeland Security graduate certificate program?
4. Submit the names and contact information for three (3) references familiar with your work.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

## GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

Students enrolled in the Graduate Certificate in Homeland Security offered by the Department of Criminal Justice must complete five (5) out of the seven three (3) credit hour homeland security courses offered at the graduate level. Students who are dually enrolled in both the Master of Arts in Social Science (MASS) and the Homeland Security graduate certificate may count the five Homeland Security courses as their Cluster A requirements for the MASS degree. A stand-alone graduate certificate in homeland security is provided to individuals who are not enrolled in a degree program at The Citadel but are interested in receiving a Graduate Certificate in Homeland Security.

CRMJ-515-Topics in Homeland Security
CRMJ-555-Leadership Application Course in Criminal Justice CRMJ-560-Homeland Security and Criminal Justice
Administration
CRMJ-568/ PSCI-568-International and Domestic Terrorism
PSCI-569/ CRMJ-569-National Security Policy
CRMJ-570-Homeland Security
CRMJ-572-Ethics and Integrity in Homeland Security
Total Required Courses: 15 credit hours
Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Systems Engineering Management 

School of Engineering<br>843-953-9811<br>http://www.citadel.edu/root/pmgt-admission

Dr. Charles Skipper<br>charles.skipper@citadel.edu

The Graduate Certificate in Systems Engineering Management (SEM) program provides a multidisciplinary approach to the management and delivery of complex projects and programs. The SEM course of instruction presents systems engineering as a well-developed body of knowledge, methodologies and techniques from a management perspective with application to a wide range of industries.

## Admission Requirements

Successful applicants must meet the following criteria for admission into the SEM graduate certificate program.

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript of the baccalaureate degree from a regionally accredited college or university.
3. Submission of resume detailing work experience of at least one year, permission of the Department Head.
4. Submission a one-page letter of intent (form available at www.citadel.edu/graduatecollege/forms)that provides concise, complete answers to the following questions:
a. How has your experience prepared you for the SEM graduate courses?
b. How will your knowledge, skills and attitudes contribute to the SEM program's learning community?
c. What do you hope to gain from the SEM graduate certificate program?

All material must be received by the CGC office and evaluated by the department to receive consideration for admission to the SEM graduate certificate program. An undergraduate engineering degree is not required. Coursework will not begin until admission has been granted into the program.

## GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

Students must complete three required courses and one of the elective courses identified below:

## Required Program:

PMGT-680 Systems Engineering Management Fundamentals PMGT-681 Requirements Development and Management PMGT-682 System Verification and Validation

## Elective Courses (Select one):

PMGT-683 Systems Modeling and Integration PMGT-684 Human System Integration PMGT-685 Decision and Risk Analysis

Up to four courses in the SEM program may be used in completing the elective requirements for the Master of Science in Project Management if admission is granted to both simultaneously. Please see your advisor for eligibility.

Total Required Courses: 12 credit hours

Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Intelligence Analysis 

Department of Criminal Justice<br>843-953-0319<br>http://www.citadel.edu/root/criminaljustice-ih-security-programs/criminaljustice-graduate/ graduate-certificate-in-intelligence

Dr. Carl Jensen, cjensen1@citadel.edu

The Graduate Certificate in Intelligence Analysis is designed for working professionals who desire to increase their knowledge of Intelligence Analysis issues, who seek to understand the role and importance of effective leadership for national security, and who wish to apply leadership strategies and tactics to complex intelligence issues.

This program introduces applicable management principles, policy analysis, critical thinking and enhances critical leadership skills necessary to successfully address security and intelligence challenges facing the United States.

The program is well-suited to professionals working in state, local and, federal intelligence positions such as law enforcement, transportation security, port authority personnel, military personnel, local and state agencies that partner with intelligence professionals and others seeking to increase their knowledge and competencies in the area of intelligence.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submission of letter of intent, no more than two pages, which answers the following questions:
a. How has your experience/education prepared you for graduate courses in intelligence analysis?
b. How will your knowledge, skills, and experiences contribute to this program's learning community?
c. What do you hope to gain from this Intelligence Analysis graduate certificate program?
4. Submission of the names and contact information for three (3) references familiar with your work.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

## Program Requirements

Students must complete 15 hours of graduate study ( 5 courses). The program consists of three required intelligence courses (3 credit hours each) at the graduate level and each student must choose two electives from a specified list of criminal justice, political science, and homeland security courses. A stand-alone certificate in Intelligence Analysis is provided to individuals who are not enrolled in a degree program at The Citadel but are interested in receiving a Graduate Certificate in Intelligence Analysis.

Students who are simultaneously enrolled in both the Master of Arts in Social Science (MASS degree) and the Intelligence Analysis graduate certificate may count the five Intelligence Analysis courses as their Cluster A requirements for the MASS degree. Applicants for simultaneous MASS degree/Intelligence Analysis certificate must meet all the requirements (admission, declaration, by course completion without substitution) of the simultaneous MASS degree/Intelligence Analysis certificate.

Students may NOT enroll in the simultaneous MASS/Homeland Security AND MASS/Intelligence Analysis certificate programs (since both would fill the Cluster A requirements) but MAY enroll in a simultaneous MASS/Leadership and MASS/Intelligence Analysis certificate programs (since the former fills the Cluster B and the latter fills the Cluster A) as currently outlined in the CGC catalog.

## GRADUATION REQUIREMENT (non-credit bearing) <br> - Darkness to Light Training

## Required Courses:

CRMJ-580-Introduction to Intelligence
CRMJ-581-Intelligence Research and Analysis
CRMJ-582-Intelligence Theory Application

Elective Courses (select two):
CRMJ-562 - Comparative Criminal Justice Systems
CRMJ-583 - Transnational Organized Crime
CRMJ-585 - Topics in Intelligence
PSCI-510-Topics in Political Science
Elective Courses from Homeland Security
CRMJ-515/PSCI-515-Topics in Homeland Security
CRMJ-555/PSCI-555—Leadership Application Course in
Criminal Justice
CRMJ-560-Homeland Security and Criminal Justice
Administration
CRMJ-566-Ethics and Integrity in Homeland Security
CRMJ-567-Homeland Security
CRMJ-568/ PSCI-568—International and Domestic Terrorism
PSCI-569/CRMJ-569—National Security Policy
Total Required Courses: 15 credit hours
Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Hispanic Studies 

Department of Modern Languages<br>http://www.citadel.edu/root/mlng-graduate-certificate-hispanic-studies

Dr. Sara Fernandez-Medina, 843-953-5065, fernandezs@citadel.edu<br>Dr. Silvia Roca-Martinez, 843-953-6811, srocamar@citadel.edu

The Citadel's Graduate Certificate in Hispanic Studies provides a panoramic approach to understanding the vast Hispanic world at the graduate level. The program is designed for native and non-native speakers of Spanish who wish to increase their knowledge of Hispanic language, culture, society, and literature. The program targets the regional needs of working professionals who wish to enhance their profession and increase employment potential amid the current demographic shifts in the Lowcountry.

The objectives of the programs are to:

- increase communicative and written competence in the Spanish language
- provide in-depth knowledge of the cultural, historic, political, and social milieus of the Spanish-speaking countries
- develop critical and real-world skills necessary for a broader understanding of the issues related to the Spanish-speaking societies of Latin America and Spain
- produce professionals in the field of Hispanic Studies

The program would benefit professionals throughout the community interested in enhancing current expertise or proving foreign language competency required for promotion and/or salary increases. Additional areas where the Graduate Certificate Program in Hispanic Studies would be beneficial include industries such as healthcare, law enforcement, social services, immigration and naturalization, human resources, and civic government.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submission of letter of intent, no more than two pages, which answers the following questions:
a. How has your experience/education prepared you for graduate courses in Hispanic Studies?
b. How will your knowledge, skills, and experiences contribute to this program's learning community?
c. What do you hope to gain from this Hispanic Studies graduate certificate program?
4. Submission of the names and contact information for three
(3) references familiar with your work.

One of the three options below must apply for acceptance into the program:

1. Baccalaureate degree in Spanish literature, Spanish linguistics or Spanish education.
2. Baccalaureate degree in any field with a minor in Spanish literature, Spanish linguistics or Spanish education.
3. Baccalaureate degree in any field with 12 credits hours of upper-division classwork in Spanish literature, Spanish linguistics or Spanish education.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

## Program Requirements

The Graduate Certificate in Hispanic Studies program will offer six graduate-level courses (18 credit hours) during fall and spring semesters as well as during both summer sessions. The courses will be offered in sequence and rotated accordingly. Students must complete 12 credit hours to earn the Graduate Certificate in Hispanic Studies.

The development of the curriculum is based largely on two key factors:

1) Spanish teachers at the level of secondary education will primarily constitute those students interested in the Graduate Certificate Program in Hispanic Studies.
2) The demographic these teachers have contact with is primarily Latin American students from Mexico, the Caribbean and Central America.

GRADUATION REQUIREMENT (non-credit bearing) - Darkness to Light Training

SPAN-520-Mexico<br>SPAN-521-The Hispanic Presence in the United States<br>SPAN-522-Culture and Literature of Spain<br>SPAN-523-Advanced and Contrastive Grammar<br>SPAN-524-Recent Trends in Teaching Spanish as a Second Language<br>SPAN-550-Special Topics: Culture and Literature of South America<br>Total Required Courses: 12 credit hours<br>Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in Cybersecurity 

Department of Mathematics and Computer Science<br>http://www.citadel.edu/root/mathcs-programs/ cybersecurity-graduate-certificate

Dr. Mei Chen, Department Head,<br>843-953-5048, mei.chen@citadel.edu<br>Dr. Shankar Banik, Program Director, 843-953-5039, shankar.banik@citadel.edu

With cybercrime on the rise, cybersecurity grows more vital with each passing day. Our nation's leaders recognize cybersecruity as a national imperative, and there is an immediate need for cybersecurity workforce development in the Lowcountry. Major employers of computing professionals and the defense and business industries in the Lowcountry are increasingly interested in employees specializing in cybersecurity.

## Learning Outcomes

The Citadel's Graduate Certificate in Cybersecurity prepares you to play a critical role in the world of Internet security. By the end of this program, students will be able to:

- Describe basic components of cybersecurity
- Characterize the security profile of different types of networks
- Analyze and use classical and public key cryptography algorithms
- Secure a system from different kinds of attacks
- Analyze security of a cybersystem and perform risk assessment
- Discuss legal and ethical issues relating to cybersecurity


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university.
3. Applicants are expected to have an undergraduate grade point average of 3.0.*
4. Approval from the Program Director or Department Head before registering for any graduate Computer Science (CSCI) courses.
5. Competency, demonstrated through course work, approved work experience, or a program-administrated competency exam, in the areas of basic Computer Architecture, Ob-ject-orientated Programing, Discrete Mathematics, and Data Structures.
*With the approval of the joint program admissions com-
mitte, students whose grade point average is less than 3.0 may be permitted to take up to 6 credit hours of courses in a non-degree seeking status and then apply for admission after successful completion of these courses.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

## GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

The Cybersecurity certificate program consists of four, three credit hour courses totaling 12 graduate credit hours.

CSCI-614—Advanced Operating Systems
CSCI-631—Principles of Computer Security
CSCI-632-Data Communications and Networking CSCI-641-Advanced Cybersecurity

Total Required Courses: 12 credit hours

Descriptions of courses are listed in the last section of this catalog.

# Graduate Certificate in History and Teaching Content 

Department of History<br>843-953-5073<br>http://www.citadel.edu/root/history-graduatecertificate

Dr. Keith Knapp<br>keith.knapp@citadel.edu

## Mission Statement

The Certificate in History and Teaching Content will offer school teachers and other interested graduate students a current knowledge of world, western and United States history. The courses in the certificate program will place a special emphasis on relating content for the history classes and programs taught by elementary, middle and secondary-school teachers.

## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submission of letter of intent, no more than two pages, whihc answers the folowing questions:
a. How has your experience/education prepared you for graduate courses in history?
b. How will your knowledge, skills, and experineces contribute to this program's learning community?
c. What do you hope to gain from this graduate certificate program?
4. Submission of the names and contact information for three (3) references familiar with your work. At least two of these references must be from professional colleagues (e.g. head of department, school principal or other administrator).

One of the two options must apply for acceptance into the program:

1. Baccalaureate degree in Elementary Education, Social Studies Education or History.
2. Baccalaureate degree in a related Social Studies field (e.g. Political Science, International Relations, Geography, Sociology, etc.) with at least two years of teaching experience in a Social Studiesdepartment or Elementary School classroom.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until admission has been granted into the program.

GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

The Graduate Certificate in History and Teaching Content is a 12 credit hour program. Students must complete one required course and 3 elective courses, totaling four, three credit hour courses.

## Required Course:

HIST-594-Histography for Socal Studies Teachers

Elective Courses (select three):
HIST-560-History of the Non-Western World
HITC-501-History of the United States to 1877
HITC-502-History of the United States from 1877
HITC-503-South Carolina History
HITC-504-Europe and the World to 1500
HITC-505-Europe and the World from 1500
HITC-511-Special Topics in the History of the United States
HITC-512-Special Topics World History
Total Required Courses: 12 credit hours

Descriptions of courses are listed in the last section of this catalog.

## Graduate Certificate in Literacy Education

## Zucker Family School of Education <br> 843-953-5097

http://www.citadel.edu/root/literacy-educationprogram

Dr. Stephenie Hewett, stephenie.hewett@citadel.edu<br>Dr. Robin Jocius<br>robin.jocious@citadel.edu<br>Dr. Dan Ouzts, Program Coordinator dan.ouzts@citadel.edu

## Learning Outcomes

The general goals and objectives of the Graduate Certificate in Literacy Education are:

- A knowledge and mastery of all aspects of the literacy process
- A knowledge of those skills necessary to select, administer, and interpret informal and formal assessments used to examine children's and adolescents' literacy strengths and weaknesses
- A knowledge of the abilities and skills which enhance a wholesome teacher-student-parent relationship in working with students identified as at-risk readers in order to develop a case study
- A knowledge of those skills necessary to recognize and accommodate for individual differences in literacy instruction
- A knowledge of and ability to demonstrate effective literacy instructional strategies
- A knowledge of the relationship of literacy skills to sub-ject-matter content areas
- A knowledge of significant research conducted in literacy education
- A knowledge of how to effectively support English Language Learners (ELLs)


## Admission Requirements

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Additional transcripts may be required depending on undergraduate course requirements by program.
3. Submission of valid teaching certificate issued by South Carolina or another state.
4. Submission of proof of two years teaching experience, to be recommended for licensure with the state.

All material must be received by the CGC office and reviewed by the department to receive consideration for admission to this graduate certificate program. Coursework is not to begin until
admission has been granted into the program.
Students accepted into the Master of Education in Literacy Education are automatically enrolled in this certificate program.

GRADUATION REQUIREMENT (non-credit bearing)

- Darkness to Light Training


## Program Requirements

The Graduate Certificate in Literacy Education consists of five, three credit hour courses to be taken in the following order:

EDUC-588—Developing Literacy Skills Pre K-Grade 5
EDUC-589-Methods and Materials for Developing Literacy Skills
EDUC-590-Literacy Assessment and Instruction
EDUC-592-Teaching Reading and Writing in the Middle and High School-Content Areas
EDUC-591-Practicum in Literacy Education
Total Required Courses: 15 credit hours
Descriptions of courses are listed in the last section of this catalog.
*Recommendation for certification by the State of South Carolina requires a satisfactory score on the Praxis II Examination.

## Non-Licensure Graduate Certificate in Literacy Education Option:

Students may pursue the Graduate Certificate in Literacy Education who are not licensed by the state by completing the first two admission requirements listed above and submitting a letter of intent to the Literacy program coordinator. Certification will not by recommended from The Citadel nor from the SC State Department of Education. Upon completion of these requirements and completion of the five courses listed above, the student will have completed the Graduate Certificate in Literacy Education from The Citadel. Certificate completion will be noted on the official Citadel transcript.

# Graduate Certificate in Technical Program Management 

## School of Engineering

843-953-9811
http://www.citadel.edu/root/pmgt-admission
Dr. Charles Skipper, charles.skipper@citadel.edu

## Mission Statement

The mission of the Technical Program Management (TPgM) graduate certificate program is to educate and prepare technical professionals to serve as program and portfolio managers and leaders.

## Admission Requirements

Successful applicants must meet the following criteria for admission into the TPgM graduate certificate program.

1. Completion of the online graduate application along with the application fee.
2. Submission of an official transcript of the baccalaureate degree directly from a regionally accredited college or university.
3. Submission of resume detailing a minimum of three years work experience, or permission of the Department Head.
4. Submission of a one-page letter of intent that provides concise, complete answers to the following questions:
a. How has your experience prepared you for the TPgM graduate courses?
b. How will your knowledge, skills and attitudes contribute to the TPgM program's learning community?
c. What do you hope to gain from the TPgM graduate program?

All material must be received by the CGC office and evaluated by the department to receive consideration to the TPgM Graduate Certificate program. An undergraduate engineering degree is not required.

## GRADUATION REQUIREMENT (non-credit bearing) <br> - Darkness to Light Training

## Program Requirements:

Students are required to complete 12 hours of graduate study within a two-year period from the time of registration in their first TPgM graduate course at The Citadel. Students who fulfill the program requirements will earn a Graduate Certificate in Technii cal Program Management.

The required courses for the TPgM Graduate Certificate Program are:

- PMGT-660: Overview of Technical Program Management
- PMGT-661: The Legal and Contractual Aspects of Program

Management

- PMGT-662: Program Development Strategies and Processes
- PMGT-685: Decision and Risk Analysis

Total Required Courses: 12 credit hours
Descriptions of courses are listed in the last section of this catalog.

# Evening Undergraduate 

## Degree Programs

# Bachelor of Arts in Criminal Justice 

## Department of Criminal Justice

> 843-953-0319

http://www.citadel.edu/root/<br>eveningundergraduatestudies-2-2-programs/ criminal-justice

Dr. Bob McNamara<br>bob.mcnamara@citadel.edu

The $2+2$ program/degree completion program in criminal justice was created to provide students with an opportunity to receive a four-year degree from The Citadel in the evening. The requirements for the major consist of a total of 60 upper division credit hours: 45 credit hours in the major and 15 credit hours of elective courses, 36 of which must be taken at The Citadel.

## Mission

The mission of the Criminal Justice program is to foster an intellectually stimulating educational experience that prepares students to work within the criminal justice system and its related fields as well as laying the academic foundation for graduate study. This is accomplished by developing students' understanding of the causes of crime, which includes a grasp of the larger social context in which crime occurs, the operation and effectiveness of agencies within the criminal justice system, as well as developing students' analytical skills that enable them to conduct and evaluate criminal justice-related research.

## Expected Student Learning Outcomes

Upon completion of the program, students should generally possess:

- An understanding of the theories relating to crime causation and criminality
- An understanding of the interdisciplinary nature of the criminal justice system
- Develop skills that enable the student to conduct and evaluate criminal justice-related research
- Advanced reading, writing, and verbal communication skills
- An understanding of administrative principles and practices found in criminal justice agencies


## The Steps

1. Apply to a regionally accredited college or university. If attnding a technical college,. list either A.A. or CRJ as your major and Citadel-Criminal Justice as your career path.
2. Submit SAT/ACT scores or take a technical college's placement exam.
3. Visit the Technical College's Orientation Center to be
assigned an advisor.
4. Meet with your advisor to fill out a $2+2$ enrollment form.
5. Complete specified courses at the technical college with a minimum cumulative grade point average of 2.0.
6. Apply to The Citadel.

## Admission Requirements

1. Completion of the evening undergraduate application.
2. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be recieved in order for the application to be complete and reviewed.

Students may begin taking Citadel courses at any time as long as 24 college credit hours have been transferred to The Citadel and prerequisites have been met.

## Program of Study

Courses taken at a South Carolina technical college (or equivalent): 65 credit hours

| Courses: | Hours |
| :--- | :---: |
| Writing/English Composition-6 hours |  |
| ENG-101 English Composition I | 3 |
| ENG-102 English Composition II | 3 |

Humanities/Foreign Language-6 hours
MUS-105 Music Appreciation
ART-101 Art History and Appreciation 3
ART-107 History of Early Western Art 3
ART-108 History of Western Art 3
PHI-101 Introduction to Philosophy 3
PHI-110 Ethics 3
REL-101 Introduction to Religion 3
Any Introductory Language sequence 101/102 6
(does not have to be sequential)
History-6 hours
(Select one Sequence)
HIS-101/102 History of Western Civ. 6
HIS-104/105 History of World Civ. 6
Mathematics-6 hours
MAT-109 College Algebra with Modeling 3
MAT-120 Probability and Statistics 3

| Science-8 hours |  |
| :--- | :--- |
| Courses must have lab, not necessarily sequential |  |
| BIO-101 Biological Science I + lab | 4 |
| BIO-102 Biological Science II + lab | 4 |
| CHM-106 Contemporary Chemistry I + lab | 4 |
| CHM-107 Contemporary Chemistry II + lab | 4 |
| PHY-201 Physics I + lab | 4 |
| PHY-202 Physics II + lab | 4 |
| AST-101 Solar System Astronomy + lab | 4 |
| AST-102 Stellar Astronomy + lab | 4 |

Social Science-6 hours

SOCI-101 Introduction to Sociology
Take one of the following:
ANT-101 Cultural Anthropology
PSC-201 American National Gov. 3
PSY-201 General Psychology
Criminal Justice Major-6 Hours
CRJ-101 Introduction to Criminal Justice
CRJ-125 Criminology

Lower Division Electives 21 hours (Any Courses Apply)
$\underline{\text { Recommended for technical college CRJ Students }}$

CPT-101 Intro to Computers
CRJ-120 Constitutional Law
CRJ-130 Police Administration
CRJ-210 Juvenile and the Law
CRJ-220 Judicial Process
CRJ-236 Criminal Evidence
CRJ-242 Correctional Systems

Recommended for technical college AA Students

CPT-101 Intro to Computers (3 hours)
Oral Communication (3 hours)
Literature (3 hours)
Humanities/Social Sci/Comm. (9 hours)
Courses Taken at The Citadel: 55 credit hours

| Course | Hours |
| :--- | :---: |
| EUGS-101-Introduction to The Citadel Experience <br> (must be taken in first semester at The Citadel) | 1 |
|  |  |
| Required courses if not taken at a technical college - 6 hours |  |
| CRMJ-201 Intro to Criminal Justice | 3 |
| CRMJ-202 Criminoloy | 3 |
|  |  |
| Required Courses - 6 hours | 3 |
| CRMJ-370 Police Systems | 3 |

Upper Level Elective Courses in the Major: 33 Credit Hours (Must be at 300 level or higher)
33 hours must be taken from the courses listed below:
Note: CRMJ-201 is a prerequisite for all criminal justice courses except CRMJ-202. Students may choose from the following list of upper level elective courses in criminal justice.

Upper Level Elective Courses: 15 Credit Hours Must be courses at the 300-400 level.

CRMJ-388 White Collar Crime 3
CRMJ-389 Justice in Latin America 3
CRMJ-390 Victimology 3
CRMJ-391 Criminalistics 3
CRMJ-392 Computer Crime 3
CRMJ-393 Homicide 3
CRMJ-465 Special Topics in Criminal Justice 3
CRMJ-470 Ethics 3
CRMJ-471 Psychology of Crime 3
CRMJ-472 Crime Prevention 3
CRMJ-498 Independent Study 3
CRMJ-499 Internship 3
Three of the following courses can count as an upper level
elective in the major:
Three of the following courses can count as an upper level
elective in the major:
Electives: ( 3 courses, 9 credit hours)
PSCI-302 Urban Politics 3
PSCI-310 Domestic Terrorism 3
PSCI-342 International Terrorism 3
PSCI-361 Law and Legal Process 3
PSCI-392 Political Theory 3
PSCI-401 Public Policy Process 3
PSCI-461 Issues in Contemporary Constitutional Law 3
SOCI-201, 202 and any 300-400 level course in sociology
Credit for CRMJ-498 (Independent Study) and CRMJ-499
(Internships): Approval is required from the participating faculty member, the $2+2$ program director, and the Associate Dean of Evening Undergraduate Studies. Non $2+2$ students' transfer credit will be evaluated according to Citadel policy.


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| CRMJ-333 Immigration Security | 3 |
| :--- | :--- |
| CRMJ-371 Critical Issues in Law Enforcement | 3 |
| CRMJ-373 Criminal Evidence | 3 |
| CRMJ-375 Criminal Justice Administration | 3 |
| CRMJ-381 Organized Crime | 3 |
| CRMJ-382 Drugs and Crime | 3 |
| CRMJ-383 Comparative Criminal Justice Systems | 3 |
| CRMJ-384 International Crime | 3 |
| CRMJ-385 Juvenile Delinquency | 3 |
| CRMJ-386 Research Methods in Criminal Justice | 3 |
| CRMJ-387 Criminal Investigation | 3 |3

CRMJ-371 Critical Issues in Law Enforcement3
CRMJ-375 Criminal Justice Administration ..... 3
me3
CRMJ-383 Comparative Criminal Justice Systems ..... 3CRMJ-385 Juvenile Delinquency3
-386 Research Methods in Criminal Justice3

# Bachelor of Science in Business <br> Administration 

School of Business<br>843-953-5056<br>http://www.citadel.edu/root/<br>eveningundergraduatestudies-2-2-programs/<br>business-administration

Morgan LaForge, M.Ed., 843-953-5257
mlaforge@citadel.edu

## Mission

The mission of the School of Business is to educate and develop leaders of principle to serve a global community.

The Citadel's Bachelor of Science in Business Administration is a $2+2 /$ degree completion program. Students take freshman and sophomore level courses at a Technical College, and they attend The Citadel for their junior and senior level courses.

Students who wish to earn a B.S. in Business Administration through The Citadel can begin their coursework at a technical college and earn an Associate in Arts degree as well.

## The Steps

1. Apply to a technical college in South Carolina. List AA as your major and Citadel-Business as your career path.
2. Submit SAT/ACT scores OR take the technical college's placement test.
3. Visit the technical college's Orientation Center to be assigned an advisor.
4. Submit official transcripts of all colleges attended.
5. Meet with your advisor and fill out a $2+2$ Enrollment Form.
6. Complete specified courses at the technical college with a minimum cumulative GPA of 2.0.
7. Apply to The Citadel.
8. Sign transfer request form.

## Admission Requirements

To be admitted into The Citadel's portion of the program, students must:

1. Completion of the evening undergraduate application
2. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be received in order for the application to be complete and reviewed.
3. Completion of the designated courses with an approved
technical college or equivalent with a grade of C or higher.
4. Applicants are expected to have a minimum grade point average of 2.0 .
Students may begin taking Citadel courses at any time as long as 24 college credit hours have been transferred to The Citadel and prerequisites have been met.

Persons interested in the Master of Business Administration program, which is offered only through evening classes, should consult the Graduate portion of this catalog for further information.

## Program of Study

The Business Administration program consists of 62 hours of general education and lower division courses at a South Carolina technical college, 40 credit hours of upper division courses at The Citadel, and 12 credit hours of elective courses taken at a technical college, The Citadel or another institution. Six hours of upper level general electives are also required and can be taken at The Citadel or another institution.

If you have credits from another institution, they will be evaluated according to The Citadel's policy.

## Courses Taken at a South Carolina technical college (or equivalent): 62 credit hours

## Courses: <br> Writing/English Composition (6 hours) ENG-101 English Composition I 3 <br> ENG-102 English Composition II <br> 3

Humanities/Foreign Language (6 hours)
MUS-105 Music Appreciation
ART-101 Art History and Appreciation 3
ART-107 History of Early Western Art 3
ART-108 History of Western Art 3
PHI-101 Introduction to Philosophy 3
PHI-110 Ethics 3
REL-101 Introduction to Religion 3
FRE/SPA/GER-101 and/or 1026
(Need not be in the same language)

Mathematics (6 hours)
MAT-109 College Algebra w/ Modeling 3
MAT-130 Elementary Calculus 3

History (6 hours)
HIS-101 History of Western Civ. I 3
HIS-102 History of Western Civ. II 3
HIS-104 History of World Civ. I 3
HIS-105 History of World Civ. II 3
HIS-201 American History I 3
HIS-202 American History II 3
Science (8 hours)
Courses must have lab and need not be sequential

BIO-101 Biological Science I 4
BIO-102 Biological Science II 4
CHM-110 College Chemistry I 4
CHM-111 College Chemistry II 4
PHY-201 Physics I 4
PHY-202 Physics II 4
AST-101 Solar System Astronomy 4
AST-102 Stellar Astronomy 4

Social Science (6 hours)
ECO-210 Macroeconomics 3
ECO-211 Microeconomics 3

Business Major Courses (12 hours)
MAT-120 Probability \& Statistics 3
ACC-101 Accounting Principles I 3
ACC-102 Accounting Principles II 3
CPT-101 Introduction to Computers 3

Lower Division Electives (12 hours)
Any courses apply
Recommended for AA students:
Electives - 12
(Select from Humanities/Social Sciences/Communication/Foreign Languages)

## Total Credit Hours at a South Carolina technical college: 62

## Courses Taken at The Citadel: 40 credit hours

| Courses: | Ho |
| :--- | :--- |
| EUGS 101-Introduction to The Citadel Experience <br> (must be taken in first semester at The Citadel) | 1 |
|  |  |
| Business Major Requirements (27 Hours) |  |
| BADM-216 Communication in Business |  |
| BADM-217 Computer Applications in Business | 3 |
| BADM-305 Legal \& Ethical Env. of Business | 3 |
| BADM-309 Marketing Principles | 3 |
| BADM-321 Business Finance | 3 |
| BADM-338 Management \& Org. Behavior | 3 |
| BADM-371 Leadership in Organizations |  |
| BADM-410 Production \& Operations Mgt | 3 |
| BADM-422 Strategic Management | 3 |
|  |  |
| Business Electives (12 Hours) | 3 |
| BADM-320 International Busines | 3 |
| BADM-323 Quality Management |  |
| BADM-324 Purchasing and Materials Management | 3 |
| BADM-326 Principles of Real Estate |  |
| BADM-327 Principled Entrepreneurship and the Free | 3 |
| $\quad$ Enterprise System | 3 |
| BADM-329 Project Management | 3 |

BADM-404 Investments ..... 3
BADM-405 Marketing Management ..... 3
BADM-407 Money and Banking ..... 3
BADM-409 Human Resource Management ..... 3
BADM-413 International Marketing ..... 3
BADM-414 Consumer Behavior ..... 3
BADM-415 Relationship Marketing ..... 3
BADM-417 Management Information Systems ..... 3
BADM-420 Management of Change ..... 3
BADM-421 Logistics Management ..... 3
BADM-423 Personal Finance ..... 3
BADM-425 Small Business Management/Entrepreneurship ..... 3BADM-428 Technology and EntrepreneurshipBADM-429 Technology and Entrepreneurship3
BADM-430-435 Seminar in Business Administration ..... 3
BADM-450 Internship ..... 3
BADM-490 Independent Study ..... 3
Total Credit Hours at The Citadel: 40

Courses Taken at a South Carolina technical college, The Citadel, or Another Institution - 18 credit hours Electives (12 hours)
300-400 level electives - 6 hours

## Bachelor of Arts in Political Science

Department of Political Science
843-953-5072
http://www.citadel.edu/root/
eveningundergraduatestudies-2-2-programs/
political-science
Dr. Dubose Kapeluck, Department Head
843-953-2037
dubose.kapeluck@citadel.edu
Brad Collins, Advisor
843-953-4852
collinsb1@citadel.edu

## Mission Statement

The mission of the $2+2$ /degree completion program in Political Science is to foster an intellectually stimulating experience that prepares students to work within political science and its related fields as well as laying the academic foundation for graduate study.

Majoring in political science affords students an opportunity to obtain a broad liberal arts education that enriches their lives and acquaints them with the rights and responsibilities of citizenship. As a central element of a liberal arts education, political science provides preparation for graduate education and for the pursuit of useful and satisfying careers.

While our faculty represents a wide variety of theoretical and methodological approaches, we share a strong interest in solving the puzzles of contemporary political life. In carrying out its teaching mission, the political science faculty is devoted to providing individualized attention aimed at encouraging students to enhance their critical-thinking and problemsolving skills while further honing real-life skills related to reading, writing, listening and speaking.

## Admission Requirements

1. Completion of the evening undergraduate application.
2. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be recieved in order for the application to be complete and reviewed.

Students may begin taking Citadel courses at any time as long as 24 college credit hours have been transferred to The Citadel and prerequisites have been met.

## Program of Study

Courses taken at a South Carolina technical college (or equivalent): : 65 credit hours

Writing/English Composition (6 hours)
ENG 101 English Composition I - 3
ENG 102 English Composition II - 3
Humanities/Foreign Language (6 hours)
MUS 105 Music Appreciation - 3
ART 101 Art History and Appreciation - 3
ART 107 History of Early Western Art - 3
ART 108 History of Western Art - 3
PHI 101 Introduction to Philosophy - 3
PHI 110 Ethics - 3
REL 101 Introduction to Religion - 3
FRE/SPA/GER 101 and 102 - 8

History (6 hours)
HIS 101 Western Civ. to 1689 - 3
HIS 102 Western Civ. post 1689-3
HIS 104 World History I - 3
HIS 105 World History II - 3
HIS 201 American History Discovery to 1877 - 3
HIS 202 American History 1877 to Present - 3
Mathematics (6 hours)
MAT 109 College Algebra with Modeling - 3
or MAT 110 College Algebra - 3
MAT 120 Probability and Statistics - 3
Science (8 hours with lab, not necessarily sequential)
BIO 101 Biological Science I - 4
BIO 102 Biological Science II - 4
CHM 110 College Chemistry I - 4
CHM 111 College Chemistry II - 4
PHY 201 Physics I - 4
PHY 202 Physics II - 4
AST 101 Solar System Astronomy - 4
AST 102 Stellar Astronomy - 4

Social Science (9 hours)
PSC 201 American Gov. - 3
PSC 215 State and Local Gov. - 3
ECO 210 Macroeconomics - 3
Lower Division Electives (24 hours)
(Any Transferable Courses Apply)
Oral Communication - 3
CPT 101 Introduction to Computers - 3
SOC 101 Introduction to Sociology - 3
PSC 220 Introduction to International Relations - 3
CRJ 125 Criminology - 3
Any courses in Humanities/Social Sciences/Communication
(for a total of 9 hours)
Total Credit Hours: 65

Courses taken at The Citadel: 52 credit hours
EUGS 101-Introduction to The Citadel Experience - 1 (must be taken in first semester at The Citadel)
Required Major Courses: 6 hours
PSCI 361 Law and Legal Process - 3
PSCI 461 Powers of Government - 3

American Politics Electives: 15 hours
PSCI 301 American Parties and Politics - 3
PSCI 302 Urban Politics - 3
PSCI 304 American Political Thought - 3
PSCI 305 American Presidency - 3
PSCI 306 Legislative Process - 3
PSCI 307 Southern Politics - 3
PSCI 308 Public Opinion - 3
PSCI 310 Domestic Terrorism - 3
PSCI 311 The Civil Rights Movement and American
Politics - 3
PSCI 371 Leadership in Politics - 3
PSCI 393 Research Methods in Political Science - 3
PSCI 396 Politics and the Media - 3
PSCI 402 Politics of Bureaucracy - 3
PSCI 403 Topics in American Government and Politics - 3
PSCI 431 American Foreign Relations - 3
PSCI 498 Independent Study ${ }^{*}$ - 3
PSCI 499 Internship* ${ }^{*} 3$
Pre-Law and Legal Studies Subfield Electives: 12 hours
PSCI 304 American Political Thought - 3
PSCI 311 The Civil Rights Movement and American
Politics - 3
PSCI 331 International Law - 3
PSCI 393 Research Methods in Political Science - 3
PSCI 402 Politics of Bureaucracy - 3
PSCI 463 Topics in Law and Legal Studies - 3
PSCI 498 Independent Study ${ }^{*}-3$
PSCI 499 Internship* - 3
SOCI 201 Introduction to Sociology - 3
CRMJ 202 Criminology - 3
ENGL 411 Writing in the Professions - 3
BADM 211 Accounting Principles and Practice - 3
CRMJ 465 Special Topics in Criminal Justice - 3
CRMJ 371 Criminal Law ${ }^{* *}$ - 3
CRMJ 373 Criminal Evidence - 3
Departmental Elective: 3 hours
Any course with an ANTH, PSCI, SOCI prefix
Upper Level Elective Courses in Major: 15 hours
Must be courses at the 300-400 level.
*Credit for PSCI 498 (Independent Study) and PSCI 499 (Internship): Approval is required from the participating faculty member, the $2+2$ program director, and the Associate Provost and Dean of The Citadel Graduate College or designee.
${ }^{* *}$ CRMJ 371 Criminal Evidence may not be taken for credit if student took CRJ 115 Criminal Law I at TTC (see Fifth

## Bachelor of Science in Social Studies Education

## School of Education <br> 843-953-5097

http://www.citadel.edu/root/teacher-education

Dr. Kathryn Richardson Jones, Ed.D., Program Coordinator<br>843-953-3163<br>Kathryn.Jones@Citadel.edu

The $2+2$ program/degree completion program in Social Studies Education was created to provide students with an opportunity to receive a four-year degree leading to initial Teacher Licensure from The Citadel in the evening. The requirements for the major consist of a total of 123-125 hours, 58 of which are completed at The Citadel. This includes 36 credit hours in the major, 21 credit hours of elective courses, and a one hour orientation course.

## Mission and Expected Student Learning Outcomes

The purpose of the Zucker Family School of Education's undergraduate programs is to serve the people of the Lowcountry, the state of South Carolina, the Southeast, and the nation by providing programs that prepare highly qualified individuals who are knowledgeable about the learning process and learners and who are effective, ethical, and reflective educators prepared to assume leadership roles in the profession and community. Further, with a focus toward learner-centered education, they are effective in educating a diverse learner population to high academic standards.

## The Steps

1. Apply to a regionally accredited college or university or technical college.
2. Submit SAT/ACT scores or take a technical college's placement exam
3. Visit the Technical College's Orientation Center to be assigned an advisor.
4. Meet with your advisor to fill out a $2+2$ enrollment form.
5. Complete specified courses at the technical college with a minimum cumulative grade point average of 2.0.
6. Apply to The Citadel.

## Admission Requirements

1. Completion of the evening undergraduate application at The Citadel.
2. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be received in order for
the application to be complete and reviewed.
3. Meet with Citadel advisor.

Students may begin taking Citadel courses at any time as long as 24 college credit hours have been transferred to The Citadel and prerequisites have been met.
Trident-Citadel 2 Plus 2/Degree CompletionProgram Social Studies Education MajorTotal Hours for the Baccalaureate Degree is 123-125 hoursCourses Taken At Trident Technical College: 65-67 hours
General Education 38 Hours
Writing/English Composition 6 hours ENG 101 English Composition I ..... 3
ENG 102 English Composition II ..... 3
Humanities/Foreign Lang. 6 hours
MUS 105 Music Appreciation ..... 3
ART 101 Art History and Appreciation ..... 3
History 12 hours
HIS 104 World History I ..... 3
HIS 105 World History II ..... 3
HIS 201 American History ..... 3
HIS 202 American History ..... 3
Mathematics 6 hours
MAT 110 College Algebra ..... 3
MAT 120 Probability and Statistics ..... 3
Science 8 hours
Courses must have lab, not necessarily sequential
BIO 101 Biological Science I ..... 4
BIO 102 Biological Science II ..... 4
CHM 110 College Chemistry I ..... 4
CHM 111 College Chemistry II ..... 4
PHY 201 Physics I ..... 4
PHY 202 Physics II ..... 4
AST 101 Solar System Astronomy ..... 4
AST 102 Stellar Astronomy ..... 4
Social Science 12 hours
PSC 201 American Gov. ..... 3
SOC 101 Intro to Sociology ..... 3
PSY 101 General Psychology ..... 3
ECO 210 Macroeconomics ..... 3
Lower Division Electives 15-17 hours (Any Transferable Courses Apply)
Recommended for TTC AA Students ..... 3
CPT 101 Introduction to Computers ..... 3

## Courses taken at The Citadel: 58 Hours

EUGS 101-Introduction to The Citadel Experience
(must be taken in first semester at The Citadel)
Required Major Courses 36 Hours
EDUC 101 Education in Modern Society 3
EDUC 202 Educational Psychology 3
EDUC 206 Adolescent Development 3
EDUC 312 Teaching Students with Special Needs 3
EDUC 301 Foundations in Literacy Development 3
EDUC 401 Methods and Materials of Secondary 3
School Teaching
EDUC 306 Teaching Reading in Secondary Schools
EDUC 402 Special Methods in Teaching
EDUC 499 Teaching Internship (12 hours)

Elective Courses: 21 Credit Hours
Social Studies (Cultural Anthropology and World Geography) 6 hours
History Elective: 3 hours
Approved Elective: 6 hours
PSCI 302 Urban Politics
3
HIST 206 Social and Cultural 3
History of the Non-Western World

Admission to Upper Level Education Courses
To be admitted to upper level Education courses, the teacher candidate must have the support of his or her advisor relative to suitability and interest in teacher education and must also have:

1. Official passing scores on all three parts of PRAXIS I exams on file at The Citadel.
2. Maintained a cumulative Grade Point Average of 2.750 or higher on coursework taken at The Citadel.
3. Passed EDUC 101.

Admission to the Student Teaching Internship (EDUC 499)

Teacher candidates must make a formal application for admission to the student teaching internship to both The Citadel and the South Carolina State Department of Education no later than May 1st of the previous academic year for admission to the spring student teaching internship or by January 15 for fall student teaching internships. The State of South Carolina will provide a status update as "cleared" or "not cleared" to the ZFSOE based on background checks and other information they receive to determine candidate suitability. If a concern arises in regards to suitability through the State, the teacher candidate must follow up directly with the South Carolina Department of Education. The Citadel application packet will be reviewed by the Director of Field Experiences and Internships as well as the Teacher Education faculty.

Once candidates are approved, they will receive notification of admission to internship through the School of Education. To begin the internship, the student must have:

Acceptable disposition evaluations;

1. Completed all professional education courses and content coursework with a cumulative GPA of at least 2.75
2. Completed successfully all previous field experiences
3. Have on file at The Citadel official records of the appropriate PRAXIS I, PRAXIS II test score(s) and the appropriate PRAXIS II - Principles of Learning and Teaching (PLT) ${ }^{\star}$ test score
4. Have on file at The Citadel South Carolina State Department of Education clearance through the FBI and SLED
*Note: It is strongly recommended that students take the PLT as soon as they have completed EDUC 101, EDUC 202 and EDUC 312.

## Graduation Requirements

To meet graduation requirements, the Teacher Candidate must complete all requirements for their teaching field with a GPA of at least 2.750. In addition, the candidate must have passing scores on the appropriate PRAXIS I, PRAXIS II and Principles of Learning and Teaching (PLT) exams on file at The Citadel. A grade of " C " or better in EDUC 499 is necessary to qualify for recommendation for South Carolina teacher licensure (certification).

## Bachelor of Science in Civil Engineering

Department of Civil and Environmental Engineering<br>http://q1.citadel.edu/root/<br>eveningundergraduatestudies-2-2-programs/civilengineering

Dr. Kevin C. Bower, Department Head

843-953-5083
kevin.bower@citadel.edu

## Department's Mission Statement

The mission of the Department of Civil and Environmental Engineering (CEE) is to provide a nationally recognized studentcentered learning environment for the development of principled leaders in the civil and environmental engineering community through a broad-based, rigorous curriculum, emphasizing theoretical and practical engineering concepts, strong professional values, and a disciplined work ethic.

The Department of Civil and Environmental Engineering recognizes the civil engineer as a people-serving professional who manages resources as well as technology. The civil engineer plans, designs, constructs, and maintains facilities essential to modern life in both the public and private sectors. Accordingly, the department strives to develop the skills of its engineering students in the management of resources-time, materials, money, and people. Consistent with the high aims of the civil engineering profession, the department seeks to ensure its academic program is underpinned by a broad base of ethical knowledge and behavior as well as modern leading-edge technology. The department accomplishes its mission by connecting students, faculty, and staff in a unique academic environment, achieving the intended development of the student through the enriched personal, professional, and educational growth of each individual.

## Admission Requirements

1. Completion of the designated courses with an approved the Technical College or equivalent with a grade of C or higher.
2. Completion of the evening undergraduate application.
3. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be recieved in order for the application to be complete and reviewed.

## Program Educational Objectives:

The Civil and Environmental Engineering program educational objectives are designated in the following three areas:

Design:
Graduating students who are successful in engineering based on a course of study focused on design, including a solid theoretical and practical foundation that leads to successful employment in the private and public sectors.

Sustainable Success:
Graduating students who have sustainable career success and participate in leadership roles through demonstration of lifelong learning, effective communication, contributions on multidisciplinary teams, and broad based prospective of engineering and societal needs.

Broad Based Education:
Graduating students who have a broad educational background that leads to good citizenship through leadership, management, decision making and problem solving abilities.

## Departmental Core Values

The Department of Civil and Environmental Engineering has adopted the following core values:

Students are our Focus: We believe the education, development, empowerment, and welfare of our students are the primary focus of our efforts.
Civil Engineers as Principled Leaders: We believe the engineering profession requires the highest professional and ethical standards, which we seek to model, teach and prepare our students to embrace.
Collaborative Teaching and Learning Environment: We believe a collaborative collegial environment among our faculty, staff and students is critical in sustaining advancement in educational excellence.
Growth through Assessment: We believe data-driven inquiry and improvement will lead us to sustained advancement in educational excellence.

## Program Requirements Two-Plus-Two Evening Mode

The Citadel through the CGC offers an undergraduate Bachelor of Science degree in Civil Engineering. This program is offered in cooperation with South Carolina technical schools where the student completes the first two years of study. Students may also attend a regionally accredited college or university. The junior and senior years of study are completed at The Citadel by attending evening classes.

## Student Outcomes

At the time of graduation from the civil engineering program a student should have achieved an acceptable level of skills and knowledge in the following areas:

- Mathematics
- Natural Sciences
- Mechanics
- Experiments
- Problem Solving
- Design in four Areas*
- Contemporary Issues
- Project Management
- Breadth in Civil Engineering in four Areas*
- Communication
- Public Policy/Public Administration -Business
- Leadership
- Multi-disciplinary Team Work
- Lifelong Learning
- Professional \& Ethical Responsibility
*Environmental, Geotechnical, Structural, Transportation,


## Program of Study

The Civil and Environmental Engineering Department's fouryear program begins with courses which provide a foundation of knowledge and skill in the basic arts and sciences. Limited specialization in engineering starts during the sophomore year. In the junior and senior years, the time is devoted essentially to basic professional subjects. Throughout the four years, the program emphasizes the development of habits of orderly study, investigation, sound reasoning, problem-solving, and design, rather than the mere acquisition of factual information. It is stressed that an engineer is a professional, thoroughly grounded in engineering science and technology, but also aware of the social, economic, ethical, and ecological implications of professional activities. The civil engineering curriculum is accredited by ABET, www.ABET.org. Each year the curriculum is augmented by off-campus educators and engineers who lecture and moderate seminars in engineering specialties. Students' sources of knowledge are broadened by participation in these seminars and the student chapters of the American Society of Civil Engineers, Tau Beta Pi (honorary engineering society), the Society of American Military Engineers, and the Society of Women Engineers (SWE).

## Civil \& Enviromental Engineering Major

Hours Required for Graduation: 133
Courses Taken at Trident Technical College (or equivalent):
Civil Engineering ( 16 credit hours)
EGR-260 Engineering Statics 3
EGR-270 Introduction to Engineering 3
EGR-282 Introduction to Civil Engineering 2
EGR-285 Engineering Surveying I 3
EGR-286 Engineering Surveying II 3
EGR-295 Engineering Surveying Lab I 1
Humanities/Social Sciences (21 credit hours)
ENG-101 English Composition I ..... 3
ENG-102 English Composition II ..... 3
ENG-205 English Literature I ..... 3
ENG-206 English Literature II ..... 3
HIS-101 Western Civilization to 1689 ..... 3
HIS-102 Western Civilization Post 1689 ..... 3
PSY-201 General Psychology ..... 3
Math/Science ( 35 credit hours)
CHM-110 College Chemistry I ..... 4
CHM-111 College Chemistry II ..... 4
EGR-275 Introduction to Engineering/ Computer Graphics ..... 4
MAT-140 Analytic Geometry and Calculus I ..... 4
MAT-141 Analytic Geometry and Calculus II ..... 4
MAT-240 Analytic Geometry and Calculus III ..... 4
MAT-242 Differential Equations ..... 4
PHY-221 University Physics ..... 4
PHY-222 University Physics II ..... 4
Total Credit Hours at TTC (or equivalent): 72
Courses Taken at The Citadel:
Third Year (36 credit hours)
CIVL-301 Dynamics ..... 3
CIVL-302 Highway Engineering ..... 3
CIVL-304 Mechanics of Materials ..... 3
CIVL-305 Transportation Engineering ..... 3
CIVL-307 Materials Laboratory ..... 1
CIVL-309 Structural Analysis ..... 4
CIVIL-314 Engineering Economy ..... 2
CIVIL-317 Professional Sustainability ..... 1
CIVL-320 Fluid Mechanics ..... 3
CIVL-321 Hydrology and Hydraulics ..... 3
CIVL-322 Introduction to Environmental Engineering ..... 3
CIVL-327 Asphalt and Concrete Laboratory ..... 1
CIVL-330 Measurements, Analysis and Modeling for
CEE Systems ..... 3
ELEC-308 Elements of Electrical Engineering ..... 3
Fourth Year (27 credit hours)
CIVL-402 Geotechnical Engineering Laboratory ..... 1
CIVL-404 Reinforced Concrete Design ..... 3
CIVL-406 Steel Design ..... 3
CIVL-408 Water and Wastewater Systems ..... 3
CIVL-409 Introduction to Geotechnical Engineering ..... 3
CIVL-410 Geotechnical Engineering II ..... 3
CIVL-418 Fluid Mechanics Laboratory ..... 1
CIVL-419 Environmental Engineering Laboratory ..... 1
CIVL-42X Civil Engineering Elective ..... 3
Technical Elective* ..... 3
Humanities/Social Science Elective** ..... 3
*To be selected from an approved list of courses in the humanities or social sciences
${ }^{* *}$ Elective to be an approved Engineering or Science course

## Total Credit Hours at The Citadel: 63

## Civil and Enviromental Engineering Design Electives

Each Civil and Enviromental Engineering major must complete one of the following design courses in the spring of the senior year:
CIVIL-422 Comprehensive Project Design in
CIVIL-423 Comprehensive Project Design in Structural Engineering
CIVIL-424 Comprehensive Project Design in Geotechnical Engineering
CIVIL-425 Comprehensive Project Design in Civil Engineering
CIVIL-450 Civil and Enviromental Engineering Intership
CIVIL-453

LeTellier Hall was designed for the needs of civil and environmental engineering education and contains, in addition to laboratories, six multimedia classrooms and one multimedia assembly room that contains additional audio-visual aids. There are three computer facilities located in LeTellier Hall. To help ensure the best use of these facilities, priority access goes to students using software or capabilities specific to the LeTellier sites.

## The Main Computer Lab - LeTellier 203

LeTellier 203 is the primary teaching and student-use computer facility in the Civil and Environmental Engineering Department. The twenty-four student stations and one projection-capable instructor station and laser printer located in this lab are connected to the campus wide network, and provide direct Internet access via Ethernet. The software in the labs is Windows based. All machines in the lab have graphics-capable www browsers. The department's standard general purpose software includes: Microsoft Office, Mathcad, AutoCAD, and ArcGIS. In addition, there are a number of course specific software packages. Faculty also post: classroom presentations, handouts, programming examples, class notes, and solutions to tests, and homework on CitLearn (Blackboard). These postings are in a mixture of formats including PDF files, Mathcad documents, spreadsheet files, executable programs, and multimedia presentation files that students may review as needed before and after class.

The Special Applications Lab - LeTellier 206 LeTellier 206 is the home of the Civil and Environmental Engineering Department Special Applications Lab. The fifteen student computers serve primarily as AutoCAD, GIS (ArcView) and structural design workstations. Other uses involve construction management, Global Positioning System (GPS) data analysis/adjustment, and traffic engineering studies. Occasionally, small sections of courses may be scheduled in the lab utilizing the instructors-only workstation and projection system. This laboratory is equipped with a network A-B size laser printer and

E-size plotter.
The Graphics Lab - LeTellier 308
LeTellier 308 is the home of the Civil and Environmental Engineering Department Graphics Instruction Lab. The instructor's station is equipped with a projection system for both the computer and document camera. The twenty student computers serve primarily as AutoCAD and ArcGIS workstations. This laboratory is equipped with a networked $A / B$ size laser printer.

Materials Testing Laboratory: Major items of equipment include a 250,000 pound and an additional 300,000 pound concrete cylinder testing machine; a 60,000-pound hydraulic universal testing machine; a 10,000-inch-pound torsion machine; and equipment for making tension, compression, shearing, and most other accepted and significant tests on metals, concrete, wood, and other structural materials.

Construction Materials Laboratory: Bituminous Materials Testing. This laboratory contains equipment for making the significant quality control and identification tests on asphalt cements, cutback asphalts, and asphalt emulsions. Equipment for the design, mixing, compaction by both hammer and gyratory means, and testing of asphalt concrete paving mixtures by the Marshall and other methods is included.

Concrete Materials Testing: A curing room, mixing equipment, air entraining measuring apparatus, scales, and other minor equipment are provided in this laboratory. Testing is accomplished using the Materials Laboratory testing equipment.

Geotechnical Laboratories: The soils laboratory is equipped with consolidmeters, triaxial and direct shear machines, unconfined compression machines, permeameters, Atterberg limit equipment, Proctor and modified AASHTO compaction apparatus, standard sieves, soil hydrometers, C.B.R. apparatus, and other equipment needed for tests and experiments with soils.

Fluid Mechanics Laboratory: Equipment is provided for a wide variety of experiments and tests involving the flow of water over weirs or through pipes, meters, orifices, or a Parshall flume. Other major items of equipment include a head loss and flow measurement fluid circuit apparatus, a Reynolds number device, two (2) hydraulic demonstration units permitting experiments involving many phenomena of open channel flow, and a centrifugal pump equipped to measure input and output of energy.
In addition, a parallel-series pumping unit is available for students to study parallel-series pumping under a variety of system conditions.

Environmental Engineering Laboratory: Equipment is provided for water analysis determination (primarily according to "Standard Methods") pH, alkalinity, turbidity, conductivity, D.O., and color. Bacteriological examinations may also be made for wastewater analysis, biochemical oxygen demand, solids content, and coliform testing. The equipment includes incubators, a muffle furnace, pH meters, dissolved oxygen probes, electrophotometic devices, a constant
temperature refrigerator, spectrophotometer, a drying oven, a type I water generator, a fume hood, a microscope, and essential minor tools and equipment.

Other engineering equipment: Adequate equipment is available for the courses in engineering graphics, surveying, geospatial representation, as well as for the junior and senior courses. This equipment includes levels, theodolites, level rods, tapes, six total stations, data collectors, and nine Geographic Positioning System (GPS) receivers.

Fundamentals in Engineering Examination: Each graduating student is required to sit the Fundamentals in Engineering (FE) Examination and provide documentation to the department head.

Degree: The degree of Bachelor of Science in Civil Engineering (B.S. in C.E.) is awarded to those who successfully complete the program of studies outlined in the course offerings section of this catalog. Two humanities or social science electives, one technical elective, and one civil engineering design elective are required. These are selected from a list of approved electives maintained by the Civil and Environmental Engineering Department. In completing the two humanities or social science electives, the student will take one from the core curriculum. The other shall be a departmentally approved course. The civil and environmental engineering capstone design courses allow the students at the senior level to integrate principles and practices of earlier courses into the design of the engineering system.

# Bachelor of Science in Electrical Engineering 

Department of Electrical and Computer<br>Engineering<br>http://www.citadel.edu/root/<br>eveningundergraduatestudies-2-2-programs/ electrical-engineering

Dr. Robert Barsanti<br>843-953-7593<br>robert.barsanti@citadel.edu

## General Information

In 1941 the Board of Visitors authorized the establishment of a Department of Electrical Engineering at The Citadel. Because World War II intervened, the first electrical engineering degrees were awarded to the class of 1948. The electrical engineering program is offered in two modes-day mode and the two-plustwo evening mode. The day mode is open only to members of the South Carolina Corps of Cadets and enlisted active duty students assigned to one of The Citadel's ROTC Departments. The two-plus-two evening mode is open to transfer students and does not require ROTC or Health and Physical Education. Otherwise curricula, faculty, textbooks, laboratory equipment, course content, classrooms, and laboratories are the same for both modes.

The Electrical and Computer Engineering Department is located in Grimsley Hall, a first-tier engineering education facility that provides a great learning environment. Modern, fully equipped laboratories, classrooms, and faculty offices are logically arranged on the third floor. The related Departments of Mathematics and Computer Science, Physics, and Civil and Environmental Engineering are housed adjacent to the department, creating a "micro-campus" of science and technology.

The electrical engineering program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4102 - Telephone: (410) 347-7700.

## Mission

The mission of the Department of Electrical and Computer Engineering is: To prepare the individual for professional work or for graduate study in the fields of electrical and computer engineering and to provide as many of the elements of a broad education as can be included in a program of professional study leading to the degree of Bachelor of Science in Electrical Engineering.

In addressing its mission, the department strives, through small classes, and hands-on experience in laboratories closely monitored by full-time faculty, to provide an environment highly conducive both to learning and to the development of close student-faculty relationships.

The electrical engineering curriculum places emphasis on a broad liberal education base, a strong background in mathematics and basic sciences, and a logical sequence of electrical and computer engineering courses that provide the breadth and depth necessary for continuous professional growth in today's technological society. By the end of the junior year, the electrical engineering student normally selects an area of professional emphasis such as computer engineering, control systems, communication systems, electronics, or power systems. Integral to the program is the design component that develops the student's ability to address practical engineering problems. Engineering design problems and concepts are included throughout the curriculum and the experience is capped by a mandatory two-semester senior design course in which the students undertake significant design projects.

Convinced of the great value of practical experience, the department encourages its majors to obtain gainful employment in electrical engineering or a related field for at least one summer, preferably between the junior and senior years.

## Admission Requirements

1. Completion of the designated courses with an approved Technical College or equivalent with a grade of C or higher.
2. Completion of the evening undergraduate application.
3. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be recieved for the application to be complete and reviewed.

## Program Requirements Two-Plus-Two Evening Mode

The Citadel through The Citadel Graduate College offers an undergraduate Bachelor of Science degree in Electrical Engineering (BSEE). This program is offered in cooperation with South Carolina technical colleges where the student completes the first two years of study. Students may also attend a regionally accredited college or university. The junior and senior years of study are completed at The Citadel by attending evening classes. The program is designed and offered to enable the full-time student to complete the upper two years of the program and receive a BSEE within two academic years and two summers. Students are required to be advised for each semester of enrollment at The Citadel.

## Program Objectives

The Citadel Department of Electrical and Computer Engineering program prepares graduates to:

1. Succeed in the practice of electrical engineering, by ethically and judiciously applying knowledge of science, mathematics and engineering methods to solve problems facing a technologically complex society.
2. Apply and operate current hardware and software tools, equipment and development environments to conduct and/or lead engineering analysis, design and research.
3. Value and pursue lifelong learning, not only to keep current in electrical and computer engineering fields, but also to sus-
tain awareness of engineering-related issues facing contemporary society.
4. Pursue graduate education and/or professional registration as desired or required.
5. Be principled leaders with strong communications and team building skills.

## Student Outcomes

The Citadel's Electrical Engineering program includes assessment to demonstrate that students obtain:

1. an ability to apply knowledge of mathematics, science, and engineering.
2. an ability to design and conduct experiments, as well as to analyze and interpret data.
3. an ability to design a system, component, or process to meet desired needs.
4. an ability to function on multi-disciplinary teams.
5. an ability to identify, formulate, and solve engineering problems.
6. an understanding of professional and ethical responsibility.
7. an ability to communicate effectively.
8. the broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. a recognition of the need for, and an ability to engage in lifelong learning.
10. a knowledge of contemporary issues.
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## Electrical Engineering Program

The initial year of study includes engineering fundamental courses designed to develop the basic skills and good teaming habits through case studies requiring the communication of creative ideas. The second semester freshman curriculum includes 3 credit hours of computer applications for electrical engineers. Electrical engineering topics studied in the sophomore year include 6 credit hours of electrical circuit analysis, and 1 credit hour of electrical circuits laboratory. Theory is combined with application, demonstration, and experimental verification. In addition, the first two years include 19 credit hours of mathematics, 8 credit hours of chemistry or biology, 8 credit hours of physics, 18 credit hours of English and history and 3 credit hours of social science to provide the foundation necessary for an engineering education. Specific course requirements, using Trident Technical College course numbers, are outlined later under Required Program for $2+2$.

The junior year requires a total 17 credit hours of electrical engineering course work. Breadth of coverage is provided by courses in signals and systems analysis, electronics, systems (automatic controls), digital systems, electromagnetics, and electromechanical energy conversion. Many of these courses include engineering design problems drawn from the experience of the faculty. First semester juniors complete their sixth mathematics course, MATH-335 (Applied Mathematics II), providing coverage of mathematical topics required in upper division electrical engineering courses. The junior year includes a single elective course that must be technical in nature but outside the mainstream of electrical engineering.

The senior year provides depth in electrical and computer engineering by requiring five out of a specified set of 400 -level electrical engineering elective courses and at least one approved Computer Science elective. The elective courses are ELEC-401 (Electronics II), ELEC-403, (Electric Power Systems), ELEC405 (Electrical Measurements) and ELEC-415 (Electrical Measurements Laboratory), ELEC-407 (Systems II), ELEC-413 (Advanced Topics in Electrical Engineering) ELEC-414 (System Simulation), ELEC-416 (Communications Engineering), ELEC418 (Advanced Digital Systems), ELEC-419 (Computer Network Architecture), ELEC-423 (Digital Signal Processing), ELEC424 (Solid-State Devices), ELEC-425, (Interference Control in Electronics), ELEC-426 (Antennas and Propagation), Energy Systems Engineering (ELEC-427), Computer Architecture (ELEC428) and CSCI-420 (Software Engineering). These electives provide the student the opportunity to pursue an area of interest. While narrow specialization is neither possible nor desirable at the undergraduate level, these three-credit electives provide depth in both design and theory in their specialized areas. Below are several examples of possible areas of concentration available to the student.

Computer Engineering
CSCI-223 Data Structures (prereqs: MAT-206, CSCI
201/201)
CSCI-420 Software Engineering
ELEC-418 Advanced Digital Systems
ELEC-419 Computer Network Architecture
ELEC-423 Digital Signal Processing
ELEC-416 Communications Engineering
ELEC-428 Computer Architecture
Power Engineering
CIVL-310 Statics and Mechanics of Materials For NonCivil Engineers
ELEC-307 Nuclear Engineering
ELEC-403 Electric Power Systems
ELEC-407 Systems II
ELEC-405 Electrical Measurements
ELEC-415 Electrical Measurements Laboratory
ELEC-426 Antennas and Propagation
ELEC-427 Energy Systems Engineering
Communications
PHYS-308 Optics
ELEC-401 Electronics II
ELEC-416 Communication Engineering
ELEC-419 Computer Network Architecture
ELEC-423 Digital Signal Processing
ELEC-426 Antennas and Propagation
Electronics
PHYS-410 Thermodynamics
ELEC-401 Electronics II
ELEC-418 Advance Digital Systems
ELEC-423 Digital Signal Processing
ELEC-424 Solid State Devices
ELEC-405 Electrical Measurements
ELEC-415 Electrical Measurements Laboratory

## Electrical Engineering Design Experiences

Engineering design is distributed throughout the electrical
engineering curriculum. Introduction to the design process and the initial design experience occur in the freshman courses. The engineering profession and the ethical responsibilities of professional engineers are discussed. Design problems are posed that require little or no in-depth engineering knowledge. For example, a first design problem might ask the student to design a dormitory room workplace. Functionality, aesthetics, and cost of implementation are a few of the issues to be considered. Case studies are assigned that provide an opportunity for the students to work in teams. The emphasis is on the synthesis of a product that meets broad requirements. The students are introduced to the concept of design in which there is no single right answer and where there are relatively few limits placed on the creative process. Techniques of analysis, synthesis, iteration, and approximations are studied in the sophomore and junior electrical engineering courses. Specialized design exercises are used to illustrate the use of these techniques in the areas of circuits, systems, electronics, electric machines, and digital circuits and systems. The senior year provides the opportunity for the student to begin to focus on design techniques in a particular area of interest through the choice of at least five senior electrical engineering elective courses. Examples range from the use of a load flow program to determine operational conditions of a small power system in a contingency situation (ELEC-403), to the design of a state estimator (ELEC-407), to the design and implementation of digital filters (ELEC-423).

The design experience culminates in the required senior design courses, ELEC-421 and ELEC-422. This two-semester design sequence provides students the opportunity to work on a project of interest and provides the faculty the opportunity to guide students in their first major design experiences and emphasize once more the various constraints that may come into play in a design. The students are taught several different structured design approaches. Project definition and documentation are stressed. Design teams of three to four students are formed at the beginning of the first semester. Students are instructed on various practical aspects of design, such as layout considerations, safety, functionality, and documentation of design.

The student design teams select and propose a major design project to be completed by the end of second semester. They must enlist a faculty project advisor to guide their project. At the end of the first semester the design teams present their design proposals (written and oral) that include their preliminary design (block diagram level), a schedule for the following semester, and a cost estimate. In the second semester, the teams do the detailed design, and build, test, refine, demonstrate, and document their design projects. In addition to the technical aspects, project management and presentation techniques are taught and applied. A detailed project specification is developed and placed under tight change control. Financial and scheduling aspects of the project are tracked. A final presentation in both written and oral form is required at the end of the semester, along with a working demonstration.

## Electrical Engineering Major:

## Electrical Engineering Path at a South Carolina Technical College (or equivalent):

| Electrical Engineering Courses (18 credit hours) |  |
| :--- | :--- |
| ECE-201 Electrical and Computer Engineering Seminar | 1 |
| ECE-205 Electrical and Computer Lab I | 3 |
| ECE-221 Introduction to Electrical Engineering I | 3 |
| ECE-222 Introduction to Electrical Engineering II | 3 |
| EGR-270 Introduction to Engineering | 3 |
| EGR-273 Problem Solving for Engineers | 2 |
| EGR-275 Introduction to Engineering/ |  |
| $\quad$ Computer Graphics | 3 |
| Humanities/Social Sciences (21 credit hours) |  |
| ENG-101 English Composition I | 3 |
| ENG-102 English Composition II | 3 |
| ENG-205 English Literature I | 3 |
| ENG-206 English Literature II | 3 |
| HIS-101 Western Civilization to 1689 | 3 |
| HIS-102 Western Civilization Post 1689 | 3 |
| PSY-201 General Psychology | 3 |
|  |  |
| Math/Science (32 credit hours) | 4 |
| CHM-110 College Chemistry I | 4 |
| CHM-111 College Chemistry II | 4 |
| MAT-140 Analytic Geometry and Calculus I | 4 |
| MAT-141 Analytic Geometry and Calculus II | 4 |
| MAT-240 Analytic Geometry and Calculus III | 4 |
| MAT-242 Differential Equations | 4 |
| PHY-221 University Physics I | 4 |
| PHY-222 University Physics II |  |

## Total Credit Hours at TTC (or equivalent): 71

## Courses Taken At The Citadel

| Electrical Engineering Courses (32 credit hours) |  |
| :--- | :--- |
| ELEC-302 Electrical Machinery Laboratory | 1 |
| ELEC-306 Electronics I | 6 |
| ELEC-309 Signals and Systems I | 3 |
| ELEC-311 Digital Logic and Circuits | 3 |
| ELEC-312 Systems I | 3 |
| ELEC-313 Electronics Laboratory | 1 |
| ELEC-316 Electromechanical Energy Conversion | 3 |
| ELEC-318 Electromagnetic Fields | 3 |
| ELEC-330 Digital Systems Engineering | 3 |
| ELEC-412 Applied Probability and Statistics for |  |
| $\quad \quad$ Engineers | 3 |
| ELEC-421 Design I | 3 |
| ELEC-422 Design I | 3 |

Electrical Engineering Electives ( 15 credit hours)- Choose five courses from the following list:
ELEC-307 Nuclear Engineering 3
ELEC-401 Electronics II 3
ELEC-403 Electric Power Systems 3
ELEC-405 Electrical Measurements 2

ELEC-415 Electrical Measurements Laboratory 1
ELEC-407 Systems II 3
ELEC-413 Advanced Topics in Electrical Engineering 3
ELEC-414 System Simulation 3
ELEC-416 Communications Engineering 3
ELEC-418 Advanced Digital Systems 3
ELEC-419 Computer Network Architecture 3
ELEC-423 Digital Signal Processing 3
ELEC-424 Solid-State Devices 3
ELEC-425 Interference Control in Electronics 3
ELEC-426 Antennas and Propagation 3
ELEC-427 Energy Systems Engineering 3
ELEC-428 Computer Architecture 3
CSCI-420 Software Engineering 3
Note: ELEC 405 and ELEC 415 must be taken together.
Technical Elective (3 credit hours) - Choose one course from the following list:
PHYS-308 Optics 3
PHYS-410 Thermodynamics 3
CIVL-310 Statics and Mechanics of Materials for
Non-Civil Engineers
CSCI-223 Data Structures 3
CIVL-411 Engineering Management 3
MATH-381 Deterministic Methods of Operational Research

3
MATH-470 Mathematical Models and Applications 3
Math/Civil Engineering Courses (5 credit hours)
MATH-335 Applied Mathematics II 3
CIVL-314 Engineering Administration 2
Humanities Elective ( 3 credit hours) - To be selected from an approved list of courses in the humanities or social sciences.**

Total Credit Hours at The Citadel: 58
Credit hours required for graduation: 128 for evening students
${ }^{* *}$ Advanced humanities or social science courses.
Note: Advanced Topics in Electrical Engineering (ELEC-413) is offered only occasionally. The Engineering science and engineering design credits are a function of the topics studied.

# Bachelor of Science in Mechanical Engineering 

Department of Engineering Leadership \&<br>Program Management<br>http://q1.citadel.edu/root/<br>eveningundergraduatestudies-2-2-programs/ mechanical-engineering

Dr. Charles O. Skipper, Department Head, 843-953-9811, skipperc1@citadel.edu

Dr. Robert Rabb, ME Program Director, 843-953-0520, rrabb@citadel.edu

## Mission

To broadly educate and prepare graduates to become principled mechanical engineering leaders in the global community by instilling the core values of The Citadel, the School of Engineering and the Mechanical Engineering program in a challenging intellectual environment that includes a broad-based, rigorous curriculum, emphasizing theoretical and practical engineering concepts, strong professional values, and a disciplined work ethic.

## Admission Requirements

1. Completion of the designated courses with an approved Technical College or equivalent with a grade of C or higher.
2. Completion of the evening undergraduate application.
3. Submission of all official transcripts from regionally accredited colleges or universities attended. Courses with a grade of C or higher will be considered for transfer to The Citadel. All transcripts must be recieved in order for the application to be complete and reviewed.

## Program Educational Objectives

The Mechanical Engineering Program educational objectives prepare graduates to:

- Succeed in the practice of mechanical engineering, by ethically and judiciously applying knowledge of science, mathematics and engineering methods to solve problems facing a technologically complex society.
- Apply and operate current engineering and analysis tools and equipment to conduct and/or lead engineering analysis, design and research.
- Value and pursue lifelong learning, not only to keep current in the mechanical engineering field, but also to sustain awareness of engineering-related issues facing contemporary society through formal and informal opportunities.
- Pursue graduate education and/or professional registration as desired or required.
- Be principled leaders with strong communications and team-building skills to lead people, manage resources, solve
complex problems, communicate information, and influence decisions


## Program Core Values

The Mechanical Engineering Program has adopted the following core values:

Students are our Focus: We believe the education, development, empowerment, and welfare of our students are the primary focus of our efforts.

Engineers as Principled Leaders: We believe the engineering profession requires the highest professional and ethical standars, which we seek to model, teach and prepare our students to embrace.

Collaborative Teaching and Learning Environment: We believe in a collaborative collegial enviroment amoung our faculty, staff and students is critical in sustaining advancement in educational excellence.

Growth through Assessment: We believe data-driven inquiry and improvement will lead us to sustained advancement in educational excellence.

## Program Requirements Two-Plus-Two Evening Mode

The Citadel through The Citadel Graduate College offers an undergraduate Bachelor of Science degree in Mechanical Engineering (BSME). This program is offered in cooperation with South Carolina technical colleges where the student completes the first two years of study. Students may also attend a regionally accredited college or university. The junior and senior years of study are completed at The Citadel by attending evening classes.

## Program Outcomes

Students who qualify for graduation with a mechanical engineering major will demonstrate an ability to:

- Apply knowledge of mathematics, science and engineering.
- Design and conduct experiments, as well as to analyze and interpret data.
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health \& safety, manufacturability, and sustainability.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Comprehend professional and ethical responsibility.
- Communicate effectively.
- Comprehend the impact of engineering solutions in a global, economic, environmental, and societal context through a broad education.
- Recognize the need for and engage in life-long learning.
- Apply knowledge of contemporary issues within solutions.
- Use the techniques, skills, and modern engineering tools
necessary for engineering practice.


## Program of Study

The Mechanical Engineering program will incorporate a number of courses within the existing ABET accredited civil and electrical engineering programs. As shown in the program of study, there will be five main focus areas to meet the needs of the local industry in South Carolina.

1. Manufacturing Engineering - Students acquire knowledge in different manufacturing practices to optimize the processes and systems in a production environment.
2. Composites - Students study composite materials, the principles behind their design, their physical properties, fabrication methods, and aplication to real-world engineering solutions.
3. Power and Energy - Students learn about energy resources, alternative energy, energy storage, conversion between forms of energy, and energy performance limitations as they apply to satisfying the needs of mankind.
4. Aeronautical Systems - Students study the science and design of fixed wing light systems, aircraft performance and structures.
5. Mechatronics - Students apply skills from mechanical engineering and electrical engineering to enable real-world control of robots, unmanned aerial vehicels, and other autonomous systems.

Courses Taken at Trident Technical College (or equivalent)
Mechanical Engineering (19 credit hours)
ECE-201 Electrical and Computer Engineering Seminar 1
ECE-205 Electrical and Computer Engineering Lab 3
ECE-221 Intro. to Electrical Engineering I 3
ECE-222 Intro. to Electrical Engineering II 3
EGR-260 Engineering Statics 3
EGR-270 Intro. to Engineering 3
EGR-275 Intro. to Engineering/Computer Graphics 3
EGR-262 Engineering Dynamics^ ${ }^{\wedge} 3$
Humanities/Social Science Courses ( 21 credit hours)
ENG-101 English Composition I 3
ENG-102 English Composition II 3
ENG-205 English Literature I 3
ENG-206 English Literature II 3
HIS-101 Western Civilization to 16893
HIS-102 Western Civilization Post 16893
PSY-201 General Psychology 3
Math/Science Requirements (32 credit hours)
CHM-110 College Chemistry I
CHM-111 College Chemistry II 4
MAT-140 Analytic Geometry and Calculus I 4
MAT-141 Analytic Geometry and Calculus II 4
MAT-240 Analytic Geometry and Calculus III 4
MAT-242 Differential Equations 4
PHY-221 University Physics I 4
PHY-222 University Physics II 4
$\wedge$ Students can elect to take this course at TTC or in the summer at The Citadel.

Total Credit Hours at TTC (or equivalent): 72
Courses Taken at The Citadel
$\begin{array}{ll}\text { Third Year (37 credit hours) } \\ \text { CIVL-301 Dynamics ^ } & 3 \\ \text { CIVL-304 Mechanics of Materials } & 3 \\ \text { CIVL-307 Materials Laboratory } & 1 \\ \text { MATH-335 Applied Mathematics II } & 3 \\ \text { MECH-304 Engineering Materials w/lab } & 3 \\ \text { MECH-310 Thermo-Fluid Systems I w/lab } & 3 \\ \text { MECH-311 Thermo-Fluid Systems II w/lab } & 3 \\ \text { MECH-325 Computer Applications w/lab } & 3 \\ \text { MECH-330 Measurements \& Instr. w/lab } & 3 \\ \text { MECH-340 Manufacturing Processes w/lab } & 3 \\ \text { MECH-345 Machine Design } & 3 \\ \text { MECH-350 Modeling/Analysis \& Dyn.Sys w/lab } & 3 \\ \text { Technical Elective }{ }^{*} & 3 \\ & \\ \text { Fourth Year (26 credit hours) } & 3 \\ \text { MECH-415 Heat Transfer } & 3 \\ \text { MECH-450 Mechatronics w/lab } & 3 \\ \text { MECH-460 Mechanical Engineering Sys Design } & 3 \\ \text { MECH-481 Senior Design I } & 3 \\ \text { MECH-482 Senior Design II } & 3 \\ \text { MECH ME Option I } * * & 3 \\ \text { MECH ME Option II }{ }^{* *} & 3 \\ \text { MECH Mechanical Elective } * * & 3 \\ \text { Adv. Humanities/Social Science Course } & \\ \end{array}$
*To be selected from an approved list of courses in engineering or science.
${ }^{* *}$ To be selected from an approved list of courses in Mechanical Engineering.
${ }^{* * *}$ To be selected from an approved list of courses in humanities or social sciences.

## Total Credit Hours at The Citadel: 63

## Hours Required for Graduation: 135

All scheduled freshman and sophomore level engineering, science, and mathematics courses must be completed before a student will be permitted to enroll in senior level courses. Students are required to be advised for each semester of enrollment at The Citadel.

The Main Computer Lab - LeTellier 203
LeTellier 203 is the primary teaching and student-use computer facility in the Mechanical Engineering Program. The twenty-four student stations and one projection-capable instructor station and laser printer located in this lab are connected to the campuswide network, CITnet, and provide direct Internet access via Ethernet. The software in the labs is Windows based. All machines in the lab have graphics-capable WWW browsers. The program's standard general purpose software includes: Microsoft Office, Matlab, and SolidWorks.

Controls and Mechatronics Lab - Grimsley 330
Grimsley 330 is the primary teaching and student use facility in the Mechatronics focus area of the Mechanical Engineering

Program. The room contains twenty-four student workstations or twelve team stations and one instructor station. The software in the room is Windows based. Laboratory equipment consists of standard function generators, oscilloscopes, multimeters, and Feedback instruments for laboratory use and applications.

Materials Testing Laboratory - LeTellier 101
Major items of equipment include a 250,000 pound and another 300,000 pound concrete cylinder testing machine; two each 60,000 -pound hydraulic universal testing machines; a 10,000-inch-pound torsion machine; impact tester; grinder/ polisher; dual chamber furnace; and equipment for making tension, compression, shearing, and most other accepted and significant tests on composites, metals concrete, wood and other structural materials. A transmission Polariscope and related equipment are available to investigate in a wide variety of two dimensional photo-elastic models.

Fluid Mechanics Laboratory - LeTellier 104
Equipment is provided for a wide variety of experiments and tests involving the flow of water through pipe networks, meters, and orifices. Other major items of equipment include a head loss and flow measurement fluid circuit apparatus, a Reynolds number device, two (2) hydraulic demonstration units permitting experiments involv $\neg$ ing many phenomena of open channel flow, and a centrifugal pump equipped to measure input and output of energy. In addition, a parallel-series pumping unit is available for students to study parallel-series pumping under a variety of system conditions.

Other engineering equipment: Adequate equipment is available for the courses in thermo-fluids, machine design, manufacturing, as well as for the other junior and senior courses.

Fundamentals of Engineering Examination: Each graduating student is required to take the Fundamentals of Engineering (FE) Examination and provide documentation to program director.

Degree: The degree of Bachelor of Science in Mechanical Engineering (B.S. M.E.) is awarded to those who successfully complete the program of studies outlined in the courses offerings section of this catalog.

Two humanities or social science electives, one technical elective, and two Mechanical Engineering Options are required. These are selected from a list of approved electives maintained by the Mechanical Engineering Program. In completing the two humanities or social science electives, the student will take one from the core curriculum. The other will be a program approved course. The Mechanical Engineering Options allow the students to specialize in a technical area of mechanical engineering by completing a focus area at the senior level that integrates principles and practices of earlier courses into the application of the engineering system. Students who are on academic probation will not be permitted to enroll in upper level courses offered by the Mechanical Engineering program (i.e. junior and senior level classes).

## Course Descriptions

## Descriptions of graduate courses and evening undergraduate courses are listed in this section. Consult the course schedules online to determine the course offerings in a particular term.

## Graduate Course Descriptions

## Anthropology (ANTH)

## ANTH-501-Physical and Cultural Adaptations

Three Credit Hours
This course examines how humans have adapted to their unique environments through cultural alterations and physical changes to the body by looking at pre-1492 Native American peoples. The development of human cultures are examined beginning with the origins of the First Americans and tracing their migrations to the various environments of North, Central, and South America for a more in-depth look at the range of variability among living peoples. The growth and development of human cultures are examined from the movement of pre-1492 Native Americans as bands and progressing through tribes to more advanced urban societies.

## ANTH-508-Special Topics in Anthropology

Selected topics that fit the needs of students as well as the specialized knowledge of the faculty. Topics could range from the main subfields of biological, cultural, or linguistic anthropology.

## Biology (BIOL)

## BIOL-502-Comparative Vertebrate Anatomy

## Four Credit Hours

A study of the comparative anatomy of vertebrate animals.
Emphasis will be placed on the evolution of organ systems in response to environmental pressures.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-505-Biometry

Three Credit Hours
This course will focus on methods and procedures for designing experiments, gathering, analyzing, and interpreting data. Topics to be included are descriptive statistics, estimation, measurements of confidence and reliability, tests of significance, measurements of relationship and correlation, and non-parametric analyses. In addition to lecture format, students will get hands-on experience in data gathering, analyses using computer statistical programs, statistical inference and decision making.

BIOL-506-Ecology
Four Credit Hours
An introduction to the study of biological interrelationships and the effects of the environment on the structure and function of animal and plant systems. Laboratory will emphasize methods and materials of ecological investigations.
Lecture: two hours a week; laboratory: four hours a week.
BIOL-508-Genetics
Four Credit Hours
A study of inheritance, including Mendelian genetics, molecular genetics, changes in chromosome structure and number, cytogenetics, and population genetics.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-509-Marine Biology

Four Credit Hours
Lectures cover major ecological factors and the fundamentals of oceanography. Laboratory work stresses familiarity with species, taxonomic methods, sampling procedures, experimental design, use of equipment, and data handling.
Lecture: two hours a week; laboratory: four hours a week.

## BIOL-510-Vertebrate Natural History

## Four Credit Hours

An introduction to the classification, ecology, evolution, and distribution of the vertebrates. Laboratory with emphasis on identification and field study techniques, especially with respect to the vertebrates of South Carolina.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-512-Descriptive Histology

Four Credit Hours
A detailed study of the chief types of animal tissues and a description of the histology of organs. Laboratory work includes microscopic study of cells, tissues, and organs of animals.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-514-The Vascular Flora of South Carolina

Four Credit Hours
An introductory study of the native vascular flora of South Carolina, emphasizing the identification and collection of native plants. The student will have practice in use of taxonomic keys and in preparation of specimens.
Lecture: two hours a week; laboratory: four hours a week.

## BIOL-518-Ornithology

Four Credit Hours
A study of the structure, function, and ecology of birds. Field trips and bird specimens will give students a working knowledge of birds common to South Carolina.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-519-Economic Botany

Three Credit Hours
A course in economic botany devoted to the consideration of plants which are useful or harmful to humans, their origins and history, botanical relationships, chemical constituents that make them economically important, and their role in prehistoric and
modern cultures and civilizations.
Lecture: three hours a week.

## BIOL-526-Freshwater Biology

## Four Credit Hours

The study of freshwater organisms and their environment. Instruction will cover the biological diversity, ecological and physiological adaptation, and the physical setting of freshwater systems. Local systems of interest include large coastal rivers and lakes, upper portions of estuaries, and old rice fields.
Lecture: two hours a week; laboratory: four hours a week.

## BIOL-532-Developmental Biology

Four Credit Hours
A study of animal embryology and its molecular control, including: processes of fertilization; the processes of cleavage, gastrulation, and neurulation; the formation of tissues and organs from the three primordial germ layers; the role of secondary inducation and of hormones in development; the role of the enviroment in development; and some of the techniques of molecular biology that are used in the study of developmental processes. The laboratory will include use of model systems to investigate the principles discussed in lecture.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-540-Biotechnology for STEM Educators

Three Credit Hours
This course covers current techniques in biotechnology research and applications and highlights the interdisciplinary nature of the topic. Discussions cover techniques used in genomics, and proteomics and the applications of these techniques. Current techniques are explained and ethical considerations are discussed. Emerging technologies in this field and their applications are introduced.

## BIOL-601-Evolution of Animals

Three Credit Hours
A review of evolutionary principles and general morphology of the animal kingdom.
Lecture: three hours a week.

## BIOL-602-Morphological Survey of the Plant Kingdom

 Three Credit HoursAn advanced course in comparative morphology, life history, and phylogeny of the vascular and nonvascular plants. The laboratory will include work on structural and developmental relationships as applied to morphological and anatomical interpretations of the vascular and nonvascular plants.
Lecture: two hours a week; laboratory: two hours a week.

## BIOL-603-General Physiology

Three Credit Hours
A study of the general principles of animal physiology. Emphasis will be placed on cellular, tissue, and organ system function and how these are integrated to allow the organism to respond and succeed in its environment.
Lecture: three hours a week.
BIOL-604-Marine Invertebrates
Four Credit Hours

A study of marine invertebrates and their environment. Lecture: three hours a week; laboratory: three hours a week.

## BIOL-605-Laboratory Methods in Biology

Four Credit Hours
An experience in laboratory preparation, participation, evaluation, and supply sources for a series of general biology laboratory exercises for the secondary or middle school level.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-606-Field Methods in Biology

Four Credit Hours
An examination of the methods used by field biologists
emphasizing experimental design, sampling techniques, and
data analysis. Classroom discussion will be supplemented by practical field experience. Topics will include the measurement of primary productivity, estimation of animal population size, plant community composition and diversity, and the correlation of environmental factors with species distribution. An effort will be made to use procedures and field situations that are accessible to local teachers.
Lecture: three hours a week; laboratory: four hours a week.

## BIOL-607-Microbiology

Four Credit Hours
General coverage of the anatomy, morphology, ecology, and chemistry of microorganisms. The emphasis of the course will be on bacteria, however, some time will be spent on the study of fungi, viruses, richettsiae, and protozoans.
Lecture: three hours a week; laboratory: three hours a week.

## BIOL-609-Seminar in Environmental Studies

Three Credit Hours
A series of field trips, lectures, and other experiences designed to develop an understanding of the environment as it affects human well being now and in the future. This course is especially designed for teachers and counselors, grades $\mathrm{K}-12$, in all disciplines. Classes will normally meet daily from 8:30 a.m. to 2:00 p.m. for a period of two weeks during a summer session. Outside fieldwork is required.

## BIOL-610-Special Topics in Biology

Variable Credit Hours
This course is designed for the study of specialized topics in modern biology. The subject for each course will be announced. Lecture and laboratory hours per week dependent on topic.

## BIOL-611-Graduate Research

Variable Credit Hours
Research problems in various areas of biology to introduce the student to the planning and execution of research experimentation, data analysis, and the presentation of research findings.
By arrangement; prerequisite: Permission of instructor.

## BIOL-612-Cell and Molecular Biology

Three Credit Hours
An in-depth exploration of the cell surface, organelles, and metabolism of different cell types. This course integrates cell biology, molecular biology, and biochemistry.
Lecture: three hours a week.

BIOL-621-Aquatic Toxicology

## Four Credit Hours

An introduction to assessing the effects of toxic substances on aquatic organisms and ecosystems. Topics include general principles of toxicology, fate and transport models, quantitative structure-activity relationships, single-species and community-level toxicity measures, regulatory issues, and career opportunities. Examples will be drawn from marine, freshwater, and brackish-water systems.
Lecture: three hours a week; laboratory: three hours a week.
BIOL-624-Molecular Genetics and Recombinant DNA: Theory, Practice and Issues
Three Credit Hours
The fundamental principles and applications of recombinant DNA technology will be discussed and demonstrated. Emphasis will be placed on sources and preparation of materials for classroom activities. Societal issues involving recombinant DNA technology will also be explored.
Lecture: two hours a week; laboratory: two hours a week.

## BIOL-625-Tropical Rainforest and Reef Ecology

Four Credit Hours
The objectives of this experiential course are to survey biodiversity and provide understanding of ecological principles in tropical habitats through physical involvement with the environment.
Two co-instructors will lead students on a 10-12 day excursion in forest and reef habitats of the Neotropics, providing natural history instruction and interpretation. Participants will have the opportunity to immerse themselves in the subject by walking forest paths, swimming forest streams, speluking caves, paddling mangrove swamps, combing beaches, and snorkeling coral reefs. A species list of plants and animals will be assembled for each habitat and readings from the scientific literature, appropriate to the region, will be assigned for analysis and discussion.

## BIOL-631-Environmental Physiology

Three Credit Hours
This course will study the effects of such parameters as salinity, oxygen, temperature and elevation or depth on animal physiology and the adaptations made by animals to these environments. Lecture: two hours a week; laboratory: two hours a week.

## Business Administration (BADM)

## Prerequisite Courses:

## BADM-601-Foundations of Accounting

Three Credit Hours
This course is designed to provide students with knowledge of the basic tools and concepts used in financial accounting. It emphasizes identifying and interpreting relevant accounting information for decision-making by external users. The focus is on the four financial statements: the income statement, the statement of changes in equity, the balance sheet, and the statement of cash flows.
Prerequisite: None.

## BADM-604-Foundations of Economics

## Three Credit Hours

This course introduces students to microeconomics (the study of individual economic units, including product markets, individual consumers, and firms) and macroeconomics (the study of broad economic aggregates such as gross domestic product).
Prerequisite: None.

## BADM-605-Foundations of Finance

Three Credit Hours
This introductory course in finance provides students with the financial management tools necessary to analyze complex business financial problems, and offer reasoned alternative solutions. The course builds on principles presented in basic financial and managerial accounting courses, and introduces the student to new financial principles. This course may be completed through a Citadel-approved exam. The exam must be completed within the first semester the student is accepted into the MBA program.
Prerequisite: Foundations of Accounting (BADM-601) or equivalent undergraduate coursework.

## BADM-606-Foundations of Quantitative Methods and

 Operations ManagementThree Credit Hours
This course provides students with an introduction to both the fundamentals of operations management and the essential concepts of probability and statistics. Topics include collection, organization, description, and presentation of data; discrete and continuous probability distributions; sampling distributions; regression, model building, and correlation analysis; forecasting; statistical process control; decision analysis; and waiting lines. Emphasis is on understanding the processes involved in the sourcing, production, and delivery of products and services, along with related operational issues like customer satisfaction, scheduling, project management, quality, inventory, reliability, and capacity management. The spreadsheet computational tool (Excel) is heavily used in this course.
Prerequisite: None.

## BADM-607-Foundations of Marketing

Three Credit Hours
This course provides an introduction to the world of business marketing including the nature and fundamental concepts of marketing, the assessment of consumer behavior, competitive analysis and marketing decision-making focused on the marketing planning process. This course may be completed via CLEP. The CLEP exam must be completed within the first semester the student is accepted into the MBA program.
Prerequisite: None.

## BADM-609-Foundations of Management and Organizations

 Three Credit HoursThis course introduces students to the classical management functions of planning, organizing, leading, and the exercise of control. This course integrates classical and modern management concepts with an array of real-world cases, including a survey of the concepts and techniques involved in designing and managing operations. This course may be completed via CLEP. The CLEP exam
must be completed within the first semester the student is accepted into the MBA program.
Prerequisites: None.

## MBA Courses:

## BADM-713-Communications for Leadership

Three Credit Hours
This course provides insight on the role of organizations as communication systems in which effective writing and speaking are crucial. Emphasis is on developing awareness of verbal and written styles, interpersonal skills, and creating a repertoire of writing and speaking strategies.
Prerequisite: None.
BADM-716-Legal and Ethical Environment for Decision

## Makers

Three Credit Hours
This course introduces the framework of law and ethics within which businesses operate and provides the student with a broad understanding of common law (contract, tort, and property) as well as a statutory, administrative, and Constitutional law. Prerequisite: None.

## BADM-719-Information Technology Management

 Three Credit HoursThis course introduces the student to the vocabulary of Management Information Systems (MIS) and explores how organizations are using information technology for a competitive advantage and redefining the way in which they interact with their stakeholders.
Prerequisite: None.

## BADM-722-Leadership in Organizations

Three Credit Hours
This course is a seminar that focuses on the understanding and application of organizational theory and leadership principles. In addition, the course will include components on developing individual leadership skills and different theories of organizations. The applications component of the course will include a variety of approaches such as cases, films, guest speakers, individual self assessments, role play, team building exercises, and a leadership portfolio.
Prerequisite: None.

## BADM-728-Accounting for Executives

Three Credit Hours
This course is designed to provide students with a knowledge of the basic tools and concepts used in managerial accounting and to provide an opportunity for students to employ their knowledge of financial and managerial accounting through projects. The course emphasizes identifying and interpreting relevant accounting information for decision-making by internal and external users. The focus is on the use of accounting information for decisionmaking, including behavioral and ethical aspects. Prerequisite: Foundations of Accounting (BADM-601), Foundations of Finance (BADM-605), or equivalent undergraduate coursework.

## BADM-731-Quantitative Methods for Operations

Management
Three Credit Hours
Students explore the role of operations management in building the competitive strength of the firm and in pursuing the firm's goals of customer satisfaction, profit, service delivery, quality and shareholder wealth. The course integrates classical and modern operations management methodologies with both hypothetical and real-world business cases. Students learn concepts and quantitative algorithms involved in designing and managing operations.
Prerequisite: Foundations of Quantitative Methods and Operations Management (BADM-606) or equivalent undergraduate coursework.

## BADM-734-Financial Problems

Three Credit Hours
This course provides students with a venue for applying the concepts and techniques from the Foundations of Finance course to complex business problems. The course content will be delivered primarily using the case method of analysis. Emphasis will be on teamwork and group analysis of directed and nondirected business finance cases. Students will be responsible for identifying relevant financial issues, offering alternative solutions, and making, justifying and critiquing recommended courses of action. A portion of the course will be devoted to analyzing cases with a significant international component. The course may also utilize simulation as part of the course content.
Prerequisite: Foundations of Finance (BADM-605) or equivalent undergraduate coursework.

## BADM-737-Strategic Marketing

Three Credit Hours
This course examines how organizations gain and maintain a competitive advantage in a dynamic environment. The course emphasizes the analysis of marketing decisions involving product, price, promotion, and distribution variables. Marketing decision-making is explored in both domestic and global settings. Prerequisite: Foundations of Marketing (BADM-607) or equivalent undergraduate coursework.

## BADM-740-Global Business Strategy

Three Credit Hours
This comprehensive and integrative MBA capstone course pulls together the concepts, tools, and approaches taught in all the required courses. This course uses a combination of cases which place students in diverse managerial positions and a business simulation which requires the student to act as a senior executive responsible for the strategic decisions of an organization. The course emphasizes the application, execution, and resolution of multi-dimensional problems. The course emphasizes the strategic management of the business unit and the development of a paradigm for strategic analysis as well as matching internal processes with the implementation of diverse objectives. The focus is on business-level strategy and the role of leadership in improving performance.
Prerequisites: Accounting for Executives (BADM-728), Quantitative Methods for Operations Management (BADM-731), Financial Problems (BADM-734), and Strategic Marketing (BADM -737). Must be taken within the last six hours of a students' MBA program of study.

## BADM-750-Seminar in Business Administration

Three Credit Hours
This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites, are at the discretion of the instructor.
Prerequisite: None.

## BADM-751-Seminar in Accounting

Three Credit Hours
This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites are at the discretion of the instructor.
Prerequisites: Foundations of Accounting (BADM-601) or equivalent undergraduate coursework and Accounting for Executives (BADM-728).

## BADM-752-Seminar in Economics

Three Credit Hours
This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites are at the discretion of the instructor.
Prerequisite: Foundations of Economics (BADM-604) or equivalent undergraduate work.

## BADM-753-Seminar in Finance

## Three Credit Hours

This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites are at the discretion of the instructor.
Prerequisites: Foundations of Finance (BADM-605) or equivalent undergraduate work.

## BADM-754-Seminar in Management

Three Credit Hours
This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites are at the discretion of the instructor.
Prerequisite: Foundations of Management and Organizations
(BADM-609) or equivalent undergraduate coursework.

## BADM-755-Seminar in Marketing

Three Credit Hours
This course may be elected by students to perform advanced study and/or research in a particular area. Special topics covered within the seminar, as well as required prerequisites are at the discretion of the instructor.
Prerequisite: Foundations of Marketing (BADM-607) or equivalent undergraduate coursework.

## BADM-756-Financial Modeling

Three Credit Hours
This course is a hands-on course in spreadsheet and financial modeling, primarily using Microsoft Excel, and covers various topics in financial management and investments. The emphasis will be on the practical application of financial theory.

Prerequisite: Foundations of Finance (BADM-605) or equivalent undergraduate coursework.

## BADM-757-Personal Finance

Three Credit Hours
This course will focus on the application of basic financial tools and principles to the student's personal life including the financial planning process, liquidity management, debt management, asset management, and risk management. This course will also include retirement, education and estate planning.
Prerequisite: None.

## BADM-762-Negotiation Strategies

Three Credit Hours
This course emphasizes negotiation, the art and science of creating agreements between two or more parties, and introduces students to the effective use of power, persuasion, influence, and control in modern organizations. In this course students first apply theories developed as guides to improving negotiating strategies (the science). Students will then develop and sharpen negotiating skills through realistic cases (the application) with an emphasis on preparation, bidding, distributive and integrative bargaining techniques.
Prerequisite: None.

## BADM-764-Entrepreneurship

## Three Credit Hours

This course is designed for students interested in creating a business venture, acquiring an existing business, working in industries that serve the entrepreneur, or who wish to become familiar with the concepts, issues, and techniques of new venture creation and entrepreneurship. Tools to be developed include recognition of a venture opportunity, acquisition of information on resources needed for venture creation and survival, development of competitive marketing strategies, and international opportunities.
Prerequisite: None.

## BADM-766-Human Resource Development

Three Credit Hours
This course examines Human Resource Development (HRD) as a field through the learning, development and behavior of humans in social systems. These systems include but are not limited to, workforce, education, and family. Research from Management Science, Education, Psychology, and Sociology strengthen HRD theory and practice. The purpose of this course is to explore the integration of the individual into work organizations by examining work issues in learning, training, leadership, and psychosocial development. A primary focus of this course is on applied performance management informed by human sciences research as a tool that can be applied to productivity.
Prerequisites: None.

## BADM-768-Human Resource Management Three Credit Hours

This course is designed to provide managers with an understanding of the processes of adding strategic human capital to the organization. The course examines the design of work, personnel recruitment and selection, employee compensation and benefits, employee relations and personnel policies, and labor
issues. The course is applied management science designed for managers.
Prerequisite: None.

## BADM-772-International Management

Three Credit Hours
This course is designed to provide students with an understanding of the issues facing international managers and the environment of the Global Market Place. Some of the challenges include: accommodating different currencies, dealing with a multiplicity of governments, operating effectively in diverse legal environments, being sensitive to and avoiding problems that may arise from cultural differences among people, and the formulation of effective strategies in the complex global environment.
Prerequisite: Foundations of Management and Organizations (BADM-609) or equivalent undergraduate coursework.

## BADM-774-International Business

Three Credit Hours
This course studies the trend toward internationalization, explores the terminology used in international business, and, via case studies and examples, demonstrates the problems and advantages of the internationalization process.
Prerequisite: Foundations of Marketing (BADM-607) or equivalent undergraduate coursework.

## BADM-776-International Marketing

Three Credit Hours
This course examines detailed analysis of theories, issues, and decisions facing the global marketing manager. Emphasis is on small and large firms, innovative applications, workshops, and original research projects.
Prerequisite: Foundations of Marketing (BADM-607) or equivalent undergraduate coursework.

## BADM-778-Investments

Three Credit Hours
This course explores the practical aspects of investment analysis germane to evolution of market securities and derivative instruments evaluation, portfolio analysis and performance evaluation, sources of printed and Internet investment information, and the formulation of investment policies and strategies.
Prerequisite: Foundations of Finance (BADM-605) or equivalent undergraduate coursework.

## BADM-782-Advanced Topics in Information Technology

 Three Credit HoursThis course may include expert systems, decision theory, decision support systems, artificial intelligence, telecommunications, and/ or other contemporary issues in information technology.
Prerequisite: Information Technology Management (BADM-719).

## BADM-784-Business and Economic Forecasting

Three Credit Hours
This course addresses the important function of strategic planning. Planning requires accurate forecasts of future sales, capacity, market size, prices, and a myriad of other variables that determine the long-run profitability of the firm. This course will help the student understand and create forecasts for the firm,
industry and the economy. Techniques include smoothing, time series analysis, and regression analysis.
Prerequisite Quantitative Methods for Operations Management (BADM-731).

## BADM-786-Contemporary Accounting and Advanced Problems

Three Credit Hours
This course explores the current issues in the field of accounting. Particular issues covered in any given semester will be selected by the course professor and announced at the time of registration.
Prerequisite: Accounting for Executives (BADM-728).

## BADM-788-Consumer Behavior

Three Credit Hours
This course consists of the study of domestic and international models of consumer behavior, including key variables from the behavioral sciences. Course content includes research methodologies, case studies, applications to decision-making, and an original student research project.
Prerequisite: Foundations of Marketing (BADM-607) or equivalent undergraduate coursework.

## BADM-790-Production/Operations Strategies for <br> Manufacturing and Service Industries <br> Three Credit Hours

This course builds upon previous course work to provide a basis for development of a coherent operations strategy to support the firm's competitive strategy. Using case studies, course content is based upon the programs that have proven successful in global firms and covers process choice, product development, order coordination inside and outside the firm, and methodologies for developing technology and operations strategies.
Prerequisites: Accounting for Executives (BADM 728), and Quantitative Methods for Operations Management (BADM 731).

## BADM-792-Financial Markets and Institutions

Three Credit Hours
This course provides an overview of the key financial institutions (banks, insurance companies, mutual funds, government entities etc.) and markets (stocks, bonds and foreign exchange among others). Also discussed will be the wide array of financial instruments that are available to business and individuals. Particular attention will be paid on risk management and how the various markets and institutions interact with each other. The study of financial markets and institutions will help your understanding of many exciting issues such as the recent financial crises in the United States and around the world. Activities that take place in financial markets have a direct effect on personal wealth, the behavior of consumers and businesses and the well being on the overall economy.
Prerequisites: Foundations of Finance (BADM-605).

## BADM-795-Independent Study

## Three Credit Hours

This is an advanced course that may be taken by graduate students desiring to engage in a research/scholarly project of mutual interest to the student and the faculty member who directs the study. The course is intended to be rigorous. The course structure, evaluation process, and expected outcomes should be clearly delineated by the instructor in advance.

## Chemistry (CHEM)

## CHEM-520-The Chemistry of Art

## Three Credit Hours

This course will address the chemistry involved in the preparation of artists' materials and artwork itself and the chemistry used in authenticating, restoring, and conserving art and artifacts.

## CHEM-521-Forensic Science

## Three Credit Hours

Forensic Science incorporates concepts of biology, chemistry and physics in learning about the science involved in crime investigations. Hands-on activities will be incorporated to illustrate the techniques. Topics to be covered include fingerprinting, blood typing, disputed documents, DNA analysis, drug and poison detection and identification, and fiber comparison. Actual cases will be studied.

## CHEM-522-Nanotechnology for STEM Educators

Three Credit Hours
Nanotechnology is based on the science of designing materials from the atomic or molecular level. It has the potential to impact virtually every area of life, from medicine to ultrastrong materials to electronics to clothing. In this course students will learn about the foundational physics and chemistry behind nanoscience as well as nanotechnology applications.

## Civil Engineering (CIVL)

## CIVL-502-Sustainability

Three credit hours
This course provides an introduction to the broad topic of sustainability and its application to engineering. A foundation of study on the historical perspective of sustainability leads to a focus on sustainable development, sustainable design.
Prerequisites: BS degree in engineering or related field.

## CIVL-504-Natural Hazards and Preservation of Historical

## Structures

Three credit hours
Engineering and science applications and socio-economic impacts of natural hazards on historic structures. Course provides thorough overview of design, rehabilitation, and other socioeconomic decisions related to natural hazards and historical structures.
Prerequisites: BS degree in engineering or related field.

## CIVL-506-Geographic Information Systems

Three credit hours
Instruction in Geographic Information Systems (GIS) focusing on data analysis and application methods for engineers, planners and related professions. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and vector/raster modeling. The focus of the course is on gaining a fundamental understanding of spatial data structures in GIS, geo-spatial data acquisition,
geoprocessing, geostatistical methods; visualization, exploration of spatial data; network analysis, terrain mapping, spatial analysis, and modeling. The course will include specific emphasis on urban land use evaluation methods, transportation analysis (dynamic segmentation and routing) and hydrologic modeling.
Prerequisites: BS in mathematics, science, or engineering, or permission from instructor. Familiarity with basic GIS concepts with and either ARC/INFO, ArcView, or ArcGIS highly recommended.

## CIVL-508-Monitoring of Civil Engineering Infrastructure

 Three credit hoursDesign and analysis of instrumentation systems to monitoring of civil engineering infrastructure for the purpose of evaluating performance and/or design. Covered topics include principles of measurement, measurement errors and error analysis, instrumentation sensor types and calibration, data acquisition and signal conditioning, and data management.
Prerequisites: CIV-330 or equivalent or permission from instructor.

## CIVL-602-Water Quality Modeling and Management

Three credit hours
Water quality analysis and simulation of physical, chemical, and biological processes affecting rivers, lakes, estuaries, and drinking water distribution systems. Included are best management practices based on application of water quality modeling techniques to environmental systems (rivers, lakes, distribution systems, etc.
Prerequisites: CIVL-312 or permission from instructor.

## CIVL-604-Aquatic Chemistry

Three credit hours
Quantitative treatment of variables that govern the chemistry of aquatic systems such as lakes, oceans, rivers, estuaries, and groundwater. Emphasis on carbonate in open and closed systems, metal complexation and solubility, and oxidation-reduction reactions.
Prerequisites: CHEM-152/162 or permission from instructor.

## CIVL-608-Building Load Analysis

Three credit hours
Structural engineering applications of analysis methodologies used to determine loads in accordance with ASCE 7. Course provides thorough overview of all practical load considerations. Prerequisites: CIVL-309 or approved equivalent.

## CIVL-610-Timber Design

Three credit hours
Design of wood framed structures in accordance with the NDS Specification. Course provides thorough overview of practical member and connection design and real world applications. Prerequisites: CIVL-304 or approved equivalent.

## CIVL-612-Urban Transportation Planning

Three credit hours
A systems approach to the transportation planning process focusing on policy issues and the decision making process. Topics include: 1.) Trip generation modeling -variables influencing trip generation, regression analysis and category analysis; 2.)

Trip distribution - modeling factors governing trip distribution, growth-factor methods and gravity models, calibration of gravity models; 3.) Mode split modeling - factors influencing mode choice, discrete choice models; 4.) Route selection - traffic assignment; and 5.) Transportation surveys; transport related land use models, urban structure, urban goods transport. Use of popular travel demand software and transportation planning applications will also be covered.
Prerequisites: BS in mathematics, science, or engineering, or permission from instructor.

## CIVL-614-Ground Improvement

Three credit hours
This course provides a thorough overview of several design and construction methods for improving in-situ soil conditions. Covered topics include site exploration; evaluation of in-situ soil conditions via in-situ testing; soil liquefaction; soil shear strength and compressibility; soil nailing; foundation problems for highway embankments; soil grouting; dynamic compaction, vibrocompaction; and vibro-replacement.
Prerequisites: CIVL-410 or equivalent or permission from instructor.

## CIVL-616-Deep Foundations

Three credit hours
Design, construction, and inspection of deep foundation systems. Covered topics include effects of deep foundation installations; static capacity and settlement analysis of single pile and pile groups under axial and lateral loads; drilled shaft design, construction, and inspection techniques; deep foundation load testing standards, interpretation, and simulation; non-destructive testing and subsequent analysis; cost analysis of deep foundations. Prerequisites: CIVL-410 or equivalent or permission from instructor.

## CIVL-650-Special Graduate Topics in Civil Engineering

 Three credit hoursSelected graduate topics in civil engineering. The offering of this course will depend upon the interest of the students, the availability of an instructor, and the approval of the department head. Since the content of this course may change, a student may repeat the course for credit with the consent of the department head. Prerequisites: Graduate status and permission from department head.
Prerequisites: None.

## Criminal Justice (CRMJ)

## PSCI-500/CRMJ-500-Seminar in Social Science

## Three Credit Hours

An interdisciplinary introduction to the social sciences with an emphasis on the perspectives and patterns of inquiry of several subfields. This course surveys the empirical and theoretical contributions of different social science disciplines in order to provide a fundamental understanding of the dynamics of individual and group behavior. Topics include ethics, social science methodology, and the key criticisms of these methods.

## PSCI-501/CRMJ-501-Research Methods in Social Science

## Three Credit Hours

An examination of methods in the scientific study of social phenomena with emphasis given to the systematic study of society and contemporary research problem in the social sciences, including research design, data collection, data analysis, and computer applications.

## CRMJ-510- Topics in Criminal Justice

## Three Credit Hours

Selected special topics or problems in the general area of criminal justice to fit the needs of students as well as the specialized knowledge of the faculty.

## CRMJ-515/PSCI-515-Topics in Homeland Security

## Three Credit Hours

Selected special topics or problems in the general areas of homeland security to fit the needs of students as well as the specialized knowledge of the faculty.

## CRMJ-555/PSCI-555-Leadership Application Course in Criminal Justice

Three Credit Hours
Selected special topics in leadership application within the field of criminal justice based on the specialized knowledge and research interests of the faculty. This course satisfies the "leadership application" requirement for students in the leadership graduate certificate program.

## CRMJ-560- Homeland Security and Criminal Justice Administration

## Three Credit Hours

Seminar on effective management principles and practices as they apply within homeland security organizations. Organizational and management theories are analyzed and applied to the contemporary structure of homeland secuirty organizations with emphasis given to a review of the research related to the development of leadership skills for homeland security management.

## CRMJ-561- Drugs and Crime

Three Credit Hours
This course of study explores and analyzes issues involving drugs and crime. Drug types, drug offenders, drug trafficking/global smuggling, money/laundering, law enforcement/interdiction, governmental response, domestic and international drug policy, drug-crime correlation, drug testing, and the drug relationship to other social problems are examined. Future trends and current dilemmas are investigated regarding the effectiveness of law enforcement, the "war on drugs," and drug usage.

## CRMJ-562- Comparative Criminal Justice Systems

## Three Credit Hours

An examination of the ideology, structure, and justice processes of various criminal justice systems in the United States, Europe, Asia, Africa, Middle East and Latin America This comparative study involves the analysis of diverse social control, legal, police,
court, correction, and juvenile systems from representative justice approaches around the world. Variations among countries in crime and deviance phenomena, as well as, comparative normative values, practices, and ethics of justice system practitioners are explored. Contemporary dilemmas and issues involving crime and criminal justice practices among divergent justice schemes are discussed.

## CRMJ-563- Criminal Evidence

Three Credit Hours
A graduate level discussion of types of evidence, collection of evidence, the chain of custody, and procedures relating to its introduction into judicial proceedings. Special attention is given to Fourth Amendment constitutional issues and the changing nature of the judicial order.

## CRMJ-564- Juvenile Justice

Three Credit Hours
A study of juvenile delinquency and the operation of the American juvenile justice system. The course explores classical and contemporary theories of juvenile delinquency and status offending, as well as the effects of family, peers, school, gang affiliation, and drug usage on youthful offenders. In examining the juvenile justice system, the course investigates the historical development and individual operating components. (e.g., police, courts, and corrections) of the system. Consideration is given current and future issues involving youth and delinquency such as curfew, boot camp, youth violence, drug usage, and court waiver.

## CRMJ-565 Corrections

Three Credit Hours
An overview of the American correctional system including prisons, jails, probation and parole. In addition to the historical development of punishment and corrections, the course explores issues involving the effectiveness of formal punishment, deterrence effects, punishment types, and the death penalty.
Discussions also include prison inmate culture, prison gangs, prison life, inmate civil rights and litigation, problems and dilemmas of early release, probation, parole, and recidivism. Future trends and prospects for an increasing prison and parole population are discussed.

## CRMJ-566- Ethics and Integrity in Homeland Security

 Three Credit HoursA study of the role of justice, ethics, integrity, and ethical behavior in the homeland security. The course examines ethical issues regarding the application of law and challenges associated with the protection of American citizens against internal and external threats. Consideration is given to the function of ethical conduct in the rule of law, use of authority, and exercises of governmental power as part of U.S. government responses to threats to homeland security. The course includes a thorough review of issues related to the rules of engagement, the U.S. Patriot Act, Border Patrol and Security, the Transportation and Safety Administration (TSA) regulations, and the treatment of terrorists. Ethical dilemmas and practical applications are explored.

## CRMJ-567- Homeland Security

Three Credit Hours
Seminar on homeland defense and security. The course takes an in-depth look at the agencies involved in homeland security and the interagency processes which exist to integrate the services of federal agencies and state and local governments with armed forces and defense agencies.

## CRMJ-568/PSCI 568-International and Domestic

 TerrorismThree Credit Hours
In-depth seminar on the nature of international, transnational, and domestic political violence, with some attention to the phenomenon of "state terrorism" (international repression) and its potential impact on the conduct of American foreign policy. The course also reviews and critiques current explanations for terrorist behavior. Issues addressed include conceptualizing and defining terrorism, the structure of violent politics, the lessons and patterns from the history of contemporary political violence, State support for terrorism, and counterterrorism as a public policy problem.

## CRMJ-569/PSCI-569-National Security Policy

Three Credit Hours
Seminar which examines the components of United States security policy. Course discusses the roles and agencies involved in the development of national security policy. Consideration given to factors, both internal and external, affecting national security.

## CRMJ-570-Homeland Security

## Three Credit Hours

Seminar on homeland defense and security. The course takes an in-depth look at the agencies involved in homeland security and the interagency process which exist to integrate the services of federal agencies and state and local governments with armed forces and defense agencies.

## CRMJ-572- Ethics and Integrity in Homeland Security

 Three Credit HoursA study of the role of justice, ethics, integrity, and ethical behavior in the homeland security. The course examines ethical issues regarding the application of law and challenges associated with the protection of American citizens against internal and external threats. Consideration is given to the function of ethical conduct in the rule of law, use of authority, and exercises of governmental power as part of U.S. government responses to threats to homeland security. The course includes a thorough review of issues related to the rules of engagement, the U.S. Patriot Act, Border Patrol and Security, the Transportation and Safety Administration (TSA) regulations, and the treatment of terrorists. Ethical dilemmas and practical applications are explored.

## CRMJ-580-Introduction to Intelligence

Three Credit Hours
This course provides an introduction to the field of intelligence and national security. We will examine the history and development of United States intelligence community. Specific

## CRMJ-581-Intelligence Research and Analysis

Three Credit Hours
This course seeks to develop in students the skills and abilities necessary for conducting basic intelligence analysis. A variety of exercises and practical applications are used to foster critical thinking skills, the planning and coordination of data collection from a variety of sources, and the use of analytic tools to establish connections between people, places, events and other entities. Students are exposed to computer software programs that visually depict complex relationships.

## CRMJ-582-Intelligence Theory Application

Three Credit Hours
This course introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function and how intelligence estimates and products are derived. By understanding the basic psychology of intelligence, organizational trends and cognitive cultural difference, the student will gain insight to how intelligence analysis actually transpires.

## CRMJ-583-Transnational Organized Crime

Three Credit Hours
This course will examine the diverse dimensions of transnational crime. Students will examine and discuss historical and contemporary patterns, modus operandi, capabilities, and vulnerabilities of transnational criminals and organizations. Course content includes an introduction to transnational crime, a discussion of the "problem" of transnational crime, a review of illicit activities of transnational criminal organizations, an examination of the link between transnational crime and terrorism, a review of contemporary approaches to combating transnational crime, and area studies covering Europe, Russia, the Middle East, Asia, Africa and The Americas. Area studies will include a review of American, Italian, French, Mexican, Asian, Middle Eastern, \& African criminal enterprises, traditional organized crime, outlaw motorcycle gangs, and other transnational criminal enterprises

## CRMJ-585 - Topics in Intelligence

Three Credit Hours
Selected special topics or problems in the general area of intelligence to fit the needs of students as well as the specialized knowledge of the faculty - possible offering: Narco-terrorism, Weapons of Mass Destruction and Emerging Threats. topics include the intelligence cycle, the relationship between intelligence professionals and policy makers, the restructuring of the U.S. intelligence community, oversight and accountability, and covert action as a policy option. The moral and ethical implications of intelligence practices will also be discussed.

## Computer Science (CSCI)

## CSCI-562-Microcomputer Applications for Teachers

 Three Credit HoursThis course is specifically designed to help teachers/administrators prepare to use microcomputers and Internet resources in their classroom/school. Topics include a general introduction to computers, word-processing, spreadsheets, databases, and telecommunications. Emphasis will be on actual classroom/school applications. This course is not intended for anyone who has already taken another computer course.

## CSCI-563-Programming for Teachers

Three Credit Hours
This course introduces computer programming and problemsolving using a modern programming language. Students will learn language syntax and basics of event-driven programming. Concepts and methods of object-oriented programming and design, creating applications using a development cycle approach, and disciplined coding style are included. In addition, students will also learn about data organization and collection, database construction, and manipulating data within a database. Students will be required to complete tutorial exercises and projects that can be used with middle and high school students.
Note: This course can not be used for the Master of Science in Computer Science.
Note: May be substituted for MATH 663.

## CSCI-601-Data Modeling and Database Design

 Three Credit HoursTopics include conceptual, logical, and physical data modeling, data analysis, relational database design and normalization, query languages, query processing, administration, and CASE tools. A database design project is part of the requirement and includes hands-on data modeling, design, development, and implementation.

## CSCI-602-Foundations of Software Engineering

 Three Credit HoursA survey course in software engineering processes and methodologies. This course includes software life cycles, planning and managing projects, capturing and managing requirements, analysis and design, implementation, software testing and quality assurance, and risk analysis in software development. Emphasized are team-based development, quality standards, object-oriented design, and CASE (computer aided software engineering) tools.

## CSCI-603-Object-Oriented Design Patterns

## Three Credit Hours

A course in software design using design patterns as a tool for communicating software design solutions and as an aid in software refactoring. Creational, structural and behavioral patterns are emphasized. Also covered are finding and documenting software development patterns. The Unified Modeling Language is used as the design tool for software patterns and programming projects are in an object-oriented programming language.

CSCI 604-Distributed Computer Systems Architecture Three Credit Hours
This course covers basic techniques for the design and
construction of distributed systems. Its aim is to give the skills needed to build simple systems and to identify key issues for the analysis of distribution problems.

## CSCI-612-Advanced Computer Architecture

## Three Credit Hours

This course covers various topics relevant to clustering including the following: interconnection networks, protocols, high performance I/O, load balancing, availability, programming models and environments, parallel algorithms, and applications. The course is lab intensive and includes the implementation of parallel algorithms on a parallel cluster.
Prerequisites: CSCI-604 or an undergraduate course in operating systems.

## CSCI-614-Advanced Operating Systems

Three Credit Hours
This course covers a broad range of advanced operating systems concepts including protection, security, memory management, kernels, file systems, synchronization, naming, networks, and distributed systems as well as recent trends in operating systems design. Specific aspects of operating systems which support distributed computing will be emphasized.
Prerequisites: CSCI-604 or an undergraduate course in operating systems.

## CSCI-616-Automata Theory

Three Credit Hours
The theory of finite state machines and regular expressions are applied to the design of switching circuits, components of compilers such as lexical analysis, pattern-matching, text-editors, unifications as needed in Prolog or for automated deduction, and almost any program which processes under commands. Undecidable problems and intractable problems are explored.

## CSCI-618-Programming Languages

## Three Credit Hours

The course surveys the principles of programming language design and the issues related to their implementation. Topics will include a comparison of the major programming paradigms: imperative, functional, logic, and object-oriented. Also covered are data types, methods of specifying the semantics of language constructs, and concurrency.

## CSCI-631-Principles of Computer Security

Three Credit Hours
A survey of the principles and practices related to computer security. The course concentrates on the problems of security associated with computer systems and emphasizes the application of cryptography to address those problems.

## CSCI-632-Data Communications and Networking

Three Credit Hours
An introduction to data communications and computer networking. Topics include LAN topologies, transmission media, error detection, packet switching networks, internetworking of heterogeneous network technologies, Internet protocol suites (with emphasis on TCP/IP), the client/server paradigm, the BSD Socket interface, network security, and network applications.

CSCI-633-Semantic Web Principles and Practice

## Three Credit Hours

This course covers the emerging technology supporting the Semantic Web with macbine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems. Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

## CSCI-634-Project Change and Management

Three Credit Hours
Managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project form the major portion of this course. Project integration, scope, time, cost, quality control, risk management, and managing the changes in organization resulting from introducing or revising information systems are also included.

CSCI-636-Information Technology Policy, Strategy, and

## Governance

Three Credit Hours
This course will consider the development and implementation of policies and plans to achieve organizational goals, the defining of systems that support the operational, administrative and strategic needs of the organization, and the study of approaches to managing the information systems function in organizations.

## CSCI-638-Advanced Topics in Database Systems

Three Credit Hours
Topics such as algorithms for query processing and optimization, physical database design, transaction processing, concurrency control, database backup and recovery techniques, database security, distributed databases, multimedia databases, object and object-relational databases, data warehousing, and data mining. Prerequisite: CSCI-601.

## CSCI-641-Advanced Cybersecurity

Three Credit Hours
This course will cover the techniques used to secure cybersystems. Topics covered will include security policies, computer security management and risk assessment, secured network protocols, software security issues, ethical and legal aspects of cybersecurity, and disaster recovery. Special emphasis will be given to designing, deploying, and managing complete secured cybersystems. Prerequisite: CSCI- 631.

## CSCI-654-Software Requirements Analysis and Specification

 Three Credit HoursAn introduction to the software requirements engineering process. Topics to include: feasibility studies, risk, requirements elicitation, modeling, analysis, specification, and validation. Prerequisite: CSCI-602.

## CSCI-555-STEM Education Through Robotics

## Three Credit Hours

Use the LEGO Mindstorms Robotics kit to build, test and program robots to accomplish various tasks. This exciting fusion of physics, mathematics, computer science and artistic expression
can really draw students and teachers into active learning and experimentation. Hands-on experience will provide strategies and projects that teachers can use with middle and high school students; advanced options are available for those who want to go beyond the basics. Each assignment, project or test will have a due date that will be posted online. Access to a Mindstorms robotics kit with software is required for the course.

CSCI-656-Software Systems Design and Implementation Three Credit Hours
An introduction to the issues, techniques, strategies, representations, and patterns used in designing and implementing software. Possible design topics include: specification of internal interfaces, architectural design, data design, user interface design, design tools and evaluation of design. Possible implementation topics include: language-oriented issues, construction technologies, tools and formal construction methods.
Prerequisites: CSCI-602 and CSCI-603.

## CSCI-657-Embedded Systems Design

Three Credit Hours
This course is an introduction to specifying, designing, implementing and testing (real-time) embedded systems. Topics include the embedded system life cycle, choosing a processor, hardware/software partitioning, design techniques, cross-platform development, debugging, testing and integration. Implementation languages may include Java, C/C++ or assembly. Prerequisites: CSCI-602 and CSCI-604.

## CSCI-658-Software Testing and Maintenance

## Three Credit Hours

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

## CSCI-659-Service-Oriented Computing

Three Credit Hours
Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating how business and IT concerns can be aligned. Students will gain experience with service-oriented development, process modeling and execution, and securing services.

## CSCI-663-Programming for STEM Educators

Three Credit Hours
This course introduces programming and problem-solving using Visual Basic. Students will learn Visual Basic syntax, and basics of event-driven programming while working with variables, constants, data types, and expressions. Problem solving and de-cision-making are integrated as students also explore looping and multiple forms, using menus, common dialogs, procedures, functions and arrays, debugging, creating executable files, and distributing a Windows application. Concepts and methods of ob-
ject-oriented programming and design, creating applications using a development cycle approach, and disciplined coding style are included. In addition, students will also learn about data organization and collection, file organization, sort and search techniques, database construction, and manipulating data created in Microsoft Access using Visual Basic.
Note: May be substituted for MATH 563.

## CSCI-672-Human-Computer Interaction

Three Credit Hours
Introduction to human computer interaction and user interface development. Topics include human factors of interactive software, interactive styles, design principles and considerations, development methods and tools, interface quality and evaluation methods. This course stresses the importance of good interfaces and the relationship of user interface design to human-computer interaction. It is intended for students whose future work may involve software development.

## CSCI-674-Introduction to Computer Graphics

Three Credit Hours
An introduction to the fundamental principles of computer graphics. Using standard graphics libraries, students will learn these principles by writing a series of programming projects.

## CSCI-690-Special Topics in Computing

Three Credit Hours
A course in the special study of an advanced or new topic in computer science, information science or software engineering. This course may be repeated for additional credit, as the topic change.
Prerequisite: Permission of the instructor.

## CSCI-691-Independent Study

Three Credit Hours
This course consists of individual study of an agreed-upon topic under the direction of a faculty member and following a course of reading and other requirements proposed by the student and established by negotiation with the director. This course is intended to provide graduate students with an opportunity to study in an area of computer science, software engineering or information systems that is not generally offered. The course may be repeated once.

## CSCI-698-Project Thesis

Three Credit Hours
Project thesis is a three-credit hour course for the completion of a formal master's project thesis under faculty direction. A project thesis is characterized by a research project that applies or extends course topics through systems development.
Prerequisites: Completion of the four core courses CSCI-601, CSCI-602, CSCI-603, and CSCI-604, and approval by the MSCS program director.

## CSCI-699-Research Thesis

Six Credit Hours
Research Thesis is a six-credit hour course for the completion of a formal master's research thesis under faculty direction. A research thesis is a traditional research project characterized by a comprehensive paper on a research topic.
Prerequisites: Completion of the four core courses CSCI-601, CSCI-602, CSCI-603 and CsEEGG4 zadanproviblyythe MSCS 31

## Education (EDUC)

## EDUC-500-Foundations of American Education

Three Credit Hours
This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. An historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

EDUC-501-Methods and Materials of Middle and High School Teaching
Three Credit Hours
Study of the aims, methods, and materials employed in middle \& high schools; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideas; classroom presentation of formal materials; conducting informal activities; provision for individual differences; measurement of educational outcomes; and enhancement of personal and professional growth. The focus of the course is the application of the learnercentered conceptual base in the process of teaching their discipline specialty. A. English; B. Biology; C. Social Studies; D. Mathematics. A passing score on the PRAXIS II must be achieved upon completion of this class.

## EDUC-504-Teaching in the Middle School

Three Credit Hours
This course surveys the current practices in middle schools in terms of objectives, methods, and materials. The student is involved in practical application of these practices as they relate to the organization of subject matter, the motivation of pupils, the achievement of learning outcomes, and the evaluation of learning experiences.

## EDUC-505-Individual Instruction

Three Credit Hours
Emphasis upon current approaches and strategies utilized in the individualized programs in the classrooms. Management systems essential to individualized instruction will be emphasized.

## EDUC-508-Remedial Strategies in Reading and Language

Arts
Three Credit Hours
A course for practicing educators which analyzes varying strategies for helping the problem learner primarily in the literacy areas of reading and the language arts. The course covers techniques at all grade levels and reviews the literature as to teaching effectiveness. Case studies are required.

EDUC-512-Data Collection and Analysis
Three Credit Hours
Coursework designed to introduce the graduate student to quantitative
methods to include construction of assessment instruments, analysis, and interpretation of quantitative data. Students will be required to develop minimum competence in use of microcomputers for descriptive statistical analyses and word processing. Emphasis will be placed on the development of skills in critical analysis of literature relating to effective schools. This ability to analyze research data should result in improved by professional performance.

## EDUC-514-The Exceptional Child in the School Three Credit Hours

Coursework is designed as an introduction for students with little or no background or experience in special education, and is appropriate for students from various fields as well as for those who anticipate further study and future careers in special education. An interdisciplinary approach is used in the study of learning and behavior characteristics of exceptional children and youth. There is a focus on cause, identification, and educational and community programs for exceptional individuals.

## EDUC-515-Introduction to the Counseling Profession

## Three Credit Hours

Overview and orientation to counseling profession including history, roles, functions, settings, specialties, organizations, credentialing, ethical, legal, and professional issues.

## EDUC-516-Research Design

Three Credit Hours
Research Design is intended for those students who will be conducting and producing research studies. The course examines the various descriptive and experimental models for data analysis (in the behavioral sciences), with emphasis placed on the fundamentals of planning and inferential statistical techniques.
Prerequisite: EDUC-517 or equivalent.

## EDUC-517-Statistics in Education and Psychology

## Three Credit Hours

A course to provide skill in treatment of research data including descriptive and inferential statistics. Some experience with analysis of published statistical research in the fields of education and psychology will be provided.

## EDUC-520-Professional Internship

Six Credit Hours
A supervised clinical teaching experience conducted in a public school. This is a full-time, entire semester internship. Each student also attends evening seminars. This last course in the MAT sequence requires an Application: for fall semester, April 1, for spring, October 1. Application forms are available in the Department of Education. Prerequisite: all other program of studies requirements. Passing scores on the PRAXIS II specialty area examinations are required before enrollment in this course.

## EDUC-521-Program Planning, Management, and

Evaluation in School Counseling

## Three Credit Hours

The purpose of the course is to prepare school counselors to work within elementary and secondary school systems. A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis
on student development and competencies will be presented. The school guidance counselor's role and function will be discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum. Students will develop resources, classroom guidance curricula and group counseling materials that they can use in their fieldwork experiences and in the initial stages of their careers. Prerequisite: EDUC-515

## EDUC-522-Critical Educational Issues in a <br> Multicultural Society

Three Credit Hours
Coursework includes a study of contemporary issues/trends, internal and external to elementary and secondary school systems which impacts on the learner. The course is designed to encourage students to examine issues/trends within the context of their present and future career interests.

## EDUC-524-Techniques of School Supervision

## Three Credit Hours

Coursework examines the criteria needed for effective school supervision at all levels. Administrative candidates explore the technical and interpersonal skills, functions and knowledge required to effectively evaluate faculty and staff.

## EDUC-525-Transition to the Profession

Three Credit Hours
This course is for candidates seeking SC teacher certification. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all ADEPT written materials, reflections and a professional portfolio. (Must be taken concurrently with Student Teaching Internship - EDUC 520).

## EDUC-527-Finance and Business Management

Three Credit Hours
Coursework includes procedures and problems relating to financing public education, theory of taxation, types of taxes, practices of education finance, federal, state, and local support of education, budget procedures, financial accounting, purchasing, insurance, inventories, and school maintenance.

## EDUC-528-School Administration

## Three Credit Hours

Coursework is designed for school personnel preparing for administrative positions. The course involves a study of the basic concepts involved in planning, organizing, managing, and evaluating public schools.

EDUC-529-Emerging Technologies for School Administration Three Credit Hours
Coursework is designed for practicing and prospective educational administrators that present current and emerging technology in using instructional and administrative technology in such areas as record keeping, scheduling, data collection and analysis, and the evaluation and instructional technology.

## EDUC-531-Principles of Elementary Curriculum

Development
Three Credit Hours
Coursework focuses on the study of underlying principles of
curriculum development and organization including curriculum evaluations and current issues and trends in the subject fields. Attention is given to the learner-centered decisions teachers, administrators, and others educators must make about elementary curriculum.

## EDUC-532-Principles of Middle or High Curriculum

Development
Three Credit Hours
Coursework includes the study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject areas. Attention is given to the learner-centered decisions teachers, administrators, and others educators must make about secondary curriculum.

## EDUC-535-Organizational Theory and Behavior

Three Credit Hours
Coursework includes a study of the school organization as a social system, supervision and curriculum, control, authority, change, planning strategies, and organizational dynamics.

## EDUC-536-Educational Psychology

Three Credit Hours
This course provides an introduction to educational psychology and explores the process of learning throughout the life span. Emphasis is placed on the application of psychological concepts, theoretical principles, and research findings to the planning and implementation of effective instructional strategies in the classroom. Moreover, through this course graduate students who are preparing for employment in the field of education are acquainted with many facets of the teacher's role in the teaching/learning process. Class discussions, activities, and field experience focus on the connection between theory and practice and provide students with opportunities to apply psychological principles and solve practical problems for personal and professional growth.

## EDUC 537-Student Development Services in Higher Education

 Three Credit HoursOverview of the historical development of the counseling and student afairs profession, as well as legal and ethical codes, and skills needed in the profession. (for Student Affairs major, this course replaces EDUC 515, Introduction to the Counseling Profession.)

## EDUC 538-Theories of Student Development in Higher Education <br> Three Credit Hours <br> This course provides an overview of theories of student

 development in higher education as it applies to the cognitive and psychosocial development of students and the influence of the college environment.
## EDUC 539-Higher Education Administration

Three Credit Hours
This course provides an overview of the process of organizing the personnel and financial resources needed to effectively meet student development and institutional goals and objectives. This course will introduce students to basic human and fiscal management concepts and skills.

## EDUC-540-Integrative Foundations and Teaching in American

 EducationFive Credit Hours
This first pre-professional block format course provides an introduction to the historical, political, sociological, and philosophical foundations of education as well as methods and materials of teaching middle \& high school. The integrated approach includes learner similarities and differences, motivation and direction of learning, provision for individual differences, measurement of educational outcomes, organization of subject matter, legal issues, and enhancement of personal and professional growth. Learnercentered in nature, this course is intended to begin the process of developing professional educational leaders. 35 hours of field experience is required for this course. During the field experience, the teacher candidate will observe, assist and teach in a secondary school setting under the supervision of a classroom teacher who is certified in the candidate's chosen content area.

## EDUC-541-Integrative Educational Psychology and Exceptional Child

Five Credit Hours
This second pre-professional block format course provides an introduction to educational psychology and exceptional children. In the course, teacher candidates will explore the process of learning throughout the life span with emphasis on both normal development and exceptionalities. Emphasis is placed on the application of psychological concepts, theoretical principles, and research findings to the planning and implementation of effective instructional strategies in the classroom so that all children can learn. Teacher candidates will also explore cause, identification, and educational and community programs for exceptional individuals. 20 hours of field experience is required for this course. During field experiences for this course, the teacher candidate will have the opportunity to observe and work in a variety of settings with students who have normal development and students who have exceptionalities.

EDUC-542-Teaching Reading and Writing in Middle and High School Content Areas Through Applied Research Five Credit Hours
This third pre-professional block format course is designed for the middle school and high school teacher emphasizing pupil diagnosis of reading and writing skills followed by instructional decision making directed toward a balanced teaching approach. Quantitative and qualitative methods of research including construction of assessment instruments, analysis, and interpretation of data will be integrated into the course content. Students will be required to develop minimum competence in use of microcomputers for descriptive statistical analyses and word processing. Emphasis will be placed on the development of skills in critical analysis for instructional improvement. 20 hours of field experience is required for this course. During field experiences, teacher candidates will use a research approach to focus on assisting middle and/or high school student(s) improve their literacy skills in the teacher candidate's chosen content areas.

EDUC-543-Teaching, Learning and Assessing with Technology Three Credit Hours
This course provides an overview of new and emerging technologies and how they are changing the way educators teach and students learn. These new advances enable students to engage in authentic learning by leveraging technology for problem solving, discovery and exploratory learning situated in a real-world context. In this course, educators will identify, explore and evaluated new and emerging technologies and their potential impact on instructional practices in integrated/interdisciplinary STEM education. Theories underlining these technological advancements and their implications for effective implementation are discussed.

## EDUC-544-Project Based Learning and Interdisciplinary Teaching

Three Credit Hours
This course will enable students to learn how to use a StandardsFocused Project Based Learning (PBL) Model to develop specialized instructional curriculum to be implemented and integrated into an existing interdisciplinary educational system. Interactive and practical assignments are used to help teach the five major planning elements of PBL. Online discussions and interactive learning modules will be focused on the learning and application of PBL concepts. Furthermore, coursework is designed to help the student create a Project Based Learning curriculum for use in their teaching. For students enrolled in the STEM degree program, the curriculum developed in this class will be used as a component in their Capstone Project.

## EDUC-545-Developing STEM Disciplinary Literacy Skills

 Three Credit HoursThe purpose of this course is to enable those in the educational field to customize literacy practices to meet the unique demands of science, technology, engineering, and mathematics. Each content area demands specialized literacy skills. Therefore, in order to prepare students for literacy demands in careers and later in life, it is essential that literacy learning be embedded within the content knowledge. Educators will learn to assist K-12 students with the navigation of complex informational texts within STEM areas and be better prepared to help all students develop the necessary disciplinary literacy skills.

## EDUC-546-Leadership and Critical Issues in STEM Education

Three Credit Hours
This course is designed to help candidates consider critical issues linked to successful leadership models in the integration of Science, Technology, Engineering and Mathematics (STEM) into educational endeavors. The on-line instructional approach for this course includes web-quest activities, asynchronous discussions, field experience interviews, and curriculum development activities as well as implementation reflective activities.

## EDUC-547-Research and Statistics for STEM Applications

 Three Credit HoursThis is a three (3) unit graduate course for teachers in STEM education with no previous background in statistics who will need statistics in their further studies and their work. The focus is on understanding the use of research and statistical methods in various areas of science and engineering. Topics to be covered include research methods, measures of central tendency and variability, correlation, statistical inference, and basic design of experiments with examples and applications in science and engineering. Teachers will become critical consumers of research products and learn the basic skills of planning, designing, and executing and reporting research as well as evaluating and applying published research findings. Emphasis will concentrate on planning, developing, and producing a quality STEM research e-portfolio.

## EDUC-548-Multidisciplinary Experimental Design and Im-

 plementation-Special TopicsThree Credit Hours
In this course, students will learn methods of collaborative interdisciplinary experimental design in the STEM fields. The course is designed to provide students with the experience, tools, and methods needed to improve experimental design processes and strategies for implementation in their classrooms. This course, using relevant STEM content, provides case studies in multidisciplinary experiments emphasizing problem solving and experimental design.

## EDUC-549-Applied Measurement Techniques

Three Credit Hours
Students will examine and utilize tests and other evaluation techniques in counseling, in educational planning, in curriculum assessment, and in school-wide testing programs. Controversial issues in measurement will be appraised in the context of basic principles and actual use.

## EDUC-550-Career Counseling and Development <br> Three Credit Hours

Students will learn foundational career development theories, the usefulness of career inventories, and the current trends in career counseling for adults and school-age children. In addition, students will practice and demonstrate competency in career counseling. Prerequisite: EDUC-549 and EDUC-551

## EDUC-551-Counseling Theories and Practice

Three Credit Hours
Overview of selected approaches to counseling theory and practice. Prerequisite: EDUC-515

## EDUC-552-Group Counseling

Three Credit Hours
Overview of selected approaches to group guidance and counseling theory and practice.
Prerequisite: EDUC-551 or EDUC-537 and EDUC-551

## EDUC-561-Counseling Diverse Populations

Three Credit Hours
Designed to provide an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models
of counseling and consulting are presented and examined.

## EDUC-562-Legal \& Ethical Leadership Issues in Education

 Three Credit HoursThis course examines goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and fee structures, and the impact of fees on the counseling relationship.

## EDUC-567-Assessment of Abnormal Behavior Three Credit Hours

This course is a 3-hour, transcript course in abnormal behavior and psychopathology of children, adolescents, and adults. The course will focus on the etiology and morbidity of differing mental disorders. Students will be introduced to the science and art of clinical assessment as a foundation for the actual practice of assessment in school and community mental health settings. Students will receive practical training in the process of clinical assessment as associated with the specific disorders, which will be focused on the use of assessment techniques in a professionally and ethically responsible manner. The informal and formal diagnostics taught in the course will complement DSM-V-TR courses.

## EDUC-568-DSM -V -TR

Three Credit Hours
The purpose of this course is to provide master's degree students with a basic introduction to the Diagnostic and Statistical Manual of Mental Disorders in relation to the psychology of deviant, or abnormal, behavior. This course will explore the subject on a number of different levels. Knowledge will be gained through: (a) an understanding of the history and theories in the field through lecture, readings, the internet, group discussions, and research; (b) an understanding of diagnoses in the DSM-IV-TR; and (c) the application of this knowledge through exercises, assignments, class participation, and videotaped role-plays.

## EDUC-570-Developing Literacy Skills with At Risk Readers Three Credit Hours

A survey of the nature, problems, and learning needs of at-risk readers, the course provides participants with information and techniques necessary for appropriate instructional decisions and actions.

## EDUC-585-Independent Research

Three Credit Hours
A supervised research project in an area related to the student's major would be completed. A formal presentation to a panel of three faculties who evaluate the project will be required. With the approval of major advisor and graduate dean, this course may be repeated once for additional credit.
Prerequisite: Permission of the instructor and submission of a research prospectus.

## EDUC-587-Special Topics in Education

Three Credit Hours
A course designed for the intensive study of a current problem in the field of education. The instructional design will emphasize field research and applied practice. No more than 6 credit hours under this listing can be credited toward a degree program.

CGC/EUGS Catalog 2015-2016 135

## EDUC-588-Foundations of Literacy

## Three Credit Hours

A foundational course designed to focus on developing literacy skills. The developmental process of literacy growth along with techniques for teaching phonemic awareness, word recognition, vocabulary, and comprehension skills will be explored.

## EDUC-589-Methods and Materials for Developing Literacy

 Skills
## Three Credit Hours

Specific methods of literacy instruction will be studied and demonstrated along with analysis and evaluation of a wide variety of materials used in literacy instruction.

## EDUC-590-Literacy Assessment and Instruction <br> Three Credit Hours

A course examining and providing practice with formal and informal assessments used to target children's literacy strengths and identify areas needing improvement. Participants will assess one child and plan corrective instruction based on the assessment results.
Prerequisite: EDUC-588 or EDUC-589

## EDUC-591-Practicum in Literacy Education

Three Credit Hours
A field-based course in which each candidate engages in the supervised teaching of an individual student. Candidates synthesize the knowledge they have gained in the program to demonstrate ability to appropriately assess and instruct a student at that student's level of literacy instruction. A case study approach is used.
Prerequisite: EDUC-590

EDUC-592- Teaching Reading and Writing in the Middle and High School-Content Areas
Three Credit Hours
A course designed for the middle school and high school teacher emphasizing student diagnosis followed by instructional decision making directed toward a balanced teaching approach. Candidates focus on literacy skills while teaching the subject matter of the secondary content areas.

## EDUC-594-Internship in Literacy Education

## Three Credit Hours

A field-based course in which each candidate engages in the supervised teaching of small groups of students. Candidates synthesize the knowledge they have gained in the program to demonstrate ability to appropriately assess and instruct a group of students at each student's level of literacy instruction.
Prerequisites: EDUC 591 and a satisfactory score on Praxis II must be on file. Also, applicants must have a cleared background check on file with the S.C. Department of Education.

## EDUC-597-Supervision of Student Teachers

Three Credit Hours
A course in supervision for master teachers, department heads, and college teachers with supervisory responsibilities in teacher education.

## EDUC-598-Curriculum Project

## Three Credit Hours

Coursework is designed as a capstone to the program in Curriculum and Instruction. The student will be required to develop a curriculum project ultimately to be implemented in the student's classroom or school. This written project will require a review of existing literature and a presentation of the results to peers and professor.
Prerequisite: EDUC 531 or EDUC 532

## EDUC-600-Professional Negotiations

## Three Credit Hours

Coursework emphasizes knowledge and improvement in the various education associations. The student will become acquainted with forces and trends influencing collective negotiations; principles, concepts, and theory relevant to negotiations; negotiation skills; and relevant literature and research.

## EDUC-601-Principles of School Law

## Three Credit Hours

Coursework includes constitutional, statutory, case, and common law bases of school administration and the study of legal provisions and principles relating to education with an emphasis on research and analysis.

## EDUC-602-Staff Personnel Administration

Three Credit Hours
Coursework includes the study of personnel policies and practices as they relate to recruitment, selection, orientation, employment, promotion, evaluation, in-service development, dismissal, retirement, and teacher-administrator relationships.

## EDUC-603-School Plant Seminar

Three Credit Hours
Coursework includes the study of problems and policies of the school plant, such as population studies, educational planning, school building standards, materials and uses, rating, and public relations. Discussion of innovative plans and construction as well as visits to new schools will be made.

## EDUC-605-Independent Study

Three Credit Hours
This course will offer students an opportunity to acquire deeper knowledge of thought and practice in the major field of emphasis. Each student must develop a plan of independent study at the outset and file the completed study at the end of the semester
Prerequisite: Permission of instructor and Dean of School of Education.

## EDUC-606-The Superintendency and School Organization

 Three Credit HoursCoursework emphasizes the principles of central school administration and the structural organization of public education and the responsibilities and authority of school boards, superintendents, and principals and the relationships between them.

## EDUC-608-Literature for Children and Adolescents

Three Credit Hours
A survey of literature for children. Appreciation and enjoyment of noteworthy books including award winners and multicultural literature will be the focus of instruction. The ability to effectively use a variety of texts with children throughout the school program will be emphasized.

## EDUC-610-Seminar on School Improvement

Three Credit Hours
Coursework includes the process of designing, implementing, and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. Emphasis will be placed on effective school research.

## EDUC-611-Staff Development and Evaluation

Three Credit Hours
This course focuses on designing staff development and evaluation systems to enhance effectiveness of school personnel.

## EDUC-612-Seminar in School Law

Three Credit Hours
Coursework provides updates on legal issues and decisions related to teaching and the administration of public schools including current laws and regulations pertaining to public schools in South Carolina. Prerequisite: EDUC-601

## EDUC-613-Foundations of American Higher Education

 Three Credit HoursThis course provides an introduction to the historical, political, sociological, and philosophical foundations of higher education. Emphasis is on the complex relationship between society and higher education. Issues regarding race, class, gender and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. A historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of higher education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision makers who can critically examine various schools of philosophical thought and political issues related to higher education.

## EDUC-614-Seminar in Educational Administration

Three Credit Hours
Coursework explores various theories and their impact on administration and the organization. Emphasis will be placed on behavioral science theories drawn from historical, philosophical, and sociological works applied to the administrative process.

## EDUC-616-Political Process of Public Education

Three Credit Hours
Coursework includes the study of the process by which education public policy decisions are made, authority and responsibility, power and influence, public policy, methods of determining power structure, superintendency, and roles and tasks that includes attention to school community relations.

## EDUC-619-Assessment of School Programs

Three Credit Hours
Coursework provides theoretical and applied analysis of the procedures and techniques involved in designing and implementing evaluation and assessment studies of total school programs. Attention will be given to accreditation procedures, minimum standards, legislative requirements, as well as the assessment of instructional outcomes

## EDUC-620-Systems Planning and Management for Education

 Three Credit HoursThis course is designed to apply systems theory to real educational situations. Setting and implementing goals and objectives, using various management techniques and tools, and then applying general management principles and practices constitute the instructional content.

## EDUC-622-Critical Multicultural Issues in Higher Education Three Credit Hours

A study of contemporary issues/trends internal and external to work within higher education system, focusing on the status, programming needs, and legal and ethical concerns of racial
minorities, persons with disabilities, different lifestyle orientations, and adult learners on college/university campuses.

## EDUC-624-Basic Counseling Skills

## Three Credit Hours

Systematic development of basic counseling skills essential to enter the counseling profession.
Prerequisite: EDUC-551 and/or faculty advisor approval.

## EDUC-629-Practicum in School Counseling

Three Credit Hours
Supervised counseling experience in which student serves as counselor in school setting for a minimum of 100 clock hours.
Prerequisites: EDUC-624
EDUC-632, 633-Internship: School Superintendency
Three Credit Hours
Coursework provides supervised field studies and experiences in central office administration.
Prerequisite: Passing PRAXISII score results on file at The Citadel and permission of advisor.

EDUC-634-Practicum in Student Affairs and College Counseling Three Credit Hours
Supervised counseling experience in which the student serves as a college counselor in a school setting for a minimum of 100 clock hours.
Prerequisite: EDUC-624

## EDUC-642-Coaching in Literacy Education

Three Credit Hours
This course introduces students to the role of literacy coaching (K12). Students learn to provide support for teachers and the school community as a whole. As part of this class, students will create a professional development presentation and lead a teacher inquiry group on a topic related to literacy. This course will include topics related to modeling instruction, observing and providing feedback,
and creating a literacy plan for a classroom or school.

## EDUC-643-Action Research in Literacy Coaching

## Three Credit Hours

In this course, students learn to improve literacy coaching through action research. Participants identify an issue or problem related to literacy instruction, propose a research plan, collect and analyze data, and interpret and present the results in written and oral formats. Through their own teacher research, participants are able to influence classroom practice and improve the literacy instruction in schools.

## EDUC-650-Elementary School Counseling Internship I <br> Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting.
Prerequisite: EDUC-629 \& permission of Advisor.

## EDUC-651-Secondary Counseling Internship I

## Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting.
Prerequisite: EDUC-629 \& permission of Advisor.
EDUC-652-Elementary School Counseling Internship II
Three Credit Hours
Prerequisite: EDUC-650 and permission from advisor. May be taken concurrently with EDUC-650.

## EDUC-653-Secondary School Counseling Internship II

## Three Credit Hours

Prerequisite: EDUC-651 and permission from advisor. May be taken concurrently with EDUC-651.

## EDUC-655-Internship I in Student Affairs and College

## Counseling

Three Credit Hours
This supervised experience includes the student serving as a student affairs specialist in a higher education institutional setting for a minimum of 300 clock hours. Prerequisite: Permission from a faculty advisor.

## EDUC-656-Internship II in Student Affairs and College

 CounselingThree Credit Hours
This supervised experience includes the student serving as a student affairs specialist in a higher education institutional setting for a minimum of 300 clock hours. Prerequisite: Permission from a faculty advisor.
Prerequisite: Permission from a faculty advisor.

## EDUC-661-Internship in Elementary Administration I

(fall/spring/summer)
Three Credit Hours
Coursework includes supervised field studies and experiences in elementary school administration.
Prerequisites: Passing PRAXIS II score results on file at the Citadel Graduate College and permission of advisor.

EDUC-662-Internship in Elementary Administration II
(fall, spring, summer)
Three Credit Hours
Coursework includes supervised field studies and experiences in elementary administration.
Prerequisite: Successful completion of EDUC 661 and permission of advisor.

## EDUC-663-Internship Middle and High Administration I

(fall, spring, summer)
Three Credit Hours
Coursework includes supervised field studies and experiences in secondary school administration.
Prerequisites: Passing PRAXIS II score results on file at the Citadel Graduate College and permission of advisor.

## EDUC-664-Internship in Middle and High Administration II (fall, spring, summer) <br> Three Credit Hours <br> Coursework includes supervised field studies and experiences in secondary school administration. <br> Prerequisites: Successful completion of EDUC-663 and permission of advisor.

## EDUC-670-Foundations in STEM I

Three Credit Hours
The Foundations in STEM I course refreshes student knowledge in the STEM disciplines. Topics such as foundational concepts and applications of science, technology, engineering and math are explored. These courses will provide students with a solid background to enhance student confidence in STEM. Courses will utilize current events, case studies, and relevant readings to provide content knowledge and to highlight the interdisciplinary nature of the STEM disciplines.

## EDUC-680-Foundations in STEM II

Three Credit Hours
The Foundations in STEM II course is a follow up to the first course and has students continue exploration of the foundational concepts and applications of science, technology, engineering and math.

## Electrical Engineering (ELEC)

## ELEC-605-Advanced Power Systems

Three credit hours
A review of AC systems, power flow and symmetrical faults will be given. Students will study symmetrical components, unsymmetrical faults, system protection, power system controls, and power line transients. Additional topics will include power flow computational methods, regulatory aspects of the North American power grid, and the use of computer tools for the design of transmission and distribution systems.
Prerequisites: Graduate status or permission from instructor, and an undergraduate course in power system analysis or equivalent.

## ELEC-615-Spectral Analysis

Three credit hours
Spectral estimation and analysis plays a key role in a large variety of signal processing applications. Classical and modern spectral analysis techniques are developed and compared in terms of performance and implementation. Topics covered include random-discrete signals, sample autocorrelations functions, the periodogram, and parametric spectral estimates.
Prerequisites: Graduate status or permission from instructor, and an undergraduate course(s) in continuous and discrete time signal analysis or equivalent.

## ELEC-625-RF Systems

Three credit hours
Analysis, design, and optimization of radio-frequency systems. The operation and characterization of RF components, fundamentals of noise and distortion, and system concepts including tools such as level charts and link budgets will be taught. Applications will include wireless communication systems and radar.
Prerequisites: Graduate status or permission from instructor, and undergraduate courses in linear systems and electromagnetic fields.

## ELEC-635-Adaptive Signal Processing

Three credit hours
An introduction to the analysis and design of adaptive systems with applications in the areas of communications, signal processing, and control. Topics include random signal models; theory of adaptation and performance measures; LMS and RLS algorithms; optimal filtering; adaptive equalization; interference cancellation; signal prediction; and system identification. Prerequisites: Graduate status or permission from instructor, and undergraduate courses in signals and systems, and probability and statistics for engineers.

## ELEC-645-Data Communication Networks

Three credit hours
Fundamentals of data communication networks. Emphasis on network algorithms and their performance. Topics include: layered network architecture, Link Layer protocols, high-speed packet switching, queueing theory, Local Area Networks, and Wide Area Networking issues, including routing and flow control. Prerequisites: Graduate status or permission from instructor, and
undergraduate courses in computer programming and probability and statistics for engineers.

## ELEC-655-Digital Communications

Three credit hours
Introduction to modern digital communication systems.
Emphasis on modulation and detection techniques and their performance in the presence of noise.
Prerequisites: Graduate status or permission from instructor, and undergraduate courses in linear systems and probability and statistics for engineers.

## ELEC-665-Fundamentals of Advanced Energy Conversion

 Three credit hoursThis course covers fundamentals of thermodynamics, chemistry, flow and transport processes as applied to energy systems. Topics include analysis of energy conversion in thermomechanical, thermochemical, electrochemical, and photoelectric processes in existing and future power and transportation systems, with emphasis on efficiency, environmental impact and performance. Systems utilizing fossil fuels, hydrogen, nuclear and renewable resources, over a range of sizes and scales are discussed. Applications include fuel reforming, hydrogen and synthetic fuel production, fuel cells and batteries, combustion, hybrids, catalysis, supercritical and combined cycles, photovoltaics, etc. The course also deals with different forms of energy storage and transmission, and optimal source utilization and fuel-life cycle analysis.
Prerequisites: Graduate status or permission from instructor and undergraduate courses in university physics and engineering mathematics.

## ELEC-675-Computer Architecture

Three credit hours
Organization and design of computer systems hardware.
Provides the basic knowledge required for understanding and designing standard and advanced computer architectures. Topics include: instruction set architectures, ALU design and computer arithmetic, memory organization, cache and virtual memories, controller design, pipelining and parallelism.
Prerequisites: Graduate status or permission of the instructor, and undergraduate courses in digital logic design and assembly language programming.

## English (ENGL)

## ENGL-500-Old and Middle English Literature

Three Credit Hours
A study of Beowulf, other Old English poems, and Old English prose in translation; includes such Middle English works as Sir Gawain and the Green Knight, Pearl, Piers Plowman, the Ancrene Riwle, The Owl and the Nightingale, and other romances, lyrics, and drama.
(Chaucer is excluded.)
ENGL-501-Chaucer
Three Credit Hours
A study of Chaucer's language, art, and cultural milieu through the reading of Troilus and Criseyde, the Canterbury Tales, and many of the shorter works.

## ENGL-502-Shakespeare

Three Credit Hours
A comprehensive study of Shakespeare's art, including an intensive reading of several plays and appropriate attention to the primary critical approaches.

## ENGL-503-English Drama to 1642

Three Credit Hours
A study of English drama from its origins in the Middle Ages, through the predecessors and contemporaries of Shakespeare, and on to the closing of the theatres in 1642.

## ENGL-504-Poetry and Prose of the English Renaissance

 Three Credit HoursNon-dramatic poetry and prose of the sixteenth and early seventeenth centuries, with emphasis on the major authors (Spenser, Sidney, Marlowe, Jonson, Donne, and Herbert) and on the major literary types.

## ENGL-505-Milton

Three Credit Hours
A study of the major poetry, selected prose, and selected minor poems with emphasis on Paradise Lost.

## ENGL-506-Restoration and Eighteenth Century Drama

 Three Credit HoursA study of such important dramatists of the period as Otway, Etherege, Wycherley, Dryden, Congreve, Vanbrugh, Farquhar, Goldsmith, and Sheridan.

## ENGL-507-Poetry and Prose of the Restoration and

Eighteenth Century
Three Credit Hours
A study of Dryden, Swift, Pope, Johnson, Blake, and other important poets and prose writers of the period.

## ENGL-509-Romantic Literature

Three Credit Hours
A study of Romantic writings of the early nineteenth century, with special emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

## ENGL-510-Victorian Literature

Three Credit Hours
A study of English literature from 1832 to 1900 in major writers such as Tennyson, Browning, Arnold, Carlyle, Swinburne, and Rosetti.

## ENGL-512-Literature of the U.S. South

Three Credit Hours
A study of selected texts, both canonical and lesser-known, by and about residents of the U.S. South. The course will emphasize works produced since 1900 and will explore some of the recurring themes often associated with the region: race, class, family, and place; land, labor, and the pastoral ideal; nostalgia, history, and the global South.

## ENGL-516-Continental Literature

Three Credit Hours
A study of European literature in translation since the
Renaissance, including works by such authors as Cervantes, Moliere, Racine, Goethe, Stendhal, Balzac, Tolstoy, Dostoyevski, and important writers of the twentieth century.

## ENGL-517, 518-Special Topics in Literature

## Three Credit Hours

A study of a special author, period, topic, or problem in literature which is outside the routine offerings of the department. The subject for each course will be announced.

## ENGL-520-A Survey of World Literature I

Three Credit Hours
Masterpieces of world literature in translation from the beginnings to around 1650 with special attention to the philosophical content and the development of literary forms.

## ENGL-521-A Survey of World Literature II

## Three Credit Hours

Masterpieces of world literature in translation from around 1650 to the present time with special attention to the philosophical content and the development of literary forms.

ENGL-522-Colonial and Revolutionary American Literature Three Credit Hours
A detailed study of major American writers from the earliest settlers through the end of the eighteenth century.

## ENGL-523-Nineteenth Century American Literature I-

 RomanticismThree Credit Hours
A study of major figures of the American Romantic period (approximately 1830-1860), including Emerson, Thoreau, Poe, Hawthorne, and Melville.

ENGL-524-Nineteenth Century American Literature IIRealism
Three Credit Hours
A study of major figures of the American Realistic period (approximately 1860-1900), including Whitman, Dickinson, James, Twain, and Crane.

## ENGL-525-Eighteenth Century British Novel

Three Credit Hours
A study of the origins of the British novel, including such figures as Fielding, Richardson, and Defoe.

ENGL-526-Victorian Novel
Three Credit Hours
A study of major British novelists of the late nineteenth century, including Dickens, Eliot, and Hardy.

## ENGL-527-British Fiction: 1900 to 1945

Three Credit Hours
A study of the novels and short stories of major 20th- century British writers up to 1945, including such figures as Conrad, Lawrence, Forster, Woolf, and Joyce.

ENGL-528-American Fiction: 1900 to 1945
Three Credit Hours
A study of the novels and short stories of major American writers of the early twentieth century, including such figures as Fitzgerald, Hemingway, Faulkner, and Stein.

## ENGL-529-American Fiction: 1945 to the Present

Three Credit Hours
A study of the significant American novels and short fiction published since World War II.

## ENGL-530-Special Topics in The Humanities

Three Credit Hours
A study of special areas of the humanities or related areas which are outside the normal course offerings of the English Department. The subject for each course will be announced.

## ENGL-531-British Poetry: 1900 to Present

## Three Credit Hours

A study of the poetry of major twentieth-century British authors such as Auden, Yeats, Thomas, and Hardy.

ENGL-532-American Poetry: 1900 to Present
Three Credit Hours
A study of the poetry of major twentieth-century American authors such as Eliot, Pound, Stevens, Williams, and Frost.

## ENGL-533-British Drama: 1900 to Present

Three Credit Hours
A study of the work of major twentieth-century British dramatists such as Shaw, Pinter, Stoppard, and Beckett.

## ENGL-534-American Drama: 1900 to Present

Three Credit Hours
A study of the work of major twentieth-century American dramatists such as O'Neill, Williams, Miller, and Albee.

## ENGL-535-African American Literature

Three Credit Hours
A study of African American literature from the early days of slavery, to the struggle for emancipation, to the twentieth-century Harlem Renaissance and civil rights movement. Readings will
cover poetry, fiction, and drama, as well as autobiographies and cultural commentaries.

## ENGL-537- Contemporary British Fiction

Three Credit Hours
A study of the novels and short stories of major contemporary British writers.

## ENGL-550, 551-Special Topics in Composition or Language

 One to Three Credit HoursA study of a special author, period, topic, or problem in composition or language which is outside the routine offerings of the department. The subject for each course will be announced.

## ENGL-552-Adolescent Literature

Three Credit Hours
A study of literature for the adolescent, including methods of introducing the major literary genres to the secondary school student. Note: For students in the M.A.T in English program only.

## ENGL-553-Modern English Grammar

## Three Credit Hours

An intensive study of the syntax of present day English. The course also includes a review of traditional grammar, focusing primarily on the parts of speech. Special attention is given to linguistic theory, particularly regarding the acquisition of language.

## ENGL-554-History of the English Language

Three Credit Hours
A historical survey of the syntactic and phonological features of Old, Middle, Early Modern, and present day English. Special attention is given to the varieties of American English, particularly African American Vernacular English.

## ENGL-555-Literary Criticism

Three Credit Hours
A study of the major literary theories from ancient Greece to the present and practical application of the theories to particular works of literature. Special attention is given to semiotic theory as it relates to the influence of language and visual images on thinking, composing, and action.

ENGL-556-Theory and Practice of Teaching Composition Three Credit Hours
A study of traditional and contemporary theories of the composition process and applications of those theories to teaching composition.

## ENGL-557-Creative Writing-Poetry

Three Credit Hours
Class discussion of student writing using twentieth-century poems as models.

## ENGL-558-Technical and Professional Writing

Three Credit Hours
Principles and practice of technical communication as applied to reports, technical papers, oral presentations, and business communications.

ENGL-559-History and Theory of Rhetoric
Three Credit Hours
A study of language as a means of winning the assent, sympathy, or cooperation of an audience. Includes contemporary rhetorical theory and its development from classical rhetoric.

## ENGL-560-Film Studies

Three Credit Hours
A study of films from a variety of nations and filmmakers. Attention is given to how techniques of filmmaking such as mise en scène, montage, and lighting communicate a filmmaker's construction of meaning. In some cases, comparisons may also be made between films and their written sources to demonstrate differing approaches to conveying comparable meaning.

## ENGL-562-Workshop in Advanced Composition

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

## ENGL-563-Creative Writing-Fiction

Three Credit Hours
Class discussion of student writing using twentieth-century fictional works as models.

ENGL-564-Teaching with Technology
Three Credit Hours
Focuses on a wide range of web-based resources that future teachers can use to improve their students' writing, enrich their understanding of literature, and get them excited about learning. This course provides interactive instruction designed to make work in and out of the classroom more meaningful for students. It also demonstrates how to incorporate applications that students use on a daily basis. Over the course of the semester, MAT candidates will develop web-based projects that they can incorporate in their future courses.

## ENGL-570-Topics in African American Literary Genres

 Three Credit HoursA study of a particular genre of African American literature, suchas drama, novels, or poetry. Topics will vary according to instructors.

## ENGL-571-Topics in African American Literary Periods

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

## ENGL-572-Topics in Major African American Writers

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

## ENGL-573-Special Topics in African American Literature

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

ENGL-574-Special topics in English Literature Before 1800 Three Credit Hours
A study of a specific topic in English Literature Before 1800. Topic will vary according to instructor. This course fulfills the period requirement for English Literature before 1800.

## ENGL-575-Special topics in English Literature After 1800

 Three Credit HoursA study of a specific topic in English Literature After 1800. Topic will vary according to instructor. This course fulfills the period requirement for English Literature after 1800.

## ENGL-576-Special topics in American Literature

Three Credit Hours
A study of a specific topic in American Literature. Topic will vary according to instructor. This course fullfills the period requirement for American Literature.

## ENGL-595-Methods and Materials for English Language Arts

 Three Credit HoursThis course exposes students to theories and practices of teaching English (to include reading, writing, speaking, listening, viewing and thinking) in grades $9-12$, including preparation for reflective practice and classroom-based teacher research. In-class instruction is augmented by field experiences that expose students to the professionalism of practicing ELA teachers and the realities of working with a diverse population of students. This course is intended to prepare candidates for a teaching internship. Prerequisites: EDUC501 and EDUC-592.
Note: For students in the M.A.T. in English program only.

## ENGL-650-Literary Research

Three Credit Hours
Study of textual bibliography, research methods and resources, and methods of presenting research.

## ENGL-698-Tutorial

## Three Credit Hours

Individual study of a given topic following a syllabus of readings, papers, and other assignments prescribed by a faculty member serving as director.

## ENGL-699-Independent Study

Three Credit Hours
Individual study of an agreed-upon topic under the direction of a faculty member but following a course of reading and other requirements proposed by the student and established by negotiation with the director.

## ENGL-700-Seminar

## Three Credit Hours

Individual research into a scholarly or critical problem in literature, composition, or language. Progress, methods, and results will be shared with the class by presentation and discussion will lead to the preparation of a single long paper.

ENGL-701-Thesis
Six Credit Hours
Completion of a formal master's thesis under faculty direction.

## ENGL-703-Seminar in English Literature Before 1800

Three Credit Hours
Study of a scholarly or critical issue in literature, composition, or language. Typically, class presentations and seminar/discussion format are required with a single long paper as the culminating student project. This course fulfills the period requrement for English Literature before 1800 as well as the seminar requirement.

## ENGL-704-Seminar in English Literature After 1800

Three Credit Hours
Study of a scholarly or critical issue in literature, composition, or language. Typically, class presentations and seminar/discussion format are required with a single long paper as the culminating student project. This course fulfills the period requrement for English Literature after 1800 as well as the seminar requirement.

## ENGL-705-Seminar in American Literature

Three Credit Hours
Study of a scholarly or critical issue in literature, composition, or language. Typically, class presentations and seminar/discussion format are required with a single long paper as the culminating student project. This course fulfills the period requrement for American Literature as well as the seminar requirement.

## Health, Exercise, and Sport Science (HESS)

## HESS-501-Nutrition

Three Credit Hours
A study of primary nutrients essential to health with attention given to specific needs from infancy through adulthood. Current theories and practices related to physical and intellectual performance are also investigated. Contemporary topics are presented such as degenerative diseases, food-borne diseases, fad dieting, food additives, and sports nutrition.

## HESS-502-Drug and Substance Abuse

Three Credit Hours
A study of characteristics of commonly abused chemicals and other substances and reasons for abuse. Attention will be given to methods of rehabilitation and prevention.

## HESS-503-Human Sexuality

Three Credit Hours
A study of all facets of human sexuality.

## HESS-504-Public Health

Three Credit Hours
A course designed to analyze public health trends, services, funding, and organization of local, state, and federal agencies.

## HESS-505-Motor Development and Motor Learning

 Three Credit HoursStudy of appropriate learning theories, hereditary and environmental factors influencing learning and performance of gross motor skills.

## HESS-506-Applied Physiology of Exercise

Three Credit Hours
Study of effects of exercise upon various components of physical fitness. Analysis and interpretation of research in areas of
cardiovascular-pulmonary adjustment, metabolic requirement, and heat regulation during exercise are emphasized.
Prerequisite: Human Physiology or Exercise Physiology

HESS-507-Special Problems in Health Science, Exercise
Science, and Sport Science
Three Credit Hours
An independent research study of a local problem or a specialized subject area not normally covered in existing courses.
Prerequisite: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I.

## HESS-508-Epidemiology

Three Credit Hours
An introduction to the science of epidemiology and techniques used in epidemiology.
Prerequisite: Tests and Measurements, Statistics, or equivalent.
HESS-509-Preventive and Rehabilitative Aspects of Physical Activity
Three Credit Hours
This course provides emphasis on roles of exercise and physical activity in prevention and rehabilitation of degenerative diseases.

## HESS-510-Biomechanics of Sports Techniques

Three Credit Hours
Study and analysis of humans in motion, sport object motion, and forces acting upon animate and inanimate bodies. Basic cinematographic and non-cinematographic techniques are utilized in a variety of both general and specific sports skill applications.
Prerequisites: Anatomy and/or Physiology
HESS-511-Special Topics in Health, Exercise, \& Sport Science
(Exercise Science)
Three Credit Hours
Opportunities for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, and Sport Science is required.
Prerequisite: Varies according to topic.
HESS-512-Special Topics in Health, Exercise, \& Sport Science (Sports Management)
Three Credit Hours
Opportunities for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, and Sport Science is required.
Prerequisite: Varies according to topic.
HESS-513-Sport Facility \& Event Management
Three Credit Hours
This course will integrate various operational functions of sport facilities, including management principles, methodologies, and practices. In addition, effective management of sport and recreational events will be studied.

## HESS-518-Sport Marketing

Three Credit Hours
This course will cover basic components of sport marketing: use of sports as a marketing tool for other products; marketing of sports products; and current considerations relevant for both marketing through and marketing of sports.

## HESS-520-Special Topics in Sport Management

Three Credit Hours
Opportunity for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, \& Sport Science is required.

## HESS-521-The Art of Selling in Sport

Three Credit Hours
A course concentrating on knowledge, skills and concepts related to the "art" of sales, an area valued considerably in the sport industry.

HESS 523-Administration and Leadership of Exercise and Sport Organizations
Three Credit Hours
This course examines organizational theory and behavior as well as leadership qualities related to exercise and sport organizations. Effectiveness, structure, and design of sport and exercise organizations will be addressed as well as cultures, leadership styles, conflicts, changes, and human resources involved in these entities.

HESS-525-Scientific Principles of Physical Education, Health, Exercise, \& Sport Science
Three Credit Hours
This course introduces students to the study of effects of exercise, physical activity, and work on various physical fitness components, as well as analysis of the human body in motion, sports objects in motion, and forces acting upon animate and inanimate objects/bodies.
Prerequisite: A biology, chemistry, or physics course and two human anatomy and/or physiology courses.

HESS-527-Content \& Methods of Teaching School Health Education \& Health-Related Aspects of Physical Fitness Three Credit Hours
This course updates content knowledge and prepares students in teaching styles, methodologies, and assessment techniques for health education curricula in K-12 schools.
Prerequisite: A health and wellness course or passing a
departmental competency exam.
HESS-528-Content \& Methods of Teaching Rhythmic Activities \& Movement Education
Three Credit Hours
This course teaches content and prepares students in teaching methodologies for fundamental rhythmic activities and movement education in grades K-12, including basic locomotor skills, creative rhythmic activities, dances (tradi-tional, folk, square, social, line), and aerobics. Additional emphasis is placed on candidate skill development in dance and basic gymnastics.

Prerequisite: HESS 550 or permission of the instructor.

## HESS-529-Special Problems in Sport Management

Three Credit Hours
A independent research study of local, regional or national issue/ subject of interest in Sport Management that is not normally covered in existing courses.

## HESS-530-Practicum in Sport Management

Three Credit Hours
A supervised field experience of at least 125 hours in a sport industry setting. Students observe, shadow, and work in a setting that enhances and complements classroom learning, develops valuable skills, nurtures professional networking, and acts to advance one's future career goals.
Prerequisites: Sport Marketing (HESS-518), Administration and Leadership of Exercise and Sport Organizations (HESS-523), or instructor approval.

HESS-533-Content \& Methods of Teaching Elementary School Physical Education
Three Credit Hours
This course teaches content and theoretical and practical study of teaching progressively graded programs of activities for elementary school students, grades K-5.
Prerequisite: HESS 550 or permission of the instructor.
HESS-534-Accommodating Persons with Disabilities in Sport \& Physical Activity
Three Credit Hours
Study of legal, ethical, and practical definitions of involving people with disabilities within physical activity, physical education, and sport settings.

## HESS-535-History, Philosophy, and Curriculum of Physical

## Education

Three Credit Hours
This course introduces students to the historical and philosophical roots of physical education and examines the degree to which these influence curricular models and decisions made by K-12 practitioners.

## HESS-538-Internship in Sport Management

Six Credit Hours
Involvement in an external working experience with a host organization for a period of at least 500 hours. This internship will provide students with opportunities to receive practical experience in selected sport management settings.
Prerequisites: All required program courses or instructor approval.

## HESS-539-Sport Public Relations \&Promotions <br> Three Credit Hours

A course focusing on marketing and public relations principles and practices in the sport management industry.

HESS-540-Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I
Three Credit Hours
A course designed to introduce procedures for conducting,
evaluating, and applying research in health, exercise, and sport science including an understanding of fundamental research design, data collection, and data analysis.

HESS-541-Current and Future Trends in Health, Exercise, and Sport Science
Three Credit Hours
Investigation and exploration of current and future trends in health, exercise, and sport science through contemporary readings and seminar discussions.
Prerequisites: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I.

## HESS-542-Practicum in Health, Exercise, and Sport Science

 Three Credit HoursA supervised field experience of at least 125 hours in a health science, exercise science, or sport science setting. Students observe, shadow, and work in a setting (s) to enhance and complement classroom learning, develop valuable skills, nurture networking, and may advance one toward future career goals. Prerequisites: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I.
HESS-543-Consumer Health
Three Credit Hours
A course designed to produce smarter consumers in the health marketplace. Emphasis is on evaluation of health products and services.

## HESS-544-Exercise Testing \& Assessment

Three Credit Hours
A course designed to acquire knowledge and develop skills necessary for exercise testing, physical fitness assessment, and exercise prescriptions among a variety of populations. Topics to be addressed include exercise program goals and objectives, principles and methods of physical fitness screening, development and testing, evaluation of existing exercise programs, exercise prescriptions, and administration and programming considerations.

## HESS-545-Nutrition for Exercise, Sport, and Physical

Activity
Three Credit Hours
An examination of nutrition and physical activity interactions including exercise and sport. Topics include current research on nutrients and ergogenic aids, as well as dietary analysis and intervention with athletes.

## HESS-546-Environmental Physiology

Three Credit Hours
A course examining energetics of environmental stress on cardiovascular, respiratory, metabolic, and muscle physiology as pertain to physical performance.

## HESS-547-Techniques of Conditioning for Sport and

Physical Fitness
Three Credit Hours
A study of fundamental concepts of human physiology and exercise physiology as apply to programs of physical conditioning, training, and physical fitness. Theories, current research, and
laboratory techniques for assessing human physiological responses to exercise, physical training, health-related physical fitness, and sport performance will be studied.

## HESS-548-Psychology of Sport and Motivation

Three Credit Hours
A course addressing the effects of participating in exercise and sport on psychological traits and states of participants and fans. Cognitive and neurobiological mechanisms and psychological limitations to athletic performance will be studied, as well as mental and psychological techniques and strategies to improve performance and achievement in sport and exercise.

## HESS-549-Sociological and Cultural Aspects of Sport

Three Credit Hours
An examination of sport in America and its effects on society, including race, gender, adherence, values, and violence.

## HESS-550-Instructional Aspects of Physical Education Three Credit Hours

This course is designed to discuss theories of instruction in physical education settings including environmental arrangements, task presentation, content development, and feedback. Practical applications of these principles to small peer group settings using open and closed motor skills will be included.

HESS-551-Content and Methods of Teaching Secondary Physical Education
Three Credit Hours
This course is designed to develop both the pedagogical skills of teacher candidates as well as content knowledge in teaching team and individual/dual sports. Emphasis is placed on planning, teaching, and evaluating physical education lessons in secondary settings. Additional emphasis is placed on candidate skill development in team and individual/dual sports.
Prerequisite: HESS 550 or permission of the instructor.

## HESS-552-Fundraising for Sport Organizations <br> Three Credit Hours

Traditional and innovative revenue acquisition methods for sport organizations will be examined. Fundamental concepts and theories of fundraising applicable to the sport industry will be studied.

## HESS-553-Sport Communications

Three Credit Hours
Examination of the role of sport organizations as communications systems where effective written and oral interpersonal communication skills are imperative for success.

## HESS-554-Analysis of Sports Skills and Techniques

Three Credit Hours
An application of data collection and data analysis tools including EMG, videography, and force transducers to kinesiological systems of the human body during movement and sport skills.

## HESS-555-Legal Aspects of Sport

## Three Credit Hours

This course reviews legal considerations, responsibilities, and liabilities of organizations and personnel related to sport and recreation. An examination of event management, personnel relations, and governmental regulations impacting sport and recreation as well as tort liability with special emphasis on effective management of risk, athletic eligibility, contracts, and Title IX.

## HESS-556-Sport Finance

Three Credit Hours
This course addresses basic theory in finance and accounting as applied to managerial control of sport organizations. It examines forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies related to sport organizations.

## HESS-557-Economics of Sport

## Three Credit Hours

This course introduces students to fundamental economic concepts and analysis, especially those related to spectator sports, and youth sports, recreational sports, the sporting goods industry.

## HESS-558-Advertising in Sport

Three Credit Hours
A course examining knowledge, skills and concepts required for succesful advertising in the sport industry. Strategies and techniques of successful advertising wll be studied.

## HESS-559-Research in Sport Management

## Three Credit Hours

A course designed to introduce procedures for conducting, evaluating, and applying research in the sport management domain, including an understanding of the utility of research, fundamental research design, data collection, and data analysis.

## HESS-560-Research Techniques and Methods of Analyzing

 Research in Health, Exercise, \& Sport Science II Three Credit HoursAdvanced procedures for conducting, evaluating, and applying research in health, exercise, and sport science including an understanding of parametric and nonparametric instruments and methodologies used to measure and evaluate various parameters considered essential to research in health, exercise, and sport science.
Prerequisite: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I.

HESS-561-Advanced Measurement and Evaluation in Physical Education
Three Credit Hours
Analysis and interpretations of data associated with various cognitive, affective and psychomotor tests commonly used in physical education. Topics include test administration, test construction, performancebased assessments, rubrics, and physical fitness and skill testing.

## HESS-620-Professional Internship in Teaching

Six Credit Hours
A requirement for teacher certification, observation, and teaching in approved schools under supervision by a college professor. Two
placements are required: one in an elementary school setting and one in a secondary school setting. A field experience component of a minimum of 60 days is required.
Prerequisites: Please refer to program requirements.

## HESS-598-Thesis I in Health Science, Exercise Science, and

 Sport ScienceThree Credit Hours
Student will be directed to develop a research question or problem statement, define terminology, identify limitations and delimitations, and formulate hypotheses and purpose statements. A literature review critiquing previous research on the topic and a description of methodology to be used to solve the problem will be included. Chapters 1,2 , and 3 of the thesis will be completed and presented to the thesis committee for approval.
Prerequisites: HESS-540, HESS-560 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I, II.

HESS-599-Thesis II in Health Science, Exercise Science, and Sport Science
Three Credit Hours
Student will be directed to report results, discuss findings in relation to the introduction and previous literature, identify recommendations and conclusions, and include a bibliography. Chapters 4 and 5 of the thesis will be completed, and the entire thesis presented in an oral defense to the thesis committee for approval. The student will also be expected to submit the research for presentation at a state, regional, or national meeting or equivalent.
Prerequisites: HESS-540, HESS-560 Research Techniques and Methods of Analyzing Research in Health, Exercise, \& Sport Science I, II and HESS-598, Thesis I in Health Science, Exercise Science, and Sport Science.

## History (HIST)

## HIST-502-Colonial America and the American Revolution to 1789 <br> Three Credit Hours

The motives of colonization; the evolution of self-government; the extension of the frontier; economic, social, and religious life; imperial rivalries; the causes of the Revolution; the War for American Independence; problems of the Confederation; and the establishment of the Federal Union.

## HIST-503-The Jeffersonian and Nationalist Period

Three Credit Hours
A study of American history, 1800-1850, with an emphasis on the clash of Federalist and Jeffersonian principles; emerging political and cultural nationalism; the war of 1812; the influence of Jacksonian Democracy on political, social, and economic life; growing sectionalism and the Mexican War.

## HIST-504-Civil War and Reconstruction

Three Credit Hours
The political, economic, diplomatic, and military history of the United States, 1850-1877, emphasizing the forces that tend to bind or disrupt the Union and including a detailed account of the war and its consequences.

## HIST-506-The U.S. in the Twentieth Century

## Three Credit Hours

A study of the efforts to fulfill the democratic vision in the era of wars and depressions, accelerating technological innovation, material progress, and cultural change.

## HIST-521-The American South

## Three Credit Hours

The political, social, and economic development of the South from the 1820 s to the present with an emphasis on the region within the national context as one of both change and continuity.

## HIST-522-South Carolina History

## Three Credit Hours

A survey of the political, economic, social, and intellectual development of South Carolina from its discovery to the present, with emphasis on the relation of the state to the South and to the nation.

## HIST-523-Afro-American History

## Three Credit Hours

An introduction to the history of black Americans in the United States, with emphasis on the social forces underlying transition from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics to be discussed include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migration.

## HIST-532-Ancient Greece

## Three Credit Hours

Greek civilization from its beginning to Alexander the Great. Emphasis on political, economic, social, and intellectual movements.

## HIST-533-Ancient Rome

## Three Credit Hours

Roman history from its beginning until the Age of Constantine. Emphasis on political and social developments in the Republic and the early empire.

## HIST-535-Medieval Europe

Three Credit Hours
European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.

## HIST-537-Renaissance and Reformation

Three Credit Hours
The Renaissance as a European-wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors such as Giotto, Brunelleschi, Donatello, Botticelli, da Vinci, Raphael, and Michelangelo; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation.

## HIST-541-Enlightenment and French Revolution

Three Credit Hours
The major social, political, and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment; the causes of the Revolution; the development of radical ideologies; social and political instability; the French impact on Europe; and the achievements of Napoleon as civil administrator, military strategist, and commander.

## HIST-542-Nineteenth-Century Europe

Three Credit Hours
Europe from Waterloo to Sarajevo; political reaction and reform; the Industrial Revolution with its economic, social, and political effects; nationalism and the renewed interest in imperialism; other factors in international rivalries and the coming of World War I.

## HIST-543-Twentieth-Century Europe

## Three Credit Hours

An examination of the origins and consequences of two World Wars on the major European states; the political, social, and economic development of those states and their relative positions today.

## HIST-545-History of Modern Russia <br> Three Credit Hours

History of the development of Tsarist absolutism under the Romanov dynasty and of the religious, social, and economic institutions of the Tsarist state. Intensive treatment of the 1917 Revolution; the rise and fall of the Soviet empire.

## HIST-551-Women in the Western World

Three Credit Hours
An examination of the ideas, institutions, and events in Western Civilization which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and suffragist movements.

## HIST-560-History of the Non-Western World

## Three Credit Hours

This course introduces the histories of East Asia, Meso-America, the Middle East, South Asia, and Sub-Sahara Africa. It examines the development of each area's political, social, and cultural traditions and institutions. Close attention is devoted to social values, reilgious beliefts, and cultural practices. Particular emphasis is given to how contact with the West irrevocably altered each region. (This course does not count towards the requirements for the MA in History.)

## HIST-562-Colonial Latin America <br> Three Credit Hours

A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest; exploration and conquest by Europeans; the development of multiracial societies; the colonial economies; the institutions of Ibero-American empires; the social, economic, and intellectual roots of revolution; independence movements.

## HIST-563-Modern Latin America

Three Credit Hours
A survey of Spanish and Portuguese America since the wars for
independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolutionary movements, intellectual currents.

## HIST-572-Precolonial Africa

Three Credit Hours
An introduction to the precolonial history of sub-Saharan Africa. Special attention will be focused on the growth of Islam in West Africa, the East African city-states and kingdoms, and the upheaval in nineteenth-century southern Africa. African slavery and the slave-trade will also be considered.

## HIST-573-Modern Africa

## Three Credit Hours

A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues.

## HIST-577-Modern Middle East

Three Credit Hours
Tradition, modernization, and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and the emergence of successor states to the Arab-Israeli conflict, the oil crisis, and Great Power confrontation.

## HIST-582-China to 1800

Three Credit Hours
A survey of traditional Chinese history from earliest times to 1800. Emphasis is placed upon intellectual development against the background of social, political, and economic transformations.

## HIST-583-Modern China

Three Credit Hours
A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course will focus on the problems of imperialism, nationalism, revolution, the rise of communism, the proletarian Cultural Revolution, and the Four Modernizations in post-Mao China.

## HIST-586-Japan to 1800

Three Credit Hours
A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.

## HIST-587-Modern Japan

Three Credit Hours
A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, Japan's experience with liberalism and militarism, with Japanese imperialism, and the postwar transformation.
*HIST-590-Special Topics in U.S. History
Three Credit Hours

Examples include Turning Points in American History, the Progressive Era, the Social and Cultural Transformation of the 1920s, etc.

## *HIST-591-Special Topics in European History

## Three Credit Hours

Examples include Georgian Britain, Edwardian Britain, the European Left and Labor, etc.

## *HIST-592-Special Topics in Latin American Asian/African

## History

## Three Credit Hours

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

## *HIST-593-Special Topics in Peace, War, and Diplomacy

## Three Credit Hours

Examples include World War I, the Vietnam War, Diplomacy of the American Civil War, etc.
HIST-594-Historiography for Social Studies Teachers
Three Credit Hours
Designed for social studies and history teachers in the secondary and middle schools, this course seeks to familiarize students with the history of historical writing and the tools of a practicing historian. The course will examine the various methods of gathering historical data and conceptualizing and interpreting historical information. A focus will be placed on how to write and how to teach writing a research paper. (This course does not count towards the requirements for the MA in History.)

## HIST-610-Special Topics in U.S. History

Three Credit Hours
Examples include the Depression and New Deal; Business, Labor and Economic History; Social and Cultural History.

## HIST-620-Special Topics in Lowcountry Studies

## Three Credit Hours

An interdisciplinary course organized around a specific topic (e.g., Education, the Environment of the Lowcountry, Plantation Culture, Gullah, the Caribbean Origins of the Lowcountry). This interdisciplinary course will allow a student to explore an area of specific interest.

## HIST-630-Special Topics in Peace, War, and Diplomacy

## Three Credit Hours

Examples include The Diplomacy of the American Revolution, Disarmament during the 1920s, etc. This course may be offered as HIST 660 (3) for topics in European history and as HIST 680 (3) for topics in Asian, African, or Latin American history.

## HIST-640-Special Topics in European History

Three Credit Hours
Examples include Social and Cultural History, the Scientific Revolution, the Age of Louis XIV, etc.

## HIST-650-Special Topics in British History

Three Credit Hours
Examples include The English Reformation, the English Civil War,
the Victorian Age, etc.

## HIST-670-Special Topics in Asian/African/ Latin American

 HistoryThree Credit Hours
A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

## HIST-691-Historiography

Three Credit Hours
The core course. Examines various methods of gathering historical data and issues of conceptualization and interpretation. The course thus seeks to develop in students critical awareness and expertise based on familiarity with a variety of historical techniques, methods, and concepts.

## HIST-692-Teaching of History and Social Sciences

## Three Credit Hours

Organization, methods, and procedures for teaching history and the social studies in the secondary and middle schools.

## HIST-710-Research Seminar in U.S. History

Three Credit Hours
A topical seminar that focuses on a central historical problem with a major research paper required. Primary sources are utilized whenever possible.

## HIST-720-Research Seminar in Lowcountry Studies

Three Credit Hours
An interdisciplinary seminar designed to acquaint students with the historical methods necessary to pursue successfully a research topic. This will entail an introduction to primary sources.

## HIST-740-Research Seminar in European History

Three Credit Hours
A topical seminar focused upon a central historical problem with a major research paper required.

HIST-760-Research Seminar in Asian/ African/Latin American History
Three Credit Hours
A topical seminar focused upon a central historical problem within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East. A major research paper will be required.

## HIST-770-Independent Study in History

Three Credit Hours
Repeatable once.

## HIST-801-802-Master's Thesis <br> Six Credit Hours

*These 500 -level special topics courses are designed primarily for the brief summer terms each with an enrollment of up to twenty (20) students. Lectures are accompanied by some discussion of the readings, and usually a short paper of 10 to 15 pages is required. In contrast, the comparable 600-level special topics courses (i.e., HIST$610,630,640$, and 670 ) are restricted to fifteen (15) M.A. students

## History and Teaching Content (HITC)

## HITC-560-History of the Non-Western World <br> Three Credit Hours

This course introduces the histories of East Asia, Meso-America, the Middle East, South Asia, and Sub-Saharan Africa. It examines the development of each area's political, social, and cultural traditions and institutions. Close attention is devoted to social values, religious beliefs, and cultural practices. Particular emphasis is given to how contact with the West irrevocably altered each region.

HITC-501-History of the United States to 1877
HITC-502-History of the United States from 1877
Three Credit Hours
An analysis of American history from the period of discovery to the present; a brief treatment of the colonial period, followed by a more detailed study such subjects as the causes of the Revolution, the framing of the Constitution, the development of political parties, the sectional conflict, economic progress and problems, and foreign relations; special emphasis place on understanding the nature of American democracy and the role of the United States in world affairs from 1789 to the present.

## HITC-503-South Carolina History

## Three Credit Hours

An analysis of the political, economic, social, and intellectual development of South Carolina from its discovery to the present, with emphasis on the relation of the state to the South and to the nation.

HITC-504-Europe and the World to 1500
HITC-505-Europe and the World from 1500
Three Credit Hours
An analysis of the development of European civilization from ancient times to the present. Among the major topics are Classical Greece, Republican Rome, Imperial Rome, the Protestant Reformation, the Age of European Exploration adn Conquest, Absolutism, the Enlightenment, the French Revolution, the Industrial Revolution, Liberalism, Nationalism, Imperialism, Modernism, and Totalitarianism. Particular focus will be place on Europe's relationship with the wider world.

## HITC-511-Special Topics in the History of the United States

 Three Credit HoursA course that concentrates on a specific historical period or topic in United States history. Examples may include the Depression and New Deal; Business, Labor and Economic History; Social and Cultural History.

## HITC-512-Special Topics World History

Three Credit Hours
A course that concentrates upon an important historical period or topic within one of five principal regions: Europe, Latin America and the Caribbean, Asia, Africa, or the Middle East. Examples include Social and Cultural History, the History of China, the French Revolution, World War Two and the Holocaust, etc.

## Leadership (LDRS)

## LDRS-710-Ethics, Values, \& Principled Leadership

## Three Credit Hours

In this course students will study ethics, to include its philosophical foundations. Students will also learn and practice ethical decisionmaking through dilemma resolution processes. Leadership virtues, values, and character will be emphasized as leadership essentials. Servant leadership, authentic leadership, and the role of individual spirituality will be explored. Principled leadership will be defined as the subscription to a particular set of positive values. Prerequisite: BADM 722

LDRS-711-Leading Change: Organization Development and Transformation

## Three Credit Hours

In this course students examine the leadership processes associatedwith achieving effective change, including transformational and situational leadership. Students will study the conscious and purposeful processes involved in developing an organization's capabilities targeted toward achieving its mission. Students will engage in organizational diagnoses and study leader intervention methods aimed at achieving organizational change with the goal of improvement toward mission accomplishment.
Prerequisite: BADM 722
LDRS-712-Leading Teams: Coaching, Culture, Diversity, and

## Globalization

Three Credit Hours
This course focuses upon team development through leadership in an environment characterized by diversity. Students learn about effective team development strategies and the role that leaders play in coaching. Students also examine the role of culture in organizations as it impacts behavior, group effectiveness, and the capability of the organization to learn. Globalization and international cultures are also explored.
Prerequisites: BADM 722 and PSYC 570

## LDRS-713-Leadership Self-Appraisal, Development, and

 Critical ThinkingThree Credit Hours
This course gives the student the opportunity to study and use instruments to conduct a leadership self-appraisal. The course also emphasizes activities necessary to engage in the development of one's leadership abilities. Students will make extensions into critical thinking, creativity, innovation, and emotional intelligence in order to consider the impact of those upon their own leadership development and effectiveness. Prerequisites: BADM 722 and PSYC 500

[^1]
## LDRS-715-Leadership Capstone Project

Three Credit Hours
Students will conduct a formal research project under the guidance of a professor who serves as the project monitor. The project will focus upon leadership or a topic directly related to leadership. Prerequisites: PSCI 500, PSCI 501, PSYC 500, PSYC 570, BADM 713, BADM 722, and all LDRS courses; during a student's last term of degree completion, this course may be taken concurrent only with LDRS-prefix courses.

## LDRS-716-Independent Study

Three Credit Hours
An in-depth study of a selected topic in leadership.
Prerequisite: Permission of the Department Head
LDRS-723-Communications for Leadership Three Credit Hours
This course is identical to BADM 713 and is cross-listed for the benefit of the MBA and LDRS programs.

## Mathematics (MATH)

## MATH-511-Number Theory

Three Credit Hours
The Euclidean algorithm; prime and composite integers, elementary Diophantine equations, Pythagorean triples, Euler's phi-function, congruences, Euler-Fermat theorems, exponents and primitive roots, quadratic residues.

## MATH-512-History of Mathematics

Three Credit Hours
A survey of the development of mathematics from the time of the ancients to the present, analysis of causes for the retardation of the advancement of mathematics in different centuries, contributions by under represented cultures and selected reading to show the contributions of mathematics to the development of science.

## MATH-514-Methods for Middle/Secondary Mathematics

 Three Credit HoursVarious methodologies for teaching middle and secondary mathematics will be introduced and used in the course. The emphasis will be on using techniques and ideas suggested in the NCTM standards and South Carolina Frameworks. Ideas on how to supplement textbook material and how to motivate students will be presented. Students in the course will have the opportunity to practice the techniques presented.
Note: All undergraduate mathematics prerequites must be completed before taking this course.

## MATH-518-Technology in Mathematics Classrooms

 Three Credit HoursThis course will introduce new technological developments and explore ways to use calculators, computers, etc. in the teaching of mathematics.
Note: May be substituted for MATH 618.

## MATH-521-Modern Geometry

Three Credit Hours
A reexamination of elementary geometry from an advanced standpoint. Metric and synthetic approaches to plane and solid geometry, topics in non-Euclidean geometry.

## MATH-530-Linear Algebra

Three Credit Hours
A linear algebra course which emphasizes the geometry of vectors in two-and three dimensions. Topics include linear transformations, bases, orthogonality, matrix algebra, and applications in the real world as well as applications in mathematics.

## MATH-532-Modern Algebra

Three Credit Hours
An introduction to the terminology, concepts, and methods of modern Abstract Algebra. Topics discussed include groups, rings, integral domains, fields, and isomorphism. Examples drawn from familiar number systems are used to illustrate elementary properties of the systems discussed.

## MATH 542-Probability and Statistics

Three Credit Hours
Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, and analysis of variance. Emphasis will be given to applications in the fields of biology, business, agriculture, political science, and education.

## MATH-545-Applications of Discrete Mathematics <br> Three Credit Hours

Discrete mathematical topics are introduced and used in various applications. Included are counting techniques, combinatorics, graphs, theory, and recurrence relations.

## MATH-550-Mathematical Modeling

Three Credit Hours
The course is designed to strengthen the content knowledge needed to use mathematical modeling as an effective tool in problem solving. Topics include models which require use of some or all of the following: difference equations, curve fitting, graphing, spreadsheets, geometry, matrices, calculus, maximization and minimization, and simulation using random numbers.

## MATH-553-Calculus from an Advanced Standpoint

 Three Credit HoursThis course is designed to prepare teachers who may teach the Advanced Placement course in calculus. Emphasis will be on understanding background and concepts involved in the development of calculus. The use of graphing calculators and other technology will be demonstrated and practiced.

## MATH-570-Selected Topics

Three Credit Hours
Special topics in mathematics which are not covered in other courses. This course may be repeated for additional credit, as the topic change.

## MATH-618-Mathematical Technology Resources for STEM Education

Three Credit Hours
This course is applicable to multiple middle and high school academic disciplines: mathematics, science, technology, and middle/high school engineering such as Project Lead the Way. This course is $100 \%$ online in an asynchronous format; modules may be completed anytime within the week assigned. The course content will introduce students to open-source (free) mathematical software packages and tools. Middle and high school teachers will learn how to use these mathematical software packages and tools for mathematical modeling, classroom presentation and demonstration, illustration and exploration of mathematical concepts, and hands-on projects for teaching mathematics. The class will collaborate on a wiki. The prerequisite for this course will be successful completion of undergraduate class in College Algebra and Trigonometry. Note: May be substituted for MATH 518.

## Physics (PHYS)

## PHYS-510-Engineering Applications in STEM

## Three Credit Hours

The flight of heavier than air vehicles is a wonder and a marvelous application of the principles of physics. Turning these principles into technology which is safe and effective requires knowledge and understanding of these principles of physics which makes flight possible and a command of structured engineering design which makes useful applications possible. This course provides both an understanding of the physical principles of flight and an introduction to the engineering design process. Teachers involved in the STEM disciplines will find the design projects addressed in this course directly applicable as student design projects in their classes. Through these case studies your students can not only learn that the underlying physics in not that difficult but can also have fun implementing what they learn in the design projects.

## Political Science (PSCI)

## PSCI-500/CRMJ-500-Seminar in Social Science

Three Credit Hours
An interdisciplinary introduction to the social sciences with an emphasis on the perspectives and patterns of inquiry of several subfields. This course surveys the empirical and theoretical contributions of different social science disciplines in order to provide a fundamental understanding of the dynamics of individual and group behavior. Topics include ethics, social science methodology, and the key criticisms of these methods.

## PSCI-501/CRMJ-501-Research Methods in Social Science

## Three Credit Hours

An examination of methods in the scientific study of social phenomena with emphasis given to the systematic study of society and contemporary research problem in the social sciences, including research design, data collection, data analysis, and computer applications.

## PSCI-502-The American Federal System

Three Credit Hours
This course will examine the origins of and the relationships between the national government and the state and local governments. Topics covered will include the nature of the federal system and overviews of the functions and powers of the national and state and local governments. Particular attention will be given to an evaluation of the policy-making process through a study of one or more policy areas such as urban policy, welfare policy, and environmental policy.

## PSCI-503-The Politics of American Democracy: Political Behavior, Interest Groups, and Political Parties

Three Credit Hours
This course will examine the political process in the United States, including an analysis of public opinion, the mass media, political parties, interest groups, voting behavior, and elections. It will incorporate an introduction to the basic methods of data analysis
in order to allow students to read and understand social science literature.

## PSCI-506-Legislative Process

Three Credit Hours
A study of the organizations and procedures of a legislative body with attention on its role in policy formation and its relationships with other parts of a political and governmental system.

## PSCI-507-American Presidency

## Three Credit Hours

A study of the modern presidency with attention to its origin and its historical and constitutional development. Emphasis is placed on the examination of the various roles and functions of the President and on an analysis of presidents in action.

## PSCI-509-Urban Politics

## Three Credit Hours

A survey of urban areas and their development with emphasis on the politics of U.S. urban and suburban areas. Topics explored through lectures, seminars and student-led discussions of the professional literature include types of urban governance; urban demographics; suburbanization and gentrification; "urban sprawl"; the development of professionalized city planning; public administration and finance; pluralist competition in city regimes; race and politics; economic development; issues of federalism; and city-county consolidation and state-city relations.

## PSCI-510-Topics in Political Science

Three Credit Hours
Selected topics that fit the needs of students as well as the specialized knowledge of the faculty. Topics could range from stability and change in the American political system to the best way to attain security in a nuclear-armed world.

## PSCI-521-Advanced Placement: American Government

 Three Credit HoursThis course reviews and examines the materials, methods, and approaches utilized in organizing and teaching the high school advanced placement course on American Government. Successful completion of the course satisfies the state requirement for certification to teach the advanced placement American Government Course.

PSCI-555-Topics in Political Science Leadership Application Three Credit Hours
Selected topics in political leadership application. Topics could range from leadership studies of the American presidency; U.S. foreign policy decision makers; or global leaders. This course satisfies the "leadership application" requirement for students in the leadership graduate certificate program.

## PSCI-561-Law and Legal Process

Three Credit Hours
A general survey of the American legal process (except for the criminal justice process) with emphasis on the nature and function of law, the organization of legal institutions (primarily
the state and federal judiciaries), an introduction to civil law and the civil justice process, the roles of judges and lawyers, the judicial decision-making process, and the impact of court decisions.

## PSCI-562-East Asian Affairs

## Three Credit Hours

A survey of contemporary political and economic issues within China, Japan, Taiwan, and the Koreas. This course examines the governmental and economic institutions within each country with emphasis on intra-regional relations; bilateral relations between the individual countries and with other states including the United States; and regional issues that impact Asia, the Pacific, and the globe.

## PSCI-563- South Asian Affairs

Three Credit Hours
A study of key countries in the region including India, Pakistan, Nepal, Afghanistan, and Sri Lanka, with an emphasis on issues of development and security concerns such as nuclear weapons development, territorial disputes, communal conflicts, and other forms of political violence. Attention is also paid to the great power aspirations of India and Pakistan and their relations with the United States.

## PSCI-564 - US Foreign Policy

Three Credit Hours
This course will address two major topics: (1) the constitutional and structural foundations of the American foreign policymaking process, through a consideration of the presidency, executive institutions (the state department, department of defense, the intelligence community, and Congress, as well as the ongoing dynamic relations among these actors. The role and impact of other relevant actors in the foreign policy formation process (i.e., the media, interest groups, as well as that of public opinion will also be addressed. (2) The second no less important issue we will address is that of globalization on the choices and freedom of action the United States had enjoyed since the end of WW II. The emergence of a transformed geopolitical environment as well will be reviewed.

Students will be guided in analyzing the new context of American foreign policy as follows: (a) engaging in individual and small group analysis and presentation on individual foreign policy cases, to wit., researching how impact of American foreign policy is interpreted by leaders and publics in selected countries; (b) looking at survey research to understand the shaping and role of American public opinion on the foreign policy process; and (3) cross-comparison of the views of various activist elite foreign policy influencers, and the manner in which these views enter the formal foreign policymaking process (for example, the cycling of key policymakers from government to think tanks, the media, and academic institutions.

Students will be expected to complete a comprehensive final exam as well as submit a research paper on a topic derived from the course content. Students with relevant experiences (such as military or government service, may with the instructors
permission utilize such documentable experience in their research paper.

## PSCI-565 - International Politics

Three Credit Hours
By interlinking the study of international politics, global affairs, and geopolitics, this course aims to provide graduate students with a solid foundation for further study and work in the field. It applies the major theories, concepts, and debates in international politics to "real-world" events and issues to help students fully grasp the nature and relevance of this field of study. It intertwines readings and discussion with students' own thinking to encourage critical thinking, analysis, research, and communication skills.

## PSCI-566 - International Political Economy

## Three Credit Hours

This course examines the relationship between economic and political behavior and the various ways in which domestic and international "agents" use political processes, institutions, and regimes to influence state policies and the international environment. In doing so, it analyses why and how politics and economics interact to shape the way we live.
The course contains three parts. The first focuses on the major theoretical perspectives on political economy, including mercantilism, liberalism, and Marxism. The second examines some of the major components of the modern world economy: multilateral trade, domestic trade policy, international finance, and monetary policy and exchange rates. Finally, the course investigates current issues in international political economy, such as the North-South gap, the role of multinational corporations, and the effects of globalization.

## PSCI-567-Global Democracy

## Three Credit Hours

This course looks at the question of democratic governance across the globe. It presents an understanding by the concept of democracy both theoretically and practically; a discussion of efforts to measure democracy in order to help differentiate between democracies and non-democracies; an exploration of the reasons behind the historical spread of democracy; and an investigation of the numerous challenges and obstacles to the spread and consolidation of democracy. Both domestic and international factors are important not only in promoting democracy but also in inhibiting its adoption. Finally, the course concludes with an overview of a number of regional and countryspecific experiences/case studies related to the democratization process.

## PSCI-577 - Conflict Studies

## Three Credit Hours

What causes war? What causes intergroup conflict short of war? Why do groups of people systematically kill other groups of people? What do we need to know to prevent conflict/war if possible, and prepare for it when necessary? Is it possible to prevent conflict/war (or prepare for it) if it is often caused by accidents, miscalculation, and misperception?
With these questions in mind, this course will develop your ability to analyze the causes, conduct, and consequences of intergroup
conflict and war. We will begin by exploring the consequences of war for personal, national, international, and global security. We will then examine theories about the causes of war and apply them to understand the occurrence of World War I, World War II, and the Cold War. Next, we will explore the conduct and consequences of these wars at the doctrinal, strategic, operational, and tactical levels. Finally, we will discuss contemporary issues in war, peace, and security, including the causes, conduct, and consequences of the war on terror and the war in Iraq, weapons proliferation, the future of military technology, the rise of new great powers, humanitarian intervention, and alternatives to war. During the course, you will develop critical reading skills by evaluating other scholars' theories, arguments, and evidence. As will become apparent, there are numerous theories that attempt to explain what causes war and/or peace. You are encouraged to challenge these theories and arguments.

## PSCI-569/CRMJ-569— National Security Policy

Three Credit Hours
Seminar which examines the components of United States security policy. Course discusses the roles and agencies involved in the development of national security policy. Consideration given factors, both internal and external, affecting national security.

## PSCI-571 - Comparative Politics

Three Credit Hours
This course introduces students to the core themes, ideological debates, and methodological approaches used in the field of comparative politics. In doing so, it encourages students to examine some of the questions of enduring interest to political scientists, including the origins and influence of the state, the causes and consequences of authoritarian and democratic forms of government. It also looks at variations within regime types and how they may affect the function of key political institutions and overall governance. As students engage with these questions, they will explore the interaction between economic, social, historical, and institutional factors in explaining political developments. Critical thinking and the ability to articulate clearly the strengths and weaknesses of different approaches are stressed throughout the course.

## PSCI-572 - International Organization

Three Credit Hours
This course examines the development and growth of international organizations and their relationship between each other as well as their member states. It focuses on the internal dynamics of the organizations as well as their external manifestations in sub-regional, regional, and global policies and programs. The organizations covered in the course are the United Nations, the North Atlantic Treaty Organization, the African Union, and the Arab League. The emphasis behind each organization is its origins, growth, and change. The course reviews the establishment of the United Nations and the original attempts by member states to correct the failures of the League of Nations before following the political and economic development of the organization. The North Atlantic Treaty Organization is examined in terms of its origins and how the organization continued to modify its purpose and mission as international dynamics altered
around it. This will be compared to the defunct South East Asian Treaty Organization with the purpose of understanding why the former succeeded and the later failed. The course covers how and why the African Union was conceived from the Organization of African Unity and the development and progression of its policies to form a continental customs union and common market through the work of regional economic commissions. The Arab League is examined in terms of its original purpose, how and why the organization decreased in effectiveness, the growth of subregional organizations to carry out its original purpose, and its recent resurgence as a single voice for its members.

## PSCI-573 - Political Theory

Three Credit Hours
This course explores major theoretical writing related to international politics from the ancient Greeks to the present day. Throughout the course, emphasis is placed on a comparison of ideas and on the relationships between theories and contemporary problems.

## PSCI-574-Global Issues

## Three Credit Hours

The course will review the new context for state interaction and global order. The most significant question is whether the international community can weather the storm of new challenges and threats without a central gatekeeper, such as the United States. Globalization has also given other states (established and newly emerging powers) opportunities to exploit the inability of the United States to foment a new architecture of stability and order. Follower states have found opportunities (many derived from the expanding and deepening global trading system) to undermine American dominance. Also, some states have moved to establish regional political and security alliances that not only speak to their needs (counter-terrorism, immigration, and natural resource exploitation, for example) but also dilute the "traditional" influence of the United States in these matters. At the same time, there has been a proliferation of "non-state actors" who are able to capitalize on the measurable weakening of national authority and the hesitancy of nation-states to coherently identify, define, and deal with the new challenges.

Students will review the impact of global issues from two perspectives: (1) challenges and (2) opportunities within the framework that the traditional role of states as "gatekeepers," buffering and processing challenges to stability and order has been gradually been transformed. Throughout the course, student groups will take up several issues and proceed to analyze whether international institutions such as the United Nations, and regional and functional non-governmental organizations (NGOs) are in fact dysfunctional when confronted with the challenges of globalization. Student groups will also address the question of whether the Cold War origins and patterning of these NGOs are obstacles to the development of flexible and creative strategies. Finally, although it might be fairly argued that the traditionally conceived state's influence and role has been diminished, it can also be proposed that the state system will not wither away quietly, and that states will engage in behavior necessary to protect and grow their influence-newly emerging states may resist the
influence of older states, but the former seeks similar symbols of power and behave in ways to enhance their own economic and political power on the world stage.

Students will be required to complete a comprehensive final exam and to submit a research paper that may be derived from one or more of the paradoxes and contradictions described above. Students with relevant experiences in the private sector, government, military, or non-governmental organizations may, with the permission of the instructor use such experiences to shape their research paradigms.

## PSCI-575 - US Foreign Policy Leadership

Three Credit Hours
This course examines the various principles and models of leadership and applies them to US Foreign Policy decision making with an emphasis on the leadership styles exhibited by different US presidents, secretaries of state, and national security advisers. The course covers leadership and decision making from the individual and group level perspectives and includes factors related to personal psychology, group dynamics, models of bureaucracy, evaluation of inputs, and interpretation/ misinterpretation of information. The course applies these factors to a series of major US foreign policy decisions covering topics that include deploying the military, political negotiations, and economic bargaining. The case studies also range from those where a leadership decision must be made within hours or days to those where the decision required a year or more for formulation. In each case study, the leadership styles of the US president, secretary of state, and national security adviser (and in some cases the secretary of defense) are analyzed in terms of the principles and models of leadership and decision making.

## PSCI-576 - International Law

## Three Credit Hours

This course is an introduction to public international law for students of international relations. The primary purpose of this course is to enhance students' understanding of the ways in which international law orders international politics. Why do sovereign states voluntarily forfeit maximum independence and agree to constrain their behavior in the international system? How and to what extent has international law been used in resolving conflicts between nations? How and to what extent has it facilitated the achievement of common goals? What is the relationship between international law and states' foreign policies? Emphasis throughout the course is on the substantive rules of the law, the relationship between law and politics, and on the historical episodes that illustrate the issues.

## PSCI-592-Political Theory

Three Credit Hours
Major theoretical writing from the ancient Greeks to the present day with emphasis on a comparison of ideas and on the relationships between theories and contemporary problems.

PSCI-662-Constitutional Law: Civil Rights and Liberties Three Credit Hours
A study of the underlying and basic principles of the Constitution
as reflected in the leading decisions of the United States Supreme Court with special attention directed to the Bill of Rights and the Thirteenth, Fourteenth, and Fifteenth Amendments.

## Project Management (PMGT)

## PMGT-650-Overview of Technical Project Management

 Three Credit HoursThis course applies a systems engineering approach to project management and introduces the student to the entire lifecycle of technical projects as offered by Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK ${ }^{\circ}$ Guide) and other resources. Practical assignments are combined with industry-accepted standards for the purpose of developing a logical framework for managing and leading technical projects. The five major process groups of Initiation, Planning, Executing, Monitoring and Controlling, and Closing are investigated in relationship with the ten knowledge areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communication, Risk, Procurement and Stakeholder Management. Professional responsibility and ethics will receive particular emphasis. A Capstone Project requirement is a major component of this course and integrated into the other Technical Project Management (TPM) courses, PMGT 651, PMGT 652, and PMGT 653. A formal presentation of the completed TPM Capstone Project to industry, academic and public professionals will be required at the successful completion of the fourth TPM course.
Prerequisite: None

## PMGT-651-Technical Project Planning and Scheduling

## Three Credit Hours

This course explores the principles and applications of work breakdown structures (WBS); the Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT); earned value management, critical chain scheduling and buffer management; definition and allocation of resources; resource leveling; and schedule compression. Course content includes realistic projects, case studies, MS Project computer applications, along with web-based management and technology tools. Each student will continue working on their Capstone Project started in PMGT-650. Prerequisite: PMGT-650 and PMGT-652; or instructor permission.

## PMGT-652-Applications of Quality Management

## Three Credit Hours

This course investigates risk planning and the principles of quality management and their application in the technical project environment. The standards, tools, techniques and deliverables as related to the development and implementation of a comprehensive quality system will be explored. Topics related to ISO 9000, lean six sigma methodology, business process improvement, and risk planning and mitigation will be addressed. Each student will continue working on their Capstone Project started in PMGT-650. Prerequisite: Must be taken after or simultaneously with PMGT650.

## PMGT-653-Technical Project Support and Operations

Three Credit Hours
This course is designed to provide students with knowledge and understanding of the activities necessary for the completion of a project, but not normally recognized as project activities. These activities include project plan development, human resources, communication, procurement, project closing, and stakeholder
management. Each student will continue working on their Capstone Project started in PMGT-650, and if PMGT-651 and PMGT652 have been successfully completed, will formally present the completed project as part of this course.
Prerequisite: PMGT-650 and PMGT-652 or PMGT-651; or instructor permission.

## PMGT-660-Overview of Technical Program Management

 Three Credit hoursThis course introduces the student to the complexities of technical program management, as offered by Project Management Institute's (PMI) The Standard For Program Management, and other sources. The course provides an overview of the technical expertise, leadership and management skills, and cultural factors that generate success in management of today's complex technical programs. An overview of the social, economic, political, media, and regulatory issues faced by program managers will be explored to enable an understanding of the complex issues that must be managed. The primary intent of this course is to expose students to the many challenging issues being faced internally and externally so that successful processes can be developed and pitfalls avoided. Key topics covered will include the need for effective processes and management agility, establishing a culture of communication, superior stakeholder engagement, and active executive support in program governance.
Prerequisite: PMGT-650 and PMGT-653; or instructor permission

## PMGT-661-The Legal and Contractual Aspects of Program

 ManagementThree Credit hours
This course provides an overview of legal and contractual issues that influence and impact technical program and project management decisions. An overview of the legal system and regulatory framework will be developed to facilitate an understanding of potential legal issues. Primary focus is placed upon understanding and avoiding pitfalls associated with the contracting process as it pertains to Engineering and Construction programs and large Government/Private Programs. Other topics include legal relationships between the Client, Prime Contractor and Design Professional; negligence and the Design Professional; Design Professional licensing and liability; the role of insurance and bonds in program management; personnel and labor issues; intellectual property; environmental liability in public and private construction; claims, arbitration, and dispute resolution options; and the ethical implications of decisions.
Prerequisite: PMGT-650

## PMGT-662-Program Development Strategies and Processes

 Three credit hoursThis course provides a detailed exposure to Technical Program Development; understanding of market needs, a sound business model, a well-defined financial strategy, and well-thought-out strategic goals. The course is designed to help the professional engineer, technical program manager, and all others who must come together as a working team, to better understand their respective roles and responsibilities in that process. Through case examples, analysis, and project planning tools, this course looks at the longer organizational view of program development. It will present proven ways to improve program development cycle times and to take advantage of new market opportunities. Students will learn how
to develop and analyze Technical Requests for Proposal (RFPs) that are essential in today's global economy. Key topics include program development, analysis tools, preparation/evaluation of RFPs, building on existing product lines, and product platform management.
Prerequisite: PMGT 653 and PMGT 660; or instructor permission

## PMGT-671-Project Manager Leadership Development

Three Credit Hours
This course is designed to provide project management students with knowledge and understanding of proven concepts for the development of leadership skill essential to lead and manage technical project teams. It is intended for students who want to improve their knowledge in the area of technical project leadership and management responsibilities. Students will be exposed to the issues related to understanding the difference between leadership and management, the leadership behaviors unique to the best performing project managers, the casual influences that impact leadership development, and the importance of coaching, mentoring, and corporate culture. Course content will include the study of proven research results, case studies, guest speakers, individual study, and executive interviews. Prerequisite: PMGT-650 or instructor permission.

## PMGT-672-Applied Leadership Concepts

Three credit hours
This course is designed to provide project/program management professionals with advanced leadership skills. Areas covered in the course will include leadership challenges unique to leading without formal authority, virtual project teams, executive leadership issues, conflict resolution, negotiations, and secession planning.Course content will include case studies, guest speakers, executive interviews, and team case studies.
Prerequisites: PMGT-650 and PMGT-671

## PMGT-680-System Engineering Management Fundamentals

 Three credit hoursThis course is an overview of system engineering practices and principles, with an emphasis on system life cycle processes and activities. Content is based on the International Council on Systems Engineering (INCOSE) System Engineering Handbook as well as other related texts and applicable industry standards. Students will participate in individual and team projects. Topics of study include System Engineering Concepts, the System of Systems (SOS), System Definition and Development, System Design Requirements, integration strategies, System Modeling, Project Planning, System Engineering Processes, leadership, and organizing to manage processes associated with complex technical systems.
Prerequisites: None.

## PMGT-681-Requirements Development and Management

 Three credit hoursThis course is designed to build the knowledge and skills necessary to manage the translation of needs and priorities into a system of requirements and to develop derived requirements. These together form the basis of the engineering of complex technical and multidiscipline projects. Course topics will focus on managing the processes associated with the development of system requirements. The course will introduce concepts associated with the translation of user needs and priorities into
basic functions and quantifiable performance requirements, along with how to analyze and improve upon the requirements in areas such as correctness, completeness, consistency, measurability and testability.
Prerequisite: PMGT-680 or instructor permission.

## PMGT-682-System Verification and Validation

Three credit hours
This course is designed to build knowledge and performance competencies related to the verification and validation processes associated with ensuring the integrity of an evolving design solution. A comprehensive exploration of system verification and validation practices will be performed to provide a basis for applying technical modeling and simulation techniques and lifecycle phases. Course topics will include an examination of applicable industry standards and provide a broad understanding associated with relevant process areas.
Prerequisite: PMGT-680 or instructor permission.

## PMGT-683-Systems Modeling and Integration

Three credit hours
This course provides an overview of how systems engineers employ models and simulations to implement the systems engineering process model. Conceptual understanding and practical skills in the application and integration of systems modeling and simulation will be addressed, in addition to model and simulation development and application to facilitate decision making. Principles and theoretical frameworks will be explored to provide the practical knowledge and skills associated with the application and integration of systems modeling and simulation within complex systems or technical organizations. Topics of study include process improvement, lean enterprise concepts, requirements allocation, and system optimization.
Prerequisite: None.

## PMGT-684-Human System Integration

Three credit hours
This course examines the application of human system integration (HSI) theories and principles to understand human factors, safety engineering, and the limitations of the human. Emphasis will be placed on reducing life cycle costs and optimizing system performance through an understanding of the relationships between humans and technology in complex systems. Topics will focus on the design of interactive products to support the way people communicate and interact, including human factors, safety, rapid prototyping, mock-ups, habitability, survivability and team behavior.
Prerequisites: None.

## PMGT-685-Decision and Risk Analysis

Three credit hours
This course makes a broad study of decision analysis tools and techniques used in technical and management decision making within a risk management context. Integration of sustainability with decision and risk analysis will be emphasized. Students will develop an industry standard Risk Management Strategy and a Decision Management Strategy. Topics of study include decision and alternative definition, analytical decision support, probability theory and statistics, decision framing, cognitive bias, risk planning and identification, risk analysis, risk breakdown structures, sensitivity and multi-attribute utility analysis and
decision implementation.
Prerequisites: None.

## PMGT-690-Independent Study

Three credit hours
This course is designed to complement classroom instruction by allowing for work on an advanced academic project under the direction of one or more of the faculty of the School of Engineering. Students will have the opportunity to relate their classroom experience to an investigation of advanced topics. Applicable efforts, activities, and topics will be approved through the Department of Engineering Leadership and Program Management.
Prerequisites: PMGT-650 and instructor permission.

## Psychology (PSYC)

## PSYC-500-Human Growth and Development

## Three Credit Hours

An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

## PSYC-501-Principles of Behavior and Cognitive Change

## Three Credit Hours

This course will provide a systematic review of key concepts and principles of contemporary behavior and social learning theory. This material serves as a backdrop for an examination of a functional analytic approach to behavioral assessment and cognitive-behavioral therapeutic interventions. The theoretical rationale and empirical basis of traditional and more recently developed cognitive-behavioral interventions will be reviewed. Examples of these interventions include exposure techniques, contingency management, child-parent training, social skills training, cognitive therapy interventions, motivational interviewing, acceptance and commitment therapy, mindfulness, and dialectical behavioral therapy.
Prerequisites: Officially admitted into Clinical Counseling
Program or School Psychology Program.
PSYC-502-Psychological and Educational Exceptionalities:
Children and Adolescents
Three Credit Hours
This course is an overview of child and adolescent educational and behavioral disorders. The course will focus on definition, etiology, epidemiology, diagnosis, and treatment/intervention. Overlap and distinguishing characteristics of educationally and psychiatrically defined disorders (e.g., DSM-V) will be emphasized.
Prerequisites: Officially admitted into School Psychology Program.

## PSYC-503-Objective Assessment

## Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an introduction to the administration, scoring, and interpretation of measures of intelligence and visual-motor abilities. The student will have practical experiences in the use of appropriate instruments. Each student must demonstrate proficiency with 158 The Citadel Graduate College
intervention planning within the problem-solving model. Prerequisite: Objective Assessment (PSYC-503).

## PSYC-505-Personality, Social, and Emotional Assessment

 Three Credit HoursStudents will have direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-5, IDEA, etc.). Emphasis will be on acquiring and interpreting information on behavior tendancies and styles with special attention to school age children and youth. Students will gain practical experience in the use and interpretation of objective, projective, and observational techniques. Practical experiences will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes databased problem solving, planning and intervention at multiple levels across systems.
Prerequisites: Objective Assessment (PSYC-503) and Special Techniques in Assessment (PSYC-504).

## PSYC-507-General Psychopathology Assessment and Differential Diagnosis

## Three Credit Hours

A study of the major mental illnesses delineated in major diagnostic classification systems. The course will have a particular focus on differential and overlapping symptomatology within and across major classes of disorders. Models of assessment will be matched with specific symptom patterns. Continuity and overlap of normal and deviant behavior will be recognized. Additionally, students will examine the etiological and epidemiological factors in psychopathology.
Prerequisites: Officially admitted into Clinical Counseling
Program or School Psychology Program.

## PSYC-508-Counseling and Personalities Theories

Three Credit Hours
This course is designed to provide a balanced and systematic study of the major counseling and personality theories. The course will integrate personality theory (including assessment and research techniques), and normal, and abnormal personality with a particular emphasis on therapeutic application of the major theories of counseling intervention.
Prerequisite: Human Growth and Development (PSYC-500) and officially admitted into Clinical Counseling Program or School Psychology Program.

## PSYC-512-Ethics, Roles, and Law

## Three Credit Hours

This course will provide a survey of the field of school psychology. The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem-solving model of school psychology that is empirically driven and intervention focused within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.
Prerequisite: Officially admitted into School Psychology Program.

## PSYC-514- Ethics and Mental Health Law

Three Credit Hours
This course is designed to provide the Clinical Counseling student with a broad overview of professional issues related to counseling, including reference to current and historical role issues and emphasis on matters of ethics and mental health law related to the counseling profession. Particular attention will be given to the examination of ethical principles and mental health law relevant to the potential conflicts/dilemmas arising in the course of counseling practice (e.g., suicide, homicide, role conflict, multiple relationships, etc.). Issues specific to service delivery to minorities and special populations will be addressed, as will possible ethical conflicts arising within particular counseling modalities (e.g., marital and family counseling, group counseling).
Prerequisite: Officially admitted into Clinical Counseling Program.

## PSYC-523-Statistics and Research Design

## Three Credit Hours

Course will focus on descriptive and inferential statistics as tools for exploration of quantitative research methods. Students will develop competence in generating basic research designs to answer questions in schools, agencies, and practice.

## PSYC-525-Basic Counseling Techniques

Three Credit Hours
Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance. Prerequisites: Officially admitted into School Psychology Program and completion of all or concurrent registration in: Human Growth and Development (PSYC-500), Principles of Cognitive and Behavioral Change (PSYC-501), General Psychopathology (PSYC-507), and Counseling and Personality Theories (PSYC508).

## PSYC-526-Clinical Counseling: Basic

## Three Credit Hours

Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance. Prerequisites: Officially admitted into Clinical Counseling Program and completion of all or concurrent registration in: Human Growth and Development (PSYC-500), Principles of Cognitive and Behavioral Change (PSYC-501), General Psychopathology (PSYC-507), and Counseling and Personality Theories (PSYC-508).

## PSYC-540-Alcohol and Substance Abuse Counseling

 Three Credit HoursThe course has an evidenced-based focus on the clinical diagnostic, assessment, conceptualization, and treatment skills that will prepare students to work with substance-using patients. The psychopharmacological properties and abuse potential
of a variety of substances will be reviewed including alcohol, benzodiazepines, cocaine, marijuana, nicotine, and opiates among others. Students will be expected to summarize and apply course knowledge in a variety of experiential diagnostic, assessment, and treatment exercises.
Prerequisites: Human Growth and Development (PSYC-500), Principles of Cognitive and Behavioral Change (PSYC-501), General Psychopathology (PSYC-507), and Counseling and Personality Theories (PSYC-508).

## PSYC-549-Foundations of Psychometrics

## Three Credit Hours

This course is designed to prepare students to become intelligent users of assessment information within the clinical decisionmaking process. The primary focus is on understanding the philosophical and statistical properties of measurement instruments, developing an understanding of the advantages and limitations of assessment approaches, enhancing sensitivity to social and ethical issues in assessment, and using an integrative approach for applying the results of assessment to diagnosis and the clinical decision-making process. Students will also learn program evaluation models and quality improvement mechanism for school and mental health programs.
Prerequisite: Officially admitted into Clinical Counseling Program or School Psychology Program.

## PSYC-553-Introduction to Family Dynamics

## Three Credit Hours

This course is designed to serve as an introduction to the various schools of family therapy. Students will study the historical context and underlying pragmatic assumptions inherent in the diverse schools. Students will survey the major contributors to each theoretical perspective and examine techniques unique to each perspective.
Prerequisite: Human Growth and Development (PSYC-500).

## PSYC-555-Special Topics in Psychology

Three Credit Hours
This course is designed to provide service providers and students with information and knowledge regarding contemporary psychological and social problems. Various topics will be offered as the need arises. This course varies across semesters. Students must obtain approval from their advisor to include this course as an elective.

## PSYC-557-Counseling and Psychotherapy for Couples

## Three Credit Hours

This course is designed to provide an overview of the major theories of relationship psychotherapy and technical interventions utilized within the major approaches to couples counseling. The development aspects of family and couples counseling will be reviewed and special course topics will include spouse abuse, divorce mediation and adjustment, and ethical considerations. The training activities provided in this course will include diagnosis of family problems, assessment techniques, case presentations, enactments, and other experimental work. Video use and analysis are significant parts of the course.
Prerequisite: Offically admitted into Clinical Counseling Program and Family Dynamics (PSYC-553).

## PSYC-561-Cultural Issues in Psychological Practice

Three Credit Hours
This course uses principles of social psychology to examine the influences of cultural, ethnic, minority, gender, and life-styles on psychological, educational and social development. Particular attention will be focused on variations in experiences and perceptions of individuals from divergent backgrounds as these impact on educational and psychological environments. Students will be provided practical experiences that will enable them to shift focus from their own perspectives.
Prerequisite: Officially admitted into Clinical Counseling Program or School Psychology Program and Human Growth and Development (PSYC-500).

PSYC-570-Social and Cognitive Foundations of Interpersonal Behavior
Three Credit Hours
This course presents a survey of the scientific study of social influence, emphasizing that a fundamental understanding of the basic forces affecting how individuals think and behave in social settings serves as a cornerstone of effective interpersonal behavior and sound leadership.

## PSYC-599-Thesis

Three Credit Hours
This course entails the completion of an applied research project. Toward this end, students will select one of three designated options and, in conjunction with a supervising departmental faculty member, formulate and address an original research question. The student's research project will culminate in an oral defense before departmental faculty, presentation at a local, regional, or national psychology association meeting (or equivalent), or publication. This course will focus on data collection procedures, statistical analysis of data, methods of conducting program evaluation, and empirically-based decision making.
Prerequisite: Officially admitted into Clinical Counseling Program or School Psychology Program and Completion of Statistics and Research Design (PSYC-523).

## PSYC-602-Social and Biological Basis of Child and

Adolescent Behavior
Three Credit Hours
This course is an advanced course with a contemporary focus on the child and adolescent with particular attention to biological and social forces that shape development. Developmental processes will be examined through a review of current research. Part of the course will focus on cultural/technological forces (e.g., computers, television, video games) which are particularly important to today's youth and which are important forces impacting on development. Prerequisite: Officially admitted into Clinical Counseling Program or School Psychology Program and Human Growth and Development (PSYC-500).

## PSYC-605-System Theory and Consultation: Prevention and

 InterventionThree Credit Hours
This course is critical to the intervention stage of the School Psychology program's data-based problem-solver model. School psychology students will develop skills in systems theory and
intervention, consultation, and alternative delivery services to schools. Traditional test-and-place perceptions will be replaced with perceptions based on the principles of prevention, consultation, alternative intervention methods, and intervention progress monitoring. Students will cover systems theories and models of consultation to include mental health consultation, behavioral consultation, organizational change, and collaborative decisionmaking as well as primary/secondary prevention methods with a focus on the learning and psychology of the school age child/ adolescent. Interventions that promote positive school cultures will be examined across classroom, school, family, and community systems.
Prerequisite: Officially admitted into School Psychology Program and Ethics, Roles and Law (PSYC-512).
Corequisites: Practicum in School Psychology I (PSYC-615) and Practicum in Consultation and Intervention I (PSYC-617).

## PSYC-606-Academic Interventions

Three Credit Hours
This course is critical to the School Psychology program's databased problem-solving model and emphasizes a multi-tiered model including primary, secondary, and tertiary prevention (e.g., Response to Intervention; RTI). It is an applied course for school psychologists-in-training designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the academic achievement of primary and secondary school students. The course will cover curriculum-based assessment (CBA) and measurement (CBM), collaborative problem-solving, and analysis of students' academic strengths and needs. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to address specific needs in reading, writing, and mathematics.
Corequisites: Practicum in School Psychology I (PSYC-615) and Practicum in Consultation and Intervention I (PSYC-617).

## PSYC-607-Behavioral and Emotional Interventions <br> Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of primary and secondary school students. The course will cover behavioral principles and appropriate assessment techniques, including systematic observation of behavioral and functional behavioral assessment. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors. Crisis intervention and threat assessment will also be addressed.
Corequisites: Practicum in School Psychology II (PSYC-616) and Practicum in Consultation and Intervention II (PSYC-618).

## PSYC-608-Advanced Counseling Techniques for School

 PsychologistsThree Credit Hours
An applied course designed for school psychology students to further develop and cultivate their counseling skills, with particular emphasis on practices useful within school settings. Through didactic as well as experiential methods, the course builds off of content and skills learned in PSYC-525. Students will apply previously learned content, theories, and modalities to counseling practices that are useful for
promoting mental health and psychological wellness among children and youth. Under the supervision of the course instructor as well as certified/licensed school psychologists, students will gain practical experiences in delivering counseling Techniques.
Prerequisite: PSYC-525

## PSYC-611-Clinical and Professional Issues in Counseling

Three Credit Hours
Counseling does not occur in a vacuum and clinical counselors working within the community must possess basic knowledge of a number of topics that affect the provision of care to clients. This course addresses a number of topics that relate to the practice of counseling. Topics to be addressed include: 1) licensure and professional development; 2) advanced personality theory with a focus on assessment and treatment of personality disorders; 3) psychopharmacology for the non-physician; and 4) use of empirically validated treatments.
Prerequisite: Students must have completed all core courses and passed comprehensive examination.

## PSYC-612-Reading Assessment and Intervention: A

## Neuropsychological Perspective

## Three Credit Hours

Students will learn to evaluate the reading ability of children and youth using both qualitative and quantitative assessment techniques. This course will emphasize diagnosis leading to scientifically validated instructional interventions. Reading problems will be couched in a neuropsychological framework and will be consistent with the DSM and IDEA. Students will learn how to incorporate assessment data with existing psychological data on the person served to generate a more complete psychological profile. Students will also learn how to incorporate assessment data within a response to programs and methods of instruction used to prevent reading problems before they occur will also be reviewed.
Corequisites: Practicum in Consultation and Intervention: I and II (PSYC-616/618).

## PSYC-615/616 -Practicum in School Psychology: I and II

Two Credit Hours each
These practica courses are part of the final "capping off" of students before they begin professional school psychology internships.
Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visualperceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/ licensed psychologists.
Corequisites: Practicum in Consultation and Intervention: I and II Course (PSYC-617/618)
Prerequisites: Objective Assessment (PSYC-503), Special Techniques in Assessment (PSYC-504), and Personality, Social, and Emotional Assessment (PSYC-505).

PSYC-617/618 -Practicum in Consultation and Intervention: I and II
One Credit Hour Each
These practica courses involve the application of principles and theories of consultation and intervention through field-based experiences. Students will learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs will target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill will be exhibited in the development of case studies involving children experiencing academic and/or emotional difficulties. Through these case studies, students will combine the scientist-practitioner model with a databased problem solving approach to intervene with children in need of school psychology intervention.
Corequisites: Practicum in School Psychology: I and II (PSYC615/616).
Prerequisites: Objective Assessment (PSYC-503), Special Techniques in Assessment (PSYC-504), and Personality, Social, and Emotional Assessment (PSYC-505).

## PSYC-620-Contemporary Issues in School Psychology

## Three Credit Hours

This course provided an in-depth study of current issues and research in school psychology. Course content will cover contemporary issues in the field that impact the school psychologist's ability to competently and effectively deliver services, as well as review methods and procedures involved in assessing institutional programs (i.e., program evaluation, implementation and efficacy).

Prerequisite: Officially admitted into School Psychology Program.

## PSYC-621/622-Internship in School Psychology: I and II

Three Credit Hours Each
A field placement in school psychology utilizing either a clinic setting (for no more than half the internship) and/or a public school setting in which the student works under the direct supervision of a certified school psychologist in conjunction with The Citadel Coordinator of School Psychology Practicum and Internships. Internship training represents the cumulative experience and the synthesis of all course work and practice. The goal is to prepare the intern for independent function as a school psychologist, i.e., data-based problem-solver, capable of providing a full range of services with a multiculturally diverse client population. Students are required to complete 1200 clock hours (PSYC-621 and 622) of supervised internship experience. Prerequisite: Completion of all other course work for the Ed.S. degree (including thesis).

## PSYC-629-Practicum: Clinical Counseling

## Three Credit Hours

This course is a supervised field experience for community counseling students who are at the end of their program. The practicum consists of 150 hours of work within a community agency. In addition to working with clients in the community, students experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. The practicum course integrates previous course experiences with counseling skills. The student will complete a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the practicum experience.
Prerequisites: Completion of all Clinical Counseling course work
(may take elective with Practicum). Note that permission of advisor is required during the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion
of coursework and demonstration of readiness to function in a professional role in the community.

## PSYC-643-Contemporary Psychological Assessment and

## Psychotherapy

Three Credit Hours
This course integrates clinical assessment, case conceptualization, and treatment planning and evaluation. The emphasis on assessment highlights specific, focused procedures for common clinical problems. Interview methods, self-report instruments, and self-monitoring among others will be considered for their psychometric characteristics, clinical utility, and practicality. Case conceptualization will integrate the results of the assessment process with current conceptual and empirical literature on etiology and treatment. The course includes practical exercises in the assessment, conceptualization, and treatment for the most common clinical problems.
Prerequisite: Students must have completed all core courses and passed comprehensive examination.

## PSYC-644-Clinical Counseling: Advanced

## Three Credit Hours

This course is designed to prepare clinical counseling students for the practicum experience. The student will implement and apply previous learning of theory, techniques, and understanding of the therapeutic process through experiential and didactic methods. The student will develop increased knowledge of the counseling process, including assessment, case conceptualization, diagnostics, and intervention strategies. The student will complete a comprehensive case study integrating theory, research, and practical issues in the "treatment" of a simulated client.
Prerequisite: Students must have completed all core courses and passed comprehensive examination.

## PSYC-645-Clinical Counseling: Group

## Three Credit Hours

This course provides students with an understanding of the role of the group counseling/psychotherapy modality in therapeutic settings. Focus is on the major components of group counseling/ psychotherapy, including: client selection and preparation for group; attributes and behaviors of effective group counselors; group dynamics and group processes; stages of group development; therapeutic factors associated with groups; and methods/procedures used in group counseling/psychotherapy.
Prerequisite: The student must have completed all core courses and passed comprehensive examination.

## PSYC-651/652-Internship: Clinical Counseling

## Three Credit Hours Each

The internship is a supervised field experience consisting of 600 hours of work in a community agency. It involves continued refinement of counseling skills developed over the course of the student's program. The student will complete and present a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the internship experience.
Prerequisites: Completion of all prior course work (may take elective with Practicum). Note that permission of advisor is required during
the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion of coursework and demonstration of ability to function in a professional role in the community.
Prerequisite: Completion of all Clinical Counseling course work, including Practicum (may take elective with Internship).

## Sociology (SOCI)

## SOCI-501-Social Determinants of Modern Life

## Three Credit Hours

This course explores some of the major determinants of group life such as social structure, socialization, stratification, the major social institutions, and social change. In addition, attention will center upon population dynamics and migration and the effects which they exert upon community life.

## Spanish (SPAN)

## SPAN-520-Mexico

## Three Credit Hours

This is a panoramic course dedicated to an understanding of Mexico beginning with the Aztec and Mayan civilizations from before and after the conquest. The class will then focus on the colonial period, Mexican Independence (1810-1821), the nineteenth century, the Reforma, French occupation, the Porfiriato, Mexican Revolution, the Caudillismo, modern Mexico, Tlatelolco, twentieth and twenty first centuries, bilateral relations between the United States and Mexico and emigration to the United States. Some of the topics covered in the course will include, but are not limited to: Culture, politics, economics, literature, art, theater, cinema, religion, and gastronomy.

## SPAN-521-The Hispanic Presence in the United States

 Three Credit HoursThis panoramic course contributes to an understanding of the cultural, political, social and economical condition of the Mexican Americans, Cuban Americans and Puerto Ricans. The course trajectory will begin with a study of the Southwestern United States covering the war with Mexico and the subsequent annexation of the Mexican territory. A close look at the linguistic and ethno-racial consciousness and how it pertains to the emerging Chicano literature will be discussed. Puerto Rico: An in-depth look at the Commonwealth status of Puerto Rico, independence versus statehood, the economic crisis from the sugar trade and emigration to the United States. The course will consider the notion of Newrican and the issues of identity throughout literature including Black Poetry. Cuba: The focus begins with the Cuban Revolution and the subsequent anti-Castro culture that dominates both Cuba and the Cuban community in Miami. The course will also discuss the social, political, economic and cultural impact of the Cuban emigration to Miami and in the wake of this movement we will discuss exile literature and the phenomenon of transculturation.

## SPAN-522-Culture and Literature of Spain

Three Credit Hours
A panoramic course covering the literature and culture from the

Celtiberians to the Romans and from the Visigoths to the present day. Topics that will be discussed include the Islamic invasion of 711, the Reconquista, the Catholic Kings and the unification of Spain. The Golden Age of Spain from the perspective of hegemony and crisis. The course will also explore the culture and literature from the seventeenth to the nineteenth centuries, the Crisis of 98, the Spanish Civil War, the dictatorship of Francisco Franco (1939-1975) and democratic Spain (1982-2009). The course will examine Spain's cultural and intellectual life from 1900-2000: The Generation of 1898 and 1927, culture under the rule of Franco, progressives and the resurgence of the liberal tradition. Cultural life during the period of transition to democracy will also be discussed and will include the Constitution of 1978 as well as the formation of Spain's autonomous communities. Other areas of focus will be Spain and the European community, nationalism as it relates to the Basque Country, Galicia and Cataluña. The course will also explore the challenges of the family unit, women and childhood and conclude with a detailed look at Spain's gypsies, new immigrants, pastimes and popular culture (tapas, celebrations, bullfights, sports, tertulias and mass media).

## SPAN-523-Advanced and Contrastive Grammar

## Three Credit Hours

A Comparison of grammatical structures of Spanish and English, which define the linguistic perspective specific to Spanish and with special reference to practical application in spoken and written communication and in various socio-cultural contexts.

## SPAN-524-Recent Trends in Teaching Spanish as a Second

 LanguageThree Credit Hours
This course offers teaching strategies and learning practices for effectively delivering content and material in an engaging manner. It also covers the latest educational and language acquisition theories, in addition to the cultural aspects of teaching a new culture.

SPAN-550-Special Topics: Culture and Literature of South America
Three Credit Hours
Given the vastness of South America, the course is separated into three topics and will be taught in rotation each time the course is offered. (The course is repeatable and thus may be taken three times.) This will not cause duplication on transcripts as the title of each of the topics will be listed (e.g., Spanish 550 Special Topics: The Andean Countries). Listed below are the three topics:
A. Colombia and Venezuela
B. The Andean Countries (Ecuador, Peru and Bolivia) C. The Southern Cone (Argentina, Chile, Paraguay and Uruguay)

Special Topic: Colombia and Venezuela: This is a panoramic course beginning with the conquest and independence of both Colombia and Venezuela and will continue through the formation as a republic until the present day. The topics will include the first civilizations, the conquest, the War of Independence, Simon Bolivar and the ideal of unification. The course will continue with the political, social and economic condition between the nineteenth and twenty-first centuries. In dealing with modern Colombia, we will dedicate specific attention to an exploration of violence, warfare, and the narco trade's impact on national life as
well as its influence on the international community. In Venezuela, special attention will be given to discuss the Caudillismo and the Llanero, the petroleum industry and the transformation of national life. The course will also discuss the positivist project of Guzmán Blanco, the dictatorial period, the Christian Democratic Project, militarism and Chavism as a unique phenomenon in Latin America. The previously mentioned topics will be also studied through the lens of literature, particularly in the evolution of the novel from the two country's celebrated novelists: Rómulo Gallegos, José Eustacio Rivera and Gabriel García Méarquez among others.

Special Topic: The Andean Countries (Ecuador, Peru and Bolivia): This is a panoramic course beginning with Peru by exploring the conquest, independence and gestation into the present-day republic. The primary forus will be the cultural legacy of the Incan Empire, the War of the Pacific, Haya de la Torre, the ARPA and conclude with contemporary political currents. Bolivia will be the next region of discussion and will focus primarily on the political, cultural and economic history of the country. Specifically, the Chaco War, and the Revolutionary Nationalist Movement of 1952. We will discuss the current political trends with Alan García (Peru), Evo Morales (Bolivia) and Rafael Correa (Ecuador) as well as the production of literature from the Andean region. The course will survey authors from Ollantay to Inca Garcilaso and essayists from the nineteenth and twentieth centuries. We will examine the indigenous novel from Peru and Ecuador and the works of Mario Vargas Llosa, César Vallejo and other prominent Andean authors.

Special Topic: The Southern Cone: Argentina, Chile, Uruguay and Paraguay. This is a panoramic course that explores the conquest, independence and gestation into the present-day republics of the countries in the southern cone of South America. The course will emphasize the military dictatorships and the transition to the current neoliberal economies. The literature of Argentina will center on Romanticism with Esteban Echeverría, Domingo Faustino Sarmiento and José Hernandez. The study of Argentine literature will also include the Modernista Poetry of Alfonsina Storni and the new narrative with Jorge Luís Borges and Julio Cortázar. The literature of Chile will see epic poetry with Alonso de Ercilla as well as the Modernista and Vanguard poetry of Gabriel Mistral, Vicente Huidobro and Pablo Neruda. Attention will also be given to the novel of the Boom and Post Boom era with authors such as José Donoso and Isabel Allende. The literature of Uruguay and Paraguay will concentrate on the short stories of Horacio Quiroga, the Modernista poetry of Delmira Agustini and the novel with Augusto Roa Bastos.

# Undergraduate Course Descriptions 

## Business Administration (BADM)

## BADM-216-Communications in Business

Three Credit Hours
Required of business administration sophomores. A study of written and oral communication in organizations. Emphasis is given to communication theory including communication flows and barriers, as well as the psychology of communicating good, neutral, negative, and persuasive messages. The course also covers career planning, delivering professional presentations, electronic communications and writing formal reports.
Prerequisites: ENG-101 \& 102

## BADM-217-Computer Applications in Business

 Three Credit HoursRequired of business administration juniors.
The application of computer software to assist in analyzing common business decisions, with an emphasis on advanced techniques in spreadsheet development and design.

## BADM-305-Legal and Ethical Environment of Business

 Three Credit HoursRequired of all business administration juniors. An introduction to the legal system, with special emphasis on its relation to business. Students will contend with federal and state regulations as well as the common law to arrive at an understanding of the legality, ethics, and social responsibility of business decisions. Topics include an introduction to the judicial system, torts and product liability, administrative law and consumer protection, agency and partnership, contracts, the Constitution, criminal law, ethics, and fiduciary trust.

## BADM-309-Marketing Principles

## Three Credit Hours

Required of all business administration juniors.
Introduction to basic concepts and terminology in marketing: the process of developing marketing strategy, the role of marketing activities within the firm, external influences that affect the development of marketing strategy, and basic analytical tools appropriate to marketing decision-making. International and ethical issues in marketing are examined.
Prerequisite: Principles of Microeconomics (BADM-202).

## BADM-320-International Business

## Three Credit Hours

This course focuses on decisions in international business operations for small and large firms. Of particular interest are international business climate/culture, foreign exchange rates, international trade, overseas direct investment, and operations management. Students will incorporate case studies dealing with aspects of international business.

## BADM-321-Business Finance

Three Credit Hours
Required of all business administration juniors.
An introductory course combining both a description of the structure of business financing and a study of financial principles and practices, with special emphasis on their relation to managerial planning and control.
Prerequisite: Introduction to Managerial Accounting (BADM-211)

## BADM-323-Quality Management

Three Credit Hours
Students will develop an overall framework within which they can understand quality as a system. Content includes a look at the impact of the quality movement on our world during recent decades for both manufacturing and service organizations. The course focuses on management, leadership, organization, and tools needed to build and continuously improve quality and customer value throughout the supply chain. Included is a review of the contributions of those who are considered prime movers in the quality revolution, including Deming, Crosby, Juran, and Taguchi; a survey of current developments in the field; and practice in use of typical Quality Management techniques, tools, and processes including Lean, Six-Sigma, SPC, ISO 9000, business process improvement, QFD, and others.
Prerequisite: BADM 205 or STAT 160

## BADM-324-Purchasing and Materials Management Three Credit Hours

The course introduces students to the critical role of purchasing in the supply chain. Topics may include the evolution of supply management and its strategic nature in world-class organizations; the supply manager's responsibilities; the "boundary-spanning" nature of supply management; the purchasing process, objectives and responsibilities; supplier evaluation and selection; supplier quality and risk management; negotiation framework and planning; cost concepts (e.g., direct and indirect costs, fixed, step, and variable costs, and target costs) and cost analyses; "Make or Buy" decisions; developing in-country sources of supply versus "offshoring" decisions; ethical and professional standards expected among supply management professionals; and environmental considerations in purchasing and materials management.
Prerequisite: BADM 205 or STAT 160

## BADM-326-Principles of Real Estate

## Three Credit Hours

This course provides a personal and professional perspective of the legal, financial, and ethical rights and obligations of all parties in a real estate transaction. Topics include organizing, functioning, financing, marketing, brokering, appraising, and managing of real estate transactions.

## BADM-327-Principled Entrepreneurship and the Free

 Enterprise SystemThree Credit Hours
This course explores the role of entrepreneurship in the free enterprise system, how government policies affect entrepreneurial activity within the United States and globally, and the moral and ethical dimensions of principled entrepreneurship. This
course focuses on using the tools of economics to understand the entrepreneurial process, including the role of profits and losses, discovery, and creative destruction. The course examines the legal forms of business organization and the challenges involved in opening a business and writing a business plan.

## BADM-329—Project Management

Three Credit Hours
This course introduces students to the concepts and tools currently being used in the professional field of Project Management. Students will obtain a basic understanding of project management principles and practices, increase their ability to function effectively on a project team and as a project manager, and improve their ability to communicate effectively both orally and in writing. This course includes coverage of management in a wide range of project applications from concept through operations, planning, scheduling, controlling, economic analysis, quality, and customer satisfaction are stressed. The topics in this course cover essential concepts from the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK).
Prerequisite: Although there are no formal prerequisites, this course is designed for students who have taken courses in management and organizational behavior, introductory finance, and statistics. Students without these courses are likely to have to devote more time to topics briefly reviewed and may have to supplement their learning on their own for some topics.

BADM-338-Management and Organizational Behavior Three Credit Hours
Required of business administration juniors.
A study of the fundamental concepts of management and organizational behavior. Emphasis is placed on the study of human behavior, attitudes, and performance in organizations, and on the development of positive interpersonal relations. A major focus is on the managerial role of leader and decisionmaker necessary for effective planning, organizing, influencing, and control of the organization. The dynamics and links among individuals, groups, and the national and international environment are analyzed to highlight the determinants of organizational effectiveness.

## BADM-371-Leadership in Organizations

Three Credit Hours
Using a case approach as well as a significant experiential component, this course involves the application of leadership theory and practice covered in this class and in other classes in the interdisciplinary minor in Leadership Studies. The course draws from cases in business and other organizations to focus the student's learning in both individual and team projects. Issues of motivation, persuasion, ethics, power, diversity, teams, etc. will all be explored. Guest speakers/leaders will also be an important component of the course.
Prerequisites: Psychology of Leadership (PSYC-371) or Management and Organizational Behavior (BADM-338).

## BADM-404-Investments

Three Credit Hours

A survey course that introduces different types of securities, markets, transaction costs, security regulations, and taxes. The basic techniques for analyzing the potential returns and risks of individual securities and for combining them efficiently into portfolios are also studied.
Prerequisite: Business Finance (BADM-321).

## BADM-405-Marketing Management

Three Credit Hours
A study of marketing planning and decision-making from the point of view of the marketing manager in a changing economic, social, and legal environment. Basic concepts and methods of analysis used in formulating product, distribution, promotion, and pricing strategy are studied.
Prerequisite: Marketing Management (BADM-309).

## BADM-407-Money and Banking

## Three Credit Hours

The nature and functions of money, the various monetary standards, the development of our monetary system, the factors affecting the value of money, methods and objectives of money and credit control, international exchange, and analysis of recent developments in money and credit.
Prerequisite: Principles of Macroeconomics (BADM-201).

## BADM-409-Human Resource Management <br> Three Credit Hours

A contemporary course in the management of personnel as a resource concentrating on the historical, legal, social, economic, and ethical framework of labor relations with a focus on forecasting, planning, staffing, compensating, developing a career, labor relations, performance management, and control and evaluation of human resources.

## BADM-410-Operations Management

Three Credit Hours
Required of all business administration seniors.
Operations management focuses on the systematic direction of the processes involved in the sourcing, production, and delivery of products and services. This course addresses managerial issues such as facility location and layout, service design, demand forecasting, production scheduling, project management, quality management (for example, lean, JIT, Six Sigma, TQM, etc.), inventory management, supply chain management, maintenance and reliability, and capacity management. Included are applications of decision models, statistical methods, or optimization techniques such as linear programming, queuing theory, simulation, or others.
Prerequisites: Principles of Microeconomics (BADM-202), Business Statistics (BADM-205), Introduction to Managerial Accounting (BADM-212), Management and Organizational Behavior (BADM-338) and STAT 160.

## BADM-413-International Marketing

Three Credit Hours
Introduction to global problems, cultural and ethical issues, and decision areas facing the marketing manager. Primary emphasis rests on the value of cross-cultural understanding and the need for
careful adaptation of marketing efforts.
Prerequisite: Marketing Principles (BADM-309).

## BADM-414-Consumer Behavior

Three Credit Hours
The study of behavioral science theories and related marketing models useful to managers in understanding consumers in the domestic and global marketplace.
Prerequisite: Marketing Principles (BADM-309).

## BADM-415-Relationship Marketing

Three Credit Hours
This course helps students understand and develop the basic persuasive skills which are important to people in all walks of life. Assignments are designed to help students improve their skills in communicating effectively, establishing relationships, solving problems, and leading and persuading others.

## BADM-417-Management Information Systems

## Three Credit Hours

Information systems (IS) support the overall strategy of an organization in many ways. This course reviews the issues associated with managing and improving the IS function within an organization, including using IS to support decision making, manage the firm's assets, and develop and support customers. Additional topics include the critical role of IS in an organization's strategic plan, security issues, and the harnessing of technological advances for organizational growth.

## BADM-420-Management of Change

Three Credit Hours
This course uses knowledge and skills from the social sciences to develop strategies for achieving effective change within organizations. Implementation of these strategies to achieve more effective organizations is the core of this course. Topics include team building, process consultation, confrontation and the management of conflict, and technostructural change.

## BADM-421-Logistics Management

Three Credit Hours
Logistics is the part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and point of consumption in order to meet customers' requirements (Council of Supply Chain Management Professionals, 2003). The Course covers the role and importance of the key logistics intermediaries that facilitate global trade. It describes the functions comprising logistics, describes how these functions interact, and explains how logistics can be managed as a system to reduce total cost. Prerequisite: BADM-205 and BADM-429 or STAT 160.

## BADM-422-Strategic Management

## Three Credit Hours

Required of all business administration seniors.
A capstone course designed to give the student practice in integrating the numerous theory courses in all phases of business management. The student develops problem-solving and decisionmaking skills by assuming the role of top management in a simulated company and through the study of actual business
cases.
Prerequisites: Principles of Macroeconomics (BADM-201), Principles Microeconomics (BADM-202), Introduction to Financial Accounting (BADM-211), Introduction to Managerial Accounting (BADM-212), Marketing Principles (BADM-309), Business Finance (BADM-321), Management and Organizational Behavior (BADM-338).

## BADM-423-Personal Finance

## Three Credit Hours

Personal Finance focuses on the application of basic financial tools and principles to the student's personal life. Concepts and tools covered include: the financial planning process, liquidity management, debt management, asset management, and risk management. The course will also include retirement, education, and estate planning. Upon completion of this course, the student will be prepared to create and manage their own personal financial plan.

## BADM-425-Small Business Management/Entrepreneurship

 Three Credit HoursThis course covers the environment of small business, factors of success or failure, small business management tools, and sources of financing. Student teams prepare business plans for the startup of a business. In some instances, the teams will work with local entrepreneurs in developing business plans. The course is supported by a multimedia business planning system.
Prerequisite: Junior or senior standing in business administration.

## BADM-428-Technology and Entrepreneurship

## Three Credit Hours

Technology ventures are significantly changing the global competitive landscape. This course explores the intersection of technology and entrepreneurship, including both the development of new technology-based businesses and the use of technology in launching and marketing new businesses. Students will learn about models of technological change, models of new firm strategy development, and models of organizational strategy in high-tech start-ups. Topics include: matching new technologies and markets, making money from innovation, competition between technologies, strategies for competing against established incumbents, technology portfolio development, and theories of diffusion and adoption.
Prerequisite: Junior or senior standing in business administration.

## BADM-429-Supply Chain

## Three Credit Hours

This course focuses on basic principles and essential concepts of supply chains and their effective operation and management. Topics may include methods of resource acquisition, contract management, procurement, production, packaging, shipping, warehousing, inventory placement, distribution, transportation, logistics planning, risk, quality, information technology, and product support.
Prerequisite: BADM 205 or STAT 160

## BADM-430-435-Seminar in Business Administration

Three Credit Hours
Prerequisite: approval of course instructor and department head. These courses are designed to provide students of exceptional ability and background with the opportunity to explore a
variety of advanced, business-oriented, analytical techniques. Specified topics covered within these courses will be offered at the discretion of the instructor and under the supervision of the department head.
Prerequisite: Junior or senior standing in business administration.

## BADM-450-Internship

Three Credit Hours
This course gives senior students real-world work experience to complement the classroom education they have already received. Interns will learn about the variety of issues faced by today's firms and their managers, the kinds of information firms collect and use, and the development of solutions for business problems. Interns will spend ten to twelve hours each week working alongside a senior-level manager in a Charleston-area business. Prerequisite: Senior or Junior Standing.

## BADM-490-Independent Study

## Three Credit Hours

Approvals for enrollment during pre registration from sponsoring professor and department head are required.
This course may be taken by seniors desiring to engage in a scholarly research project of mutual interest to the student and the faculty member who directs the study. The project should culminate in a formal student research paper.
Prerequisite: Junior or senior standing in business administration.

## Civil Engineering (CIVL)

## CIVL-103-Introduction to Civil Engineering

One Credit Hour
Required of all Civil and Environmental Engineering freshmen The engineering design process is demonstrated through use of practical problem-solving methods for public infrastructure and built environment projects. Course subjects include civil engineering career paths, ethical canons of the engineering profession, and requirements for professional licensure. Course assignments, conducted within a collaborative learning environment, focus on creative engineering solutions through technical analysis, teamwork, communication skills and professionalism. As a foundation for sustained success in civil engineering, additional course topics include: lifelong learning, time management, community and professional service, and career development.
Laboratory: Two hours

## CIVL-101-Engineering Drawing

## Two Credit Hours

Required of all Civil and Environmental Engineering freshmen.
Use and care of drawing instruments; proper weights and types of lines for clear-cut and complete graphical representation; auxiliary and sectional views; pictorial representation with emphasis on isometric drawing, dimensioning, development of a reasonable skill in lettering. A substantial portion of the course is taught using CAD software.
Laboratory: Four hours

## CIVL-202-Statics

Three Credit Hours
Required of all Civil and Environmental Engineering sophomores.
Scalar and vector solutions of problems in statics; resultants,
reactions, and equilibrium of forces; analysis of simple trusses, friction; centroids and centers of gravity; and moments of inertia. Lecture: Three hours.
Corequisites: Analytic Geometry and Calculus I (MATH-131) and
Physics with Calculus I and Lab (PHYS-221/271)

## CIVL-205-Surveying

Three Credit Hours
Required of all Civil and Environmental Engineering sophomores. Linear measurements, leveling, compass and transit/theodolite, total stations theory of errors, latitudes and departures, areas, stadia, coordinate geometry, construction field control, legal aspects of land surveying, and public land surveys.
Lecture: Three hours.
Corequisites: Engineering Drawing (CIVL-101) or Introduction to Civil Engineering (CIVL-103), and Surveying Laboratory (CIVL235).

## CIVL-208-Geospatial Representation

Three Credit Hours
Required of all Civil and Environmental Engineering sophomores. Study of geospatial representation applications, techniques, and methods that includes topographic mapping, map projections, reference datums, state plane coordinate systems, Global Positional Systems (GPS), Geographic Information Systems (GIS), and remote sensing.
Lecture: Three hours.
Prerequisites: Surveying (CIVL-205), Surveying Laboratory (CIVL235), and Analytic Geometry and Calculus I (MATH-131) or Honors Mathematics I (HONR-131).

## CIVL-210-Computer Application for Civil and Environmental Engineering

Three Credit Hours
Required of all Civil and Environmental Engineering sophomores. Instruction in computer applications to problems chosen from civil engineering fields. Development of computer-based methods for analyzing civil engineering systems. The class will address a range of related topics including algorithm development and implementation, professional and ethical aspects of computer applications, development of self-directed learning skills appropriate for civil engineering.
Lecture: Three hours

## CIVL-235-Surveying Laboratory

One Credit Hour
Required of all Civil and Environmental Engineering sophomores. Application of principles obtained in CIVL-205 through actual field work. Horizontal control activities include distance measurements by tape and EDM, angular measurements by theodolite and total station; traversing; traverse closure computations; balancing computations; and preparation of boundary plat. Students will be introduced to the use of data collectors as part of their field work. Computer-aided applications and computer drafting are available.
Laboratory: Two hours
Corequisite: Surveying (CIVL-205).
CIVL-239-Geomatics Laboratory
One Credit Hour
Required of all Civil and Environmental Engineering sophomores.

Preparation of topographic map, Geographic Positioning Systems mapping controls, Geographic Information System applications, and understanding the geometry and nomenclature of horizontal and vertical curves.
Laboratory: Two hours
Prerequisite: Surveying (CIVL-205) and Surveying Laboratory (CIVL-235)
Corequisite: Geospatial Representation (CIVL-208), and Engineering Drawing (CIVL-101).

## CIVL-301-Dynamics

Three Credit Hours
Required of all Civil and Environmental Engineering juniors. Kinematics and Kinetics of particles or rigid bodies in plane motion with emphasis on the special cases of translation and rotation. The techniques of vector mathematics are employed. Lecture: Three hours
Prerequisites: Statics (CIVL-202) with a grade of "C" or better.

## CIVL-302-Highway Engineering

Three Credit Hours
Required of all Civil and Environmental Engineering juniors. Highway alignment, right-of-way and easements; earthwork and grading; road user benefits, traffic operations and capacity; design of intersections and interchanges; construction surveys; drainage design; highway materials, design of asphalt mixtures; pavement thickness design; and construction management, contracts, estimates and specifications. Preparation of plans and design documentation for a highway project including; horizontal alignment, vertical alignment, roadway cross-sections, storm water drainage, earthwork and mass diagram calculations, and construction materials.
Lecture: Three hours
Prerequisites: Transportation Engineering (CIVL-305); corequisite: Asphalt and Concrete Laboratory (CIVL-327).

## CIVL-304-Mechanics of Materials

Three Credit Hours
Required of all Civil and Environmental Engineering juniors. Elastic properties of structural materials; internal stresses and strains; principal stresses and strains including Mohr's Circle; axial; torsion; flexure; shear; bolted joints; combined stresses; shear and moment diagrams; beam deflections. Supplemented by CIVL 307.
Lecture: Three hours
Prerequisite: Statics (CIVL-202) with a grade of "C" or better.

## CIVL-305-Transportation Engineering

Three Credit Hours
Required of all Civil and Environmental Engineering juniors.
A study of technical, multimodal, and organizational
interrelationships of United States transportation mobility systems focusing on policy, planning, capacity, operation, and design of land transportation, airport and seaport facilities. Topics include highway design, roadway safety, traffic engineering, travel forecasting, railroad alignment, public mass transit, airport layout, and harbor/ports.
Lecture: Three hours
Prerequisites: Introduction to Civil Engineering (CIVL-103), Engineering Drawing (CIVL-101), Geospatial Representation (CIVL-208), Geomatics Laboratory (CIVL-239).

## CIVL-307-Materials Laboratory

One Credit Hour
Required of all Civil and Environmental Engineering juniors. Laboratory supplement to CIVL-304. Introduction to the use of testing machines and equipment; strength and deformation measurements of ferrous and nonferrous metals, concrete, and wood; properties of materials as determined by results of tests in compression, tension, bending, torsion; behavior of columns; use of electric resistance strain gages; use of ASTM specifications and test procedures.
Taken concurrently with or subsequent to CIVL-304.
Laboratory: Two hours
Prerequisite: English Composition (ENGL-102); prerequisites or corequisites: Computer Application for Civil and Environmental Engineering (CIVL-210), Mechanics of Material (CIVL-304).

## CIVL-309-Structural Analysis <br> Four Credit Hours

Required of all Civil and Environmental Engineering juniors. Structural analysis of determinate and indeterminate beams and frames using classical, approximate, and computer-based methods.
Lecture: Four hours
Prerequisites: Mechanics of Materials (CIVL-304) with a grade of "C" or better and Analytic Geometry and Calculus II (MATH132).

## CIVL-310-Statics and Mechanics of Materials for Non-Civil

 EngineersThree Credit Hours
Vector solutions of problems in statics, resultants, reactions and equilibrium of forces. In addition, the brief study of mechanics of materials including stress and strain relationships and various types of loading on structural members.
Lecture: Three hours
Prerequisites: Analytic Geometry and Calculus II (MATH-132) and Physics with Calculus Lab (PHYS-221/271).

## CIVL-314-Engineering Economy

Two Credit Hours
Required of all Civil and Environmental Engineering juniors. Topics include the time value of money, equivalence, simple and compound interest, nominal and effective interest rates, present worth and capitalized cost evaluation, equivalent uniform annual worth evaluation, rate of return evaluation, benefit/cost ratio evaluation, depreciation, corporate and individual income tax, after-tax economic analysis, and engineering ethics as applied by practicing engineers.
Lecture: Two hours

## CIVL-317-Professional Sustainability

One Credit Hour
Required of all Civil and Environmental Engineering juniors. The ethical cannons of the engineering profession require civil engineering graduates be well-rounded effective leaders in planning, design, and construction of public infrastructure and the built-environment required to establish safe, healthy, equitable and vibrant communities. Course topics focus on preparing students to serve with distinction as technical leaders in addressing the needs of society and include: teamwork, public administration, commu-
nication, public policy, ethics, life long learning, attitudes, and leadership.
Lecture: One hour
Prerequisite: Junior standing in Civil and Environmental
Engineering

## CIVL-320-Fluid Mechanics

Three Credit Hours
Required of all Civil and Environmental Engineering juniors. An introduction to fluid characteristics, properties, and the fundamentals of fluid statics, fluid dynamics, fluid flow, and fluid measurements. Hydraulic principles including pressurized pipe flow, and open channels are also covered. Classroom assignments include design problems and problem solving.
Lecture: Three hours
Prerequisite: Statics (CIVL-202) with a grade of "C" or better; Prerequisites or Corequisites: Either Analytic Geometry \& Calculus
(MATH-231) or Applied Engineering Mathematics (MATH-234)

## CIVL-321-Hydrology and Hydraulics

Three Credit Hours
Required of all Civil and Environmental Engineering juniors. This course focuses on presentation and application of fundamental hydraulic and hydrology principles including hydrologic cycle; hydrograph development; flood routing; design of storm water systems and water distribution systems, pipe networks, pumping systems, flow through orifices, flumes \& weirs, and design of hydraulic structures.
Lecture: Three hours
Prerequisite: Fluid Mechanics (CIVL-320)

## CIVL-322-Introduction to Environmental Engineering

Three Credit Hours
Introduction to water, air, solid and hazardous waste. Included are social and ethical considerations, legal and regulatory principles, risk analysis, the effect of pollutants in the environment, groundwater flow theory and application, and the engineering principles governing the generation and control of these pollutants. Lecture: Three hours
Prerequisites: General Chemistry I (CHEM-151), General Chemistry I Laboratory (CHEM-161), Fluid Mechanics (CIVL320), and either Analytic Geometry \& Calculus (MATH-231) or Applied Engineering Mathematics (MATH-234).

## CIVL-327-Asphalt and Concrete Laboratory

## One Credit Hour

Required of all Civil and Environmental Engineering juniors. Laboratory applications involving design, preparation, curing and testing of asphalt and Portland cement concrete. Includes testing for component properties, component selection and grading, material handling, mix design, blending, applicable standards and specifications, construction practices, quality control, specimen testing and safety. Marshall and Superpave mix design procedures and testing methods are used to conduct laboratory data collection and analysis. Emphasis is placed on professional laboratory report preparation.
Lecture: Two hours
Prerequisite: Materials Laboratory (CIVL-307);
Corequisite: Highway Engineering (CIVL-302).

CIVL-330-Measurements, Analysis and Modeling for CEE Systems
Three Credit Hours
In this course, students are introduced to several concepts and techniques essential to the modern civil engineer: Uncertainty and variability of physical systems; analysis of measurement systems; physical modeling and scaling techniques; mathematical and numerical modeling; and the impact of uncertainty on project economics. Both theory and application are presented with a very strong emphasis placed on hands-on exploration. The course requires students to employ their computer skills acquired in CIVL 210 for many assignments.
Lecture: Three hours
Prerequisite: Computer Application for Civil and Environmental Engineering (CIVL-210).

## CIVL-402-Geotechnical Engineering Laboratory

## One Credit Hour

Required of all Civil and Environmental Engineering seniors.
Field and laboratory applications of typical methods for determining engineering properties of cohesive and granular soils. Experimental topics include specific gravity, particle size distribution, clay soil consistency, engineering classification, permeability, compaction, consolidation, in situ soil properties, soil boring and sampling techniques, and shear strength parameter determination using unconfined direct, triaxial, vane shear, and penetration apparatus.
Laboratory: Two hours
Prerequisite: Introduction to Geotechnical Engineering I (CIVL409); Corequisite: Geotechnical Engineering I (CIVL-410).

## CIVL-404-Reinforced Concrete Design

Three Credit Hours
Required of all Civil and Environmental Engineering seniors. Design of reinforced concrete structures using strength design theory. Design of beams, columns, combined stress members, footings, and retaining walls. Comprehensive analysis and design of a building frame and foundation system. Special attention is given to the use of current specifications for design and construction. The use of computer programs to facilitate analysis and design during the comprehensive problem is encouraged. Lecture: Three hours
Prerequisites: Structural Analysis (CIVL-309), Analytic Geometry \& Calculus (MATH-231), and Applied Engineering Mathematics (MATH-234).

## CIVL-406-Steel Design

Three Credit Hours
Required of all Civil and Environmental Engineering seniors. Theory and design of steel structures using the load and resistance factor design method. Design of tension and compression members, beams, and columns. Computer solutions are utilized for design shears, moments, and axial loads.
Lecture: Three hours
Prerequisite: Structural Analysis (CIVL-309).

## CIVL-408-Water and Wastewater Systems

Three Credit Hours
Required of all Civil and Environmental Engineering seniors. Introduction to engineering design principles and practices including water use, quality standards for drinking water, water
treatment systems, determining the quality of wastewater, design of sanitary sewers, quality criteria for surface waters, and wastewater treatment systems.
Lecture: Three hours
Prerequisites: Introduction to Environmental Engineering (CIVL322), General Chemistry II/General Chemistry Laboratory II
(CHEM-152/162), Analytic Geometry \& Calculus (MATH-231), and Applied Engineering Mathematics (MATH-234).

CIVL-409-Introduction to Geotechnical Engineering Three Credit Hours
Required of all Civil and Environmental Engineering Seniors.
Introduces the student to the rudiments of theoretical soil mechanics. Topics include engineering uses of soils, laboratory and field determination of soil properties, determination of phase relationships, engineering soil classification, soil-water interaction and seepage flow mechanics, stress effects of loading on soils at depth, and consolidation, compaction, shear strength, and bearing capacity theory.
Lecture: Three hours
Prerequisites: Mechanics of Materials (CIVL-304) with a grade of "C" or better, Introduction to Environmental Engineering (CIVL322), Analytic Geometry \& Calculus III (MATH-231), and Applied Engineering Mathematics I (MATH-234).

## CIVL-410-Geotechnical Engineering II

Three Credit Hours
Required of all Civil and Environmental Engineering seniors.
An introductory course in geotechnical analysis and design.
Topics include shallow foundations, spread footings, deep foundations, piles and caissons, lateral earth pressure for cohesive and cohesionless soils, slope stability analyses, subsurface investigations, and special topics including such subjects as soil stabilization methods, geotextile applications, liquefaction, etc.
Lecture: Three hours
Prerequisite: Introduction to Geotechnical Engineering (CIVL-409); corequisite Geotechnical Engineering Laboratory (CIVL-402)

## CIVL-411-Engineering Management

Three Credit Hours
Technique of engineering planning and management using the critical path method (CPM) and program evaluation and review techniques (PERT). Both computer and noncomputer approaches are used. Relationships between owners, A-E's, and contractors are covered with emphasis on proper professional conduct by the engineer.
Lecture: Three hours
Prerequisite: Completion of all freshman, sophomore, and junior courses or approval of the department head.

## CIVL-416-Modeling Civil Engineering Systems

## Three Credit Hours

Modeling the behavior of a wide range of civil engineering systems using various analytical, computer-based, numerical, and experimental techniques. Introducing the concepts of probabilistic modeling using the Monte Carlo Analysis.
Lecture: Three hours
Prerequisites: Completion of required CIVL courses through the junior year or permission of the department head.

CIVL-418-Fluid Mechanics Laboratory
One Credit Hour
Required of all Civil and Environmental Engineering seniors. Accomplishments of laboratory exercises and experiments to illustrate basic concepts of fluid mechanics and to validate empirical formulas used in hydraulic computations. Principal emphasis is on the phenomena associated with closed conduit and open channel flow of water, measurement of velocities, and flow rates and operational characteristics of pumps. A minimum of one experiment will involve the use of the computers to evaluate laboratory data.
Laboratory: Two hours
Prerequisite: Hydrology and Hydraulics (CIVL-321).

## CIVL-419-Environmental Engineering Laboratory

One Credit Hour
Required of all Civil and Environmental Engineering seniors. Accomplishment of chemical, physical, and microbiological determinations used in the examination of water and wastewater. Laboratory analysis to evaluate water quality will be performed, such as biochemical oxygen demand, suspended solids, pH , alkalinity, and others. A minimum of one laboratory experiment will involve the use of the computer to evaluate laboratory data. Laboratory: Two hours
Prerequisite: Water and Wastewater Systems (CIVL-408).

## CIVL-421-Subdivision Planning and Design

Three Credit Hours
The elements of planning a subdivision including an introduction to planning, zoning, subdivision requirements, and review procedures; site development including the integrated design of roadways, storm drainage collection/retention/detention systems, sanitary sewer collection and transportation systems (pumping stations and force mains), potable water systems, and construction cost estimates and specification; and economic analysis with individual student participation in preliminary development of single family, and multifamily projects on 20- to 25 -acre tracts of land. Computer applications include use of spreadsheets and CAD.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: Hydrology and Hydraulics (CIVL-321), Highway Engineering (CIVL-302); corequisite: Water and Wastwater (CIVL-408).

## CIVL-422-Comprehensive Project Design in Environmental Engineering

## Three Credit Hours

Application to civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive engineering problem devoted to water resources/environmental engineering.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: Senior standing in Civil and Environmental
Engineering, Water and Wastewater Systems (CIVL-408).

## CIVL-423-Comprehensive Project Design in Structural

Engineering
Three Credit Hours
Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive Structural Engineering problem involving other aspects of civil engineering. Lecture: Two hours; Laboratory: Two hours

Prerequisite: Senior standing in Civil and Environmental Engineering, Reinforced Concrete Design (CIVL-404); Corequisite: Steel Design (CIVL-406).

CIVL-424-Comprehensive Project Design in Geotechnical

## Engineering

Three Credit Hours
Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive Geotechnical engineering problem involving other aspects of civil engineering.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: Senior standing in Civil and Environmental
Engineering

## CIVL-425-Comprehensive Design Project in Civil

Engineering
Three Credit Hours
Application of civil engineering principles, through team initiatives and lecture directives to develop design solutions for a comprehensive problem using methods of professional engineering practice and involving multi-disciplinary aspects of civil engineering.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: Senior standing in Civil and Environmental
Engineering. Site developmental projects require Subdivision
Planning and Design (CIVL-421) as a prerequiste. Transportation project requires Highway Engineering (CIVL-302) as a prerequisite.

## CIVL-450-Civil and Environmental Engineering Internship

Three Credit Hours
This course gives Civil and Environmental Engineering students real-world experience to complement the classroom education that they have previously received. Interns will learn about the variety of issues facing today's practicing engineer. Interns will spend at least five hours each week working alongside senior-level managers in Charleston area engineering firms or engineering-related regulatory agencies coordinating these activities through the Department of Civil and Environmental Engineering.
Prerequisite: Permission of Department Head.

## CIVL-453-Special Topics in Civil Engineering

Three Credit Hours
Selected topics in civil engineering. The offering of this course will depend upon the interest of the student, the availability of an instructor, and the approval of the department Head. Since the content of the course may change, a student may repeat the course for credit with consent of the department head.
Prerequisite: Permission of the Department Head

## CIVL-425-Comprehensive Design Project in Civil

## Engineering

Three Credit Hours
Application of civil engineering principles, through team initiatives and lecture directives to develop design solutions for a comprehensive problem using methods of professional engineering practice and involving multi-disciplinary aspects of civil engineering.
Lecture: Two hours; Laboratory: Two hours.

Prerequisite: Senior standing in Civil and Environmental Engineering. Site developmental projects require Subdivision Planning and Design (CIVL-421) as a prerequiste. Transportation project requires Highway Engineering (CIVL-302) as a prerequisite.

## CIVL-450-Civil and Environmental Engineering Internship

Three Credit Hours
This course gives Civil and Environmental Engineering students real-world experience to complement the classroom education that they have previously received. Interns will learn about the variety of issues facing today's practicing engineer. Interns will spend at least five hours each week working alongside senior-level managers in Charleston area engineering firms or engineering-related regulatory agencies coordinating these activities through the Department of Civil and Environmental Engineering.
Prerequisite: Permission of Department Head.

## CIVL-453-Special Topics in Civil Engineering

Three Credit Hours
Selected topics in civil engineering. The offering of this course will depend upon the interest of the student, the availability of an instructor, and the approval of the department Head. Since the content of the course may change, a student may repeat the course for credit with consent of the department head.
Prerequisite: Permission of the Department Head

## Criminal Justice (CRMJ)

## CRMJ-201-Introduction to Criminal Justice

 Three Credit Hours.Prerequisite for all criminal justice courses (CRMJ-370499) except CRMJ-202 for non-departmental majors. An introduction to the American criminal justice system, including the history and philosophy of law enforcement, the nature of crime in the United States, an introduction to the substantive criminal law, the nature and theory of the criminal justice process from arrest to corrections, and the roles of the major actors in that process (police, prosecutors, defense lawyers, judges, and corrections personnel).

## CRMJ-202-Criminology

Three Credit Hours
A study of the theories that seek to explain criminal behavior.

## CRMJ-330-Emergency Management

Three Credit Hours
This course examines the history and perspectives of the field, hazards concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication, emergency management functions, sustainable development, best practices, the model EOC, the written and implemented disaster plan, attaining the CEM, IAEM, and forging intra- and inter-government relationships.

## CRMJ-331-Cyber Investigations

Three Credit Hours
This course will introduce the student to the best practices for seizing and securing digital evidence and the complicated legal issues surrounding digital evidence within the area of Cyber-

CGC/EUGS Catalog 2015-2016

Crime Investigation to include Cyber-Terrorism. The course will cover evidence and issues relative to file Meta-data for various types of electronic devices such as computer networks, cell phones, and electronics storage. Searches justified by exigent circumstances, search incident to arrest, and search warrant issues will also be covered. This course provides students interested in improving their investigative knowledge with an understanding of identifying, quantifying/qualifying, seizing, and protecting electronic information.

The investigative process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included are several studies of electronic crime scene investigation, white collar crime, organized crime, and cyber-terrorism. While this class focuses on cyber investigation practices and procedures in the United States, it offers a global perspective and will incorporate examples from different parts of the world.

## CRMJ-332-Comparative Homeland Security

Three Credit Hours
The term "homeland security" is a relatively recent addition to the policy and scholarly landscape. Having gained prominence after the terrorist attacks of 11 September 2001, the term is often assumed to be synonymous with the work of the US Department of Homeland Security (DHS) - itself a post-911 amalgamation of several federal agencies. The course critically reviews the rise of homeland security as a policy and scholarly concern after 911 and describes and explains homeland security policies, in the US and abroad, by considering their international attributes and by undertaking cross-national and cross-temporal analyses. The course is inter-disciplinary and draws on a range of fields within the social sciences. Students will be encouraged to integrate theory and evidence towards stronger analyses.

## CRMJ-333-Immigration and Security

Three Credit Hours
Immigration is defined as crossing the border of one of the world's 220 nation states with the intent to stay. Technological improvements in the last 50 years have given rise to massive outflows of people from sending countries and have tested the capacity of receiving countries to absorb immigrants. This course examines security issues such as terrorism that might stem from countries' inability to control borders and the separate issue of societal security. Special emphasis is given to Mexican immigration to the US.

## CRMJ-370-Police Systems \& Practices

Three Credit Hours
An introduction to law enforcement in the United States, including a brief history of policing, contemporary trends in criminality, and current issues facing police administrators. Attention will also be given to the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution and their implications for law enforcement.
Prerequisite: CRMJ-201
CRMJ-371-Criminal Law
Three Credit Hours
This course examines the origin and general principles of
criminal law, principles of criminal liability, and elements of offenses.
Prerequisite: CRMJ-201

## CRMJ-372-Critical Issues in Law Enforcement

 Three Credit HoursA critical analysis of contemporary issues in the law enforcement community, including the following: police stress, use of deadly force, police brutality, corruption, unionization, substance abuse by police officers, and other issues currently confronting law enforcement administrators and policymakers.
Prerequisite: CRMJ-201

## CRMJ-373-Criminal Evidence

## Three Credit Hours

An introduction to the types of evidence, collection of evidence, the chain of custody, and procedures relating to its introduction into judicial proceedings. Special attention is given to Fourth Amendment constitutional issues.
Prerequisite: CRMJ-201
CRMJ-375-Criminal Justice Agency Administration Three Credit Hours
An introduction to criminal justice agency administration, including the following: the nature of criminal justice organizations, criminal justice personnel, group behavior in criminal justice organizations, and processes in criminal justice organizations.
Prerequisite: CRMJ-201

## CRMJ-380-Corrections

Three Credit Hours
An introduction to corrections, correctional theory, and correction policy through the in-depth study of key areas in corrections, including correctional history, systems, policy, treatment programs, prison life, community-based corrections. Prerequisite: CRMJ-201

## CRMJ-381-Organized Crime

Three Credit Hours
An examination and analysis of organized crime, of controversies surrounding the phenomenon, and of efforts aimed at its control. Attention will be given to defining organized crime, to its development, and to various theories that seek to explain its existence. Other topics include the activities that constitute the business of organized crime, the relationship between organized crime and corruption of governmental officials, and the techniques used to control it. Prerequisite: CRMJ-201

## CRMJ-382-Drugs and Crime

Three Credit Hours
An examination of drug use as it relates to addiction, social problems, crime, enforcement, and treatment. Issues involving domestic and international drug supply, demand, trafficking, and interdiction are studied.
Prerequisite: CRMJ-201
CRMJ-383-Comparative Criminal Justice Systems
Three Credit Hours

An examination of the ideology, structure, and justice process of various criminal justice systems in the United States, Europe, Asia, Africa, the Middle East, and Latin America. The comparative study involves analysis of diverse social control, legal, police, court, correction, and juvenile systems from representative justice approaches around the world. Prerequisite: CRMJ-201

## CRMJ 384-International Crime

Three Credit Hours
A study of transnational crime, criminals, and criminal organizations in a global context including an examination of international and national organizations, laws, and justice practices responsible for controlling multi-national criminal activity.
Prerequisite: CRMJ-201

## CRMJ-385-Juvenile Delinquency

Three Credit Hours
An introduction to delinquency, to the juvenile justice
process from intake to disposition, to trends in the treatment of juvenile offenders, and to juvenile justice reform
(decriminalization, diversion, deinstitutionalization, and due process).
Prerequisite: CRMJ-201
CRMJ-386-Research Methods in Criminal Justice

## Three Credit Hours

An introduction to research and to statistical methods, data bases, and computer applications in relation to the various fields of criminal justice. Special attention will be given to the problems associated with collection and analysis
of criminal justice data.
Prerequisite: CRMJ-201

## CRMJ-387-Criminal Investigation

Three Credit Hours
An examination of the criminal investigation process that combines forensic applications with investigative procedures. Crime scene preservation, management, evidence collection, and process are included in the examination of the investigative process. Interrogation and interviewing techniques, as well as physical evidence used to investigate specific types of offenses, are studied.
Prerequisite: CRMJ-201

## CRMJ-388-White Collar Crime

Three Credit Hours
A study of "white collar" crime as a specific type of deviance. The course explores aspects of organizational, corporate, occupational, and governmental criminality and its detection, investigation, prosecution, and punishment.
Prerequisite: CRMJ-201

## CRMJ-389-Justice in Latin America

Three Credit Hours
Latin American countries have criminal justice institutions based on fundamental principles similar to those of US criminal justice institutions: due process, substantive criminal and criminal procedural law, basic organization into police, courts and corrections sectors, written constitutions, etc. Yet

Latin American criminal justice institutions often in practice function very differently from those in the US. This course presents case studies on Latin American criminal justice institutions with topics including police reform in Bolivia; use of the National Guard in counter-narcotics in Puerto Rico; judicial police reform in Mexico; prosecutorial reform in Guatemala; and others.

## CRMJ-390-Victimology

Three Credit Hours
The scientific study of the extent, nature, and causes of criminal victimization, its consequences for the persons involved and the reactions to such victimization by society, in particular the police and the criminal justice system. Additional areas of examination include history of victimology, legal recourse for crime, victims, and informal methods of addressing the needs of victims.
Prerequisite: CRMJ-201
CRMJ-391-Criminalistics
Three Credit Hours
The application of science to the investigation of crime.
Designed to acquaint non-science majors with the philosophy and methodology of dealing with physical evidence in criminal investigation.
Prerequisite: CRMJ-201

## CRMJ-392-Computer Crime

## Three Credit Hours

An exploration of the current state of computer crime in the United States. The course traces the history of technological crime and identifies areas ripe for exploitation from technology savvy deviants. It also evaluates forensic practices and software in light of government legislation together with an analysis of emerging case law. The course also addresses guidelines for the development of computer forensic laboratories, the creation of computer crime task forces, and the search and seizure of electronic equipment.
Prerequisite: CRMJ-201

## CRMJ-393-Homicide

Three Credit Hours
This course is designed to teach students about the law enforcement, statistical, legal and psychological elements of homicide in the United States. Throughout the course we will explore theories and explanation for homicide, traditional murder, childeren/women who kill, and multiple victim killers. At the end of the semester, students will be responsible for teaching the class about an infamous serial killer.

## CRMJ-465-Special Topics in Criminal Justice

## Three Credit Hours

An advanced seminar designed to examine in-depth selected topics in criminal justice.
Prerequisite: CRMJ-201
CRMJ-470-Ethics
Three Credit Hours
This course seeks to examine the criminal justice system through an ethical lens, to identify ethical issues in practice and in theory, to explore ethical dilemmas, and to suggest
how ethical issues and dilemmas faced by criminal justice professionals might be resolved.

## CRMJ-471-Psychology of Crime

Three Credit Hours
This course examines the role of psychology in contributing to our understanding of criminal behavior and criminal justice system processes. The course will review our current understanding of the criminal mind and the psychological explanations associated with the commission of violent crime, homicide, sexual assault, multiple murder, terrorism, property crime, and substance abuse. The course takes a close look at developmental risk factors and the biological origins of criminal behavior. Toward the end of the semester, the course discusses the use of psychological principles in police interrogations, the court process, and correctional psychology.

## CRMJ-472-Crime Prevention

Three Credit Hours
This course will examine how to prevent crime from humanistic, structural, situational and enviromental perspectives. A basic introduction to each of these schools of thought will be given. The main focus of this course will be examining the empirical research surrounding each method.

## CRMJ-498-Independent Study

Three Credit Hours
Prerequisite: As determined by instructor
An independent research project resulting in a formal paper, this study must be approved by the department head in consultation with an appropriate member of the faculty who will supervise the project. Virtually any aspect of criminal justice may be investigated. Especially recommended for those considering graduate or professional study.
Prerequisite: CRMJ-201
CRMJ-499-Internship
Three Credit Hours
Prerequisite: Permission of director of internships
Internships with government and other agencies are offered to combine academic training with professional experience.
Prerequisite: CRMJ-201

## Education (EDUC)

EDUC 101- Education in Modern Society
Three Credit Hours
Open to any interested student. An orientation to teaching as a profession and to the teacher-training program. Study and discussion on school organization and teachers' roles and responsibilities; personal and professional guidance. Introduction to the learner-centered conceptual base of the department.

## EDUC 206-Adolescent Development

Three Credit Hours
A survey of the basic principles and theories of human development with a focus on adolescents and their educational processes. The field experience is designed to interrelate college classroom learning with public school observations and activities.

## EDUC 301-Foundations in Reading

## Three Credit Hours

A foundational course designed to develop competencies in teaching literacy skills. The content of this course examines the theoretical research and historical perspectives as related to reading education. Five components of a balanced literacy program will be examined and these components are based on research of the National Reading Panel. Approaches to reading will be examined as phonics; sight; linguistic; language experience approach; and the VAKT. Literacy educators and pioneers in reading education as Chall, Flesch, Fries, Allen, and Fernald will be discussed to provide background information from a historical prospective to assure that students will have a knowledge of foundations.

EDUC 306-Teaching Reading and Writing in the Middle and High School

## Three Credit Hours

Prerequisites: EDUC 202, EDUC 301 and EDUC 401
Designed to acquaint prospective middle school and high school teachers with reading practices geared to their students. The course will include a broad survey of the field of reading with attention given to some diagnostic procedures and the development of Reading Across the Curriculum programs for the middle school and high school levels. Different subject areas will be considered. Field experience in a public school is among course requirements.

## EDUC 307-Child Development

## Three Credit Hours

Acquisition of understanding and appreciation of the mental, physical, social, and emotional aspects of development in childhood. Emphasis on techniques of motivation, principles of learning, learning styles, individual differences, and developmental problems. Field experience is required.

EDUC 312-Teaching Students with Special Needs Three Credit Hours
Teaching Students with Special Needs is an introductory-level course for education majors and other interested students. The course is designed to prepare prospective teachers to define and identify characteristics of students with disabilities and students at risk for school failure. Teaching Students with Special Needs is based on the premise that it is the teacher's responsibility to meet the needs of every learner, typical or atypical. A field experience component of ten hours in the school is required.

EDUC 401-Methods and Materials of Middle and High School Teaching
Three Credit Hours
Prerequisites: Admission to Upper Level Study
Study of the aims, methods, and materials employed in middle and high school teaching; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideals; classroom presentation of formal materials. The utilization of technology and the development and use of evaluative instruments in the total teachinglearning process will be emphasized.

EDUC 402- Special Methods in Teaching
Three Credit Hours
Prerequisites: Admission to Upper Level Study
Special techniques, theories, and materials in teaching in the content area of specialization in middle school (grades 5-8) and high school (grades 9-12).

## EDUC 499-Internship in Teaching

Twelve Credit Hours
Prerequisites: Refer to requirements for admission to internship.
A requirement for certification, observation and teaching in approved schools under approved supervising teachers, supervision by college instructor. Assignment only in major teaching field. This internship is a minimum of twelve weeks. All students provide their own transportation. Formal application for admission to the internship is required.

## Electrical Engineering (ELEC)

## ELEC-106-Fundamentals of Electrical Engineering

Three Credit Hours
Required of electrical engineering freshmen.
An introduction to the engineering profession, branches and functions of engineering, professional ethics, and the role of engineers in society. Fundamentals of engineering problem solving and the use of calculators and computers as tools to aid in problem solving. Includes subject areas common to most engineering disciplines such as the introduction to the engineering design process and teamwork through a design project, engineering laboratory skills, report writing, and engineering economics, but through the use of electrical engineering exemplars.
Lecture: Three hours

## ELEC-201-Electric Circuit Analysis I

Three Credit Hours
Required of electrical engineering sophomores.
Circuit elements; Kirchhoff's and Ohm's Law and their application
through a variety of circuit analysis techniques; operational amplifiers; and the transient response of simple circuits. The circuit analysis program SPICE is introduced.
Corequisites: ELEC-106, MATH-131, PHYS-221/271

## ELEC-202-Electric Circuit Analysis II

## Three Credit Hours

Required of electrical engineering sophomores.
Sinusoidal analysis and phasors; AC power; three-phase circuits;
frequency response of simple circuits; the use of SPICE for ac
circuit analysis.
Lecture: Three hours
Prerequisites: ELEC-201 with a grade of C or better or the successful completion of both ELEC-308 and ELEC-204 with
grades of C or better. Corequisites: MATH-132, PHYS-222/272

An introduction to the experimental method in electrical engineering. Laboratory exercises are designed to supplement the material presented in ELEC-201 and ELEC-202.
Laboratory: Two hours
Prerequisites or co-requisite: Elecyric Circuit Analysis II (ELEC-202)
or Elements of Electrical Engineering (ELEC-308)
ELEC-206-Computer Applications for Electrical Engineers Three Credit Hours
Required of electrical engineering sophomores.
The computer is presented as a tool for the solution of engineering problems. High level programming of computers;
data manipulation, data plotting, and equation solving using application programs such as MATLAB.
Lecture: Three hours
Prerequisites Fundamentals of Electrical Engineering (ELEC-106)

## ELEC-302-Electrical Machinery Laboratory

One Credit Hour
Required of electrical engineering juniors.
A laboratory course to accompany ELEC-316.
Laboratory: Two hours
Prerequisite or corequisite: Electromechanical Energy Conversion
(ELEC-316)

## ELEC-306-Electronics I

Three Credit Hours
Required of all electrical engineering juniors.
Characteristics of solid-state devices, theory and design of low-
frequency amplifiers, transistor biasing and stabilization, design
of multistage and feedback amplifiers utilizing bipolar and MOS devices.
Lecture: Three hours
Prerequisites: Electric Circuit Analysis II (ELEC-202), Electrical Analysis (ELEC-204); Corequisite: Electronics Laboratory (ELEC313).

## ELEC 307-Nuclear Engineering

Three Credit Hours
An introduction to the theory and application of nuclear energy. Topics include fission and the chain reaction; nuclear fuels; nuclear reactor principles, concepts, examples, construction, operation, and ecological impact; radiation hazards and shielding; and nuclear propulsion.
Lecture: Three hours
Prerequisites: Physics with Calculus II/Laboratory for Physics with Calculus II (PHYS-222/272).

## ELEC-308-Elements of Electrical Engineering

## Three Credit Hours

Required of civil engineering juniors.
Fundamental electrical concepts and units; basic laws of electrical circuits; equivalent circuits; DC and steady-state AC circuit analysis; and effective current, average power, and three-phase power.
Lecture: Three hours
Prerequisite: Analytic Geometry and Calculus I (MATH-131).

## ELEC-204-Electrical Laboratory

One Credit Hour
Required of electrical engineering sophomores.

## ELEC-309-Signals and Systems

Three Credit Hours
prerequisites or co-requisites: MATH-335 Required of electrical engineering juniors. The study of continuous and discrete systems utilizing Laplace, Fourier, and z-transform theory.
Lecture: Three hours
Prerequisites: Electric Circuit Analysis (ELEC-202), Electrical Laboratory (ELEC-204), Computer Applications for Electrical Engineers (ELEC-206), Applied Engineering Mathematics (MATH-234).

## ELEC-311-Digital Logic and Circuits

Three Credit Hours
Introduction to Boolean algebra; topics such as digital data coding and digital arithmetic. Design of combinational and sequential circuits; design implementing and testing of digital circuits using Field Programmable Gate Arrays. Employs VHDL and other industry standard design tools.
Lecture: Three hours

## ELEC-312-Systems I

Three Credit Hours
Required of electrical engineering juniors.
An introduction to feedback control systems, system
representation, stability, root-locus and frequency response, and compensation.
Lecture: Three hours
Prerequisites: Signals and Systems (ELEC-309)

## ELEC-313-Electronics Laboratory

One Credit Hour
Required of electrical engineering juniors.
Experimental studies coordinated with the subjects introduced in ELEC-306.
Laboratory: Two hours
Prerequisite: Computer Applications for Electrical Engineers (ELEC-206).
Corequisite: Electronics I (ELEC-306).

## ELEC-316-Electromechanical Energy Conversion

Three Credit Hours
Required of electrical engineering juniors.
Analysis of transformers; fundamentals of electromechanical
energy conversion; and study of DC, induction, and synchronous machines.
Lecture: Three hours
Prerequisite: Signals and Systems (ELEC-309), or consent of the department head; prerequisite or co-requisite: Electrical Machinery Laboratory (ELEC-302).

## ELEC-318-Electromagnetic Fields

Three Credit Hours
Required of electrical engineering juniors.
Static electric and magnetic fields; Maxwell's equations and their applications; Laplace's equations; boundary value problems; time varying fields, and plane waves.
Lecture: Three hours.
Prerequisites: Electric Circuit Analysis (ELEC-202), Computer Applications for Electrical Engineers (ELEC-206), Physics with Calculus II/Laboratory for Physics with Calculus II (PHYS222/272), Applied Engineering Mathematics II (MATH-335).

## ELEC-330-Digital Systems Engineering

## Three Credit Hours

Required of electrical engineering juniors.
Microcontroller fundamentals including architecture, assembly
language programming, and interfacing. Applications of industrystandard microcontrollers in embedded systems. Employs software design tools, simulators, and hardware trainers.
Lecture: Three hours
Prerequisite: Digital Logic and Circuits (ELEC-311).

## ELEC-401-Electronics II

## Three Credit Hours

Characteristics and applications of analog and digital circuits.
Topics may include differential amplifiers, multistage amplifiers, power amplifiers, oscillators, filter circuits, and CMOS digital logic.
Prerequisite: Electronics I (ELEC-306), and Electronics Laboratory (ELEC-313).

## ELEC-403-Electric Power Systems

Three Credit Hours
A study of electrical power generation, transmission, and distribution; symmetrical components, per-unit analysis, calculation of transmission-line parameters, and load flow. Lecture: Three hours.
Prerequisites: Electromechanical Energy Conversion (ELEC-316) and Electromagnetic Fields (ELEC-318).

## ELEC-405-Electrical Measurements <br> Two Credit Hours

An introduction to modern electrical instrumentation and measurements. Topics include: measurement theory, analog and digital signal conditioning, noise, transducers, instrumentation system design, digital interfaces, and computer based instrumentation and measurements..

## Lecture: Two hours

Prerequisite: Electronics Laboratory (ELEC-313),
Corequisite: Electrical Measurements Laboratory (ELEC-415).

## ELEC-407-Systems II

Three Credit Hours
A continuation of Systems I with primary emphasis on digital control systems. Topics include: state-variable analysis, simulation techniques, controllability, state-variable feedback, observability, and state estimator design.
Lecture: Three hours
Prerequisite: Systems I (ELEC-312).

## ELEC-412-Applied Probability and Statistics for Engineers

 Three Credit HoursRequired for electrical engineering majors. Application of the theory of probability and statistics in modeling random phenomena and signals; in the calculation of system responses; and in making estimates, inferences and decisions in the presence of chance and uncertainty. Applications will be studied in areas such as communications, power systems, device modeling, measurements, reliability, and quality control.
Lecture: Three hours
Prerequisites: Analytic Geometry and Calculus III (MATH-231),
Computer Applications for Electrical Engineers (ELEC-206).

## ELEC 413-Advanced Topics in Electrical Engineering

 Three Credit HoursAdvanced topics in electrical engineering. Offered occasionally when the special interests of students and faculty coincide. The syllabus must be approved by the Electrical Engineering Faculty. Since the content of the course may change, a student may repeat this course for credit with the permission of the department head. Lecture: Three hours

## ELEC-414-System Simulation

Three Credit Hours
An introduction to system concepts, mathematical models of systems, and simulation methods applied to a broad range of systems. Design project required.
Lecture: Three hours
Prerequisite: Systems (ELEC-312).

## ELEC-415-Electrical Measurements Laboratory

One Credit Hour
A laboratory course to complement ELEC-405.
Laboratory: Two hours
Corequisite: Electrical Measurements (ELEC-405).

## ELEC-416-Communications Engineering

Three Credit Hours
Principles of amplitude, frequency, and pulse modulation; signal flow and processing in communications systems; and analog and digital communication systems.
Lecture: Three hours
Prerequisites: Signals and Systems (ELEC-309), Digital Logic and Circuits (ELEC-311), Electromagnetic Fields (ELEC-318)
Corequisite: Electronics 1 (ELEC-306)

## ELEC-418-Advanced Digital Systems

Three Credit Hours
Experience in advanced digital design techniques and exposure to the development tools used in the design of advanced digital systems. Topics include the design of digital systems using VHDL, industry standard FPGA devices and software, and microprocessor hardware components.
Lecture: Three hours
Prerequisite: Digital Systems Engineering (ELEC-330) or Computer Organization and Programming (CSCI-305)

## ELEC-419-Computer Network Architecture

Three Credit Hours
This course will cover network architecture and protocols. Included are transmission technologies, encoding/decoding schemes, packet switching, frame relay, ISDN, ATM and performance modeling techniques.
Lecture: Three hours

## ELEC-421-Design I

Three Credit Hours
Required of electrical engineering seniors.
Initiation, design, scheduling, documentation and reporting on a major design project. Normally accomplished by students working in small groups. All students will make written and oral presentations on their contribution to the project. Financial, legal,
ethical, societal, regulatory, environmental, manufacturability, and quality issues will be discussed and will constrain the designs as appropriate.
Lecture: One hour; Laboratory: Four hours.
Prerequisites: Electrical Machinery Laboratory (ELEC-302), Electronics I (ELEC-306), Systems I (ELEC-312), Digital Logic and Circuits (ELEC-311), Electromechanical Energy Conversion (ELEC-316), Digital Systems Engineering (ELEC-330) and Electromagnetic Fields (ELEC-318) or consent of the department head.

## ELEC-422-Design II

Three Credit Hours
Continuation of the major design project begun in ELEC-421.
Project implementation, documentation, and reporting. Normally to be accomplished by students working in the small groups formed in ELEC-421. The impact of the practical, societal, and governmental issues raised in ELEC-421 will be assessed. Each student will make written and oral presentations on their contributions to the project. A prototype demonstration and presentation of final results in a symposium format is required. Lecture: One hour; Laboratory: Four hours
Prerequisite: Design I (ELEC-421) taken the preceding semester. Required of all electrical engineering seniors.

## ELEC-423-Digital Signal Processing

Three Credit Hours
Introduction to the characteristics, design, and applications of discrete time systems using digital signal processors. Discrete time Fourier Transforms, FIR and IIR systems, and the design of FIR and IIR filters.
Lecture: Three hours
Prerequisite: Signals and Systems (ELEC-309), and Digital Systems Engineering (ELEC-330).

## ELEC-424-Solid-State Devices

Three Credit Hours
Basic principles governing the operation of solid-state devices are developed from fundamental concepts. P-N junction theory is developed and applied to the analysis of devices such as bipolar transistors, solar cells, detectors, and photo devices. The theory of field-effect devices is developed.
Lecture: Three hours
Prerequisites: Electronics I (ELEC-306), and Electromagnetic Fields (ELEC-318).

## ELEC-425-Interference Control in Electronics

 Three Credit HoursAn introduction to the control and measurement of interference between electronic devices. Analysis methods and practical design techniques to minimize both radiated and conducted emissions and susceptibility. Enhancing signal integrity in highspeed circuits and reducing crosstalk. Laboratory exercises and demonstrations will be used to reinforce the material.
Lecture: Three hours
Prerequisites: Signals and Systems (ELEC-309), Electromagnetic Fields (ELEC-318), Digital Systems Engineering (ELEC-330).

## ELEC-426-Antennas and Propagation

Three Credit Hours

Transmission, radiation, and propagation of electromagnetic waves by means of transmission lines, waveguides, optical fibers, and antennas. Design project required.
Lecture: Three hours
Prerequisites: Electromagnetic Fields (ELEC-318).

## ELEC-427-Energy Systems Engineering

Three Credit Hours
An overview of current and emerging methods of energy conversion used to generate electricity and to support all methods of transportation. This basic look includes study of the thermodynamics, chemistry, flow and transport processes that apply to energy conversion with emphasis on sustainability, efficiency, environmental impact and performance. Systems utilizing fossil fuels, nuclear and renewable resources are studied. Study of energy storage and transmission is included as required to assess both stationary power generation and transportation energy needs.
Lecture: Three hours
Prerequisites: MATH 131and PHYS 221/271

## Evening Undergraduate Studies (EUGS)

## EUGS-101-Introduction to The Citadel Experience

 One Credit HourThis online course is required of all Evening Undergraduate Studies (EUGS) students and must be taken in their first semester enrolled at The Citadel. The course covers a wide range of activities and services on campus, and offers insight into academic proficiency through the use of self-administered assessment tools. The course also provides an overview of The Citadel's three core values of honor, duty, and respect. Prerequisites: none

## Intelligence (INTL)

## INTL-210-Homeland Security

Three Credit Hours
An introduction to various aspects of terrorism and homeland security as both affect the United States today. Much of the focus will be the problems and challenges stemming from 9/11 that create today's world situation. To understand what is going on currently, the course will examine the historical context of both terrorism and national security as it relates to terrorism.

## INTL-310-Intelligence Collection Systems

## Three Credit Hours

This is a seminar course addressing intelligence collection systems and programs. Particular emphasis will be placed on intelligence collection platforms, their limitations and capabilities, and how they are used in support of national intelligence requirements. The course will also focus on how these systems and programs are planned and executed. The seminar format will emphasize student participation in the form of presentations, papers, and related discussion.

## INTL-311-U.S. Intelligence Successes and Failures

 Three Credit HoursThis course will examine a number of cases that aptly demonstrate the underlying operation, analytic and managerial "hows and whys" of U.S. intelligence success and failure. Reading material will include formal Congressional inquiries, declassified official "lessons learned", unclassified articles by former practitioners, select media commentaries, and a few academic papers. The course will conclude with an examination of the various efforts at reform, some of which have fundamentally transformed the American Intelligence Community and others that have fallen short of effecting real change.

Case studies will highlight and explore the various "Ingredients for Intelligence Success" including: effective management structures and organization, well-honed collection programs and skills, well-honed analytic skills and analytic rigor, professional attentiveness and persistence, ingrained organizational cooperation, effective interagency communication and information sharing, sufficiently dedicated resources, and well-developed target understanding (via in-depth study.)

## Mechanical Engineering (MECH)

MECH-101-Introduction to Mechanical Engineering One Credit Hour
Required of all Mechanical Engineering freshmen.
The engineering design process is demonstrated through use of practical problem-solving methods for public infrastructure and mechanical projects. Course subjects include mechanical engineering career paths, ethical canons of the engineering profession, and requirements for professional licensure.
Course assignments, conducted within a collaborative learning environment, focus on creative engineering solutions through technical analysis, teamwork, communication skills, and professionalism. As a foundation for sustained success in mechanical engineering, additional course topics include: lifelong learning, time management, community and professional service, and career development.
Laboratory: Two hours

## MECH-102-Engineering Computer Applications

## Two Credit Hours

Required of all Mechanical Engineering freshmen.
Foundations of computing to include software tools and engineering processes for mechanical engineers. Topics may include: structured programming (MATLAB), graphical drawings and 2D and 3D modeling of parts and assemblies, interface of 2D and 3D data with Computer Aided Manufacturing, simulation of rigid body motion, presentation software, and spreadsheets. Introduction to teaming and creativity.
Laboratory: Four hours
MECH-304-Engineering Materials w/Lab
Three Credit Hours
Course explores the relationships between the microscopic structure and macroscopic properties of materials used in
integrated throughout the course to provide practical experience in making decisions concerning material composition and processing in order to optimize engineering properties.
Experiences from the field are detailed to demonstrate
applicability of concepts.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: CIVL-304/307 and CHEM-151

## MECH-310-Thermal - Fluid Systems I w/Lab Three Credit Hours

Thermal-Fluid System I is an integrated study of fundamental topics in thermodynamics and fluid mechanics. The course introduces conservation principles for mass, energy, and linear momentum as well as the 2nd Law of Thermodynamics. Principles are applied to incompressible flow in pipes and turbomachinery, external flows, power generation systems, refrigeration cycles, and total air-conditioning focusing on the control volume approach. Laboratory exercises are integrated into classroom work. This course includes completion of a comprehensive, out-of-class design problem. This design problem provides the opportunity for students to apply engineering science and the engineering design process to a hands-on project.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: MATH-132, PHYS-221, PHYS-271;
Prerequisites or Corequisites: MATH-231, CIVL-301

## MECH-311-Thermal - Fluid Systems II w/Lab Three Credit Hours

Thermal-Fluid Systems II continues the integrated study of fundamental topics in thermodynamics and fluid mechanics. The course applies conservation principles for mass, energy, and linear momentum as well as the 2nd Law of Thermodynamics. Principles are applied to an automotive system to examine engine performance (Otto and Diesel Cycles) and heat exchangers and to high performance aircraft to examine the Brayton Cycle, compressible flow, external flow, lift, and drag. Laboratory exercises are integrated into classroom work. This course includes completion of a comprehensive, out-of-class design problem. This design problem provides the opportunity for students to apply engineering science to the design of a comprehensive thermalfluid system.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-310 with a grade of "C" or higher

## MECH-325-Computer Applications

Three Credit Hours
This course uses applied problems in engineering and mathematics to introduce Computer-Aided Drafting (CAD) and MATLAB problem-solving techniques. Covered topics include creation and editing of 3D parts and assemblies with appropriate design intent, configurations, equation-based modeling, finite element analysis, curve fitting and data analysis, numerical interpolation, integration, root finding, and linear algebraic system solutions. Lecture: Two hours; Laboratory: Two hours Prerequisites: MECH-102

## MECH-330-Measurements and Instrumentation w/Lab

 Three Credit HoursFundamentals of measurement systems in mechanical engineering including transducer operation, signal conditioning,
data reduction, and presentation of results. Transducer and measurement system characteristics including resolution, sensitivity, loading, time response, and frequency response. Operating principles of basic instrumentation for measurement of mechanical quantities such as force, torque, pressure, velocities, accelerations, temperature, and flow. Topics include uncertainty analysis, data analysis, probability and statistics, calibration, data acquisition, presentation of results, and an introduction to experiment design.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: ELEC-202/204

## MECH-340-Manufacturing Processes

Three Credit Hours
This is an introductory course that examines the interactions between design and manufacturing from the designer's point of view. The first portion of the class is devoted to safe, handson experience with manufacturing machines and equipment. Students will have an opportunity to work on civil and mechanical manufacturing machines that are common in machine, woodworking, and sheet metal shops such as a mill, lathe, grinder, belt sander, drill press, and band saw. Common manufacturing processes will be introduced and design guidelines will be developed for each process. The successful student will leave this class with an appreciation that a designer must consider the method of manufacture during the design process to ensure that a product is functional, economically viable, and safe. Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: CIVL-304/307

## MECH-345-Machine Design

Three Credit Hours
This course introduces mechanical engineering design as an iterative decision making process and fundamental engineering science applied to machine components. Analysis for the design and manufacture of basic mechanical elements and their role in the design of machines; application of finite element modeling; introduction to failure theory, fatigue analysis, and energy methods for deflection analysis and their application of them to the design and analysis of machine elements; design of multicomponent systems. Useful design techniques (such as modeling, CPM, optimization, probabilistic approaches, etc.) and factors influencing design (such as human factors, products liability, ethics, societal, economics, safety, etc.) are presented, discussed, and incorporated. Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds (and welding techniques), shafts, springs, gears, bearings, and chain drives. The course culminates in a team-oriented process, design, and manufacture of a mechanical engineering product using the techniques, tools, machines, and equipment that were developed and taught throughout the course.
Lecture: Three hours
Prerequisites: CIVL-304/307

MECH-350-Modeling and Analysis of Dynamic Systems w/ Lab

## Three Credit Hours

This course covers dynamic modeling and control of linear systems through an overview of classical control theory as the foundation for control applications in electrical, mechanical, and aeronautical systems. Topics include system modeling using Laplace transform, frequency domain, state variable methods, Boolean logic and algebra, system hardware and software development, and interfacing for mechanical applications. Mathematical models are developed for electrical, mechanical, aeronautical, and other physical control systems. Control systems analysis and design techniques are studied within the context of how each system is physically controlled in practice to include applications of microprocessors and microcontrollers and digital electronics to the design and utilizations of embedded control systems in smart systems and products. Laboratory exercises include feedback design and system identification.
Lecture: Two hours; Laboratory: Two hours
Prerequisites: CIVL-301, MECH-330, MATH-335

## MECH-404-Advanced Materials

## Three Credit Hours

Fundamentals of deformation and fracture in metals, polymers, ceramics and composites with application to design. Emphasis on time-temperature dependence of polymers, brittle behavior of advanced ceramics, the fracture mechanics approach to design of high strength and critical application of materials, and composite behavior.
Lecture: Three hours
Prerequisite: MECH-304 with a grade of "C" or higher

## MECH-408-Composite Design

Three Credit Hours
Introduces materials and mechanics of composites with emphasis on high performance polymer matrix composites. Topics include material selection, laminate analysis/design, design implications from manufacturing and joining methodology, and interpreting test results. A team design-built test project is required.
Lecture: Three hours
Prerequisite: MECH-304 with a grade of "C" or higher

## MECH-409-Composite Manufacturing w/Lab

## Three Credit Hours

This course covers manufacturing fundamentals, manufacturing processes, composite fabrication and assembly, quality and inspection methods, repair, and required equipment. Topics include material selection, laminate analysis, manufacturing, joining, and testing.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-304 with a grade of "C" or higher

## MECH-415-Heat Transfer

Three Credit Hours
The three modes of heat transfer (conduction, convection, and radiation) are studied in detail and applications are made to various engineering systems. The principles of conduction and convection are used to study the mechanisms of heat transfer during boiling, condensation and the design and operation of heat exchangers.

Lecture: Three hours
Prerequisite: MATH-335, MECH-311

## MECH-416-Mass and Energy Balances

Three Credit Hours
Introduction to mass and energy balances in single phase and multiphase, nonreactive and reactive systems. Course topics include an introduction to engineering calculations and process variables, use of computers in solving chemical engineering problems, fundamentals of material balances in single-phase and multi-phase systems, energy balances on nonreactive and reactive processes, applications of combined material and energy balances, balances on transient processes, introduction to chemical engineering unit operations, and a general introduction to the field of chemical engineering.
Lecture: Three hours
Prerequisite: CHEM-152

## MECH-417-Renewable Energy

Three Credit Hours
Covers renewable energy sources such as solar heating and cooling, wind energy, biomass, and photovoltaic energy. Surveys the energy availability of these sources and life cycle cost and present value used to evaluate the system. Students will design a system which utilizes a renewable energy source and economically evaluate the system.
Lecture: Three hours
Prerequisites: MECH-310

## MECH-418-Energy Conversion Systems w/Lab

## Three Credit Hours

An overview and historical evolution of both classical and state-of-the-art energy conversion technology. Advanced analysis of energy conversion hardware, air conditioning and refrigeration as well as fossil fuel combustion processes using concepts of energy. Major methods of direct energy conversion are covered, including thermoelectricity, photovoltaics, thermionics, magneto hydrodynamics, and fuel cells. Applications of the thermodynamic, heat transfer, and fluid flow principles to the modeling and design of thermal systems. These systems include pumps, fans, and heat and mass exchangers. The current state of national and world energy is presented and alternatives including renewable energy and a hydrogen economy are explored with reference to economic, political, environmental and technological factors.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-415 with a grade of "C" or higher

## MECH-419-Mechanical Power Plants

Three Credit Hours
Students engage in the analysis, testing and evaluation of internal combustion engines and their subsystems with a view toward understanding the underlying principles which affect their design. Spark ignition and compression ignition engine systems are studied in detail. Steam, cogeneration and combined cycles are studied. Introduces the theory and issues related to the design of axial and radial flow turbines, compressors and pumps.
Lecture: Three hours
Prerequisite: MECH-311

## MECH-420-Nuclear Reactor Analysis

Three Credit Hours
This course focuses on nuclear reactor systems, the release of nuclear energy in the reactor core, and its removal as heat for producing electric power. Specific topics emphasize reactor kinetics, heterogeneous reactors, control rods and shim, reactor poisons, heat transfer, and alternative energy systems. The fundamentals of transport theory and the solution to the transport equation using Monte Carlo N-Particle (MCNPX) transport code are introduced.
Lecture: Three hours
Prerequisites: MECH-415

## MECH-425-Advanced Heat Transfer

Three Credit Hours
This course covers additional topics in conduction, convection and radiation heat transfer as well as mass transfer, phase change and numerical methods.
Lecture: Three hours
Prerequisite: MECH-415 with a grade of "C" or higher

## MECH-426-Air Conditioning

Three Credit Hours
Human comfort and the properties of air. Air conditioning in residences, public and industrial buildings using vapor compression and absorption units. Cooling loads, psychrometry, fans, duct sizing and layout, automatic control, and acoustic design considerations.
Lecture: Three hours
Prerequisite: MECH 311

## MECH-430-Robotics Engineering w/Lab

Three Credit Hours
Interdisciplinary course in engineering systems applied to computer controlled devices. Topics include kinematics, control, operation, sensing, and design as applied to various types of industrial and other robots and programmable manipulators. A related project is required.
Lecture: Two hours
Laboratory: Two hours
Prerequisite: MECH-350

## MECH-435 - Finite Elements for Engineering Applications

 Three Credit HoursEmphasizes solving various one-dimensional, transient, nonlinear problem statements including heat conduction, beam deflection, convection/diffusion (transport), gas dynamic shocks, and open channel flows. Assesses higher order bases, time stepping procedures, iterative solvers, and finite difference methodologies. Utilizes MATLAB for computational experiments Lecture: Three hours
Prerequisites: CIVL-304, 301, MECH-310

## MECH-440 - Advanced Manufacturing Processes and Their

 ApplicationThree Credit Hours
This course examines major manufacturing processes, their capabilities, analysis, economics and manufacturing process selection. Students perform both kinematic (the study of the motion of machinery without regard to forces) analysis and kinematic design of planar and spatial mechanisms, cams, and
gear trains. Computer programming is used for iterative methods in both analysis and design. Specific methods and techniques taught and applied are operations strategy, product design and selection, supply chain management, total quality management, forecasting, capacity planning, facility location, facility layout, work system design, inventory management, material requirements planning, and scheduling.
Lecture: Three hours
Prerequisites: CIVL-301 and MECH-340 witha grade of "C" or higher

## MECH-445 - Manufacturing Design w/Lab

Three Credit Hours
Applications of fundamentals of engineering mechanics in analysis and synthesis of machine components and systems to the manufacture of products from metals, polymers, ceramics, and composites. Use and management of computers in engineering for drafting, design management, documentation, and manufacturing. Covers drafting methods and standards, design data management, CNC operations, implementation, kinematics, control, operation, sensing, and design as applied to various types of industrial models. A related project is required.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-345 and MECH-440

## MECH-450 - Mechatronics w/Lab

Three Credit Hours
Applications of microprocessors and microcontrollers and digital electronics to the design and utilization of embedded control systems in smart systems and products. Topics include Boolean logic and algebra, system hardware and software development, and interfacing for mechanical applications.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-350

## MECH-452-Digital Logic and Circuits w/Lab

Three Credit Hours
This course covers the analysis, design, simulation, and construction of digital logic circuits and systems. The material in this course provides the necessary tools to design digital hardware circuits such as digital clocks and locks, as well as computer hardware. The course begins with the study of binary and hexadecimal number systems, Boolean algebra, and their application to the design of combinational logic circuits. The first half of the course focuses on designs using small-scale integration (SSI) logic circuits, medium-scale integration (MSI) circuits, and programmable logic devices (PLDs) to implement combinational logic functions. The second half of the course emphasizes sequential logic circuits like counters and sequence recognizers, and also covers memory systems. Laboratory work in this half of the course focuses on using very high speed integrated circuit hardware description language (VHDL) to simulate digital systems and to program those systems into PLDs. As a final project, student teams design, build, and test a digital logic system such as a programmable alarm clock, digital lock, or burglar alarm.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: ELEC-202/204

## MECH-455 - Advanced Mechatronics w/Lab

Three Credit Hours
A comprehensive course in the field of mechatronics.
Mechatronics is the crossroads in engineering where mechanical engineering, electrical engineering, computer science, and controls engineering meet to create new and exciting real-world systems. Knowledge of mechanical and electrical components, controls theory, and design are integrated to solve actual physical design applications.
Lecture: Two hours; Laboratory: Two hours
Prerequisite: MECH-450 with a grade of "C" or higher

## MECH-460 - Mechanical Engineering System Design

 Three Credit HoursThis course provides experience in the integration of math, science, and engineering principles leading to a comprehensive engineering design project. Open-ended, client-based design problems emphasize a multidisciplinary approach to total system design providing multiple paths to a number of feasible and acceptable solutions which meet the stated performance requirements. Design teams are required to develop product specifications, generate alternatives through modeling, make practical engineering approximations to include probabilistic approaches, perform appropriate analysis to support the technical feasibility of the design, and make decisions leading to an optimal system design. System integration, reverse engineering/redesign projects, human factors engineering, products liability, ethics, safety, computer-aided design, maintainability, and fabrication techniques are addressed. This course provides an integrative experience in support of the overarching academic program goal. Lecture: Three hours
Prerequisite: MECH-345

## MECH-470-Introduction to Applied Aerodynamics

 Three Credit HoursThe fundamental laws of fluid mechanics are used to develop the characteristic forces and moments generated by the flow about aerodynamic bodies. Physical properties of the standard atmosphere as well as lift, drag, and aerodynamic moments are studied for airfoils (2-D) and finite wings (3-D) in the subsonic and supersonic flow regimes. Development of equations of conservation of mass and momentum lead to development of aircraft performance and design parameters.
Lecture: Three hours
Prerequisite: MECH 311 with a grade of "C" or higher

## MECH-475 - Aircraft Performance and Static Stability

Three Credit Hours
The course applies the principles developed in applied aerodynamics to develop the equations of motion for a rigid aircraft in steady state level flight, maneuvering flight, and during takeoff and landing. These equations are analyzed to determine such performance characteristics as maximum range, endurance, turning rate, climb rate, etc. Piston-prop, turbo-prop, and jet aircraft are considered. The equations of motion are then analyzed to develop static stability criteria and investigate steady state control characteristics. Design constraints based on customer requirements, mission profiles, aircraft sizing, optimization, and presentation of performance capabilities are considered.
Lecture: Three hours
Prerequisite: MECH 470

## MECH-476 - Propulsion Systems

Three Credit Hours
Application of basic principles in the study of the performance characteristics of air and space vehicles to include the aerodynamics of steady one dimensional isentropic compressible flow. Shock waves, gas turbines, turbojet, turbofan, turboprop, turboshaft, ram jet, rocket, nuclear propulsion and space propulsion systems are discussed and compared.
Lecture: Three hours
Prerequisite: MECH 311

## MECH-477-Vibration Engineering

Three Credit Hours
In this course students develop a foundation in the analysis and design of free and forced single and multi-degree of freedom systems. Applications include modeling, damping, resonance, force transmissibility, vibration absorbers, matrix formulation and modal analysis. Emphasis is placed on vibration examples from several engineering fields. Out-of-class design problems provide students with the opportunity to apply principles taught in the classroom to realistic problems encountered by practicing engineers. In-class demonstrations supplement the theory development.
Lecture: Three hours
Prerequisite: CIVL 301

## MECH-478 - Lightweight Structures

Three Credit Hours
Applies the principles of mechanics to the structural analysis of mechanical and aerospace components. Covers stress tensors, shear flow in open and closed sections, beam columns, unsymmetrical bending, Castigliano's theorem, statically indeterminate structures, thin walled pressure vessels, introduction to elasticity.
Lecture: Three hours
Prerequisite: CIVL-304/307

## MECH-481 - Senior Design I

Two Credit Hours
Design projects with industry. Students work in teams with three or four members on design projects furnished from external clients. The emphasis is on creating design solutions, with appropriate analyses, to meet stakeholders' needs. In addition to regular meetings with their faculty advisors, the teams are expected to maintain close and continuous communications with their clients during the semester. The projects culminate in oral presentations and Interim Written Reports which are submitted to the clients.
Lecture: One hour; Laboratory: Two hours
Prerequisite: MECH-345
Corequisite: MECH-460

## MECH-482-Senior Design II

Three Credit Hours
The student teams continue their design solutions to a general problem furnished by an external client. Continuous and regular communication with the outside clients is expected, as well as with the faculty advisors. During this semester the teams continue refining their solutions, complete the detail design, make oral presentations of the final design, and complete and submit the Final Written Report.

Lecture: One hour
Laboratory: Four hours
Prerequisite: MECH-481 (This course is a continuation of MECH481)

## MECH-497 - Special Topics in Mechanical Engineering

 Three Credit HoursThis course provides in-depth study of a special topic in engineering mechanics or mechanical engineering not offered elsewhere in the curriculum. Course content will be based on the special expertise of the Visiting Professor or a senior mechanical engineering faculty member.
Lecture: Three hours
Prerequisite: Department Head approval.

## MECH-498 - Mechanical Engineering Internship

 Three Credit HoursThe student, on an individual basis, pursues advanced understanding by working for a mechanical engineering company. The scope of the activities is tailored to the educational focus of the student in consultation with his faculty advisor and eh supervisor at the company. The student is required to provide weekly journaling, monthly supervisor evaluations, a final presentation, and a final report on the experience. LESSONS and LABS: No formal class. Consultation with Department Faculty Advisor at least once a week on individual work accomplished. Prerequisite: Department Head approval.

## MECH-499-Advanced Independent Study in Mechanical

 Three Credit HoursThe student, on an individual or small group basis, pursues advanced study of a research topic in mechanical engineering. The scope of the course is tailored to the desires of the student in consultation with his faculty advisor. The student is required to define and analyze the problem, study the fundamentals involved, organize the approach, determine the procedure, achieve a solution, and submit a written report. LESSONS and LABS: No formal class. Consultation with Department Faculty Advisor at least once a week on individual work required.
Prerequisite: Department Head approval. Other requirements as determined by Faculty Advisor.

## Political Science (PSCI)

## PSCI-302-Urban Politics

Three Credit Hours
A study of mass participation in urban political affairs, political parties on local level, the municipal reform movement, and the alternative approaches to the study of local political systems. Emphasis placed on the problems of local government in metropolitan areas.

## PSCI-310-Domestic Terrorism

Three Credit Hours
A survey of the domestic terrorism landscape in the United States by examining groups involving local nationals that use or attempt to use extreme violence against purely domestic targets. The course explores how nationalistic, religiopolitical, ideological, and single-issue terrorist groups attempt to influence or coerce others into action they would not otherwise take. The course also explores law-enforcement measures aimed at countering the threat of domestic terrorism.

## PSCI-342-International Terrorism

Three Credit Hours
A study of international and transnational political violence, with some attention to the phenomenon of "state terrorism" (international repression) and its potential impact on the conduct of American foreign policy. Issues addressed include conceptualizing and defining terrorism, the structure of violent politics, the lessons and patterns from the history of contemporary political violence, state support for terrorism, and counterterrorism as a public policy problem.

## PSCI-361-Law and Legal Process

Three Credit Hours
This course serves as a general introduction to law, lawyers, judges, and the civil legal process. Through lectures, assigned reading, and class seminars, the course will broadly survey the American legal process, including the nature of law, judicial organization and the instruments of judicial power, civil proceedings and civil law, the work and training of lawyers, the recruitment of judges, and the nature of judicial decisionmaking. (Note: The criminal justice system is surveyed in CRMJ 201, Introduction to Criminal Justice.)
PSCI-392-Political Theory
Three Credit Hours
Major theoretical writing from the ancient Greeks to the present day; emphasis on a comparison of ideas and on the relationships between theories and contemporary problems.

## PSCI-401-Political Issues and Public Policy

Three Credit Hours
An introduction to political analysis through consideration of important contemporary American political issues as they relate to public policy; attention given to specific issues as well as the policy process (formulation, implementation, and evaluation of policy).

PSCI-461-Issues in Contemporary Constitutional Law Three Credit Hours.
A study of selected cases and issues in U.S. constitutional law relating to contemporary controversies in American law and
politics. The specific issues and cases studied may vary from semester to semester.

## Sociology (SOCI)

SOCI-201-Introduction to Sociology
Three Credit Hours
The scientific study of principles and comparisons in society ancults, and a historical analysis of the phenomenon will be undertaken. A sociological examination of their impact on social norms and ideologies will be discussed; government reactions to cults and cult activities will also be addressed.

## SOCI-202-Social Problems

Three Credit Hours
The study of the social construction of social problems as well as their impact on society. Also included the analysis of deviant behavior and those factors affecting the disorganization of small groups, complex organizations, and societies.

## SOCI-301-Cults

## Three Credit Hours

An examination and analysis of alternative religious ideologies and groups. Attention will be given to defining and explaining cults, and a historical analysis of the phenomenon will be undertaken. A sociological examination of their impact on social norms and ideologies will be discussed; government reactions to cults and cult activities will also be addressed.

## SOCI-304-Minority Group Relations

## Three Credit Hours

An examination of the substantive issues in the study of majority-minority group relations and social processes, and the cultural orientations which are associated with these issues.

## SOCI-433-Special Topics in Sociology

## Three Credit Hours

Selected special topics or problems in the general area of sociology and social problems; offered periodically as the special interests of faculty and students permit.

## SOCI-498-Independent Study

## Three Credit Hours

An independent study project resulting in a formal paper; this study must be approved by the department head in consultation with an appropriate member of the Sociology faculty who will supervise the project. Especially recommended for those considering graduate or professional study.


[^0]:    REQUIRED COURSES (9 Courses, 27 credit hours)
    BADM-713 Communications for Leadership
    BADM-716 Legal and Ethical Environment For Decision Makers
    BADM-719 Information Technology Management
    BADM-722 Leadership in Organizations
    BADM-728 Accounting for Executives

[^1]:    LDRS-714-Strategic Leadership, Vision, Mission and Contemporary Issues
    Three Credit Hours
    The critical importance of vision as purposeful direction is emphasized in this course. Strategic leadership is examined as the alignment of the organization with its environment in terms of mission orientation. Contemporary issues are derived from the examination of the current environment for leadership and leaders.
    Prerequisites: BADM 722 and LDRS 711.

